"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 hours
IV. Semester: Fall, 2006
V. Instructor: Debra Cote
VI. Office Location: CEB 144 C
   Class Location: CEB 117
   Class Times: 8:00-5:00 pm M-F the week of October 9-13
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
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 activities.
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
President's Committee on Employment of Persons with Disabilities: http://www.pcepd.gov
Job Accommodation Network: http://www.jan.wvu.edu
Association for Persons in Supported Employment: http://www.apse.org
Council for Exceptional Children: Division on Career Development and Transition: http://www.cec.sped.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 expected. Attendance and class participation points will total 50.
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 that 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. This will include a job analysis.
5. The final examination will serve to apply the information learned in class to a practical case study. Students will work in a group to role play an individual transition planning meeting, sharing information as necessary. The case information will be provided by the instructor.

- **Goals and Objectives.** Students will work in a group to develop four transition related goals and short term objectives for a high school student with a disability.

- **Agency Report/Presentation.** Students will be required to choose a community agency that provides services to individuals with disabilities and obtain information regarding the type of services provided. Each agency report must be typed, double-spaced, in a 12-point font, and must include the following information: (a) name, address, and phone number of the agency, (b) eligibility (e.g. what is the criteria for an individual to receive services from this agency), (c) funding (e.g. how does the agency receive money to provide services?), (d) cost, and (e) advantages and disadvantages of this agency and the services provided. Students will be expected to present this information to the class in a group presentation during the Resource Information Handbook Fair. Minimum one page requirement (follows APA guidelines).

- **Resource Information Fair/Handbook.** 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 from one source regarding transition assessments, materials, I.E.P.’s, and agencies/programs in Clark County that provide support to students/adults with disabilities. This information will be organized into a resource information notebook that will be valuable to the student as a practitioner. Information must be: (a) three-hole-punched, (b) placed in a three-ring hard plastic bound notebook, (c) divided using tabbed sections, and (d) include all other class members’ resources. The grade includes a component for creativity.

- **Job Analysis.** Each student will complete a job analysis of a pseudo-individual with a particular disability in mind (e.g. blind, hearing impaired, mental retardation). No personal information or real individuals will be used when completing this assignment. Each student must choose a business in the community (e.g. retail, restaurant, office/clerical work, coffee shop) and analyze how accessible it is for an individual with a specific disability to work in this environment. Each analysis must be typed, double-spaced, in a 12-point font, and contain the following information: (a) name, address, and phone number of job site, (b) name of supervisor or significant coworkers, (c) work hours/days the individual would be working, (d) a detailed job description, (e) challenges that might be faced by an individual with this specific disability, (f) modifications and/or assistive technology that might be necessary in order for an individual with this disability to be successful in this environment, (g) community services that might be necessary in order for this individual with this disability to have the proper supports in this environment (e.g. bus service), (h) how willing
was this business, in your opinion to work with people with disabilities (e.g. did they seem to welcome individuals with open arms, willing to do whatever is necessary for them to be successful, or did they seem like they would hire someone with a disability if they had to, but would not be very thrilled about it). Minimum one page requirement.

• **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 will work in groups to complete this project.

**SPECIAL NOTES**

**Disability Resource Center (DRC) –NOTE:** Over two-thirds of the students in the DRC reported that the syllabus statement, often read aloud by the faculty during class, directed them to the DRC office. The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. If you have a documented disability that may require assistance, you will need to contact the Disability Resource Center (DRC) for coordination in your academic accommodations. The DRC is located in the Reynolds Student Services Complex, room 137. The DRC phone number is 895-0866 or TDD 895-0652. The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. The DRC strongly encourages faculty to provide accommodations only if and when they are in receipt of said plan. Faculty should not provide students accommodations without being in receipt of this plan.

**Academic Misconduct** – “Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.”

An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the internet or any source, without proper citation of the sources.” See the “Student Academic Misconduct Policy” (12/05, in the approval process). 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 101) or the Office of the Dean of the College of Education (CEB 301).

**Bringing Children to Class** – The University of Nevada, Las Vegas, continually strives to establish a spirit of community in accordance with the highest standards of academic excellence and freedom, institutional integrity, and constitutional protections. Such an environment is essential in fostering intellectual growth and achievement. Each member of the University shares the responsibility of maintaining conditions conducive to the achievement of the University’s purpose. The UNLV Student Conduct Code is designed to provide basic standards to ensure a means to fulfill this purpose. Therefore, children are NOT permitted to attend class sessions. If an exceptional situation arises, the student must
contact the instructor prior to the day of class.

Missed Class(es) Due to Faculty Absence –
It is understood, in accordance with UNLV Bylaws, that all classes will be met at the scheduled time, and that they will be taught by the faculty member assigned to the course. Faculty members are expected to hold class meetings that are consistent with the course schedule; “maintain a predictable number of office hours [which] shall be posted and the faculty shall be available to students, colleagues, and others; evaluat[e] academic performance fairly; [counsel] students; [carry] through with the[ir] workload commitment in accordance with [UNLV,] college / [school, and department / unit] bylaws; . . . continue their professional development;” and meet their obligations “[t]o the university community.”

Although it is the responsibility of the instructor to meet all scheduled classes, as well as these other commitments; there may be occasions when it may be necessary for an instructor to miss a class or other obligation. Faculty members should have prior approval from their supervisor before missing / rescheduling classes or missing other scheduled duties, with the exception of emergencies.

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 professor no later than the last day of registration for the semester or summer term of plans to observe the Holiday.

Collection of Student Assignments for Accreditation Purposes:
Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.

Beepers 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 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 50 points
- Goals and Objectives 20 points
- Resource information Fair/Notebook 30 points
- Agency Report/Presentation 30 points
- Job Analysis 20 points
- Final Examination 50 points

- Total 200 points

A 93-100%
A- 90-92%
B+ 87-89%
B 83-86%
B- 80-82%
C+ 77-79%
C 73-76%
C- 70-72%
D+ 67-69%
D 63-66%
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>Chapters</th>
<th>Required Reading &amp; Topics</th>
</tr>
</thead>
</table>
| 10/9  | 1-3      | Introduction, Course overview, Requirements  
Transition: The Bridge from Youth to Adulthood  
Self-Determination, Student Involvement, and Leadership Development  
Individualized Transition Planning: Putting Self-Determination into Action |
| 10/10 | 4-6      | Transition Planning in the Community: Using All of the Resources  
Moving Towards Full Inclusion  
Facilitating and Supporting Transition: Secondary School Restructuring and the Implementation of Transition Services and Programs |
| 10/11 | 8-10     | **Goals and Objectives Due**  
Teaching for Transition  
Assistive Technology from School to Adulthood  
Finding Jobs for Young People with Disabilities  
Designing and Implementing Individualized Transition Plans |
| 10/12 |          | **Resource Information Fair/Notebooks**  
**Agency Reports/Presentations**  
11, 13  
Job Carving and Customized Employment  
14, 15  
Pursuing Postsecondary Education Opportunities for Individuals With Disabilities  
Housing and Community Living  
Social Security Disability Benefit Issues |
| 10/13 |          | Catch-up  
**Final Examination (Mock IEP/Transition Meeting)**  
**Job Analysis Due** |
Additional Resources for:

Transition Services


Student Involvement


Assessment for Transition Planning


Website:
National Clearinghouse on Postsecondary Education for Individuals with Disabilities.


Supported Employment

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Relationship between ITP and IEP</th>
<th>Transition Planning Areas</th>
<th>Student Involvement</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>
</tr>
<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-rulled by the adults at the meeting. (5-8 points)</td>
</tr>
<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>
</tr>
<tr>
<td>Proficiency</td>
<td>Parent Involvement</td>
<td>Information Sharing</td>
<td>Information Gathering (Assessment)</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------</td>
</tr>
<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>
</tr>
<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>
</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>
</tr>
</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 (i.e., student, parent, special education teacher), 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 participant’s requirements of IDEA and the NAC must be met during the IEP simulation.

Class Activity for 10/9/06
ESP 492, Vocational and Social Aspects of Special Education: Transition Services

Preparation for Individualized Education Program (IEP) Presentation

General Guidelines:

1. Form 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 may be provided during class sessions.

Note: The syllabus and the Individualized Transition Planning Meeting Rubric—IEP (see above)
outline the grading scale for the final project.