

Course Syllabus
 Department of Educational Psychology and Special Services
 College of Education, University of Texas at El Paso



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| I. | Course Number | SPED 4340 (SPED 5350) |
| II. | Title | Transition Education for Learners with Special Needs (Special Topics in Special Education) |
| III. | Credits | 3 credit hours |
| IV. | Semester | Fall 2019 |
| V. | Instructor | Kristopher Yeager, Ph.D. |
| VI. | Office/Phone/Email | Education Building, 704 (915)747-7583 khyeager@utep.edu |
| VII. | Class Location and Time | Education Building, 305 Wednesdays 5:00 pm - 7:50 pm August 28 th , 2019- December 11 th , 2019 |
| VIII. | Office Hours | Mondays and Wednesdays 3:00 pm – 5:00 pm By appointment |
| IX. | Prerequisites | SPED 3310 |
| X. | Course Description | This course focuses on terms and concepts of transition educational programs for individuals with disabilities. Will emphasize training for inclusion in communities including post-secondary, vocational, independent/community living skills. |
| XI. | Course Outcomes | <ol style="list-style-type: none"> 1. Students will analyze the historical, philosophical, legal, and pedagogical approaches to transition for youth with disabilities. <ul style="list-style-type: none"> - <i>IRIS Module Reflections</i> - <i>Final Exam</i> 2. Students will identify culturally and linguistically relevant practices for transition planning with youth with disabilities and their families. <ul style="list-style-type: none"> - <i>Transition reflection and presentation</i> - <i>Final Exam</i> 3. Students will be able to select and administer appropriate transition assessments; develop and monitor progress toward appropriate goals; and design or adapt curricula and interventions to meet individualized student needs. <ul style="list-style-type: none"> - <i>Transition assessment project</i> - <i>Final Exam</i> 4. Students will be able to identify appropriate adult services, programs, and agencies; plan for effective collaboration with families and agencies; develop strategies for utilizing community assets. |

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| | | <ul style="list-style-type: none"> - <i>Group Community Asset Mapping Paper and Presentation</i> <p>5. Students will develop skills for professional collaboration, writing, and public speaking.</p> <ul style="list-style-type: none"> - <i>Participation</i> - <i>Written Assignments</i> - <i>Presentations</i> |
| XII. | <p>Texas Education Agency (TEA)</p> <p>State Board for Educator Certification (SBEC)</p> <p>Special Education EC-12 Standards</p> | <p>Standard IX: The special education teacher understands and applies knowledge of transition issues and procedures across the life span.</p> <p>Teacher Knowledge:</p> <p>9.1k state and federal laws pertaining to transition issues and services</p> <p>9.2k how to plan, facilitate, and implement transition activities as documented in Individualized Family Services Plans (IFSPs)</p> <p>9.3k how to plan for and link students' current developmental and learning experiences and teaching strategies with those of their subsequent educational setting</p> <p>9.4k the programs and services available at various levels and how to assist with students and families in planning for transition</p> <p>9.5k how to plan, facilitate, and implement transition activities as documented in students' Individual Education Plans (IEPs) and Individual Transition Plans (ITPs)</p> <p>9.6k sources of unique services, networks, and organizations for individuals with disabilities including career, vocational, and transition support</p> <p>9.7k procedures and supports needed to facilitate transitions across programs and placements</p> <p>Application</p> <p>9.1s collaborate in designing transition plans that meet the identified needs of students with disabilities</p> <p>9.2s collaborate with students, families, and school and community personnel to ensure successful transitions for individuals with disabilities</p> <p>9.3s communicate with families about issues related to transition and strategies for helping their children make successful transitions</p> <p>9.4s teach students skills for coping with and managing transitions successfully</p> |
| XIII | <p>Council for Exceptional Children (CEC)</p> <p>Initial Preparation Standards</p> | <p>Standard 2.0: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and</p> |

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| | | <p>effective learners and develop emotional well-being, positive social interactions, and self-determination</p> <p>Standard 3.0: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities</p> <p>Standard 4.0: Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p> <p>Standard 5.0: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>Key Element</p> <p>5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams</p> |
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XIV. Required Text

Greene, G. (2011). *Transition planning for culturally and linguistically diverse youth*. Brookes Publishing: Baltimore, MD.

XV. Materials

Required Articles

Angell, M. E., Stoner, J. B., & Fulk, B. M. (2010). Advice from adults with physical disabilities on fostering self-determination during the school years. *TEACHING Exceptional Children*, 42, 64-75.

Carter, E. W., Swedeen, B., Moss, C. K., & Pesko, M. J. (2010). “What are you doing after school?” Promoting extracurricular involvement for transition-age youth with disabilities. *Intervention in School and Clinic*, 45, 275-283.

Ochoa, T. A. (2016). Improving transition support for juvenile offenders with disabilities through a collaborative approach. *Intervention in School and Clinic*, 52, 44-50.

Required Document

http://www.ncwd-youth.info/wp-content/uploads/2016/11/benefits_planning.pdf

Supplemental Websites

www.transitionta.org

<https://transitioncoalition.org/>
www.tash.org
www.dcdt.org
www.jan.wvu.edu
www.ou.edu/education/centers-and-partnerships/zarrow
www.transitionintexas.org
www.doleta.gov/wioa/
www.ssa.gov/redbook/eng/overview-disability.htm

XVI. Assignments

Assignments are described below. All assignments are due at the assigned date and time. Late submissions will be deducted by one full letter grade (i.e., A to B). Another letter grade will be deducted for each additional week they are turned in late. All assignments have been given a weighted point value. The total point value for the course is 100. Below is the grading scale with the corresponding letter grades.

| Points | Grade |
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| 93-100 | A |
| 90-92.5 | A- |
| 88-89.5 | B+ |
| 83-87.5 | B |
| 80-82.5 | B- |
| 70-79.5 | C |
| 60-69.5 | D |
| 0-59.5 | F |

Transition Reflection Paper (15 points) and Pecha Kucha Presentation (5 points)

Paper due 9/18/19 at 10:00 pm. Submit online as a Word document to Blackboard.

Presentations: First half of class on 9/11/19 and second half of class on 9/18/19. PowerPoint document must be emailed to instructor (khyeager@utep.edu) by 4:30 pm the day of the presentation.

Students will write a 3- to 5-page (12 pt. font, double spaced, Times New Roman, 1-inch margins) paper reflecting on their experiences transitioning from youth to adulthood. Consider ways in which (a) individual experiences, (b) family values or expectations, (c) cultural factors, and (d) state/national regulations (e.g., voting age, legal status) influenced this transition. Given that the transition from youth to adulthood is often ambiguous, also consider how this process may be ongoing or how your feelings about what it means to be an adult have changed. Lastly, discuss how your experiences influence (or may influence) your approach to transition planning with students with disabilities in K-12 settings.

Students must select at least two (2) of the following transitions to focus your paper:

- a. Education
- b. Employment and Finances
- c. Daily Living and Leisure Activities
- d. Self-Identity or Self-Determination
- e. Family roles and responsibilities
- f. Relationships
- g. Community and Civic Involvement
- h. Other

Students will then present their reflections in a Pecha Kucha style presentation. (See pechakucha.com for examples.) Students will discuss their own transition, the factors that influenced their transition, and the influence those factors/experiences have on their teaching/approach to transition with students. Pecha Kucha presentations for this class will be three (3) minute PowerPoint style presentations that include only pictures. There can only be ten (10) slides and they must automatically switch to the next slide every 18 seconds. (Guidance will be provided during class.)

Transition Assessment Project (20 points)

Project due 10/16/19 at 10:00 pm. Submit online as a Word document to Blackboard.

Students will administer a transition assessment with a middle or high school student. The instructor will provide a variety of free, validated assessments in class. Then, the student will provide a brief description of the student (i.e., age, grade, interests, strengths, preferences) and an objective summary of the assessment, administration procedures, and results. Considering the results of the assessment, the student will write three (3) goals. These must be specific, measurable, attainable, relevant, and time-based (SMART). Last, the student must provide three (3) suggestions for strategies, interventions, services, or accommodations that will assist the middle or high school student in reaching those goals. Brief descriptions and citations or websites must be provided for these specific suggestions.

IRIS Module Reflection #1 (5 points) and # 2 (5 points) (Do not plagiarize answers from the module. Put all responses in your own words.)

Reflection #1 due 9/25/19 at 10:00 pm. Submit online as a Word document to Blackboard.

For the first IRIS reflection, complete the IRIS Module entitled Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings at <https://iris.peabody.vanderbilt.edu/module/tran/>

Reflection #2 due 10/23/19 at 10:00 pm. Submit online as a Word document to Blackboard.

For the second IRIS reflection, complete the IRIS Module entitled Secondary Transition: Student-Centered Transition Planning at <https://iris.peabody.vanderbilt.edu/module/tran-scp/>.

After completing the modules, which should last between 1 and 2 hours, answer the “Assessment” questions. Then, complete a 3, 2, 1 activity. Describe three (3) facts you learned, two (2) ah-ha’s or connections you made, and one (1) big question you still have and why.

Group Community Asset Mapping Paper (20 points), Group Member Evaluation (5 points), and Presentation (5 points)

Paper due 12/4/19 at 10:00 pm. Presentations on 12/4/19. PowerPoint document must be emailed to instructor (khyeager@utep.edu) by 4:30 pm.

In groups of four (4), students will select a topic from the list:

1. Post-Secondary Education
2. Employment
3. Community Involvement, Transportation, Recreation, and Sports
4. Assistive Technology, Communications, Health, or Mental Health Services
5. Legal or Financial Services

Then, groups will identify all resources for transition-age youth or adults with disabilities in the El Paso (or surrounding) area. Next, groups will evaluate the community’s assets and gaps related to your topic. To make this evaluation, consider locating publicly available data on usage or outcomes, interviewing stakeholders (i.e., teachers or transition specialists, youth with disabilities or family members, UTEP Center for

Accommodations and Support Services, adaptive sports coaches). Finally, the group must provide three (3) recommendations or needs for the community. The following information must be included in a 10 to 15-page paper (12 pt. font, double spaced, Times New Roman, 1-inch margins). Only one paper per group is needed. Work should be divided evenly. Upon completion of the assignment each group member will have the opportunity to evaluate the level of participation by others in their group. Then, on the last day of class, groups will present their findings via PowerPoint in a 10 to 15-minute presentation. Presentations are to be graded on professionalism, clarity, and accuracy of content.

Final Exam (20 points)

Available on Blackboard from 12/7/19 to 12/12/19. Must submit by 12/12/19 at 10:00 pm.

The final exam will consist of 40 multiple choice or true-false questions. The exam will be online, and students can complete it at any location. The exam will be open book and open notes. However, it must be completed individually. Once the exam is opened, students will have 2.5 hours to submit. If students have technical issues, they must contact the UTEP Help Desk for Technology Support and email the instructor immediately (khyeager@utep.edu) to describe the issue and provide evidence that they have contacted Technology Support.

XVII. Policies and Supports

Academic Honesty: Academic honesty is necessary to receive the full benefit of this course. Plagiarism includes attempting to pass over someone else's words as your own (i.e., copying) or passing over someone's ideas as your own without proper reference or citation. Any materials deemed to be plagiarized will receive a 0. On the final exam, students are allowed to use notes or materials from class. However, they must not complete the exam with the assistance of a classmate or another individual. If cheating is determined, the participating students will receive a 0 on the exam. Lastly, group assignments require participation from all members. Collaboration is an important part of being a special educator. If a member does not participate, please notify the instructor to address the issue or change groupings. If a member or members do not participate to the extent needed, other group members will have the opportunity to make this evident in their participation evaluation grade.

Attendance: In-person attendance is important as this class will rely on discussion and group activities. Therefore, class attendance is mandatory (besides online classes on 9/25, 10/23, and 12/11). More than one absence will result in the lowering of the student's final grade by 1/3rd (A to A-) for each additional absence. If you are to miss class, you must email the instructor (khyeager@utep.edu) before the start of class. If requested prior to the start of class, the instructor will provide make-up work to remove the absence that is to be due the following week. Prior notice is also needed for absences due to religious holidays. Official documentation is required for any prolonged absence for any reason.

Center for Accommodations and Support Services: For accommodations or support services, contact the Center for Accommodations and Support Services at (915)747-5148. They are located in the Union East, Room 106. For more information, visit their website at www.utep.edu/student-affairs/cass/

Technology: If possible, bring a laptop, tablet, or smart phone to class. We will do a variety of in class activities that require access to the internet. However, please refrain from personal communication during class (i.e., texting) and doing activities unrelated to the course. Make sure to silence devices before class.

Tutoring/Writing Center: For tutoring or support with writing, contact uwctutors@utep.edu or call (915)747-5112. They are located in the library, Room 227. For more information or to schedule an appointment visit their website www.utep.edu/uwc

XVIII. Course Schedule (Subject to change)

| Date | Topic | Readings/Material (review before class on the assigned date) | Assignments |
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| Part I. Overview of Secondary Transitions for Diverse Youth with Disabilities | | | |
| 08/28/19 | Course Introduction, Norms, & Syllabus | | |
| 09/4/19 | Transition to Adulthood: Culture, Family, & Self | https://www.parentcenterhub.org/iep-transition/ https://www.parentcenterhub.org/transitionadult/#definition | |
| 09/11/19 | Individualized Transition Planning: History and Policy | Greene (2011) Chapter 1 (p. 1-21) | Pecha Kucha Presentations (in class) |
| 09/18/19 | Individualized Transition Planning: Current Issues | Greene (2011) Chapter 2 (p.23-54) | Pecha Kucha Presentations (in class) Submit Transition Reflection Paper on 9/18/19 at 10:00 pm |
| Part II. Transition Assessments and Interventions | | | |
| 09/25/19 | Online Class (Transition Review) | IRIS (Transition) https://iris.peabody.vanderbilt.edu/module/tran/ | IRIS Reflection due on 9/25/19 at 10:00 pm |
| 10/2/19 | Post-Secondary Education | Greene (2011) Chapter 3 (p.55-92) | |
| 10/9/19 | Employment | Greene (2011) Chapter 4 & 5 (p. 93-124) | |
| 10/16/19 | Self-Determination and Independent Living | Angell, Stoner, & Fulk (2010) (Article on Blackboard) | Submit Assessment Project on 10/16/19 at 10:00 pm |
| Part III. Aligning School and Community Transition Services | | | |
| 10/23/19 | Online Class (Student Centered Planning) | IRIS (Student-Centered Planning) https://iris.peabody.vanderbilt.edu/module/tran-scp/ | IRIS Reflection due on 10/23/19 at 10:00 pm |
| 10/30/19 | Interagency Collaboration | Ochoa (2016) (Article on Blackboard) | |
| 11/6/19 | Finances and Benefits | Benefits Planning (p. 1-2) (Explore at least 3 Resources) (Resource on Blackboard) | |
| 11/13/19 | Social Support, Community Involvement, and Recreation | Carter et al. (2010) (Article on Blackboard) | |

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| 11/20/19 | Required Group Meeting with Instructor in Office (No formal class) Group 1: 5-5:20 Group 2: 5:20-5:40 Group 3: 5:40-6:00 Group 4: 6:00-6:20 Group 5: 6:20-6:40 | | |
| 11/27/19 | No Class-Holiday | | |
| 12/4/19 | Group Presentations Group 1: 5-5:20 Group 2: 5:20-5:40 Group 3: 5:40-6:00 Group 4: 6:00-6:20 Group 5: 6:20-6:40 | | Community Resources Presentation (in class) Community Resources Paper due on 12/4/19 at 10:00 pm |
| 12/11/19 | Online Final Exam | Review all course materials and readings | Submit Final Exam by 12/12/19 at 10:00 pm |