

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

A. MAJOR COURSE DESCRIPTION/REQUIREMENT

Consultation skills for effective collaboration with families and among professionals toward the goal of inclusion of students with exceptionalities in the least restrictive environments.

B. 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 (i.e. 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 the smooth transition of 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. When provided with a case study of a student identified with a disability, create an Individual Education Plan, including at least 3 annual goals, accommodations/modifications which support access to the TEKS (general education), assistive technology needs, and addresses transition (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, & Cook, L. (2021). *Interactions: Collaboration skills for school professionals*, 9th ed. Upper Saddle River, NJ: Pearson Education, Inc.

Other materials and relevant articles will be posted on Blackboard.