



UNSW
A U S T R A L I A

Arts & Social
Sciences

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 Bedegal 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, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Sue O'Neill

Office Location: John Goodsell 133

Email: sue.oneill@unsw.edu.au

Phone: 9385 2909

Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Transitions in Lives of Students with Disabilities
Credit Points	6 units of credit (UOC)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Intensive course	4, 5, 7, 8 July 2016 (Mon, Tue, Thurs, Fri) 09:00 – 16:00, John Goodsell, LG19

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, policies, 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.

The main ways in which the course has changed since last time as a result of student feedback:

- Minimise overlap of content between some of the guest presenters
- Increased opportunities for discussion and critical reflection in class

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

Outcome		Assessment/s
1	You will be able to demonstrate your understanding of different transitions stages, policies, and current issues in transition planning.	2, 3
2	You will be able to identify evidence-based strategies, resources, and materials used for transition planning for individuals with disabilities into and out of school and post-school environments.	2, 3
3	You will be able to identify support systems that promote self-determination and integration in to community and work environments.	2, 3
4	You will be able to describe the role of teachers, transition specialists, and community agencies related to transition planning and services.	1, 2, 3

Program Learning Outcomes

Standard		Assessment/s
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to your 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 including some online modules;
- Structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- 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

Seminars	Seminar Topics
<p style="text-align: center;">1</p> <p style="text-align: center;">Monday July 4</p> <p style="text-align: center;">9.00am – 4.00pm</p> <p style="text-align: center;">6 hour face-to-face seminar</p>	<p>Course introduction</p> <p><i>What is transition planning and why do people with disabilities need support?</i></p> <p><i>Transition planning and support: A legal or moral imperative?</i></p> <p><i>Promoting self-determination to support transition planning. The importance of student and family voice in transition planning.</i></p>
<p style="text-align: center;">2</p> <p style="text-align: center;">Tuesday July 5</p> <p style="text-align: center;">9.00am – 4.00pm</p> <p style="text-align: center;">6 hour face-to-face seminar</p>	<p>How to build a transition plan and team</p> <p><i>Assessment of transition support needs – How assessment drives planning</i></p> <p><i>Developing the transition plan within an IEP or IFSP</i></p> <p><i>Building a transition team: Collaboration with family, school personnel, allied health professionals, and other stakeholders to create a wraparound service.</i></p>
<p style="text-align: center;">3</p> <p style="text-align: center;">Thursday July 7</p> <p style="text-align: center;">9.00am – 4.00pm</p> <p style="text-align: center;">6 hour face-to-face seminar</p>	<p>Key school-stage transitions</p> <p><i>Transition from home to early education/intervention/primary school</i></p> <p><i>Transitions between primary and high school</i></p> <p><i>Transition from secondary school to post-school life</i></p>
<p style="text-align: center;">4</p> <p style="text-align: center;">Friday July 8</p> <p style="text-align: center;">9.00am – 4.00pm</p> <p style="text-align: center;">6 hour face-to-face</p>	<p>Transitions into and out of specialised settings</p> <p><i>Transitions to/from special school/unit settings back to mainstream</i></p> <p><i>Transitions to/from juvenile justice settings</i></p> <p><i>Course wrap up and Assessment Task 2 and 3 Q&A</i></p>

7. RESOURCES

Prescribed text:

Strnadová, I. & Cumming, T. M. (2016). *Lifespan transitions and disability: A holistic perspective*. London: Routledge

Available in UNSW bookshop. Get in quick: some copies left over from the book launch are 20% less!

Prescribed Readings:

See Moodle for additional prescribed readings.

Recommended texts

Bostock, J., & Wood, J. (2015). *Supporting student transitions 14-19. Approaches to teaching and learning*. London: Routledge.

Clark, H. B., & Unruh, D. K. (2009). *Transition of youth and young adults with emotional or behavioural difficulties. An evidence-supported handbook*. Baltimore, MA: Paul Brookes.

Flexer, R., Baer, R., Luft, R., & Simmons, T. (2013). *Transition planning for secondary students with disabilities* (4th ed). Upper Saddle River, NJ: Pearson.

Hughes, C., & Carter, E. W. (2012). *The new transition handbook. Strategies high school teachers use that work!* Baltimore, MA: Paul Brookes.

Sitlington, P. L., Neubert, D., & Clark, G. (2010). *Transition education and services for students with disabilities* (5th ed.). Upper Saddle River, NJ: Pearson.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1 – Iris Peabody Module	500 words	10%	4	1, 4, 6	1 st July
Assessment 2 - Essay	2,500 words	45%	1, 2, 3	1, 2, 4, 5	15 th July
Assessment 3 - Individual Transition Plan	2,500 words	45%	1, 2, 3, 4	1, 2, 3, 4, 6	8 th August

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment 1

Iris Peabody Module

As an introduction to the course, you will complete the Iris Peabody Module on Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings. You will need to work your way through the module and then complete the assessment task. You must submit your answers to the Iris Peabody module to Turnitin. This will be graded and returned to you during the week of face-to-face seminars.

Please see Moodle - Assessment Task Area for more information under the Iris Peabody Module section.

Due: Friday 5pm, 1st July.

Assessment 2

Essay: Evidence-based transition practices

You will write an essay about evidence-based transition practices for a student with a disability undergoing transition from one school stage to another. This essay should be double-spaced and written in APA style. The practices in your essay must be supported by links to research literature published in a variety of quality journals, in the last 10 years. You **must** also use relevant prescribed and/or additional course readings to support your response.

Please see Moodle - Assessment Task Area for more information under the Essay section.

Due: Friday 5pm, 15th July 2016

Assessment 3

Individual Transition Plan for Postsecondary Life.

You will develop a, hypothetical or real, **student-focused** individual transition plan for a student with a disability to support their post-school aspirations. Your plan will include post school employment, education, and independent living goals. It will indicate which services and supports will be required to assist the student to reach their post-school life goals. You will also show the connection of the subjects the student will study for Stage 6. You will also include triangulated IEP transition goals.

Please see Moodle - Assessment Task Area for more information under the ITP section.

Due: Monday 5pm, 8th August 2016

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
One: Iris Peabody Module	Written via Turnitin	7 th July 2016
Two: Essay	Written via Turnitin	5 th August 2016
Three: Individual Transition Plan	Written via Turnitin	29 th August 2016

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FEEDBACK RUBRIC

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Assessment task 1: Iris Peabody Module

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of transition- issues and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Depth of understanding of key concepts and issues explicitly raised in the module. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Responses reflect current and relevant research literature on transition 					
Structure and organization of response <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation • Does not exceed the word length by more than 10% 					
GENERAL COMMENT					

Lecturer: Sue

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 10%

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.**

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 FEEDBACK RUBRIC
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Assessment task 2: Essay

SPECIFIC CRITERIA	(-) → (+)				
Understanding of transition- issues and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Range of research and professional literature on special education/disability and transition • Resources are current and relevant 					
Structure and organization of response <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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					

Lecturer: Sue

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 45%

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.**

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 FEEDBACK RUBRIC
 EDST5129 Transitions in Lives of People with Disabilities

Assessment task 2: Individual transition plan

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of transition- issues and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 practices and transition supports included in the plan • Clarity and depth of required provisions included in plan 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Range of research and professional literature on special education/disability and transition • Resources are current and relevant 					
Structure and organization of response <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 COMMENTS					

Lecturer: Sue

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 45%

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.**