

# Special Education

## Transition From School to Adulthood

### I. COURSE DESCRIPTION

This course provides an introduction to transition planning for students with disabilities preparing to exit school and enter adulthood. Candidates will develop skills to plan and deliver transition instruction by collaborating with students, parents, colleagues, and outside agencies, as well as gain knowledge of how state and federal policy and legislation such as the Workforce Innovation and Opportunity Act (WIOA) of 2014 affect transition and postschool experiences for students. It is important that special educators learn the tools they need to support students through this critical period of K–12 education as they prepare for their future in work, education, and independent living. Effective transition-age special educators use evidence-based approaches individualized to their students while cultivating relationships with the agency personnel needed to facilitate transition planning after graduation. In addition, transition planning should be responsive to the cultural and linguistic identities of students and families. This course will cover both what the research says about the pathways to positive postsecondary outcomes and practical approaches for implementation and practice.

### II. COURSE GOALS AND OBJECTIVES

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

- Understand key components of transition planning and how key policy such as the Individuals with Disabilities Education Act (IDEA), WIOA, and Higher Education Opportunity Act (HEOA) affect service delivery for transition-age students with disabilities
- Identify research-supported transition strategies and practices for supporting students with disabilities, including curricular instruction, individualized education program (IEP) development and implementation, and community-integrated experiences
- Identify key predictors of postsecondary success in the areas of employment, postsecondary education, and independent living
- Demonstrate knowledge of how person-centered planning approaches and self-determination instruction and experiences can create more effective transition plans and better equip students with the skills needed to self-direct their lives
- Develop a transition IEP that emphasizes evidence-based predictors of postsecondary success and individualized transition supports
- Learn alternative ways to teach content material, including curriculum adaptation and curriculum modifications that promote successful integration of students with disabilities with their peers without disabilities; implement and monitor IEP-specified accommodations within the general education classroom

These course goals and objectives meet the following Council for Exceptional Children (CEC) Initial Preparation Standards:

### 5. Instructional Planning and Strategies

1. Learner Development and Individual Learning Differences
4. Assessment
7. Collaboration

For a full description of each standard, go to <https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>.

## III. READINGS AND RESOURCES

### A. Required Text

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

### B. Suggested Text

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

### C. Required Articles

- Ayres, K. M., Douglas, K. H., Lowrey, K. A., & Sievers, C. (2011). I can identify Saturn but I can't brush my teeth: What happens when the curricular focus for students with severe disabilities shifts. *Education and Training in Autism and Developmental Disabilities, 46*(1), 11–21.
- Browder, D., Gibbs, S., Ahlgrim-Delzell, L., Courtade, G. R., Mraz, M., & Flowers, C. (2009). Literacy for students with severe developmental disabilities: What should we teach and what should we hope to achieve? *Remedial and Special Education, 30*(5), 269–282. <https://doi.org/10.1177/0741932508315054>
- Carter, E. W., Brock, M. E., & Trainor, A. A. (2014). Transition assessment and planning for youth with severe intellectual and developmental disabilities. *The Journal of Special Education, 47*(4), 245–255. <https://doi.org/10.1177/0022466912456241>
- Haber, M. G., Mazzotti, V. L., Mustian, A. L., Rowe, D. A., Bartholomew, A. L., Test, D. W., & Fowler, C. H. (2016). What works, when, for whom, and with whom: A meta-analytic review of predictors of postsecondary success for students with disabilities. *Review of Educational Research, 86*(1), 123–162. <https://doi.org/10.3102/0034654315583135>
- Hendricks, D. R., & Wehman, P. (2009). Transition from school to adulthood for youth with autism spectrum disorders: Review and recommendations. *Focus on Autism and Other Developmental Disabilities, 24*(2), 77–88. <https://doi.org/10.1177/1088357608329827>
- Mazzotti, V. L., Rowe, D. A., Sinclair, J., Poppen, M., Woods, W. E., & Shearer, M. L. (2016). Predictors of post-school success: A systematic review of NLTSS secondary analyses. *Career Development and Transition for Exceptional Individuals, 39*(4), 196–215. <https://doi.org/10.1177/2165143415588047>
- Morningstar, M. E., Lombardi, A., Fowler, C. H., & Test, D. W. (2017). A college and career readiness framework for secondary students with disabilities. *Career Development and Transition for Exceptional Individuals, 40*(2), 79–91. <https://doi.org/10.1177/2165143415589926>
- Roux, A. M., Rast, J. E., Rava, J., Anderson, K. A., & Shattuck, P. T. (2015). *National Autism Indicators Report: Transition into Young Adulthood*. Retrieved from <https://drexel.edu/autismoutcomes/publications-and-reports/publications/National-Autism-Indicators-Report-Transition-to-Adulthood/>
- Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenbark, G. G., & Little, T. D. (2013). Relationships between self-determination and postschool outcomes for youth with disabilities. *The Journal of Special Education, 48*(4), 256–267. <https://doi.org/10.1177/0022466913489733>
- Test, D. W., Smith, L. E., & Carter, E. W. (2014). Equipping youth with autism spectrum disorders for adulthood: Promoting rigor, relevance, and relationships. *Remedial and Special Education, 35*(2), 80–90.

- Thoma, C. A., Agran, M., & Scott, L. A. (2016). Transition to adult life for students who are Black and have disabilities: What do we know and what do we need to know? *Journal of Vocational Rehabilitation, 45*(2), 149–158. <https://doi.org/10.3233/JVR-160819>
- Trainor, A. A. (2010). Diverse approaches to parent advocacy during special education home–school interactions: Identification and use of cultural and social capital. *Remedial and Special Education, 31*(1), 34–47. <http://dx.doi.org/10.1177/0741932508324401>
- Trainor, A. A., Newman, L., Garcia, E., Woodley, H. H., Traxler, R. E., & Deschene, D. N. (2019). Postsecondary education-focused transition planning experiences of English learners with disabilities. *Career Development and Transition for Exceptional Individuals, 42*(1), 43–55. <https://doi.org/10.1177/2165143418811830>
- Wehman, P., Schall, C., McDonough, J., Sima, A., Brooke, A., Ham, W., . . . Riehle, E. (2019). Competitive employment for transition-aged youth with significant impact from autism: A multi-site randomized clinical trial. *Journal of Autism and Developmental Disorders. https://doi.org/10.1007/s10803-019-03940-2*
- Wehman, P., Taylor, J., Brooke, V., Avellone, L., Whittenburg, H., Ham, W., . . . Carr, S. (2018). Toward competitive employment for persons with intellectual and developmental disabilities: What progress have we made and where do we need to go. *Research and Practice for Persons with Severe Disabilities, 43*(3), 131–144. <https://doi.org/10.1177/1540796918777730>

<b>Class Schedule and Assigned Readings</b>		
<b>Week</b>	<b>Topic</b>	<b>Reading/Chapters</b>
Week 1	Overview of Course and Syllabus	
Week 2	What Is Transition?	<b>Wehman Chapter 1;</b> Hendricks and Wehman, (2009)
Week 3	WIOA, Pre-Employment Transition Services (Pre-ETS), and Transition Planning Requirements	Wehman et al. (2018); Workforce Innovation Technical Assistance Center WINTAC Toolkit for Career Pathways
Week 4	Person-Centered Planning and Individualized Transition Planning	<b>Wehman Chapter 2;</b> Test, Smith, and Carter (2014)
Week 5	Self-Determination and Community Inclusion	<b>Wehman Chapter 7;</b> Shogren, Wehmeyer, Palmer, Rifenbark, and Little (2013)
Week 6	What We Know Works in Transition	Haber et al. (2016); Mazzotti et al. (2016); National Technical Assistance Center on Transition NTACT Predictors of Post-School Success,
Week 7	Planning for Employment	<b>Wehman Chapter 8;</b> Wehman et al. (2019)
Week 8	MIDTERM	
Week 9	Writing a Transition IEP	<b>Wehman Chapter 5;</b> Morningstar, Lombardi, Fowler, and Test (2017)
Week 10	Collaboration in the Transition Process	<b>Wehman Chapters 4 and 6</b>
Week 11	Developing a Transition Curriculum	<b>Wehman Chapter 3;</b> Ayres, Douglas, Lowrey, and Sievers (2011); Browder et al. (2009)
Week 12	Transition Planning for Students With More Significant Disabilities	Carter, Brock, and Trainor (2014); Roux, Rast, Rava, Anderson, and Shattuck (2015)
Week 13	Culturally Responsive Transition Planning IEP ASSIGNMENT DUE	Thoma, Agran, and Scott (2016); Trainor (2010); Trainor et al. (2019)
Week 14	Navigating Funding and Resources Needed for Transition and Independence	<b>Wehman Chapter 9</b>
Week 15	Student Presentations FINAL PAPER DUE	

## IV. COURSE REQUIREMENTS

Assignment	Possible Points
Midterm	50
Transition IEP Assignment	50
Student Presentation	25
Final Paper	75
<b>Total</b>	<b>200</b>

### Grading Scale

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

A = 180–200 points

B = 160–179 points

C = 140–159 points

D = 120–139 points

F = fewer than 120 points

**NO LATE ASSIGNMENTS WILL BE ACCEPTED UNLESS ALTERNATIVE DUE DATE HAS BEEN DISCUSSED AND APPROVED BY THE INSTRUCTOR IN ADVANCE.**

Each course requirement is broken down in more detail next.

- **Midterm:** The course midterm will consist of both short answer and essay questions and will require teacher candidates to synthesize content from the first 7 weeks of the course related to transition policy and practice, research-based predictors of postsecondary success, person-centered planning, and Pre-ETS.
- **Transition IEP Assignment:** Teacher candidates will develop a transition IEP for a student that includes all required transition components and clearly incorporates person-centered planning approaches and evidence-based practices and experiences. Assignments will be graded based on inclusion of these components as well as how closely they align with individual strengths, interests, and other student factors.
- **Student presentation:** Teacher candidates will prepare and deliver a 15- to 20-minute oral presentation that summarizes findings of their research conducted in preparation of the final paper. Presentations should include detailed information about at least three studies with discussion of research design and methodology, participants, intervention and outcome variables, and findings. *A one-page handout summarizing the presentation is required.*

- **Final Paper:** Teacher candidates will select three transition predictors of postsecondary success (one from each relevant outcome area—e.g., employment, education, and independent living) highlighted in the NTACT Effective Practices and Predictors Matrix (<https://www.transitionta.org/effectivepractices>) as being evidence based or research based. For each predictor, at least two peer-reviewed articles should be cited and referenced that demonstrate the evidence for these practices or predictors for student populations. The discussion section of the paper should also include a personal statement regarding how it would be important to the teacher candidate's future practice. *American Psychological Association (APA) formatting must be utilized, including all citations* (see <https://apastyle.apa.org/blog> for guidelines on APA style). The paper should be typed, double-spaced, and in a 12-point font and should not exceed seven pages.