

Instructor/TA Info

Instructor Information

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TA Information


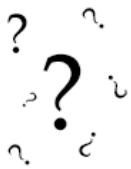
Name: Sadie Clark

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Course Information

Materials

Item	Price (new)	Price (used)
 Your Complete Guide to Transition Planning and Services - <i>Required</i> by Morningstar, M	34.95	26.25
 New Transition Handbook - <i>Required</i> by Hughes, C	39.95	30.00

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%

Grading Policy

Grading Policy

Assignments submitted on-time are eligible for full-credit. Late assignments will receive a 10% per day

deduction of the possible points. After ten days late assignments are not worth any credit.

Assignments

Assignment Descriptions

Morningstar Ch. 1 Study Guide

Jan
09

Due: Tuesday, Jan 09 at 11:59 pm

Submit your notes from Chapter 1 of the Morningstar text. Be able to show that you have carefully read and considered the content. One of the ways this can be done is by making personal connections to the text. 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 future career and teaching experiences.

Hughes Ch. 5 Study Guide

Jan
16

Due: Tuesday, Jan 16 at 11:59 pm

Submit your notes from Chapter 5 of the Hughes text. Be able to show that you have carefully read and considered the content. One of the ways this can be done is by making personal connections to the text. 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 future career and teaching experiences.

Morningstar Ch. 3 Study Guide

Jan
21

Due: Sunday, Jan 21 at 11:59 pm

Submit your notes from Chapter 3 of the Morningstar text. Be able to show that you have carefully read and considered the content. One of the ways this can be done is by making personal connections to the text. 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 future career and teaching experiences.

Morningstar Ch. 5 Study Guide

Jan
23

Due: Tuesday, Jan 23 at 11:59 pm

Submit your notes from Chapter 5 of the Morningstar text. Be able to show that you have carefully read and considered the content. One of the ways this can be done is by making personal connections to the text. 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 future career and teaching experiences.

Hughes Ch. 2 Study Guide

Jan
28

Due: Sunday, Jan 28 at 11:59 pm

Submit your notes from Chapter 2 of the Hughes text. Be able to show that you have carefully read and

considered the content. One of the ways this can be done is by making personal connections to the text. 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 future career and teaching experiences.

Morningstar Ch. 2 Study Guide

Jan
30

Due: Tuesday, Jan 30 at 11:59 pm

Submit your notes from Chapter 2 of the Morningstar text. Be able to show that you have carefully read and considered the content. One of the ways this can be done is by making personal connections to the text. 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 future career and teaching experiences.

Pierangelo Ch. 4 Study Guide

Feb
04

Due: Sunday, Feb 04 at 11:59 pm

Submit your notes from Chapter 4 of the Pierangelo text. Be able to show that you have carefully read and considered the content. One of the ways this can be done is by making personal connections to the text. 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 future career and teaching experiences.

Morningstar Ch. 8 Study Guide

Feb
06

Due: Tuesday, Feb 06 at 11:59 pm

Submit your notes from Chapter 8 of the Morningstar text. Be able to show that you have carefully read and considered the content. One of the ways this can be done is by making personal connections to the text. 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 future career and teaching experiences.

Transition Plan

Feb
12

Due: Monday, Feb 12 at 11:59 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.

Hughes Ch. 8 Study Guide

Feb
13

Due: Tuesday, Feb 13 at 11:59 pm

Submit your notes from Chapter 8 of the Hughes text. 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 future career and teaching experiences.

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.

Study Guide for Lobato videos

Feb
14

Due: Wednesday, Feb 14 at 11:59 pm

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

Lobato Video Study Guide.docx [Download \(plugins/Upload/fileDownload.php?fileId=b6f2b594-DbfP-VCEx-wtOm-nv0c0c22d05b&pubhash=t2llpNSkKRahYE_SGXWVZ0aYyd_8QOel-B4udhfiH_Sm-kLH5kd-ECwIHAIOruh2osAUyWgHseiwI5yV23N88A==\)](#)

School Tour with Technology

Feb
20

Due: Tuesday, Feb 20 at 11:59 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 \(plugins/Upload/fileDownload.php?fileId=b8c8aae5-KTuq-T5hb-BmeJ-rab6754d5c8f&pubhash=eoDoz9ZShvmKI6NLKwQ2M7DiekBTJY5qNCJngCf6Ye-UgMlhaffsRhA41fa_jXAUj9BHhrTECOekxYp_x2lQwg==\)](#)

Morningstar Ch. 4 Study Guide

Feb
20

Due: Tuesday, Feb 20 at 11:59 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 future career and teaching experiences.

Morningstar Ch. 10 Study Guide

Feb
27

Due: Tuesday, Feb 27 at 11:59 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 future career and teaching experiences.

Midterm Exam**Mar**
02

Due: Saturday, Mar 02 at 11:59 pm

Morningstar Ch. 11 Study Guide**Mar**
04

Due: Monday, Mar 04 at 11:59 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 future career and teaching experiences.

Hughes Ch. 4 or Ch. 6 Study Guide**Mar**
05

Due: Tuesday, Mar 05 at 11:59 pm

Submit your notes from Chapter 4 or Chapter 6 of the Hughes text. 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 future career and teaching experiences.

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. 12 Study Guide**Mar**
10

Due: Sunday, Mar 10 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 future career and teaching experiences.

Pierangelo Ch. 7-9 Study Guide**Mar**
17

Due: Sunday, Mar 17 at 11:59 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).

Be able to show that you have carefully read and considered the content. One of the ways this can be done is by making personal connections to the text. For full credit, you must submit at least 2 pages (typed), double spaced.

For your study guide, 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 future career and teaching experiences.

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

Secondary Lesson Plan**Mar**
18

Due: Monday, Mar 18 at 11:59 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 \(plugins/Upload/fileDownload.php?fileId=810f077d-uR2R-GZNd-oj41-4t98ba7674ce&pubhash=AFKvYfwg2fU-MbdxY2nVRXTI97RH-OqqSluay8hmTlgYQc2iA5MnWlCxGBn7KmNH9OO3qZZ9LhH1eCutsxSwXQ==\)](#)

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_9857pW1QbprYchMR3QrxIK5uquJsG0v9O9F1kCpaFuG65SBk6gSz](#)

Data Sheet data.doc [Download \(plugins/Upload/fileDownload.php?fileId=52879bc8-Rd76-JwCX-8L20-LT9adef5a50&pubhash=efaFhhWWGdIFNv3BXmJXGRAWGxgW1gtZ-m5K89RIDFKScnsYA-j8_BYH-Nlxb3zwKhLGRxe7Lbf7a0tl8-31Nw==\)](#)

Brigance Transition Inventory & Write-Up

Mar
20

Due: Wednesday, Mar 20 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-](#)

[6JkQPWbEod7IBAQfI0dfAIHtB9xpRIW3BEOdSsAA57BhdNH3YMUHcVaWxzDGNlkmnq8KF-L8AKpl6Dw==\)](#)

Assessment Report on Brigance TSI sample.pdf [Download \(plugins/Upload/fileDownload.php?fileId=ad685eba-0qT1-Wt67-qUdr-Zc1aaf6b2a9e&pubhash=KPPzlx5woxd4gdI2uVHHd0NdUr0Hs6LY4C3Hthc03I6bMYMJGVMIKrljevok_O68kvRwbCHHg==\)](#)

Interest Inventory Administration

Mar
20

Due: Wednesday, Mar 20 at 11:59 pm

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.

whichever is easier for you.

Parent Center, DSPD, IRIS, Voc-Rehab or your practicum teachers might have some interest inventories you can pull from!

Morningstar Ch. 9 Study Guide

Mar
24

Due: Sunday, Mar 24 at 11:59 pm

Submit your notes from Chapter 9 of the Morningstar text. Be able to show that you have carefully read and considered the content. One of the ways this can be done is by making personal connections to the text. 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 future career and teaching experiences.

Transportation, Recreation, and Leisure

Mar
25

Due: Monday, Mar 25 at 11:59 pm

Transportation & Leisure Rubric.doc [Download \(plugins/Upload/fileDownload.php?fileId=7dfb0c38-4Hbs-6llf-gDRW-h82308d44eb0&pubhash=UUNCHD8M3A6gyPoWT-Jbe5451eYeQ2NvYSpl4MrKlleD4l62YY0KUrXhc424biUlnThkb8Vxm4qkKulblxtRg==\)](https://learningsuite.byu.edu/view/tpwSw0LvwPEA.html#instructorInf...)

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
26

Due: Tuesday, Mar 26 at 11:59 pm

Submit your notes from Chapter 7 of the Hughes text. Be able to show that you have carefully read and considered the content. One of the ways this can be done is by making personal connections to the text. 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 future career and teaching experiences.

IRIS Module questions

Apr
01

Due: Monday, Apr 01 at 11:59 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
07

Due: Sunday, Apr 07 at 11:59 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

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 \(plugins/Upload/fileDownload.php?fileId=4da34fa0-cbDe-sazr-AWPJ-Mwd85b443884&pubhash=FTYGUvBTkUPiM1zvmd6Mx67b_fFa8csumcWk-A-nnrhmhFaGsGFIF_So1TABxCIIep1iCP7NykQ4wxogq2S8WxQ==\)](#)

Report Handout

Apr
07

Due: Sunday, Apr 07 at 11:59 pm

You will create a handout/brochure following the rubric.

Disability Transition Project Rubrics.docx [Download \(plugins/Upload/fileDownload.php?fileId=4da34fa0-cbDe-sazr-AWPJ-Mwd85b443884&pubhash=FTYGUvBTkUPiM1zvmd6Mx67b_fFa8csumcWk-A-nnrhmhFaGsGFIF_So1TABxCIIep1iCP7NykQ4wxogq2S8WxQ==\)](#)

Oral Presentation

Apr
07

Due: Sunday, Apr 07 at 11:59 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 \(plugins/Upload/fileDownload.php?fileId=4da34fa0-cbDe-sazr-AWPJ-Mwd85b443884&pubhash=FTYGUvBTkUPiM1zvmd6Mx67b_fFa8csumcWk-A-nnrhmhFaGsGFIF_So1TABxCIIep1iCP7NykQ4wxogq2S8WxQ==\)](#)

Student Ratings

Apr
15

Due: Monday, Apr 15 at 11:59 pm

Final Exam

Apr
17

Due: Wednesday, Apr 17 at 11:59 pm

The final exam is to be taken on your own time. It is open from 04/12 at noon until 04/13 at 2 pm. This exam is to be taken by yourself with no help from notes, books, classmates, or the internet. While it does not have a time limit, it should take no more than 1.5 to 2 hours. Good luck!! :)

Susan Loving Notes

Apr
29

Due: Monday, Apr 29 at 11:59 pm

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

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

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment 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 confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <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.

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

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Schedule

Date	Column 1	Column 2
Week 1		
M Jan 08 Monday	Start of Classes Overview of Course Syllabus Introduction to Transition Textbooks	
T Jan 09 Tuesday		Morningstar Ch. 1 Study Guide
W Jan 10 Wednesday	Course Topics Textbook Ch. 1 Intelligent Lives	
Week 2		
M Jan 15 Monday	Martin Luther King Jr Day	
T Jan 16 Tuesday		Hughes Ch. 5 Study Guide
W Jan 17 Wednesday	Self-Determination and Advocacy handouts Five Greatest Strengths Intelligent Lives Find Employment Interest Survey samples or create your own	
Su Jan 21 Sunday		Morningstar Ch. 3 Study Guide
Week 3		
M Jan 22 Monday	Transition Planning Student participation in IEPs Increase family involvement Bring textbook to class Article: Promoting Student Self- Determination Skills in IEP Planning	

T Jan 23 Tuesday		Morningstar Ch. 5 Study Guide
W Jan 24 Wednesday	Vocational Assessment Pierangelo Ch. 5 Environmental Assessment, Ecological Inventory Transition Assessment Informal and Formal Review the Brigance TSI assignment Due in March	
Su Jan 28 Sunday		Hughes Ch. 2 Study Guide
Week 4		
M Jan 29 Monday	Informal Assessments Hughes Ch. 3 Environmental supports Preview School Tour Assignment	
T Jan 30 Tuesday		Morningstar Ch. 2 Study Guide
W Jan 31 Wednesday	Guest Speakers: Camille Heiner and Rachel Ferguson - from ATEC	
Su Feb 04 Sunday		Pierangelo Ch. 4 Study Guide
Week 5		
M Feb 05 Monday	Transition Planning: Writing an individualized Transition Plan Case Study	
T Feb 06 Tuesday		Morningstar Ch. 8 Study Guide
W Feb 07 Wednesday	Employment Training Opportunity Village, Tim's Place, Project Search, etc. group research	
Week 6		
M Feb 12 Monday	Work on your School Tour video/presentation or other assignments.	Transition Plan Transition Plan for yourself
T Feb 13 Tuesday		Hughes Ch. 8 Study Guide
W Feb 14 Wednesday	In-class assignment Valentines	Watch Leah Lobato video (Presentation in 4 video segments). https://vimeo.com/86722211 https://vimeo.com/86722212 https://vimeo.com/86722213 https://vimeo.com/86722214 Study Guide for Lobato videos
Week 7		

M Feb 19 Monday	Presidents Day	
T Feb 20 Tuesday	Monday Instruction Share transition settings Alpine Transition Education Center, East Bay Post High, Hilda B. Jones Center, Scenic View, Bridges, South Valley School	School Tour with Technology Morningstar Ch. 4 Study Guide
W Feb 21 Wednesday	Presentations continued	
Week 8		
M Feb 26 Monday	Guest speaker Lavinia Gritentrog from USOE	
T Feb 27 Tuesday		Morningstar Ch. 10 Study Guide
W Feb 28 Wednesday	Independent Living Residential Opportunities PPT. Pierangelo Ch. 11 The Boys Next Door Secondary Instruction. Secondary Lesson Plan due in 2 weeks	
Th Feb 29 Thursday		Midterm Exam Opens
Sa Mar 02 Saturday		Midterm Exam Closes
Week 9		
M Mar 04 Monday	Sean Edwards - guest speaker Zaretta Hammond on Equity and Student Engagement.pdf Download Keeping youth engaged, finding the right fit	Morningstar Ch. 11 Study Guide
T Mar 05 Tuesday		Hughes Ch. 4 or Ch. 6 Study Guide
W Mar 06 Wednesday	Social Skills and Sexual Issues IRIS Information Social participation, needed skills Reminder on the Brigance Assessment	
Su Mar 10 Sunday		Morningstar Ch. 12 Study Guide
Week 10		

M Mar 11 Monday	<p>Matthias Grunke</p> <p>Collaboration Agencies: Ability First, Vocational Rehabilitation, etc.</p> <p>Collaboration</p> <p>Secondary Transition: Interagency Collaboration</p> <p>https://iris.peabody.vanderbilt.edu/module/tran-ic/cwrap/#content</p>	
T Mar 12 Tuesday		
W Mar 13 Wednesday	<p>Transportation, Recreation, and Leisure</p> <p>Transportation, Recreation, and Leisure ppt.</p> <p>TRL Assignment preview and time to plan</p>	<p>Read chapters 7-9 in the Pierangelo text.</p> <p>Write a study guide on one of the chapters, but write three summaries (one per chapter).</p> <p>You can find the chapters under Content --> Course Materials --> Additional Resources.</p>
Su Mar 17 Sunday		Pierangelo Ch. 7-9 Study Guide
Week 11		
M Mar 18 Monday	<p>Riding the Bus With My Sister</p> <p>Planning TRL assignments</p> <p>Interviews: Good, Better, Best</p>	Secondary Lesson Plan
W Mar 20 Wednesday	Share Secondary Lessons	Brigance Transition Inventory & Write-Up Interest Inventory Administration
Su Mar 24 Sunday		Morningstar Ch. 9 Study Guide
Week 12		
M Mar 25 Monday	<p>Family Involvement</p> <p>Guest Speaker: Maria Wiscombe</p>	Transportation, Recreation, and Leisure
T Mar 26 Tuesday		Hughes Ch. 7 Study Guide
W Mar 27 Wednesday	Working with families on graduation, guardianship, and estate planning	
Week 13		
M Apr 01 Monday	<p>Post Secondary Educational Opportunities</p> <p>Preview Disability Presentations</p>	IRIS Module questions
W Apr 03 Wednesday	Guardianship, Estate Planning, Letters of Intent	
Su Apr 07 Sunday		Disability Transition Paper Oral Presentation

		Start Recognition Report Handout
Week 14		
M Apr 08 Monday	Disability Project Presentations	Share presentations
W Apr 10 Wednesday	Disability Project Presentations	Share presentations
Week 15		
M Apr 15 Monday	Guest speaker Michelle Holbrook Inclusion as an Adult Inclusion	Student Ratings Final Exam Opens
W Apr 17 Wednesday	Last Day of Class	Final Exam Closes
Th Apr 18 Thursday	Exam Preparation Day	
Week 16		
M Apr 22 Monday	Final Exam Day	
Week 17		
M Apr 29 Monday		Watch Susan Loving video about graduation options https://vimeo.com/88497367 . Susan Loving Notes