“Preparing Professionals for Changing Educational Contexts”

Department of Special Education
College of Education, University of Nevada, Las Vegas

I. Prefix and Number: ESP 492
II. Title: Career Development for Students with Disabilities in Transition
III. Credit: Three
IV. Semester: Fall, 2003
V. Instructor: Deborah Kennedy
VI. Office Location: CEB 148
   Class Location: CEB 117
   Class Times: 8:00-5:00 pm M-F the week of October 13-17, 2003
VII. Telephone: 895-1075
    Fax: 895-0984
    Email: ldkennedy@cox.net
VIII. Office Hours By appointment
IX. Prerequisites: Consent of the instructor
X. Course description Consideration and design of career education/transition programs for students with disabilities. Transition from school to adult life and adult support programs will be discussed.

** General Curriculum (GC) **
GC1: Philosophical, Historical, and Legal Foundations of Special Education
GC2: Characteristics of Learners
GC3: Assessment, Diagnosis, & Evaluation
GC4: Instructional Content & Practice
GC5: Planning and Managing the Teaching and Learning Environment
GC7: Communication and Collaborative Partnerships

Knowledge
∑ Continuum of placement and services, including alternative programs available for individuals with disabilities* (CEC GC1:K6).
∑ Sources of specialized materials for individuals with disabilities* (CEC GC4:K1).
∑ Model career, vocational, and transition programs for individuals with disabilities* (CEC GC5:K1).
∑ Common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities* (CEC GC5:K4).
∑ Sources of unique services, networks, and organizations for individuals with disabilities*, including career, vocational, and transition support (CEC GC7:K1).
∑ Roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities* (CEC GC7:K5).

Performance (Skills)
∑ Describe and define general developmental, academic, social, career, and functional characteristics of individuals with disabilities* as they relate to levels of support needed (CEC GC2:S1).
∑ Adapt and modify ecological inventories, portfolio assessments, functional assessments, and
future-based assessments to accommodate the unique abilities and needs of individuals with disabilities* (CEC GC3:S3).

∑ Use effective, research-based instructional strategies and practices to meet the needs of individuals with disabilities* (CEC GC4:S1).

∑ Integrate student-initiated learning experiences into ongoing instruction (CEC GC4:S8).

∑ Utilize research-supported instructional strategies and practices, including the functional embedded skills approach, community-based instruction, task analysis, multisensory, and concrete/manipulative techniques (CEC GC4:S14).

∑ Provide community referenced instruction (CEC GC4:S17).

∑ Design and implement an instructional program that addresses instruction in independent living skills, vocational skills, and career education for students with physical and health disabilities emphasizing positive self-concepts and realistic goals (CEC GC4:S23).

∑ Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities* in a variety of group and individual learning activities (CEC GC5:S5).

∑ Assist students, in collaboration with parents and other professionals, in planning for transition to post-school settings with maximum opportunities for decision making and full participation in the community (CEC GC7:S2).

I. CEC Guidelines Addressed:

∑ Standard 1. GC: Philosophical, historical, and legal foundations of special education

∑ Standard 3. CC: Assessment, Diagnosis, and Evaluation

∑ Standard 4: CC: Instructional Content and Practice

∑ Standard 5: CC: Planning and Managing the Teaching and Learning Environment

∑ Standard 7: CC: Communication and Collaborative Processes

∑ Standard 8: CC: Professionalism and Ethical Practices

Knowledge

1. Describe the continuum of placement and services available for students with disabilities, particularly in relation to secondary education alternatives and services available after high school (GC 1/6).

2. Understand legal provisions, regulations, and program standards regarding assessment of individuals with disabilities, particularly in relation to transition assessment (CC 3.3)

3. Learn about curricula used to develop career and functional life skills for individuals with exceptional learning needs (CC 4.3)

4. Describe the importance of life skills instruction to independent, community, and personal living and employment (CC 4. 6)

5. Outline the steps necessary in developing individual student programs working in collaboration with team members (CC 7.3).

Skills

1. Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs (CC 3.1)

2. Use task analysis (CC 4.7)

3. Involve the individual and family in setting instructional goals and charting progress (CC 4.6)

4. Integrate affective, social, and career/vocational skills with academic curricula (CC 4.10)

5. Choose and implement instructional techniques and strategies that promote successful transitions for
individuals with exceptional learning needs (CC 4.14)
6. Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities in a variety of group and individual learning environments (CC 5.8)
7. Communicate and consult with individuals, parents, teachers, and other school and community personnel (CC 7.2)
8. Plan and conduct collaborative conferences with individuals with disabilities and their families or primary caregivers (CC 7.5)

Dispositions
1. Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with exceptional learning needs (CC 8.1)
2. Values and respects the role of students as partners (and directors, if possible) in making choices about their education
3. Respects the legal and ethical issues in transition planning.
4. Values student strengths
5. Holds high expectations for all learners
6. Values respectful communication with others
7. Values the role of assessment data for making educational and transition decisions
8. Values the importance of professional growth through inquiry, research, and membership in professional organizations.

XII. Suggested Resources

Required Texts:

Recommended Readings:


*Doing whatever it takes: All mean all school-to-work awards.* (2000). Minneapolis, MB: University of Minnesota, Institute on Community Integration.


The Study Group, Inc. and the National Transition Network. (1999). *Meeting the needs of youth with disabilities: Examples of students with disabilities accessing SSI work incentives.* Minneapolis, MN: University of Minnesota, National Transition Network.


XIII. Course Requirements and Grading Policy

Σ Class attendance and participation. Each student is expected to prepare for, attend, and participate actively in each class session. Punctuality is also expected. These professional behaviors are essential to successful achievement in this course as well as in the profession. Since class participation is critical to attainment of course objectives, very few reasons will be accepted for missing, or being tardy for class.

2. Projects

#a Vocational Assessment: Student will complete one vocational assessment on a student in his/her own classroom, or someone they know from outside a school setting, report the results, and explain how they would use the information to plan for instruction as well as transition plans. Report must be typed and 2 to 3 pages in length.

#b Job Analysis: Student will complete a job analysis and report findings. Format will be given in class.

#c Resource Book: Student will collect articles, assessments, and materials related to transition planning. This information will be compiled into a professional resource book for teachers and parents regarding the transition process.

#d The final examination will serve to apply the information learned in class to a practical case study. Students will work with group members to role play an individual transition planning meeting, sharing information as necessary. The case information will be provided by the instructor.

Evaluation and Grading Procedures: You will be evaluated according to the following grading scale. All work will be evaluated for correct spelling and grammar, person-first language, and opportunity for student self-determination (in the implementation of various strategies).

Σ Attendance and class participation 5 points
Σ Vocational Assessment 20 points
Σ Job Analysis 20 points
Σ Resource Book 5 points
Σ Final Examination 50 points
Σ Total 100 points

A+ 98-100%  B+ 87-89%  C+ 77-79%  D+ 67-69%
A  93-97%  B 83-86%  C 73-76%  D 63-66%
A- 90-92%  B- 80-82%  C- 70-72%  F below 63%

SPECIAL NOTES

Disability Resource Center
Learning Enhancement Services (LES) houses Disability Services, Tutoring Services and Learning Strategies. If you have a documented disability that may require assistance, you will need to contact LES for coordination in your academic accommodations. LES is located in the Reynolds Student Services...
Complex, Suite 137. The phone number is 895-0866 or TDD 702-895-0652. You may also visit our website at http://www.unlv.edu/studentlife/les.

Academic Integrity Statement
UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the Handbook of Regulations Governing Probation and Suspension Within The College of Education. This publication may be found in the curriculum Materials Library (CML – CEB 101), the Department of Educational Leadership (CEB 320), or the Office of the Dean of the College Education (CEB 301).

Religious Holidays
It is UNLV's policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Beeper and Cellular Telephones
It is UNLV's policy that all beepers and cellular telephones be turned off during class time. In extenuating circumstances exist that this policy not be followed, please consult with the professor.

Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of College of Education Programs. Names and other identifying elements of all assignments will be removed from being included in any report. Your participation and cooperation in the review of COE programs is appreciated. If you do not wish to have your coursework used, it is your responsibility to let the professor know.

XIV. Instructional Methods
A variety of instructional methods will be utilized in this course. Included among them are lecture, discussion, independent content-application activities, independent research, and case study analysis.

XV. Class Schedule – At a Glance
Go to page 17 for daily reading assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings</th>
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<tbody>
<tr>
<td>(1) 10/13/03</td>
<td>Introduction, Course overview, Requirements</td>
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<tr>
<td></td>
<td>History and Follow-up Studies</td>
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<td></td>
<td>Transition Requirements of IDEA-97</td>
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<td></td>
<td>Student Involvement: Self Advocacy &amp; Self Determination</td>
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<tr>
<td>(2) 10/14/03</td>
<td>Assessment Strategies</td>
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Vocational Assessment
Career Education & Community Based Instruction

(3) 10/15/03
Parent and Agency Involvement
Social Skills
Job Analysis Assignment

(4) 10/16/03
Business Linkages
Supportive Employment
Postsecondary Options

(5) 10/17/03
Catch-up

Final Examination (Mock IEP/Transition Meeting)

Vocational Assessments Due
Job Analysis Due
Transition Plans Due