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EDSP 426.01: Secondary Transition and Community Supports

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 <p>UNIVERSITY OF MONTANA</p> <p>PJW College of Education and Human Sciences Department of Curriculum & Instruction</p>	 <p>TTEAM Training Teachers to Ensure Achievement and Membership <i>for Children and Youth with Low Incidence Disabilities</i></p>
<p>Course Syllabus for EDSP 4/526</p> <p><i>Secondary Transition and Community Supports</i></p> <p>Summer 2014</p>	<p>Professor: Morgen Alwell, Ph.D. Office: 306 Education Phone: 406-243-5512 Email: morgen.alwell@umontana.edu Office Hours: Wednesdays 4:00 – 7:00 pm Other hours by appointment</p> <p>Course dates: June 9th – July 11th See <i>format</i>, below</p>

Project TTEAM participants will focus on students with low incidence disabilities.

Welcome to EDSP 4/526: *Secondary Transition and Community Supports!* Transition planning is the process through which educators facilitate students' identification of goals for their adult lives, and collaborate with school and community professionals, students, and families to provide experiences that will prepare all students with disabilities, including those who are culturally and linguistically diverse, to be successful, contributing, and self-determined members of society in adult life. Educators and related service providers are challenged to prepare students for adult life through valuable educational, vocational, recreational, and residential experiences based on student (and care provider) preferences, interests, needs, and strengths. This course is designed to introduce students to the methods and procedures used to prepare students with disabilities for adulthood. This course addresses both MT-OPI and programmatic competencies in the Master's of Education in Special Education at UM.

Course format:

This course is taught in a format that blends online and face-face instruction. During the first two weeks (June 9th – June 20th) and the final week (July 7th – July 11th) of the course, learning activities will take place primarily through a robust online Moodle course supplement. During class weeks three and four, the class will meet face-face most M-F afternoons [June 23rd – July 3rd] in the PJW College of Education room #124, from 1:00 – 4:00.

During the online weeks, students will be expected to engage in several types of web-based learning activities including completion of modules, reflections on readings, and on-line discussions, and the completion of individual and collaborative assignments. The schedule for the two face-face weeks will be provided at the first meeting on Monday, June 23rd. During the first week of the course, students will also be assigned a **case study project** developing and implementing supports focused on one or more aspects of secondary transition for an adolescent

or young adult with disabilities. Work with the case study youth will commence in week one and will be ongoing throughout the 5 weeks of the class.

Required text: (will be provided for TTEAM participants)

Transition Methods for Youth With Disabilities (1st ed.)

Authors: Test, D., Aspel, N., and Everson, J.

Published: 2006 (Pearson Education/Merrill-Prentice Hall - Upper Saddle River, NJ)

ISBN: 0-13-113064-1

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

Class Attendance:

You are expected to visit the course website frequently and to submit weekly assignments and/or discussion postings within articulated time frames. All assignments will be posted week by week under the Topics tabs on the course website. Please note: The class week begins on **Monday** and ends the following **Sunday**. You are required to notify Dr. Alwell in advance if you cannot participate within the time frames given. You are also required to be present and engaged in all face-face meetings.

Learner Objectives:

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

1. Explain the essential elements of secondary transition for youth with disabilities, and their historical, philosophical, and legal foundations, as well as current legal requirements.
2. Identify several specific examples of formal and informal transition assessments and appropriate applications across current and future education, career development, community living, and personal-social domains.
3. Articulate multicultural and collaborative strategies that support participation of *all* students with disabilities and families in transition planning, including those from culturally and linguistically diverse backgrounds, and atypical family structures.
4. Define the roles and responsibilities of various transition service providers (both school-based and adult-agency based) and the process of assessment planning, decision making, and implementation/evaluation of services.
5. Demonstrate knowledge of the critical role of student self-determination in transition curriculum planning, and identify strategies to promote skill acquisition in self-determination for students.
6. Explain the links between transition planning and standards-based curriculum, and articulate appropriate curricular design for students with disabilities in secondary schools.

7. 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.
8. Develop transition-based goals and objectives for an adolescent with disabilities using the transition component of the IEP.
8. Identify major employment options for youth with disabilities in Montana and in the United States, including the development of customized employment, school and post-school services, and programs for career/employment preparation.
9. Identify current trends/options and support services in post-secondary education for youth with disabilities (local and national), including attendance at community colleges, tribal colleges, and degree-granting colleges and universities.
10. 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.

Due dates for assignments:

During online weeks, all written assignments are due **by 6:00 pm on the following Sunday**, unless otherwise specified. If you are unable to meet this deadline, you are responsible for making an alternative arrangement with Dr. Alwell-- *prior to the actual due date*. Acceptance and grading for any assignment submitted late is up to the instructor's discretion. Other assignments are due as posted.

Note: Please save an electronic copy of all assignments until the semester is completed so that you may resubmit if necessary.

Assignment format:

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

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 me ASAP, and/or the office of DSS on campus (contact information follows) at your earliest convenience. I am more than happy to provide needed accommodations.

Disability Services for Students
 The University of Montana - Missoula
 Emma B. Lommasson Center 154
 Missoula, MT 59812
 Phone: (406) 243-2243 (Voice/Text) Fax (406) 243-5330
dss@umontana.edu

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 <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

ASSIGNMENTS

1. **Responses to Readings/Activities: 60 points** (4-total; 20 points each)
Upon completion of assigned readings (and/or completing other activities), students will respond to study guide or other questions as posted on Moodle. 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.
2. **IRIS Modules:** You will complete one IRIS module on secondary Transition. Your responses to the module content are worth **25 points**. Please include your initial thoughts responses (pre-test) and assessment responses (post-test).
3. **Guest speakers:** During the face-face portion of the class, you will participate in presentations/ interviews with at least 3 different transition experts with varied backgrounds. You will prepare questions to ask these speakers, and receive credit for the quality of your preparation for and participation in these sessions. **(40 possible points)**
4. **Project TTEAM Portfolio Project (200 points possible):**

Case Study Project: During the first week of the class, you will be assigned to work independently (or collaboratively with a classmate) with an adolescent or young adult (for a minimum of 12 contact hours spread over a few weeks) with significant support needs on some aspect of transition: vocational, independent living, and/or community participation skills.

Your case study will include these components:

1. **Assessment** (student and care-provider interview, and observation of student in natural setting where skill will be performed—discrepancy analysis) **(25 points)**
2. Development of a **research-based instructional plan*** to teach the skill(s) to the student (task analysis, prompting strategy, data collection sheet, etc.) Based on the student's assessment data, you will also decide which steps to teach (and how to teach them) and as well, which step(s) to incorporate assistive technology supports. **(50 points)**
3. **Implementation** of instruction... you will teach the skill to the student following your plan, and chart student progress toward skill acquisition. **(100 points)**
4. **Evaluating/revising/ sharing your plan:** You will graph the student

performance data, and you will share your plan with the student and his or her care-provider, and with our class. **(25 points)**

*For examples, see <http://www.nsttac.org> under “Professionals” and click on Research to Practice Lesson Plans.

5. **Design Transition Component of an IEP:** You are required to develop a transition component for a mock IEP based on a case study provided by the instructor. The transition component form, case study, and scoring rubric for this assignment will be posted. **(25 points)**
6. **Graduate Students:** Students taking the course for graduate credit will also study the evidence base on your selected intervention with your consultant (or another aspect of transition discussed with your professor), and summarize this in a paper (3-4 pages) to be turned in at the end of class. You may also be asked to share research highlights in class, as time allows.

Summary of Course Requirements/Grading

Grading: Grades will be based on the total points earned by the student. A total of **450 points [undergrad] or 500 points [grad]** are divided over the following course requirements:

Assignment	Points
1. Reading/ activity responses	60
2. IRIS module on transition	25
3. Attendance/ participation at presentations with secondary transition service providers	40
4. Case study project	200
5. Transition Component of IEP	25
6. Graduate students research synthesis/ paper	50
7. General participation across 5 weeks of course (20 points per week)	100
Total	U 450/ G 500

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".