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### EDSP 526.50: Introduction to Secondary Transition and Community Supports

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THE PHYLLIS J. WASHINGTON

COLLEGE OF  
**Education &  
Human Sciences**

UNIVERSITY OF MONTANA

Spring 2021

Course Syllabus for EDSP 526

*Introduction to Secondary  
Transition and  
Community Supports*  
(Graduate level course)



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Phone: 243-5512(Voicemail)

Office Hours: Varied (contact professor to schedule an appointment.)

Class time/location: online Moodle course site. (This class is asynchronous, meaning it will not meet online specific days or times.)

**Land acknowledgement:**

"The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for the generations to come." (<https://www.umt.edu/eo/equal-opportunity/diversity/default.php>)

**Welcome to EDSP 526: *Introduction to Secondary Transition and Community Supports!***

This course is designed to introduce you to best practices in secondary education and transition for youth with disabilities. It is aligned with Montana's standards and the *National Standards & Quality Indicators for Secondary Education and Transition*, as well as programmatic competencies leading to the teaching endorsement in Special Education in Montana.

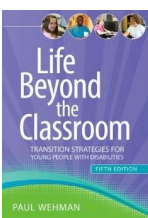
Secondary transition services for adolescents and youth with disabilities roughly pertains to 13-22-year-olds. Careful transition planning and program implementation is critical for quality post-school outcomes for these youth, increasing the likelihood that they are successful, contributing, and self-directed members of society in adult life. Educators (especially at the middle and high school levels) should assist students and care providers to identify goals for students' adult lives, and provide meaningful educational experiences in a variety of inclusive settings emphasizing skill acquisition and goal realization. Goals are developed based on student and family preferences, as well as student skills and needs. Assessment and service delivery includes

collaboration with a number of different school and community professionals.

**Course format:**

This semester, our course format will be online. You will be expected to set aside an adequate amount of time to independently work on the Moodle content. The content is expected to take an average of three hours per week (commensurate with a three-hour face-to-face class), with additional time required for homework assignments. This course also contains a *transition-focused case study project* with a high school student with a disability. Course participants will each be paired with a secondary-aged student for various hands-on transition-related support and instruction. This will satisfy the **30-hour fieldwork component** for this class. An overview of this project will be posted on Moodle.

**Required text:** This text can be purchased new or used online. Please note that we are using the 5<sup>th</sup> edition of the text.



*Life beyond the classroom: Transition strategies for young people with disabilities (5<sup>th</sup> ed.).*

**Author:** Paul Wehman, PhD

**Published:** 2013 (Baltimore, MD: Paul Brookes Publishing)

**ISBN:** 0-13-113064-1

**Supplemental readings** will also be required and will be available on the course Moodle site, or you will be given directions for locating them.

### **COURSE LEARNER OBJECTIVES**

Successful participation in and completion of this course will enable you to:

1. Understand the essential elements of secondary transition for youth with disabilities.
2. Identify formal and informal transition assessments that assist in planning for current and future education, career development, community living, and personal-social skills.
3. Utilize at least one assessment with an adolescent or young adult with disabilities.
4. Learn about multicultural and collaborative strategies that support participation of *all* students with disabilities and their families in transition planning, including those from culturally and linguistically diverse backgrounds.
5. Describe the roles and responsibilities of various transition service providers (both school-based and adult agency-based) in the process of assessment, planning, decision-making, and implementation/evaluation of services.

6. Define self-determination, understand the critical role it plays in transition curriculum planning, and name some strategies to promote skill acquisition in self-determination for students.
7. Understand appropriate curriculum design for students with disabilities in middle, high school, and transition programs.
8. Develop, implement, and evaluate a research-based, transition-focused instructional plan to teach a critical skill, or skills, to an adolescent or young adult with disabilities.
9. Develop transition-based goals and objectives for an adolescent with disabilities using the transition component of the IEP.
10. Identify post-school employment options for youth with disabilities in Montana and in the United States.
11. Identify current trends/options and support services in post-secondary education for youth with disabilities (local and national).
12. Identify current trends/options in supported living for young adults with disabilities (local and national), including home ownership, as well as opportunities for meaningful engagement in community recreation and leisure pursuits.

## GUIDELINES

### **Class attendance & participation:**

Content delivery will be online. It is expected that you will read all online content and complete all online assignments, including participation in discussion forums.

Your required **30-hour field experience** is expected to start between Week 5 and 6 and will be coordinated through the department's Office of Field Experience.

Online weeks run Monday through Sunday; that is, new content will open on Mondays for the week, and assignments, reading responses, discussion posts, etc. will generally be due on the following Sunday by midnight.

For the fieldwork component of this course, you are required to schedule a set time to work with your client each week and give notice of the set schedule to your instructor.

### **Person-first language:**

When referring to persons with disabilities, it is generally considered most respectful to use "person-first language". That means that we emphasize the *person before* the disability. For example, we would say, "a child with autism" *not* "an autistic child", or she "uses a wheelchair", *not* she is "wheelchair-bound". Please adopt person-first language in your written and spoken language, and encourage others to do the same. If you have questions or would like to review the criteria for using respectful, person-first language, see p. 76 of the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.)

(APA, 2009). Please note that during the semester, we will also explore “disability first” language, which has been adopted by a number of disability rights activists.

**Due dates for assignments:**

If you are unable to meet a due date, you are responsible for making an alternative arrangement with your instructor *prior* to the actual due date. Acceptance and grading for any assignment submitted late is up to the instructor’s discretion. As a precaution, please save a digital copy of all your assignments until the semester is completed so that you may resubmit if necessary (technology is great, except when it isn’t).

**Assignment format:**

Your *formal* assignments must be typed, using person-first language, and generally written with APA style (6<sup>th</sup> ed.) guidelines, contain full references, and be clearly and concisely written unless otherwise stated.

Please save and submit all written assignments as Last Name\_First Name\_Assignment#.docx. For example: Brown\_Kim\_Homework1.docx. Submitting as a Word document will allow your instructor to provide comments. Some attachments for the case study project, such as data sheets, may need to be sent as a .pdf file to support formatting.

**Support for students with disabilities:** Students who have a documented disability who need accommodations or modifications to reach their academic goals in this course are strongly encouraged to contact the instructor and/or the office of Disability Services for Students on campus (Lommasson Center 154/ 243-2243/ dss@umontana.edu) as soon as possible. Your instructor will be more than happy to provide needed accommodations.

**Academic Honesty and Integrity (UM official statement):**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students must be familiar with the Student Conduct Code. The code is available for review online at <https://www.umt.edu/student-affairs/community-standards/default.php>

## ASSIGNMENTS

1. **Responses to Readings/ Webinars/Activities:** 60 points possible (5 total at 10 points each, and 1 total at 10 points - Moodle discussion forum facilitator role). Upon completion of assigned readings (and/or completing other activities), you will respond to a study guide or other questions, or participate in an online discussion. These questions will be designed to encourage recall and synthesis of the information covered in the readings, critical thinking, and application of the ideas in educational and community settings. These responses will be evaluated according to: understanding of the reading content, completeness, accuracy, and evidence that application to practice has been considered.

In addition, you will be assigned to a Moodle discussion forum where you will serve as a forum facilitator, responding to peer posts, encouraging continued dialog, and adding relevant information to deepen topic knowledge and understanding. (The online discussion rubric will be posted on the course website, and includes responding to peer posts.)

2. **Online Modules:** 80 points possible (4 total; 20 points each). You will complete three modules on transition, self-determination, and learning strategies, and then complete one additional module of your choosing (to be approved by your instructor).
3. **Exploration of Adult Service Agencies:** 30 points possible. With a peer partner, you will create a report to present to the class on one state or local adult service provider/agency. This will include visiting the physical site (if possible), interviewing key personnel (face-face or by phone), and studying agency information on the internet. With your partner, you will also create a lesson plan to support outreach, dissemination of adult service information, and meaningful student learning experiences with students and families. More information will be provided on Moodle.
4. **Case Study Project:** 110 points possible. You will be assigned to work independently (or collaboratively with a classmate) with a youth or young adult with significant support needs on some aspect(s) of secondary transition: vocational, independent living, and/or community participation skills (for a minimum of 30 contact hours). The Office of Field Experience will organize participant matches.

Your case study will include these components:

1. **Assessment** (participant and care-provider interview using Ellen Condon's *Transition Planning Workbook*, and observations of the student in natural settings where the skill will be performed—discrepancy analyses). [25 points]
2. Development of a **research-based instructional plan\*** (instructional program) to teach the skill(s) to the mentee (task analysis, prompting strategy, data collection sheet, etc.). Based on the mentee's assessment data, you will also decide which steps to teach (and how to teach them) and as well, whether/into which step(s) to incorporate assistive technology supports. [25 points]
3. **Implementation** of instruction... you will teach the skill to your mentee following your plan, and *with your mentee*, chart their progress toward skill acquisition. [25 points]
4. **Evidence-based research for instructional strategy:** You will use evidence-based research to support the method you have chosen to teach your mentee a vocational skill. You must summarize a minimum of 2 studies that validate the selection and efficacy of your instructional method, and include a full citation of each study within your report. [10 points]
5. **Evaluating/revising/sharing your plan:** You will share in some creative way your experience with your mentee, for example, through a brief video

you create together to share with our class. You will also present assessment, instructional plan/program, and student progress data. You will post your presentation to the class Moodle site. [25 points]

\*For examples, see *Research to Practice Lesson Plans* at <https://transitionta.org/lessonplans>

5. **Design Transition Component of an IEP:** 20 points possible. You will develop a transition component for a mock IEP based on your case study mentee. The transition component form and scoring rubric for this assignment will be provided.

### SUMMARY OF COURSE REQUIREMENTS/GRADING

Grading: Grades will be based on the total points earned by the student. A total of **300 points** are divided over the following course requirements:

Assignment	Due Date	Points
1. Reading/activity responses: 6 @ 10 pts each	Throughout semester, noted on Moodle	60
2. Online modules 4 @ 20 pts each	Transition: Jan. 17 <sup>th</sup> Self-Determination: Feb. 7 <sup>th</sup> Learning Strategies: Feb. 28 <sup>th</sup> 4 <sup>th</sup> Module: TBA	80
3. Transition Component of IEP	April 11 <sup>th</sup>	20
4. Adult Service Provider research, interview, and online presentation	April 18 <sup>th</sup>	30
5. Case study project	April 26 <sup>th</sup>	110
<b>Total</b>		<b>300</b>

#### Grading\*:

A	=	94 - 100	B	=	83 - 86	C	=	73 - 76	D	=	63 - 66
A-	=	90 - 93	B-	=	80 - 82	C-	=	70 - 72	D-	=	60.0 - 62
B+	=	87 - 89	C+	=	77 - 79	D+	=	67 - 69	F	=	0 - 59.9

\*Percentage will be determined by dividing total points earned by total possible and multiplying by 100; grades round from the tenth position using standard practices of 0 - 4 rounds down and 5 - 9 rounds up with the exception of "F".