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**TLLSC 263: Specializing in an Area of Teaching and Learning:
Supporting Students with Special Needs
Sequence 4: Module 4 - Transition Planning**
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Spring Semester 2018

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Information Commons

Module Information

Dates: March 19-April 6
Days: Mondays, Wednesdays, & Fridays
Times: 8:15 - 11:15 AM
Location: Mundelein Room 515
Clinical Sites: Sullivan High School and Al Raby High School

Module Description The purpose of this module 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.

Module Goals

Essential Questions:

1. How do special educators evaluate and support components of a transition plan using person centered planning and other effective assessments?

2. How do special educators directly support the implementation of transition components of an IEP?

As a part of this module, candidates will understand that effective educators:

- EU7K1: Generalize the value of student, family and community funds of knowledge (FoK) to student learning. (a1A) (IB)
- EU7K8: Explain how the social, cultural and historical context affects the expectations of students, utilizing ideas and principles related to social, cultural, linguistic, and economic capital. (c1C)
- EU7K9: Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers, and schools. (a1A, c1C) (IB)
- EU9K2: Identify significant outcomes (e.g., graduation rates, post-secondary attainment) for students in healthy learning environments.(d1H)
- EU9K5: Identify methods for teaching self-determination related social and emotional standards based skills (i.e., goal setting, self-evaluation, self-monitoring, transition planning, developing short and long term goals) across the curriculum and at different developmental stages. (c1B, d1D, e1F)

As a part of this module, candidates will:

- EU7S1: Create and conduct FoK assessments (e.g., interviews, surveys, home visits) to understand the cultural, linguistic and familial practices and discern the unique backgrounds of students. (c2C) (IB)
- EU7S8: Develop systems to communicate with and actively involve parents and families with the learning goals and educational experiences of their children. (c1F, h2G, i2D) (IB)
- EU7S9: Evaluate and support the social, emotional, cultural, linguistic and academic needs and backgrounds of children and families as they transition into American society. (h2G, i1F, i2I)
- EU7S10: Evaluate and support the unique social, emotional, behavioral, and academic needs of students in unique living situations such as homelessness, foster care, grandparents, etc. (i1F, i2I)
- EU7S11: Utilize asset mapping to outline the resources of students, families, and communities. (h1A, h2K) (IB)
- EU9S2: Design instruction that teaches self-determination strategies that are related to social and emotional standards (i.e., goal setting, self-evaluation, self-monitoring, transition planning, developing short and long term goals). (c2B, d2C, c1B)
- EU9S7: Use data to Evaluate and monitor student needs as they related to social, emotional, behavioral, cultural, linguistic and academic learning in the classroom. (d2D, d2I, e2B) (IB)
- EU9S8: Evaluate their instruction and their collaboration with others to determine if they are providing instruction that increases student success, self-esteem, and inclusion by addressing barriers to student learning. (a1C; d2F (i.e., students with special needs, ELL, gifted) (e2E, e2F, h1I, h2F, h2J, i2C, i2F) (IB)

Conceptual Framework

Specifically grounded in the overarching principles of Professionalism in Service of Social Justice, this course focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students, particularly those with special needs. Additionally, candidates must demonstrate

understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

Conceptual Framework Standards

These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities
- CFS3: Candidates demonstrate knowledge of ethics and social justice
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs:

Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

Candidates will be assessed on the following Disposition outcomes:

- Demonstrates professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (i2F) (IB)
- Reflect on how one's actions affects others and as a result demonstrate respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy. (i2A, i2B) (IB)
- Ground advocacy efforts in ethical convictions that promote social justice and affect policy design and implementation. (i2I) (IB)
- Collect and analyze community, school, family, and student data to guide educational decision-making. (a2E) (IB)
- Demonstrate resiliency when confronted with challenges and recognize when the support of colleagues and others is needed.
- Value diversity and advocate for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J) (IB)

Essential IDEA Objectives:

- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

IDEA Course Evaluation Link for Students

- Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, shown below, and following this scale:

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|------------|----|
| 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+ |
| 63% - 66% | D |
| 60% - 62% | D- |
| Below 60% | F |

Attendance:

- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
- Assignments are due on the dates listed on module syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.

Module Assignments

Module Participation: 5% of final grade

- Candidates are expected to consistently and actively participate in all class activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles, as well as completing a reader response.

Professional Attitude and Demeanor Part I

- 2-Always prompt and regularly attend classes.
- 1-Rarely late to class and regularly attend classes (No more than 1 absence).
- 0-Often late to class and/or poor attendance of classes (More than 2 absences).

Professional Attitude and Demeanor Part II

- 2-Always prepared for class with assignments and required class materials.
- 1-Rarely unprepared for class with assignments and required class materials.
- 0- Often unprepared for class with assignments and required class materials.

Level of Engagement in Class

- 2-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
- 1-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
- 0-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.

Integration of Readings into Classroom Participation

- 2-Often cite from readings; use readings to support points.
- 1-Occasionally cite from readings; sometimes use readings to support points.
- 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills

- 2-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
- 1-Listen when others talk, both in groups and in class.
- 0-Rarely listen when others talk, both in groups and in class.

- **Reflections: 30% of final grade, each reflections is 10%**
 - At the end of each week, candidates will reflect upon their learning and experiences at the school site that week related to module objectives and essential questions. Each class has a different goal of reflection. These should be addressed in the students' reflections. These reflections will be submitted as a blog on Sakai by Sunday at midnight of each week.

Person-Centered IEP Project

- **IEP Transition plan review: 30% of final grade**
 - The purpose of this assignment is to support the development of a student transition plan. The candidate will review an individual transition plan (using a format provided in class) for a student with a disability.
- **Student voice project: 30% of final grade -**
 - The purpose of this assignment is to support candidates in the development of person-centered IEPs. Candidates will work follow up with the student for whom they reviewed the IEP. They will then work with the student's teacher to determine what additional information from the student and/or their family would support their involvement in the IEP process as much as possible. This could include preference assessments, career inventories, life skills assessments, transition plans, parent interviews, teacher developed checklists, or person-centered planning.

- The candidate will work with the student's teacher to determine the most appropriate form of assessment that meets the needs of the student. Examples also will be provided in class. The candidate will submit a copy of the assessment along with a short reflection regarding how this support increased the level of self-determination for the student. Your primary task is to select the assessment process that best applies to your student and make recommendations for its use. Should the student and/or teacher not be willing to complete the assessment, the candidate must state this information and explain: (1) why they chose this particular assessment for the student, (2) how they might modify the assessment for the student based on their needs, and (3) how they believe the student's level of self-determination would have been improved as a result of the application of this tool. With the permission of the student, teacher, and family, you are welcome to complete the actual assessment with the student. The reflection then is based on why you selected the tool, how you modified the application, and the connection with improving student self-determination.
- **Sequence 4 Summative Assessment** from TLSC 263 (Transition Planning) will account for approximately 5% of your grade in this class

Technology/Communication/Electronic Etiquette

Students are expected to check the course page on Sakai weekly for any important communications regarding this class. Supplemental readings and assignments will be posted electronically. All email communication will occur through the Loyola email system. A student tutorial on Sakai is located on the Loyola website. If you are unsure how to use this system, please see the instructor.

Technology is increasingly becoming an integral part of our lives. Although it can be a vital tool, technology can also be an unnecessary distraction. The uses of electronic tools are encouraged in this class, as a means of augmenting the understanding of course content. When the technology interferes with classroom functioning, technology is a deterrent. It is the expectation that members of the class are focused on the course content and actively contributing to the class.

Live Text

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#)

Diversity

By focusing on the policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to: the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education—**Social Action through Education**.

Tentative Module Schedule

| Date | Topic | Readings/Resources | Assignments |
|------------|--------------------------------------|--|--|
| Mon Mar 19 | Overview of background on transition | Chapter 21 of Textbook | |
| Wed Mar 21 | Al Raby | | Discuss final projects with your mentor teachers at the school sites; take parent letter to sites |
| Fri Mar 23 | Sullivan | | <p>Week 1 Reflection due by Sunday (3/25) at 11pm</p> <p>What examples of self-determination lessons have you observed during your classroom observations?</p> |
| Mon Mar 26 | Mundelein 515 | <p>Test, D.W., Fowler, C.H., & Scoggins, L.C. (2012) Tiered Interventions and Secondary Transition Planning for Students with Disabilities: 101</p> <p>https://www.witig.org/wstidata/resources/tiered-interventions-and-secondary-transitionupdatefall2012_1360275104.pdf</p> | IEP Transition Plan Review Due Today |

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| Wed Mar 28 | Al Raby | | |
| Fri Mar 30 | Good Friday No Class | <p>Bohanon, H., Castillo, J., & Afton, M. (2015). Embedding self-determination and futures planning within a schoolwide framework. Intervention in School and Clinic.</p> <p>http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1032&context=esf_facpub</p> | <p>Week 2 Reflection Due by Sunday (3/31) at 11pm</p> <p>Describe how your school works on transition in classes, IEPs, and CBI. What suggestions do you have for improving the current situation at your site?</p> |
| Mon Apr 2 | Easter Monday Holiday No Class | <p>Best Practices in Transition Planning including assessment and plan development</p> <p>Zarrow Center: Tools for self-determination and transition http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html</p> <p>Look Back, Plan Forward: Online a person centered plan tool in a “cloud” format http://www.lookbackplanforward.com/</p> <p>National Center on Secondary Education and Transition http://www.ncset.org/topics/ieptransition/faqs.asp?topic=28</p> | |

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| Wed Apr 4 | Al Raby | | Week 3 Reflection will be due tonight (4/4) by 11 pm. What are your school's best practices in transition planning and what types of assessments are used? |
| Fri Apr 6 | Sullivan Final Project Due | | IEP Review and Analysis Student Voice assessment component is due today. |

Module Readings

Westling, David L. & Fox, L. (2008). Teaching Students with Severe Disabilities (4th Edition), New York: Prentice Hall.

Resources

Direct Behavior Ratings: Behavior progress monitoring and self-management tools

<http://www.directbehaviorratings.com/cms/>

Who Cares About Kelsey: Film following the life of a student through futures planning

<http://www.whocaresaboutkelsey.com/>

CASEL: Collaborative for Academic, Social and Emotional Learning

casel.org