

Supporting Adults With Disabilities

IHDD 4002/6002

Spring Semester, 2004

Wednesday, 4:00 PM to 6:40PM

Dawson Hall, Room 206

Instructor: Dr. Wendy Parent

Rivers Crossing, Room 008

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Office Hours - Thursdays 10:00 AM to 12:00 noon. Other times by appointment

Course Description

This course will describe the transition process as individuals with disabilities leave school and prepare for adult life including postsecondary education, employment, independent living, and community participation. In addition, the course will focus on life transitions for individuals with disabilities of all ages as they transition from segregated to integrated environments and experience community living, career advancement, adult education, and recreational pursuits.

Text

There is no text for this course. Readings and materials will be provided by the instructor and made available on Web CT. Students will be responsible for additional readings and resources given by students and guest speakers.

Note- Students are responsible for assigned readings and handouts even if they are not discussed in class. Attendance is vital to successful completion of the course do to group work, discussions, and in class activities.

Course Requirements

Each assignment is briefly summarized below. A detailed description highlighting the requirements and activities for completing each assignment will be distributed and discussed in class.

A. Individual Interviews and Write-up

25 Points

Due Date: February 4

Interview an individual with a disability who is currently participating in or has coSd a secondary education program OR who is currently participating in or Smsitioned from a segregated to an integrated living or work program. A STummao-of the imerv'iew will be completed including: 1) a description of ^eSS"men^ residential, recreational, and community activities the individual scS^art cipating in; 2) a summary of his or her life goals and activities he Swould like would like to participate in; 3) a summary of his or her needs ^dfacTors interfering with meeting those needs; and 4) a description of people and events that have truly had an impact on the his or her life and how.

B. Individual Observations and Write-ups

25 Points Each = 50 Points Total

Due Dates: February 25 and April 7

Each person will observe a specific individual; no less than four hours during the semester. Observations will be made in a day or workshop program and a community setting.

During your observation or volunteer periods, keep anecdotal records. Indicate information such as the type of setting, physical environment, staff and other people, activity, instruction, supports, communication techniques, assistive technology, or other issues that are of interest to you. You must make connection between class information and your observations ad provide specific exS^ons and inteipretations of your observations. Also. note any questions or conunents you have that we could discuss during class. Your observation should be written up in a journal or "log" format including the date and tneofeach observation You will develop a final summary describing the individual you observe from these written observations.

Students will observe individuals who are participating in adult service programs in Athens. Individuals participating in other programs outside the Athens area can be conducted with written permission from the director.

B. Community Program Observation and Write-up

25 Points

Due Date: March 3

Visit an employment, vocational training, independent living, recreational, education, or other community program that individuals with disabilities are participating in. Observe the environment and the individuals. Consider the requirements of the environment, the extent of participation, natural supports,

social interactions ratio of persons with and without disabilities, and any other information gathered during the observation will be summarized in your impression and implications for service delivery.

C. Person Centered Planning Meeting Observation and Write-up

25 Points

Due Date: March 17

Students will participate in a person centered planning meeting conducted by an individual with a disability and his or her facilitator. Meetings will focus on an individual's overall life with an emphasis on employment. Rich Toscano, Director of the Jobs for All Project, will be coordinating the scheduling of the meetings. A form to guide your documentation of the meeting process and notes will be provided in class. A completed form and written summary of your experience is required.

D. Institution Observation and Write-up

25 Points

Due Date: April 14

Students will visit Central State Hospital in Milledgeville, GA and tour the grounds, and employment programs offered on campus. Anne Resseau, Director of Central State Hospital, will be coordinating the visits and working closely with me in the planning of the site visits. Information gathered during the observation will be summarized in written form including your impression and implications for service delivery.

F. Advocacy, Self-Advocacy/Leadership Activity, Write-up, Presentation

75 Points

Be sure to select an idea and complete an activity they would like related to advocacy and self-advocacy/leadership by individuals with disabilities. We will be talking more about this measure, however be thinking throughout the semester of an idea that "jumps at you. For example participate in Disability Day at the Capital on February 26th, organize a community outing for you and another person, attend a People First meeting, support that might be useful to an individual you met through your efforts promote a goal that an individual you talked with during the other activities might want and is having difficulty obtaining. A list is enclosed. Each student will design a product illustrating their activity and share it during a 10-15 minute presentation on the last day of class.

G. Class Activities

25 Points

Due Date: As Assigned

A variety of in-class individual and group activities will be completed related to the topic of discussion. Worksheets and other written documentation will be required depending upon the particular activity.

H. Graduate Students Only - Outcome Evaluation Group Project

25 Points

Due Date: April 21

Identify the indicators that would be important in determining the success of students exiting school. Formulate a few questions that reflect the outcomes you are interested in measuring. Develop a brief questionnaire that is doable and can be completed by students and/or family/members. Contact ten individuals/family members who have exited school in the last three years. Complete the survey and record the information that individuals share directly on the instrument. A written summary of your findings, personal impressions, and recommendations will be completed as one group product.

H. Final Exam

50 Points

Due Date: May 5

Graduate Students Only - Additional Essay Questions

25 Points

Due Date: May 5

A final exam with a variety of question formats will be completed in class. Applied essay questions will be required for graduate students only.

Grade

A total of 300 points (undergraduate students) and 350 points (graduate students) are possible in the course. Grades will be assigned as follows.

Undergraduate Students: 270 - 300 = A
240-269 = B
210-239 = C
180-209 = D
^179 = F

Graduate Students: 315 - 350 = A
280-314 = B
245-279 = C
210-244 == D
^209 = F

Course Outline and Assigned Readings

January 14	Introductions Overview of syllabus
January 21	High school programming Preparing for transition Post-school outcomes Employment and labor trends
January 28	Transition planning Critical elements in transition Student and family involvement Choice and self-determination
February 4	Adult service systems Funding sources Community-based supports Other life transitions Individual Interviews and Write-up Due
February 11	Self-advocacy Choice and self-determination Disability rights Historical and legislative influences
February 18	Employment options Workforce diversity Natural supports Transportation
February 25	Residential options Independent living and community participation Recreation and leisure Relationships and friendships First Observation and Write-up Due

March 3	Midpoint of Semester Postsecondary education Vocational training alternatives
	Quality and evaluation Customer satisfaction Community Program Observation and Write-up Due
March 10	Spring Break
March 17	Functional assessment Instructional strategies Compensatory strategies Accommodations and supports Person Centered Planning Meeting Observation and Write-up Due
March 31	No Formal Class Meeting Community activities/Group workday
^prii 7	Fundamentals of assistive technology Guest Speaker: Carolyn Phillips, Tools for Life, Department of Labor Second Observation and Final Write-up Due
^prii 14	Implementation of assistive technology Guest Speaker: Carolyn Phillips, Tools for Life, Department of Labor Institution Observation and Write-up Due
April 21	Field trip to the Department of Labor One Stop Career Center Graduate Students Only - Outcome Evaluation Group Project Due

April 28 Advocacy/Self-Advocacy/Leadership Presentations
 Advocacy/Self-Advocacy/Leadership Activity and Write-up

Due

May 5 Final Exam
 Graduate Students Only: Additional Essay Exam Questions

Accommodations

Any student who needs an accommodation or other assistance in this course should make an appointment with the instructor within the first week of class.

Honor Code and Academic Honesty Policy

IJGA Student Honor Code: "I will be academically honest in all my academic work and not steal from others." A Culture of Honesty the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu.ovpi