

Instructor/TA Info

Instructor Information

Name: Ryan Kellems
Office Location: 340-F MCKB
Office Phone: 801-422-6674
Email: rkellems@byu.edu

TA Information

Name: Alex Wheatley
Email: alex.w.wheatley@outlook.com

Course Information

Description

The purpose of this seminar is to provide a background on transition education and services for individuals with disabilities from middle school through adulthood. Students will be made aware of how culture can impact transition planning and services for youth with disabilities. Emphasis is placed on identification and documentation of transition skills needed, the nature of the transition process, and curricula and instructional implications. Emphasis is placed on IDEA requirements for transition services, career development, transition processes, transition assessment, curricular implications, collaboration in schools and communities, culturally responsive practices, and issues and trends in transition education and services.

Learning Outcomes

Knowledge

Students will become familiar with current topics in this content area.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

If you are unable to complete an assignment by the due date due to a personal and/or family emergency, you should contact the instructor as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence. **No late work will be accepted without prior instructor approval.**

- 1. Attendance:** Attendance is vitally important for ensuring student understanding of the material and for producing quality products. If you must miss class, please let the instructor know in advance. You are responsible for all missed information.
- 2. Readings:** You will not be able to pass this course unless you complete the assigned readings. The concepts and strategies we discuss and produce relate directly to the course readings. Additional readings may be required as needed to (a) complete weekly activities, (b) supplement course content, and or (c) strengthen students' understanding.
- 3. Journal Article:** As part of this class students will be writing a transition focused journal article. A complete description of this assignment can be found in learning suite.

Participation Policy

It is expected that students participate actively in each class discussion.

Attendance Policy

Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student's responsibility to get class notes, and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

Assignments

Assignment Descriptions

Journal Article Topic and Outline

Jan
29

Due: Wednesday, Jan 29 at 11:59 pm

Submit the topic and the general outline for the journal article you will be writing.

You need to search the CDTEI Journal (<http://journals.sagepub.com/home/cde>) to make sure there has not already been an article written on that topic.

690R Journal Article Assignment.docx [Download \(plugins/Upload/fileDownload.php?fileId=95517091-ZhNd-Gf5J-Rw5i-MSf57e397246&pubhash=vo58j_sEYVJTb_s0AqVbDipRJz3l8y-Blp-jzn15_zFx9RpAF-shHVxm5hfzQkoGGmBpJYpuamPDdA48WWGiw==\)](#)

Consider having your topic be related to the content you present in class or your thesis.

Peer review

Mar
18

Due: Wednesday, Mar 18 at 4:00 pm

Students will be put into groups. Each student will read and provide substantial feedback to the 2 other members of their group. You should be providing feedback on style, content, grammar, and anything else you think will make the paper better. Use the track changes feature of word to provide feedback.

You also need to provide a written summary of your feedback. Something like 1/2 pg single spaced summarizing the strengths and weaknesses of the paper.

You will submit a copy of the papers you reviewed with your comments in track changes on LS. You will also submit your written summaries.

Reflection Paper

Apr
01

Due: Wednesday, Apr 01 at 4:00 pm

After reading the book *Good Blood-Bad Blood*, you will write a 2 pages (single spaced) reflection paper outlining your opinion about the topic discussed in the book. All ideas presented in the reflection paper should be your original work. Following is the rubric for this assignment.

On March 27th, 2019 we will have a class discussion about the book. Come prepared to present your opinion and discuss the topic.

Following is the rubric for this assignment: Reflection Paper on Good Blood - Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=2cdc641a-YCXv-Aa7Z-szew-PRd8f9ad7ff6&pubhash=vTwrqwlMqQ3DB8Ret-CKJuAfs4NVOf_pPqWz48WAhwHwe20l79rcrByNGx5u4NbCSq-b15EIU5L4nXVWCtLuCg==\)](#)

Final Journal Article

Apr
15

Due: Wednesday, Apr 15 at 4:00 pm

Leading Class Discussion

Apr
15

Due: Wednesday, Apr 15 at 11:59 pm

For this assignment you will be responsible for leading class discussion on two times you have previously signed up for. As part of this assignment you will:

- Select 3-5 sources (journal articles, book chapters, etc.) not already listed for your week.
- Find the PDF sources (or similar) and send them to Dr. Kellems at least 1 week in advance (so that they can be posted for the class to read)
- Conduct class discussion on your assigned day by addressing the readings and asking for personal opinions and reflection about the topic (Dr. Kellems will demonstrate the first 2 weeks)
- You are responsible for the 2.5 hrs of class instruction on your given day.
- There are 10 pts available for each class you teach

Following is the rubric for this assignment: Leading Class Discussion - Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=295a53cb-UbzS-ZGw2-jcAn-wCaadecc1635&pubhash=QQTgAeJhXGYxqdlwC_r6_5PM-gy5WSbyYGv6l3-3-bom26R-nJAUtqHMhUMFxJNKzpBY01wKa9CIINuDCvNUg==\)](#)

Point Breakdown

Categories	Percent of Grade
Journal Article	75%
Class Discussion	12.5%
Reflection Paper	12.5%

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

Schedule

Date	Column 1	Column 2
Week 1		
W Jan 08 Wednesday	Dr. Kellems Introduction to Secondary Transition: Historical Perspective of Transition, Transition Models, Transition Law	<ul style="list-style-type: none">Kohler & Field Transition Focused Education 2003.pdf DownloadTransition - Old wine in new bottles.pdf DownloadTaxonomy for Transition Programming.pdf Download
Week 2		
W Jan 15 Wednesday	Transition Planning/Determining appropriate transition instruction/Evidence Based Transition Instruction Dr. Kellems	<ul style="list-style-type: none">Evidence-Based Practices and Predictors in Secondary Transition.pdf DownloadEvidence-based secondary transition predictors for improving postschool outcomes for students with disabilities..pdf DownloadLinking transition assessment and postsecondary goals.pdf DownloadEBPP_Birth_to_Adult_Research_for_Success.pdf Download <p>Survey of Special Education Teachers' Perceptions of Their Transition Competencies.pdf Download</p> <ul style="list-style-type: none">Transition assessment for students with severe disabilities
Week 3		

W Jan 22 Wednesday	Post-Secondary Education	<p>Required Readings</p> <p>Chapter 15 - Persuing Postsecondary Education Opportunities for Individuals with Disabilities.pdf Download</p> <p>College Students with Learning Disabilities Speak Out - What It Takes to Be Successful in Postsecondary Education.pdf Download</p> <p>Postsecondary Education The Other Transition.pdf Download</p> <p>Extra Readings</p> <p>Attitudes.pdf Download</p> <p>Predicotr in Post-Sec. Education.pdf Download</p> <p>pse_id_final_edition.pdf Download</p>
Week 4		
W Jan 29 Wednesday	<p>Interagency Collaboration</p> <p>Dr. Kellems</p>	<p>Journal Article Topic and Outline</p> <ul style="list-style-type: none"> • 4_Best Prac Models of VR.pdf Download • 4_Learning from Students.pdf Download • 4_Quality Indicators for Transition.pdf Download <p>http://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum/self-directed-iep</p> <p>Creating a Community-Based Transition Program.pdf Download</p> <p>Status of Community-Based Transition Programs.pdf Download</p> <p>Tying the Knot Final.pdf Download</p>
Week 5		
W Feb 05 Wednesday	<p>Dr. Kellems gone</p> <p>Alex</p> <p>Life Skills</p>	<ul style="list-style-type: none"> • Life Skills Instruction- A Necessary Component for All Students with Disabilities.pdf Download • <p>Collaboration in Transition Assessment School Psychologists and Special Educators Working Together to Improve Outcomes for Students With Disabilities.pdf Download</p> <p>Miller_et_al-2008-Journal_of_Intellectual_Disability_Research.pdf Download Ayres_et_al-2013-Psychology_in_the_Schools.pdf Download</p> <p>Effectiveness of Experiential Life Skills Coaching for Youth with a Disability.pdf Download</p> <ul style="list-style-type: none"> • <p>Barriers faced by adults with intellectual disabilities.pdf Download</p> <p>https://www.npr.org/2018/01/09/572929725/for-some-with-intellectual-disabilities-ending-abuse-starts-with-sex-ed</p> <p>https://link.springer.com/content/pdf/10.1007%2Fs11195-018-9547-7.pdf</p>
Week 6		
W Feb 12 Wednesday	<p>Recreation and Leisure</p> <p>Collette</p>	<p>Right to Habilitation doughnuts.pdf Download</p> <p>Transitioning Children Youths and Young Adults with Disabilities.pdf Download</p> <p>Stigma in Rec Pursuits.pdf Download</p> <p>Relationship between Recreation and Self-Determination.pdf Download</p> <p>Beyond Bowling.pdf Download</p>
Week 7		
T Feb 18 Tuesday	Monday Instruction	

W Feb 19 Wednesday	Working With Families / Guardianship/ Religion Greer	Boundaries.pdf Download Preservices.pdf Download Guardianship and Alternatives.pdf Download (skim) Supportive Guardianship.pdf Download
Week 8		
W Feb 26 Wednesday	Naomi Transition and Self-Determination	<ul style="list-style-type: none"> • Culture and self-determination.pdf Download • Opening doors to self-determination skills.pdf Download • the-arc-self-determination-scale.pdf Download • Self-Determination SKills and Opportunites of Transition-Age Youth with ED and LD.pdf Download • Factors Influencing the Self-Determination of Transition-Age Youth With High-Incidence Disabilities.pdf Download
Week 9		
W Mar 04 Wednesday	No Class	
Week 10		
W Mar 11 Wednesday	Transition services for students with significant support needs Bruna	<p>Article needs to be sent to your peer reviewers by this day</p> <p>Effects of Task-Analysis and Self-Modeling.pdf Download</p> <p>Stokes_et_al-2004-Behavioral_Interventions.pdf Download</p> <p>Martinello2014_Article_ReviewingStrategiesForRiskRedu.pdf Download</p>
Week 11		
W Mar 18 Wednesday	Employment Linda	<p>Peer review</p> <p>To conceal or disclose a disabling condition_ A dilemma of employment transition.pdf Download</p> <p>Predictors_of_Competitive_Empl.pdf Download</p> <p>Comparing the Transition Planning Postsecondary Education and Employment Outcomes of Students With Intellectual and Other Disabilities.pdf Download</p> <p>Toward Competitive Employment for Persons with Intellectual and Developmental Disabilities- What Progress Have We Made and Where Do We Need to Go.pdf Download</p> <p>Four Supportive Pillars in Career Exploration and Development for Adolescents with LD and EBD.pdf Download</p>
Week 12		
W Mar 25 Wednesday	No Class	
Week 13		
W Apr 01 Wednesday	We will meet virtually at 4:30 via Zoom to have our discussion about the book. Dr. Kellems will lead the discussion- Students will each be presenting a 10 minute presentation on their reflection of the book.	<ul style="list-style-type: none"> • Select Readings from <i>Good Blood Bad Blood</i> by Weymeher <p>Reflection Paper</p>
Week 14		

W Apr 08 Wednesday	No class- Spring Break Work on Journal Article	
Week 15		
W Apr 15 Wednesday	No class	Leading Class Discussion Final Journal Article