

EDUCATION 373 SECTION 1

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

3 credits

Syllabus
Spring 2023

Monday/Wednesday 2:00 pm – 3:15 pm, CPS 326

Instructor Name: Dr. Sydney Bueno

Office Location: **CPS 442**

You can make an appointment with me using the following link:

<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 educational session on a topic of interest to families.

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 (#)
Attend office hour	Make an appointment with Dr. Bueno. Bring one question, comment, idea to discuss.	10/3%	
Self-Assessment	Create SMART goals for the semester and self assess twice (once at mid-term, once at final)	120/32%	
Group Chapter Lesson	Students will work in groups and create a lesson to present to the class based on an assigned chapter/topic	30/8%	1, 2, 3, 4
Family Education Program	Students will work in Groups to develop a family education program about a topic of importance to parents/caregivers.	50/13%	1, 4
IRIS Module	Students will independently complete an IRIS module and submit the assigned assessment questions	20/6%	2, 3, 5

Community Agency Resource Project	With the information you gathered from our professional speakers and one additional agency, you will create a resource to share community agency information with parents/families.	25/7%	1, 2, 3
Postsecondary Transition Plan	Create a PTP based on a case study	20/6%	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.	100/25%	2, 3, 4, 5
Total points	*I will preview assignments ahead of time with prior arrangements OR to allow you to resubmit assignments on a case-by-case basis	375/100%	

Dispositions:

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted [a model of the dispositions](#) we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

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.

Addressing Offensive or Archaic Language in Class

Throughout this class, some of our readings and examples are historical and may use archaic offensive language. I will refrain from replicating offensive language in my lectures, class discussions, and written course materials. I will provide advance warnings when this is the case, and I will use contemporary terms for various identities in all lectures and discussions. I ask that you do the same. If you are unsure of the correct terminology for specific groups, please email me to ask. If by chance someone uses an archaic term during discussion, I will correct the error and ask them to use the contemporary term in future conversations.

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

You can make an appointment with me using the following link:

<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. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research.

If you need to miss class due to COVID-19 exposure, an illness, an emergency, or life situation - please notify me so I can support you in learning the material missed.

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. If you cannot make it to class due to weather, you can email me two hours prior to class for a zoom link.

Additionally, follow the link to review attendance guidelines as outlined by the [UWSP registrar](#).

Quality Participation

As in all university courses, attendance and participation are important measures of student success. I understand that we all have different levels of comfort regarding speaking in class. Participation will thus be counted as speaking to the whole group, in smaller groups, and completing in-class activities.

It is expected that you come to class prepared - you've completed the reading/assignment for the day, and taken notes to remind yourself of the salient points of the reading when necessary.

Late Work

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. **Under extreme circumstances (i.e an emergency), an assignment can be turned in late for full credit if the student has obtained permission from me and the assignment is turned in on the agreed upon due date.**

After a 24 hour grace period, late assignments can earn no more than 50% credit. All assignments must be completed by the scheduled final date for the course, found in Accesspoint.

Basic Needs Policy

Your safety and well-being are important, and even though I ask you to make this course and your learning a priority, I understand when there are times that you cannot. Anyone can find themselves facing mental health, financial, or safety issues at any time. If you experience obstacles this semester that prevent your attendance or learning, feel free to reach out to me if you are comfortable. I will provide the support and resources that I can. If you experience issues with food, housing, or personal

safety, I urge you to contact the Office of the Dean of Students for support.

<https://www.uwsp.edu/dos/Pages/virtual-dos.aspx>

Emergency Procedures

In the event of a medical emergency call 9-1-1 or use campus phone **[list location in room or nearest your classroom]**. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

- In the event of a tornado warning, proceed to the lowest level interior room without window exposure at **[list primary location for shelter closest to classroom,]**. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a fire alarm, evacuate the building in a calm manner. Meet at **[state logical location to meet 200 yards away from building]**. Notify instructor or emergency response personnel of any missing individuals.
- Active Shooter – RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.

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](#).

Voter Registration Information

Register: Did you know you can register to vote and check your voter registration status at vwww.myvote.wi.gov?

Vote: In Wisconsin, you can vote absentee - or vote from home - in any election. You can request your absentee ballot at www.myvote.wi.gov (select "Vote Absentee" on the navigation page).

Make a Difference: Sign up to work the polls on election day by contacting your local city clerk office (find your clerk at <https://myvote.wi.gov/en-us/PollWorker>).

For more information on registration and voting procedure, visit your campus resource page at <https://linktr.ee/UWSPGOTV> or www.myvote.wi.gov

Course Schedule*

Tentative Schedule:

Week/Class	Meeting Date	Tentative Topic/In class activities	Due BEFORE class	Assignment due by 11:59 pm
Week 1 Class 1	January 23	Introduction Getting to know you Values circle Begin syllabus review		
Week 1 Class 2	January 25	Finish Syllabus Review Review Assignments Create SMART Goals	Review Syllabus, Bring questions to class	
	January 29			
Week 2 Class 3	January 30	The Interconnection of Families/Schools/Communities Work on SMART goals	Need electronic device to access and manipulate activity Google Slide	

Week 2 Class 4	February 1	Create Groups Review chapter Defining Family Work on Group lessons	Grant & Ray Chapter 1	
	February 5			SMART goals DUE
Week 3 Class 5	February 6	Review chapter Defining Family Assign group lesson dates	Grant & Ray Chapter 1 read or watch	
Week 3 Class 6	February 8	No class meeting Work on Group Lessons		
	February 12			
Week 4 Class 7	February 13	Discuss Dual Capacity Framework	Watch and Read Family Engagement (in canvas)	
Week 4 Class 8	February 15	Laws Law scenarios Activity	McGinley (text) Chapter 4 GUIDED notes page in canvas	
	February 19			Law Scenarios if not completed in class

Week 5 Class 9	February 20	Group lessons		
Week 5 Class 10	February 22	Group lessons		ALL group lessons due to canvas
	February 26			
Week 6 Class 11	February 27	Birth to age 5 IFSP/IEP Birth - 3 Home visits Begin with the end in Mind Review Family Education Plan	Watch videos and read in canvas	
Week 6 Class 12	March 1	No class - Work on Family Education Plan		
	March 5			
Week 7 Class 13	March 6	Begin with the end in Mind Self-Determination	Read Papay et al Read Shogren Chapter 1	
Week 7 Class 14	March 8	Self-determination continued Creating a vision board	Read Shogren - Assigned	
	March 12			
Week 8 Class 15	March 13	Why is this cake on fire		

		Student-led IEPs	Read Why is this cake Read Hawbaker	
Week 8 Class 16	March 15	Interagency Collaboration	IRIS Module	IRIS Module DUE
	SPRING BREAK March 17 - 26			
Week 9 Class 17	March 27	SMART goal Review Secondary Years	Read or watch video McGinley (textbook) chapter 11	SMART goal Mid-term review DUE
Week 9 Class 18	March 29	Assessment PAES lab visit(?)	Read _____	
	April 2			Family Education Plan Due 11:59 PM
Week 10 Class 19	April 3	Assessment Comparison Interview questions Review Community Agency Assignment		
Week 10 Class 20	April 5	ADRC Field Trip		
	April 9			
Week 11 Class 21	April 10	Independent Living Recreation Housing Options		
Week 11 Class 22	April 12	Post Secondary ed		
	April 16			Community Agency Project DUE

Week 12 Class 23	April 17	Employment Career Development Job Coaching	DVR Visit	
Week 12 Class 24	April 19	Employment Career Development Job Coaching		
	April 23			Community Agency Project DUE
Week 13 Class 25	April 24	Employment Career Development Job Coaching	ODC visit	
Week 13 Class 26	April 26	Transition Planning		
	April 30			
Week 14 Class 27	May 1	Writing the PTP		
Week 14 Class 28	May 3	Writing the PTP		
	May 7			PTP DUE
Week 15 Class 29	May 8	Course Wrap-up Toolbox work session		
Week 15 Class 30	May 10	SMART goal Review		
	May 14			SMART goal Final review DUE
Finals Week	May 15 - 19	Finals week		Toolbox Due