



**University of Massachusetts Boston
College of Education and Human Development
School for Global Inclusion and Social Development
Rehabilitation Counseling**

REHAB 618 Transition of Youth with Disabilities

GENERAL INFORMATION:

Instructor:

Email:

Office Hours:

CLASS LOCATION/TIME:

Location: class meets online through Canvas for one hour and fifteen minutes per week

Please Note:

The following link will assist you in forwarding your UMB email account to your personal account: http://www.umb.edu/it/getting_services/email/logging_on_for_the_first_time/-forward. Throughout the semester, I will communicate with you via your UMB email account. You may have e-mail redirected from your official UMass Boston address to another e-mail address at your own risk. The University will not be responsible for the handling of e-mail by outside vendors or by departmental servers. Also, you are advised to retain a copy of this syllabus in your personal files for use when applying for future degrees, certification, licensure, or transfer of credit.

Technical Requirements:

Access to a high-speed Internet connection is desirable to take full advantage of the online course management system (Canvas and Zoom) used to enhance instruction and learning in this course. Course participants accessing the course from work computers should be aware that their work may block Internet access or use Internet firewalls or filters, which may interfere with participants accessing legitimate websites for the course. It is up to the participants to identify a computer that will allow them access to all course readings and materials. Students must have local administrative access to a computer with Windows operating system (XP or higher) and Microsoft Office (2003 or higher) for this course.

Course Description:

The process of transitioning from K-12 education to post-secondary education or work is often a challenging time for youth with disabilities and supports are often required for successful outcomes. This course will help to prepare professionals who intend to work with youth and young adults with disabilities during this transition phase. An emphasis will be directed towards models/frameworks of transition, legislation affecting services, professional roles, and systems in service provision. The goal is to provide students with an orientation to the stakeholders and professions involving transition, especially avenues for improved collaboration. This course is designed to promote scholarly discourse about the topics related to transition and will require students to take an active participation in the materials, reading, and discussions throughout the semester.

Course Objectives:

1. Understand the background and current provision of transition services
2. Demonstrate an understanding of legislative mandates guiding transition services, and the role of human services and educational professionals in measuring outcomes.
3. Describe frameworks and models of services related to transition.
4. Appreciate the roles and functions of professionals involved in transition.
5. Identify community partners for collaboration.
6. Examine the factors related to successful collaboration and service coordination.
7. Analyze the impact of social and economic influences on the transition process.
8. Assess the need to address well-being and mental health through an interdisciplinary approach, including family involvement

Required Text:

Note Please check with instructor before purchasing the text.

Shogren, K.A., & Wehmeyer, M.L. (Eds.). (2020). Handbook of adolescent transition education for youth with disabilities (2nd ed.). Routledge. <https://doi.org/10.4324/9780429198342> nc

Recommended Text:

American Psychological Association. (2009). Publication Manual of the American Psychological Association (7th Ed.). Washington, D.C.

Course Structure:

The structure for this course is going to be different from most courses with which you are most familiar. For several reasons, we will deviate frequently from the traditional lecture format that is characteristic of many college classes—a format in which an instructor distributes information to students, who often passively take notes, ask a question here and there, and attempt to memorize the information for exams. In contrast, I want students to be actively involved in the learning process, continually interacting with each other and with me. To accomplish our course objectives, we will be using a new evidence-based teaching method known as interteaching.

Interteaching:

Interteaching is an innovative, evidence-based, behavioral method of classroom instruction. Interteaching consists of several different components (see below and handouts found on Canvas), the most important of which is pair, or dyadic discussion. One of the best ways to learn and understand a particular piece of information is to discuss it in detail; an even better way to learn something is to teach it to someone else. In essence, by discussing the main points in a reading assignment, clarifying any topics that are confusing, and helping another person—as well as yourself—understand the pertinent information will positively impact your learning and satisfaction.

Preparation (“Prep”) Guides:

Prior to each class, I will post on Blackboard a “**prep guide**” that contains the topics you will discuss in class. Your job is to download and/or print the prep guide, prepare for class (complete assigned reading and prep guide items) and show up ready to discuss the questions with a classmate. During pair discussion, you should focus on discussing the material and not simply reading your answers to the prep guide questions. As you discuss the material, be sure to clearly define any key concepts in the questions, even if the questions do not specifically ask for definitions. If you do this, there will be less danger of, and less damage resulting from, possible misinterpretations of the questions. If you are unsure or you disagree about an answer, check with me. My job during the discussions will be to provide help for those who request it and, in general, facilitate your discussions.

Please note: If you never have difficulty or disagreements, or if you consistently finish quickly, you probably are not preparing and/or discussing adequately. Lastly, please come to class prepared and ready to discuss and learn. It will benefit both you and your discussion partner. Please do not rush through the discussions, simply to finish early. Also, do not assume that I will go over every question afterwards. Ask me during your discussions, when you have the chance.

Record Sheets:

After you discuss the prep guide items, you will be required to complete an electronic record sheet that is available on Canvas. Your record sheet submission is due within 48 hours following the end of each class session (Thursday at 7:00pm EST). On the record sheet, you will include (a) your name and your partner’s name, (b) any topics on the prep guide that gave you difficulty, (c) any topics on the prep guide that you would like to have reviewed at the beginning of the next class period, and (d) how effective you think your pair discussion was and why. **You must**

attend each class session AND electronically submit a completed record sheet to receive attendance and participation points for each class in which interteaching occurs.

Clarifying Lectures:

After pair discussion and student submission of all record sheets, I will take time before the next class to review the completed record sheets. Then, I will use this information to prepare a brief clarifying lecture. At the beginning of the next class, I will facilitate a clarifying lecture in which we review as a class any topics from the previous class that gave you difficulty or need clarification. This way, we will spend class time reviewing only those topics that you specifically ask me to review. As a result, we won't waste valuable class time discussing topics that each of you already understand.

Course Assessments:

1) Class Participation:

An important component of your final grade will be based on your active class attendance and participation. Specifically, you can earn three points (15 class meetings = 45 total points) each class period by arriving to class on time (by 6:00 PM EST sharp) AND participating in all class discussion (i.e., clarifying lecture and interteaching sessions) AND completing and submitting a record sheet. If you miss class AND you have a recognized excuse, you will be able to earn back participation points by submitting to me your prep guide notes AND a record sheet. If you miss class and you do not have a recognized excuse, you will not be able to earn back missed class participation points. Please see grading rubric below and used to determine class participation points (each class and over the duration of the semester)

	EXCELLENT (3 points)	GOOD (2 points)	FAIR (1 point)	POOR (0 points)
Attendance/ Promptness	Student is always prompt and attends full class session	Student is late to class more than twice and attends all classes	Student is late to class more than twice and attends all classes	Student is late to class more than three times and/or misses one or more classes
Preparation	Student is on-time with all class assignments	Student is late with one class assignment	Student is late with two class assignments	Student did not complete class assignments within 48 hours of due date
Contribution to Class Discussion	Student regularly contributes insightful and related comments	Student occasionally contributes insightful and related	Student contributes insightful and related comments to discussion in	Student rarely contributes insightful and related comments

	to discussion in class and groups	comments to discussion in class and groups	class and groups only when asked or prompted	to discussion in class and groups
Encouraging and Supportive Behavior	Student is always respectful of others, demonstrates professional behavior and leadership, and encourages differences of opinion and healthy debate	Student is usually respectful of others and encourages differences of opinion and healthy debate	Student is often respectful of others contributions to the group and encourages differences of opinion and healthy debate	Student is not respectful of others contributions to class and does not encourage differences of opinion and healthy debate

2) Chapter Quizzes:

There will be 13 total chapter quizzes available throughout the semester. Each chapter quiz will be worth 10 points (**130 total points**) and will cover the assigned reading from the previous class. The quizzes will include essay questions drawn directly from the assigned reading and prep guides and several fill-in-the-blank and short-answer questions based on other topics from the guides. Each chapter quiz will cover information from the assigned readings and prep guides. Make-up quizzes will be given on a case-by-case basis and only at the discretion of the instructor. **Please note:** All chapter quizzes will be completed via the Canvas quiz function and will be available immediately after each class (Tuesday at 7:00pm EST) and for 48 hours (Thursday at 7:00pm EST).

3) Family Engagement Interview Assignment:

Interview ONE person who has been involved with a student(s) who are or have been involved in the transition process. This could be a young adult with a disability who have or are transitioning (with permission from family if not 18), a parent of a student who have or are transitioning, or a professional who works with students who are transitioning, to investigate the perceptions of impact on the family. An interview script will be provided. You don't have to provide a verbatim transcript, but you are required to provide a 4-page minimum summary of your findings for each person. These will be shared for discussion in class. **The Family Engagement Interview Assignment is worth a total of 40 points.**

FAMILY ENGAGEMENT INTERVIEW ASSIGNMENT GRADING RUBRIC				
	EXCELLENT (35-40 points)	GOOD (25-34 points)	FAIR (15-24 points)	POOR (0-14 points)

Criteria	Well organized and easy to follow written summary of family engagement interview conducted, providing at least 4 examples of increased knowledge; provides an in depth reflection demonstrating thoughts and emotions related to the assignment; no grammar or spelling errors. Meets or exceeds the minimum page length requirement (4 pages) for the written summary.	Relatively well organized and easy to follow written summary of family engagement interview, providing at least 3 examples of increased knowledge; provides an informative reflection demonstrating thoughts and emotions related to the assignment; contains minimal grammatical or spelling errors. Mostly meets the minimum page length requirement (3 pages) for the written summary.	Moderately well organized and can be followed, written summary of family engagement interview, providing 3 examples of increased knowledge; provides a reflection that is focused more on the content and factual aspects of the seminar rather than thoughts and emotions; contains more than a few grammatical and spelling errors. Marginally meets the minimum page length requirement (2-3 pages) for the written summary.	Poorly organized and difficult to read, or merely reports out written summary of family engagement interview; lacks introspection in relation to the assignment purpose and goals; contains repeated grammatical and spelling errors. Does not meet the minimum page length requirement (1-2 pages) for the written summary.
----------	---	---	---	--

4)Transition Issues Research Paper:

Students will be expected to author a 10-12 page Transition Issues Research Paper, written in proper **APA-style (7th edition)**. The research paper **MUST** pertain to any transition-related topic discussed in class/the textbook and based on your own interests and professional goals. For your convenience, a grading rubric specific for the research paper is available on Blackboard and should be used as a guide throughout the completion of your transition issues research paper. The Transition Issues Research Paper is worth a total of 50 points (10 points for rough draft (1-2 pages in length) and 40 points for final version paper = 50 points total). **A 1-2 page**

rough draft (including planned paper topic and title, abstract, and example supporting literature) of your Disability Research Paper and a final version paper are both required submissions (both via Assignments link). Students are required to use a minimum of FIVE references in the body of your research paper. ALL references must be from recent professional, peer-reviewed journal articles and/or scientific/academic books.

Please Note:

All written work must use APA style (7th edition) for reference citations in the text and for reference lists. Please spell-check and proofread. Students shall not use large language models (including but not limited to ChatGPT) to produce text or code to complete their assignments. Tools such as Google's Smart Compose, predictive text tools in word processors, and spelling and grammar checkers are acceptable only to the extent that they do not produce, correct, or complete more than 2-5 words at a time. **Points will be deducted for any assignment(s) turned in late unless discussed with the instructor before the due date. See Pages 22-23 of the course syllabus for a detailed description of the Transitions Issues Research Paper grading rubric.**

5) Group Transition Project:

Students will be expected to work as a member of a 3-4-person team to develop an in-class Power Point presentation on a transition-related topic. Teams must submit their project topic plans (1-2 pages) by October 8th (prior to the start of class) and receive approval from their instructor as part of preparation for the presentation. The Group Transition Project is worth a total of 50 points (each student will be graded separately). **The due date for the Group Transition Project (Power Point and 4-page minimum written report submission) is the in-class presentation (10-12 minutes total length and prior to the start of class).** Group Transition Projects must include a: 1) Power Point AND 2) Written report (5-6 pages).

Group Member Contribution Outline:

The grade on the Group Transition Project will be shared by all group members. All student groups must email the instructor an outline detailing the planned contributions of each group member. If there are changes the group must provide an updated contribution outline the day of the presentation.

GROUP TRANSITION PROJECT GRADING RUBRIC				
	EXCELLENT (35-40 points)	GOOD (25-34 points)	FAIR (15-24 points)	POOR (0-14 points)
Criteria	Well organized and easy to follow written report and engaging Power Point	Relatively well organized and easy to follow written report and mostly engaging Power	Moderately well organized and can be followed, written report and minimally engaging Power	Poorly organized and difficult to read, or merely reports out written report and Power Point

	presentation and in-class presentation of Group Assessment Project completed, providing at least 4 examples of increased knowledge; provides an in-depth reflection demonstrating thoughts and emotions related to the assignment; no grammar or spelling errors. Meets or exceeds the minimum page length requirement (4 pages) for the written report.	Point presentation in-class presentation of Group Assessment Project completed, providing at least 3 examples of increased knowledge; provides an informative reflection demonstrating thoughts and emotions related to the assignment; contains minimal grammatical or spelling errors. Mostly meets the minimum page length requirement (3 pages) for the written report.	Point presentation and in-class presentation of Group Assessment Project completed, providing 3 examples of increased knowledge; provides a reflection that is focused more on the content and factual aspects of the seminar rather than thoughts and emotions; contains more than a few grammatical and spelling errors. Marginally meets the minimum page length requirement (2-3 pages) for the written report.	presentation of Group Assessment Project lacks any engagement as part of in-class presentation completed; lacks introspection in relation to the assignment purpose and goals; contains repeated grammatical and spelling errors. Does not meet the minimum page length requirement (1-2 pages) for the written report.
--	--	---	---	---

Course Requirements:

Class Participation = 45 points

Chapter Quizzes (13 @ 10 pts. each) = 130 points

Family Engagement Interview Assignment = 40 points

Transition Issues Research Paper (Rough Draft) = 10 points

Transition Issues Research Paper (Final Draft) = 40 points

Group Transition Project = 50 points

Total Possible = 315 points

UMass Boston Graduate Grading Policy		
Letter	Percentage	Quality points
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00
F	0-72%	0.0
INC	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	N/A
IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A
NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

Late Work: Late assignments will have 10% of the overall grade deducted each day until the assignment is properly submitted.

Grading: Grade type for the course is a whole or partial letter grade. (Please see UMASS Boston graduate grading policy above. Please see the Graduate Catalog for more detailed information on the University's grading policy.

The Rehabilitation Counseling Program grading policy requires that students must obtain a B- or higher in each required course. Therefore, a "B-" is the lowest passing grade for this course. Your grades will be posted and updated periodically throughout the semester on Canvas. Lectures are considered supplementary to readings. Not all materials covered in the textbook may be repeated in class. Likewise, not all materials presented in class may be included in the text. Therefore, you are responsible for material presented which may not be included in the readings, as well as information in the textbook, which may not be covered in class. You are responsible for both lecture and textbook materials. You are responsible for having a general understanding of all terms and concepts in the readings and will be responsible for those terms and concepts on quizzes

Final Note: It is the policy of University of Massachusetts Boston Graduate Studies that grades of 'Incomplete' are given in cases of catastrophic loss (death of partner, parent, family member) or major illness (surgery requiring hospitalization). The conditions for resolving Incompletes are arranged before the end of the semester, are written, and become official documents included in the student file. A student must be otherwise passing the course in order to be eligible for consideration of an Incomplete grade. After 12 months, the Incomplete is automatically converted to an F by the registrar. Credit may be earned for that course only by registering, paying, and taking it a second time.

Accommodations:

UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: <https://www.umb.edu/academics/seas/disability-services/>. Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

Academic Integrity and Student Code of Conduct

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston

community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Use of Artificial Intelligence (AI) Tools

AI is prohibited: In this class, all work submitted by students must be generated by the students themselves, whether working individually or in groups. Students should not have another person or entity do the writing of any portion of an assignment; this includes hiring a person or a company to write assignments and using AI tools like ChatGPT. All work submitted must contain citations for any material that has been quoted or referenced. If students are unsure about whether or not a source is appropriate to use in the assignment, they should contact the instructor.

Health, Wellbeing, and Success

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success. As we continue to deal with the ongoing impacts of the COVID-19 pandemic, these resources are more important than ever.

Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.

Have a campus question or issue? Use Here4U in the UMass Boston app or via umb.edu/here4U.

Need help with food insecurity, legal consultation, financial counseling or emergency supplies? Contact U-ACCESS (<https://www.umb.edu/campus-life/current-students/u-access/>)

Want advice in navigating a university or life situation? Contact the Dean of Students Office at umb.edu/deanofstudents.

Want to access resources specifically for immigrant-origin, DACA, TPS, and undocumented students? Visit <https://www.umb.edu/campus-life/diversity-inclusion/multicultural-affairs/undocumentedsupport/>.

Looking for additional identity-based community support? Find more resources at <https://www.umb.edu/all-of-us/>

Want to make the most of your academic experience? Visit <https://www.umb.edu/academics/seas/>.

Furthermore, all students are required to adhere to the Code of Professional Ethics for Rehabilitation Counselors. See the Commission for Rehabilitation Counselor Certification (CRCC) website for the current code of ethics and the updated code of ethics.

<https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf>

Attendance and Participation Policy:

Research has shown that students who attend class typically get higher grades than students who don't. Moreover, because part of your grade is contingent on participating in the pair discussions, coming to class will help you achieve a better grade than if you miss class. If you cannot attend class due to illness or emergency, please notify the instructor via email or phone immediately or ask another student to pick-up handouts and notes for you. As discussed above, if you miss class and you have a recognized excuse, you will be able to earn back participation points by meeting with me **no later than 1 week after the missed day or before the next quiz, whichever comes first**, and discussing the prep guide questions or lecture information. If you do not have a recognized excuse, you will not be able to earn back missed participation points.

Mission of the School for Global Inclusion and Social Development:

The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local, regional, national and international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.

CACREP Curriculum Standards:

As the program is fully accredited by CACREP as a Rehabilitation Counseling program and a Clinical Rehabilitation Counseling and Mental Health Counseling program we adhere to the mandated curriculum standards. If you would like to find out more information about the standards please visit the CACREP website at <http://www.cacrep.org/about-cacrep/>

References

American Psychological Association. (2009). Publication Manual of the American Psychological Association (7th Ed.). Washington, D.C.

Allison, R., Hyatt, J., Clark, K.A., & Test, D.W. (2017). National Technical Assistance Center on Transition. Competitive Integrated Employment Toolkit r. Allison, J. Hyatt, K. A. Clark, & D. W. Test.

Anderson, C. A., Owens, L., & Nerlich, A. P. (2017). Poverty, disability, and vocational assessment of youth with disabilities. *Vocational Evaluation and Work Adjustment Journal*, 41(2), 3-13.

Autism Speaks. (2018). Autism and the Transition to Adulthood Tool Kit [Pdf]. <https://www.autismspeaks.org/tool-kit/transition-tool-kit>

Butrymowicz, S. & Made, J. (2017, Dec 16). The ‘forgotten’ part of special education that could lead to better outcomes for students. The Hechinger Report. Retrieved at <https://hechingerreport.org/forgotten-part-special-education-lead-better-outcomes-students/>

Carlson, C., Dwyre D’Agati, A., & Hooley, R., (2018). Customized Employment—Employer Research, Think College Grab and Go Practices, Number 8. Institute for Community Inclusion, University of Massachusetts Boston.

Carlson, C., D’Agati, D. and Hooley, R. (2018). Customized Employment—Informational Interviews & Observational Tours, Think College Grab and Go Practices, Number 12. Boston, MA: Institute for Community Inclusion, University of Massachusetts Boston.

Carlson, C. and Hooley, R. (2018). Customized Employment—Employer Negotiation, Think College Grab and Go Practices, Number 13. Boston, MA: Institute for Community Inclusion, University of Massachusetts Boston.

Cease-Cook, J., Fowler, C. & Test, D.W. (2015). Strategies for creating work-based learning experiences. *Teaching Exceptional Children*, 47(6), 352-358.

Chafouleas, S. M., Johnson, A. H., Overstreet, S., & Santos, N. M. (2016). Toward a blueprint for trauma-informed service delivery in schools. *School Mental Health*, 8(1), 144-162.

Conley, D. T. (2012). A complete definition of college and career readiness. Portland, OR: Educational Policy Improvement Center.

