School of Education

EDST5129
Transitions in Lives of Students with Disabilities

Semester 2
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IMPORTANT :
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.
1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5129 Transitions in Lives of Students with Disabilities (6 units of credit)
Semester 2, 2015

2. STAFF CONTACT DETAILS

Course Coordinator:  Dr Sue O’Neill
Office Location:  John Goodsell 127
Email:   sue.oneill@unsw.edu.au
Phone:   93852909
Availability:  Tuesdays 10:00am – 12:00pm

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Transitions in Lives of Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (UOC)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
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<tr>
<td>Schedule</td>
<td>Intensive course</td>
</tr>
<tr>
<td></td>
<td>June 29, 30, July 2, 3</td>
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<tr>
<td></td>
<td>09:00-16:00, John Goodsell LG21</td>
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Summary of Course

This course will provide an overview of numerous transitions students with disabilities face. The focus will be on preparation, support and planning which goes into these transitions. Contemporary legislation, polices, methods and service delivery for education and transitional programming for students with disabilities at different levels (early childhood to primary level, primary to secondary level, secondary to tertiary level, secondary level to vocation) will be discussed.

Aims of the Course

This course aims to:
- To provide teachers with the theoretical knowledge about the nature of different transitions in lives of students with disabilities.
- To provide teachers with practical tools to assist in preparing these students and their families for different types of transitions.
### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
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<tbody>
<tr>
<td>1</td>
<td>Students will be able to demonstrate understanding of different transitions and policies and current issues in transition planning.</td>
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<tr>
<td>2</td>
<td>Students will be ready to identify research-based instructional strategies, resources, and materials used to transition individuals with disabilities into and out of school and post-school environments.</td>
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<tr>
<td>3</td>
<td>Students will identify support systems that promote self-determination and integration into community and work environment.</td>
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<tr>
<td>4</td>
<td>Students will describe the role of teachers, transition specialists, and community agencies related to transition services.</td>
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</table>

### Graduate Attributes

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
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</thead>
</table>
| 1 | Advanced disciplinary knowledge and practices  
Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments. | 1, 2 |
| 2 | Enquiry-based learning  
 Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education. | 1, 2 |
| 3 | Cognitive skills and critical thinking  
Demonstrate advanced critical thinking and problem solving skills | 2 |
| 4 | Communication, adaptive and interactional skills  
Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership | 1, 2 |
| 5 | Global outlook  
Demonstrate an understanding of international perspectives relevant to the educational field | 1 |
| 6 | Ethics  
Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education | 2 |

### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Research suggests that students with disabilities have difficulty with transitioning through different life phases, such as from primary school to high school, and from high school to tertiary education or vocational settings. To prepare students to make these transitions successfully, teachers can incorporate transition skills into their curricula. This course aims to provide not just an overview of difficult transitions faced by students with disabilities, but also strategies that teachers can employ to increase the success of students during critical life span transitions.
5. TEACHING STRATEGIES

- explicit teaching including intensive day-long seminars using a range of teaching strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- extensive opportunities for small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, to question and to problem solve
- These activities will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Seminars</th>
<th>Seminar Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction</td>
</tr>
<tr>
<td></td>
<td>What is transition planning and why do people with disabilities need support?</td>
</tr>
<tr>
<td></td>
<td>Transition planning and support: A legal or moral imperative? Guest speakers: Eliza Needs and Jennifer Kemp from Lifestart</td>
</tr>
<tr>
<td></td>
<td>Promoting self-determination to support transition planning, Person-centred planning/Student focused transition planning – Guest speaker: Roshini Chandroo</td>
</tr>
<tr>
<td>2</td>
<td>Collaboration in transition planning and support</td>
</tr>
<tr>
<td></td>
<td>Assessment of transition support needs</td>
</tr>
<tr>
<td></td>
<td>Collaboration with families in the transition process – Guest speaker: Michelle Tso</td>
</tr>
<tr>
<td></td>
<td>Building a transition team: Collaboration with family, school personnel, allied health professionals, and other stakeholders to create a wraparound service.</td>
</tr>
<tr>
<td>3</td>
<td>Transition from home to early education/intervention/primary school</td>
</tr>
<tr>
<td></td>
<td>Guest speakers: Stephanie Giles and Sarah Dominguez</td>
</tr>
<tr>
<td></td>
<td>Transitions to/from special school/unit settings back to mainstream</td>
</tr>
<tr>
<td></td>
<td>Transitions to/from juvenile justice settings</td>
</tr>
<tr>
<td></td>
<td>Guest speaker: Kate Prumm, Dorchester ETU</td>
</tr>
</tbody>
</table>
Transition from secondary school to post-school life: Guest speaker: Susanne Andrews: NSWDEC Post School Transition Advisor/ Disability Learning and Support

| 4 | Transition from primary school to secondary school |
|   | Transition to post-school employment, education, independent living and community participation |
|   | Developing and teaching the transition IEP |
|   | Course wrap up and Assessment Task 2 Q&A |

7. RESOURCES

*Prescribed text:*
Nil

*Prescribed Readings:*
See Moodle for daily, prescribed readings.

*Recommended texts*


8. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1 Essay</td>
<td>3,000 words</td>
<td>50%</td>
<td>1, 2, 3</td>
<td>1, 2, 4, 5</td>
<td>Midnight, Sunday 2nd August</td>
</tr>
<tr>
<td>Assessment 2 Individual Transition Plan</td>
<td>3,000 words</td>
<td>50%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 6</td>
<td>Midnight, Sunday 30th August</td>
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</tbody>
</table>
Assessment Details

Assessment 1 Essay: Evidence-based transition practices

• Choose one life transition (early intervention to primary school setting; primary to secondary school setting; from special settings or juvenile justice; secondary school to post-school options), AND
• Write an essay on the evidence-based practices suitable for/required for that transition phase for an individual diagnosed with one of the following:
  o Autism spectrum disorder
  o Cognitive disability (moderate to severe intellectual disability)
  o Emotional or behavioural disorder

* you choose one disability category from the 3 listed above to research evidence based transition practices for one transition phase listed above.

This essay should be double-spaced and written in APA style.

Cover sheets with your name and student ID, the name of the lecturer/tutor, the course number, title, and the date of submission should be completed and attached.

Specifically, your essay should contain, at minimum, 10 sources that meet the following criteria:
• Peer reviewed journal articles published in last 5-10 years beyond that supplied in the course
• Articles from a number of high quality journals

You should also incorporate relevant prescribed and additional readings/materials into your work to demonstrate that you are doing your readings.

This task is intended to provide you with some background reading and knowledge required for Assessment task 2.

Assessment 2

Individual Transition Plan for Postsecondary Life.

You will develop a hypothetical student-focused individual transition plan for a student with a disability (choose the same disability category as you chose for Assessment task 1).
- Choose a name and gender for your student
Your student is nearing the completion of Year 10, and the transition team need to create a plan.

1. Assume that your team has already conducted various informal and formal transition assessments (See Day 2, S1). You can decide what the student's strengths, preferences, interests and needs are for the purpose of this task, and hence their postsecondary goals.

Based off this hypothetical assessment data...

2. Identify postsecondary goals for the student in the areas of:
a) employment
b) education and,
c) independent living including:
  • Managing personal health needs
  • Daily Living (self-care, shopping, meal preparation, home maintenance)
  • Housing/Living arrangements
- Money Management
- Friendship and Socialisation
- Transportation
- Leisure – recreation, fitness, spirituality, volunteerism
- Legal and Advocacy Needs

Your plan should include the postsecondary goals in the correct form (see Day 4, S2 and S3).

For employment, suggest a job that your student is interested in (realistic given their diagnosis and level of functioning) and locate the O*NET skills required for the job. This will assist later in triangulation of annual IEP goals.

3. Suggest what transition services might be required to meet the above postsecondary goals.
   (Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the postsecondary goal/s)

Assume that your student lives in the same suburb/local government area as you do. You will need to find out what services are available in your local area and include these in your plan for who will deliver the services that align with the goals.

4. Suggest a course of study that will assist the student to meet their postsecondary goals.
   Represent the course of study as a table and label as Appendix A (see Day 4, S3, slide 7 for an example –tweak to reflect Australian courses and system).
   - If the career choice involves university studies, consult UAC guide for pre-requisite courses.
   - You can assume that if the student has a professional career aspiration (e.g., one that requires a 4-year degree), that they had already taken courses in Year 9 and 10 to provide the foundation content knowledge.
   - If the career choice is a trade or job that requires certification/licensure (e.g., plumber), consult TAFE for pre-requisite courses.
   - In NSW students must undertake 12 units of study (Most standard courses = 2, extension 1 courses = 3, and extension 2 = 4) for the Higher School Certificate
   - Courses required to meet postsecondary goals may involve BOSTES Life Skills Stage 6 curriculum if you are creating an ITP for a student with an intellectual disability (ID).
   - For other students with EBD or ASD that do not have an ID, you should consult BOSTES for Stage 6 courses and syllabi.

5. Write triangulated, annual IEP transition goals for Year 11 in the correct form (see Day 4, S2 and S3) that reflect the postsecondary goals.

*Keep in mind that the student has two years (maybe more) to prepare for postsecondary goals, so you are only suggesting the first of two years of annual IEP goals needed.

- What skills and knowledge must the student attain in Year 11 that are necessary for achieving the transition services identified to assist in obtaining postsecondary goals?
- Where applicable, suggest the Stage 6 BOSTES syllabus standard that applies (see above for hyperlinks)
• Goals need to focus on how the student will access or complete the transition services, which will prepare them to meet their postsecondary goals in the outcome areas of education/training, employment, and independent living.

• Each annual IEP goal **MUST** include (a) the condition in which the skill is going to be taught (i.e., teaching strategy); (b) a skill the student needs to learn (i.e., measurable behaviour) in order to meet the postsecondary goal; (c) a set criterion; and (d) a specified timeframe for obtaining the goal (see Day 4, S2 and S3).

**What should the ITP look like?**

There are various examples of ITP templates, a number of them have been loaded into Moodle in the Assessment task area for your consideration. I have asked for triangulation to NSW Syllabi outcomes and O*NET skills so you will need to think about how you can adapt a format you like.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>One: Essay</td>
<td>Written</td>
<td>23rd August</td>
</tr>
<tr>
<td>Two: Individual Transition Plan</td>
<td>Written</td>
<td>20th September</td>
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</table>
### SPECIFIC CRITERIA

#### Understanding of transition- issues and the key concepts involved
- Understanding of the task and its relationship to relevant areas of theory, research and practice
- Clarity and accuracy in use of key terms and concepts in relation to transition and disability

#### Depth of analysis and/or critique in response to the task
- Depth of understanding of key transition principles, concepts and issues explicitly raised during the course and in your follow up prescribed and additional readings.
- Depth of analysis of specific strengths and weakness of transition theories and practices, and reasons for the inclusion of each resource

#### Familiarity with and relevance of professional and/or research literature used to support response
- Range of research and professional literature on special education/disability and transition
- Resources are current and relevant

#### Structure and organization of response
- Appropriateness of overall structure of response
- Clarity and coherence of organisation, including use of headings, referencing

#### Presentation of response according to appropriate academic and linguistic conventions
- Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references as per APA 6th edition
- Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation
- Does not exceed the word length by more than 10%

### GENERAL COMMENT

<table>
<thead>
<tr>
<th>Lecturer: Sue</th>
<th>Date</th>
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<tbody>
<tr>
<td>Recommended:</td>
<td>/20  (FL PS CR DN HD)</td>
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NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
**UNSW SCHOOL OF EDUCATION**

**FEEDBACK SHEET**

**EDST5129 Transitions in Lives of People with Disabilities**

**Student Name:**              **Student No.:**

**Assessment task 2:** Individual transition plan

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
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<th>(+)</th>
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<tbody>
<tr>
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<tr>
<td>• Understanding of the task and its relationship to relevant areas of theory, research and practice</td>
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</tr>
<tr>
<td>• Clarity and accuracy in use of key terms and concepts in relation to transition and disability</td>
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</tr>
<tr>
<td><strong>Depth of analysis and/or critique in response to the task</strong></td>
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<td></td>
</tr>
<tr>
<td>• depth of understanding of key transition principles, concepts and issues explicitly raised during the course and in your follow up prescribed and additional readings.</td>
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</tr>
<tr>
<td>• depth of analysis of practices and transition supports included in the plan</td>
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<tr>
<td>• clarity and depth of required provisions included in plan</td>
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<tr>
<td><strong>Familiarity with and relevance of professional and/or research literature used to support response</strong></td>
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<td>• does not exceed the word length by more than 10%</td>
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**GENERAL COMMENTS**

**Lecturer:** Sue  **Date**

**Recommended:** /20  (FL PS CR DN HD)  **Weighting:** 50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**