

Texas A&M University- San Antonio
Department of Educator and Leadership Preparation
EDSE 4340 - Collaboration and Transition Services in Inclusive Settings

A. MAJOR COURSE DESCRIPTION/REQUIREMENT

This 3-hour course will cover effective collaboration and transition planning skills within the school setting. Special attention is given to collaborative efforts in the development of an Individualized Education Program (IEP) and Individual Transition Plan (ITP) toward the goal of meeting the needs of students with disabilities and preparing them for a successful transition to post-school environments. EDSE 4340 is a designated Experiential Learning course.

LEARNING OBJECTIVES

Upon completion of this course, the learner will:

1. Describe the effectiveness of collaboration and coordination in the field of education to meet the needs of exceptional students.
2. Apply ideas from a variety of disciplines that have relevance for improving collaboration and coordination in education.
3. Identify strategies for building productive collaborative relationships among key stakeholders in the transition process (e.g., agencies, families, teachers, etc.) in culturally responsive ways to meet the needs of individuals with disabilities.
4. Apply methods of effective communication with multiple stakeholders (e.g., families, other educators, related service providers, administrators, personnel from community agencies, etc.).
5. Examine supports, services, and assistive technology that facilitate a smooth transition for students with disabilities.
6. Analyze transition-related laws and policies and their impact on public schools and students with disabilities.
7. Describe how to include families at all levels of the educational process (e.g., assessment, IEP development, programming, transition, etc.) and provide them with transition-related resources.
8. Practice reflection and self-evaluation to identify strengths and challenges for improvement in performance and achievement of professional goals.
9. Create an Individualized Education Program (IEP) based on a case study of a student identified with a disability, including at least 3 annual goals, accommodations/modifications which support access to the TEKS (general education), assistive technology needs, and addresses transition planning (ITP).
10. Analyze adult agency organization services and their support of students with disabilities in post-secondary options based on individual strengths and needs.
11. Evaluate current research in the field of education related to collaboration and transition and recommendations for practice.

C. LECTURE OR DISCUSSION TOPICS

- Foundations and Interpersonal Communication
- Listening, Responding, Giving feedback
- Integrating Skills
- Group Problem Solving
- Teams
- Co-Teaching
- Paraeducators
- Difficult Interactions
- Families
- Interagency Collaboration
- Transition Laws

D. REQUIRED OR RECOMMENDED READINGS

Friend, M. (2021). *Interactions: Collaboration skills for school professionals* (9th ed.). Pearson.

Gibb, G., & Taylor, T. (2022). *IEPs: Guide to writing quality Individualized Education Programs* (4th ed.). Pearson.

Other materials and relevant articles will be posted on Blackboard.