I. Prefix and Number: ESP 492
II. Title: Career Development for Students with Disabilities in Transition
III. Credit: Three hours
IV. Semester: Fall, 2005
V. Instructor: Deb Cote
VI. Office Location: CEB 148
      Class Location: CEB 117
      Class Times: 8:00-5:00 pm M-F the week of October 10-14
VII. Telephone: 895-1075

Email: dcote@unlv.nevada.edu

VIII. Office Hours: By appointment only
IX. Prerequisites:

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
1. Continuum of placement and services, including alternative programs available for individuals with disabilities* (CEC GC1:K6).
2. Sources of specialized materials for individuals with disabilities* (CEC GC4:K1).
3. Model career, vocational, and transition programs for individuals with disabilities* (CEC GC5:K1).
4. Common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities* (CEC GC5:K4).
5. Sources of unique services, networks, and organizations for individuals with disabilities*, including career, vocational, and transition support (CEC GC7:K1).
6. 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)
1. 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).
2. Adapt and modify ecological inventories, portfolio assessments, functional assessments, and future-based assessments to accommodate the unique abilities and needs of individuals with disabilities.
disabilities* (CEC GC3:S3).
3. Use effective, research-based instructional strategies and practices to meet the needs of individuals with disabilities* (CEC GC4:S1).
4. Integrate student-initiated learning experiences into ongoing instruction (CEC GC4:S8).
5. 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).
7. 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).
8. 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).
9. 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).

XI. 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 Texts:**

**Internet Resources:**
The ARC: [http://thearc.org](http://thearc.org)

President's Committee on Employment of Persons with Disabilities: [http://www.pcepd.gov](http://www.pcepd.gov)

Job Accommodation Network: [http://www.jan.wvu.edu](http://www.jan.wvu.edu)

Association for Persons in Supported Employment: [http://www.apse.org](http://www.apse.org)


**Current and Classical References:**


movement from school to adult life. Austin, TX: PRO-Ed.


XII. Course Requirements and Grading Policy

Students are expected to be independent, active learners in this course. Your attendance is required as
well as your participation in discussion, small group exercises and activities, and reflection and research outside of class.

1. Students are expected to prepare for, attend, and participate actively in each class session. Punctuality is also expected. Attendance and class participation points will total 20.
2. Students are expected to read assigned readings prior to class sessions.
3. Students will work in a group to develop a transition planning resource handbook and information fair for teachers which will include information regarding agencies/programs in Clark County that provide supports to adults with disabilities. This information fair will be a chance for them to share information with others as well as with faculty from the University.
4. Students are expected to complete short assignments that will demonstrate practical application of the topics covered in class. These will include a job and or task analysis form.
5. 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).

- Attendance and class participation 20 points
- Resource information 30 points
- Final Examination 50 points
- 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%
**Instructional Methods**
A variety of instructional methods will be utilized in this course. Included among them are lecture, discussion, independent and or group content-application activities, independent research, and case study analysis.

**Tentative Class Schedule (Subject to Change)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings</th>
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<tbody>
<tr>
<td>(1) 10/10/05</td>
<td>Introduction, Course overview, Requirements History and Follow-up Studies</td>
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<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) 10/11/05</td>
<td>Assessment Strategies</td>
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<td></td>
<td>Vocational Assessment</td>
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<td></td>
<td>Career Education &amp; Community-Based Instruction</td>
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<td>(3) 10/12/05</td>
<td>Parent and Agency Involvement</td>
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<td>Social Skills</td>
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<td>(4) 10/13/05</td>
<td>Business Linkages</td>
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<td>Supportive Employment</td>
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<td>Postsecondary Options</td>
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<td></td>
<td><strong>Resource Information Fair</strong></td>
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<tr>
<td>(5) 10/14/05</td>
<td>Catch-up</td>
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<td></td>
<td><strong>Final Examination (Mock IEP/Transition Meeting)</strong></td>
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</tbody>
</table>
Monday 10/10/05

Discussion Topics:
Introductions, Course Overview, and Expectations
• History
• Follow-up Studies
• Transition Services Requirements of P. L. 105-17, The Individuals with Disabilities Education Act of 1997 (IDEA)
• Strategies for Ensuring Student Involvement in Transition Planning
• Self-Advocacy
• Self-Determination

Class Activities:

Form groups for:
• IEP team
• Job analysis and or Task analysis
• Group Resource Information Fair

Reading – **Required

Text: Chapters 1 & 7


Transition Services


Student Involvement


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**Tuesday 10/11/05**

Discussion Topics:

- Assessment Strategies for Determining Needs, Preferences, and Interests
- Vocational Assessment
- Strategies for Incorporating Career Awareness Activities into Elementary, Middle, and Senior High Schools
- Strategies for Ensuring Meaningful Community Experiences

Class Activity:

Review Assessment instruments
Discuss Assignment
Meet in IEP Groups

Reading – **Required**

**Text:** Chapters 5 & 6

**Assessment for Transition Planning**


Wednesday 10/12/05

Discussion Topics
• Strategies for Ensuring Meaningful Parental Involvement in Transition Planning
• Strategies for Ensuring Interagency Involvement
• Development of Social Skills

Class Activities
Afternoon in the community performing job analysis/task analysis; collecting community resources

Reading – **Required

Text: Chapters 3, 4, 7, 8

Parent/Agency Involvement


Website:
National Clearinghouse on Postsecondary Education for Individuals with Disabilities. [http://www.heath.gwu.edu](http://www.heath.gwu.edu)


Thursday 10/13/05

Discussion Topics:
• Strategies for working with the Business Community
• Finding Jobs for Students with Disabilities
• Postsecondary Options for Students with Disabilities
• Transitioning to Postsecondary Education Settings-Making the Linkages

Class Activities

**Resource Information Fair**
Meet in IEP Groups

**Reading – **Required**

**Text: Chapter 9**

**Business Community**


**Supported Employment**


**Friday 10/14/03**

**Discussion Topics**

Catch-up

**Class Activities**

**Final Examination (Mock IEP/Transition Meetings)**

**Transition Plans Due**

**Job Analysis/Task Analysis Due**
• **Resource Information Fair and File.** Students will work in a group to develop a transition planning handbook and information fair for teachers that will include transition information. This information fair will be a chance for them to share information with others as well as faculty from the University. Each student will collect information regarding transition assessments, materials, I.E.P.’s, and agencies/programs in Clark County that provide support to adults with disabilities. This information will be organized into a resource file/notebook that will be valuable to the student as a practitioner.

• **Final Project: Transition I.E.P.** A final examination will serve to apply the information learned in class to a practical case study. Given present levels, assessment results, work experience records, as well as any other information related to the transition of the student from school to adult life, students will be expected to develop an I.E.P. including a transition plan and transition related goals and benchmarks for the student described. All components of an I.E.P. must be completed. Students may work in groups to complete this project.

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**SPECIAL NOTES**

**Disability Resource Center**

The UNLV Disability Resource Center (DRC) houses the resources for students with disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137. Their numbers are: (702) 895-0866/Voice; (702) 895-0652/TDD; and (702) 895-0651/Fax. For additional information please visit [http://www.unlv.edu/studentlife/drc](http://www.unlv.edu/studentlife/drc).

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**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 are turned off during class time. If extenuating circumstances exist that this policy not be followed, please consult with the professor.
## Individualized Transition Planning Meeting: Rubric

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Relationship between ITP and IEP</th>
<th>Transition Planning Areas</th>
<th>Student Involvement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>The student’s long-term goals are used as the basis for developing annual IEP goals; goals reflect high expectations for the student, not just preconceived ideas about students with disabilities. Goals were measurable, specific, and provided opportunities for the student to develop self-determination. (5 points)</td>
<td>The ITP team addressed all important life planning areas for the student. Again, high expectations were held for this student, and the focus was on student preferences and interests as opposed to merely linking him/her to programs. (5 points)</td>
<td>The student led the transition planning meeting, or was otherwise involved in ways that demonstrated that he/she was the focus of the meeting, not a passive recipient. The team used innovative means of involving the student. (9-10 points)</td>
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<tr>
<td>Proficient</td>
<td>The student’s long-term goals are used as the basis for developing IEP goals, but goals are tied to preconceived notions about students with disabilities. Goals do not maximize opportunities for student self-determination. (3-4 points)</td>
<td>The IPT team addressed all but one important life planning areas for the students, or, if all areas were addressed, the emphasis was on linking to programs, with some focus on student preferences and interests. (3-4 points)</td>
<td>Student was encouraged to participate, but it was not clear what role the student had in the meeting or should have had. If student-focused planning was used, student’s ideas were over-ruled by the adults at the meeting. (5-8 points)</td>
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<tr>
<td>Novice/Traditional</td>
<td>There is very little connection between student long-term goals and IEP goals; goals are limiting rather than setting high expectations for student. (0-2 points)</td>
<td>The ITP team addressed some of the life planning areas, but not all of them and the emphasis was too heavily placed on linking student to programs, not in making student dreams a reality. (0-2 points)</td>
<td>The student was there, but the majority of the interactions were between the adults. Communication barriers were used: lecturing the student; talking the student out of an idea; and/or leading the student to validate the decisions already made by the adults. (0-4 points)</td>
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<tr>
<td>Proficiency</td>
<td>Parent Involvement</td>
<td>Information Sharing</td>
<td>Information Gathering (Assessment)</td>
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<tr>
<td>Expert</td>
<td>Parent(s) were made to feel part of the group, had a role and were able to contribute. Parents understood that their son or daughter now had legal rights/responsibilities in the meeting. (5 points)</td>
<td>Information was accurately conveyed to parents and/or students about available supports, timelines, contact people and phone numbers, etc. Information was shared using minimal jargon, and/or jargon was explained clearly. (5 points).</td>
<td>Information was gathered prior to the meeting using a myriad of methods, including performance-based information and authentic assessment procedures. This information was shared with the team members in creative, student-directed ways and was used to guide decision-making for the group. (5 points)</td>
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<tr>
<td>Proficient</td>
<td>Parents had a role and contributed, but their role was unclear, or took precedent over the student’s role and ability to make decisions. (3-4 points)</td>
<td>Information was accurately conveyed to parents and/or student, but was limited to traditional programs that might be too restrictive. Information was shared using minimal jargon. (3-4 points)</td>
<td>Information was gathered prior to the meeting using more than traditional testing methods, including methods that involved the student. This information was shared in traditional was (by teacher or school psychologist). (3-4 points)</td>
<td></td>
</tr>
<tr>
<td>Novice/Traditional</td>
<td>Parents were present and their role in the meeting was either too minimal to too dominant. (0-2 points)</td>
<td>Important information was not shared, or was shared using so much jargon that it was almost impossible to understand for parents and/or student, or was inaccurate. (0-2 points)</td>
<td>Information was gathered prior to the meeting using traditional methods and/or very few approaches. Information was shared in traditional ways, and was not used to guide decision-making. (0-2 points)</td>
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</tbody>
</table>
Final Project: Individualized Education Program (IEP) and IEP Meeting Simulation

For the last class session, each student will fulfill a role, as an IEP team member, in designing an IEP for a specific student. This activity is designed to serve as a synthesis of all the previous class sessions. A portion of three class sessions will be devoted to preparing for the final activity. The Individualized Education Program (IEP) form mandated by Nevada will be completed by the team and submitted to the instructor during the final class session. During the final class session, each team will present a simulation of an IEP meeting consistent with all federal and state regulations discussed during class. The IEP will serve as a document for the student under discussion. The transition services components of the IEP must be completed, meeting all federal and state requirements, and the transition services participants requirements of IDEA and the NAC must be met during the IEP simulation.

Note: The following was distributed during the first class session to prepare the students for the final activity.

Class Activity
ESP 492, Vocational and Social Aspects of Special Education: Transition Services
Preparation for Individualized Education Program (IEP) Presentation
Due October 14, 2005

General Guidelines:

1. Form 4 IEP teams.
2. Identify one of the 13 federal categories of disabilities on which to focus.
3. Include the participants required by IDEA, including a student, as well as related services personnel, job coaches, participating agency representatives, vocational education teachers, and other individuals needed on the IEP team.
4. Select the age/grade range of student - i.e., 13-15, 15-17, and 18-21.
5. Balance category of disability and age/grade range across groups.

By the end of the class session, each of you will have accomplished the following:

1. Met with the team with whom you are going to develop the IEP
2. Identified for the student for whom you are writing the IEP, the following:
   a. Gender;
   b. Age/grade; and
   c. Category of disability
3. Identified the individuals who need to attend the IEP meeting and assigned roles to each member of your team.
4. Reviewed with the team members the requirements of an IEP that will include a statement of transition service needs and a statement of needed transition services and transfer of rights, as appropriate.
5. Using the State of Nevada Individualized Education Program (IEP) form and guidelines, begin to formulate the IEP for this student and identified the additional information you will need to have in
order to develop the student's IEP.

6. Scheduled, if possible, another time to meet with your team to continue working on this project. Additional class time will be provided during class sessions Tuesday and Thursday.

Note: The syllabus and the Individualized Transition Planning Meeting Rubric – IEP outline the grading scale for the final project.