

University of Massachusetts Boston
College of Education & Human Development
Department: Institute for Community Inclusion

Professional Development course name: Generalist: Secondary Transition Planning 1
Course Number: TBA
Semester and Year: Fall 2011

Instructor section A

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Overview: With increasing accountability for transition and postschool outcomes for students with disabilities, key education personnel from secondary schools must be aware of both policies and evidenced-based practices that promote exemplary transition education practices. Through a two-course sequence, staff from the Institute for Community Inclusion offer a comprehensive examination of transition. In Transition Planning I, participants will have the opportunity to review the history and development of transition and service delivery models for students with disabilities as well as current transition education models and the legislation that guides them. In Transition Planning II, participants will explore skills and strategies that influence transition including resource mapping, school collaboration with interdisciplinary partners, and student-directed planning.

Course description: The Generalist: Transition Planning I course is the first of two courses designed to instruct educators, family members, and adult agency personnel on the principle policies and practices related to transition planning for students with disabilities from the ages of 14 to 22 years old. This first course provides participants with a conceptual framework for understanding the philosophies and principles that guide transition practices. As a result, participants will develop the skills to establish and provide comprehensive transition education services. Participants will receive an overview of federal and state mandates related to transition and student-centered transition planning. This course will also emphasize the importance of interagency

collaboration and how schools can work with vocational rehabilitation and community resources to ensure a successful transition to post-secondary education, employment and independent living.

This course follows the professional standards of the National Council for Accreditation of Teacher Education (<http://www.ncate.org/index.htm>), the University of Massachusetts/ Boston Graduate College of Education Program Conceptual Framework of Thoughtful and Responsive Educators (<http://www.gcoe.umb.edu/>), the recommended standards and indicators of the National Alliance on Secondary Education and Transition (<http://www.nasetalliance.org/>) the transition competencies outlined by the Council for Exceptional Children (http://iris.peabody.vanderbilt.edu/info_briefs/dcdt/trans_educators.htm) and the culturally responsive practices outline by The Education Alliance at Brown University (<http://www.alliance.brown.edu/tl/tl-strategies/crt-principles.shtml>).

Course Objectives:

Participants will:

1. Demonstrate knowledge and integration of the framework, standards and indicators of the National Alliance of Secondary Education and Alliance (NASET), in secondary curriculum (see above).
2. Utilize material and instructional strategies that build on students' strengths and prior knowledge.
3. Demonstrate, in verbal presentations and written documents, that they accommodated, and responded to differences in students' communication, thinking, and cultural values.
4. Demonstrate, through written products, concrete ways in which they will facilitate change in the post-school academic, social, and employment outcomes for students with disabilities
5. Understand adult service agencies' role in transition and how these agencies use assessment for placement and services decisions.
6. Evaluate cultural-ethnic and socioeconomic factors that contribute to family involvement in transition planning and development of career/ postsecondary educational goals of the secondary learner with disabilities.
7. Demonstrate familiarity with issues that influence (positively and negatively) transition success for students with disabilities.
8. Demonstrate competence in integrating transition related information (topics/lessons) into general curriculum.

Selected online readings for class (comprehensive list in course schedule located in this syllabus)

Transition Specialist Competencies

http://iris.peabody.vanderbilt.edu/info_briefs/dcdt/trans_educators.htm - October 10, 2010 -this website is currently being updated and may not be available

Morningstar, M.E. & Kleinhammer-Tramill, J. (2005). Professional Development for Transition Personnel: Current Issues and Strategies for Success. Information brief, 4(4). National Center on Secondary Education and Transition. Retrieved on Jan. 14, 2007 at <http://www.ncset.org/publications/viewdesc.asp?id=2440>

National Center on Secondary Education and Transition
<http://www.ncset.org/>

Brown University/LAB:
<http://www.alliance.brown.edu/tcl/tl-strategies/crt-principles.shtml>

National Alliance for Secondary Education and Transition
<http://www.nasetalliance.org/>

Recommendations for use of online technology:

Access to a high-speed Internet connection (DSL) is desirable to take full advantage of the online course management system (e.g., Moodle) used to enhance instruction and learning in this course. While dial-up service may be sufficient for many online tasks, DSL will increase speed and reduce frustration when trying to download documents and engaging in threaded discussions (for example).

Department of Elementary and Secondary Education's Massachusetts Online Network for Educators, Moodle:

This class uses an online course management system which participants will be required to access. All course lessons, assignments, online references and the course syllabus will be posted on this website. In addition, electronic versions of the course readings, video clips and other assigned readings will be posted to this site. Please check the website weekly, at a minimum, to check for announcements and group discussion assignments.

Online account: All participants will be provided instructions to sign on and create a password to access the course materials and threaded discussion as well as posted grades through Moodle.

Required assignments and due dates:

Class participation (October 11-January 24): This class is designed to be highly interactive. The weekly format for the class will include an introduction on a topic, an in-class or videotaped interview with a guest speaker who has expertise or specific insight on a topic, selected readings, a follow-up threaded discussion/forum and a written reflection on the topic. Participation in forums and online communications is expected of every participant. A percentage of the grade for this class comes from participants' active involvement in class activities and clear evidence that the participant is making connections to their own classrooms or in their own schools.

Online discussion and written reflections (Dates TBD): All participants will be expected to participate in online discussions to discuss weekly readings, and to submit reflections. If you are having difficulty using Moodle, it is your responsibility to request technical support from your instructor.

Statement of Transition Philosophy(Dates Oct 24 & Jan 24) All participants will complete an assignment to examine their philosophy of transition. Within the first 2 weeks of the course, participants will outline their existing philosophy of transition. Near the end of the course, participants will be asked to review their original statement, and revise it after reflecting on course content (readings, modules, etc.)

Indicator 13 checklist(Dates Nov 7): Participants will complete an assignment to use an Indicator 13 checklist (this will be provided by instructor) with a current Individualized Education Plan from a transition-age student in your school or school district.

Culminating project (Due January 17): Using the NASET standards and quality indicators, select an area (Youth Development & Leadership, Schooling, Career Prep, Family Involvement, Connecting Activities) to assess the participants' school using the selected area to identify areas of strength, weakness, opportunity and proposed action for growth. Specific details and grading rubric will be provided in the assignment packet.

Methods of evaluation:

A number of methods (below) will be used to evaluate progress toward the expectations listed below. Information on the assignments can be found in the Assignments Packet along with a grading rubric for each assignment.

Participants are evaluated on the following assignments, weighted as follows:

Domain/Assignment	Relevant objectives	Percent of grade
Class participation including attendance	All	20%
Online discussion	All	20%
Statement of Transition Philosophy	All	10%
Indicator 13 checklist	All	10%
Written reflections	All	10%
Culminating project	All	30%

Accommodations:

This course is designed with principles of universal design. This means that the course is designed to reflect learning theory and learning styles research, strategies for assuring high levels of student motivation and interest in learning, instructional approaches that accommodate participants with diverse learning styles, and strategies for getting participants to produce authentic pieces of work that demonstrate their knowledge of course content.

Some participants may need specific accommodations, however. Section 504 of the 1973 Rehabilitation Act offers guidelines and recommendations for modifications and adaptations for participants with documented disabilities. Participants should contact the instructor(s) as soon as possible to discuss specific challenges and accommodations that would best support his/her learning process in this course.

Conduct:

Participants are required to adhere to respectful and appropriate language in all communications. In addition, it is expected that information about districts, families, students and educators are kept confidential. This course is an opportunity for us to support each other and to honestly and productively work to improve school and postschool outcomes for students with disabilities.

Written material expectations:

All written work should be prepared on a word processor. Written work should be checked for spelling and grammar accuracy. If a paper contains more than five errors in spelling, grammar or punctuation, the grade for that paper will drop five points.

Guest speakers:

Guest speakers with particular expertise or insight in specific transition issues will be included via video clips in many of the classes. Their views and opinions are not necessarily those of the MA Department of Education or of the Institute for Community Inclusion. They have been invited to add another lens to issues that influence disability.

Content subject to change:

This syllabus will be a guide to our coursework. It is subject to change.

Schedule of classes: Fall 2011*

Week	Topic	Guest transition speaker	Readings, assignment
Week of October 11	Course Overview	ICI staff	-Overview of course and expectations -Syllabus
Week of October 18	History & Development of Transition	TBA	- <u>Reading: Self-Determination and the Education of Students with Disabilities</u> Author: Michael Wehmeyer <u>Assignment:</u> Statement of Transition Philosophy
Week of October 25	Philosophy of Transition & Conceptual	TBA	<u>Reading:</u> Professional Development for

	Framework		Transition Personnel: Current Issues and Strategies for Success M. E. Morningstar & J Kleinhammer-Tramill Assignment:Reflection Due
Week of November 1	State & Federal Mandates	TBA	<u>Reading:</u> -Predictors -NSTTAC Indicator 13 FAQ -Ma DESE TPF Implementation Memo -AHEAD Summary of Performance FAQ -MA DESE 688 referral FAQ – <u>Assignment:</u> -Indicator 13 Checklist -Reflection Due
Week of November 8	Service Delivery Models	TBA	<u>Reading:</u> TBA
Week of November 15	Transition Practices	TBA	<u>Reading:</u> -NASET Toolkit <u>Assignment:</u> -Reflection Due
Week of November 22 – no new content- Thanksgiving break			
Week of November 29	Schooling	TBA	- <u>Readings:</u> -NASET Toolkit: Schooling -The Mile Guide
Week of December 6	Career Preparation	Keith Westrich, Deborah Horvath	<u>Reading:</u> -Work-based Learning Plan -NASET, Career Prep <u>Video:</u> Westrich and Horvath <u>Assignment:</u> -Reflection Due
Week of December 13	Youth Development	TBA	<u>Reading:</u> -Youth Development & Leadership -NASET Toolkit, YD
Week of December 20	Connecting Activities	J. Roach	<u>Reading:</u> -Hart, et al.

			-Interagency Collaboration -NASET, Connecting Activities <u>Interview:</u> -Roach <u>Assignment:</u> -Reflection Due
Week of December 27 – no new content – Holiday break			
Week of January 3	Family Involvement	TBA	<u>Reading:</u> -Kyeong-Hwa & Morningstar -NASET toolkit, Family
Week of January 10	Critical Examination of Transition Practices	TBA	<u>Reading:</u> TBA Assignment: Final project due by 1/16 midnight
Week of January 17	Transition Review Summary	ICI Staff	Assignment: Updated Transition Philosophy

**Guest speakers and readings subject to change.*

Bibliography

Books

Harry, B., Kalyunpur, M. & Day, M. (1999). *Building cultural reciprocity with families: Case studies in special education*. Baltimore: Brookes Publishing Company.

Hughes, C. & Carter, E. (2000). *The transition handbook: Strategies high school teachers use that work!* Baltimore: Brookes Publishing Company.

Kalyanpur, M. & Harry, B. (1999). *Culture in Special Education: Building reciprocal family – professional relationships*. Chapter 3

Lynch, E.W. & Hanson, M.J. (1997). *Developing cross-cultural competence: A guide for working with children and their families*. Baltimore: Brookes Publishing Company.

Sax, C.L. & Thoma, C.A. (2002). *Transition assessment: Wise practices for quality lives*. Baltimore: Brookes Publishing Company.

Wehman, P. (2007). Life beyond the classroom: *Transition strategies for young people with disabilities*. Brookes Publishing Company.

Additional resources

State agencies:

Massachusetts Department of Mental Retardation
[http:// www.dmr.state.ma.us](http://www.dmr.state.ma.us)

Massachusetts Department of Mental Health
<http://www.dmh.state.ma.us>

Massachusetts Rehabilitation Commission
<http://www.state.ma.us/mrc/>

Independent Living Centers
 ILCs
<http://www.state.ma.us/mrc/il/aboutil.htm>

Department of Public Health
www.state.ma.us/dph/

MA Commission for the Blind
www.state.ma.us/mcb/

MA Commission for the Deaf and Hard of Hearing
www.state.ma.us/mcdhh/

MA Department of Education, Special Education
www.doe.mass.edu/sped/

MA Office on Disability
www.state.ma.us/mod

Housing sites:

Center on Human Policy, Syracuse University
<http://soeweb.syr.edu/thehp/nrc.html>

Independent Living Research Utilization
<http://www.ilru.org/jump1.htm>

Institute on Disability, University of New Hampshire
http://iod.unh.edu/projects/community_living.html#CHANCE

Additional resources:

The Institute for Community Inclusion
<http://www.communityinclusion.org/>

Federation for Children with Special Needs
www.fcsn.org

Driver's Education/ support
Adaptive Driving Program
250 Milton Street #LL002
Dedham, MA 02026-2904
Contact: Mark or Tricia Whitehouse
781-329-6656