



SPED 524
Autism and Transition

Modules:

- **Module 1** April 8th-14th
- **Module 2** April 15th-21st
- **Module 3** April 22nd-28th
- **Module 4** April 29th-May 5th
- **Module 5** May 6th-May 12th
- **Live Final Project Share out May 13th**

Course Zoom Meetings: Wednesdays 4:45-5:45: April 15th, April 22nd, April 29th, May 6th, May 13th

Instructor: Sarah Barnes

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Location: Zoom and Online Modules via Powerschool Learning

COURSE DESCRIPTION

This course will focus on Autism and Autism Spectrum Disorder (ASD) as it is addressed within society and our school systems and will play equal attention to the importance of recognizing and embracing Neurodiversity and cultural reciprocity. Participants will work on choosing evidence based best practices to help; meet student needs, provide positive behavior supports, and support social-emotional growth while providing access to general education curriculum and to meaningful transition plans so that students with Autism and other disabilities can access and find meaningful belonging in their community, higher education, and fulfilling employment.

ESSENTIAL QUESTIONS

1. How can we best facilitate access to education and community for students with Autism?
2. How can we best support young people with Autism and other disabilities transitioning to adulthood?
3. How can we ensure student and family needs, cultural values, voice and interest drive instruction, collaboration, and curriculum so that **all** students have access to powerful and transformative learning, career, and community opportunities?
4. How do our own biases and our own cultural understandings impact the way we deliver service and facilitate access to meaningful curriculum and community for our students and their families?

Teacher Performance Expectations (Ed Specialist Program Standards)

Universal-

- 1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress (I, P, A)
- 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment. (I, P, A)
- 1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning. (I)
- 2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. (I)
- 3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
- 4.6 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions. (U4.6)
- 5.3 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.
- 6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

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- 1.3 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (U1.6) (I,P,A)
- 1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4) (I,P,A)
- 1.5 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school. (U1.3) (I,P,A)
- 1.6 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. (U1.3) (I,P,A)

- 1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. (U1.1) (I,P,A)
- 2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)
- 2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.
- 2.10 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (U2.6)
- 3.3 Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.
- 4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
- 4.1 Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities. (U4.4)

REQUIRED COURSE MATERIALS

Please Purchase These Three Books: (Amazon Link Provided)

- [You're Going To Love this Kid- by Paula Kluth \(2nd Edition\)](#)
- [Empowering Students with Hidden Disabilities a Path to Pride and Success by Lederick Horne](#)
- [A Survival Guide for New Special Educators](#)

Additional course readings will be provided and assigned, please see course Agendas for more information.

COURSE ASSIGNMENTS and ACTIVITIES

Working Agendas- Autism and Transition- *Collaborating with Families, Students and Professionals for Empowerment and Liberation!*

[Final Project](#)- This link is updated with all resources you need weekly

Date	Topic	Classroom Extensions
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<p>Module One 4/8-4/14</p> <p>Zoom Meeting April 15th 4:45-5:45</p>	<p>Leading with Empathy- <i>Getting to know families and students by practicing cultural reciprocity.</i></p> <ul style="list-style-type: none"> • Viewing Students and Families as Designers of their transition goals and plan • Building empathy via empathy interviews • Understanding your role in Postsecondary Transition while also practicing cultural reciprocity <p>THROUGH LINE FOR EQUITY AND INCLUSION (Please see overview below) <i>Students with exceptionalities-</i> this class will cover how to support students with exceptionalities with transition planning and disability pride and identity. <i>Emergent Bilingual Learners-</i> this class will spotlight the experiences of families whose home language is not English as they navigate transition planning. <i>Equity and Diversity -</i> this class will specifically address the intersectionality of disability and transition planning with race and privilege. We will specifically learn about the experience of an African-American family who is raising a young man with Autism. The family discusses the implications of the Black Lives Matter movement and the tragedies that gave rise to that movement and its impact on the choices they are making with and for their son.</p>	<ul style="list-style-type: none"> • Put It Into Practice Part One <ul style="list-style-type: none"> ○ Parent Empathy Interview ○ Student Empathy Interview • Discussion- Intelligent Lives • Path To Disability Pride Reflection/Worksheet <p>Readings</p> <ul style="list-style-type: none"> • Chapter Nine <i>Supporting Your Students - A Survival Guide for New Special Educators</i> • Chapters One and Two- <i>Empowering Students with Hidden Disabilities</i> • <u>All links included in Powerschool</u>
<p>Module 2 4/15-4/21</p> <p>Zoom Meeting 4/22 4:45-5:45</p>	<p>Co-Designed Transition Empowerment Opportunity for Students Families</p> <ul style="list-style-type: none"> • MAPS/PATH process <p>THROUGH LINE FOR EQUITY AND INCLUSION (Please see overview below) <i>Students with exceptionalities-</i> this class will cover how to support students with exceptionalities with transition planning and disability pride and identity. We will watch and hear from students as they experience the MAPS/PATH process and we will do assignments that ask us to consider the perspectives of our students with disabilities. <i>Emergent Bilingual Learners-</i> this class will spotlight the experiences of families whose home language is not English as they navigate transition planning.-resources are included that address the needs of families whose home language is not English. <i>Equity and Diversity -</i> this class will specifically address the intersectionality of disability and transition planning with race and privilege. We will hear from Le Derrick Horne as he discusses the impact of bias in special education in-<i>Separate is Not Equal in Special Education</i></p>	<p>Put It Into Practice Part Two</p> <p>Readings Chapters Three and Four - <u><i>Empowering Students with Hidden Disabilities</i></u></p>

<p>Module 3 4/22-4/28</p> <p>Zoom Meeting 4/29 4:45-5:45</p>	<p>Writing Person-Centered Transition Goals</p> <ul style="list-style-type: none"> • *Writing Culturally Responsive Transition Goals • *Writing Student-Directed Transition Goals <p>THROUGH LINE FOR EQUITY AND INCLUSION (Please see overview below) <i>Students with exceptionalities- this class will cover how write transition goals for students with disabilities</i> <i>Emergent Bilingual Learners- resources will include information on writing goals for linguistically diverse students</i> <i>Equity and Diversity - resources will include information on writing goals that are culturally responsive for all students</i></p>	<p>Put It Into Practice Part Three</p> <p>Readings</p> <ul style="list-style-type: none"> • Chapter Five Transition Planning Page 81-83 - A Survival Guide for New Special Educators
<p>Module 4 4/29-5/5</p> <p>Zoom Meeting 5/6</p>	<p>Co-Designed Opportunities for Students to Participate More Fully in Their Education via IEP Meetings, Goals, and Educational Practices</p> <ul style="list-style-type: none"> • Student-Led IEPs • Transition resources and agencies <p>THROUGH LINE FOR EQUITY AND INCLUSION (Please see overview below) <i>Students with exceptionalities- this class will cover how write transition goals for students with disabilities and how to incorporate student voice into the IEP via Student led or student directed IEPs</i> <i>Emergent Bilingual Learners- resources will include information on writing goals for linguistically diverse students as well as ensuring families whose home language is not English are fully included in the IEP process</i> <i>Equity and Diversity - resources will include information on writing goals and providing services that are culturally responsive for all students</i></p>	<p>Put It Into Practice Part Four</p> <ul style="list-style-type: none"> • Video- Who Cares About Kelsey
<p>Module 5/6-5/12</p>	<p>Connecting Students and Families To Community Resources</p> <ul style="list-style-type: none"> • Guest Speaker: Alejandro Fernandez M.S. Senior Vocational Rehabilitation Counselor/QRP at the Department of Rehabilitation (via Zoom on May 6th) • Autism Modules and Researched Based Best Practices <p>THROUGH LINE FOR EQUITY AND INCLUSION (Please see overview below) <i>Students with exceptionalities- this class will cover how to ensure you are connecting student with disabilities with appropriate transition services and service agencies</i></p>	<p>Put It Into Practice Part Five</p> <ul style="list-style-type: none"> • Readings- • You're Going To Love This Kid- Kluth Jigsaw- Chapter 5, Chapter 6, Chapter 7, Chapter 8, Chapter 9, Chapter 10, Chapter 11

	<p><i>Emergent Bilingual Learners-</i> resources will include information on connecting linguistically diverse students with transition services that affirm their home language.</p> <p><i>Equity and Diversity</i> - resources will include information on providing services that are culturally responsive for all students</p>	<ul style="list-style-type: none"> ● A Survival Guide for New Special Educators ● Chapter Seventeen Teaching Students with Limited to Pervasive Intellectual Disability
<p>5/13- Final Project Show Case 4:45-5:45 via Zoom</p> <p>Optional Zoom Happy Hour 5:45-6:15</p>	<p>Final Project ShowCase</p>	<p>Put It Into Practice Final Showcase Due</p>

THROUGH LINE FOR EQUITY AND INCLUSION

Because equity and inclusion should never live in just one course we will highlight connections for practices for students with exceptionalities, emergent bilingual learners, and equity and diversity.

Students with exceptionalities- this course will cover how to support students with exceptionalities, access curriculum and community specifically as it relates to transitioning from school to career, college, and community living.

Emergent Bilingual Learners- this course will introduce candidates to the intersectionality of disability and emergent bilingual education as well as some of the historical underpinnings that have led to the over and/or underrepresentation of emergent bilingual learners in special education. We will also devote time in each class to understanding the importance of practicing cultural reciprocity with families.

Equity and Diversity - this course will explore neurodiversity as a form of human diversity and will discuss and explore issues of equity and access for students with disabilities. We will also begin to explore the intersectionality of race, gender, and social/economic status as it relates to the historical underpinnings that have led to the over and/or underrepresentation of marginalized groups in special education and its impact on transition opportunities for young people with disabilities.

Reflections:

Reflections are an opportunity to personalize and synthesize the content you learned in class as well as the content you have absorbed from the readings. At the end of each session reflection prompts will be provided. When responding to prompts please select one or more of the week’s readings, cite per APA format, and craft a response that includes quote/excerpt, the questions it raised for you, and any comments or reflections. This is an occasion to analyze and critique the author’s ideas, to connect them to other ideas, to reflect on what those ideas mean to you, and to use the text as a springboard for extending your own thinking. Your reflection should also include a dialogue about the impact course readings, content, and activities have had on your practice.

You should post your brief to the Powerschool forum by 1:00 pm two days before the next class. By 1:00 p.m. on the day before class, you should respond to at least one person's post in your response group. Share something that struck you about what they wrote, new questions that have emerged for you, etc. The purpose of the forum is to serve as an archive of our collective thinking, but more importantly to generate and continue conversations outside of class.

Put it into Practice and Final Project

This is an opportunity to actually go out and use what you have learned in class. Throughout credentialing classes you will focus on specific methods for teaching. Each week's session will provide a "Put It Into Practice" that asks you to try out the new skill you learned and then to reflect upon the planning, implementation, success and challenges you faced while implementing it. Your final project will pull all of these "Put It Into Practices" together. Information about your [Final Project](#) can be found in the link included.

Course Expectations & Citizenship

Attendance/Punctuality: Attendance each evening is vital. If you have an unavoidable emergency that prevents you from attending class, let your instructor know as early as possible. Additionally, arrive (login) on time and prepare in order to successfully meet course expectations. Enrolled students with more than one (1) absence will **not** receive course credit. Teachers allowed to "audit" will **not** receive credit for course completion. Missing class for unexcused absences will result in a meeting with program directors.

Make-Up and/or Late Work: Your work should be submitted on time. However, if you miss a class or need additional time due an illness, it is your responsibility to contact/approach the practitioner faculty. Late/missed work up can be submitted two (2) weeks from the original due date. After that, grades will be posted as final. Always communicate with your practitioner faculty.

Participation: In addition to your physical presence, your mental presence is also required. Teachers are expected to be a contributor to this positive learning environment, responsible for their own learning, and a productive citizen within the classroom. Teachers will use their strengths to work and learn cooperatively with others. Please avoid checking your phone or texting during class.

Post graduate-level work and Ethics: Your teaching credential should be regarded as a symbol of professionalism and we expect your work to reflect that. Any form of plagiarism will result in immediate action and penalties which may include repeating the course or departure from the program.