

TENTATIVE—SUBJECT TO CHANGES

The University Of Texas at Tyler
School of Education

EDSP 5361

Overview of Transition Services for Students with Disabilities (Birth to 21)
University of Texas at Tyler School of Education

Course:	EDSP 5361
Semester & Year	Spring 2020
Time & Days:	Online
Location:	Online

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It is my desire that each of you profits from this course. Please contact me via e-mail or meet with me during office hours if you need any assistance. Appointments are NOT required, but are appreciated, preferred, and given priority.

I also welcome you to visit with me in email if you need assistance or schedule a Zoom conference if you wish to discuss your grades or class performance.

Course Description

The purpose of this course is to provide an overview of transition education and services for individuals with disabilities from childhood through adulthood (Birth to 21). Emphasis is placed on identification and documentation of transition skills, collaboration with key stakeholders, the nature of the transition process, and curricular implications.

EDSP 5361 is a designated Service Learning course. At the University of Texas at Tyler, service-learning promotes engagement between students, faculty, and community members in a mutually beneficial learning paradigm that produces a robust learning experience and prepares students to be more competitive in today's job market by providing real world experiences as part of their learning process and degree plan.

Student Learning Outcomes

The following student learning outcomes are aligned with the standards as delineated by the specific learning outcomes of the Educational Diagnostician State Board for Educator

Certification (SBEC) and the Council for Exceptional Children (CEC) Advanced Special Education Diagnostician Specialist Standards.

Objectives/Learning Outcomes	Standards: SBEC CEC
Identify transition stages across the age span (Birth--21).	<u>Domain III Standard X</u> <i>ACS13 K3</i> <i>ACS13 S1</i>
Demonstrate strategies for building productive collaborative relationships among key stakeholders in the transition process (i.e. agencies, families, teachers, early interventionists, etc.)	<u>Domain IV Standard III and Standard VIII</u> <i>ACS17 K1</i> <i>ACS17 S1</i> <i>ACS17 S2</i>
Identify transition-related laws and policies and their impact on public schools and students with disabilities.	<u>Domain IV Standard I and Standard II</u> <i>ACS15 K4</i> <i>ACS15 K5</i>
Identify agencies available in community, state and nation to assist families in meeting needs of individuals with disabilities.	<u>Domain IV Standard III and Standard VIII</u> <i>SEDS S7 K1</i> <i>SEDS S7 S5</i>
Identify and discuss how to include families at all levels of the educational process (e.g. assessment, IEP development, programming, etc.).	<u>Domain IV Standard III and Standard VIII</u> <u>Domain II Standard VI</u> <i>ACS17 S1</i> <i>ACS 17 S2</i> <i>SEDS7 S1</i> <i>SEDS7 S2</i>
Identify and discuss life-planning issues (e.g., guardianship, wills, trusts, etc.).	Domain IV Standard I and Standard II <i>ACS13 K3</i> <i>ACSI6 K1</i>
Write individual transition plans/create individual transition projects for families, children, and school personnel.	<u>Domain III Standard X</u> <i>ACS13 K5</i> <i>ACS13 S1</i> <i>ACS13 S4</i>
Identify various types of assessments recommended for use in early childhood special education and relate uses for the purpose of informing instruction and program design.	<u>Domain II Standard VI and Standard IV</u> <i>ACSII K2</i> <i>ACSII K3</i> <i>SEDS1 S1</i> <i>SEDS1 S2</i>

Identify various types of assessments recommended for students with disabilities transitioning to post-secondary or adult living and relate uses for the purpose of writing individual transition plans.	Domain II Standard VI and Standard IV <i>SEDS1 K12</i> <i>SEDS1 S1</i> <i>SEDS1 S2</i>
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Evaluation and Grading

Your grade will be determined based on your performance on particular assignments and/or category of assignments, which are weighted according to the percentage specified.

Transition Handbook (50% of total grade)

Phase 1	10%
Phase 2	20%
Phase 3	10%
Phase 4 & 5	10%

Transition Modules 15%

CONNECT Module
Best Practices in Transition (Transition Coalition)
Assessment: The Big Picture (Transition Coalition)

Other Assignments

Article Reviews	10%
Play Based Assessment/Observation	15%

Zoom Conferences/RTGM 10%

Supporting Assignments

Transition Handbook Proposal (PreWork)	0 points
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- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

****It is my policy not to round grades at the end of the semester.** The percentage you earn will be the letter grade that is recorded. For example, a percentage of 89.5 will be recorded as a B.

It is my policy not to discuss grades via email. If you need to discuss grade issues, please email me to schedule a zoom conference. This will allow us time to review your concern and allow me to give you my undivided attention.

Keep track of your scores for the course through Canvas's Student Tools folder.

Last Day to Withdraw from class: March 30, 2020.

1. **Transition Modules:** To help support you in creating the transition handbook for your family, a variety of transition modules will be presented. Grading criteria will be based on the rubrics designed for the modules.
 - a. CONNECT Module – 10 points
 - b. Best Practices in Transition (Transition Coalition) – 50 points
 - c. Assessment: The Big Picture (Transition Coalition) – 50 points
2. **Article Reviews:** Articles will be provided for you to read and critique. A template for the article review and scoring rubric will be posted on Canvas. **(20 points each)**
3. **Play Based Assessment/Observation:** You will observe and /or participate in a play-based assessment of a young child in PPCD or Early Childhood Intervention Services. The observation will be completed according to the scoring rubric/criteria. **(60 points)**
4. **Zoom Conferences:** Each student is expected to participate in scheduled Zoom conferences (video-conference sessions) throughout the semester. The primary purpose of these videoconferences is to facilitate conversations about transition and course assignments/activities. The secondary purpose is to build an on-line community of learners. **(75 points each)**
5. **RTGM:** RTGM are held via Zoom. During these meetings, you and your group members (I will organize groups) will set up zoom conference times to discuss specified topics **(40 points)**.
6. **Transition Handbook Proposal (Service Learning Experience):** You will submit a proposal describing important information about the family you have selected. Dr. Rueter's written approval of this proposal is required before you can begin work on the transition handbook. **(0 points)**
7. **Transition Handbook (Service Learning Experience):** You will create a transition handbook. The handbook will be completed according to the scoring rubric/criteria. *You must select the family according to the Participant Guidelines that are specified at the end of this syllabus. Failure to select a family according to the Participant Guidelines will result in a grade of zero for the project.* **(100 points)**

In this project, you will develop a transition handbook for a specific family of a child with a disability that includes components of collaboration and assessment to help the family navigate the transition process. The handbook should be specific to the family you are collaborating with and designed to meet their individual needs. As part of the project, you will get to know the student and family, conduct a person/family-centered assessment to help the family and student think about their future, and explore resources available to the family and student that may assist them in their plan. The goal of this project is to help you use information in the course in a concrete way and also contributes to the life of the child with a disability and his/her family.

8. **Reflections of Learning:** At the completion of the requirements of this course, you will write a three-page reflective summary with respect to the course content, activities, assignments. This summary will include an in-depth reflection on the transition process and its impact on the family, child, and school. Stepping out of the day-to-day activities, you will think about all of the ideas and concepts we've discussed on how to be more reflective and intentional to benefit the children and families that you serve. Reflective summaries will be scored based on guidelines/criteria outlined on the Reflective Summary rubric. **(50 points)**
9. **Video Recording:** At the completion of the semester, you will meet with the family you have been working with during the semester and present the handbook. You must video record this meeting as evidence that you met with the family and presented the handbook. During this meeting, you will discuss the key elements of the handbook and answer any questions they might have. Video recordings will be graded based on guidelines/criteria on the Video Recording Rubric. **(50 points)**

Teaching Strategies

The following instructional strategies will be employed during this class: Tegrity lectures, YouTube video clips/lectures, Canvas activities, multimedia and simulations.

Required Text and Related Readings

No texts are required for this course. Peer-reviewed journal articles on topics relevant to transition programming for students with disabilities will be used in place of a textbook.

1. Students will access class notes, assignments, grades and course information through Canvas. Any changes made to the course schedule, schedule of assignments, or any special assignments will be posted to Canvas. Students are expected to regularly access Canvas.
2. Other readings as assigned in class

Code of Conduct

Please see section 209 of the University of Texas at Tyler Handbook of Operating Procedures for specific information about expectations related to student conduct.

Course Policies:

- **People First Language/Class Etiquette:** Our language reflects our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class, we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic child."

- **Safe Zone:** I consider this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider the classroom a safe environment.
- **Communication:** You'll need to log in to Canvas regularly (at least once a week) to view that week's assignments and check announcements and the Coffee & Conversations discussion board – this is a forum in Canvas that is for you to pose questions and general musings about the course. Before emailing me with questions, please post them here because 1) your classmates will respond more quickly with an answer, and 2) everyone in the class has the benefit of that answer. My goal is to check this board periodically and answer any questions that have not been answered by your classmates or that still seems to be unclear. However, I reserve the right to respond or not respond as Coffee and Conversation is not a *help desk* where I am required to respond. That said, I encourage you to use Coffee and Conversations as an environment to interact with and support one another throughout the semester.

If you need to email me privately, I normally respond to emails within 24 hours during the week, and up to 48 hours on a weekend. If you email me over a weekend, holiday break, or semester break, there may be a longer response time.

Also, it is my policy to discuss grades in a live, one-on-one meeting so that we can clearly communicate and I can hear your perspective and you can hear mine as this promotes open dialogue. If you have questions about grades or your performance in this class, I'm happy to meet with you in a Zoom conference or if you reside close to our campus during a face to face office visit.

- **Course Organization and Frequent Logins:** This course is organized into learning modules. The modules will open Mondays at 6:00 a.m. and close Sundays at 11:59 p.m. unless otherwise noted. Because this is an online course, on-campus attendance is not applicable. However, you must demonstrate self-motivation and be disciplined to complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.
- **Late assignments:** Because this is an online class, you have a lot of flexibility in where and when you complete many of your assignments. You have many opportunities to submit the assignment on time throughout the week. ***You will need to be proactive and plan ahead to submit assignments on time even if you are temporarily unavailable or your student/client is temporarily unavailable (i.e. illness, vacations, family emergency, weddings, funerals, etc.).*** At the end of this program, you will be an educational diagnostician. Special education directors are very firm about due dates. The consequences of not meeting due dates are serious and can be cause for contracts not being renewed.

Assignments are due Sundays at 11:59 p.m. as determined by the course schedule. The submission link expires at 11:59 p.m. so you will need to make plans to submit prior to this time. If you wait until 11:59 p.m. the submission link will have expired and you will not be able to submit your assignment. ***Late assignments will not be accepted unless you have made prior arrangements with me 48 hours in advance of the due date/time.***

Assignments and due dates are noted on the course schedule located in the syllabus. There will be NO make-up activities or exams for this course unless there is an extended emergency that encompasses more than the time allowed in the module. Relevant documentation must be submitted (i.e. doctor's note) in the event of a make-up activity to receive full credit.

- **Assignment Submissions:** Assignments will only be accepted via the designated submission links that are specifically noted in each module. I do not accept assignments via email. If the submission link and/or time have expired, you have lost the opportunity to submit your assignment.
- **Resubmissions:** It is my policy that once an assignment is submitted that it is considered your best work and is the final draft. Therefore, I do not allow for assignments to be resubmitted even when you do not obtain a passing grade. There are allowances to resubmissions for certain aspects/components of the Transition Handbook. Details outlining resubmission criteria will be discussed and documented in the first Zoom conference for the Transition Handbook and in the Transition Handbook Contract.
- **Turnitin:** All written assignments will be submitted via the Canvas submission link that utilizes Turnitin. Turnitin is a plagiarism detection device. A similarity match of 25% or greater indicates that you engaged in unethical behavior. Any written assignment with a 25% or greater match will receive a grade of zero. If you receive a grade of zero for plagiarism on a progress monitoring checkpoint for the transition project you will not be able to make corrections.
- **Zoom Conferences:** Zoom conferences are face-to-face class meetings. Thus, face-to-face class etiquette will apply. Please create a distraction free environment while in our meeting. Zoom Conferences will begin at the time scheduled and will last approximately 30 to 45 minutes. To earn points for the Zoom conference you are expected to be in attendance for the duration of the meeting and actively contribute to the conversation.

You will not earn points if the environment is inappropriate for the conference, you are absent, you are late to sign in, you exit the conference early, you leave the conference and reenter even if you are only gone for a minute or two, or there are significant interruptions during the meeting.

Please take note of the following guidelines:

- a. Create an environment that is conducive for participating in Zoom conferences. For example, this could be your office at home or school or your kitchen table as long as it is distraction free. Participating in Zoom conferences in your car while

driving or riding as a passenger or while engaged in activities not related to the conference will be considered as an inappropriate environment and you will not receive credit for attendance.

- b. Please make sure that you have access to a web-cam. We want to see your bright smiling face. 😊
 - c. Make plans to sign in early and have your technology working before the start of the meeting.
 - d. If you have family members and or children in the home, please inform them that Zoom conferences are face-to-face class sessions and that you are expected to actively participate and contribute to the discussion without interruptions.
 - e. Make plans to attend the entire Zoom conference and contribute to the meeting. That is, have your commute and errands completed, family activities, obligations, and childcare taken care of before signing in for the meeting.
- **Written assignments:** Possessing the ability to clearly communicate in writing is an essential skill in our jobs as educational diagnosticians for the children and families we serve. Therefore, written assignments must be typed using double spacing lines and have page numbers. In addition, work submitted must reflect a professional quality in terms of scope, depth, writing mechanics, and appearance. Proofread all assignments as only materials with minimal or no errors will receive high scores. **All written assignments must be submitted via Word – (NO PDFs).**
 - **Canvas:** You will access class lectures, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas.
 - **Technology:** Because this is an online course, you are expected to possess basic technology skills. However, if you are struggling with technology, please post your questions on coffee and conversations, or in many cases you can find answers to your question on Google or other search engines.
 - **Participant Guidelines:** You are required to find a family, who meets the Participant Guidelines, so that you can create the Transition Handbook required for EDSP 5361. When selecting the family, you must follow the Participant Guidelines as noted at the end of the syllabus. Failure to follow these guidelines will result in disapproval of the proposal and a grade of zero for the Transition Handbook.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment

and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).

STATE BOARD FOR EDUCATOR CERTIFICATION (SBEC) STANDARDS FOR EDUCATIONAL DIAGNOSTICIANS

Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII: The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Standard X: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

CEC ADVANCED SPECIAL EDUCATION DIAGNOSTICIAN SPECIALIST STANDARDS

Advanced Standard 1: Leadership and Policy

Special educators in advanced programs learn to use their deep understanding of the **history of special education, current legal and ethical standards, and emerging issues** to provide leadership. Special educators **promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs**. They **advocate for educational policy based on solid evidence-based knowledge** to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they **advocate for appropriate resources** to ensure that all personnel involved have effective preparation. Special educators use their **knowledge of the needs of different groups in a pluralistic society** to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model **respect for all individuals and ethical practice**. They help to create **positive and productive work environments** and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

Advanced Standard 2: Program Development and Organization

Special educators apply their **knowledge of cognitive science, learning theory, and instructional technologies** to improve instructional programs. They **advocate for a continuum of program options and services** to ensure the appropriate instructional supports for individuals with exceptional learning needs. They **help design and deliver, as appropriate to their role, ongoing results oriented professional development** designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the **effects of cultural, social, and economic diversity and variations of individual development** to inform their development of programs and services for individuals with exceptional learning needs. Special educators **continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning**. They use their deep understanding of how to **coordinate educational standards to the needs of individuals with exceptional learning needs** to help all individuals with exceptional learning needs to access challenging curriculum standards.

Advanced Standard 3: Research and Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators **know models, theories, philosophies, and research methods** that form the basis for **evidence-based practices** in special education. This knowledge includes **information sources, data collection, and data analysis strategies**. Special educators evaluate the appropriateness of **research methodologies** in relation to **practices presented in the literature**. They **use educational research to improve instructional techniques, intervention strategies, and curricular materials**. They foster an **environment supportive of continuous instructional improvement**, and engage in the **design and implementation of action research**. Special educators are able to use the **literature to resolve issues of professional practice, and help others to understand various evidence-based practices**.

Advanced Standard 4: Individual and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of **systems and theories of educational assessment and evaluation**, along with skills in the implementation of **evidence-based practices in assessment**. Effective special educators **design and implement research activities** to evaluate the effectiveness of instructional practices and, as appropriate to their role, to **assess progress toward the organizational vision, mission, and goals** of their programs. It is critical in evaluation that **nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures** for both **programs and individuals**. With respect to evaluation of individuals, special educators prepared at the advanced level are able to **apply their knowledge and skill to all stages and purposes of evaluation** including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They **create supportive environments that safeguard the legal rights of students and their families**. They **model and promote ethical and professional practice**. Special educators plan, present, and evaluate **professional development**, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by **participating in professional development** themselves.

Advanced Standard 6: Collaboration

Special educators prepared at the advanced level have a deep understanding of the **centrality and importance of consultation and collaboration to the roles within special education** and use this deep understanding to **integrate services for individuals with exceptional learning needs**. They also understand the significance of the role of collaboration for both internal and external stakeholders, and **apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders** to provide services to individuals with exceptional learning needs and their families. They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to **use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs**.

Tentative Schedule/Topical Outline
Be sure to check Canvas frequently for any changes to the schedule.

Module	Date	Topic	Assignments	What's Due
Module 1: Course Orientation	Jan 13 – Jan 19	Introduction: Syllabus Overview	Course Orientation Video Discussion	Transition Contract Due <i>Sign up for Zoom #1</i>
Module 2: Transition Project Overview	Jan 20 – Jan 26	Transition Project Overview & Introduction	Video Discussion	Zoom #1
Module 3: Overview of Transition Law	Jan 27 – Feb 2	Law and Transition	Journal reading as assigned	Article Review # 1
Module 4: Early Childhood Transition	Feb 3 – Feb 9	CONNECT Module	Journal readings and module activities as assigned	Article Review # 2 CONNECT Module Activities Due as noted in Canvas **Informed Written Consent Due (Transition Project) **Transition Proposal Due
Module 5: Phase 1 Transition Project	Feb 10 – Feb 23	Best Practices in Planning for Transitions	Module activities as assigned	Module Certificates Due as noted in Canvas RTGM #1 Phase 1 Due
Module 5: Phase 2 Transition Project	Feb 24 – March 22	Assessment: The Big Picture	Module activities as assigned	Module Certificates Due as noted in Canvas Zoom Help Session – March 17 for Phase 2 and Phase 3 RTGM #2 Phase 2 Due

Module 5: Phase 3 Transition Project	March 23 – April 5	Transition Activities and Community Services	Module activities as assigned	Phase 3 Due
Module 5: Phase 4 Transition Project	April 6 - April 12	Final Project Submission	Place the final touches on transition handbook	Phase 4 Due
Play Based Assessment	April 13 - April 19	Field Week		Play-Based Observation Due
Module 5: Phase 5 Transition Project	April 20 – May 3	Course Wrap Up/Handbook presentations	Meet with the family to present the handbook. Write Reflections of Learning.	Phase 5 Due – (1) Video Recordings Due –April 27 at 11:59 p.m. (2) Reflections of Learning Due April 27 at 11:59 p.m.

1. In seeking families for the transition handbook, you should keep in mind the groups of individuals who CANNOT serve as participants:
 - a) Family members to the student or with whom she or he has a close personal relationship (cousins, aunts, uncles, sisters, brothers, parents, nieces, nephews, etc.).
 - b) Persons who will not sign the consent form.
 - c) Children of other graduate students currently enrolled in EDSP 5361.
2. The family must meet subpoint (a) and one of the four subpoints b, c, d, e, or f. The family must have a child who has a disability with significant needs, meets eligibility for services under IDEA 2004, and that needs transition services. Specifically, the family must have....

Required Subpoint

- a) a child with a disability that has significant needs (a child with a learning disability, ADHD, or any other high incidence disability category does **NOT** qualify as significant needs).

Select from one of the four Subpoints b, c, d, e, or f

- b) a child with a disability that has significant needs who is preparing to exit high school (i.e. sophomore, junior, or senior) and enter post-secondary living arrangements, occupation/jobs, or educational opportunities, or
 - c) a child with a disability that has significant needs who is entering public school from Early Childhood Intervention Services, or
 - d) a child with a disability that has significant needs who is transitioning from PPCD to a general ed/inclusive kindergarten class, or
 - e) a child with a disability that has significant needs who is transitioning from elementary to middle school and is need of a transition plan, or
 - f) a child with a disability that has significant needs who is transitioning from middle to high school and is need of a transition plan.
3. When selecting the family, you **must** obtain Informed Written Consent from a parent or legal guardian. Failure to do so is a serious infraction and will result in a grade of zero for the Transition Handbook.
 4. Consent forms pertaining to this course assignment are provided within this syllabus.
 5. Material obtained from the family and child is to be treated as **confidential**. You cannot

discuss this project with anyone other than the family, child, classmates, or instructor of this course.

The University of Texas at Tyler
School of Education
903-565-5544

I grant my permission for _____, a graduate student in the School of Education at The University of Texas at Tyler to collect school and family information regarding my child in order to develop a transition handbook. I understand the purpose of this project is instructional in nature and is being conducted only as a part of course requirements, that the information will be kept confidential, and will not be used for placement or decision-making purposes. I understand that I may contact the instructor of the course, Dr. Jessica A. Rueter at 903-565-5544 or jrueter@uttyler.edu should I have any questions or concerns.

Signature of Parent/Guardian: _____

Date: _____

Telephone
Number: _____

Date of Birth: _____

Signature of Graduate Student:

Date: _____