

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**TRANSITION PLANNING
CIEP 342
FALL SESSION 2011**

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Course description and objectives

The purpose of this course is to provide a background for transition education services - from birth to adulthood - for individuals with disabilities. Candidates will look at legal mandates for transition planning and service provision, as well as how the People First movement has led to changes in our thinking and talking about people with disabilities. They will look at the specific challenges faced by adolescents with disabilities as transition to adulthood and person-centered planning, an approach that focuses on students assuming emergent adult roles in the community. Additionally, candidates will examine instructional strategies for teaching functional, occupational, and career identification skills in secondary school and community settings. The importance of working collaboratively with family and community members will be emphasized. Current perspectives on self-determination and quality of life issues as they relate to individuals transitioning to adulthood will be introduced. Course objectives include the following:

1. Understand the legal mandates for transition planning and service provision found in IDEA, section 503 and 504 of the Rehabilitation Act (CC1K8, GC1K4).
2. Identify the major life cycle transitions and changes experienced by students with a wide range of disabilities (CC2K1,GC2K4,CC3K1).
3. Identify instructional strategies for teaching functional and occupational skills to adolescents and young adults making a transition from secondary school (CC4S3,CC4S4,CC4S6). This will involve lesson plan development that must be done in conjunction with your clinical placement.
4. Identify instructional strategies for teaching personal and social skills to adolescents preparing for post-secondary transition (CC4S6,CC4S5). This will involve lesson plan development that must be done in conjunction with your clinical placement.
5. Identify health and fitness goals for a student with a disability (CC4S6).
6. Identify daily living skills that should be explicitly taught in community based-settings (GC5S1).
7. Identify community resources that provide support and vocational training to students transitioning to post-secondary settings (CC10K2, CC10S6). This objective will be addressed in part by the Community Resources assignment, which will be completed in conjunction with your clinical placement.
8. Identify agencies in the larger community that school personnel will collaborate with as they develop transition plans for students. As with objective 7, this is partially addressed by the Community Resources assignment, which will be completed in conjunction with your clinical placement.

9. Develop Life-centered career education (LCCE) curriculum and infuse it into the general education curriculum for students with disabilities (CC7 S4, GC7K2). This will involve lesson plan development that must be done in conjunction with your clinical placement.
10. Understand the value of student-centered, on going transition assessment that emphasizes the individual rather than the disability (CC8S4,CC8S4).
11. Understand the purpose/use of functional transition assessment (CC8K4).
12. Understand self-determination as a combination of skills, knowledge, and beliefs that enable a person with a disability to engage in goal-directed, self-regulated, autonomous behavior (CC10S4)
13. Learn how to help students to plan and make realistic occupational training and job-placement decisions (CC10S4).

Conceptual Framework

“Professionalism in Service of Social Justice” is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. A desire to help others is an admirable first step, but collaborating cross-culturally to make a lasting impact beyond the level of the individual involves a more specialized set of competencies, some of which will be emphasized in this course. Educators who desire to demonstrate effectiveness in diverse settings (where social justice is of such primary importance) must strive to understand themselves while simultaneously trying to assess the needs, resources, and priorities of the communities they serve. Commitment to the challenging interpersonal work of ensuring that students with special needs move smoothly between various systems is the tool to be developed here. But serving students, clients, families, and communities requires a commitment to a larger and more abstract notion of social justice, because a true ‘end’ or measurable goal of social justice may not be immediately apparent. Professionals must aim for fairness or equality for all while planning for various local purposes. Otherwise, they inadvertently reinforce a status quo that contains an inherent socially unjust power imbalance. For current or future teachers, this might mean moving from an attitude of awareness of diversity to actually trying to bring others together. Some of this may come from increasing others’ awareness of diversity. One may lead by example through demonstrating reflection about one’s heritage, social class, and family dynamics, and one’s place in various systems. These skills can also be put to use in the multidisciplinary collaborations required to develop and implement plans for transition. To join a service delivery team that is already successful and striving to enhance their current work is a privilege. To join a team that has failed in the past and views itself as being at the mercy of systemic and societal forces is, needless to say, a challenge. Often, schools like these are in need of a fresh viewpoint and a renewed commitment to social justice, and it is in addressing this need that students in Loyola’s School of Education are uniquely qualified to assist. The following Conceptual Framework standards are emphasized in this course (the shaded standards represent the areas of primary emphasis in CIEP 343:

CF Standards	Activities
Candidates demonstrate...	
CF1: ...an understanding of a current body of literature and are able to critically evaluate new practices and research in their field	- Class lectures addressing the state of the field with respect to transition services
CF2: ...knowledge and skills in a variety of	-Application of course information to clinical

school and professional settings.	settings
CF3: ...an understanding of issues of social justice and inequity.	- Class lectures which highlight features of both law and best practice
CF4: ...skills that will enable them to work effectively with diverse clients.	-Review and practice in developing transition plans for students with special needs
CF5: ...technological knowledge and skills which enhance education.	-Via technology requirements for student communication, presentation, and access to course materials
CF6: ...professional decision-making skills and behaviors in advancing social justice and service.	-Discussion and activities related to considering the transition process
CF7: ...how moral and ethical decisions shape actions directed toward service to others.	-Students will be encouraged to explore these issues as they reflect on class and clinical experiences via short essays
CF8: ...an ability to apply principles in professional decision-making.	- Service, participation, and professionalism requirements of clinical experiences

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

The following is an excerpt from information shared by the English Department and should serve as a reminder to all students of the policy of Loyola University Chicago regarding plagiarism: "Definition: Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one's own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing

things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others... (I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else's unpublished work, either with or without permission."

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Diversity

A characteristic of qualitative research is an awareness of one's own values, beliefs, and biases. We will address diversity issues (gender, race, religion, ability, sexual orientation, socioeconomic status, methodological preferences, etc.) throughout the course in our readings and discussions as they relate to those biases and to engaging in ethical research. In order to foster a learning community in the classroom, openness to and respect of various perspectives and backgrounds is essential.

Clinical Components

During this semester, you will have a clinical placement which will serve as a context for your observations and reflections, a source of materials, resources, and inspiration, and a laboratory within which you may compare best practice to the realities of working in complex school systems. While the clinical is not a requirement for CIEP 342, you will be referring extensively to your clinical experience in your assignments. In order to complete the assignments for this course, you must attend clinical consistently, conduct yourself in a professional manner, and maintain good working relationships with key personnel at those sites.

Technology

Technology is an essential tool for developing one's own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. I assume that students will be proficient at word processing (including creating tables and diagrams), communicating via Loyola GroupWise e-mail, and downloading Microsoft Word and Acrobat Reader files. In terms of performing article searches, it is helpful to have had experience; however, resource librarians are usually more than happy to help you with this. Otherwise, if you are not familiar with the any of the preceding skills/equipment, it is your responsibility to become so.

Textbook:

Kochlar-Bryant, C.A., & Greene, G. (2009). *Pathways to successful transition for youth with disabilities (Second edition)*. Upper Saddle River, NJ: Pearson.

Additional Website:

ISBE Website regarding Transition

<http://www.isbe.state.il.us/spec-ed/html/total.htm>

Loyola Website on Transition Support

http://www.loyolacseit.com/PDFs/Cross_Reference.8.16.2010.PDF

The Transition Coalition

<http://www.transitioncoalition.org/transition/>

National Center on Secondary Education and Transition

<http://www.ncset.org/>

Other readings will be assigned throughout the course.

Additional optional and useful text (check Blackboard as well):

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course requirements & evaluation procedures

Professional expectations of the instructor:

1. I make a strong effort be where I say I am going to be, and do what I say I am going to do. I value these characteristics in others. I also know that things in life just happen. If something does happen, I would like to know, especially, if you have an emergency and cannot make it to class.
2. When assignments are turned in on time, I am happy, everyone wants a happy grader for their assignment. I reserve the right to give partial credit or no credit for assignments past the date they are due. Please contact me regarding any in class assignments that are missed due to illness or approved excused absence.
3. I like to know what is expected from the beginning of any undertaking. The first two class sessions we will discuss expectations of instructors and student behaviors that will make the class run smoothly. Be thinking about three to five expectations you believe make university classes run smoothly (if it is easier, pick three to five behaviors that make the class run less smoothly and state the opposite.)
4. I really want to know what you think, and what you have learned from the course. Therefore, it is frustrating when I cannot read your work. Please type your assignments (unless otherwise specified).
5. When you are representing Loyola University Chicago, please dress and behave professionally.
6. All written assignments (with obvious exceptions) must be typewritten and conform to the *reference* formats specified in the Publication Manual of the American Psychological Association, 6th edition. You are not required to use APA formatting for the papers as a whole, but please double-space, utilize a 12-point font, and margins no greater than one inch. In addition, please submit papers in the format(s) outlined by the instructor.
7. In course discussions and in your writing please adhere to the recommendations in the TASH "People-First Language" article.

REQUIREMENT	DESCRIPTION / EXPECTATIONS	POINTS
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Attendance	You will receive all ten of these points if you attend all class sessions, arriving on time and remaining in class until the session ends. Deductions for missing any portion of the class session will be made at the instructor's discretion.	10
Class participation and assigned readings	It is expected that students will read all assigned selections thoroughly prior to class sessions. Class dialogue, facilitated by the instructor, will be an essential component of this course. You will receive participation points throughout the semester as you contribute to this dialogue. Participation points may also be lost by engaging in any of the behaviors outlined more extensively in the following section. Also, final presentations will be included in class participation points.	10
Quizzes (3)	These quizzes will be objective in format and open on Blackboard for specific windows of time. Each will consist of ten questions focused exclusively on the text chapters assigned up to the date on which the quiz is deployed.	15
Individual Transition Plan and Lesson Plan	The candidate will review an individual transition plan (using a format provided in class) for a student with a disability. Based on the plan, the candidate will develop one lesson plan addressing two or more of the transition issues found in the ITP.	25
Community Resources	This assignment consists of a list of agencies, websites, and/or other resources available to assist education professionals and families with the transition process. Candidates will identify someone in need of some type of transition support. You will share this with your contact. Further candidates will add their resource to the master list resources they found. A minimum of 5 resources should be included, and the list will be submitted via Blackboard.	20
My Activity	This is a project that can be developed by the candidate and the instructor. The candidate must e-mail the final decision to the instructor and keep a copy of the approval to be turned in with the assignment . These activities could include, but are not limited to: review of the literature, develop a presentation for the class on a particular content area, assist with a research project, conduct assessments for a transition plan and help with implementing supports, develop a futures plan with a student of their choice and turn in a completed draft. Total points will be negotiated with the candidate and instructor. These activities can also include modifying activities from one of the other classes from the Block. See Appendix A for additional ideas. A maximum of 3 page paper is required for this project.	20

	The paper should reference the School of Education Conceptual Framework.	
TOTAL		100

It is the responsibility of each student to obtain information missed due to tardiness or absence. All information related to the course will be posted on Blackboard in advance, and will be accessible throughout the duration of the course. Students are encouraged to consult one another in addition to the instructor. Penalties will not pertain to those who have religious obligations; please talk to the instructor about this as soon as possible.

A note on attendance and class participation

It is your responsibility to attend class, arriving and departing at the appropriate times for full classroom participation points. As for participation, it is more than talking in class. Participation means allowing oneself to become engaged in the learning process. Good examples of participation include contributing comments and examples from your experiences, as well as building on the comments of others. Raising questions and listening and responding to others' comments and presentations also count. You should also be sensitive to your own level of participation and either increase it or decrease it when appropriate.

Examples of expected behaviors for participation points include the following: Please turn off cell phones, use lab/personal computers and PDAs for class related activities, conduct on task conversations/texting, and attending class. Therefore, regular attendance is mandatory.

Final course grades will be assigned as follows:

Percentage	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

Topical Outline – Other readings and online activities will be assigned.

	Topic	Readings	Activities/Assignments
8/29/2011	Introduction to Transition	Chapter 1	
9/5/2011	Labor Day – Class does not meet	Chapter 2	
9/12/2011	History and Philosophy of	Chapter 3	Have decided on My

	Transition Student Populations and Their Transition Needs		Activity
9/19/2011	Legislation	Chapter 4	
9/26/2011	Coordinating Systems and Agencies	Chapter 5	
10/3/2011	Best Practices in Transition	Chapter 6	Quiz 1
10/10/2011	Mid-Semester Break	Class does not meet	
10/17/2011	Transition Assessment	Chapter 7	Community Resources due
10/24/2011	Transition Pathways/ Transition Planning	Chapter 8 & 9	
10/31/2011	Implementing Interagency Agreements	Chapter 10	
11/7/2011	The Final Phases of Transition/ Planning for Postsecondary Transition	Chapter 11 & 12	Quiz 2
11/14/2011	Transition and Culturally/Linguistically Diverse Youth	Chapter 13	My Activity Due
11/21/2011	Teachers as Transition Leaders	Chapter 14	Quiz 3
11/28/2011	Final Presentations		Bring a bulleted list of lessons learned from Review of Transition Plan and My Activity. Have enough copies for 3 people and the instructor. (Plan is welcomed earlier)
12/5/2011	Final Presentations		Individual Transition Plan and Lesson Plan Due

Guidelines for “My Activity”

Candidates Name _____

Objectives: (*Candidates must state the objective(s) of the activity and which objectives in the “Course Objectives” it addresses*)

Rationale: (Candidates state why this objective is important to them and how it relates to the class)

Activities: As stated in the course syllabus, candidates will be graded based on guidelines, with three being the highest grade possible, and one being the lowest.

A 3, 2, or 1 will be based on the quality of work. (Level three must include a handout which might be beneficial to the class). **Each candidate will develop their own rubric stating expectations of the project.**

3 –**TARGET : (15-20 points)**

2. – **MEETS STANDARD: (10-14 points)**

1. – **STANDARD NOT MET: (0-9 points and below)**

_____ Professor’s signature indicates an agreement with the objectives, rational, and activities of this “My Activity.”

_____ Date

_____ Candidate’s signature indicates that he/she is in agreement with the professor regarding the objectives, rational, activities, and evaluation of this “My Activity” and understands that he/she will be accountable to the evaluation agreed upon in this document. If the student wishes to make some change to the project, he or she must create a new rubric, and obtain the signature of the professor.

_____ Date

Please turn in all materials to the professor with this as a cover sheet. Materials will be due on the date assigned by the professor.

Guidelines for an “My Activity” Interview

Candidates Name _____

Objectives: Candidate’s will have the opportunity to increase their understanding of working with people with exceptionalities, their family members, and those who support them (**Course Objective**).

Rationale: Students need to interact with people impacted by exceptionalities to increase their own understanding and ability to provide supports to those in need.

Activities: As stated in the course syllabus, students will be graded based on guidelines, with three being the highest grade possible, and one being the lowest. The following is a breakdown of what is required for each level.

3 –**TARGET (15-20 points):** Candidates can conduct an interview in one of two ways:

- In person by taking notes
(Students should create a one bulleted page handout of the main points of the interview)
- Conducting a phone/Skye type interview or via e-mail.

The interview:

Provide the person to be interviewed with a list of possible questions prior to the interview

Interviews can range from 20 minutes to an hour.

Turn in to the professor –

Copies of your notes (for in-person interview);

A copy of the questions you asked the interviewee;

A one-three page summary of the interview; and

1 page bulleted list of “lessons learned” to be shared with the class (typed, spell checked, proof read)

2. - **MEETS STANDARD (10-14 points):** Interview is conducted, missing only one of the supporting materials

1. – **STANDARD NOT MET (0-9 points and below):** Interview is conducted, candidate is missing most of the supporting materials, and/or the student did not follow the directions provided by this instructor about their content.

Please turn in all material to the professor. Materials will be due on the date assigned by the professor. **You must clear the person you want to interview with the instructor to receive credit for this assignment!**

Possible people to interview:

One of the authors of the book

A researcher cited in the book (if that person is still living and willing to talk with us)

A person from a family-advocacy group

A person who is a self-advocate

A person with a disability that would like to share their experiences with pre-services professionals

A school district employee (urban, suburban, or rural) who is impacted by the exceptional lives of the students they serve.

Person from a government, civil, private, or public agency who is in charge of ADA and the Rehabilitation Act requirements for their organization (e.g., CTA, Boeing, Loyola)

Please make an appointment with the professor if you would like help with identifying people to interview. The burden is on the student to make the contact for the interview.

Rubric for Quality of Life Activity

_____ Candidates's Name

Objectives: Students will attend one event at the university in the fine art department to increase their awareness of their own four-fold development (spiritual, social, intellectual, physical).

Knowledge (SOE conceptual framework) of self is focused on for this assignment.

Rationale: If students are to help their students increase quality of life, they must be able to address and improve their own.

Activities: As stated in the course syllabus, students will be graded on a rubric, with three being the highest grade possible, and one being the lowest. The following is a breakdown of what is required for each level.

3 –Target (15-20 Points):

Candidates will complete the attached grid for quality of life in class. Next, candidates will select an activity from one of the four quadrants that will improve that area of life. You can review the list of upcoming events from local media and other sources about upcoming event. The candidate will pick an activity that is out of their normal routine that expands their own quality of life (special emphasis will be placed upon the arts – (e.g., music, theater))

Next students will:

1. Make sure they attend the program or complete the activity
2. Turn a copy of the program, log, pictures, or other form of documentation
3. Type up a reflection log, not longer than three pages answering the following questions:
 - a. What did you think of the performance or activity?
 - b. What were you exposed to that you were not familiar with previously?
 - c. How did attending this performance or completing this activity address any area of your own personal development/quality of life?
 - d. Would access to activities like this be beneficial to your students? If so, why? (remember to use spellchecker and proofread your document).

2. - Meets Standard (10-14 Points):

Student attends the presentation and brings back a flyer from the program and explains how the presentation impacted them in an e-mail to the professor.

1. – Standard Not Met (0-9Points):

Student attends the performance and brings back a flyer. The student may also earn this level if he or she does not complete the requirements of the assignment above.

Please turn in all materials to the professor with this rubric as a cover sheet. Materials will be due on the date assigned by the professor.

Physical	Spiritual
Social	Intellectual

Rubric for Person-Centered Plan Choice Activity

Fall 2011

_____ Candidates's Name

Objectives: Candidates will demonstrate an increased understanding of supporting individuals with low incidence special needs. Specifically, candidates will demonstrate knowledge of the issues and components of person-centered planning.

Rationale: Person-Centered Planning is a useful tool for providing supports for students with low-incidence special needs. Candidates need a solid understanding of components of these plans to ensure success. These components include, but are not limited to: quality of life issues, preferences of families, interview skills, report development, and identifying useful resources.

Activities: As stated in the course syllabus, students will be graded on a three level rubric. The following is a breakdown of what is required for each level.

Activities: The candidate will complete the following: (a) Conduct an interview with a person with transition needs, (b) conduct a follow-up interview with one person that is involved in supporting that individual (if possible), and (c) generate a report that contains the following:

1. Powerpoint presentation that documents the major components of this project. The slides should include but are not limited to:
 - a. Title Slide
 - b. Table contents
 - c. Concept Map
 - d. History
 - e. Who is in the circle of support?
 - f. What are the great expectations of the future?
 - g. What steps would need to happen to achieve these goals?
 - h. What have been the bumps in the road?
 - i. How is success celebrated?
 - j. Slides for recommendations and resources
2. A paper that should include:
 - a. Narrative summarizing the interview
 - b. A brief section about needs and supports for this person's disability (include three evidence-based citations from literature using APA format)
 - c. Reflections on your experience (reflections should address how this experience impacted you as an educator in the areas of: (a) knowledge, (b) skills, (c) service, and (d) ethics).

15-20 –**Target:** The interview was conducted in a highly professional and personal manner. All components of the report were provided and demonstrated high levels of creativity, organization, and thoughtfulness. The presentation was clear, well organized, and addressed the main points of the project.

10-14. - **Meets Standard:** The interview was conducted in a professional manner. All components of the report were provided and demonstrated creativity, organization, and thoughtfulness. The presentation was mostly clear, well organized, and addressed the main points of the project.

0-9 Points. – **Standard Not Met:** The interview was not conducted in a professional manner. All components of the report were *not* provided and demonstrated creativity, organization, and

thoughtfulness. The presentation was *not* clear, *not* well organized, and did *not* address the main points of the project.