

Family Involvement & Student Involvement in Transition Planning

Instructor:

Amy Gaumer Erickson, Ph.D.

aerickson@ku.edu (preferred mode of contact)

785-864-0517 (work)

University of Kansas, Department of Special Education

521 JR Pearson Hall, 1122 West Campus Road

Lawrence, KS 66045

Course Purpose:

This course focuses on improving the collaborative relationship between schools and families of students with disabilities. Through online modules, videos, articles, and asynchronous discussions, students will apply family systems models to transition planning. They will also discuss techniques for facilitating student involvement, including self-directed IEP approaches. Topics covered: (1) Family & student perspectives & challenges in transition planning; (2) Family systems & their impact on transition planning; (3) Cultural reciprocity & impact of cultural on transition; and (4) Self-Directed IEPs & other techniques for facilitating student involvement.

Standards to be Addressed:

- Knowledge of implications of student characteristics with respect to post-school outcomes, environments, & support needs.
- Knowledge of research on student outcomes & effective transition practices related to family & student involvement.
- Skills to (in collaboration with individuals with exceptional learning needs, families, & agencies) design, implement, & use program evaluation procedures to assess & improve the effectiveness of transition education & services, including evaluation of students' post-school outcomes.
- Knowledge of transition planning strategies that facilitate information collection and input from appropriate participants.
- Skills to assist teachers to identify, in conjunction with the student, appropriate educational program planning team members.
- Skills to monitor student and family participation in transition planning & implementation.
- Skills to demonstrate procedures for student involvement in the post-school transition process.
- Knowledge of methods & strategies for increasing families' knowledge & skills about transition-related issues & topics.
- Knowledge of strategies for involving individuals with exceptional learning needs in all levels of collaborative transition program planning.
- Skills to provide information to families about transition-related education & services, & post-school options in specific outcome areas.
- Skills to systematically identify family service needs related to transition outcomes & assist families to connect with support networks.

Accommodations: The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do as soon as possible. Please also see the instructor privately in regard to this course.

Writing Support: As a student in this course, you are eligible to an Online Consultation about your writing through the KU Writing Center (<http://www.writing.ku.edu/>). Through Online Consultation, students submit their papers to the writing center for feedback along with specific questions that he/she would like answered about his/her writing. Writing consultants review the papers and provide extensive feedback via email. Please note: writing consultants will not make corrections on comments on the actual paper, but will provide ample feedback. Additionally, the KU Writing Center offers a page of links that can help you understand trustworthiness of web-based resources (<http://www.writing.ku.edu/students/evaluate.shtml>).

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com, which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment or on disk) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Please just be certain that your words are your own, and cite others as often as necessary.

Required Textbook: There is not a required textbook for this course. Required readings are available as PDF downloads on the course website, <http://www2.ku.edu/~tccop/cgi-bin/mod/login/index.php>

Topics, Readings & Activities

Week	Topic	Learning Objectives	Readings	Activities
1 1/14- 1/20	Overview of Family Involvement	Understands: - Family perspectives & challenges in transition planning	Online Learning Module: <i>Working with Family</i>	Module Activities -summary sheet
2 1/21- 1/27	Family Involvement in Transition Planning	Understands: - Family systems & impact on transition planning	Read or view 3 articles, websites or videos from selection	Discussion
3 1/28- 2/3	Student Involvement in Transition Planning	Understands: - Research & techniques for student involvement	Read or view 3 articles, websites or videos from selection	Discussion
4 2/3- 2/10	Involving Families & Students from Diverse Cultures	Understands: - Cultural reciprocity & impact of cultural on transition	Read or view 2 articles, websites or videos from selection	Reflection

Activities	Points Possible	Due Date
Module Summary Sheet	20	1/20/2008
Discussion: Week 2	20	1/27/2008
Discussion: Week 3	20	2/3/3008
Reflection	20	2/10/2008
Project (for undergraduate or graduate credit)	20	2/17/2008

A= 90%-100%
 B= 80%-89%
 C= 70%-79%
 D= 60%-69%

Project Requirements

For those earning undergraduate or graduate credit, choose one of the following project options.

Option 1: Call your local/regional parent information center to find out about resources they can offer parents. Discuss with the parent information center representative their perspective on collaborating with school personnel and with parents. Write a 2-page reflection on what you learned and how you will apply this information.

Option 2: Develop a presentation and/or training materials on a topic discussed in class. Create one of the following: (1) a 5-20 slide PowerPoint presentation that you might present in the future, or (2) training materials that could be used at the district level (e.g., pamphlet, insert to IEP manual, handouts, portfolio materials). Include resources or website links where individuals can obtain more information, and be sure to include references for information you obtain from websites or articles. Then write a 1-2 page reflection on why you chose the topic and how you will use the presentation/materials you created. Submit the document(s) and reflection.

Option 3: Interview a parent of a student with a disability. Ask the parent about their perceptions of their child's school experience, good and bad experiences they've had with teachers, and how they think collaboration between school personnel and parents could be improved. Write a 2-page reflection on what you learned and how you will apply this information. Please contact the instructor if you would like a list of sample interview questions.

Option 4: Using *Planning for the Future* (http://www.transitioncoalition.org/~tcacs/new/files/planning_future.pdf) or another self-determination or person-centered planning curriculum, work with a student (and ideally his/her parents or the entire IEP team) to outline his or her vision for the future and to create a preliminary action plan for reaching that vision. Then write a 1-2 page reflection on the experience. If possible, scan the completed documents and submit them along with your reflection.

Option 5: Write a 7-10 page double-spaced literature review (research paper) over a topic discussed in class. Use appropriate APA citations throughout the paper and include a reference page. It is typically helpful to narrow your topic (i.e., collaborating with parents of children with significant disabilities). Please contact the instructor if you would like assistance defining your topic. As a literature review, it is expected that all information will be obtained through reputable sources. These can include articles, books, websites, interviews, videos, etc. You may include a section in the paper about your personal experiences, but the majority of the paper should reference other sources.