

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



I.	Course Number	SPED 4340
II.	Title	Transition Education for Learners with Special Needs
III.	Credits	3 credit hours
IV.	Semester/Dates	Summer 2022: Session I: June 6 th – July 3 rd
V.	Instructor	Kristopher Yeager, Ph.D.
VI.	Contact Information	Phone: (971) 678-7512 Email: khyeager@utep.edu
VII.	Instructional Modality	In-Person in EDU 311 on Mondays and Wednesdays from 5:15 pm – 7:45 pm Online Asynchronous: 5 hours per week
VIII.	Office Hours	EDU 704: Mondays and Wednesdays 3:00 pm – 4:45 pm By appointment any time on Zoom or in-person
IX.	Course Description	This course focuses on the legal requirements and evidence-based practices for preparing individuals with disabilities for the transition from youth to adulthood. Will emphasize person-centered planning, strengths-based and culturally responsive practices, and programming for inclusive postsecondary education/training, employment, and independent/daily living.
X	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>Weekly Quizzes</i> - <i>Discussion</i> - <i>In-Class Participation</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>Discussion</i>

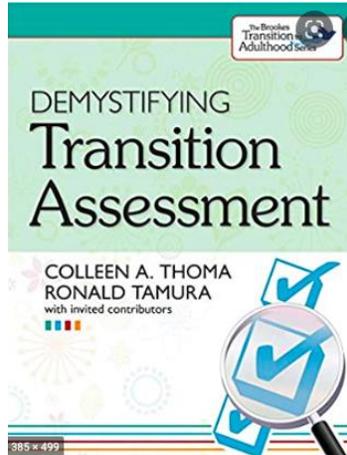
		<ul style="list-style-type: none"> - <i>Strengths-Videos</i> - <i>Field-Based Experience</i> <p>3. Students will be able to select and administer appropriate transition assessments; develop and monitor progress toward appropriate goals; and design or adapt curricula and interventions to meet individualized student needs.</p> <ul style="list-style-type: none"> - <i>In-Class Participation</i> - <i>Weekly Quizzes</i> - <i>Field-Based Experience</i> <p>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 resources.</p> <ul style="list-style-type: none"> - <i>Strengths-Videos</i> - <i>Field-Based Experience</i> <p>5. Students will develop skills for analyzing evidence-based practices and utilizing technology in the classroom.</p> <ul style="list-style-type: none"> - <i>In-Class Participation</i> - <i>Weekly Quizzes</i> - <i>Strengths-Videos</i>
<p>XI.</p>	<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> <ul style="list-style-type: none"> • 9.1k state and federal laws pertaining to transition issues and services • 9.2k how to plan, facilitate, and implement transition activities as documented in Individualized Family Services Plans (IFSPs) • 9.3k how to plan for and link students' current developmental and learning experiences and teaching strategies with those of their subsequent educational setting • 9.4k the programs and services available at various levels and how to assist with students and families in planning for transition • 9.5k how to plan, facilitate, and implement transition activities as documented in students' Individual Education Plans (IEPs) and Individual Transition Plans (ITPs) • 9.6k sources of unique services, networks, and organizations for individuals with disabilities including career, vocational, and transition support • 9.7k procedures and supports needed to facilitate transitions across programs and placements <p>Application</p> <ul style="list-style-type: none"> • 9.1s collaborate in designing transition plans that meet the identified needs of students with disabilities

		<ul style="list-style-type: none"> • 9.2s collaborate with students, families, and school and community personnel to ensure successful transitions for individuals with disabilities • 9.3s communicate with families about issues related to transition and strategies for helping their children make successful transitions • 9.4s teach students skills for coping with and managing transitions successfully
<p>XII</p>	<p>Council for Exceptional Children (CEC)</p> <p>Initial Preparation Standards</p>	<p>Standards</p> <ul style="list-style-type: none"> • Standard 2.0: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination • Standard 3.0: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities • Standard 4.0: Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions. • 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>Key Element</p> <ul style="list-style-type: none"> • 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

XIII. Course Materials

Required Textbook

Thoma, C. A., & Tamura, R. (2013). *Demystifying transition assessment*. Brookes.



Required Readings:

- Week 1: Chapter 1 (Transition Assessment) and Chapter 2 (Academic Assessment)
- Week 2: Chapter 4 (Employment Assessment) and Chapter 5 (Postsecondary Education Assessment)
- Week 3: Chapter 3 (Self-Determination Assessment) and Chapter 6 (Healthcare Assessment)
- Week 4: Chapter 7 (Community Assessment) and Chapter 8 (Making Sense of Transition Data)

Required Videos

- Week 1: [Graduating Peter](#) (74 minutes on YouTube)
- Week 2: Rethinking College (26 minutes on Blackboard) & [Project Search](#) (25 minutes on YouTube)
- Week 3: Love on the Spectrum (47 minutes on Netflix, Season 1, Episode 1)
- Week 4: Crip Camp (107 minutes on Netflix)

Required Online Modules

- Week 1: Secondary Transition: Helping Students with Disabilities Plan (IRIS, 60 minutes)
 - <https://iris.peabody.vanderbilt.edu/module/tran/>
- Week 2: Student-Centered Transition Planning (IRIS, 120 minutes)
 - <https://iris.peabody.vanderbilt.edu/module/tran-scp/>
- Week 3: School Counselors Facilitating Transitions (IRIS, 90 minutes)
 - <https://iris.peabody.vanderbilt.edu/module/cou2/>
- Week 4: Secondary Transition: Interagency Collaboration (IRIS, 120 minutes)
 - <https://iris.peabody.vanderbilt.edu/module/tran-ic/>

XIV: Learning Experiences

1. **In-class Participation (80 points, 10 points each class)**
 - a. In-class attendance and participation are required for this class. For each of the eight in-person classes, students will have the opportunity to engage in discussions, practice assessments, and activities related to the week's topic.
2. **Quizzes (80 points, 20 points each)**
 - a. On Blackboard throughout the semester, students will take a quiz on the week's lectures, readings, and online IRIS modules each week. Quizzes are open from Thursday to Sunday at 11:59pm. Students may reference their notes and the week's materials while taking quizzes. Quizzes have no time limit, and students may open and close them as many times as they like. However, students may only submit responses once.
3. **Discussion Board Posts (80 points, 20 points each week)**
 - a. On Blackboard on Fridays throughout the semester, students will post a reflection on the week's video to the discussion board (15 points). There is no word count requirement; however, posts must be substantial, original, and thought-provoking. Posts must include each of the following— (a) a text-to-world connection, (b) a text-to-self connection, and (c) a text-to-text connection.
 - b. On Blackboard on Sundays throughout the semester, students will post two responses to classmates' posts (5 points). There is no word count requirement; however, posts must be substantial, original, and thought-provoking. Respond to at least one of the connections (e.g., text-to-world, text-to-self, text-to-text) made by the original poster or another response post.
4. **Strengths Videos (80 points, 20 points each)**
 - a. **Week 1: Strengths Interview Video**
 - i. Audio record an interview with a friend, family member, student, etc. using the provided questions based on the ARCS (i.e., attributes, relationships, contexts, skills) framework. You can provide the individual with the questions ahead of time or not. You might need to provide additional time, clarification, and/or personal examples to assist them.
 1. Question 1: Attributes are your inner strengths. They are your best qualities, your unique personality, and your most positive character traits. This is both what you truly believe about yourself and what others see in you (e.g., adventurous, caring, funny, loyal, responsible, thoughtful). What are three to five of your best attributes? Explain each.
 2. Question 2: Relationships are the connections you have with others that strengthen your life. They are the individuals you can go to for support and the groups you can draw on for friendship, identity, and access to shared resources (e.g., best friend, close teachers, family members, neighbors, online social network, teammates). What are three to five of your most important relationships? Explain each.
 3. Question 3: Contexts are the places and services you have access to that strengthen your life. They can be your immediate surroundings, places you go to in times of need, and the larger systems, cultures, or environments that shape your life (e.g., after school programs, church, cultural centers, governmental services, local businesses, nearby colleges). What are three to five of your most important contexts? Explain each.
 4. Question 4: Skills are your outer strengths. They are your most special talents, areas of expertise or proficiency, and greatest abilities. They are the things you are naturally good at and the things that you have worked hard at to master (e.g., art, athletics, leadership, math, mechanics, music,

- problem-solving, reading, socializing, technology). What are three to five of your best skills? Explain each
- ii. Create a PowerPoint presentation that synthesizes the results of this interview with short quotes (i.e., blurbs) and images (think: collage with gifs, clipart, photographs etc.).
 1. Slide 1: Attributes (three to five)
 2. Slide 2: Relationships (three to five)
 3. Slide 3: Contexts (three to five)
 4. Slide 4: Skills (three to five)
 - iii. Create a ~4 min video of yourself presenting the PowerPoint, providing explanation and examples of each strength.
 - iv. Post to Blackboard on the Discussion Board (up to 15 points) and watch/substantially comment on at least two of your classmates' videos by Monday June 13th at 5:30 pm (5 points). Provide constructive feedback on at least two aspects of the video (e.g., text, graphics, audio/video, uniqueness, understandability).

b. Week 2: Strengths Assessment Video

- i. With the individual you interviewed, administer an assessment for each of the four components of the ARCS Strengths framework (links on Blackboard)
 1. Attributes:
 - a. [College and Career Competency Framework](#)
 2. Relationships:
 - a. [Networking Formative Questionnaire](#)
 3. Contexts:
 - a. [Community Summary Log](#) (the last 12 locations visited)
 4. Skills:
 - a. [Self-Determination Inventory](#) (student report)
- ii. Create a PowerPoint presentation that synthesizes the results of these assessments with data and summarization in a student/family/colleague-friendly manner. On each slide, make at least one connection to a finding from the interview from week 1 (e.g., on the interview the individual said they were curious and on the CCC assessment, the individual rated themselves with a 5 on curiosity).
 1. Slide 1: Attributes (include 3 highest rated and 3 lowest rated)
 2. Slide 2: Relationships (include scores/summary for create ties, utilize ties, and support others)
 3. Slide 3: Contexts (include 3 liked and 3 not liked)
 4. Slide 4: Skills (include scores/summary for action, decision, and belief)
- iii. Create a ~4 min video of yourself presenting the PowerPoint, providing explanation and examples of each strength.
- iv. Post to Blackboard as an assignment (up to 15 points) and watch/substantially comment on at least two of your classmates' videos by Monday June 20th at 5:30 pm (5 points). Provide constructive feedback on at least two aspects of the video (e.g., text, graphics, audio/video, uniqueness, understandability).

c. Week 3: Strengths Skill Task Analysis Video

- i. For the individual you interviewed and assessed, identify a skill related to a strength that they need to master for their goals in postsecondary education, employment, daily living, or community involvement (e.g., how to complete the FAFSA, how to write a professional email, how to drive, how to create a budget).
- ii. Create a PowerPoint presentation that task analyzes this skill in around 10 steps (could be more, could be less depending on the skill). Each slide should focus on one step. Include images, photos, directions, etc. that clearly explain each step.
- iii. Create a ~4 min video of yourself presenting the PowerPoint and teaching this skill to the individual. Don't explain what you would say to this individual but instead

pretend you are speaking to the individual and overviewing each step to them. Use student-friendly, understandable language and examples (think: webinar, how-to-video on Youtube or TikTok).

- iv. Post to Blackboard as an Assignment (up to 15 points) and watch/substantially comment on at least two of your classmates' videos by Monday June 27th at 5:30 pm (5 points). Provide constructive feedback on at least two aspects of the video (e.g., text, graphics, steps, instruction, audio/video, uniqueness, understandability).

d. Week 4: Context Strengths Development Plan Video

- i. For the individual you interviewed, assessed, and taught, develop a plan to help them bolster their context strengths in the areas of postsecondary education/employment, daily life, and community involvement.
- ii. Create a PowerPoint presentation that provides 3 to 5 community/virtual contexts that the individual should be able to access with bullet points that explain why each was selected and how they can access it.
 1. Slide 1: Postsecondary Education/Employment (e.g., tutoring, summer camp, internship, UTEP CASS, LinkedIn)
 2. Slide 2: Daily Life (e.g., laundromat, gym, yoga/meditation center, music lessons, park, dating/friendship app)
 3. Slide 3: Community Involvement (e.g., social club, sports league, voter registration, Facebook groups)
- iii. Create a ~4 min video of yourself presenting the PowerPoint and explaining each context, why it's important, and how they can access it. Don't explain what you would say to this individual, but instead pretend you are speaking to the individual and explaining each context to them.
- iv. Post to Blackboard as an Assignment (up to 20 points) and watch/substantially comment on at least two of your classmates' videos (optional since class will be over). Provide constructive feedback on at least two aspects of the video (e.g., text, graphics, steps, instruction, audio/video, uniqueness, understandability).

5. Field-Based Experience (80 points)

- a. This course required three hours of field-based observation. Students may complete these hours in-person or virtually. Students must complete the log and reflection on Blackboard to document their experience.
 - i. In-Person: Observe (or volunteer with) transition assessment, instruction, and/or meetings in a middle or high school setting with a special educator (or transition specialist, related service provider, school counselor, etc.) and a student (or students) receiving special education (e.g., life skills, community-based instruction, Project Search, etc.).
 - ii. Virtual: Take notes and reflect on the following videos:
 1. Video 1: [Student Directed IEP](#) (13 min)
 2. Video 2: [Why CBI? Community Based Instruction](#) (10 min)
 3. Video 3: [Social Skills](#) (19 min)
 4. Video 4: [Get the Job...Keep the Job!](#) (26 min)
 5. Video 5: [Parents Teaching Self-Advocacy Skills](#) (20 min)

XV: Grade Scale

Points	Letter Grade
360 - 400	A
320 - 359	B
280 - 319	C
240 - 279	D

200 - 239	F
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XVI: Schedule

Week	Date	Topic (Materials)	Learning Experience
1	Monday June 6 th	Strengths-Based Transition Planning (Syllabus)	-In-Class Participation
	Wednesday June 8 th	Transition and Academic Assessment (Chapter 1 & 2)	-In-Class Participation
	Friday June 10 th	Student Experience (Graduating Peter)	-Original Discussion Post
	Sunday June 12 th	Secondary Transition (IRIS)	-Response Posts -Quiz #1 -Strength Video #1
2	Monday June 13 th	Employment (Chapter 4)	-In-Class Participation -Strength Video #1 Feedback
	Wednesday June 15 th	Postsecondary Education (Chapter 5)	-In-Class Participation
	Friday June 17 th	18+ Programs (Think College/Project Search)	-Original Discussion Post
	Sunday June 19 th	Student-Centered Transition (IRIS)	-Response Posts -Quiz #2 -Strength Video #2
3	Monday June 20 th	Self-determination (Chapter 3)	-In-Class Participation -Strength Video #2 Feedback
	Wednesday June 22 nd	Healthcare (Chapter 6)	-In-Class Participation
	Friday June 24 th	Relationships (Love on the Spectrum)	-Original Discussion Post
	Sunday June 26 th	Working with School Counselors (IRIS)	-Response Posts -Quiz #3 -Strength Video #3
4	Monday June 27 th	Community (Chapter 7) -Guest Speakers (TBD)	-In-Class Participation -Strength Video #3 Feedback
	Wednesday June 29 th	Putting it all Together (Chapter 8)	-In-Class Participation
	Friday July 1 st	Advocacy (Crip Camp)	-Original Discussion Post
	Sunday July 3 rd	Interagency Collaboration (IRIS)	-Response Posts -Quiz #4 -Strength Video #4 (Feedback optional) -Field-Based Experience

XVII. Course Policies/University Resources

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. To read UTEP's policies, visit the Office of Student Conduct and Conflict Resolution's website on Academic Integrity and Scholastic Dishonesty at <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

Assignments: All assignments must be submitted to Blackboard by the assigned date/time. Given the abbreviated nature of the summer semester, all the grades for all late assignments will be deducted one letter grade for each day late (e.g., A to a B).

Attendance: In-person attendance is required. Attendance at office hours is optional but recommended. Any absence, late arrival, or early exit must be communicated and approved with the instructor prior to class.

Center for Accommodations and Support Services (CASS): All individuals with disabilities have the right to equal access and opportunity in college courses and on campus. For accommodations or support services, contact CASS at (915)747-5148. Evaluation services are also available if you believe you may benefit from accommodations. CASS offices are in Union East, Room 106. For more information, visit their website at www.utep.edu/student-affairs/cass/

Counseling and Psychological Services (CAPS): UTEP provides confidential counseling and psychological services related to critical situations, crisis counseling, personal counseling, career counseling, and consultation. To schedule services or ask questions, contact them at caps@utep.edu or (915) 747-5302 or visit their website at <https://www.utep.edu/student-affairs/counsel/counseling-services/>

COVID-19: Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Field-Based Experience: Per TAC§228.35(b)(1), candidates seeking teacher certification must complete a minimum of 30 clock-hours of field-based experience (FBE) prior to clinical student teaching or internship. This course requires 3 hours of FBE. You will document observation in a log of the time spent observing and a final reflection.

Military Student Success Center: UTEP provides dedicated staff (many of whom are veterans and students) to help students in any branch of the service to reach their educational goals. To learn more contact them at mssc@utep.edu, (915)747-5342, or visit their website at <https://www.utep.edu/student-affairs/mssc/>

Technology: A computer with internet connection, video, and audio capabilities is necessary for the in-person and online components of this hybrid course. Technology is available at the library if needed. Contact UTEP Technology if you need support with technology throughout the semester at

<https://www.utep.edu/technologysupport/> or contact the library at ask@utep.libanswers.com or call (915) 747-5643.

Tutoring/Writing Center: For tutoring or support, contact mlctutor@utep.edu or call (915) 747-6008 for tutoring or uwctutors@utep.edu for writing or call (915)747-5112. They are located in the library, Room 227. For more information or to schedule an appointment visit their website at <https://www.utep.edu/mlc/> or www.utep.edu/uwc

*The last day to register for Summer I is June 8th.
The Summer I Drop/Withdrawal Deadline is June 24th.
The University is closed on July 4th for Independence Day*

XVII: Rubrics

Discussion Posts

Components	Exceeds Expectations	Meets Expectations	Below Expectations
Original Post Connection 1: Text-to-Self	5 points	4 points	3 or fewer points
Original Post Connection 2: Text-to-Text	5 points	4 points	3 or fewer points
Original Post Connection 3: Text-to-World	5 points	4 points	3 or fewer points
Two Responses (at least one connection in each)	5 points	4 points	3 or fewer points

Strengths Videos

Components	Exceeds Expectations	Meets Expectations	Below Expectations
PowerPoint Content (e.g., all required data/materials included and summarized well)	5 points	4 points	3 or fewer points
PowerPoint Mechanics (e.g., grammar, spelling, organization, images, font, readability, color)	5 points	4 points	3 or fewer points
Audio/Video (e.g., clear, understandable, and energetic audio and video content)	5 points	4 points	3 or fewer points
Two Responses (e.g., constructive & substantial feedback to two videos on Blackboard)	5 points	4 points	3 or fewer points

Field-Based Experience Log and Reflections

Components	Exceeds Expectations	Meets Expectations	Below Expectations
Log Content (e.g., detailed notes of all key aspects of observation/video)	20 points	16 points	12 or fewer points
Log Mechanics (e.g., grammar, spelling, organization, readability)	20 points	16 points	12 or fewer points
Reflection Content (e.g., in-depth, thoughtful reflection of observation/video that connects to course content)	20 points	16 points	12 or fewer points
Reflection Mechanics (e.g., grammar, spelling, organization, readability)	20 points	16 points	12 or fewer points

