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

Syllabus

I. Prefix & Number: ESP 492/EDW 492A
II. Title: Career Development for Students with Disabilities in Transition
III. Credit: 3 Hours
IV. Semester: Spring, 2007
V. Class Location & Time: TBE B170, Wednesday 1:00-3:30pm
VI. Instructor: Tessie Rose, Ph.D.
VII. Phone: 895.1101
     Email: tessie.rose@unlv.edu
VIII. Office Hours: Tuesday noon - 4:00; Wednesday 11:00am - 1:00pm; Wednesday 6:45-8:00pm; by appointment
IX. Prerequisite Courses: EDU 203

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* (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).

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. Resources

Required Texts and Readings

2. Electronic readings posted weekly on WebCampus.

Optional Texts/ Additional Reading:


Internet Resources:

1. ADA and Disability Information: [www.usdoj.gov/crt/ada](http://www.usdoj.gov/crt/ada)
2. All Means All: School to Work Project [http://ici.umn.edu/all/](http://ici.umn.edu/all/)
3. Association for Persons in Supported Employment [www.apse.org](http://www.apse.org)
4. CEC Division on Career Development and Transition [www.dcdt.org](http://www.dcdt.org)
5. Institute on Community Integration [www.ici.umn.edu/default.html](http://www.ici.umn.edu/default.html)
7. National Rehabilitation Information Center [www.naric.com](http://www.naric.com)
8. National Transition Network [www.ici2.umn.edu/ntn](http://www.ici2.umn.edu/ntn)
9. TASH (Promoting Community Inclusion for People with Severe Disabilities) [www.tash.org](http://www.tash.org)
XI. Course Assignments and Grades

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Attendance and participation</td>
<td>150</td>
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<tr>
<td>2. Transition Assessment</td>
<td>50</td>
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<tr>
<td>3. Agency Report (Handout)</td>
<td>20</td>
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<tr>
<td>4. Agency Presentation</td>
<td>30</td>
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<tr>
<td>5. Resource File/Notebook</td>
<td>50</td>
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<tr>
<td>6. Final Project: IEP/Transition Plan Document</td>
<td>100</td>
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<tr>
<td>7. Final Project: IEP Meeting</td>
<td>50</td>
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</tbody>
</table>

TOTAL 450

1. In-class Activities and Participation (150 points; 15 @ 10 points each). Students must prepare for, attend, and actively participate in each class session. Students only receive attendance points when they are present for the entire class session (regardless of reason). In other words, punctuality is always expected. Since class participation is critical to attainment of course objectives, very few reasons will be accepted for missing, being tardy for, or leaving early from class. One unexcused absence is allowed. Additional unexcused absences will result in a 25pts deduction.

2. Future’s Planning and Transition Assessment (50 points). Pairs or groups of students will complete transition assessments and future’s planning for a student in transition. Students will report the results in a transition report and explain how the information will be used to plan for a transition plan and instruction. Formal or informal assessments (including teacher made) may be used. NOTE: Reports will be used to complete the Final Project: Transition IEP/Plan. See attached scoring rubric.

3. Agency Report (20 points)/ Presentation (30 points). Students will choose a community agency that provides services to individuals with disabilities/special needs and obtain information regarding the type of services provided. Students will present this information to the class. See attached scoring rubric.

4. Resource File (50 points). Students will collect information regarding transition assessments, materials, transition curriculum, I.E.P.’s, and agencies involved in transition planning. This information will be organized into a resource file/notebook that will be valuable to the student as a practitioner. The resource notebook may be used during the Final Project: IEP/Transition Meeting. See attached scoring rubric.

5. Final Project: Transition I.E.P. (100 points). 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 (assigned by the instructor) to complete this project. See attached scoring rubric.

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<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>450-414</td>
<td>A</td>
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<tr>
<td>413-405</td>
<td>A-</td>
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<tr>
<td>404-395</td>
<td>B+</td>
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<tr>
<td>394-369</td>
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<td>368-360</td>
<td>B-</td>
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<td>359-351</td>
<td>C+</td>
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<td>350-324</td>
<td>C</td>
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<td>323-315</td>
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<td>314-306</td>
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<td>305-279</td>
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<td>278-270</td>
<td>D-</td>
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<td>270 or below</td>
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</table>
6. Final Project: Transition IEP Meeting (50 Points). Students will present the final IEP and transition plan to their students (and parents). A mock IEP meeting may be used in place of an actual meeting, if necessary. Each member will serve as a special education teacher. The meeting will be assessed using the attached rubric.

Assignments are due during the first 5 minutes of class on the assigned due date. A 10% deduction PER DAY will be applied to all late work. Late work will not be accepted one week after the due date and a zero will be recorded. Assignments will be evaluated using the rubrics located at the end of the syllabus, unless otherwise noted. Assignments completed outside of class must be typed or word-processed, using 12pt font and 1 inch margins. Students are expected to use correct grammar, spelling, and punctuation and, thus, will not receive extra points in these areas. However, points will be deducted for errors in any of these areas (remember you are training to be a teacher!).

XIV. INSTRUCTIONAL METHODS

A variety of instructional methods will be utilized in this course: lecture, discussion, small group and independent content-application activities, in-class activities, and project analysis.

SPECIAL NOTES

Class attendance and participation - Students must prepare for, attend, and actively participate in each class session. Since class participation is critical to attainment of course objectives, very few reasons will be accepted for missing, being tardy for, or leaving early from class.

As a general rule, University policy allows students missing a class because of observance of a religious holiday the opportunity to make up missed work. Students must notify the professor of the anticipated absences by the last day of late registration, September 1, 2006, to be assured of this opportunity. NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to myself no less than one week prior to the missed class(es).

Writing Center. One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-301. Some drop-in times become available, but students with appointments have priority. Appointments may be made in person or by calling 895-3908.

Bring a copy of your assignment and two copies of any writing that you may have completed on the assignment. One copy will be for you to use, and the second copy will be for the consultant to use. At the end of your session, the consultant will keep the second copy, and it will be shredded. Please bring your Rebel ID Card, too

Disability Resource Center (DRC) - 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. Necessary accommodations will only be provided if and when I am in receipt of said plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented 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, and the contact numbers are: VOICE (702) 895-0666, TTY (702) 895-0652, FAX (702) 895-0651. For additional information, please visit: <http://studentlife.unlv.edu/disability/).

For additional information about the DRC and procedures to follow when students ask for exemptions or exceptions based on their disability claim, refer them to the DRC website. For all faculty and staff
(professional and classified) ADA accommodation determinations, please contact Marc Cardinalli, Assistant General Counsel and Administrative Code Officer, Flora Dungan Humanities Building (FDH), Room 320, 895-1879.

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 honesty 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).

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND YOU NOR ASSUME ANY RESPONSIBILITY FOR EMPLOYEE OR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: <http://www.unlv.edu/committees/copyright/>.

Beeper and Cellular Telephones - It is UNLV's policy that all beepers and cellular telephones are turned off during class time. Please consult with the professor if extenuating circumstances exists.

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. Class Schedule (Additional course readings are found on WebCampus)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction, Course Overview and Expectations: Definitions, Transition Services Requirements of IDEA 2004, Rehabilitation Act, Americans with Disabilities Act</td>
<td>Text, Ch. 1</td>
<td>KWL (in class)</td>
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<tr>
<td>1/17/07</td>
<td>Self-determination: Student involvement in transition planning</td>
<td>Text, Ch. 2</td>
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<tr>
<td>Week 2</td>
<td>Transition I.E.P.: Futures Planning, Person-Centered Planning, &amp; Writing IEP Goals/Objectives</td>
<td>Text, Ch. 3</td>
<td>Schedule Futures Planning Meeting</td>
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<tr>
<td>1/24/07</td>
<td>Assessment for Transition Planning</td>
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<tr>
<td>Week 3</td>
<td>Transition Area I: Vocational</td>
<td>Text, Ch. 16-22</td>
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<td>1/31/07</td>
<td>(Choose one)</td>
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<td>Week 4</td>
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<tr>
<td>2/7/07</td>
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<tr>
<td>Week 5</td>
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<td>Text, Ch. 10-11</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>2/14/07</td>
<td>Education/Employment</td>
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<tr>
<td><strong>Week 6</strong></td>
<td><strong>2/21/07</strong> Transition Area I: Vocational Education/Employment (contd.)</td>
<td>Guest Speaker – CCSD Transition Services Text, Ch. 12</td>
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<tr>
<td><strong>Week 7</strong></td>
<td><strong>2/28/07</strong> Transition Planning Area II: Independent Living, Community</td>
<td>Text, Ch. 4, 14</td>
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<td>Participation, Adult Services</td>
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<td><strong>Week 8</strong></td>
<td><strong>3/7/07</strong> Transition Planning Area III: Recreation and Leisure</td>
<td>Guest Speaker - City of Las Vegas Adaptive Recreation Services</td>
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<tr>
<td><strong>Week 9</strong></td>
<td><strong>3/14/07</strong> SPRING BREAK</td>
<td>HAVE FUN!</td>
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<td><strong>Week 10</strong></td>
<td><strong>3/21/07</strong> Transition Planning Area IV: Education (postsecondary,</td>
<td>Text, Ch. 13, 7</td>
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<td>continuing and adult education)</td>
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<td></td>
<td>Guest Speaker - UNLV Disability Services Center</td>
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<td><strong>Week 11</strong></td>
<td><strong>3/28/07</strong> Interagency Collaboration</td>
<td>Agency Report &amp; Presentation (Reports due day of your presentation.)</td>
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<td><strong>Week 12</strong></td>
<td><strong>4/4/07</strong> Interagency Collaboration: Presentations cont’d</td>
<td>Agency Report &amp; Presentation</td>
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<td><strong>Week 13</strong></td>
<td><strong>4/11/07</strong> Parent/Family Involvement</td>
<td>Transition Assessment Report Due</td>
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<td><strong>Week 14</strong></td>
<td><strong>4/18/07</strong> Assistive Technology Supports for Transition Planning</td>
<td>Text, Ch. 9</td>
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<td><strong>Week 15</strong></td>
<td><strong>4/25/07</strong> Finances: SSI, work incentives, etc.</td>
<td>Text, Ch. 15 Resource Notebook</td>
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<td>Guest Speaker – SEID</td>
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<tr>
<td><strong>Week 16</strong></td>
<td><strong>5/2/07</strong> Putting it All Together: Transition IEP and Transition IEP</td>
<td>Work on Final Project: Transition I.E.P. in class.</td>
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<td><strong>Week 17</strong></td>
<td><strong>12/12/06</strong> Final Exam/Project: Transition IEP Meetings</td>
<td>Final Project</td>
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* Additional readings are posted weekly on WebCampus.
Transition Assessment: Scoring Rubric

Total Points: 50pts.
Due Date: 4/11/07
Description: Complete a formal transition assessment report for a student with a mild or moderate disability. Since this report may be presented at IEP/transition team meeting, prepare it in a professional manner using the criteria outlined below.

Goals: Student will...
1. 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).
2. demonstrate knowledge of selecting and administering appropriate transition assessments (Common Core 3; Transition Specialists 3).
3. evaluate and report results of transition assessment
4. explain how the information will be used to plan for transition plans and instruction.

Scoring Criteria:

_______ (5 points) Student Characteristics. Include student age, grade, disability category, and relevant individual characteristics (e.g., uses an assistive technology device, has communication needs, etc.). Provide a brief statement about why transition assessment is necessary (e.g., update transition plan, students reached age 16, etc.)

_______ (13 points) Futures Planning. Complete a futures planning document with the student. Briefly summarize the student's desired outcomes for important areas of transition (e.g., independent living, post-secondary education, vocational skills, and/or self/determination. Identify strengths, areas of concern (i.e., skills needed), and assessment needs.

_______ (10 points) Description of Assessment(s) and Administration. Provide the name of the assessment, publisher (if not teacher made), administration date, length of time to administer, accommodations provided (if any), and location administered. Indicate how (e.g., interview, Likert-scale, etc.) and to whom (e.g., mother, teacher, student, etc.) the assessment was administered. Include a brief statement about why each test is appropriate for this student (should be based on results of futures planning activity). Tables are recommended.

_______ (7 points) Summary of Results. Provide a comprehensive summary of the assessment results and any observations you made during testing. Be sure to discuss the student's functional strengths and limitations, compensation strategies, self-advocacy skills, identified through the assessments.

_______ (10 points) Recommendations for Transition Planning and Instruction. Based on the assessment(s), provide recommendations for IEP/transition goals and instructional focus. Indicate your recommendations for the type of assistance or services that would be appropriate and the location of these services. Be sure your recommendations are based on assessment data provided in the report.

_______ (5 points) Professionalism of Report.

Please do not use any identifying student information. Attach the actual assessment or protocols used in your report.
Agency Report and Presentation: Scoring Rubric

Agency Report Total Points: 20 pts.
Due Date: TBA
Description: Students will research a community agency that provides services to individuals with disabilities. Students will present their findings to the class using powerpoint and provide each class member a one page handout (front and back) for their resource file.

Goals: Student will…
1. identify 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).
2. identify sources of specialized materials for individuals with disabilities* (CEC GC4:K1).
3. identify community agencies that 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).

Scoring Criteria: Please use the following outline to create handouts for class members (use this exact format).

Title of Community Agency (2pts)
Address
Phone Number
I. Description (6 points)
   a. Agency Mission
   b. Type of Agency (i.e., private, local, state, federal)
   c. Types of Services Available
   d. Funding Source (e.g., how does the agency receive money to provide services?)
   e. Cost to Participants/ Clients
   f. Additional Information
II. Eligibility Criteria (6 points)
   a. Age Restrictions
   b. Income Requirements
   c. Disability Category
   d. Any additional criteria necessary for services
III. Summary (6 points)
   a. Advantages
   b. Disadvantages
   c. Overall Impression

Agency Presentation Total Points: 30 pts
Description: Students will present this information to the class as if they were a representative of the agency. Student will present the information using powerpoint, which will then be submitted for final grading (6 slides per page maximum). Be prepared to answer questions presented by class members and the professor.

Scoring Criteria:
_____ (15 points) Presentation Content. Presentation reflects thorough knowledge of agency and its services. Student answers questions appropriately.
_____ (10 points) Handouts Available for Each Class Member (use outline format shown above)
_____ (5 points) Professionalism (e.g., attire, word choice, eye contact with audience)
**Resource File: Scoring Rubric**

**Resource File Total Points:** 50 pts.  
**Due Date:** 4/25/07  
**Description** Students will collect information regarding transition assessments, curriculum, materials, IEPs, and agencies involved in transition planning. This information will be organized into a resource file/notebook that will be valuable to the student as a practitioner.

### Scoring Criteria:

<table>
<thead>
<tr>
<th></th>
<th>Excellent 9-10 Points</th>
<th>Appropriate 7-8 Points</th>
<th>Needs Work 4-6 Points</th>
<th>Unacceptable 0-3 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong> (10 points)</td>
<td>Information is easy to locate and all of the following are present: 1. General table of contents (main topic) 2. Tabs/dividers (or similar) for each topic area 3. One page summary of contents for each subsection (see below) 4. All information is safely contained in the resource file. Lay person should be able to find things easily.</td>
<td>Organization of the topic areas is evident, although one of the following is missing: 1. General table of contents (main topic) 2. Tabs/dividers (or similar) for each topic area 3. Summary of contents for each subsection (see below) 4. All information is safely contained in the resource file.</td>
<td>Attempted to organize information, but most information is difficult to locate. Two of the following are missing: general table of contents: 1. General table of contents (main topic) 2. Tabs/dividers (or similar) for each topic area 3. Summary of contents for each subsection (see below) 4. All information is safely contained in the resource file.</td>
<td>Little or no evidence of organization. In fact, information can only be located with the FBI’s help.</td>
</tr>
<tr>
<td><strong>Professionalism</strong> (10 points)</td>
<td>Professional appearance, typed information, thoughtful summaries. You would share it with your boss!</td>
<td>Generally presented in professional manner. Some sections lack professional appearance or thoughtful summaries.</td>
<td>Most sections of resource file are not done in a professional manner.</td>
<td>Resource file is completely unprofessional (handwritten, loose papers, etc.)</td>
</tr>
<tr>
<td><strong>Content</strong> (30 points)</td>
<td>Contains 10 or more transition topic areas. Each topic area includes 3 or more resources. Example topic areas: - Curriculum (e.g., math, vocational, self-advocacy) - Agencies by service - Assistive Technology - Assessment Tools Contents follow the guidelines below.</td>
<td>Contains 8-9 transition topic areas. Some topic areas only have 1-2 resources.</td>
<td>Less than 8 topic areas. Most topic areas include less than three resources. Some topic areas do not relate to transition.</td>
<td>Contents of resource file do not relate to transition.</td>
</tr>
</tbody>
</table>

**Total Score**

Assignments completed for this course can be used as a resource. Guidelines for inclusion...

1. Transition Articles – Must include APA style reference and brief summary paragraph.  
2. Handouts – Include source (if possible) and intended use (e.g., parents, general education teachers, administrators, etc.)  
3. Video – Must include APA style reference, brief summary paragraph, and intended use.  
4. Curriculum Material Critiques – This includes handouts from presentations.  
5. Sample of a good IEP or transition plan  
6. Assessment Tools – Include brief summary of assessment (age, purpose, publisher) and/or copy of assessment.  
7. Website resources – must include brief summary and uses  
8. Agency information – Including brochures, handouts, and contact information with summary of services.
### Individualized Transition Planning Meeting (50pts): Rubric

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Relationship between ITP and IEP</th>
<th>Transition Planning Areas</th>
<th>Student Involvement</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expert</strong></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>
<td>The meeting was run in the true spirit of collaboration; all had equal roles, all shared information (whether it was in their area of expertise or not), all shared resources, worked together, all had a common vision (9-10 points)</td>
</tr>
<tr>
<td><strong>Proficient</strong></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>
<td>The participants attempted to work together collaboratively, but there were opportunities to share resources or work together that were overlooked or missing. In addition, participants did not feel comfortable in going beyond their areas of “expertise.” (5-8 points)</td>
</tr>
<tr>
<td><strong>Novice/Traditional</strong></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>
<td>The teacher was clearly in charge of the meeting (or one adult) and the responsibility for meeting the goals fell heavily on one or two people on the team. It was clear that decisions had been made prior to the meeting and the others were there to share some information, but not to share in decision-making. (0-4 points)</td>
</tr>
<tr>
<td>Proficiency</td>
<td>Parent Involvement</td>
<td>Information Sharing</td>
<td>Information Gathering (Assessment)</td>
<td>Group Creativity &amp; Cohesiveness</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>
<td>Your group all worked together both prior to and during the role-play. When members could not make it to class, they made an effort to be involved by doing some research, or writing goals, etc. Your group’s role-play was entertaining, and had unique aspects to it. (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>
<td>All members contributed, although one or two people were “outliers”; they clearly dominated and/or had limited involvement in the group process. The role-play did not run smoothly and it was clear that people did not assume roles/views that had been planned before. (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>
<td>All members appeared to have contributed separately to this group effort. It came together in the end, but was not a collaborative effort throughout the process. Members were focused on their own role or own grad, and in “keeping score.” (0-2 points)</td>
</tr>
<tr>
<td>Proficiency Levels</td>
<td>Content</td>
<td>Analysis</td>
<td>Organization</td>
<td>Format</td>
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| **Target**         | *All sections of IEP completed appropriately according to state and federal guidelines*  
*Legally constituted meeting* | *Based on pertinent state and federal statutes and regulations with appropriate references to general curriculum*  
*Demonstrates strong understanding of student's needs* | *Provides detailed information in logical order to ensure understanding by parent and teachers*  
*Present levels adequately addressed in goals, benchmarks, services, and accommodations*  
*Well-organized* | *Uses Nevada State IEP form*  
*Correct syntax, grammar, spelling, & punctuation utilized* |
|                    | 30-35 points | 30-35 points | 13-15 points | 13-15 points |
| **Acceptable**     | *Most sections of IEP completed appropriately according to state and federal guidelines*  
*Legally constituted meeting* | *Based on pertinent state and federal statutes and regulations with some references to general curriculum*  
*Demonstrates adequate understanding of student's needs* | *Provides information in logical order*  
*Present levels addressed in goals and benchmarks*  
*Well-organized* | *Uses Nevada State IEP form, but does not complete all sections*  
*Minimal errors in syntax, grammar, spelling, & punctuation* |
|                    | 23-30 points | 23-30 points | 10-12 points | 10-12 points |
| **Unacceptable**   | *Not all sections of IEP completed appropriately according to state and federal guidelines*  
*Not a legally constituted meeting* | *Provides no or minimal legal foundation*  
*Provides insufficient detail to ensure student's needs are met* | *Does not provide information in logical order*  
*Not all present levels addressed in goals, benchmarks, services and accommodations*  
*Disorganized* | *Does not use Nevada State IEP form*  
*Significant errors in syntax, grammar, spelling, & punctuation* |
|                    | < 23 points | < 23 points | < 10 points | < 10 points |