

# EDPS 41000- Collaboration and Transition Practices in Special Education

Spring 2012  
Tuesday/ Thursday 1:30-2:15  
BRNG 1222

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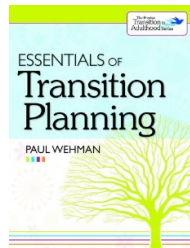
**Office Hours:** by appointment (email; phone; online scheduler- <http://meetme.so/jordanshurr>)

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## 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



Wehman, P. (2011). *Essentials of Transition Planning*. Baltimore, MD: Brookes Publishing.

*\*Available at University Book Store, Follett's, & Online*



A Smile as Big as the Moon (2002)

by: Mike Kersjes and Jo Layden

*\*Available at Von's Bookstore & Online*

## Additional Texts

Selected journal articles will also make up the required reading for this course. You may access these documents via Purdue's online library catalogue: <http://www.lib.purdue.edu/#ejournals>  
The article citations are listed in the "Additional Texts" folder on Blackboard as well as at the end of this document.

## 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**

#### **1. Book Discussion (25 points)**

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*, to discover, highlight, dissect, and understand such concepts through the personal account of a teacher's unique and inspiring journey. We will spend a good deal

of time throughout the semester discussing the themes and content, therefore keeping up with the readings is essential. Additionally, each student will be responsible for **facilitating a class discussion on one chapter**. Facilitation entails preparing at least two thought provoking questions about the chapter pertaining to the topics of collaboration and transition (one of each or two on one topic). Fact-checking or content memory do not suffice as “though provoking”. Questions should be designed to elicit discussion by asking the class to address their perceptions, concerns, or experiences related to the content.

2. **Class Participation** (50 points)

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, coming to class prepared- readings) and good attendance (0-2 missed classes will garner full credit. Partial (only on occasion e.g. one occurrence per week) or absent participation, as well as poor attendance will result in decreased participation points.

- *Participation: full (30 points), partial (15 points), absent (0 points)*
- *Attendance: 0-2 (20 points), 3-4 (10 points), 5+ (0 points)*

3. **Exams** (50x2= 100 points)

Two exams will be given electronically via Blackboard. The first will be **February 23<sup>rd</sup>** and the second will be **April 19<sup>th</sup>**. These timed, cumulative exams will each be worth 50 points. More information will be provided in class before the exams.

4. **IEP/Transition Plan** (100 points)

Students will be given a student description and asked to develop a fictional transition plan for that student. The formats for completing this assignment will be provided online. **is due May 7<sup>th</sup>** (during finals week). This assignment must be uploaded to TASK STREAM.

**Total Points Available =275**

<b>A+</b>	<b>100%</b> (275+)	<b>A</b>	<b>94-99%</b> (259-274)	<b>A-</b>	<b>90-93%</b> (248-258)
<b>B+</b>	<b>87-89%</b> (239-247)	<b>B</b>	<b>84-86%</b> (231-238)	<b>B-</b>	<b>80-83%</b> (220-230)
<b>C+</b>	<b>77-79%</b> (212-219)	<b>C</b>	<b>74-76%</b> (204-211)	<b>C-</b>	<b>70-73%</b> (193-203)
<b>D+</b>	<b>67-69%</b> (184-202)	<b>D</b>	<b>64-66%</b> (176-183)	<b>D-</b>	<b>60-63%</b> (165-175)
<b>F</b>	<b>59% and below</b> (0-164)				

## Semester Agenda

	Date	#	Topic	Assignment/ Reading	
Collaboration	1/10	1	Course Introduction	Syllabus, Discussion signup, transition and collaboration defined	
	1/12	2	Discussion/Activity	Read: Kersjes chap 1, 2	
	1/17	3	*Inclusion (Video: Educating Peter)	x	
	1/19	4	*Inclusion (Video: Graduating Peter)	x	
	1/24	5	Fundamentals of Collaboration	Read: see attached list	
	1/26	6	Discussion/Activity	Read: Kersjes chap 3, 4	
	1/31	7	Collaborating with Families	Read: see attached list	
	2/2	8	Discussion/Activity	Read: Kersjes chap 5, 6, 7	
	2/7	9	Collaboration within the School	Read: see attached list	
	2/9	10	Discussion/Activity	Read: Kersjes chap 8, 9	
	2/14	11	Paraprofessionals	Read: see attached list	
	2/16	12	Discussion/Activity	Read: Kersjes chap 10, 11, 12	
	2/21	13	The IEP Meeting	Read: see attached list	
	2/23	14	<b>Quiz 1</b>		
Transition	2/28	15	Transition Intro	Read: Wehman-chap 1 & O'Leary (1994)	
	3/1	16	Discussion/Activity- Quiz	Read: Kersjes chap 13, 14	
	3/6	17	Transition Planning	Read: Wehman-chap 2	
	3/8	18	Discussion/Activity	Read: Kersjes chap 15, 16, 17	
	3/13 & 3/15		Spring Break		
	3/20	19	Transition Curriculum	Read: Wehman- chap 3	
	3/22	20	Discussion/Activity	Read: Kersjes chap 18, 19	
	3/27	21	Planning for the Future	Read: Wehman- chap 4	
	3/29	22	Discussion/Activity	Read: Kersjes chap 20, 21, 22	
	4/3	23	Writing & Implementing the Transition Plan	Read: Wehman- chap 5 & 6	
	4/5	24	Discussion/Activity	Read: Kersjes chap 23, 24	
	4/10	25	<b>(ONLINE- no class meeting)</b>	See blackboard for text and instructions	
	4/12	26	<b>(ONLINE- no class meeting)</b>	See blackboard for text and instructions	
	4/17	27	Community Employment	Read: Wehman- chap 7	
	4/19	28	<b>Quiz 2</b>		
	4/24	29	Transition Funding	Read: Wehman- chap 8	
4/26	30	Discussion/Activity	Read: Kersjes chap 25, 26, 27		
	4/30-5/6	x	Finals Week	<b>Due: Transition Plan</b>	

***The above schedule and procedures in this course are subject to change in the event of extenuating circumstances***

## Course Policies

**Class attendance, punctuality, and participation are expected.** These are three basic professional dispositions I expect to see demonstrated by each of our Purdue teacher education candidates. I realize that illnesses and emergencies do occur. Please do your best to notify me if you are going to be absent or late. I also expect students to be on time for class. I consider persistent tardiness to not only be unprofessional but unacceptable as well. Emergencies do happen and you may, due to circumstances beyond your control, be late once or twice during the semester. However, please do not make it a habit. Plan ahead so that you will be on time. Finally, you are expected to participate in class activities and discussions. This means that you are responsible for **keeping up-to-date with your readings** and assignments.

**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 are subject to a 10% grade reduction for every day it is late (ex. if assignment is due on Monday and turned in on Wednesday, it will receive a 20% penalty). So, please be sure to get your assignments turned in ON TIME to avoid a grading penalty. Should you have an emergency that prevents you from completing any assignment on time, please contact me immediately for accommodations.

### 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.
- If you have a documented disability that requires the use of a “script” of lectures and videos, please let your instructor know as soon as possible. A script of all lectures and videos will be made available to you.

### 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]

### EMERGENCY STATEMENT

Even though this is an online course, 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, my email address: jshurr@purdue.edu, and my office phone: 494-9668.

### **Inclement Weather**

Some of our worst weather occurs during the spring semester. I will always notify you if class is cancelled due to the weather. Several folks must drive a distance to get to campus and I want everyone to be safe. If the roads become unsafe for travel, I will notify you via email as soon as possible if class will be cancelled. Be sure to check your email account on a regular basis when the weather turns ugly.

### **\*Course Contact**

I will do my best to keep course-related memos to a minimum, however these are necessary in some cases (e.g. assignment changes, changes in meeting place, etc.). It is important that I have an email address that you check regularly. If you do not use your Purdue account, please send me your preferred email contact info (to jshurr@purdue.edu) so that I can alter my course contact list.

**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.

## Grading Rubrics

### (IEP/Transition Plan)

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Unacceptable</b>
<b>Present Levels of Performance</b>  CEC Standards Addressed: 2, 3	Contains complete information on where a student is currently functioning (omits IQ and academic test scores which are not relevant here).	General description of post-school transition wants and needs. Provides a general description of student.	Reports test scores and academic grade levels. Minimal information is provided regarding post-school transition wants and needs.
<b>List of Participants</b>  CEC Standards Addressed: 1, 7, 9, 10	Includes a list of all participants in the IEP meeting in which transition is addressed. This list includes the teachers, student, parents, and community agency reps involved in the process. Agency names are also provided	Provides a general list of all representatives who participate in the IEP meeting in which transition is addressed.	Minimal list with few to no community reps identified.
<b>Transition planning areas</b>  CEC Standards Addressed: 2,3,4,7,8,9,10	Includes a detailed description of post-school transition needs for community experiences, related services, instruction, employment, acquisition of daily living skills, functional vocational evaluations. Each includes at least one recommendation statement along with the linkage to community agencies and timeline. Supporting IEP objectives must be included in the IEP.	Major planning areas include at least one age-appropriate recommendation and direct linkage to persons or agencies responsible.	Missing or minimal information is found regarding transition recommendations
<b>Course of Study</b>	A complete and comprehensive course of study is provided with a listing of each	A general or standard course of study is outlined. Some individualization for	a general list of courses is provided with little information about when classes

CEC Standards Addressed: 5, 7	course the student will take at each grade level (9-12).	student needs are indicated with some linkages to student's wants and needs provided.	will be taken. Little to no linkage with the student's wants and needs is provided.
<b>Corresponding IEP Objectives</b>  CEC Standards Addressed: 2,3,4,5,6,7	IEP objectives are directly linked to each of the transition recommendations. The objectives contain the four components (student, condition, behavior, and criterion) and are observable and measurable.	IEP objectives are somewhat linked to transition recommendations. Objectives are written appropriately and are observable and measurable.	IEP objectives do not link to recommendations or have minimal linkage. Objectives are inappropriately written.
<b>Evaluation Method</b>  CEC Standards Addressed: 3, 8	Method of evaluation is identified and corresponds with behavioral objective. Evaluation methods include at least one quantitative and one qualitative measure.	Method of evaluation is identified and corresponds with behavioral objective. Evaluation methods include at least one quantitative measure.	Evaluation method is either missing or is inappropriate for measuring the behavioral objectives.
<b>Modifications</b>  CEC Standards Addressed: 3,4,6,7,8	Modifications, adaptations, or accommodations are identified within the IEP. A detailed description of when and how these will be used with the student is provided.	Modifications, adaptations, or accommodations are identified within the IEP. Only a general description of their use is provided.	Modifications, adaptations, or accommodations are not described at all or are missing from the document.
<b>Eligibility for Special Education Services Statement</b>  CEC Standards Addressed: 2,3,6,8	Includes test scores, results from psychometric evaluation, behavioral evaluation, and anecdotal observations. Includes diagnosis, names of tests and the dates administered.	Includes IQ, diagnosis, and basic test scores. Some information may be missing.	Includes minimal information regarding diagnosis and eligibility for services with few test scores reported.



## Standards Addressed

CEC/NCATE

### **CEC Ethical Principles for Special Education Professionals**

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

ICC10K1 Models and strategies of consultation and collaboration

ICC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program

ICC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns

- ICC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members
- ICC10S1 Maintain confidential communication about individuals with exceptional learning needs
- ICC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs
- ICC10S3 Foster respectful and beneficial relationships between families and professionals
- ICC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team
- ICC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families
- ICC10S6 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings
- ICC10S7 Use group problem-solving skills to develop, implement and evaluate collaborative activities
- ICC10S8 Model techniques and coach others in the use of instructional methods and accommodations
- ICC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs
- ICC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds
- ICC10S11 Observe, evaluate, and provide feedback to paraeducators

### **NCTQ Standards**

Standard 2: Practice Planning Instruction.

The program requires teacher candidates to design and adjust instruction to enhance the academic performance of all students.

Standard 3: Measurement.

The program requires that teacher candidates gain a thorough overview of student assessment that includes practice analyzing student performance data to drive instruction.

Standard 4: All Children Can Learn.

The program ensures that teacher candidates experience high-performing schools that successfully serve students living in poverty.

Standard 5: Student Teaching.

The program ensures that the student teaching experience includes the essential components or success: a full-time placement of sufficient length that is aligned with the school calendar, adequately supervised, and attendant to the qualifications of the cooperating teacher.

Standard 11: Middle School Content.

The program ensures that middle school teacher candidates know their subjects.

Standard 12: High School Content.

The program ensures that high school teacher candidates know their subject.

Standard 15: Instructional Design.

The program ensures that special education teacher candidates practice the development of “specially designed” instruction that customizes instruction to address a range of students needs.

Standard 16: Selectivity.

The program selects candidates of high academic caliber using a screen that enables comparison of their academic achievement to that of college attending peers.

Standard 17: Outcomes.

The institution collects data related to its graduates’ performance in the classroom.

## Additional Course Texts (required reading as indicated in semester agenda)

Class #	Article
5	<p>Davidson, J., &amp; Wood, C. (2004). A conflict resolution model. <i>Theory into Practice</i>, 43(1), 6-13.</p> <p>Hollingsworth, H.L. (2001). We need to talk, communication strategies for effective collaboration. <i>Teaching Exceptional Children</i>, 33(5), 4-8.</p> <p>Wiggins, K. C. (2006). "Survivors" or "friends"? A framework for assessing effective collaboration. <i>Teaching Exceptional Children</i>, 38(5), 49-56.</p>
7	<p>Park, J. H., Alber-Morgan, S. R., &amp; Fleming, C. (2011). Collaborating with parents to implement behavioral interventions for children with challenging behaviors. <i>Teaching Exceptional Children</i>, 43(3), 22-30.</p> <p>Matuszny, R. M., Banda, D. R., &amp; Coleman, T. J. (2007). A progressive plan for building collaborative relationships with parents from diverse backgrounds. <i>Teaching Exceptional Children</i>, 39(4), 24-31.</p> <p>Staples, K. E. &amp; Diliberto, J. A. (2010). Guidelines for successful parent involvement: Working with parents of students with disabilities. <i>Teaching Exceptional Children</i>, 42(6), 58-63.</p> <p>Stuart, S. K., Flis, L. D., &amp; Rinaldi, C. (2006). Connecting with families: Parents speak up about preschool services for their children with autism spectrum disorders. <i>Teaching Exceptional Children</i>, 39(1), 46-51.</p>
9	<p>Cramer, S. &amp; Stivers, J. (2007). Don't give up! Practical strategies for challenging collaborations. <i>Teaching Exceptional Children</i>, 39(6), 6-11.</p> <p>Fleming, J. L. &amp; Monda-Amaya, L. E. (2001). Process variables critical for team effectiveness: A delphi study of wraparound team members. <i>Remedial and Special Education</i>, 22, 158-171.</p> <p>Keefe, E. B., Moore, V., &amp; Duff, F. (2004). The four "knows" of collaborative teaching. <i>Teaching Exceptional Children</i>, 36(5), 36-42.</p>
11	<p>Carnahan, C. R., Williamson, P., Clarke, L., &amp; Sorensen, R. (2009). A systematic approach for supporting paraeducators in educational settings: A guide for teachers. <i>Teaching Exceptional Children</i>, 41(5), 34-43.</p> <p>Giangreco, M. F. (2003). Working with paraprofessionals. <i>Educational Leadership</i>, 61(2), 50-53.</p> <p>Giangreco, M. F. &amp; Doyle, M. B. (2002). Students with disabilities and paraprofessional supports: Benefits, balance, and band-aids. <i>Focus on Exceptional Children</i>, 34(7), 1-12.</p> <p>Trautman, M. L. (2004). Preparing and managing paraprofessionals. <i>Intervention in School and Clinic</i>, 39(3), 131-138.</p>
13	<p>Black, S. (2005). Rethinking parent conferences. <i>American School Board Journal</i>, 192(10), 46-48.</p> <p>Dabkowski, D.M. (2004). Encouraging active parent participation in IEP team meetings. <i>Teaching Exceptional Children</i>, 36(3), 34-39.</p> <p>Million, J. (2005). Getting teachers set for parent conferences. <i>Education Digest</i>, 70(8), 54-56.</p>
15	<p>O'Leary, E. (1994). Transition terms and concepts.</p>