

SPED 798: Introduction to Transition Education & Services

Instructor:

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Course Purpose:

The purpose of this course is to provide a background on transition education and services for individuals with disabilities from childhood through adulthood. Emphasis is placed on identification and documentation of transition skills needs of youths, the nature of the transition process, and curricular implications. The knowledge base for the course content comes out of special education, school-based related service disciplines (e.g., school psychology, school social work, guidance and counseling, occupational therapy, and speech/language pathology) career and vocational guidance, rehabilitation, vocational education, and vocational evaluation.

Learning Objectives:

Students will learn and apply

- Purpose and history of transition planning
- Best practices in transition planning, including IDEA requirements
- Self-determination in the transition planning process
- Integrating transition planning into all classrooms through instructional strategies, inclusion universal design for learning

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>

Schedule of Topics, Readings, and Activities

Week	Topic	Learning Objectives	Readings	Activities
1	Overview of Transition Education & Services	Purpose and history of transition planning	Read article; view video; and explore website	Quality Indicators Needs Assessment Discussion Board
2	Best Practices in Transition Planning	Best practices in transition planning, including IDEA requirements	<i>Best Practices in Transition Planning</i> learning module	Module Activities
3	Self-Determination & Transition	Self-determination in the transition planning process	Read article; view video; and explore website	Discussion Board
4	Instructional Strategies for Transition Education	Integrating transition planning into all classrooms	Read article; view video; and explore website	Reflection

Assignments	Points Possible	Due Date
Session 1: Discussion Board	20	
Session 2: Module Summary Sheet	20	
Session 3: Discussion Board	20	
Session 4: Reflection	20	
Project (for undergraduate or graduate credit)	20	

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:

Analyze five completed IEPs from the district you work in and identify the areas the IEPs meet IDEA transition requirements and the areas in need of improvement. Use the *Indicator 13 Checklist* from the National Secondary Transition Technical Assistance Center to evaluate the IEPs (note: most likely, the IEPs will not meet IDEA 2004 requirements, as this law was recently passed. Please use this time to identify what will need to be improved to meet the new regulations). After you have completed the checklist, summarize your findings in a 2-page single-spaced paper. Be certain to provide both the strengths and weaknesses of the current IEP process in the districts you work with. Submit the paper on the course website.

Option 2:

Choose one area of the *Indicator 13 Checklist* or an area of transition planning discussed in class that you feel could be improved in your district. Develop a presentation and/or training materials on that area of need. Create one of the following: (1) a 10-20 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). For either option, include resources or website links where individuals can obtain more information. 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 on the course website.

Option 3:

Using *Planning for the Future* (http://www.transitioncoalition.org/~tcacs/new/files/planning_future.pdf) or another self-determination or person-centered planning curriculum, work with a student (and ideally his/her parents or the entire IEP team) to outline his or her vision for the future and to create a preliminary action plan for reaching that vision. Then write a 1-2 page reflection on the experience. Scan the completed documents and submit them along with your reflection on the course website.

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., teaching self-determination skills to 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. Submit the paper on the course website.