

Topics in Collaboration and Transition

Section 02

EDSE 228A

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 02/10/2024

Contact Information

Course and Contact Information

Instructor:	Alicia Henderson, Ph.D., CCC-SLP
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Office Hours:	By Appointment
Class	Wednesdays 4:00-6:45
Classroom:	SH 230
Prerequisites:	Department consent

Course Information

Course Description (from Course Catalog)

Strategies for effective communication and collaboration practices with members of the various teams that plan and serve students receiving special education services. Emphasis in planning transitional life experiences across the lifespan.

Course Format: Online Hybrid

This course will adopt a hybrid delivery format, including synchronous meetings. Students will need access to a computer or tablet device with internet connectivity, a microphone, and speakers.

Technology Requirements

If you do not have access to a computer with the necessary features to participate in class, please look into the [free equipment loaning program](https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php) (https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php) offered by SJSU.

If campus is open, there are computer labs for student use available in the [Academic Success Center](http://www.sjsu.edu/at/asc) (http://www.sjsu.edu/at/asc) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with "sjsu.edu") to learn of any updates. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources).

Course Description and Requisites

Strategies for effective communication and collaboration practices with members of the various teams that plan and serve students receiving special education services. Emphasis in planning transitional life experiences across the lifespan.

Prerequisite: Department consent.

Letter Graded

Classroom Protocols

Classroom Individual and Community Expectations

Students will make efforts to...

- a. Check in online for course sessions, it is your responsibility to “ask 3 before me” and check with peers about what you missed before directing questions to the professor.
- b. Turn in assignments on time. If you require an extension for an assignment, a written request must be submitted at least 48 hours (2 days) before the due date. Only exceptions include emergencies (e.g. illnesses, accidents, family emergencies).
- c. Take a social media break during class. Reduce time on social media apps or other non-class related websites.
- d. Respect your professor and your peers!
- e. Make the most of your engagement online in discussion posts, activities and with video content.

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\). \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Goals

Upon successful completion of this course, students will be able to:

1. Lead and effectively participate in collaborative team meetings. (HLP2)
2. Describe the importance of establishing rapport with families, along with a recognition of common experiences families face when they navigate the school system when they have a child with a disability.
3. Collaborate with individuals or teams (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning. (HLP 1)
4. Demonstrate an understanding of best practices and policy requirements related to transition planning. (DEC-RC TR2)
5. Demonstrate the ability to plan for and implement person-centered planning in the development of individualized student transition plans that are appropriate to students' age. (HLP 3)

Course Learning Outcomes (CLOs)

This course is intended to assist students to meet the competencies specified in the [CCTC Teacher Performance Expectations \(TPEs\)](https://www.sjsu.edu/specialed/programs/teacher-performance-expectations/index.html) (https://www.sjsu.edu/specialed/programs/teacher-performance-expectations/index.html) related to supporting positive behavior and classroom management for as specified for the following credentials:

- **Universal:** 2(A), 2.4(A), 3.4(A), 4.5(P/A), 4.6(A), 5.6(A), 6.3(A), 6.4(P)
- **Mild/Moderate:** 5(A), 1.6(P/A), 2.4(A), 2.7(A), 4.6(A), 5.3(A), 6.1(A), 6.2(P/A), 6.5(I/P/A)
- **Extensive Support Needs:** 1(A), 1.5(P) 1.10(P/A), 1.11(P/A), 2.4 (I), 2.1(P), 2,10(P), 4.7(A), 6.1(P), 6.2(I/P), 6.3(A)
- **Early Childhood Special Education:** 5(P), 1.11(A), 2.2(P), 3.8(A), 4.9(A) 4.13(A), 5.8(A), 6.1(A), 6.2(A), 6.4(A), 6.5(P), 6.8(A), 6.11(P), 6.12(P), 6.13(P), 6.14(I), 6.15(I), 6.16(I), 6.17, 6.18

Textbook

Murawski, W. W., & Spencer, S. (2011). *Collaborate, Communicate, & Differentiate!* Corwin.

Other Readings

Acar, S., & Blasco, P. M. (2018). Guidelines for collaborating with interpreters in early intervention/early childhood special education. *Young Exceptional Children*, 21(3), 170-184.

<https://doi.org/10.1177/1096250616674516>

CA Education Code §51100-51133 (1998).

Doren, B., Gau, J. M., & Lindstrom, L. E. (2012). The relationship between parent expectations and postschool outcomes of adolescents with disabilities. *Exceptional Children*, 79, 7-23. <https://doi.org/10.1177/001440291207900101francis>

Francis, G.L., Regester, A., & Reed, A.S. (2018). Barriers and supports to parent involvement and collaboration during the transition to adulthood. *Career Development and Transition for Exceptional Individuals*. <https://doi.org/10.1177/2165143418813912>

Greene, G. (2017). The emperor has no clothes: Improving the quality and compliance of ITPs. *Career Development and Transition for Exceptional Individuals*, 3, 146-155.

<https://doi.org/10.1177/2165143417707205>

Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. *Teaching Exceptional Children*, 44(3), 14-20. <https://doi.org/10.1177/004005991204400302>

Morningstar, M.E., Lombardi, A., Fowler, C., & Test, D.W. (2017). A college and career readiness framework for secondary students with disabilities. *Career Development and Transition for Exceptional Individuals*, 40, 79-91. <https://doi.org/10.1177/2165143415589926>

Pratt, S. M., Imbody, S. M., Wolf, L. D., & Patterson, A. L. (2017). Co-planning in co-teaching: A practical solution. *Intervention in School and Clinic*, 52(4), 243-249. <https://doi.org/10.1177/1053451216659474>

Rous, B.S., & Hallam, R. A. (2011). Transition services for young children with disabilities: Research and future directions. *Topics in Early Childhood Special Education*, 31(4), 232-240.

<https://doi.org/10.1177/0271121411428087>

Rowe, D. A., Mazzotti, V. L., Fowler, C. H., Test, D. W., Mitchell, V. J., Clark, K. A., Holzberg, D., Owen, T. L., Rusher, D., Seaman-Tullis, R. L., Gushanas, C. M., Castle, H., Chang, W., Voggt, A., Kwiatek, S., & Dean, C. (2021). Updating the secondary transition research base: Evidence- and research-based practices in functional skills. *Career Development and Transition for Exceptional Individuals*, 44(1), 28-46.

Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in Early Childhood Special Education, 35*(3), 133-143. <https://doi.org/10.1177/0271121415594925>

Test, D.W., Clark, K.A., & Rusher, D.E. (2018). Transition from high school to adulthood. *New Directions for Adult and Continuing Education, 160*, 25-38. <https://doi.org/10.1002/ace.20297>

Turnbull, A. P., & Turnbull, H. R. (2002). From the old to the new paradigm of disability and families: Research to enhance family quality of life outcomes. In J. L. Paul, C. D. Lavelly, A. Cranston-Gingras, & E. L. Taylor (Eds.), *Rethinking professional issues in special education* (pp. 83-117). Westport, CT: Greenwood Publishing Group, Inc. Retrieved from: https://kuscholarworks.ku.edu/bitstream/handle/1808/6056/FQL6_From%20the%20old%20to%20the%20new%20paradigm.pdf?sequence=1&isAllowed=y

Waters, C. L., & Friesen, A. (2019). Parent experiences of raising a young child with multiple disabilities: The transition to preschool. *Research and Practice for Persons with Severe Disabilities, 44*(1), 20-36. <https://doi.org/10.1177/1540796919826229>

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

ASSIGNMENTS	POINTS	PERCENTAGE
Parent Interview & Reflection	100	29%
Collaboration Project	100	29%
Online Transition modules	50	14%
Classroom Assignments	50	14%
Online Session Assignments	50	14%
TOTAL	350	100%

1. Parent interview and reflection (100 pts)

Addresses the following TPEs: U1.2, ECSE1.5, ECSE2.2, ECSE 6.5, ECSE6.2, ECSE 6.14, ECSE 6.15, ESN 1.5, ESN 2.4, ESN 6.1, M/M 2.4, M/M6.5

Collaborating with parents, family members, and guardians is an essential component of your future job. In addition to the regular parent-teacher communication needs, in special education parents often are

experiencing a wide range of emotions while navigating a confusing bureaucracy. It is your job to help them understand this system so that they can become active participants of the IEP team.

You will need to interview a parent of a child with a disability. The structure of the interview and questions to ask will be discussed in class. After the interview, you will be asked to reflect on the interview, using the template provided and connecting your reflection with the material covered in our text.

2. Online Session Assignments (5X10=50 points total)

Students will respond to questions after completing online work assigned on Canvas

3. Classroom Assignments (5X10=50 points total)

Students will work in groups in class to complete projects, presentations, quizzes, and other tasks.

4. Collaboration Experience Assignments (100 pts total)

Addresses the following TPEs: U3.4, U4.6, ECSE1.5, ECSE2.2, ECSE3.8, ECSE 4.9, ECSE 6.5, ECSE6.1, ECSE 6.11, ECSE6.12, ESN 1.1, ESN 1.11, ESN 2.4, ESN 4.7, M/M 2.4, M/M 2.7, M/M 4.6

Students will work in pairs throughout the semester to deepen their understanding of the importance of collaboration while developing the skills needed to collaborate with a variety of stakeholders. You will work with your assigned partner as you develop your skills in collaboration. Given the different nature of the credentials, assignments will differ slightly for M/M and ECSE students, and will include:

Phase 1

1. Revisiting CA curricular frameworks

Deliverable: Identify what content you want to teach

2. Identifying unique needs of focus students (one with disabilities; one emergent bilingual)

Deliverable : Getting to Know You Template for Focus Students with:

- current proficiency in reading, writing, and speaking/listening in English and mastery of the primary language
- prior academic knowledge related to the specific content you plan to teach
- social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)
- cultural and linguistic resources and funds of knowledge
- prior experiences and interests related to the content you plan to teach
- developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)

Phase 2

1. Collaborating to add further elements of co-teaching, UDL, differentiation, and inclusive design

Deliverable: Step 1 of Lesson Plan Template

To add co-teaching to the Lesson Plan Template, add the following details to lesson plan template:

- How would you modify the lesson for co-teaching?
- What would the GE teacher be able to do? The SE teacher?
- How would specially designed instruction be embedded to address the targeted IEP goals?
- How would accommodations be enacted for students with IEPs?
- How would you incorporate paraeducators into the lesson plan Assign members to sections of the lesson plan and develop the lesson plan collaboratively

Phase 3

1. Having a GE teacher evaluate the connection to standards and pedagogical practices in the appropriate discipline
2. Having another group in class evaluate the lesson plan and provide feedback
3. Reflect on feedback from the group and GE teacher

Deliverables:

- 1) signed general education teacher and group feedback on the lesson plan
- 2) Reflection paper (1-2 pages) on feedback from the group and GE teacher

5. Online Transition Modules (2X25=50 pts)

Addresses the following TPEs: U4.5, ECSE1.11, ECSE 6.8, ESN 1.10, ESN 2.10, ESN 4.8, M/M 1.6, M/M 5.3

Online Transition Module 1.

As we return our attention to issues related to transition, students will complete one of two online modules based on their credential pathways:

- ECSE students will complete a module from Project CONNECT
- MM and ESN students will complete a module from IRIS

Detailed instructions will be included on Canvas regarding what you will be expected to turn in upon completion of the module.

Online Transition Module 2

Students will complete the online modules from TransitionCoalition.org; Sessions 1, 2, and 3

Using the link:

<https://transitioncoalition.org/online-modules/> (Submit screenshots of quizzes on Canvas

Grading Information

Grading Policy

All written assignments must meet standards of academic and professional quality. Unless so stated, all written assignments must be typed, paginated, and free of spelling and grammatical errors. You must cite all referenced work using APA guidelines for citation and referencing.

Every member of a group will receive the same grade (unless a group member is absent – in which case that member will not receive points for the assignment). Be sure to check your group member’s contributions before submitting the assignment!

Grade Conversion Table

Grade	Percent	Grade	Percent	Grade	Percent
A+	97 or above	A	93 up to 97	A-	90 up to 93
B+	87 up to 90	B	83 up to 87	B-	80 up to 83
C+	77 up to 80	C	73 up to 77	C-	70 up to 73
D+	67 up to 70	D	63 up to 67	D-	60 up to 63
F	Below 60				

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

EDSE 228A - Spring 2024 Course Schedule

Schedule is subject to change – Any changes will be announced in class and on Canvas

WEEK DATE MODE	TOPICS	READINGS	ASSIGNMENTS
1 Jan 24 ONLINE	<p>Introductions/syllabus review</p> <p>Collaboration and transition: Why this is the most important class in the program</p> <p>Developing group norms</p>		
2 Jan 31 IN-PERSON	Foundations for transition and collaboration	Textbook Ch 1, 2	Classroom Assignment 1
3 Feb 7 ONLINE	<p>Working in Teams</p> <p>IEP 1-page Summary</p> <p>Getting input from all team members</p>	<p>Textbook Ch 3</p> <p>Acar & Blasco (2018)</p>	Online Session Assignment 1
4 Feb 14 IN-PERSON	<p>Working with Families</p> <p>Prepping for parent interview</p> <p>Perent Safeguards</p>	<p>CA Education Code §51100-51133 (1998)</p> <p>Doren et al. (2012)</p> <p>Lo (2012)</p> <p>Turnbull & Turnbull (2002)</p>	Classroom Assignment 2
5 Feb 21 ONLINE	Interpersonal collaboration (IRIS?)	Textbook Ch 4	<p>Online Session Assignment 2</p> <p>Collaboration Phase 1</p>

6 Feb 28 IN- PERSON	Difficult interactions Establishing parity	Textbook Ch 9	Classroom Assignment 3
7 March 6 ONLINE	Working with paraprofessionals Practice-based coaching	Snyder et al. (2015)	Online Session Assignment 3 Parent Interview and Reflection
8 March 13 IN- PERSON	Introduction to co-teaching Co-teaching for equity Review first phase of Collaboration assignment Activity: Mock IEP summary reflection	Textbook Ch 7, 8	Classroom Assignment 4
9 March 20 ONLINE	Co-teaching + lesson planning Differentiating Instruction	Textbook Ch 5, 6 Pratt et al. (2017)	Online Session Assignment 4
10 March 27 IN- PERSON	In class work time for second phase of collaboration assignment		
11 April 3	Spring Break		

12 April 10 IN- PERSON	Introduction to transition policies and evidence-based practices	Morningstar et al. (2017) Explore NTACTION; ECTA	Classroom Assignment 5 Collaboration project – Phase 2
13 April 17 ONLINE	Evidence-based practices for transition		Online Transition Module 1 Online Session Assignment 5

14 April 24 IN- PERSON	Collaboration in transition Writing the transition plan	Greene (2018)	
15 May 1 ONLINE	Collaboration for transition		TransitionCoalition.org Modules: Session 1, 2, and 3 https://transitioncoalition.org/online-modules/ (Submit screenshots of quizzes on Canvas)
16 May 8 IN- PERSON	Work Week		Work on Collaboration Project
Finals	NO CLASS SESSION		Collaboration project – Phase 3