**Collaboration and Transition Practices in Special Education**

**EDPS 41000/66500**

**http://edps410665.weebly.com**

Spring 2015

Tuesday / Thursday: 1:30-2:45

BRNG B260

**Instructor:** Kharon Grimmet

**Email:** grimmet@purdue.edu

**Classroom:** 1:30 – 2:45pm BRNG B260

**Office:** BRNG 5162

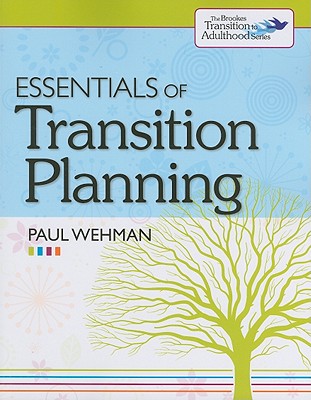
**Office Hours:** By Appointment

**Phone:**(765) 496-0112

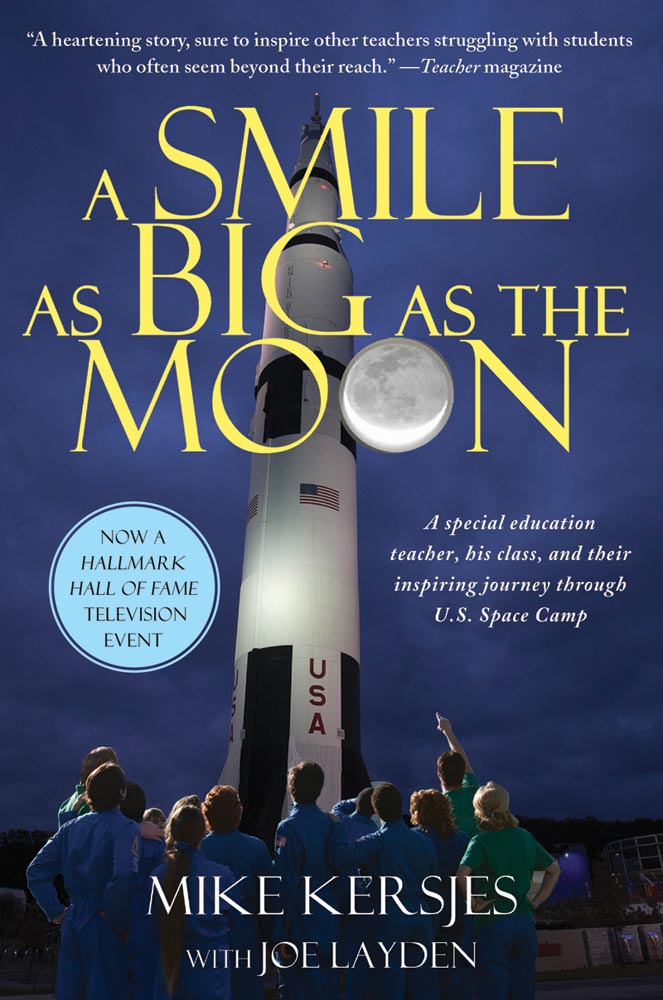
**Course Description**:

The purpose of this course is to learn about the concepts, tools, and strategies considered essential for effective collaboration and teamwork. Methods of collaborating and consulting with other professionals in the field of education and family members of students with disabilities will be discussed. Transition planning and collaborative interagency issues related to transition will be examined. Context, process, and content of collaborative school consultation will be presented.

**Course Texts**

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Wehman, P. (2011). *Essentials of transition planning.* Baltimore, MD: Brookes Publishing Company.



Kersjes, M. E. (2002). *A smile as big as the moon: A teacher, his class, and their unforgettable journey.* New York, NY: St. Martin’s Press.

**Additional Readings**

Selected journal articles will also make up some of the required readings for this course. You may access these documents via the Weebly class webpage or Purdue’s online library catalogue: <http://www.lib.purdue.edu/#ejournals>. The article citations (as well as additional resources used in this course) are listed in this syllabus.

**Course Objectives**

Upon successful completion of this course, students will:

1. Understand consultation theory and its application for decision-making in special and general education contexts.
2. Recognize conditions that strengthen or inhibit effective use of collaborative consultation.
3. Exhibit self-understanding and constructive use of individual differences for school-based collaboration in culturally diverse settings.
4. Demonstrate skills in facilitating family partnerships with schools to serve student needs.
5. Apply communication skills of effective verbal and non-verbal communication, listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts.
6. Use problem-solving techniques in collaborating with professional colleagues, parents and related and ancillary personnel to provide for students’ learning needs.
7. Develop self-assessment techniques and tools for evaluating and improving consultation, collaboration, and co-teaching skills.
8. Formulate strategies for co-planning and co-teaching to serve students’ special needs.
9. Explain responsibilities and strategies for supervising and planning with paraeducators, and for initiating involvement of school administrators in collaborative efforts.
10. Demonstrate awareness of need for organizing interrelated agencies in their roles as providers of the array of services required for students’ special needs.
11. Cite key legislation that has impacted career and transition programs and services for youth and adults with disabilities. (Standard 2)
12. Explain theories and stages of life-long career development and how they impact the career decision-making process for individuals with disabilities. (Standard 2)
13. Identify methods, strategies, and materials used for instruction to facilitate career education, including participation in the IEP process. (Standard 2)
14. Explain theoretical models on which family intervention is predicated. (Standard 2)
15. Demonstrate an understanding of the impact a child with a disability has on the family, family dynamics, coping strategies, finances, and family communication and interaction patterns (Standards 1, 2)

16. Identify and define issues and strategies related to empowerment, and self-advocacy that are crucial to the successful career development of individuals with disabilities. (Standards 2, 3)

17. Develop an awareness of community resources available in career transition planning for students with disabilities at the elementary, middle, and secondary levels. (Standard 2)

18. Discuss issues related to parental involvement in career development and the educational process for youth and adults with disabilities. (Standards 1, 3)

19. Identify and describe services, supports, and resources available in post-secondary and employment settings for youth and adults with disabilities. (Standard 2)

20. Identify and define the issues related to interagency collaboration in the career and transition planning process for youth and adults with disabilities. (Standard 2)

**Course Requirements (All students: Undergraduate and Graduate)**

1. **Literature Circles** (50 pts)

Recognizing and applying the concepts of transition and collaboration are critical to the success of any special education teacher. This semester we will be using the book, *A Smile As Big As the Moon: A teacher, his class, and their unforgettable journey* to discover, highlight, dissect, and understand such concepts through the personal account of a special education teacher and his class’s journey to Space Camp. We will spend a good deal of time throughout the semester discussing the themes and content, therefore keeping up with the readings is essential.

Students will be divided in to groups (AKA – Literacy Circles). Individuals will rotate assignments/jobs each week.

* **Song interpreter: One member of the group will choose a song that reminds them of the chapters read. Like the illustrator they will have everyone listen to the song, give their reasons why they think the song was chosen, and then when everyone has contributed their interpretation of why the song was chosen, the song interpreter will offer their reasons for choosing the song.**
* **Illustrator: The illustrator is to summarize the readings through pictures, maps, graphs, etc. They can be hand drawn, generated from the computer, cut out from a magazine and put in a collage, etc. The illustrator will bring it to the group and let everyone view it. After everyone has looked at the illustrators work they all need to offer their interpretation of the visual and its relation to the chapters that were read. Once everyone in the group has looked at the visual, commented on the visual, then the illustrator will offer why they interpreted the chapters with the visual they chose.**
* **Literary Luminary: The literary luminary will find interesting, important, and/or difficult parts of the story to discuss. He or she will help the group discuss important parts of the story so that everyone will know what is going on in the story. The literary luminary needs to find 4 – 5 paragraphs from the reading to use as discussion starters for the group.**
* **Questioner: The questioner has a similar job to the teacher. He or she will create questions to guide the group’s discussion and can review main points or provide genuine questions that the questioner would like the answers to. The questioner needs to come up with 6 questions for the readings.**
* **Connector: The connector finds ways to connect the things that the members of the group may know to other texts, newspaper articles, the news, movies, him or herself, or the world. The connector needs to come up with at least 4 connections.**

1. **Class Participation** (50 pts)

This class will rely heavily on discussions and in-class activities in an effort to enhance student understanding and provide opportunities for meaningful application of concepts. Class attendance and active participation are necessary for full integration into this course. Therefore, participation points will reflect the degree to which students actively participate in class. Full participation (e.g., asking/answering questions, actively participating in activities and discussions [including blackboard discussions for online lecture weeks], coming to class prepared-readings) and good attendance will garner full credit.

* Participation: full (30 pts), partial (15 pts), absent (0 pts)
* Attendance: 0 (20 pts), 1+ (0 pts)

1. **Midterm Exam** (50 points).

Students will take a cumulative exam covering material from Weeks 1-9. The format and review information will be provided in class.

1. **IEP/Transition Plan** (100 pts)

Students will be given a student description and asked to develop a fictional transition plan appropriate for that student. The formats for completing this assignment will be provided in class. This assignment must be turned into **Weebly on April 16th by 11:59pm** and uploaded to **TASK STREAM. Due April 17th by 11:59pm.**

1. **Collaborative Project** (50 points)

Students, in small groups, will complete an applied project targeted to assist students in their future careers. Topics, a sign up sheet, and details of this project will be presented to students in class. This project is **due April 28th in class**. Each group will present their project to the class on **April 28th & 30th.**

**GRADUATE STUDENTS ONLY**

1. **Research Paper**. Graduate students are required to submit one, 5-7 page paper (not including reference or cover page) on specific issues regarding **paraeducators** in special education working in self-contained or inclusive settings. For this paper focusing on paraeducators, it should include discussion and background information on your topic, and viewpoints from various perspectives. Papers should reflect critical thinking, be well written and be accurate. A minimum of 5 references from peer-reviewed journals must be used for your paper. If possible, use resources from within the last 10 years. **No websites will be accepted as resources for this paper**. Use APA style throughout this paper. Do not use an overabundance of direct quotes (no more than one or two short direct quotes will be considered acceptable!). A grading rubric will be distributed to graduate students. This paper is **worth 100 points** and **is due by MARCH 24th by 11:59pm.**

**Total Points Available = 300 (Grad students – add 100 pts to this scale and adjust point values)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A** | 100% | **A** | 94-99% | **A-** | 90-93% |
| **B+** | 87-89% | **B** | 84-86% | **B-** | 80-83% |
| **C+** | 77-79% | **C** | 74-76% | **C-** | 70-73% |
| **D+** | 67-69% | **D** | 64-66% | **D-** | 60-63% |
| **F** | 59% and below |  |  |  |  |

**Course Outline**

| **Date** | **Topic** | **Class Activities** | **Assignments Due** |
| --- | --- | --- | --- |
| **Week 1** | | | |
| January 13 | Intro to class | Expectations, course overview, review syllabus, discussion sign-up |  |
| January 15 | Fundamentals of collaboration and consultation | Lecture and Activity | Readings:   * Churchill et al. (2008) worth, 2001 |
| **Week 2** | | | |
| January 20 | Inclusion | Lecture, Activity, and Video | Readings:   * Sayeski (2009) * Kampwirth (2006), pp. 247-277 |
| January 22 | Inclusion and Lit Circles | Lit Circles  Video | Readings:   * Kersjes- Chapter 1 * Knesting et al. (2008) |
| **Week 3** | | | |
| January 27 | Transition and Autism |  | Readings:   * Goodman et al. (2011) * Ruppar (2013) |
| January 29 | Lit Circles and Activity |  | Kersjes- Chapters 2-5 |
| **Week 4** | | | |
| February 3 | Co-Teaching;  Practical Matters in Collaboration | Lecture: Co-Teaching  ***In-class Video****: 1. The Power of Two: Making a difference through co-teaching or 2. Facing inclusion together through collaboration and co-teaching* | Readings:   * Sileo (2011) * Murawski (2012) |
| February 5 | Lit Circles and Activity |  | Kersjes- Chapters 6-9 |
| **Week 5** | | | |
| February 10 | Introduction to Paraeducators | Lecture and Article Discussion | Readings:   * Giangreco & Doyle (2002) * Fisher & Pleasants (2012) |
| February 12 | Lit Circles and Activity |  | Kersjes- Chapters 10-12 |
| **Week 6** | | | |
| February 17 | Supervision and Management of Paraeducators | Lecture and Article Discussion | Readings:   * Devlin (2008) * Carnahan et al. (2009) |
| February 19 | Lit Circles and Activity |  | Kersjes- Chapters 13-15  Para Professional Evaluation DUE |
| **Week 7** | | | |
| February 24 | Interpersonal Communication and Difficult Interactions  Using Statements and Asking Questions | Lecture and Article Discussion | Readings:   * Keefe, Moore & Duff (2004) * Cramer & Stivers (2007) |
| February 26 | Lit Circles and Activity | Class Activity- Paraeducator evaluations | Kersjes- Chapters 16-18 |
| **Week 8** | | | |
| March 3 | Family-focused collab./transition  Estate Planning/Social Security | Lecture and Article Discussion | Readings:   * Indiana Transition Guide * Wehman (2011), pp. 145-159 |
| March 5 | Lit Circles and Activity |  | Kersjes- Chapters 19-21 |
| **Week 9** | | | |
| March 10 | Siblings | Lecture and Article Discussion  Midterm Review | Readings:   * Williams et al. (2002) * Rossiter & Sharpe (2001) |
| **March 12** | **Midterm Exam** | | |
| **Spring Break Week** | | | |
| March17 | Spring Break | | |
| March 19 | Spring Break | | |
| **Week 10** | | | |
| March 24 | Transition: Overview and Background | Lecture and Article Discussion  FINALIZE Student Directed Topic | Readings:   * Wehman (2011), pp. 1-17 * Wehman (2013)   **Research paper due by 11:59pm (grad students)** |
| March 26 | Lit Circles and Activity | **Sign Ups for Final Collaborative Project** | Kersjes- Chapters 22-24 |
| **Week 11** | | | |
| March 31 | Transition Planning Areas and Collaborators | ***In Class Video:*** *Transition Connections*  Lecture  Review Sample Transition Plan | Readings:   * Wehman (2011), pp. 41-93   Recommended reading to assist in creating transition plan: Wehman (2011) pp. 95-110. |
| April 2 | Lit Circles and Activity | Class Activity- Writing goals and objectives for transition plans | Kersjes- Chapters 25-27 |
| **Week 12** | | | |
| April 7\* | Prevocational and Employment skills, Supported Employment | **Online Lecture- NO CLASS** | Online Discussion  **Attendance and participation points will be received based on responses to discussion questions.**  Readings:   * Wehman (2011), pp.127-143 |
| April 9\* | Personal/Social Responsibility | **Online Lecture- NO CLASS** | Online discussion  **Responses to both online lecture discussion due April 9th by 11:59pm.** |
| **Week 13** | | | |
| April 15 | Student Directed Topic | Student Directed Activity | TBD |
| April 16\* | Post-Secondary Education and Section 504 | **Online Lecture- NO CLASS**  Lecture and Article Discussion | Readings:   * Wehman (2011), pp. 111-125 * Hamblet (2014) |
| **Week 14** | | | |
| April 21 | Community Living and  Self-Determination | Lecture and Article Discussion | Articles:   * Dyer (1999) * Repetto (2003)   **IEP/Transition Plan Due by 11:59pm** |
| April 23 | Class Activity | Activity and Start Video: A Smile as Big as the Moon |  |
| **Week 15** | | | |
| April 28 | Collaborative Project Presentations | | **Collaborative Project Due- In Class** |
| April 30 | Video- A Smile as Big as the Moon | | |
| **Final Exam Week – No Final Exam** | | | |

***Note: I reserve the right to make changes to this schedule. However, I will do my best to notify you of any changes as early in advance as possible.***

**Course Policies**

**Evaluation and Grading:** Grades will be based on the quality of your completed work. Please feel free to come and speak with me if you have concerns about any aspect of your work for this class. Please do so **BEFORE** assignments are due. The appropriate time to do this is **NOT** once all work is turned in and grades have been recorded. I will not negotiate final grades. In addition, **LATE ASSIGNMENTS will NOT BE ACCEPTED.**

**Guidelines for Written Assignments:**

Unless noted otherwise, written assignments should adhere to the following guidelines:

* All submitted work is to be **typed** with no/minimal errors
* Someone should proofread all assignments for grammatical competence. Corrections should be made prior to submitting the assignment.
* APA format should be used for citations and the reference list. It is recommended that students use a source that demonstrates APA formatting (e.g., the 5th edition of the APA manual). The textbook uses APA format and provides many examples of how to correctly cite references and construct reference lists. If you are in doubt, please consult the online writing lab at: [**http://owl.english.purdue.edu**](http://owl.english.purdue.edu)**.**
* For assignments, please indicate your name, the assignment, and date (does not have to be a separate page).
* Use person-first language when writing about persons with disabilities. Points will be deducted if verbiage refers to “the ADHD boy”, “the learning disabled girl”, instead of “the boy *with ADHD*” or “the girl *with a learning disability*”.
* Assignments should be turned in on the due date. Work submitted late, for whatever reason, will be penalized, so please plan accordingly.
* Keep a copy of each assignment (electronic or hardcopy).

**Expected Quality of Work:**

All course work, both in and out of class, is expected to be of high quality and reflect your development as a professional. *Just getting by* will not be sufficient. Additionally, students are expected to participate in a courteous manner, take responsibility for meeting deadlines, etc. In other words, you are expected to act like professionals and adults.

**Professionalism & Assessment Activities:**

Attendance and class participation is expected as a normal part of the class and is considered a demonstration of professionalism. Therefore tardies and absences will result in 5-10pts from your final grade.

You will be expected to complete a variety of activities individually and with others in a small group. These activities may include posting a brief note in the forums, participating in an online discussion, or attending meetings. These activities provide an opportunity for learning and to gain feedback from fellow classmates and your instructor.

The course is designed to foster the development of teaching professionals. In accordance with this goal, students will be expected to maintain a within-class professional behavior and attitude, or professionalism.  Professionalism includes not only a desire to perform at one’s best, but to set personal goals in order to continually grow professionally.  It includes respect for the nature of the teaching profession as a whole, the responsibility of being a teacher, and the essential role that schools play in society.

Professionalism is also the recognition that we work within the context of a community, and that our personal goals should include fostering the professional development of classmates. This includes active contribution to the learning of fellow students in the class, as well as the respect for the ideas of others.  Students should set and monitor class professional goals and to evaluate their own progress.

* Please NOTE that 10pts will be deducted off of an individual’s FINAL GRADE for EACH UNPROFESSIONAL action as listed above and below.

* Cell Phones MUST be on silent. It is expected that IF you are expecting to receive an EMERGENCY phone call, you should inform the instructor PRIOR to the beginning of class. You will then be allowed to slip out of class without interrupting our time on task.
* Facebook: Computers are welcome into our classroom for appropriate events/activities, however Facebook is not an activity that is permissible while in this course. If you decide to participate in activities on Facebook or in other social media outlets, you will find 10pts deducted from your final semester grade for each of these UNPROFESSIONAL actions. All computers are expected to be closed unless it is deemed appropriate BY THE INSTRUCTOR to have computers open for class.
* You are enrolled and participating in THIS COURSE! It is expected that you are to be actively engaged in THIS COURSE at ALL TIMES! As an instructor I am VERY jealous of my time with you and the information we are learning. You should for NO REASON be working on anything other than the assignments and activities for THIS COURSE! 10pts will be deducted if you are engaging in any other activity other than what is happening in class.

**IF YOU HAVE A DISABILITY AND REQUIRE ACCOMMODATIONS**

* Students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students before accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.

**ACADEMIC DISHONESTY STATEMENT**

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III‐B‐2‐a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest."

[University Senate Document 72‐18, December 15, 1972]

**Any act of academic dishonesty will result in an AUTOMATIC FAILURE of this course and recommendation to the Dean of Students for disciplinary action.**

# Participation in Class

Rresponses should be **significant** – helping the discussion move forward. There are a variety of ways to do this, including (generally in some combination over the course of the week or within a posting):

* Providing concrete examples, perhaps from your own experience
* Describing possible consequences or implications
* Challenging something that has been posted in the discussion – perhaps by playing

“devil’s advocate”

* Posing a clarifying question
* Suggesting a different perspective or interpretation
* Pulling in related information from other sources – books, articles, websites, other courses, etc.

Make sure your comments are **CRISP**:

**Considerate.** You may have strong views and will want to express those views. That’s great. But remember that others may have equally strong views that are the polar opposite of your views. Feel free to question, challenge, or disagree with anything in the discussion, but do so in a respectful, considerate way.

**Reflective.** An asynchronous discussion may lack the spontaneity of a live discussion. But this can be an advantage. There is more time to think before responding. Take the time to think about the ideas that have been expressed (in the readings and the discussion) from the perspective of your own experience. Then add your own comments and insights.

**Interactive.** Remember that you’re a participant in a discussion and talk **with** one another. The idea is to be **inter**active, not just active.

**Succinct.** Get to the point. Short, focused message are usually more effective than long comments.

**Pertinent.** Comments and questions should be related to the discussion topic. There will be times when you want to talk with someone about something unrelated to the topic. That’s fine. But the place to do that is the Hallway or the Campus Student Union. When you enter into a weekly discussion, please remember that you’re in a classroom, not a chat room.

**EMERGENCY STATEMENT**

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course: the course web page and contacting us by email: savagemn@purdue.edu and nkmeyer@purdue.edu.

**NOTE regarding TaskStream:**  If you are completing this course as part of your teaching licensure requirements, you are also required to post your **IEP/transition plan assignment on TaskStream.** A final grade will be issued only upon posting your TaskStream assignment.

**Readings**

Carnahan, C. R., Williamson, P., Clarke, L., & Sorensen, R. (2009). A systematic approach for supporting paraeducators in educational settings: A guide for teachers. *Teaching Exceptional Children, 41*(5),34-43.

Churchill, L. R., Mulholland, R., & Cepello, M. R. (2008). A practical guide for special education professionals. Upper Saddle River, NJ: Pearson.

Cramer, S. & Stivers, J. (2007). Don’t Give Up! Practical strategies for challenging

collaborations. *Teaching Exceptional Children, 39*(6), 6-11.

Devlin, P. (2008). Create effective teacher- paraprofessional teams. *Intervention in School and Clinic, 44*(1), 41-44.

Dyer, J. (1999). Sam’s song. *The Atlanta Journal-Constitution.*

Fisher, M., & Pleasants, S. L. (2012). Roles, responsibilities, and concerns of paraeducators: Findings from a statewide survey. *Remedial and Special Education, 33*(5),287-297.

Giangreco, M. F., & Doyle, M. B. (2002). Students with disabilities and paraprofessional

supports: Benefits, balance, and band-aids. *Focus on Exceptional Children, 34*(7), 1-13.

Goodman, J. I., Hazelkorn, M., Bucholz, J. L., Duffy, M. L. & Kitta, Y. (2011). Inclusion and graduation rates: What are the outcomes? *Journal of Disability Policy Studies, 21(4)* 241-252.

Hamblet, E. C. (2014). Nine strategies to improve college transition for students with

disabilities. *Teaching Exceptional Children, 46(3*), 53-59.

Kampwirth, T.J. (2006). Collaborative consultation in the schools: Effective practices for students with learning and behavior problems. Upper Saddle River, New Jersey: Pearson Education, Inc.

Keefe, E. B., Moore, V., & Duff, F. (2004). The four “knows” of collaborative teaching.

*Teaching Exceptional Children, 36*(5), 36-41.

Kersjes, M. & Layden, M. (2012). A smile as big as the moon: A special education teacher, his class, and their inspiring journey through space camp. New York, NY: St. Martin’s Griffin.

Knesting, K, Hokanson, C., & Waldron, N. (2008). Settling In: Facilitating the transition to an inclusive middle school for students with mild disabilities. *International Journal of Disability, Development and Education*, 55 (3) 265-276.

Murawski, W. W. (2012). 10 tips for using **co**-planning time more efficiently.

Teaching*Exceptional* Children, 44 (4), 8-15.

Repetto, J. B. (2003) Transition to living. *Exceptionality, 11*(2), 77-87.

Rossiter, L., & Sharpe, D. (2001). The siblings of individuals with mental retardation: A

quantitative integration of the literature. *Journal of Child and Family Studies, 10*(1),

65-84.

Ruppar, A. L. (2013). Authentic literacy and communication in inclusive settings for

students with significant disabilities. *Teaching Exceptional Children, 46(2*), 44-50.

Sayeski, K. L. (2009). Defining special educators’ tools: The building blocks of effective collaboration. *Intervention in School and Clinic, 45*, 38-44.

Sileo, J. M. (2011). Co-teaching: Getting to know your partner. *Teaching Exceptional Children, 43(5),* 32-38.

Transition Planning Handbook. Retrieved from http://www.in.gov/ipas/files/0482- 1045TransitBook\_11-12WEB.pdf

Williams et al., (2002). Interrelationships among variables affecting well siblings and mothers in families of children with a chronic illness or disability. *Journal of Behavioral Medicine, 2*5(5), 411-424.

Wehman, P. (2011). Essentials of transition planning. Baltimore, MY: Paul H. Brookes

Publishing Company.

Wehman, P. (2013). Transition from school to work: Where are we and where do we need to go? *Career development and transition for exceptional individuals 36(1),* 58-66.