UNSW SYDNEY Arts & Social Sciences

School of Education

EDST5129
Transitions in Lives of Students with Disabilities

Term 2 2020

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IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5129 Transitions in Lives of Students with Disabilities (6 units of credit)
Term 2 2020

2. STAFF CONTACT DETAILS

Course Coordinator:	Dr Sue O'Neill
Office Location:	G40 Morven Brown
Email:	sue.oneill@unsw.edu.au
Phone:	9385 2909
Availability:	By appointment only – Zoom or Skype

3. COURSE DETAILS

Course Name	Transitions in Lives of Students with Disabilities
Credit Points	6 units of credit (UOC)
Workload	Includes 150 hours including class contact hours, readings, online modules, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html

SUMMARY OF COURSE

This course will provide an overview of numerous transitions students with disabilities face. The focus will be on preparation, support and planning which goes into these transitions. Contemporary legislation, polices, methods and service delivery for education and transitional programming for students with disabilities at different levels (early childhood to primary level, primary to secondary level, secondary to tertiary level, secondary level to vocation) will be discussed.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Due to COVID-19, this course is distributed across the term instead of being delivered intensively face-to-face in the July School holidays
- The addition of an online module from Iris Peabody on Juvenile Justice Transition Planning

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	You will be able to demonstrate your understanding of different transitions stages, policies, and current issues in transition planning.	2, 3
2	You will be able to identify evidence-based strategies, resources, and materials used for transition planning for individuals with disabilities into and out of school and post-school environments.	2, 3
3	You will be able to identify support systems that promote self-determination and integration in to community and work environments.	2, 3
4	You will be able to describe the role of teachers, transition specialists, and community agencies related to transition planning and services.	1, 2, 3

PROGRAM LEARNING OUTCOMES

Standard		Assessment/s
1	**Advanced disciplinary knowledge and practices** Demonstrate an advanced understanding of the field of education as it relates to your specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2, 3
2	**Enquiry-based learning** Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	2, 3
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem-solving skills	1, 2, 3
4	**Communication, adaptive and interactional skills** Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	2, 3
5	**Global outlook** Demonstrate an understanding of international perspectives relevant to the educational field	2
6	**Ethics** Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2, 3

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.4	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.	2, 3
1.2.3	Expand understanding of how students learn using research and workplace knowledge	1, 2, 3
1.6.2	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirement	2, 3
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	3
2.3.2	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	3
3.1.2	Set explicit, challenging and achievable learning goals for all students.	3
4.1.4	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.	2, 3
5.1.3	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Research suggests that students with disabilities have difficulty with transitioning through different life phases, such as from primary school to high school, and from high school to tertiary education or vocational settings. To prepare students to make these transitions successfully, teachers can incorporate transition skills into their curricula. This course aims to provide not just an overview of difficult transitions faced by students with disabilities, but also strategies that teachers can employ to increase the success of students during critical life span transitions.

5. TEACHING STRATEGIES

- Explicit teaching including online synchronous seminars using a range of teaching strategies to foster interest and support learning;
- Completion of asynchronous modules;
- Engagement in Moodle forums and blogs;
- Structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- Opportunities for small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, to question and to problem solve in breakout groups
- These activities will occur in a climate that is supportive and inclusive of all learners

As the campus is affected by COVID-19 closures in July 2020, the course will run in fully online mode.

6. COURSE CONTENT AND STRUCTURE

Module Seminars	Seminar Topics
Week 1 Monday 01/06/20	*Synchronous Session:* 5 - 7 pm online *What is transition planning and why do people with disabilities need support?*
Week 2 8th – 12th June	*Asynchronous.* *Building a transition team: Collaboration with family, school personnel, allied health professionals, and other stakeholders to create a wraparound service (Iris Peabody: online module)*
Week 3 Monday 15/06/20	*Synchronous Session:* 5 – 7 pm online *Transition planning and support: A legal or moral imperative?*
Week 4 22 – 26th June	*Asynchronous.* *Assessment of transition support needs – How assessment drives planning (Transition Coalition:* online module*)*
Week 5 Monday 29/06/20	*Synchronous*: 5 – 7:30 pm online *Developing the transition plan within an IEP or IFSP* *Transition from home to early education/intervention/primary school* *Guest presenter from Lifestart*
Week 6 06/07/20	*Synchronous*: 5 – 7 pm online *Promoting self-determination to support transition planning. The importance of student and family voice in transition planning.*
Week 7 13/07/20	*Synchronous*: 5 – 6 pm online: *Transition from primary to secondary school* *then* *Transition from secondary school to post-school life (Iris Peabody:* online module*) - asynchronous*
Week 8 20/07/20	*Synchronous*: 5 – 7:30 pm online: *Developing and Teaching the Transition IEP*
Week 9 27/07/20	*Synchronous*: 5 – 6 pm online:

	Transitions to/from special school/unit settings back to mainstream Guest speaker. *then* *Transitions to/from juvenile justice settings* (*Iris Peabody online module*) *- asynchronous*
Week 10 03/08/20	*Synchronous*: 5 – 6 pm online: *Course wrap-up* *Q& A for final assessment task 3*

7. RESOURCES

Prescribed text:

Strnadová, I. & Cumming, T. M. (2016). *Lifespan transitions and disability: A holistic perspective*. London: Routledge

Available in UNSW bookshop.

Prescribed Readings:

See Moodle for additional prescribed readings.

Recommended texts

Bostock, J., & Wood, J. (2015). *Supporting student transitions 14-19. Approaches to teaching and learning*. London: Routledge.

Clark, H. B., & Unruh, D. K. (2009). Transition of youth and young adults with emotional or behavioural difficulties. An evidence-supported handbook. Baltimore, MA: Paul Brookes.

Flexer, R., Baer, R., Luft, R., & Simmons, T. (2013). *Transition planning for secondary students with disabilities* (4th ed). Upper Saddle River, NJ: Pearson.

Hughes, C., & Carter, E. W. (2012). *The new transition handbook. Strategies high school teachers use that work!* Baltimore, MA: Paul Brookes.

Sitlington, P. L., Neubert, D., & Clark, G. (2010). *Transition education and services for students with disabilities* (5th ed.). Upper Saddle River, NJ: Pearson.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1 Pre-census reading-based Moodle quiz	10 items	0%	1, 4	1, 3	Wednesday 24th June 5:00 PM
Assessment 2 - Essay	2,500 words	45%	1, 2, 3,4	1, 2, 3 4, 5, 6	Friday 31st July 5:00 PM
Assessment 3 - Individual Transition Plan	3,000 words	55%	1, 2, 3, 4	1, 2, 3, 4, 6	Friday 14th August 5:00 PM

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Pre-census Assessment Task

As an introduction to the course, you will complete an online Moodle quiz on the knowledge and understanding contained in the first 3 weeks reading materials (see Moodle for prescribed readings). You will need to read the prescribed readings and then complete the assessment task. The quiz will be graded immediately once you submit your final response.
Please see Moodle - Assessment Task Area for more information
Due: The quiz will be open for 10 days from the **11th – 24th June 5 pm.**

Assessment 2
Essay: Evidence-based transition practices

You will write an essay about evidence-based transition practices for a student with a disability undergoing transition from one school stage to another. This essay should be double-spaced and written in APA style. The practices in your essay must be supported by links to research literature published in a variety of quality journals, in the last 10 years. You **must** also use relevant prescribed and/or additional course readings to support your response.
Please see Moodle - Assessment Task Area for more information.
Due: **Friday, 31st July 5.00 pm**

Assessment 3
Individual Transition Plan for Postsecondary Life.

You will develop a, hypothetical or real, **student-focused** individual transition plan for a student with a disability to support their post-school aspirations. Your plan will include post school employment, education, and independent living goals. It will indicate which services and supports will be required to assist the student to reach their post-school life goals. You will also show the connection of the subjects the student will study for Stage 6. You will also include triangulated IEP transition goals.
Please see Moodle - Assessment Task Area for more information.
Due: **Friday 14th August 5.00 pm**

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Assessment task 1: **Pre-census reading quiz**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of transition- issues and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research and practice					
Depth of analysis and/or critique in response to the task • Depth of understanding of key concepts and issues explicitly raised in the prescribed readings from Weeks 1-3					
Familiarity with and relevance of professional and/or research literature used to support response • Responses reflect an understanding of the current and relevant research literature on transition					
GENERAL COMMENT					

Lecturer: **Dr Sue O'Neill** **Date** **24th June 2020**
Recommended: **Weighting:** **0%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

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Assessment task 2: **Essay**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of transition- issues and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research and practice • Clarity and accuracy in use of key terms and concepts in relation to transition and disability					
Depth of analysis and/or critique in response to the task • Depth of understanding of key transition principles, concepts and issues explicitly raised during the course and in your follow up prescribed and additional readings. • Depth of analysis of specific strengths and weakness of transition theories and practices, and reasons for the inclusion of each resource					
Familiarity with and relevance of professional and/or research literature used to support response • Range of research and professional literature on special education/disability and transition • Resources are current and relevant					
Structure and organization of response • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of headings, referencing					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references as per APA 6th edition • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation • Does not exceed the word length by more than 10%					
GENERAL COMMENT					

Lecturer: **Dr Sue O'Neill** **Date 31st July 2020**
Recommended: **/20 (FL PS CR DN HD)** **Weighting: 45%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

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Assessment task 3: **Individual transition plan**

SPECIFIC CRITERIA	(-) ——————➤ (+)				
Understanding of transition- issues and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research and practice • Clarity and accuracy in use of key terms and concepts in relation to transition and disability					
Depth of analysis and/or critique in response to the task • Depth of understanding of key transition principles, concepts and issues explicitly raised during the course and in your follow up prescribed and additional readings. • Depth of analysis of practices and transition supports included in the plan • Clarity and depth of required provisions included in plan					
Familiarity with and relevance of professional and/or research literature used to support response • Range of research and professional literature on special education/disability and transition • Resources are current and relevant					
Structure and organization of response • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of headings, referencing					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references as per APA 6th edition • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation • Does not exceed the word length by more than 10%					
GENERAL COMMENTS					

Lecturer: **Dr Sue O'Neill** **Date** **14th August 2020**
Recommended: **/20 (FL PS CR DN HD)** **Weighting:** **55%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**