



**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 2018

Instructor Information

Class Instructor: Erin Denny

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

Module Information

Dates: July 2, 2018 – August 10, 2018

Days: Wednesdays and Thursdays

Times: 9:00 - 11:30 AM

Location: Loyola Lakeshore Campus/Mundelein Center, Room 617

Clinical Site Location: Whitney Young High School, 211 S. Laflin St, Chicago, IL 60607

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)

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)

School of Education Policies and Information

Conceptual Framework Standards

SOE's Conceptual Framework –*Social Action through Education* – is exemplified within the context of each particular course. The Conceptual Framework standard addressed in this specific course syllabus:

SOE Conceptual Framework Standard 2 (Candidates apply culturally responsive practices that engage diverse communities) is addressed in this assessment in that candidates are evaluated on their ability to use knowledge from current research to critically evaluate IEP's for the use of research-based practices.

For more information on our conceptual framework, it 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).

Loyola University Chicago School of Education Syllabus Addendum

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.

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.

LiveText

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](#).

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*.

Module Policies

Grading Policy and Scale

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

| Total Course Points | Percentage | Letter Grade |
|----------------------------|-------------------|---------------------|
| 122-131 | 93%-100% | A |
| 118-121 | 90%-92% | A- |
| 114-117 | 87%-89% | B+ |
| 109-113 | 83%-86% | B |
| 105-108 | 80%-82% | B- |
| 101-104 | 77%-79% | C+ |
| 95-100 | 73-76% | C |
| 92-94 | 70%-72% | C- |
| 88-91 | 67-69% | D+ |
| 82-87 | 63-66% | D |
| 78-81 | 60%-62% | D- |
| 77 and below | Below 60% | F |

Attendance

Attendance is extremely important to support your learning in this module. Here are a few reminders:

- Please 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.

Up to one missed class will be excused with proper documentation of illness or unavoidable injury. More than one missed class can negatively impact your grade for contributions to our collaborative class research.

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

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.

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 |
| Online Assignment | 10 |
| IEP Transition Plan Review | 30 |
| Student Voice Project | 35 |
| Sequence 4 Summative Assessment | 6 |
| Course Total | 131 |

Participation and Attendance/Module Participation (25 points)

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 points total)

Each reflection is 5 points

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 11:00 pm on Sunday of each week. A rubric is provided that describes how the reflections will be evaluated.

Online Assignment (10 points)

Due to the shortened CPS ESY schedule, we will not be formally meeting as a class on August 2. Instead, you will access 2 online IRIS modules about assistive technology.

<https://iris.peabody.vanderbilt.edu/module/tran-scp/>

<https://iris.peabody.vanderbilt.edu/module/tran/>

After viewing these two modules, you will answer reflecting questions and participate in an online discussion forum on Sakai by posting a question and responding to at least 2 peers. This assignment should be completed by 9:00 am on August 3.

A rubric is provided that describes how this online assignment will be evaluated.

Person-Centered IEP Project (65 points total)

IEP Transition plan review: 30 points

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. A rubric is provided that describes how this plan will be evaluated.

Student voice project: 35 points

- 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.
- A rubric is provided that describes how this project will be evaluated.

Sequence 4 Summative Assessment (6 points)

From TLSC 433 (Transition Planning) will account for approximately 5% of your grade in this class. Must be posted to LiveText.

Required Text and Materials

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](#).

Additional readings will be posted to Sakai.

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

Tentative Combined Course Schedule, TLSC 432 and TLSC 433, Summer 2018

(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 2 | LSC Classroom, Mundelein 617 -Review Course Syllabi -Introduction to AT; AT & the law -The SETT Model | -Westling Chapter 19 -SETT articles posted on Sakai | 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. |
| | Tuesday, July 3 | LSC Classroom, Mundelein 617 -Introduction to Transition Planning & Person-Centered Planning -Self-Determination & Transition Planning | Westling Chapter 21 | |
| | Wednesday, July 4 | Class will not meet-July 4th Holiday | | |
| | Thursday, July 5 | On site at Whitney Young High School | | <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 8. |

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|--------|-----------------------|---|---|---|
| Week 2 | Monday, July 9 | LSC Classroom, Mundelein 617 -AT for Seating, Positioning, and Mobility & Communication -Best Practices in Transition & Transition Assessment *Share impressions of summer program. | -WATI Chapter 2 & 3 (Sakai) -Article (posted in Sakai) -Westling pages 112- 115 (“Assessing Preferences....”) | (432) AT Research (completed in class) |
| | Tuesday, July 10 | On site at Whitney Young High School -Discussion at 11:00 *Share App Reviews (tentative) | | (432) 2 App Reviews for Communication (App Review #1) Post in Sakai by 11 pm |
| | Wednesday, July 11 | On site at Whitney Young High School -Discussion at 11:00 *What types of AT have you seen so far? | | (433) Review the Transition Plan for a student at Westinghouse shared by your Mentor Teacher. |
| | Thursday, July 12 | On site at Whitney Young High School -Discussion at 11:00 *Impressions of Transition Plans for students at Whitney Young High School | | <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 15. |
| Week 3 | Monday, July 16 | LSC Classroom, Mundelein 515 -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 17 | On site at Whitney Young High School -Discussion at 11:00 | | (432) 2 App Reviews for Writing (App Review # 2) Post in Sakai by 11 pm |

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| | | * Transition Plan Review Questions | | |
| | Wednesday, July 18 | On site at Whitney Young High School -Discussion at 11:00 *Share App Reviews (tentative) | | |
| | Thursday, July 19 | On site at Whitney Young High School -Discussion at 11:00 *Final Transition Plan Review Questions | | <u>Week 3 Reflection (433)</u> Prompt: 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 22. Transition Plan Review (433) Assignment due at midnight tonight (7/19/16). |
| Week 4 | Monday, July 23 | LSC Classroom, Mundelein 515 -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 24 | On site at Whitney Young High School -Discussion at 11:00 *Do you see Person-Centered Planning in place at Whitney Young? | | (432) 2 App Reviews- 1 for Reading, 1 for Math (App Review #3) Post in Sakai by 11 pm |
| | Wednesday, July 25 | On site at Whitney Young High School -Discussion at 11:00 *Share App Reviews (tentative) | | |

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|--------|---------------------|---|---|--|
| | Thursday, July 26 | On site at Whitney Young High School -Discussion at 11:00 *Use of AT in summer programs | | <u>Week 4 Reflection (433)</u> <u>Prompt:</u> What transition planning did 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, July 29. |
| Week 5 | Monday, July 30 | 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, July 31 | Online Class Topic: Assistive Technology: An Overview –and-- Bookshare | Access Modules, Questions and Online Forum on Sakai *Due by 9:00 am 8/1 | (432) 2 App Reviews for Organization (App Review #4) Post in Sakai by 11 pm |
| | Wednesday, August 1 | LSC Classroom, Mundelein 617 Topic: SPED 101 | | |
| | Thursday, August 2 | Online Class Topic: Secondary Transitions: Student-Centered Transition Planning –and—Helping Students with Disabilities Plan for Post-High School Settings | Access Modules, Questions and Online Forum on Sakai *Due by 9:00 am 8/3 | <u>Week 5 Reflection (433)</u> <u>Prompt:</u> 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 6. |
| Week 6 | Monday, August 6 | LSC Classroom, Mundelein 617 -AT for Recreation/Leisure/Daily Living -Share App Reviews -AT & Self-Determination | -WATI Chapters 10-11 (Sakai) | (432) AT Research (completed in class) Submit compiled list to Sakai by midnight tonight. |

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| | | -Reflections on time spent at Al Raby/Whitney Young -Final questions regarding final projects | | |
| | Tuesday, August 7 | Final Assignments work day *Class will not formally meet | | (433) Student voice project Submit to Sakai by midnight tonight. |
| | Wednesday, August 8 | Final Assignments work day *Class will not formally meet | | |
| | Thursday, August 9 | LSC Classroom, Mundelein 515 -Final SETT presentations and Student Self-Determination -Share Student Voice Project | | (432) SETT Presentation is due in class. |