

Special Education

Principles of Transition Education and Services

I. COURSE DESCRIPTION

This course provides an overview of the principles of transition education that enable students with significant disabilities to work and live independently after leaving secondary education settings. Specifically, this course will review the basics of how to write and implement age-appropriate transition plans, with an emphasis on pertinent factors such as promoting self-determination, meeting legal parameters, setting inclusive community life goals, utilizing evidenced-based practices, administering appropriate assessments, and working collaboratively with multiple stakeholders to meet life planning goals.

II. COURSE FORMAT

An online course management system will be used for this course. Please be sure to check for assignments, materials, and announcements during the course of the semester. Learning activities include the following:

- Lecture and discussion of content
- Video and media for learning
- Independent reading assignments
- Supplemental learning material

III. COURSE GOALS

Upon completion of this course, the student should be able to

- Describe pertinent transition education laws
- Identify competitive employment outcomes
- Identify postsecondary training options for students with disabilities
- Identify guardianship alternatives
- Conduct strategies to promote self-determination for transition students
- Select appropriate assessments for planning life goals related to work and community life
- Identify a circle of support, which includes family and community stakeholders, to involve in the transition planning process
- Write a measurable individualized education program (IEP) transition goal
- Describe the principles and steps of supported employment and customized employment

IV. READINGS AND RESOURCES

A. Required Text

Wehman, P. (2020). *Essentials of transition planning* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

B. Supplemental Reading

Additional material will be provided as PDFs on the course online site or via web links. Each supplemental reading will be related to the weekly topic.

Class Schedule and Assigned Readings			
Week	Topic	Objectives/Learning Outcomes	Reading/Chapters
Week 1	History of Transition	Discuss historically poor postsecondary outcomes and the historical shift toward competitive employment and community inclusion.	Wehman Chapter 1
Week 2	Transition Law and Policy	Review contemporary transition laws and policies promoting postsecondary outcomes for students with disabilities (e.g., Individuals with Disabilities Education Act [IDEA], Workforce Innovation and Opportunity Act [WIOA], Higher Education Opportunity Act [HEOA]).	Wehman Chapter 1 (Continued); Supplemental Reading: Overview of WIOA: https://www.doleta.gov/WIOA/
Week 3	Self-Determination, Guardianship, and Life Goal Development	<ul style="list-style-type: none"> • Discuss strategies for fostering self-determination. • Discuss levels of guardianship and guardianship alternatives. • Review strategies for teaching students how to guide/direct their own life planning (e.g., person-centered planning and self-directed IEPs). 	Wehman Chapter 2; Supplemental Reading: Overview of Supported Decision Making (SDM) as an alternative to guardianship: http://www.supporteddecisionmaking.org/
Week 4	Evidenced-Based Intervention	Discuss ways to identify, locate, and implement best practices during the transition process.	Wehman Chapter 3; Supplemental Reading: National Technical Assistance Center on Transition (NTACT) Effective Practices and Predictors: https://www.transitionta.org/effectivepractices
Week 5	Preparing for Transition from Elementary to Secondary School	Identify transition stages across the lifespan.	Wehman Chapter 4
Week 6	Writing Transition into the Individualized Education Program (IEP)	Identify ways to write measurable and effective transition goals in an IEP based on individualized student-identified life goals.	Wehman Chapter 5; Supplemental Reading: Peer-reviewed article posted on the course online site: Szidon, K., Ruppert, A., & Smith, L. (2015). Five steps for developing effective transition plans for high school students with autism spectrum disorder. <i>Teaching Exceptional Children</i> , 47(3), 147–152.

Class Schedule and Assigned Readings			
Week	Topic	Objectives/Learning Outcomes	Reading/Chapters
Week 7	Transition Assessments	Identify types of assessments (e.g., formal vs. informal) for different life areas (e.g., community, employment), aimed at understanding a student's strengths, interests, preferences, and needs.	Wehman Chapter 5 (Continued); TOPIC PAPER DUE
Week 8	Collaborative Family and Stakeholder Involvement	Identify ways to involve and communicate with family, guardians, and other relevant individuals in the student's circle of support during all levels of life planning (e.g., programming, planning, assessments, IEP meetings).	Wehman Chapter 6; Supplemental Reading: Peer-reviewed article posted on the course online site: Povenmire-Kirk, T. C., Test, D.W., Flowers, C. P., Diegelmann, K. M., Bunch-Crump, K., Kemp-Inman, A., & Goodnight, C. I. (2018). CIRCLES: Building an interagency network for transition planning. <i>Journal of Vocational Rehabilitation</i> , 49(1), 45–57.
Week 9	Employment	<ul style="list-style-type: none"> Identify the principles and process of supported employment. Discuss customized employment. Identify transition IEP goals and internship opportunities that will prepare students for success in employment settings. 	Wehman Chapters 7 and 8; Supplemental Reading: Peer-reviewed article posted on the course online site: Smith, T. J., Dillahunt-Aspillaga, C. J., & Kenney, R. M. (2017). Implementation of customized employment provisions of the Workforce Innovation and Opportunity Act within vocational rehabilitation systems. <i>Journal of Disability Policy Studies</i> , 27(4), 195–202.
Week 10	Postsecondary Education and Training	<ul style="list-style-type: none"> Identify postsecondary training opportunities for individuals with disabilities (e.g., student disability services, college programs for students with intellectual disability). Identify transition IEP goals that will prepare students for success in postsecondary settings. 	Wehman Chapter 7 (Continued); Supplemental Reading: Review the Think College web site: https://thinkcollege.net/
Week 11	Adult Service Agencies and Community Resources	Review types of funding opportunities and other community supports available for students given geographic location and eligibility.	Wehman Chapter 9; Supplemental Reading: Review of state vocational rehabilitation (VR) services: https://askjan.org/concerns/State-Vocational-Rehabilitation-Agencies.cfm
Week 12	Evaluating and Re-evaluating Transition Goals and Outcomes	<ul style="list-style-type: none"> Discuss ways to continually assess the effectiveness of strategies in place to meet goals. Consider how to adjust strategies to meet changing life goals as students age, build new skills, or develop different interests and preferences. 	COURSE CONCLUSION
Week 13	Course Conclusion	Final Questions	FINAL EXAM

V. COURSE REQUIREMENTS

The following table summarizes the assignments and tests that will comprise your final grade.

Assignment	Possible Points
Topic Paper	80
Presentation	70
Discussion Board 1	10
Discussion Board 2	10
Discussion Board 3	10
Discussion Board 4	10
Discussion Board 5	10
Discussion Board 6	10
Discussion Board 7	10
Discussion Board 8	10
Discussion Board 9	10
Discussion Board 10	10
Final Exam	150
Total	400

Grading Scale

Grades are based on the total number of points earned. A breakdown of letter grades by points is as follows:

- A = 90% to 100% of total points
- B = 80% to 89.9% of total points
- C = 70% to 79.9% of total points
- D = 60% to 69.9% of total points
- F = 59.9% or below of total points

Each course requirement is broken down in more detail next.

- **Topic Paper:** Search the peer-reviewed literature for articles, chapters, and books pertaining to your topic. Student papers should be 8–10 pages in American Psychological Association (APA) style. Papers should reflect a review of the evidenced-based literature on a topic discussed in your textbook:

Wehman, P. (2020). *Essentials of transition planning* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

- **Presentation:** Students will select a *different topic* from the course textbook (Wehman, 2020)—that is, a topic other than the one selected for the topic paper. Students will audio record their presentations in a format such as PowerPoint or Prezi, then post the presentation on the course online site for classmates to review. Students must use appropriate visual and other aids and must lead the class through their topic as though they were conducting a

training session on the topic of the paper. Presentations will be no longer than 20 minutes each. **One or more students will post their presentations each week online. A sign-up sheet for due dates will be provided. Due dates will be assigned on a first-come, first-served basis on the sign-up sheet. Student's presentations form the topics for the online discussion boards.*

- **Discussion Boards:** Students will view video presentations from their classmates. Although there may be multiple presenters each week, students are expected to view all presentations but only will be graded for commenting on 10 of the presentations during the semester. Points are earned for making comments, asking or answering questions, or otherwise participating in the discussion on the topics presented.
- **Final Exam:** Students will take a final exam based on the content learned in the course from class lectures, readings, and classmates' video presentations. The final exam will include multiple choice, true/false, and/or essay questions.

VI. STUDENTS WITH DISABILITIES

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, require that the university provide “academic adjustments” or “reasonable accommodations” to any student who has a physical or mental impairment that substantially limits a major life activity. To receive accommodations, students must register with the Disability Support Services Office at this university.

Please contact your instructor with any questions.