

San José State University
Connie L. Lurie College of Education
Department of Special Education
EDSE 228A – Topics in Collaboration and Transition in Special Education -
HYBRID
Fall 2014

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Office Hours: by appointment before
class on Tuesdays

Class Times and Days: 7:00-9:00pm
Tuesdays

Classroom: Sweeney Hall #314

Prerequisite: Dept. Chair Consent

Connie L. Lurie College of Education Mission Statement

The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community.

Department of Special Education Mission Statement

The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula and instruction by infusing evidence based best practices endorsed nationally.

Course Description and Knowledge Base for EDSE 228A

The course will cover the planning processes, legal mandates and procedures that formulate best practices in executing successful transitions for students of all ages with disabilities. The course will focus on the many facets of transition planning involving educational, vocational and community entities to ensure all students with disabilities receive appropriate educational benefit, and an adequate quality of life from pre-school through post secondary. Embedded into this course will be a study of collaborative, evidence-based communication practices that have proven to constructively facilitate resolution to difficult issues and conflict most successfully. Professionals who establish effective collaborative communication strategies with families and outside agency representatives increase the likelihood that all parties will be satisfied with the outcomes reached in transitional IEP meetings. Students will gain increased self-awareness of their own communication styles and discover areas they, as teachers may want to increase their

effectiveness in communicating with the complex array of stakeholders they often find themselves needing to deal with on behalf of their students.

CTC STANDARDS: California Commission on Teacher Credentialing Program Standards:

Program Standard 4: Effective Communication and Collaborative Partnerships

The program provides instruction in communicating effectively with (1) individuals with disabilities and their parents and primary caregivers, (2) general and special education teachers, co-teachers, related service personnel, and administrators, (3) Tran disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public, and non-public agencies, to provide the cohesive delivery of services and bridge transitional stages across the life span of the learners.

PS 7: Transition and Transitional Planning

The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

Early Childhood Special Education Standard 8: Collaboration and Teaming

The program provides opportunities to demonstrate the knowledge and skills required to consult and collaborate with other professionals, paraprofessionals, families, caregivers, and community agency personnel in a range of settings to meet the individual needs of infants and young children who have or are at risk for developmental delays and disabilities. Each candidate demonstrates knowledge of interagency collaboration and service coordination, including interagency agreements, referral and consultation. Each candidate demonstrates skill required participating as a team member, to identify and enhance team roles, communicate and problem solve including recognizing the scope of practice parameters for ECSE and roles and expertise of other professionals and disciplines...skills required to consult, collaborate and co-teach with colleagues in general education(e.g., Head start). ..knowledge of adult learning principles required to work effectively and appropriately with team members and the ability to monitor, manage and supervise paraprofessionals to consult, train and provide effective feedback to family members and service providers.

Early Childhood Special Education Standard 5: IFSP, IEP and Transition

Each program offers an opportunity for the candidates to demonstrate knowledge of the IFSP, IEP and the transition processes. Each candidate demonstrates skills in the development, implementation and monitoring of progress of the IFSP/IEP with the family and other team members. Each candidate demonstrates skills required to implement processes and strategies that

support transitions among settings for infants and young children. These settings include hospital to home, home to center-based, early intervention to preschool and preschool to kindergarten. Each candidate demonstrates knowledge of Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations and Kindergarten standards and uses this know to implement effective IFSPs, IEP's and transition.

D/HH Standard 10: Transition and Transitional Planning

In addition to the Special Education Program standards: Transition and Transitional planning each candidate demonstrates knowledge and advocacy skills related to the various transitions experienced by students who are deaf or hard of hearing, deaf-blind and/or with additional disabilities. Each candidate demonstrates an understanding of growth and developmental milestones as individuals move from infancy to adulthood.

D/HH Standard 11: Collaborative Partnerships

In addition to the Special Education Program Standards: Effective Communication and Collaborative Partnerships, each candidate demonstrates the ability to work collaboratively with families, support providers (i.e. ASL/English bi-lingual specialist, audiologists, interpreters, paraprofessionals, speech/language pathologists, and other members of the educational team), general education professionals, community agencies, and the d/Deaf community. This also includes recognizing and respecting the roles and responsibilities of these individuals or agencies in meeting the academic needs of students who are deaf or hard of hearing, including those who are deaf-blind and/or those with additional disabilities.

REQUIRED TEXT/READINGS:

There will be weekly primary articles and required responses via on-line discussion

RECOMMENDED TEXTS

Stillington, Patricia, Neubert, Debra A. & Clark, Gary M. **Transition Education and Services** (5th edition) Pearson Education Inc. (2010)

Kochhar-Bryant, Carol **Transition and IDEA 2004** Pearson Education Inc. (2009)

Friend, M., & Cook, L.. **Interactions: Collaboration skills for school professionals**, (6th edition). Pearson Education Co. (2010)

Assignments and Grading Policy

Assignment #1: Mid-Term: Developing an Individualized Transition Plan

Students will be required to develop a comprehensive Individualized Transition Plan based on a presented case study.

The plan will require the student to use information from an assessment and then develop a plan that utilizes the student's identified strengths, interests and aptitudes and appropriately accounts for identified areas of skill and functional deficits.

Due: Tuesday, November 4, 2014 via e-mail.

Assignment #3: Communication Awareness through Role Playing

Students will demonstrate accurate self-awareness of their communication style by completing a communication inventory and then demonstrating the attributes and liabilities that their particular communication style presents in an IEP meeting through situational role playing and a self-assessment. Additionally students will be asked to analyze and critique roles and communication “styles” exhibited by other students.

Scoring will be based on the level of self-awareness exhibited by the student about his/her own communication style, strengths and volatilities.

Mandatory attendance from November 4 – December 2 as you may be called upon to role play spontaneously.

Assignment #4: Take Home Open Note Final Exam

Due Tuesday, December 16 via e-mail.

Grading Policy and Points:

Students are expected to attend all six classes, to read assigned articles and participate in the Canvas Discussion forum between each class. The lecturer will review each student’s input in the discussion forum. Missing contributions will cause the student’s grade to be lowered.

Each Assignment has a possible 100 points. Students must accumulate at least 320/400 of the possible 400 points to pass this course. All assignments need to be follow the lecturer’s prescribed formatting, be free of grammatical and spelling errors and turned in on time. Specific criteria for scoring will accompany the directions for each assignment. Assignments are expected to be turned in on time. Extensions must be requested no less than 72 hours before the due date or it will not be approved. Unapproved lateness will result in the loss of third of a grade (3 points per day) except for the final exam which must be turned in on the due date or the student will receive an NG and then no credit for the course.

Please note that a minimum aggregate GPA of 2.0 SJSU Studies (R, S, & V) shall be required of all students as a graduation requirement.” To see full text, review [University Policy S11-3](http://www.sjsu.edu/senate/docs/S11-3.pdf) at <http://www.sjsu.edu/senate/docs/S11-3.pdf>

Schedule of Topics to Be Covered

8/26	Introduction to the Concept of Transition	Introductions	
9/2	The Transition Planning Process: The People and Services	Case Study	Articles & Discussion on Canvas
9/9	Building Students' Skills to Participate in their ITP planning and meeting: PCP and Self-Determination	Case Study	Note: class will be 7:45pm - 9:45pm Articles & Discussion on Canvas
9/16	The Legislative and Legal Aspects of Transition	On-line	A break for you No Class: I am away Articles & Discussion on Canvas
9/23	Assessments for Transition: For Identifying Strengths & Needs and Monitoring Progress	Case Study	Articles & Discussion on Canvas
9/30	Key Instructional Topics: Utilizing Accommodations & Life Skills Instruction		Articles & Discussion on Canvas
10/7	Early Childhood Transitions: The Hardship of Changing from Family setting to School setting		Articles & Discussion on Canvas
10/14	Transition to Employment : Emergent Opportunities and Challenges		Articles & Discussion on Canvas
10/21	Practice in Developing a Comprehensive ITP	Case study	Mid-term will appear on line
10/30	Interpersonal Communication: Pitfalls and Minefields	Case study analyses	Mid-term due by 7:00pm Articles & Discussion on Canvas
11/4	Getting to know yourself: from Self-awareness to Self-Efficacy		Articles & Discussion on Canvas
11/11	Collaboration and Teaming: Being successful is not easy....	Students role play	Articles & Discussion on Canvas
11/18	Proven Collaborative and Team Problem Solving Practice Principles	Students role play	Articles & Discussion on Canvas
11/25	Are you Kidding - Be with your Family for Thanksgiving - No Class		
12/2	Conflict and How to resolve it		Practice scripts
12/9	Wrapping up :Scenario Role Playing Putting Theory to Practice	Students role play	Take Home Final Exam will appear on line and is Due Tuesday, December 16

Note: This agenda is subject to some degree of topic change and activities though it is the intent of the instructor to adhere to this agenda. The instructor will give students notice at least a week ahead if there is to be a change in either activity or due date for an assignment.

SUGGESTED ONLINE RESOURCES

Transition Basics: www.dcn-cde.ca.gov/dctrain/index.html

Diagnostic Center North: www.dcn-cde.ca.gov

Teaching Exceptional Children

www.teachertube.com

NICHY: www.nichcy.org?pages/Home.aspx

Job Accommodation Network:
www.jan.wvu.edu

Disabilities Resources and Information:
www.dssc.org

Exceptional Children

www.childhoodmatters.org
www.nuestrosninos.com

UNIVERSITY POLICIES

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your

private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

- It is suggested that the green sheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](#) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.