

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

COURSE OF STUDY

Winter 2014

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

Instructor: Irene Van Riper, Ed.D.

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**A. Course Title: SPC 5800 - 82 Collaboration with School, Home and Community
Credits: 3**

B. Course Description: The course examines political, economic and cultural beliefs towards school and schooling of individuals from diverse backgrounds, focusing on students with disabilities. The course extends from preschool through transitions leading to post-secondary adjustments and quality of life. Positive communication models are discussed between home, school, community and agencies. Life span issues affecting all individuals are reviewed. Proven practices to engage students with special needs in self-advocacy, notably for student centered transition planning are presented. Alternative perspectives are provided on ways home, school and community and agencies interact to facilitate learner's transitions from preschool through school completion. Candidates learn to access services provided through school, community, state and federal agencies that contribute to all students' meeting the goals of education.

C. Prerequisites:

- Cumulative GPA of at least 3.0

D. Course Objectives:

1. Gain insight into own attitudes and beliefs, and their root, as foundations to understand individuals from diverse cultures and ability levels.
2. Understand the impact on the individual of his/her cultural norms, beliefs, values, customs and language.
3. Develop awareness of career development as a life-long process.
4. 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. Understand the lifetime consequences of physical, cognitive, social and psychological disabilities on individuals and families across cultures.
6. 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.

7. Demonstrate professional judgment by evaluating current research on the long-term impact of some aspect of “different-ness” on educational, social/emotional, vocational, residential, and leisure activities engaged in by the “different individual”.
8. Understand the stages that all families experience caring for a child, focusing on families of children with disabilities.
9. Develop skills to work with colleagues, parents, and students with disabilities to identify concerns, set goals, select interventions, and monitor progress.
10. Review the legal requirements for post-secondary transition planning, including IDEA 2004 and N.J.A.C. 6A:14.
11. Understanding key collaborations associated with transitions, and the roles of important players.
12. Develop knowledge of post-secondary transition models, formal, informal and authentic assessment procedures, and best practices.
13. Access private and public agencies that support and empower families by providing services and care-giving, e.g., respite, employment, health.
14. Use assistive/adaptive technologies to foster independence.

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

1. Demonstrate application of how culture affects attitudes towards disabilities, differences and schooling
2. Apply knowledge of transition issues by developing a transition plan to assist a student make a transition (a) from one school 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 K-5 classroom using the NJ CCCS for Workplace Readiness.

| Teacher Candidate Learning Outcomes | CEC (2012) | ACEI (2007) | NJPTS | NJ CCCS |
|--|---------------------------|-----------------------|--------------|----------------|
| 1. Diversity Paper | 1.1, 1.2, 3,5, 6.3, | 2.4, 3.1, 3.2 | 2, 3 | 6.3, 9.1 |
| 2. Transition Plan | 1.2,2.1, 2.2, 5.1, 5.5, 7 | 1, 2.4, 3.1, 3.2, 5.2 | 4, 7, 9 | 9.1, 9.3 |
| 3. Career Development Plan | 1.2, 2.1,2.2, 5.1,,5.5, 7 | 2.4, 5.2, | 4, 7, 9 | 9.1, 9.3 |

F. Course Content:

1. Effects of multicultural issues on schooling
2. Communication and collaboration with families from diverse cultures
3. Legal requirements and models for transition planning
4. Orientation to career education
5. Effects on families when a family member has a disability
6. Long-range transition planning for individuals with disabilities
7. Development of Individual Transition Plans

- a. Daily Living Skills
 - b. Personal-Social Skills
 - c. Occupational Guidance and Preparation
8. School/community resources to support transitions
 9. Technologies to support independence
 10. Collaboration with colleagues, families, and agencies to support self-advocacy and self-determination

G. Teaching / Learning Methods:

1. Online Lecture/Discussion
2. Blackboard technology to augment lectures
3. Technology: Internet research/Videos

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 an article from a professional journal (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. Required Text

Test, D.W., Aspel, N.P., & Everson, J.M. (2006). *Transition methods for youth with disabilities*. Upper Saddle River, NJ: Pearson ISBN: 0-13-113064-1

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.

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.

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 assignments 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 assignments in a word document and they must be saved with your full last name and the name of the assignment. Example: Brillante- Critique of Research Article

Course Schedule:

| Date | Topic | Assigned Reading | Assignment Due Date |
|-------------|--|---|---|
| December 26 | Introductions Transitions and Changes | Dec 26 th reading listed in Blackboard Course Materials | Discussion Question (DQ) 1 |
| December 27 | Diverse cultures | Dec 27 th readings listed in Course Materials (three chapters) | DQ 2 |
| December 30 | Toddlers and Preschoolers - Transition from IDEA Part C (Early Intervention birth-3) to IDEA Part B (school age 3-21) | Dec 30 th readings listed in Course Materials (article and NJ Turning 3 PowerPoint) | DQ 3 |
| December 31 | Transitions Overview / Best Practices | Text Chapter 1 and 2 | DQ 4 |
| January 2 | Assessing for Transition | Text Chapter 3 | DQ 5 |
| January 3 | Planning for Transition / Interagency collaboration | Text Chapters 4 and 5 | DQ 6 |
| January 6 | Postsecondary Education for Students with Disabilities | Text Chapter 6 | DQ 7 |
| January 7 | Research / Literature Review | | Critique of Paper due by midnight |
| January 8 | Preparing Students for Employment | Text Chapters 7 and 8 | DQ 8 |
| January 9 | Independent Living and Community Participation | Text Chapter 9 and 10 | DQ 9 |
| January 10 | Transitioning Students with Autism | Jan 10 th reading listed in Course Materials | |
| January 13 | Career Development Plan | | Due by Monday night Jan 13th by midnight |
| January 14 | Transitional Plan | | Due by Tuesday night Jan 14th by midnight |

Assignments:

Blackboard Discussion Questions (DQs) (10 @ 6 pts. each)

Online courses rely heavily upon interactive discussion as a means of instruction. Students are expected to be familiar with the readings. In general, questions and comments are encouraged. Comments should be limited to the important aspects of the earlier posts made, and reflect the knowledge of the readings. Grading of the discussion board is somewhat subjective, but will rely upon completion of assigned tasks, familiarity with the required readings, relevance and insight reflected in the questions.

Because this is a winter session class, the topics will go by quickly. Each day will have its own topic. The class goes from midnight to midnight – but by 9pm of each day the class meets (see schedule in the syllabus), the student will post a response to the question I have posed. This posting is weighted more heavily than the other posts you will do.

- This original post must cite the readings/videos of the week. If the readings are not referred to, then you will not get the full points.
- You may post other examples you wish to share with the class.
- If you quote materials, you must use APA 6th edition format.

Once you have posted your original responses, Blackboard will allow you to see what others have posted and you can begin to discuss what other classmates have written. After 9pm, please go back to the discussion board to see if anyone has asked you a question that you need to answer.

By the end of the night you must post at least four times, your original post and at least three replies. You must have back and forth discussions (it is a discussion board....) with at least one member of the class. You do not have to reply to or start a discussion with every member of the class.

Please do not wait until the last minute to post. You will be risking your grade if there is no one left to have a back and forth discussion with. I can tell what time you post. If you need to, you can get ahead of yourself and post your original post a day or two early, but the back and forth discussions **MUST** take place on the day assigned on the syllabus!!!! Discussions not done on that day will not be graded, even early discussions will not be counted towards your grade (I AM SERIOUS ABOUT THIS – NO EXCEPTIONS). I do not always participate in the discussions on the board, but I am reading them every night. Sometimes I am chatty (I can't help it), but most of the time I want you to be chatty with each other. I find that if I participate too much, some people tend to only chat with me.

Discussion Questions are worth 6 points each week. (4 points for your post and 2 for the replies) **You must have a minimum of 4 posts each week to even be eligible to get the 6 points. Quality of the posts is what earns the grade, but I need enough quantity so I can see you understand the topic of the week. Just having 4 posts will not automatically get you with 6 points.

SLO #1 Written Critique of Journal Article (1 @ 10 pts)

Assignment: Prepare a written critique of one paper/article on how culture affects attitudes towards disabilities, differences and schooling. Choose one article selected from a special education journal by the professor. **You will find several articles in the course material on BlackBoard to choose from; pick any one you want.**

Article Selection:

- 1) Select one of the articles found on BlackBoard in the Course Documents for this critique. **If you would like to use a different article, the instructor must preapprove it.**

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;

For 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)
 - i) 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.?
 - ii) 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?
 - iii) Can you compare or relate the ideas in this article to information contained in other articles or books you have read?
 - iv) Could the recommendations be applied to a particular setting or situation (other than the ones the authors suggest)? Why?
 - v) Is there a group that especially needs to read this article (again, other than the ones the authors suggest)? Why?

Basics – MUST be completed in APA 6th edition format. This should be about 2-3 pages of content, **If you need help with APA please see the Purdue website**
<http://owl.english.purdue.edu/owl/resource/560/01/>

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?
- 4) ****Notes on the grade** – make sure this journal critique is primarily in your own words, please limit the use of direct quotes.

SLO #2 Transition Plan (1 @ 20 pts)

Planning for the transition to Adulthood must start by age 14 in New Jersey. As a part of this course you will be required to complete one comprehensive transition plan that is to be included in the IEP. You must choose one of the case studies of a high school student. **You will find the case studies in the course material on BlackBoard. Pick any student you want.**

I have provided you a template for the plan (in Course Documents) similar to the one used in NJ and around the country. There is also a **partially** completed example

- The example has only one or two goals per section. You will need at least 2 goals per section unless you can justify that goals for that section are not applicable at this time. Two goals per section is the **minimum** and you will not earn all 20 points with just the minimum.
- As you can tell by the sample, I have made things up for the plan that were not explicitly written in the limited case study. Be creative with this – make it a little bit fun for me to read ☺. You have creative license with this, but it has to make sense. My example, Taylor, was a bit of a wild child, so it is not unreasonable for him to perhaps have trouble with speeding tickets. It does not make sense that Taylor needs help brushing his teeth.

Basics – this is as long as it needs to be. No minimum or maximum length. You can choose to fill it out in the template (make it easy for me to read – you can even put your words in a different color) or do it all in a Word document. It needs to be saved in either a .doc or a .docx format only!!!

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

- 5) **Introduction:** does the introduction express the problem or issue that the case study addresses?

- 6) Goals: 1.) Are the goals written in an observable and measurable manner? 2). Do they make sense in relation to the case study? 3.) Are the goals comprehensive or are obvious goals missing?
- 7) Overall: does the plan reflect the coursework and readings?

SLO #3 Career Development Plan (1 @10 pts)

New Jersey has CCCS for Career Education and Consumer, Family, and Life Skills (found at - http://www.nj.gov/education/cccs/2004/s9_career.pdf) . Read the document and write a narrative plan for how you would develop a career development plan for either a lower elementary (K-4) or a upper elementary/middle school (5-8) class. Think of this as a unit you would do with your class. You do not have to write all the lesson plans, but write an overall proposal of what you think is important to teach them at this age based on the standards.

Basics – this should be between 4-6 pages. You can choose make it all in narrative paragraphs or put it in bullets where appropriate (but no bullets for a 4 page paper...there has to be enough content in there). I am not that fussy with this assignment as long as I understand what you are planning to do. It does need to be in APA 6th ed. format (1 inch margins, Times New Roman 12 point etc...). It needs to be saved in either a .doc or a .docx format only!!!