



**LOYOLA
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Preparing people to lead extraordinary lives

TLSC 433: Transition Planning

Sequence 4: Module 4

Teaching, Learning, and Leading with Schools and Communities

Loyola University Chicago, School of Education,

Summer Semester 2016

Instructor Information

Class Instructor: Erin Denny

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Office hours: Before and after class, or by appointment.

Module Information

Dates: 07/05/2016 - 08/12/2016

Days: Wednesdays and Thursdays

Times: 9:00 - 11:30 AM

Location: Loyola Lakeshore Campus/Mundelein Center, Room 617

Clinical Site Location: Al Raby High School 3545 W Fulton Blvd, Chicago, IL 60624

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:

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

- 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)

IDEA Objectives:

- Gaining a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)

IDEA Course Evaluation Link for Students:

Please refer to the IDEA Campus Labs website: <http://luc.edu/idea/>. Click on: Student IDEA Log In. You will complete your course evaluation on this link at the end of the course.

Candidates will be assessed on the following Disposition outcomes:

- Demonstrate 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)

Module Policies

Grading Policy & Scale

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

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.

Writing Expectations

Please use APA 6th edition for all written work in this course. Submitted written assignments should be typed, double-spaced, use Times New Roman 12 pt. font and have 1-inch margins.

Student Dispositions

Student dispositions will be assessed according to the School of Education’s dispositional rubrics. Student behaviors, discussion comments, coursework, and communication will be utilized to determine dispositional ratings related to: professionalism, fairness, and the belief that all students can grow.

Late Work

Assignments submitted late (meaning after the module meeting or specified due date) will receive a 5% grade reduction per day the assignment is late unless special arrangements have been made in advance or unless documentation of emergency verifies that the assignment absolutely could not be turned in on time.

Module Requirements

Assignment	Total Points/ Percentage
Participation and Attendance/Module Participation	25
Weekly Reflections (5 total, 5 points each)	25
IEP Transition Plan Review	20
Student Voice Project	25
Sequence 4 Summative Assessment	5
Course Total	100

- **Module Participation: 25% 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

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

Professional Attitude and Demeanor Part II

- 5-Always prepared for class with assignments and required class materials.
- 3-Rarely unprepared for class with assignments and required class materials.
- 1- Often unprepared for class with assignments and required class materials.

Level of Engagement in Class

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

Integration of Readings into Classroom Participation

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

Listening Skills

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

- ***Weekly Reflections: 25% of final grade, each reflection is 5%***

- 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 on Sakai by Sunday at midnight of each week.

Person-Centered IEP Project

- ***IEP Transition plan review: 20% 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: 25% 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, (3) 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 433 (Transition Planning) will account for approximately 5% of your grade in this class. Must be posted to LiveText.
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Module Readings

Westling, David L., Fox, L. & Carter, E.W. (2015). Teaching Students with Severe Disabilities (5th Edition), New York: Prentice Hall.

LiveText. Click this link for more additional information, [LiveText](#).

Resources

ISBE Website regarding Transition

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

National Center on Secondary Education and Transition

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

APEX III: Futures planning within a school-wide framework

http://iod.unh.edu/Projects/apex/project_description.aspx

Look Back, Plan Forward: Online a person centered plan tool in a “cloud” format

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

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

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

Zarrow Center: Tools for self-determination and transition <http://www.ou.edu/content/education/centers-and-partnerships/zarrow>. com

CASEL: Online search tool to search current status of SEL standards by state <http://casel.org/policy-advocacy/sel-in-your-state>

Transition Coalition at the University of Kansas: Online training and self-assessment tools to develop self-determination teaching skills (<http://transitioncoalition.org/transition/>)

PROJECT RENEW Hand-out

School of Education Policies and Information

Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

SOE's Conceptual Framework –*Social Action through Education* – is exemplified within the context of each particular course. Conceptual Framework standards are referenced in the specific course syllabus if applicable. Our conceptual framework is described here: www.luc.edu/education/mission/

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.

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).

University Policies and Information

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

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/>

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

[http://www.luc.edu/media/lucedu/education/pdfs/SOE Cyberbullying Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

[http://www.luc.edu/media/lucedu/education/pdfs/SOE Netiquette Guidelines.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)

www.luc.edu/its/itspoliciesguidelines/index.shtml

Ethics Line Reporting Hotline

Loyola University Chicago has implemented Ethics Line Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988 (within the United States, Guam, and Puerto Rico).

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. www.luc.edu/ethicsline

Tentative Combined Course Schedule, TLSC 432 and TLSC 433, Summer 2016

(Module schedule may be subject to change due to changes in school schedules, etc. Should changes be necessary, you will be given notice of the changes as soon as possible. The most current schedule will always be posted on Sakai.)

Week	Date	Location/Topic	Readings Due	Assignment/Due Date
Week 1	Monday, July 4	Class will not meet-July 4th Holiday		
	Tuesday, July 5	LSC Classroom, Mundelein 617 -Review Course Syllabi -Introduction to AT; AT & the law -The SETT Model	-Westling Chapter 19 -SETT articles posted on Sakai	
	Wednesday, July 6	LSC Classroom, Mundelein 617 -Introduction to Transition Planning & Person-Centered Planning -Self-Determination & Transition Planning	Westling Chapter 21	Search ISBE website for information on Transition Services. Choose 2 resources from the site and analyze their usefulness for students with moderate to severe disabilities, their parents and their high school education to prepare for the future.
	Thursday, July 7	On site at Al Raby High School -Discussion at 11:00 *Share impressions of summer program.		<u>Week 1 Reflection (433)</u> <u>Prompt:</u> How does Self-Determination play a major role in Transition Plans and Future Planning for students with moderate to severe intellectual disabilities? How can you teach Self-Determination in your classrooms? Provide specific examples. Post to Sakai by 11 pm by Sunday, July 10.
Week 2	Monday, July 11	LSC Classroom, Mundelein 617 -AT for Seating, Positioning, and	-WATI Chapter 2 & 3 (Sakai)	(432) AT Research (completed in class)

		Mobility & Communication -Best Practices in Transition & Transition Assessment	-Article (posted in Sakai) -Westling pages 112-115 (“Assessing Preferences....”)	
	Tuesday, July 12	On site at Al Raby High School -Discussion at 11:00 *Share App Reviews		(432) 2 App Reviews for Communication (App Review #1) Post in Sakai by 11 pm
	Wednesday, July 13	On site at Al Raby High School -Discussion at 11:00 *What types of AT have you seen so far?		(433) Review the Transition Plan for a student at Al Raby shared by your Mentor Teacher.
	Thursday, July 14	On site at Al Raby High School -Discussion at 11:00 *Impressions of Transition Plans for students at Al Raby.		<u>Week 2 Reflection (433)</u> <u>Prompt:</u> Best practices in transition planning include assessment and plan development. What specific assessments would you include in the Transition Plan? Post to Sakai by 11 pm by Sunday, July 17.
Week 3	Monday, July 18	LSC Classroom, Mundelein 617 -AT for Computer Access & Writing -Transition Pathways/Transition Planning/The Final Phases of Transition/Planning for Post Secondary Transition	-WATI Chapter 4-5 (Sakai) -Project RENEW (posted on Sakai) -Article (posted on Sakai)	(432) AT Research (completed in class)
	Tuesday, July 19	On site at Al Raby High School -Discussion at 11:00 *Share App Reviews		(432) 2 App Reviews for Writing (App Review # 2) Post in Sakai by 11 pm
	Wednesday, July 20	On site at Al Raby High School -Discussion at 11:00 *Transition Plan Review Questions		

	Thursday, July 21	On site at Al Raby High School -Discussion at 11:00 *		Week 3 Reflection (433) <u>Prompt:</u> In what ways can students with disabilities participate meaningfully in the transition assessment and planning process? As an educator, how can you support the student in this process? Post to Sakai by 11 pm by Sunday, July 24. Transition Plan Review (433) Assignment due at midnight tonight (7/21/16).
Week 4	Monday, July 25	LSC Classroom, Mundelein 617 -AT for Reading & Math -Person-Centered Planning	-WATI Chapters 7 & 8 (Sakai) -Westling pages 97-194 ("Person Centered Planning")	(432) AT Research (completed in class)
	Tuesday, July 26	On site at Al Raby High School -Discussion at 11:00 *Share App Reviews		(432) 2 App Reviews- 1 for Reading, 1 for Math (App Review #3) Post in Sakai by 11 pm
	Wednesday, July 27	On site at Al Raby High School -Discussion at 11:00 *Do you see Person-Centered Planning in place at Al Raby?		
	Thursday, July 28	On site at Al Raby High School -Discussion at 11:00 *Use of AT in summer programs		Week 4 Reflection (433) <u>Prompt:</u> What transition planning do you see being used on site at your placement? If needed, interview your mentor teacher to see what is in place for transition at the school site. Post to Sakai by 11 pm by Sunday, August 1.

Week 5	Monday, August 2	LSC Classroom, Mundelein 617 -AT for Organization -Person-Centered Planning & Self-Determination 2.0	-WATI Chapter 9 (Sakai) -Additional Reading TBD	(432) AT Research (completed in class)
	Tuesday, August 3	On site at Al Raby High School -Discussion at 11:00 *Share App Reviews		(432) 2 App Reviews for Organization (App Review #4) Post in Sakai by 11 pm
	Wednesday, August 4	On site at Al Raby High School -Discussion at 11:00 *		
	Thursday, August 5	On site at Al Raby High School -Discussion at 11:00 *		<u>Week 5 Reflection (433)</u> Prompt: What might be a family's greatest hopes and concerns as their son or daughter with severe disabilities approaches graduation from high school? As an educator, how can you support and assist in alleviating these concerns? What specific steps would you take? Post to Sakai by 11 pm by Sunday, August 8.
Week 6	Monday, August 9	LSC Classroom, Mundelein 617 -AT for Recreation/Leisure/Daily Living -Reflections on time spent at Al Raby -Final questions regarding final projects	-WATI Chapters 10-11 (Sakai)	(432) AT Research (completed in class) Submit compiled list to Sakai by midnight tonight.
	Tuesday, August 10	Class will not meet. Work on final projects. Instructor available by appointment.		(433) Student voice project Submit to Sakai by midnight tonight.

	Wednesday, August 11	Class will not meet. Work on final projects. Instructor available by appointment.		
	Thursday, August 12	LSC Classroom, Mundelein 617 -Final SETT presentations and Student Self-Determination -Share Student Voice Project		(432) SETT Presentation is due in class.