“Preparing Professionals for Changing Educational Contexts”
Department of Special Education
College of Education, University of Nevada, Las Vegas

<table>
<thead>
<tr>
<th>I.</th>
<th>Prefix and Number:</th>
<th>ESP 492</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.</td>
<td>Title:</td>
<td>Career Development for Students with Disabilities in Transition</td>
</tr>
<tr>
<td>III.</td>
<td>Credit:</td>
<td>Three hours</td>
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<tr>
<td>IV.</td>
<td>Semester:</td>
<td>Spring, 2006</td>
</tr>
<tr>
<td>V.</td>
<td>Instructor:</td>
<td>Debra Cote</td>
</tr>
<tr>
<td>VI.</td>
<td>Office Location:</td>
<td>CEB 144 C</td>
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<tr>
<td></td>
<td>Class Location:</td>
<td>CEB 133</td>
</tr>
<tr>
<td></td>
<td>Class Times:</td>
<td>Wednesday 1:00-3:30</td>
</tr>
<tr>
<td>VII.</td>
<td>Telephone:</td>
<td>895-1075</td>
</tr>
</tbody>
</table>

Email: [dcote@unlv.nevada.edu](mailto: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*. 

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*Indicates that the knowledge and performance objectives align with the competencies identified by the Council for Exceptional Children (CEC).

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 be required to choose a community agency that provides services to individuals with disabilities and present this information to the class as part of a group transition fair presentation.
4. 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.
5. Students are expected to complete short assignments that will demonstrate practical application of the topics covered in class. These will include a Job Analysis.
6. 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
- Agency Report: 20 points
- Agency Presentation: 10 points
- Total: 130 points

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>130-117</td>
<td>A</td>
</tr>
<tr>
<td>116-104</td>
<td>B</td>
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<tr>
<td>103-92</td>
<td>C</td>
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<tr>
<td>91-81</td>
<td>D</td>
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<tr>
<td>80-below</td>
<td>F</td>
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</table>

Points will be deducted for late work. Work will not be accepted more than one week after the due date. Assignments will be evaluated on both content and language usage. Assignments must be typed or word-processed (APA) with correct syntax, grammar, spelling, and punctuation. Points will be deducted for errors in any of these areas.
**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>
</tr>
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<tbody>
<tr>
<td>(1) 1/18/06</td>
<td>Introduction, Course overview, Requirements History and Follow-up Studies</td>
</tr>
<tr>
<td>(2) 1/25/06</td>
<td>Transition Requirements of IDEA-97</td>
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<tr>
<td>(3) 2/1/06</td>
<td>Self Advocacy</td>
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<tr>
<td>(4) 2/8/06</td>
<td>Self Determination</td>
</tr>
<tr>
<td>(5) 2/15/06</td>
<td>Assessment Strategies</td>
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<tr>
<td>(6) 2/22/06</td>
<td>Vocational Assessment</td>
</tr>
<tr>
<td>(7) 3/1/06</td>
<td>Career Education &amp; Community-Based Instruction</td>
</tr>
<tr>
<td>(8) 3/8/06</td>
<td>Agency Presentations</td>
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<tr>
<td></td>
<td>Agency Reports will be due on the day of your Agency Presentation</td>
</tr>
<tr>
<td></td>
<td><strong>Resource Information Fair</strong></td>
</tr>
<tr>
<td>(9) 3/22/06</td>
<td>Parent and Agency Involvement</td>
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<tr>
<td>(10) 3/29/06</td>
<td>Social Skills</td>
</tr>
<tr>
<td>(11) 4/5/06</td>
<td>Business Linkages</td>
</tr>
<tr>
<td>(12) 4/12/06</td>
<td>Supportive Employment</td>
</tr>
<tr>
<td>(13) 4/19/06</td>
<td>Postsecondary Options</td>
</tr>
</tbody>
</table>
Catch-up
Work on final project in-class

Final Examination (Mock IEP/Transition Meeting)
Job Analysis Due
Resource Notebook Due

Final Examination (Mock IEP/Transition Meetings)
Continued

Reading – **Required
Text: Chapters 1 & 7

Transition Services

Student Involvement


Reading – **Required
Text: Chapters 5 & 6
Assessment for Transition Planning
Minneapolis, MN: University of Minnesota, Institute on Community Integration, National Transition Network. Available: [http://interact.uoregon.edu/WRRC/trnfiles/trncontents.htm](http://interact.uoregon.edu/WRRC/trnfiles/trncontents.htm).


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)


Reading – **Required

**Text: Chapter 9**

**Business Community**


**Supported Employment**
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.

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.

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 Fair. 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 may work in groups to complete this project.
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.

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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.

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 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>
</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>
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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>
</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 ways (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>