

# Instructor/TA Info

## Instructor Information

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## TA Information

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# Course Information

## Grading Scale

Grades	Percent
A	94%
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

### Hughes Ch. 3 Study Guide

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Jan  
**14** Due: Thursday, Jan 14 at 1:40 pm

Submit your notes from Chapter 3 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.

### Hughes Ch. 4 Study Guide

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Jan  
**21** Due: Thursday, Jan 21 at 1:40 pm

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. 3 Study Notes**

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Jan  
**22**

Due: Friday, Jan 22 at 11:15 pm

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Highlights from Ch. 3

### **Hughes Ch. 5 Study Guide**

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Jan  
**22**

Due: Friday, Jan 22 at 11:40 pm

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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.

### **Hughes Ch. 6 Study Guide**

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Jan  
**26**

Due: Tuesday, Jan 26 at 1:40 pm

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Submit your notes from Chapter 6 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 134. Write a brief summary of what you learned on that website and how you will apply it.

### **Morningstar Ch. 5 Study Guide**

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Jan  
**26**

Due: Tuesday, Jan 26 at 3:20 pm

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### **Hughes Ch. 2 Study Guide**

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Jan  
**28**

Due: Thursday, Jan 28 at 1:40 pm

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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**

01

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### Hughes Ch. 8 Study Guide

Feb  
03

Due: Wednesday, Feb 03 at 10:40 pm

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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.

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### Pierangelo Ch. 4 Study Guide

Feb  
04

Due: Thursday, Feb 04 at 11:59 pm

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### Study Guide for Lobato videos

Feb  
09

Due: Tuesday, Feb 09 at 11:59 pm

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

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

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### School Tour with Technology

Feb  
23

Due: Tuesday, Feb 23 at 1:40 pm

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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 \(plugins/Upload/fileDownload.php?fileId=b8c8aae5-KTuq-T5hb-BmeJ-rab6754d5c8f&pubhash=eoDoz9ZShvmKI6NLKwQ2M7DiekBTJY5qNCJngCf6Ye-UgMIhaffsRhA41fa\\_jXAUj9BHhrTECOekxYp\\_x2lQwg==\)](#)

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### Morningstar Chapter 4

Feb

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.

### **Morningstar Ch. 10**

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**Mar**  
**02**

Due: Tuesday, Mar 02 at 11:59 pm

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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.

### **Transition Plan**

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**Mar**  
**04**

Due: Thursday, Mar 04 at 11:59 pm

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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. 11**

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**Mar**  
**09**

Due: Tuesday, Mar 09 at 11:59 pm

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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.

### **CEC Convention Report Video (Part I)**

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**Mar**  
**11**

Due: Thursday, Mar 11 at 11:59 pm

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Video record a 3 minute presentation for a session you attended. Two minutes should be dedicated to recapping the highlights of the presentation. One minute should be dedicated to discussing how you would apply to your practicum and field of work. Submit video to Digital Dialogue.

### **CEC Convention Report Video Part II**

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**Mar**  
**11**

Due: Thursday, Mar 11 at 11:59 pm

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would apply to your practicum and field of work. Submit video to Digital Dialogue.

### Brigance Transition Inventory

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Mar  
16

Due: Tuesday, Mar 16 at 11:59 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 \(plugins/Upload/fileDownload.php?fileId=cc5e6249-PXib-psUt-SGGx-mE284107461c&pubhash=HBnUX98j7\\_H57uMNDfG03Ndas-aksMi6Hr7PVFw6pPuNeYIfYoG\\_MHS0VxrdwCu\\_aViVLrdkzUNeOO56Je4qgA==\)](#)

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=1zk2R8-6JkQPWbEod7IBAQfI0dfAIHtB9xpRIW3BEOdSsAA57BhdNH3YMUHcVaWxzDGNlkmn](#)

[L8AKpl6Dw==\)](#)

**Assessment Report on Brigance TSI sample.pdf** [Download \(plugins/Upload](#)

[/fileDownload.php?fileId=ad685eba-0qT1-Wt67-qUdr-Zc1aaf6b2a9e&](#)

[pubhash=KPPzIx5woxd4gdl2uVHHd0NdUr0Hs6LY4C3Hthc03I6bMYMJGVMIKrjlevok\\_O68kvRwbCHhSjqC5Tlxd5](#)

[g==\)](#)

### Morningstar ch 12 Study Guide

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Mar  
16

Due: Tuesday, Mar 16 at 11:59 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.

### Susan Loving Notes

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Mar  
23

Due: Tuesday, Mar 23 at 11:59 pm

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

### Pierangelo Ch. 7-9 Study Guide

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Mar  
25

Due: Thursday, Mar 25 at 3:30 pm

### Secondary Lesson Plan

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Mar

You will write a lesson plan using the concept of direct 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\\_9857pW1QbprYchMR3QrxIK5uquJsG0v9O9F1kCpaFuG65SBk6gSzUmsrrXzy](#)

**Data Sheet** [data.doc Download \(plugins/Upload/fileDownload.php?fileId=52879bc8-Rd76-JwCX-8L20-LT9adef5a50&pubhash=efaFhhWWGdIFNv3BXmJXGRAWGxgW1gtZ-m5K89RiDFKScnsYA-j8\\_BYH-NIxb3zwKhLGRxe7Lbf7a0tl8-31Nw==\)](#)

### Transportation, Recreation and Leisure Assignment

Mar  
27

Due: Saturday, Mar 27 at 11:59 pm

Transportation & Leisure Rubric.doc [Download \(plugins/Upload/fileDownload.php?fileId=7dfb0c38-4Hbs-6llf-gDRW-h82308d44eb0&pubhash=UUNCHD8M3A6giyPoWT-Jbe5451eYeQ2NvYSpl4MrKlleD4I62YY0KUrXhc424biUInThkb8VxM4qkKulblxtRg==\)](#)

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 one credible interview.

### Morningstar Ch. 9 Study Guide

Mar  
30

Due: Tuesday, Mar 30 at 11:59 pm

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

### Hughes Ch.7 Study Guide

Apr  
01

Due: Thursday, Apr 01 at 1:40 pm

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

**Apr**  
**06**

Due: Tuesday, Apr 06 at 1:40 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

- a) Define the disability
- b) Give the rate of occurrence
- c) List known causes for this disability

Detailed

- d) Describe teaching strategies for sec. students with this disability
- e) Explain the transition process for these students;
- f) 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 \(plugins/Upload/fileDownload.php?fileId=4da34fa0-cbDe-sazr-AWPJ-Mwd85b443884&pubhash=FTYGUvBtkUPiM1zvmd6Mx67b\\_fFa8csumcWk-A-nnrhmhFaGsGFIF\\_So1TABxClllep1iCP7NykQ4wxogq2S8WxQ==\)](#)

### Oral Presentation

**Apr**  
**06**

Due: Tuesday, Apr 06 at 1:40 pm

In class, give a well-prepared presentation highlighting the teaching strategies and the transition process (approximately 6-8 minutes) for your chosen disability.

Remember to dress professionally.

Disability Transition Project Rubrics.docx [Download \(plugins/Upload/fileDownload.php?fileId=4da34fa0-cbDe-sazr-AWPJ-Mwd85b443884&pubhash=FTYGUvBtkUPiM1zvmd6Mx67b\\_fFa8csumcWk-A-nnrhmhFaGsGFIF\\_So1TABxClllep1iCP7NykQ4wxogq2S8WxQ==\)](#)

### Report Handout

**Apr**  
**06**

Due: Tuesday, Apr 06 at 1:40 pm

You will create a handout/brochure following the rubric.

Disability Transition Project Rubrics.docx [Download \(plugins/Upload/fileDownload.php?fileId=4da34fa0-cbDe-sazr-AWPJ-Mwd85b443884&pubhash=FTYGUvBtkUPiM1zvmd6Mx67b\\_fFa8csumcWk-A-nnrhmhFaGsGFIF\\_So1TABxClllep1iCP7NykQ4wxogq2S8WxQ==\)](#)

### Class Participation and Attendance

**Apr**  
**08**

Due: Thursday, Apr 08 at 11:59 pm

Attendance, punctual arrival, and participation in the class activity/discussion are expected. Points are earned by participation.

### Student Ratings

**Apr**  
**14**

Due: Wednesday, Apr 14 at 11:59 pm

### Final Exam

This is the final.

### Point Breakdown

Categories	Percent of Grade
Study Guides	23.94%
Exams	16.34%
Assignments	39.44%
In-Class Assignments	3.38%
Disability Transition Project	16.9%

## 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

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) 422-8692 or 1085 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.



While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation. Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

## McKay School of Education Policies

### McKay School of Education Diversity, Inclusion, and Belonging Statement

The David O. McKay School of Education is committed to fostering an environment that values diversity, promotes equity, and invites belonging for all students, faculty, and staff as we strive to fulfill Brigham Young University’s mission to “assist individuals in their quest for perfection and eternal life.”<sup>1</sup>

We recognize the divine worth of each child of our Heavenly Parents, and we endeavor to accept each other with understanding and respect for our differences. Christ’s example inspires our approach to learning, teaching, and leadership<sup>2</sup>. As educators, we actively seek to overcome biases that limit people’s educational opportunities. As fellow human beings, we consciously seek to embrace all people “regardless of race, gender, sexual orientation, or other distinguishing feature.”<sup>4</sup>

Recognizing there is work to do, the McKay School of Education invites all students, faculty, and staff to join in our commitment to a culture of love and unity. Together we must humbly heed our prophet’s admonition to “lead out in abandoning attitudes and actions of prejudice,”<sup>5</sup> “promote respect for all of God’s children,”<sup>5</sup> and teach others to do so.

## Schedule

Date	Column 1	Column 2
Week 1		
T Jan 12 Tuesday	Overview of Course Syllabus Introduction to Transition Ch. 1 Textbook	
Th Jan 14 Thursday	Course Topics Textbooks	Read Chapter 3: Increasing Support within School and Community Settings <b>Hughes Ch. 3 Study Guide</b>
Week 2		
M Jan 18 Monday	<b>Martin Luther King Jr Day</b>	
T Jan 19 Tuesday	Self-determination and Advocacy Reed Hahne Employment Interest Survey	Read Ch. 3 in Morningstar text: Write a study guide

Th Jan 21 Thursday	Article: Promoting Student Self-Determination Skills in IEP Planning Administer Interest Inventory Due in March	Read Ch. 5 Hughes: Promoting Independence and Self-Determination Write study guide <b>Hughes Ch. 4 Study Guide</b>
Week 3		
T Jan 26 Tuesday	Transition Assessment Review the Brigance TSI assignment Due in March Environmental Assessment	<b>Hughes Ch. 6 Study Guide</b> Read Ch. 5 in Morningstar text. Write a Study Guide <b>Morningstar Ch. 5 Study Guide</b>
Th Jan 28 Thursday	Types of assessment Agencies and Community Resources Ecological Inventory <a href="https://files.eric.ed.gov/fulltext/ED286295.pdf">https://files.eric.ed.gov/fulltext/ED286295.pdf</a>	Read Ch. 2 in Hughes text. Write a Study Guide <b>Hughes Ch. 2 Study Guide</b>
Week 4		
T Feb 02 Tuesday	Transition Planning	Read Ch. 2 in Morningstar text. Write a study guide.
Th Feb 04 Thursday	Transition Planning: Writing an individualized Transition Plan Explain Assignment Guest Speaker: Rachel Ferguson - from ATEC	Read Ch. 4 in Pierangelo text. Write a study guide <b>Pierangelo Ch. 4 Study Guide</b>
Week 5		
T Feb 09 Tuesday	Employment Training Opportunity Village	<b>Study Guide for Lobato videos</b> Read ch. 8 in Morningstar text
Th Feb 11 Thursday	Employment Training Prepare for School Tour Presentations	Watch <b>Leah Lobato</b> video (Presentation in 4 video segments). <a href="https://vimeo.com/86722211">https://vimeo.com/86722211</a> <a href="https://vimeo.com/86722212">https://vimeo.com/86722212</a> <a href="https://vimeo.com/86722213">https://vimeo.com/86722213</a> <a href="https://vimeo.com/86722214">https://vimeo.com/86722214</a> Read ch.8 in Hughes text. write a study guide.
Week 6		
T Feb 16 Tuesday	<b>Monday Instruction</b>	

Th Feb 18 Thursday	Share transition settings Alpine Transition Education Center, East Bay Post High, Hilda B. Jones Center, Scenic View, Bridges, South Valley School	School Tour Presentations
Week 7		
T Feb 23 Tuesday	Family Involvement Guest Speaker: Maria Wiscombe	<b>School Tour with Technology</b> Read ch. 4 in Morningstar text. <b>Morningstar Chapter 4</b>
Th Feb 25 Thursday	Working with families on graduation, guardianship, and estate planning	Watch <b>Susan Loving</b> video about graduation options <a href="https://vimeo.com/88497367">https://vimeo.com/88497367</a> .
Week 8		
T Mar 02 Tuesday	Independent Living	Read Chapter 10 in Morningstar Text <b>Morningstar Ch. 10</b>
Th Mar 04 Thursday	Social Skills  Independent Living	Submit Transition Plan for a student. <b>Transition Plan</b>
Week 9		
T Mar 09 Tuesday		<b>Morningstar Ch. 11</b> Read ch. 11 in Morningstar text. Write a study guide.
Th Mar 11 Thursday		<b>CEC Convention Report Video (Part I)</b> <b>CEC Convention Report Video Part II</b>
Week 10		
T Mar 16 Tuesday	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> Collaboration Agencies Ability First, etc. Social Skills	<b>Brigance Transition Inventory</b> <b>Morningstar ch 12 Study Guide</b>

Th Mar 18 Thursday	<p>Collaboration Social Skills</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>Explain TRL Assignment and Secondary Lesson Assignment</p>	Read ch. 3 in Hughes text. Write a study guide.
Week 11		
T Mar 23 Tuesday	<p>Transportation, Recreation, and Leisure</p> <p>Explain Disability Project Assignment</p>	<b>Susan Loving Notes</b>
Th Mar 25 Thursday	<p>Transportation, Recreation and Leisure</p> <p>Riding the Bus with My Sister</p>	<b>Pierangelo Ch. 7-9 Study Guide</b>
Sa Mar 27 Saturday		<b>Secondary Lesson Plan Transportation, Recreation and Leisure Assignment</b>
Week 12		
T Mar 30 Tuesday	<p>Post Secondary Educational Opportunities</p> <p>Guest speaker Michelle Holbrook</p>	<b>Morningstar Ch. 9 Study Guide</b>
Th Apr 01 Thursday	<p>Post-secondary education</p> <p>Disability Projects</p> <p>Class review</p>	<b>Hughes Ch.7 Study Guide</b>
Week 13		
T Apr 06 Tuesday	Disability Project Presentations	Share presentations
Th Apr 08 Thursday	Disability Project Presentations	Share presentations
Week 14		
T Apr 13 Tuesday	Course Review for the Final Exam	
W Apr 14 Wednesday	FINAL EXAM CLOSES	
Th Apr 15 Thursday	<b>Winter Exam Preparation (04/15/2021 - 04/15/2021)</b>	