

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

COURSE OF STUDY

Winter 2016

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

Instructor: Professor O'Connor-Rydell

E-mail: oconnorr@wpunj.edu

**A. Course Title: SPC 4560 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

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 student make a transition 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. Critique paper on transitioning	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. 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. 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 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. 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 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 the name of the assignment. Example: Smith - Critique of Research Article

Course Schedule:

Date	Topic	Assigned Reading	Assignment Due Date
December 26th	Introductions / Transitions and Changes	Dec 26 th Reading listed in Blackboard Course Materials	Discussion Question (DQ) 1
December 28th	Cultural Issues	Dec. 28 th Readings listed in Course Materials (3 chapters)	DQ 2
December 29th	Toddlers and Preschoolers – The Transition from IDEA Part C (Early Intervention) to IDEA Part B (school)	Dec 29 th Readings listed in Course Materials (article and NJ Turning 3 PowerPoint)	DQ 3
December 30th	Transition to Adulthood Overview / Best Practices	Text Chapter 1 and 2	DQ 4
December 31st	Assessing for Transition	Text Chapter 3	DQ 5
January 2nd	Planning for Transition / Interagency collaboration	Text Chapters 4 and 5	DQ 6
January 4th	Postsecondary Education for Students with Disabilities	Text Chapter 6	DQ 7
January 5th	Research / Literature Review		Critique of Paper due by midnight
January 6th	Preparing Students for Employment	Text Chapters 7 and 8	DQ 8
January 7th	Independent Living and Community Participation	Text Chapter 9 and 10	DQ 9
January 8th	Transitioning Students with Autism	Jan 8 th Reading listed in Course Materials	
January 9th	Career Development Plan		Due by Saturday night Jan 9th by midnight
January 11th	Transitional Plan		Due by Monday night Jan 11th 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 quick. Each day will have it's 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 heavier 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.

After other students have posted their original responses, you can begin to discuss. 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 three times to the class. 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 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 (I AM SERIOUS ABOUT THIS – NO EXCEPTIONS).

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 gets 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 article selected from a special education journal by the professor. **You will find several articles in the course material on blackboard, pick any one you want.**

Article Selection:

- 1) Select one of the articles that is attached on blackboard for this critique. **Note your article critique must be done in APA 6th edition style. If you need assistance with this please see <http://owl.english.purdue.edu/owl/resource/560/01/>**

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)
 - 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 - this should be about 2-3 pages of content, double-spaced, 1 inch margins, Times New Roman 12pt (APA 6th edition format).

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".
- 4) ****Notes on the grade** - make sure this journal critique is primarily in your own words, please limit the use of 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. 2 goals per section in 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 was 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 will need 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 like 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 2-4 pages. You can choose make it all in narrative paragraphs or put it in bullets where appropriate (but no bullets for a 2 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 basic APA format (1 inch margins, Times New Roman 12 point etc...). It needs to be saved in either a .doc or a .docx format only!!!