

CPSE 690R- Seminar in Special Education

Section 001: 160 MCKB Thursday 4:00pm- 6:50pm Winter 2018

Instructor/TA Info

Instructor Information

Name: Ryan Kellems

Office Location: 340-B MCKB

Office Phone: 801-422-6674

Email: rkellems@byu.edu

Course Information

Description

The purpose of this seminar is to provide a background on transition education and services for individuals with disabilities from middle school through adulthood. Students will be made aware of how culture can impact transition planning and services for youth with disabilities. Emphasis is placed on identification and documentation of transition skills needed, the nature of the transition process, and curricula and instructional implications. Emphasis is placed on IDEA requirements for transition services, career development, transition processes, transition assessment, curricular implications, collaboration in schools and communities, culturally responsive practices, and issues and trends in transition education and services.

Learning Outcomes

Knowledge

Students will become familiar with current topics in this content area.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

If you are unable to complete an assignment by the due date due to a personal and/or family emergency, you should contact the instructor as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence. **No late work will be accepted without prior instructor approval.**

1. **Attendance:** Attendance is vitally important for ensuring student understanding of the material and for producing quality products. If you must miss class, please let the instructor know in advance. You are responsible for all missed information.
2. **Readings:** You will not be able to pass this course unless you complete the assigned readings. The concepts and strategies we discuss and produce relate directly to the course readings. Additional readings may be required as needed to (a) complete weekly activities, (b) supplement course content, and or (c) strengthen students' understanding.
3. **Journal Article:** As part of this class students will be writing a transition focused journal article. A complete description of this assignment can be found in learning suite.

Participation Policy

It is expected that students participate actively in each class discussion.

Attendance Policy

Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student's responsibility to get class notes, and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

Assignments

Assignment Descriptions

Journal Article Topic and Outline

Feb

08

Due: Thursday, Feb 08 at 11:59 pm

Submit the topic and the general outline for the journal article you will be writing. You need to search the [CDTEI Journal](#) to make sure there has not already been an article written on that topic.

690R Journal Article Assignment.docx [Download](#)

Peer review

Mar

15

Due: Thursday, Mar 15 at 5:00 pm

Students will be put into groups of 3. Each student will read and provide substantial feedback to the other members of their group. Use the track changes feature of word to provide feedback. You will submit a copy of the papers you reviewed with your comments in track changes here. So each of you will be submitting copies of the two papers you reviewed with the feedback you provided.

Reflection Paper

Mar

29

Due: Thursday, Mar 29 at 11:59 pm

After reading the book *Good Blood-Bad Blood*, you will write a 2 pages (single spaced) reflection paper outlining your opinion about the topic discussed in the book. All ideas presented in the reflection paper should be your original work. Following is the rubric for this assignment. On March 29th, 2018 we will have a class discussion about the book. Come prepared to present your opinion and discuss the topic.

Following is the rubric for this assignment: Reflection Paper on Good Blood - Rubric.docx [Download](#)

Final Journal Article

Apr

12

Due: Thursday, Apr 12 at 11:59 pm

Leading Class Discussion

Apr

12

Due: Thursday, Apr 12 at 11:59 pm

For this assignment you will be responsible for leading class discussion on the date you will have previously signed up for. As part of this assignment you will:

- Select 3-5 sources (journal articles, book chapters, etc.) not already listed for your week.
- Find the PDF sources (or similar) and send them to Dr. Kellems at least 1 week in advance (so that they can be posted for the class to read)
- Conduct class discussion on your assigned day by addressing the readings and asking for personal opinions and reflection about the topic (Dr. Kellems will demonstrate the first 2 weeks)
- You are responsible for the 2.5 hrs of class instruction on your given day.

Following is the rubric for this assignment: Leading Class Discussion - Rubric.docx [Download](#)

Point Breakdown

Categories	Percent of Grade
Journal Article	75%
Class Discussion	12.5%
Reflection Paper	12.5%

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Class Discussion Topics	Readings
Week 1		
Th Jan 11 Thursday	Introduction to Secondary Transition: Historical Perspective of Transition, Transition Models, Transition Law	<ul style="list-style-type: none"> • Kohler & Field Transition Focused Education 2003.pdf Download • Transition - Old wine in new bottles.pdf Download • Taxonomy for Transition Programming.pdf Download
Week 2		
Th Jan 18 Thursday	Transition Planning/Determining appropriate transition instruction/Evidence Based Transition Instruction Katherine	<ul style="list-style-type: none"> • Evidence-Based Practices and Predictors in Secondary Transition.pdf Download • Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities..pdf Download • Linking transition assessment and postsecondary goals.pdf Download • EBPP_Birth_to_Adult_Research_for_Success.pdf Download <p style="margin-left: 20px;">Survey of Special Education Teachers' Perceptions of Their Transition Competencies.pdf Download</p> <ul style="list-style-type: none"> • Transition assessment for students with severe disabilities

Week 3		
Th Jan 25 Thursday	Transition and Self-Determination Chelsea	<ul style="list-style-type: none"> • Culture and self-determination.pdf Download • Opening doors to self-determination skills.pdf Download • Self-determination - A family affair. Family Relations.pdf Download • Self-determination for persons with disabilities - A position statement of the Division of Career Development and Transition..pdf Download • the-arc-self-determination-scale.pdf Download
Week 4		
Th Feb 01 Thursday	School/Community Based Training Ingrid	<ul style="list-style-type: none"> • 4_Best Prac Models of VR.pdf Download • 4_Learning from Students.pdf Download • 4_Quality Indicators for Transition.pdf Download • School to work opportunities for all students- A position paper of the Division of Career Development and Transition.pdf Download • Step by step- Creating a community-based transition program for students with intellectual disabilities.pdf Download
Week 5		
Th Feb 08 Thursday	No Class	Journal Article Topic and Outline
Week 6		
Th Feb 15 Thursday	Independent Living Sex Education Kaitlyn	<ul style="list-style-type: none"> • Test, Aspel, & Everson Chapter 9 (pages 303-331) • Test (2011) Chapter 9 • Life Skills Instruction - A Necessary Component for All Students with Disabilities.pdf Download • Life Skills Instruction- A Necessary Component for All Students with Disabilities.pdf Download
Week 7		
Th Feb 22 Thursday	Employment Laura	<p>WIOA: What it means for people with intellectual and/or developmental disabilities (I/DD). (2015). 1-10.</p> <ul style="list-style-type: none"> • The economics of supported employment - what new data tells us..pdf Download • MassWorks - One-Stop Collaborations - The Key to Expanding Your Workforce Connections.pdf Download

		<ul style="list-style-type: none"> • New opportunities to improve economic and career success for low-income youth and adults.pdf Download • Vocational rehabilitation counselors' identified transition competencies.pdf Download
Week 8		
Th Mar 01 Thursday	<p>Kaylee</p> <p>Recreation and Leisure</p> <p>Dr. Kellems will not be in class but the time is set aside to provide each other with feedback on your articles. I do not care if you meet in person or not.</p>	<p>Participation in Sports.pdf Download</p> <p>Special Recreation.pdf Download</p> <p>Video Prompting.pdf Download</p>
Week 9		
Th Mar 08 Thursday	<p>Post-Secondary Education</p> <p>Giulia</p> <p>You need to have your articles emailed to your group members by the night of March 8th for peer review.</p>	<p>Chapter 15 - Persuing Postsecondary Education Opportunities for Individuals with Disabilities.pdf Download</p> <p>College Students with Learning Disabilities Speak Out - What It Takes to Be Successful in Postsecondary Education.pdf Download</p> <p>Postsecondary Education The Other Transition.pdf Download</p>
Week 10		
Th Mar 15 Thursday	<p>Community Participation/Interagency Collaboration</p> <p>Travis</p>	<p>Peer review</p> <ul style="list-style-type: none"> • Improving interagency collaboration - Effective strategies used by high-performing local districts and communities.pdf Download • Mobilizing local communities to improve transition services..pdf Download • Read Pages 137-154 from the following link. https://books.google.com/books?id=SWvnAgAAQBAJ&lpg=PA137&ots=FDNvi_Q4_T&dq=Simonsen%2C%20M.%2C%20Stuart%2C%20C.%2C%20Luecking%2C%20R.%2C%20%26%20Certo%2C%20N.%20J.%20(2013).%20Collaboration%20among%20school%20and%20post-school%20agencies%20for%20seamless%20transition.%C2%A0The%20road%20ahead%3A%20Transition%20to%20adult%20life%20for%20persons%20with%20disabilities%C2%A0(3rd%20ed.)&lr&pg=PA137#v=onepage&q&f=false

Week 11		
Th Mar 22 Thursday	Transition for individuals with Autism Erika	<ul style="list-style-type: none"> Available on shelf at the BYU Library (HV 1568 .W43 1996) Wehman - Chapter 3, "Applications for Youth with Autism Spectrum Disorders" (pages 447-471)
Week 12		
Th Mar 29 Thursday	Working With Families / Guardianship Kerry Dr. Kellems will lead the discussion- Students will each be presenting a 10 minute presentation on their reflection of the book. Class will go until 7	<ul style="list-style-type: none"> Guardianship- Its role in the transition process for students with developmental disabilities.pdf Download The voices of parents-Post high school expectations, priorities, and concerns for children with intellectual and developmental disabilities.pdf Download Transition of culturally and linguistically diverse youth with disabilities. .pdf Download Transition planning involving culturally and linguistically diverse families. .pdf Download <ul style="list-style-type: none"> Select Readings from <i>Good Blood Bad Blood</i> by Weymeher Reflection Paper
Week 13		
Th Apr 05 Thursday	No Class	
Week 14		
Th Apr 12 Thursday	Grant Writing- Guest Speaker Student Presentations on their Journal Articles Class will go until 7	Final Journal Article Leading Class Discussion
Week 15		
Th Apr 19 Thursday	Winter Exam Preparation (04/19/2018 - 04/19/2018)	
F Apr 20 Friday	First Day of Winter Final Exams	

	(04/20/2018 - 04/25/2018)	
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