

EDUCATION 373 SECTION 1

Family, Agency, and Community Collaboration for Successful Transition for Youth with Disabilities

3 credits

Syllabus

Spring 2020

Monday/Wednesday 12:30 pm – 1:45 pm, Virtual Classroom

Instructor Name: Dr. Sydney Bueno

Office Location: **Zoom**

<https://uwsp.zoom.us/j/6199326036?pwd=L1RqZXZseWVQQ0k0blpnRklSd0dsZz09>

Office #: none

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Meeting ID: 619 932 6036

Passcode: DrBueno

Office Hours on zoom:

Monday/Thursday 2-3 pm

Individual zoom meetings by appointment

<http://meet-with-dr-bueno.appointlet.com>

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Purpose and Description of Course

This course emphasizes working with families, community, and agencies to meet the needs of students with disabilities across the life span. We will discuss the student's unique needs from early intervention to post high school. Future teachers will develop a thorough understanding of familial needs, behaviors, and concerns for all family members. Future teachers will be introduced to community service agencies and other adult service organizations that collaborate with schools and adults with disabilities to provide support during and after K-12 education. Students will examine all aspects of adulthood and the transition to adulthood include legal issues, self-determination, employment options and training, education options, independent living skills, and recreation.

Learning Outcomes

1. Students will read and discuss the legal responsibilities associated with from K-12 setting to adulthood.

Connects to: *CEC Standard 7 - Collaboration.* Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

2. Students will explore community agencies and supports that assist families and their children with disabilities from early childhood to adulthood.

Connects to: *CEC Standard 7 - Collaboration.* Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

3. Students will develop a transition toolbox to support their future students and families through a variety of transitions.

Connects to: *CEC Standard 7 - Collaboration.* Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

CEC Standard 2 - Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals

with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

- Students will develop an informational session on a topic of interest to parents.

Connects to: *CEC Standard 7 - Collaboration.* Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

- Students will research age-appropriate transition assessments for education, employment, and independent living skills and use the case study to complete a Post-secondary Transition plan, linking assessment results with goals and services.

Connects to: *CEC Standard 4 - Assessment.* Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. (4.3)

CEC Standard 1 - Learner Development and Individual Learner Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Evaluation/Course Requirements

Assignment	Brief Description	Points/Percentage	Learning Outcomes Met (#)
Weekly Activities	Asynchronous activities	110/27%	1, 2, 3, 4, 5
Group Chapter Presentation	Students will work in groups and present a chapter to the class during their synchronous meeting time.	30/7%	1, 2, 3, 4
Parent Education Program	Students will work in Groups to develop a parent information program about a topic of importance to parents.	50/12%	1, 4
Community Agency Interview SMORE	You interview someone at an agency that serves individuals with disabilities regarding the services they provide to students or adults with disabilities and create a SMORE with the information.	25/6%	1, 2, 3
IRIS Module	One IRIS module assessment questions due	20/5%	2, 3, 5
Postsecondary Transition Plan	Create a PTP based on a case study	20/5%	5
Transition Toolbox	The purpose of this assignment is to develop a resource that highlights transition resources for your future classroom. This is the Summative assessment for this course.	100/24%	2, 3, 4, 5
Weekly Participation	Attend your scheduled synchronous class ready to participate, complete in class activities. 2 pts per class	60/14%	1, 2, 3, 4, 5
Total points		415/100%	

Required Course Materials

REQUIRED TEXTS:

McGinley, V.A., & Alexander, M. (Eds). (2018). *Parents and families of students with special needs: Collaborating across the age span*. SAGE Publications Inc.

Additional required reading provided on CANVAS.

Technology Guidelines

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. **Unless we are using cell phones for a class activity, please turn off your phone during class; I will do so as well.** If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Grading Scale

96 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 95% = A-	74 – 76% = C	< 60% = F
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

Communicating with your Instructor



Email is the quickest way to reach me at: sbueno@uwsp.edu

Office hours

Monday/Thursday 2-3 pm

Join Zoom Meeting

<https://uwsp.zoom.us/j/6199326036?pwd=L1RqZXZseWVQQ0k0blpnRklsd0dsZz09>

Meeting ID: 619 932 6036

Passcode: DrBueno

Individual zoom meetings by appointment <http://meet-with-dr-bueno.appointlet.com>

Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.***

Inclement Weather Policy: Class will be held except in the case of extreme weather. The instructor and university will notify students of cancellations via your UWSP email account. **Use your own judgment and always remember your safety comes first.**

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, follow the link to review attendance guidelines as outlined by the [UWSP registrar](#).

Late Work

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. **Under extenuating circumstances, an assignment can be turned late for full credit if the student has obtained permission from me ahead of time and the assignment is turned in on the agreed upon due date.** Without prior agreement, an assignment completed no more than 48 hours late can receive up to 80% of the points possible. An assignment completed no more than 1 week late can receive up to 60% of the points possible. **I will not accept an assignment 1 week after the due date.**

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they

intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic

misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence,

domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

COVID-19 Policy

Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
 - o As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.

- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

Course Schedule*

Tentative Schedule:

Meeting Date	Modality	Tentative Topic	Readings	Assignments Due by 11:59pm
Week 1 - Jan 25 - 31				
Jan 25	Synchronous	Introduction Expectations Syllabus Review Getting to know you I wish my teacher knew		optional quiz on Canvas
Jan 27	Synchronous	Transition presentations (review) Mandala Activity	Bring Art/Drawing Supplies Read Turnbull Chapter 1 (in canvas)	

Jan 31				<ol style="list-style-type: none"> 1. I wish my teacher knew due by 11:59 pm (0 pts) 2. Transition Presentation Flipgrid (5 points) 3. Started in class: Mandala Activity (10 pts)
Week 2 - Feb 1 - 7				
Feb 1	Synchronous	Defining Family Family systems theory	Turnbull Chapters 2 & 3 (in canvas)	Started in class: Family definition and Systems theory (5 pts)
Feb 3	Synchronous	Family Systems Theory	Read Turnbull Ch 4 (in canvas)	
Feb 7				1. Cultural Iceberg Assignment (5 pts)
Week 3 - Feb 8 - 14				
Feb 8	Synchronous	Laws	Chapter 4 in Text (McGinley)	
Feb 10	Synchronous	Group Presentations		
Feb 14				Laws Assignment due (10 pts)
Week 4 - Feb 15 - 21				
Feb 15	Synchronous	7 principles of partnerships Communication and engagement skills and tools		

Feb 17	Synchronous	Siblings	Chapter 7 in Text (McGinley)	
Feb 21				Communication Case study (10 pts) Rosie Assignment (5 pts)
Week 5 - Feb 22 - 28				
Feb 22	Synchronous	Group Presentations	Groups 1 & 2	
Feb 24	Synchronous	Group Presentations	Groups 3 & 4	
Feb 28				Group presentations ppts due to dropbox Presentation Take-aways Due Group peer survey due
Week 6 - March 1 - 7				
March 1	Synchronous	Parent Education Plan		
March 3	Synchronous	Parent Ed Plan Group work		
March 7				Group presentations ppts due to dropbox Presentation Take-aways Due Group peer survey due Poverty Assignment (10 pts) ACES assignment due (15 pts)
Week 7 - March 8 - 12				
March 8	Synchronous	Birth to age 5	Chapter 9 in Text (McGinley)	Started in class: Birth - age 5 reflections (5 pts)

March 10	Synchronous	Begin with the end in Mind/ Community Agency Deep Dive		
March 14				
Week 8 - March 15 - 21				
March 15	Synchronous	primary years	Chapter 10 in Text McGinley	In class Kahoot (5 pts)
March 17	Synchronous	Interagency Collaboration	IRIS Module	
March 21				IRIS Module due
SPRING BREAK March 22 - 28				
Week 9 - March 29 - April 4				
March 29	Synchronous	Student involvement and Self Determination	Morgan and Riesen Ch 7(in canvas)	
March 31	Synchronous	Student involvement and Self Determination/ PEP work if time		
April 4				Self-Determination Resource list due(5 pts) PEP Due
Week 10 - April 5 - 11				
April 5	Synchronous	Outcomes		
April 7	Synchronous	Secondary years	Chapter 11 in Text (McGinley)	

April 11				Secondary Transition Strategies (5 pts)
Week 11 - April 12 - 18				
April 12	Synchronous	Transition Resources, Services and Supports Assessment		
April 14	Synchronous	Independent Living Skills	Morgan and Riesen Ch 10 (in canvas)	
April 18				Assessment Comparison (10 pt) Disability Friendly Recreation Resource (5 pts) xtra credit
Week 12 - April 19 - 25				
April 19	Synchronous	Employment	Lindstrom (in canvas)	
April 21	Synchronous	Toolbox work session		
April 25				
Week 13 - April 26 - May 2				
April 26	Synchronous	Post-School years	Chapter 12 in Text (McGinley)	
April 28	Synchronous	Writing the PTP		
May 2				Post-Secondary Ed Discussion (10 pts) Community Agency Smore Due
Week 14 - May 3 - 9				
May 3	Synchronous	Writing the PTP		
May 5	Synchronous	Writing the PTP		

May 9				PTP Due
Week 15 - May 10 - 16				
May 10	Synchronous	Course Wrap-up		
May 12	Synchronous		Toolbox work session	
May 16				
May 20				Final projects DUE

Group presentations - Readings in Canvas

Structurally diverse families	Chapter 4 home school
Culturally diverse families	Chapter 5 home school
students of families in transition	chapter 6 home school
families overcoming obstacles	chapter 7 home school
Families in abusive situations	ch 8 home school