

## Instructor/TA Info

### Instructor Information

**Name:** Barbara Smith

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### TA Information

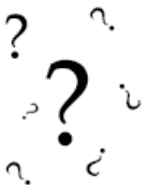

**Name:** Samantha Heder

**Office Hours:** Only By Appointment

**Email:** samantha.heder@gmail.com

## Course Information

### Materials

Item	Price (new)	Price (used)
 <u>New Transition Handbook - Required</u> by Hughes, C	39.95	30.0
 <u>Your Complete Guide to Transition Planning and Services - Required</u> by Morningstar, M	29.95	22.5

### Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%

C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

## Assignments

### Assignment Descriptions

#### Morningstar Ch. 1 Study Guide

Jan

11

Due: Wednesday, Jan 11 at 11:59 pm

Submit your notes from Chapter 1 of the TRANSITION PLANNING AND SERVICES. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

#### Hughes Ch. 5 Study Guide

Jan

18

Due: Wednesday, Jan 18 at 11:59 pm

Submit your notes from Chapter 5 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

#### Morningstar Ch. 3 Study Guide

Jan

23

Due: Monday, Jan 23 at 12:25 pm

Highlights from Ch. 3

#### Morningstar Ch. 5 Study Guide

Jan

25

Due: Wednesday, Jan 25 at 12:25 pm

#### Hughes Ch. 2 Study Guide

Jan

30

Due: Monday, Jan 30 at 3:30 pm

**30**

Submit your notes from Chapter 2 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

**Morningstar Ch. 2 Study Guide****Feb  
01**

Due: Wednesday, Feb 01 at 3:30 pm

**Pierangelo Ch. 4 Study Guide****Feb  
06**

Due: Monday, Feb 06 at 3:30 pm

**Morningstar Ch. 8 Study Guide****Feb  
08**

Due: Wednesday, Feb 08 at 3:30 pm

**Study Guide for Lobato videos****Feb  
15**

Due: Wednesday, Feb 15 at 3:30 pm

Complete section 1,2, and 4 of the study guide. Section 3 is informative and optional.

Lobato Video Study Guide docx.docx [Download \(plugins/Upload/fileDownload.php?fileId=b6f2b594-DbfP-VCEx-wtOm-nv0c0c22d05b&pubhash=t2llpNSkKRahYE\\_SGXWVZ0aYyd\\_8QOel-B4udhfiH\\_Sr kLH5kd-ECwIHAIOruh2osAUyWgHseiwI5yV23N88A==\)](#)

**Hughes Ch. 8 Study Guide****Feb  
15**

Due: Wednesday, Feb 15 at 3:30 pm

Submit your notes from Chapter 8 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

Become familiar with one of the websites in the *Web Resources* section on page 67. Write a brief summary of what you learned on that website and how you will apply it.

**School Tour with Technology****Feb  
22**

Due: Wednesday, Feb 22 at 3:30 pm



For this assignment, in a group of 4 people you will go to one of the seven selected schools: The Jones Center South Valley School, Scenic View, ATEC, East Bay Post High School, or Bridges. You will create a visual tour using either photos or video of your school. You will also, as a group, complete an interview with the school principal or other leader.

**School Tour with Technology Description.docx** [Download \(plugins/Upload/fileDownload.php?fileId=acb1990e-9hX4-wUjw-OHWC-Wu5a241ac79c&pubhash=gscfGjRLCA1A1iAkdGgAHPW3EsBkkLvM3JP1eQkHs-G7R1zwhgSjHAYq5G3Mj2\\_SLMcpq5lrf7erMW4QcRn1\\_g==\)](#)

Using this information, create a presentation to show to the class. See the rubric for presentation requirements.

**School Tour with Technology Rubric.docx** [Download \(plugins/Upload/fileDownload.php?fileId=b8c8aae5-KTuq-T5hb-BmeJ-rab6754d5c8f&pubhash=eoDoz9ZShvmKI6NLKwQ2M7DiekBTJY5qNCJngCf6Ye-UgMIhaffsRhA41fa\\_jXAUj9BHhrTECOekxYp\\_x2lQwg==\)](#)

### Morningstar Ch. 4 Study Guide

Feb

22

Due: Wednesday, Feb 22 at 3:30 pm

Submit your notes from Chapter 4 of the Morningstar Handbook. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text. Additionally, apply the reading to your own career.

### Transition Plan

Feb

27

Due: Monday, Feb 27 at 3:30 pm

This assignment is worth 10 points. Fill-out either the "Transition Plan Form" or the "ITP Form" for the student described in the Transition Plan Case Study or for a student at your practicum setting. Consider your student's individual disability, needs, and interests. Be sure to be detailed in your responses. Really think about the student and what might be a good plan for his/her future.

\*\*See content page for transitions forms and example.

### Morningstar Ch. 10 Study Guide

Mar

01

Due: Wednesday, Mar 01 at 3:30 pm

Submit your notes from Chapter 10 of the Morningstar Handbook. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text. Additionally, apply the reading to your own

career.

### Midterm Exam

Mar  
04

Due: Saturday, Mar 04 at 11:59 pm

### Hughes Ch. 4 or Ch. 6 Study Guide

Mar  
08

Due: Wednesday, Mar 08 at 3:30 pm

Submit your notes from Chapter 4 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

Become familiar with one of the websites in the *Web Resources* section on page 99-100. Write a brief summary of what you learned on that website and how you will apply it.

### Morningstar Ch. 11 Study Guide

Mar  
13

Due: Monday, Mar 13 at 3:30 pm

Submit your notes from Chapter 11 of the Morningstar Handbook. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text. Additionally, apply the reading to your own career.

### Brigance Transition Inventory & Write-Up

Mar  
13

Due: Monday, Mar 13 at 8:30 pm

In your practicum setting, you will administer the Brigance Transition Skills Inventory to one of your students.

Complete the biography section in ink (change name for confidentiality). You will administer 3-4 entire subtests (A-Q), each from a different category (i.e. ACADEMIC SKILLS, POST-SECONDARY OPPORTUNITIES, INDEPENDENT LIVING, COMMUNITY PARTICIPATION). Make sure to record responses thoroughly and accurately. Record booklet will be submitted hard-copy, in-class.

**Brigance TSI Rubric 30 pts..doc** [Download \(plugins/Upload/fileDownload.php?fileId=cc5e6249PXib-psUt-SGGx-mE284107461c&pubhash=HBnUX98j7\\_H57uMNDfgO3Ndas-aksMi6Hr7PVFw6pPuNeYIfYoG\\_MHS0VxrdwCu\\_aViVLrdkzUNeOO56Je4qgA==\)](#)

Afterward, complete an assessment report Submitted on Learning Suite.

**420\_\_Assessment\_write\_up.doc** [Download \(plugins/Upload/fileDownload.php?fileId=37ff171b-SKEd-FxCS-WfrW-Bge0f9456755&](#)

[pubhash=1z72P8\\_6IkQDWhEcd71BAQf0dfAIH4B9vBPIW?BEOscAA57BhdNH2VMILH](#)

[pubhash=1ZRZR6-6JKQF-WDE0U7IBAQI10U1AIN1B9XPR1V5BDE0U55AA97/BI1UN1S1M10NC1](#)

### L8AKpl6Dw==)

**Assessment Report on Brigance TSI sample.pdf** [Download \(plugins/Upload/fileDownload.php?fileId=ad685eba-0qT1-Wt67-qUdr-Zc1aaf6b2a9e&pubhash=KPPzlx5woxd4gdl2uVHHd0NdUr0Hs6LY4C3Hthc03I6bMYMJGVMIKrljevok\\_O68kvRwg==\)](#)

### Susan Loving Notes

Mar

15

Due: Wednesday, Mar 15 at 3:30 pm

Submit at least 10 teacher responsibilities from the *Susan Loving* presentation.

### Pierangelo Ch. 7-9 Study Guide

Mar

20

Due: Monday, Mar 20 at 3:30 pm

Read chapters 7-9 in the Pierangelo text.

Write a study guide on one of the chapters, but write three summaries (one per chapter).

You can find the chapters under Content --> Course Materials --> Additional Resources.

### Secondary Lesson Plan

Mar

20

Due: Monday, Mar 20 at 8:30 pm

You will write a lesson plan using the concept of explicit instruction.

Teach the lesson to one or more students at your practicum site.

Write a page discussing your experience teaching this lesson plan. Include the information about the age appropriateness of your lesson and how effective you were in meeting the lesson objective.

Include what you would do differently if you were to teach the lesson again.

**Lesson Plan Rubric.doc** [Download \(plugins/Upload/fileDownload.php?fileId=810f077d-uR2R-GZNd-oj41-4t98ba7674ce&pubhash=AFKvYfwg2fU-MbdxY2nVRXTI97RH-QqqSluay8hmTlgYQc2iA5MnWlcxGBn7KmNH9OO3qZZ9LhH1eCutsxSwXQ==\)](#)

**Blank Short Lesson Plan:Short\_Lesson\_Plan.doc** [Download \(plugins/Upload/fileDownload.php?fileId=55c20e11-qVaj-qHmr-trKt-os7834e62c69&pubhash=4PETtrASh0L9GqmWiZ7Zz4WHMEmKz5Eg-dr3g\\_smrVUHHSiMoHiK4iynb\\_4YZSfT-dJXq-Pya3Uv5knF8XPkwQ==\)](#)

**Example Lesson Plan:Lesson\_plan\_applicationsr.doc** [Download \(plugins/Upload/fileDownload.php?fileId=ebe28d0a-wNSR-Flgz-Ggwa-Z7c54b81b793&pubhash=P6jKNOpSay8UELbcyUGsO\\_9857pW1QbprYchMR3QrxIK5uquJsG0v9O9F1kCpaFuG65S](#)

**Data Sheet** [data.doc](#) [Download \(plugins/Upload/fileDownload.php?fileId=52879bc8-Rd76-JwCX-8L20-LT9adef5a50&pubhash=efaFhhWWGdIFNv3BXmJXGRAWGxgW1gtZ-m5K89RiDFKScnsYA-j8\\_BYH-Nlxb3zwKhLGRxe7Lbf7a0tl8-31Nw==\)](#)

### Interest Inventorv Administration

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**Mar****20**

Forms can be chosen from a variety of websites or resources; you can mix and match and create a compilation of questions that you think would be best for your student. Have the student fill it out, or it can be more of an interview format, or a combination of the two!

Administer roughly three pages of an interest inventory. Points will be earned by being thorough.

Submit a brief summary here via LS on what you learned about the student (what did you find out?), future goals, and future assessments that may be needed. You can turn in your interest inventories via LS or in-person, whichever is easier for you.

Parent Center, DSPD, IRIS, or your prac teachers might have some interest inventories you can pull from!

### **Morningstar Ch. 12 Study Guide**

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**Mar****22**

Due: Wednesday, Mar 22 at 3:30 pm

Submit your notes from Chapter 12 of the Morningstar Handbook. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text. Additionally, apply the reading to your own career.

### **Morningstar Ch. 9 Study Guide**

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**Mar****27**

Due: Monday, Mar 27 at 3:30 pm

Read ch. 9 in Morningstar text. Write a study guide.

### **Transportation, Recreation, and Leisure**

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**Mar****27**

Due: Monday, Mar 27 at 3:30 pm

Transportation & Leisure Rubric.doc [Download \(plugins/Upload/fileDownload.php?fileId=7dfb0c38-4Hbs-6lIf-gDRW-h82308d44eb0&pubhash=UUNCHD8M3A6giyPoWT-Jbe5451eYeQ2NvYSpl4MrKlIeD4I62YY0KUrXhc424biUInThkb8Vxm4qkKulblxtRg==\)](#)

For this assignment you are going to plan an outing for your students. You need to research and demonstrate understanding of at least 2 types of transportation the students could use to arrive at the planned destination. You will also research your destination, summarizing the funding source for the destination, who the destination is designed to serve, pros and cons to visiting this site for your students, ease of use, etc. (See attached rubric for greater clarification.)

Your research must include at least two credible interviews.

### **Hughes Ch. 7 Study Guide**

**Mar****29**

Submit your notes from Chapter 7 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

### IRIS Module questions

**Apr****03**

Due: Monday, Apr 03 at 3:30 pm

Complete the IRIS module on Interagency Collaboration and answer the 5 questions under the "Assessment" tab at the end of the module.

<https://iris.peabody.vanderbilt.edu/module/tran-ic/#content>

### Disability Transition Paper

**Apr****10**

Due: Monday, Apr 10 at 3:30 pm

You will choose a disability to research and give a detailed report regarding transition for students with that type of disability. In your report address the specifics of this disability:

Briefly

- Define the disability
- Give the rate of occurrence
- List known causes for this disability

Detailed

- Describe teaching strategies for sec. students with this disability
- Explain the transition process for these students;
- Use at least 4 credible resources

NOTE: The report must be completed in APA format. It should include a handout or brochure. You can expect this paper to be 3-4 pages.

Disability Transition Project Rubrics.docx [Download \(plugins/Upload/fileDownload.php?fileId=4da34fa0-cbDe-sazr-AWPJ-Mwd85b443884&pubhash=FTYGUvBTkUPiM1zvmD6Mx67b\\_fFa8csumcWk-A-nnrhmhFaGsGFIF\\_So1TABxCIIep1iCP7NykQ4wxogq2S8WxQ==\)](#)

### Oral Presentation

**Apr****10**

Due: Monday, Apr 10 at 3:30 pm

In class, give a well-prepared presentation highlighting the teaching strategies and the transition process for your chosen disability. DO NOT EXCEED 8 MINUTES. Your time frame is 6-8 minutes.

Remember to dress professionally.

Disability Transition Project Rubrics.docx [Download \(plugins/Upload](#)



[/fileDownload.php?fileId=4da34fa0-cbDe-sazr-AWPJ-Mwd85b443884&pubhash=FTYGUVBTKUPIM1zvmd6Mx67b\\_fFa8csumcWk-A-nnrhmhFaGsGFIF\\_So1TABxCIIep1iCP7NykQ4wxogq2S8WxQ==](/fileDownload.php?fileId=4da34fa0-cbDe-sazr-AWPJ-Mwd85b443884&pubhash=FTYGUVBTKUPIM1zvmd6Mx67b_fFa8csumcWk-A-nnrhmhFaGsGFIF_So1TABxCIIep1iCP7NykQ4wxogq2S8WxQ==)

[A-nnrhmhFaGsGFIF\\_So1TABxCIIep1iCP7NykQ4wxogq2S8WxQ==](#))

## Report Handout

Apr

10

Due: Monday, Apr 10 at 3:30 pm

You will create a handout/brochure following the rubric.

Disability Transition Project Rubrics.docx [Download \(plugins/Upload/fileDownload.php?fileId=4da34fa0-cbDe-sazr-AWPJ-Mwd85b443884&pubhash=FTYGUVBTKUPIM1zvmd6Mx67b\\_fFa8csumcWk-A-nnrhmhFaGsGFIF\\_So1TABxCIIep1iCP7NykQ4wxogq2S8WxQ==\)](#)

## Student Ratings

Apr

17

Due: Monday, Apr 17 at 11:59 pm

## Point Breakdown

Categories	Percent of Grade
Exams	9.17%
Study Guides	25.99%
Assignments	45.87%
Additional Assignments	0.61%
Disability Transition Project	18.35%

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of the 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

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8602 or 1085 WSC. Reports may also be

Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-6092 or 1000 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <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 Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

### Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

### Schedule

Date	Column 1	Column 2
Week 1		
M Jan 09 Monday	Overview of Course Syllabus Introduction to Transition Ch. 1 Textbook	

W Jan 11 Wednesday	Course Topics Textbooks Intelligent Lives	<b>Mornings 1 Study G</b>
Week 2		
M Jan 16 Monday	<b>Martin Luther King Jr Day</b>	
W Jan 18 Wednesday	<b>Self-Determination</b> and Advocacy Reed Hahne Employment Interest Survey	<b>Hughes C Study Gu</b>
Week 3		
M Jan 23 Monday	<b>Transition Planning</b> Student-led IEPs Audryn Damron	<b>Mornings 3 Study C</b>
W Jan 25 Wednesday	Transition <b>Assessment</b> Review the Brigance TSI assignment Due in March	<b>Mornings 5 Study C</b>
Week 4		
M Jan 30 Monday	Observational and informal assessments to collect data Environmental Assessment, Ecological Inventory Article: Promoting Student Self-Determination Skills in IEP Planning	<b>Hughes C Study Gu</b>
W Feb 01 Wednesday	Guest Speaker: Rachel Ferguson - from ATEC Hughes Ch. 3 Environmental supports Preview School Tour Assignment	<b>Mornings 2 Study C</b>
Week 5		
M Feb 06 Monday	Transition Planning: Writing an individualized Transition Plan Explain Assignment	<b>Pierange Study Gu</b>
W Feb 08 Wednesday	<b>Employment Training</b> Opportunity Village	<b>Mornings 8 Study C</b>
Week 6		

M Feb 13 Monday	<b>NO CLASS TODAY</b> - Work on your School Tour video/presentation or other assignments.	Watch <b>Le Lobato v</b> (Presenta 4 video segments <a href="https://vimeo.com/8672221">https://vimeo.com/8672221</a> <a href="https://vimeo.com/8672221">https://vimeo.com/8672221</a> <a href="https://vimeo.com/8672221">https://vimeo.com/8672221</a> <a href="https://vimeo.com/8672221">https://vimeo.com/8672221</a> <a href="https://vimeo.com/8672221">https://vimeo.com/8672221</a>  Watch <b>Su Loving v</b> about gra options <a href="https://vimeo.com/8849736">https://vimeo.com/8849736</a>
W Feb 15 Wednesday	Dr. Ryan Kellems	<b>Hughes ( Study Gu</b>  Assignme the Susar video  <b>Study Gu Lobato v</b>
Week 7		
M Feb 20 Monday	<b>Presidents Day</b>	
T Feb 21 Tuesday	<b>Monday Instruction</b>	
W Feb 22 Wednesday	Share transition settings Alpine Transition Education Center, East Bay Post High, Hilda B. Jones Center, Scenic View, Bridges, South Valley School	<b>Mornings 4 Study ( School T with Tecl</b>
Week 8		
M Feb 27 Monday	Continued Employment with Project Search, Tim's Place Independent Living  Residential Onnortunities PPT	Transitior for yourse  <b>Transitio</b>

	Midterm Opportunities	
W Mar 01 Wednesday	<p>Sean Edwards</p> <p><a href="https://docs.google.com/presentation/d/1_iqvaanhyoQNmhCFNnhDQcGC3zaYr4ukidToM48OFk8/edit#slide=id.g35f391192_00">https://docs.google.com/presentation/d/1_iqvaanhyoQNmhCFNnhDQcGC3zaYr4ukidToM48OFk8/edit#slide=id.g35f391192_00</a></p> <p>Zaretta Hammond on Equity and Student Engagement.pdf <a href="#">Download</a></p>	<b>Mornings 10 Study</b>
Th Mar 02 Thursday		<b>Midterm Opens</b>
Sa Mar 04 Saturday		<b>Midterm Closes</b>
Week 9		
M Mar 06 Monday	<p>Secondary Instruction. Secondary Lesson Plan due in 2 weeks</p> <p>Midterm feedback</p> <p>Reminder on the Brigance Assessment</p>	
W Mar 08 Wednesday	Guest Speaker: Alyssa Larson, Nebo	<b>Hughes (Ch. 6 Stu Guide</b>
Week 10		
M Mar 13 Monday	<p><b>Social Skills</b></p> <p>IRIS Information Brief <a href="http://www.ncset.org/publications/info/NCSETInfoBrief_3.5.pdf">http://www.ncset.org/publications/info/NCSETInfoBrief_3.5.pdf</a></p>	<b>Mornings 11 Study Brigance Transitio Inventory Write-Up</b>

W Mar 15 Wednesday	<p>Collaboration, Social Skills</p> <p>Secondary Transition: Interagency Collaboration</p> <p><a href="https://iris.peabody.vanderbilt.edu/module/tran-ic/cwrap/#content">https://iris.peabody.vanderbilt.edu/module/tran-ic/cwrap/#content</a></p> <p><b>Transportation, Recreation, and Leisure</b></p>	<p>Read chapters 7-9 in the Pierangel</p> <p>Write a study guide on the chapters write three summaries per chapter</p> <p>You can find chapters Content - Course Materials --&gt; Additional Resource</p> <p><b>Susan Le Notes</b></p>
Week 11		
M Mar 20 Monday	<p>Social Skills ppt.</p> <p>Transportation, Recreation, and Leisure ppt.</p> <p>TRL Assignment preview and time to plan</p>	<p><b>Pierange 7-9 Study Second Lesson F Interest Inventory Administ</b></p>
W Mar 22 Wednesday	Riding the Bus With My Sister	<b>Mornings 12 Study</b>
Week 12		
M Mar 27 Monday	<p>Collaboration Agencies</p> <p>Ability First, Vocational Rehabilitation, etc.</p>	<p><b>Transport Recreation Leisure Mornings 9 Study C</b></p>
W Mar 29 Wednesday	<p><b>Family Involvement</b></p> <p>Guest Speaker: Aimee Langone</p> <p>Working with families on graduation, guardianship, and estate planning</p> <p><b>Post Secondary Educational Opportunities</b></p> <p>Preview Disability Presentations</p>	<p><b>Hughes C Study Gu</b></p>
Week 13		

M Apr 03 Monday	Maria Wiscombe	<b>IRIS Mod question</b>
W Apr 05 Wednesday	TRL Plans Guardianship, Estate Planning, Letters of Intent Collaboration with Partner Social Skills Bingo	
Week 14		
M Apr 10 Monday	Disability Project Presentations	Share presentat <b>Disability Transitio Oral Presenta Report H</b>
W Apr 12 Wednesday	Disability Project Presentations	Share presentat
Week 15		
M Apr 17 Monday	Educational Opportunities Guest speaker Michelle Holbrook Outlines Inclusion as an Adult  <b>Inclusion</b>	<b>Student I</b>
W Apr 19 Wednesday	<b>Last Day of Class</b>	
Week 16		
M Apr 24 Monday	<b>Final Exam Day</b>	