

**WILLIAM PATERSON UNIVERSITY**  
**College of Education**  
**Department of Special Education and Counseling**

**COURSE OF STUDY**

**Winter 2012**

*Preparing Inquiring Educators for Diverse Settings: Developing Knowledge, Applications,  
Dispositions*

**Instructor:** Dr. Bernard Jones  
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**A. Course Title: SPC 456 Life Span Transitions: Home, School and Community**  
**Credits: 2**

**B. Course Description:** The course examines life issues and their impact on individuals with disabilities and their families, extending from preschool through adulthood. Political, economic and cultural beliefs of individuals from diverse cultures are explored in depth, focusing on positive communication models to promote collaboration between home, school, and community. Life span issues affecting all individuals are reviewed, with attention to self-advocacy and career education. Teacher candidates learn to access services provided through school, community, state and federal agencies that contribute to all students attaining a positive quality of life.

**C. Prerequisites:**

- SPC 255, 313, 352,353,354, 355
- CIEE 322, 326, 329, 301
- Cumulative GPA of at least 2.75 and GPA in Education Courses 3.0

**Co-requisites**

- EDUC 414

**D. Course Objectives:**

1. The student will interpret the developmental stages of preschoolers through adulthood as it pertains to academic and daily living skills.
2. The student will understand the stages that all families experience caring for a child, focusing on families of a child with disabilities
3. The student will develop understanding of long-range planning necessary to provide a lifetime of care for the person with disabilities,

including finances, living arrangements, guardianship, and leisure activities.

4. The student will demonstrate skill facilitating students' transitions between educational levels and classroom settings, e.g., preschool to kindergarten, self-contained special education classroom to in-class support.
5. The students will review the legal requirements for post-secondary transition planning, including IDEA 2004 and N.J.A.C. 6A:14.
6. The student will develop knowledge of post-secondary transition models, formal, informal and authentic assessment procedures, and best practices, with attention to key collaborations associated with transition, and the roles of important players.
7. The student will access private and public agencies that support and empower families by providing services and care-giving, e.g., respite, employment, health.
8. The student will understand the lifetime consequences of physical, cognitive, social and psychological disabilities on individuals and families across cultures.

**E. Student Learning Objectives:** Teacher Candidates will be able to. . .

1. interpret the developmental stages of preschoolers through adulthood as it pertains to academic and daily living skills;
2. apply knowledge of transition issues by developing a transition plan to assist a K-5 student make a transition (a) from one instructional placement to another, (b) from one school level to another, or (c) from school to a post-secondary setting; and
3. demonstrate the ability to create a career development plan for a adult using the NJ CCCS for Workplace Readiness.

<b>Teacher Candidate Learning Outcomes</b>	<b>CEC</b>	<b>ACEI</b>	<b>NJPTS</b>	<b>NJ CCCA</b>
1. Critique paper on transitioning	1, 3,5	3.1, 3.2	2, 3	All Standards
2. Transition Plan	4,5,7,10	1, 2.8, 5.3, 5.4	4, 7	9.1, 9.2
3. Career Development Plan	2,7	2, 2.8	4, 7	9.1, 9.2

**F. Course Content:**

1. Communication and collaboration with families from diverse cultures
2. Legal requirements and models for transition planning
3. *Orientation to career education*
4. Effects on families when a family member has a disability

5. Long-range transition planning for individuals with disabilities
6. Development of Individual Transition Plans
  - a. *Daily Living Skills*
  - b. *Personal-Social Skills*
  - c. *Occupational Guidance and Preparation*
7. *School/community resources to support transitions*
8. *Technologies to support independence*
9. *Collaboration with colleagues, families, and agencies to support self-advocacy and self-determination*

**G. Teaching / Learning Methods:**

1. Lecture/Discussion
2. Blackboard technology to augment lectures
3. Guest lecturers/visitors
4. Visits to community agencies
5. Technology: Internet research/Videos
6. Student Presentations

**H. Performance Based Assessment: *Teacher Candidates will . . .***

1. Demonstrate understanding of how culture affects attitudes toward disabilities, differences, and schooling as assessed by a critique of the various forms of transitioning i.e. preschool to elementary, elementary to middle school, middle school to high school and high school to career. (SLO 1)
2. Apply knowledge of transition issues by developing a transition plan to assist a student make a transition (a) from one instructional placement to another, (b) from one school level to another, or (c) from school to a post-secondary setting as assessed by Teacher Candidate's development of an Individual Transition Plan. (SLO 2)
3. Create a career development plan for a K-5 student using the NJ CCCS Career Education and Consumer, Family, and Life Skills.(SLO 3)

**I. Suggested Text/Readings: *Text to be determined***

**J. Bibliography:**

Samuels, C. (2009). Charting a Course After High School. *Education Week*, 28(25), 18-21.

Phillips, S., Blustein, D., Jobin-Davis, K., & White, S. (2002). Preparation for the School-to-Work Transition: The Views of High School Students. *Journal of Vocational Behavior*, 61(2), 202. doi:10.1006/jvbe.2001.1853.

- Overton, J. (2009). Early childhood teachers in contexts of power: Empowerment and a voice. *Australasian Journal of Early Childhood*, 34(2), 1-10.
- Wasburn-Moses, L. (2005). Roles and Responsibilities of Secondary Special Education Teachers in an Age of Reform. *Remedial & Special Education*, 26(3), 151-158.
- Skerrett, K. (2005). Journey with Intent: A Program of Personal Growth and Discovery. *Journal of Creativity in Mental Health*, 1(2), 45-52. doi:10.1300/J456v01n02\_05.
- Durán, L., Roseth, C., & Hoffman, P. (2010). An experimental study comparing English-only and Transitional Bilingual Education on Spanish-speaking preschoolers' early literacy development. *Early Childhood Research Quarterly*, 25(2), 207-217. doi:10.1016/j.ecresq.2009.10.002.
- Margetts, K. (2007). Preparing children for school--benefits and privileges. *Australian Journal of Early Childhood*, 32(2), 43-50.
- Farver, J., Lonigan, C., & Eppe, S. (2009). Effective Early Literacy Skill Development for Young Spanish-Speaking English Language Learners: An Experimental Study of Two Methods. *Child Development*, 80(3), 703-719. doi:10.1111/j.1467-8624.2009.01292.x.
- Dail, A., & McGee, L. (2008). Transition to Kindergarten: Reaching Back to Preschoolers and Parents Through Shared Summer School. *Childhood Education*, 84(5), 305-310.
- Liu, K. (2008). Bridging a Successful School Transition. *Childhood Education*, 84(3), 158A-158O.
- Dorl, J. (2007). Increase Your Teaching Power. *YC: Young Children*, 62(4), 101-105.
- Clark, P., & Zygmunt-Fillwalk, E. (2008). Ensuring School Readiness Through a Successful Transition to Kindergarten: The Indiana Ready Schools Initiative. *Childhood Education*, 84(5), 287-293.
- Ferguson, A., Ashbaugh, R., O'Reilly, S., & McLaughlin, T. (2004). Using Prompt Training and Reinforcement to Reduce Transition Times in a Transitional Kindergarten Program for Students with Severe Behavior Disorders. *Child & Family Behavior Therapy*, 26(1), 17-24.
- Pasnak, R., Savage Greene, M., Ferguson, E., & Levit, K. (2006). Applying Principles of Development to Help At-Risk Preschoolers Develop Numeracy. *Journal of Psychology*, 140(2), 155-173.
- Porter, J. (1998). The understanding of counting in children with severe learning difficulties and nursery children. *British Journal of Educational Psychology*, 68(3), 331-345.

K. Preparer's Names: Bernard C. Jones, Ed.D.

L. Department Approval Date: February 1, 2005

M. Current Preparer's Name(s): Bernard C. Jones, Ed.D.

N. Current Department Approval Date:

**NOTE: All assignments are submitted through blackboard. No assignments will be accepted via email nor will late assignment be accepted after the date/time assignments are due. All assignments (this includes blackboard discussions as well) are due no later than 12:00 midnight of the due date.**

**You must save all assignment in a word document and they must be saved with your full last name and first initial along with the name of the assignment. Example: JonesB5Community5 educational agency**

## Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Assigned Reading</b>	<b>Assignment Due Date</b>
December 27	Introduction/Overview Blackboard Discussion 1	Welcome letter questions	<b>December 27</b>
December 28	Article Critique 1	<a href="http://www.spannj.org/BasicRights/transition_to_adulthood.htm">http://www.spannj.org/BasicRights/transition_to_adulthood.htm</a>	<b>December 28</b>
December 29	Blackboard Discussion 2	Chapter 11	
December 30	Blackboard Discussion 3	Chapter 3	
<b>January 2</b>	Blackboard Discussion 4	Chapter 4	
January 3	Article Critique 2	Strategies for Transitioning Preschoolers	<b>January 4</b>
January 4	Blackboard Discussion 5	Chapter 5	
January 5	Community and Educational Resource Notebook	5 Community and 5 educational agency	
<b>January 6</b>	Blackboard Discussion 6	Chapter 7	
January 9	Transition Training Case Study 1		<b>January 9</b>
January 10	Transition Training Case Study 5		<b>January 10</b>
January 11	Transition Training Case Study 4		<b>January 11</b>
January 12	<b>No Discussion</b>	<b>Work on Transition Plan</b>	
<b>January 13</b>	Transitional Plan		<b>January 13</b>

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## **Blackboard Discussion (6 @ 20pts. Each)**

- |                   |        |
|-------------------|--------|
| 1. Welcome letter | 20 pts |
| 2. Chapter 11     | 20 pts |
| 3. Chapter 3      | 20 pts |
| 4. Chapter 4      | 20 pts |
| 5. Chapter 5      | 20 pts |
| 6. Chapter 7      | 20 pts |

## **Community and Educational Resource Notebook**

Locate resources in your geographical region and formulate a notebook with information about the resources that are available to individuals with disabilities. Your assignment is to compile a list of ten (5 community and 5 educational) agencies, support groups, and/or community (local or statewide) resources that could be helpful in meeting special needs of individuals with disabilities. Preface the list with a brief description of your community. You will then list the agency/support group, etc. name, address, phone number, and a brief description of how that agency could add to your collaborative activities. 100 Points

## **Transitional Plan (2 @ 100 pts. Each)**

A good transition plan can start at any age. It is recommended that transition planning begin no later than eighth grade. Some school systems are beginning to use transition planning as early as pre-school. As a part of this course you will be required to complete two (2) transition plans. You must choose **one (1)** case study of a preschooler/elementary student and **one (1)** of a high school student. **You will find the case studies in the course material on blackboard.**

The following is a list of the different components that must be in each plan:

- 1. Student information**
  - a. Name
  - b. DOB
  - c. Expected Date of Graduation
- 2. The Case study Information**
  - a. Written in the form of a PLOAP**
- 3. Transition- planning Team Members**
  - a. Parent
  - b. Student (if applicable)
  - c. Special Education Teacher
  - d. Regular Education Teacher
  - e. School Psychologist
  - f. Case coordinator for community living (if applicable)
  - g. Other Team Members: Ex: Therapist (occupational or physical)
- 4. Student Strengths and needs**
  - a. This statement of strengths and needs is duplicated from the student's PLOAP statement. This statement should be reviewed in the meeting and be consistent with the student's transition goals

**5. Educational Goals (written in measureable terms)**

- a. Ex: By May 2011, Sam will secure a local job that pays minimal wages.

**6. Educational Objectives (written in measureable terms)**

- a. Ex: Sam will complete at least two employment applications per-month starting in October of 2010, until he offered and accept a job.

**7. Vocational Goals**

- a. To pursue supported work experience, if available leading, after age 21, or to support continued academic progress
- b. Ex: Sam will receive training in completing employment applications.
- c. Ex: Sam will complete 10-two week module training in job development offered at the NJCTE center with 80 percent passing on each module.

**8. Community Living Goals**

- a. To continue to live with parents while in school and after age 21 while exploring and working towards a long-term supported living plan.
- b. Ex: Sam will open a saving and checking account at a local bank.
- c. Ex. Sam will take on the responsibility of buying grocery and clothes for himself with 90 percent accuracy.

**9. Implementation**

- a. All the Goals and Objectives will be the responsibility of what agency (LEA, community, and/or parents)
- b. The completion date

## WRITTEN CRITIQUE OF JOURNAL ARTICLE (3 @ 100 pts each)

**Assignment:** Prepare a written critique of one article selected from a special education journal by the professor.

**Due Date:** As noted on the course calendar

### Article Selection:

- 1) Select the article that is attached on blackboard for this critique. **Note your article critique must be done in APA style.**

### Format of the Written Critique

- 1) Form: must be typed, doubled-spaced, and written in the third person (exception: you may write in the first person or use phrases such as "in my opinion" in the Conclusion section).
- 2) Main heading: Article citation at the top of the page in APA (American Psychological Association) style
  - a) Author(s) with last name(s) *comma* first initial(s) *period* year of article in parentheses *period* Title of article with only first word capitalized *period* Title of journal with all major words capitalized and in italics *comma* volume in italics followed by the number in parentheses *comma* pages *period*
  - b) Example: McIntosh, R., Vaughn, S., & Bennerson, D. (1995). Modifications for students in the mainstream. *Teaching Exceptional Children*, 27(3), 37-41.
- 3) Length: 2 - 3 pages (double-spaced)
- 4) Content: 3 parts (**INTRODUCTION, SUMMARY, CONCLUSION** - write the subheading at the beginning of each of the three sections)

### Content of the Written Critique: three parts

- 1) Introduction: One paragraph describing the issues or problems the article addresses; the first sentence needs to summarize the problem which the article addresses; the rest of the paragraph expands on the first sentence by providing a preview of what the author of the article will be discussing; please do not simply summarize the information contained in the introduction in your article; your introduction needs to present the main idea of the article; see the example:

This article explores the use of technology during cooperative learning assignments. Technology in combination with small group activity would appear to be very appealing to students, but at this point, there is no evidence that such a combination is in widespread use. The authors attempt to remedy this situation by providing guidelines and suggestions for including research on the Internet as a component of cooperative learning tasks.

- 1) Summary of the contents of the article:

- a) 3-4 paragraphs describing the authors' ideas, findings, recommendations, etc.
  - b) If your article is long and detailed, please use judgment. Some points you may want to explain fully; other points may be referred to only briefly.
- 2) **Conclusion:** your reaction to this article; the following are suggested directions your reaction may take (it's not required that you respond in all five areas; also you may choose a different area than the ones listed below)
- a) Criticisms of the article: are some parts of the article confusing; do the authors make recommendations that wouldn't work in the classroom; do the authors draw invalid conclusions, etc.?
  - b) Have you had any personal experience with the ideas or recommendations contained in the article? Have you observed others applying them or applied them yourself? How did they work out?
  - c) Can you compare or relate the ideas in this article to information contained in other articles or books you have read?
  - d) Could the recommendations be applied to a particular setting or situation (other than the ones the authors suggest)? Why?
  - e) Is there a group that especially needs to read this article (again, other than the ones the authors suggest)? Why?

**Grade:** your critique will be assessed in light of the following criteria:

- 1) **Introduction:** does the introduction express the problem or issue that the article addresses?
- 2) **Summary of the contents of the article:** is the description of the article understandable, well-organized, and thorough? Is the transition between ideas made clear through such phrases as "for example," "on the other hand," "next," "then," "in addition," "first... second...", "as a result," and "however"? Are the major points included? Is the summary organized by paragraphs with a main idea and supporting details?
- 3) **Conclusion:** does the conclusion reflect some original and in-depth thinking about the article; are the ideas in your reaction sufficiently developed and supported with detail? It is not sufficient to simply to do any of the following: 1) identify/rephrase the ideas in the article: 2) Write "The ideas in this article were very good (or not so good)," with no supporting detail; or 3) Write "This article should be read by everyone who works with special needs students".

**Grading Penalties:** see Rubric for grading penalties for errors in language mechanics and papers submitted after the due date/time. Note: No assignments (critique) are accepted after the due date.

## Rubric for Written Critique of Journal Article on Transition

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

Your grade is determined by adding up the points for each item checked. Please write your name on this evaluation and submit it on top of your article critique.

### Introduction:

- No introduction (0 pts.)*
- Introduction refers to but does not clearly state the main idea of the article (2 pts.)*
- Introduction states the main idea of the article (3 pts.)*
- Introduction states the main idea of the article with some elaboration/development of main idea (4 pts.)*
- Introduction states the main idea of the article with thorough elaboration/development (5 pts.)*

### Summary of the contents of the article

- Difficult to tell what the article is about from the summary (1 pt.)*
- Most of the major ideas of the article are omitted (2 pts.)*
- Some of the major ideas are omitted (4 pts.)*
- One or two of the major ideas or concepts are omitted (6 pts.)*
- Most of the article is summarized; minor points omitted (8 pts.)*
- Article is thoroughly summarized (10 pts.)*
  
- None of the ideas are well-explained and clearly expressed (1 pt.)*
- A few of the ideas are well-explained and clearly expressed (2 pts.)*
- Some of the ideas are well-explained and clearly expressed (3 pts.)*
- Most of the ideas are well-explained and clearly expressed (4 pts.)*
- All of the ideas are well-explained and clearly expressed (5 pts.)*

### Conclusion

- No conclusion (0 pts.)*
- Conclusion only contains references to personal experiences that are not related to the article (2 pts.)*
- Conclusion tends to repeat ideas from the Summary section without personal analysis or reflection (3 pts.)*
- Conclusion contains one or two original points (4 pts.)*
- Conclusion contains some interesting analysis (6 pts.)*
- Conclusion includes original, insightful analysis (8 pts.)*

### Literary quality

- Transition between ideas is limited (2 pts.)*
- Some transition between ideas (3 pts.)*
- Transition between ideas is sufficient in most instances to enhance the reader's understanding of the article (5 pts.)*
- Consistent use transition words and phrases between ideas enhances the reader's understanding of the article (7 pts.)*

- \_\_\_ *No paragraphs contain one main idea with supporting detail (1 pt.)*
- \_\_\_ *Some paragraphs contain one main idea with supporting detail (2 pts.)*
- \_\_\_ *All but 2 paragraphs contain one main idea with supporting detail (3 pts.)*
- \_\_\_ *All but 1 paragraph contains one main idea with supporting detail 5 pts.)*
- \_\_\_ *All paragraphs contain one main idea with supporting detail (7 pts.)*
  
- \_\_\_ *Limited evidence of college-level vocabulary, phrasing and sentence structure (2 pt.)*
- \_\_\_ *Some evidence of college-level vocabulary, phrasing and sentence structure (4 pts.)*
- \_\_\_ *Frequent usage of college-level vocabulary, phrasing and sentence structure (8 pts.)*
- \_\_\_ *Consistent usage of college-level vocabulary, phrasing and sentence structure (10 pts.)*

Meets requirements

- \_\_\_ *Heading (author and name of article, etc.) is correctly formatted (3 pts.)*
- \_\_\_ *Each section is headed (10 pts.)*
- \_\_\_ *Points subtracted for direct quotes from article without proper citation (quotation marks and page number: at discretion of instructor minus \_\_\_\_\_ pts)*
- \_\_\_ *Paper is submitted on time (15 pts.)*
- \_\_\_ *Paper is within required length of 2-3 double-spaced pages (5 pts.)*
- \_\_\_ *Errors in spelling, language mechanics, grammar, usage, and/or sentence structure do not significantly interfere with readability (15 pts.)*
- \_\_\_ *Points subtracted for each error above two in language mechanics, spelling, grammar, usage and/or sentence construction (minus \_\_\_\_\_ pts.)*

Please note: **if your critique earns any grade less than a C**, you may make any corrections and submit a second draft. Your grade will then be the average of both the first and second draft.