

SPED 798: Transition Assessment

Instructor:

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Course Purpose:

The purpose of this course is to provide a background on transition assessment for individuals with disabilities from childhood through adulthood. Emphasis is placed on identifying appropriate formal and information transition assessments and incorporating assessment results into IEP planning. The knowledge base for the course content comes out of special education, school-based related service disciplines, career and vocational guidance, rehabilitation, and vocational education.

Learning Objectives:

Students will learn and apply

- Key features of formal and informal assessment
- Creating an ongoing and individualized assessment process
- Person-centered planning & the role of students in transition assessment
- Role of accommodations in testing
- How to interpret and communicate assessment information
- Translating assessment information into services

Accommodations: The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do as soon as possible. Please also see the instructor privately in regard to this course.

Writing Support: As a student in this course, you are eligible to an Online Consultation about your writing through the KU Writing Center (<http://www.writing.ku.edu/>). Through Online Consultation, students submit their papers to the writing center for feedback along with specific questions that he/she would like answered about his/her writing. Writing consultants review the papers and provide extensive feedback via email. Please note: writing consultants will not make corrections on comments on the actual paper, but will provide ample feedback. Additionally, the KU Writing Center offers a page of links that can help you understand trustworthiness of web-based resources (<http://www.writing.ku.edu/students/evaluate.shtml>).

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com, which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment or on disk) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Please just be certain that your words are your own, and cite others as often as necessary.

Required Textbook: This is not a required textbook for this course. Required readings are available as PDF downloads on the course website, <http://www2.ku.edu/~tccop/cgi-bin/mod/login/index.php>

Course Topics, Readings & Activities

Week	Topic	Learning Objectives	Readings	Activities
1	Overview of Transition Assessment	The transition assessment process including key features of assessments.	Online Learning Module: <i>Transition Assessment: The Big Picture</i>	Module activities - summary sheet
2	Informal Assessment	Types of informal assessments & role of the student in transition assessment	Online presentation and informal assessments	Discussion Board reviewing informal assessments
3	Formal Assessment & Accommodations	Purpose of formal assessments & role of accommodations in testing	Online presentation and formal assessments	Discussion Board reviewing formal assessments
4	Using Transition Assessment Information	Interpreting and communicating assessment information; translating assessment information into services	Read articles and explore website	Reflection

Assignments	Points Possible	Due Date
Transition Assessment module summary sheet	20	7/15/07
Discussion Board: Week 2	20	7/22/07
Discussion Board: Week 3	20	7/29/07
Reflection	20	8/3/07
Project (for undergraduate or graduate credit)	20	8/12/07

A= 90% -100%
 B= 80%-89%
 C= 70%-79%
 D= 60%-69%

Project Requirements

For those earning undergraduate or graduate credit, choose one of the following project options.

Option 1: Choose a completed IEP from a district you work with (this can be an IEP you used in a previous course if you took it). Identify transition assessment information included in the IEP and how the information is related to a student's postschool goals and course of study. Then list additional transition assessment information that would be beneficial to IEP development. Identify how the information could be gathered (e.g. interviews, specific transition assessment instruments, observation, etc.). Write a 2-page single-spaced paper identifying: (1) transition assessment information in the IEP; (2) assessment information that would be beneficial; (3) sources for gathering the information; and (4) a reflection on the adequacy and use of assessment data in the IEP.

Option 2: Develop a presentation and/or training materials to help teachers and administrators improve transition assessment. Create one of the following: (1) a 5-20 slide PowerPoint presentation that you might present in the future, or (2) training materials that could be used at the district level (e.g., pamphlet, insert to IEP manual, handouts, example assessment forms). Include resources or website links where individuals can obtain more information, and be sure to include references for information you obtain from websites or articles. Then write a 1-2 page reflection on why you chose the topic and how you will use the presentation/materials you created. Submit the document(s) and reflection.

Option 3: Assess an adolescent with a disability using one or more of the assessments available through this course. Write a 2-4 page single-spaced paper identifying: (1) why you chose the assessment and the student; (2) information gained through the assessment; (3) perceptions of the assessment, including strengths and weaknesses; (4) how the information gained through this assessment could be used to improve the transition planning for the student. Submit your reflection; submitting the completed assessment materials is options.

Option 4: Write a 7-10 page double-spaced literature review (research paper) over a topic discussed in class. Use appropriate APA citations throughout the paper and include a reference page. It is typically helpful to narrow your topic (i.e., transition assessment high school students with autism). Please contact the instructor if you would like assistance defining your topic. As a literature review, it is expected that all information will be obtained through reputable sources. These can include articles, books, websites, interviews, videos, etc. You may include a section in the paper about your personal experiences, but the majority of the paper should reference other sources.