

Instructor/TA Info

Instructor Information

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Course Information

Description

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

Learning Outcomes

Knowledge

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

Grading Scale

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

Grading Policy

If you are unable to complete an assignment by the due date due to a personal and/or family emergency, you should contact the instructor as soon as possible. On a case-by-case basis, the

instructor will determine whether the emergency qualifies as an excused absence. **No late work will be accepted without prior instructor approval.**

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

Participation Policy

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

Attendance Policy

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

Assignments

Assignment Descriptions

Journal Article Topic and Outline

Feb
06

Due: Monday, Feb 06 at 11:59 pm

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

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

690R Journal Article Assignment.docx [Download \(plugins/Upload/fileDownload.php?fileId=95517091-ZhNd-Gf5J-Rw5i-MSf57e397246&pubhash=vo58j_sEYVJTB_s0AqVbDipRjz3l8y-Blp-jzxn15_zFx9RpAF-shHVxm5hfzQkoGGmBpJYpuamPDdA48WWGiw==\)](#)

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

Peer review

Apr
03

Due: Monday, Apr 03 at 4:00 pm

03

Students will be put into groups. Each student will read and provide substantial feedback to the 2 other members of their group. You should be providing feedback on style, content, grammar, and anything else you think will make the paper better. Use the track changes feature of word to provide feedback. You also need to provide a written summary of your feedback. Something like 1/2 pg single spaced summarizing the strengths and weaknesses of the paper. You will submit a copy of the papers you reviewed with your comments in track changes on LS. You will also submit your written summaries. You need to have the feedback given to each other by the 7th of April.

Reflection Paper

Apr

17

Due: Monday, Apr 17 at 4:00 pm

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

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

Following is the rubric for this assignment: Reflection Paper on Good Blood - Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=2cdc641a-YCXv-Aa7Z-swew-PRd8f9ad7ff6&pubhash=vTwrgwIMqO3DB8Ret-CKJuAfs4NVOF_pPqWz48WAhwHwe20I79rcrByNGx5u4NbCSq-b15EIU5L4nXVWCtLuCg==\)](#)

Leading Class Discussion

Apr

17

Due: Monday, Apr 17 at 11:59 pm

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

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

Following is the rubric for this assignment: Leading Class Discussion - Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=295a53cb-UbzS-ZGw2-jcAn-wCaadec1635&pubhash=QQTgAeJhXGYxqdlwC_r6_5PM-gy5WSbyYGV6I3-3-bom26R-nJAUtqHMhUMFxJNKzpBY01wKa9CIINuDCVNUg==\)](#)

Final Journal Article

Apr

19

Due: Wednesday, Apr 19 at 4:00 pm

Point Breakdown

POINT BREAKDOWN

Categories	Percent of Grade
Journal Article	66.67%
Class Discussion	22.22%
Reflection Paper	11.11%

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 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, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Schedule

Date	Topic/Presenter	Readings/Assignments
Week 1		

M Jan 09 Monday	Introduction to Secondary Transition: Historical Perspective of Transition, Transition Models, Transition Law Dr. Kellems	<ul style="list-style-type: none"> • Kohler & Field Transition Focused Education 2003.pdf Download • Transition - Old wine in new bottles.pdf Download • Taxonomy for Transition Programming.pdf Download
Week 2		
M Jan 16 Monday	Martin Luther King Jr Day	
Week 3		
M Jan 23 Monday	Transition Planning Assessment Savannah	<ul style="list-style-type: none"> • Evidence-Based Practices and Predictors in Secondary Transition.pdf Download • Evidence-based secondary transition predictors for in postschool outcomes for students with disabilities..pdf Download • Linking transition assessment and postsecondary goals.pdf Download • EBPP_Birth_to_Adult_Research_for_Success.pdf Download <p>Survey of Special Education Teachers' Perceptions of Transition Competencies.pdf Download</p> <ul style="list-style-type: none"> • Transition assessment for students with severe disab
Week 4		
M Jan 30 Monday	Transition and Self-Determination Allison	<ul style="list-style-type: none"> • Culture and self-determination.pdf Download • Opening doors to self-determination skills.pdf Download • the-arc-self-determination-scale.pdf Download
Week 5		

M Feb 06 Monday	Independent Living School/Community Based Training Addie	<p>Journal Article Topic and Outline</p> <ul style="list-style-type: none"> • 4_Best Prac Models of VR.pdf Download • 4_Learning from Students.pdf Download • 4_Quality Indicators for Transition.pdf Download <p>http://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum/self-directed-iep</p> <p>Creating a Community-Based Transition Program.pdf Download</p> <p>Status of Community-Based Transition Programs.pdf Download</p> <p>Tying the Knot Final.pdf Download</p>
Week 6		
M Feb 13 Monday	Rose Sex Education- Inter Personal Relationships	<ul style="list-style-type: none"> • Life Skills Instruction- A Necessary Component for All Students with Disabilities.pdf Download <p>Barriers faced by adults with intellectual disabilities.pdf Download</p> <p>https://www.npr.org/2018/01/09/572929725/for-some-with-intellectual-disabilities-ending-abuse-starts-with-sex-ed</p> <p>https://link.springer.com/content/pdf/10.1007%2Fs11195-018-9547-7.pdf</p>
Week 7		
M Feb 20 Monday	Presidents Day	
T Feb 21 Tuesday	Monday Instruction Post-Secondary Education Amelia	<p>Chapter 15 - Persuing Postsecondary Education Opportur Individuals with Disabilities.pdf Download</p> <p>Attitudes.pdf Download</p> <p>Predicotr in Post-Sec. Education.pdf Download</p> <p>pse_id_final_edition.pdf Download</p> <p>Being_a_'Doer'_Instead_of_a_'.pdf Download</p>
Week 8		
M Feb 27 Monday	Religion Megan	
Week 9		

M Mar 06 Monday	<p>Juvenile Justice</p> <p>You need to have your articles emailed to your group members by the night of March 13th for peer review.</p> <p>Charly</p>	<ul style="list-style-type: none"> • Mobilizing local communities to improve transition services..pdf Download • Katherine-Differences between juvenile offenders with and without intellectual disabilities.pdf Download • Kori-Learning Disabilities to Juvenile Detention Pipeline.pdf Download • Alex-Integrating Mental Health and Special Education for Juvenile Offenders.pdf Download • Mary-Juvenile Delinquency and Special Education Laws.pdf Download • Taylor et al-Survey of Counselors and Special Education Teachers.pdf Download • Meadows et al-Teacher Control over Interagency Collaboration.pdf Download • Disability in Prison.pdf Download
Week 10		
M Mar 13 Monday	<p>Employment</p> <p>ADAM</p>	<ul style="list-style-type: none"> • Available on shelf at the BYU Library (HV 1568 .W43) <p>Wehman - Chapter 3, "Applications for Youth with Autism Spectrum Disorders" (pages 447-471)</p> <p>https://www.doleta.gov/wioa/</p> <p>New opportunities to improve economic and career success for low-income youth and adults.pdf Download</p> <p>Vocational rehabilitation counselors' identified transition competencies.pdf Download</p> <p>MassWorks - One-Stop Collaborations - The Key to Expanding Your Workforce Connections.pdf Download</p> <p>The economics of supported employment - what new data tell us..pdf Download</p>
Week 11		
M Mar 20 Monday	<p>Working With Families/Religion</p> <p>Janae</p>	<ul style="list-style-type: none"> • Guardianship- Its role in the transition process for students with developmental disabilities.pdf Download • Transition planning involving culturally and linguistically diverse families. .pdf Download <p>2016 Carter - Supporting Congregational Inclusion.pdf Download</p> <p>Erik Carter Article 2017 copy.pdf Download</p> <p>2008 Dew - Psychosocial Impact on Siblings.pdf Download</p> <p>2015 Rood - Presumption of Incompetence.pdf Download</p>

Week 12		
M Mar 27 Monday	<p>Guardianship Mental Health Kalie</p> <p>Exchange Articles with your Group</p>	
Week 13		
M Apr 03 Monday	<p>Feedback given to each other on articles- Send them feedback in article</p> <p>No class- Spring Break Work on Journal Article</p>	Peer review
Week 14		
M Apr 10 Monday	<p>Recreation and Leisure Shannon</p>	<p>Participation in Sports.pdf Download</p> <ul style="list-style-type: none"> • Select Readings from <i>Good Blood Bad Blood</i> by Wey

Week 15		
M Apr 17 Monday	Student Presentations on their Journal Articles Dr. Kellems will lead the discussion- Students will each be presenting a 10 minute presentation on their reflection of the book.	Reflection Paper Leading Class Discussion
W Apr 19 Wednesday	Last Day of Class	Final Journal Article
Week 16		
M Apr 24 Monday	Final Exam Day	