

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
05

Due: Monday, Feb 05 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>) to make sure there has not already been an article written on that topic.

690R Journal Article Assignment.docx [Download \(plugins/Upload/fileDownload.php?fileId=95517091-ZhNd-Gf5J-Rw5i-MSf57e397246&pubhash=vo58j_sEYVJTB_s0AqVbDipRjz3l8y-Blp-jzxn15_zFx9RpAF-shHVxm5hfzQkoGGmBpJYpuamPDdA48VWGiw==\)](#)

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

Peer review

Apr
01

Due: Monday, Apr 01 at 4:00 pm

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

Anr

15

Due: Monday, Apr 15 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 \(plugins/Upload/fileDownload.php?fileId=2cdc641a-YCXv-Aa7Z-swew-PRd8f9ad7ff6&pubhash=vTwrwIMqO3DB8Ret-CKJuAfS4NVOF_pPqWz48WAhwHwe20l79rcrByNGx5u4NbCSq-b15EIU5L4nXVWCtLuCg==\)](#)

Leading Class Discussion x 2

**Apr
15**

Due: Monday, Apr 15 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 \(plugins/Upload/fileDownload.php?fileId=295a53cb-UbzS-ZGw2-jcAn-wCaadecc1635&pubhash=QQTgAeJhXGYxqdiIwC_r6_5PM-gy5WSbyYGv6l3-3-bom26R-nJAUtqHMhUMFxJNKzpBY01wKa9CIINuDcVNUg==\)](#)

Final Journal Article

**Apr
17**

Due: Wednesday, Apr 17 at 4:00 pm

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

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.

Schedule

Date	Topic	Readings
Week 1		
M Jan 08 Monday	Start of Classes Introduction	
Week 2		
M Jan 15 Monday	Martin Luther King Jr Day	
Week 3		

M Jan 22 Monday	<p>Introduction to Secondary Transition: Historical Perspective of Transition, Transition Models, Transition Law</p> <p>Dr. Kellems</p> <p>Transition Planning Assessment</p>	<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 • Evidence-Based Practices and Predictors in Secondary Transition.pdf Download • Evidence-based secondary transition predictors for improving 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 Their Transition Competencies.pdf Download</p> <ul style="list-style-type: none"> • Transition assessment for students with severe disabilities
Week 4		
M Jan 29 Monday	Transition and Self-Determination-Gem	<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 05 Monday	<p>Sex Education-Inter Personal Relationships</p> <p>School/Community Based Training</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 12 Monday	Post-Secondary Education	<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 19 Monday	Presidents Day	
T Feb 20 Tuesday	Monday Instruction Work On Article	<p>Chapter 15 - Persuing Postsecondary Education Opportunities for 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 26 Monday	Religion- Ian	
Week 9		
M Mar 04 Monday	Independent Living- GEM Juvenile Justice	<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 Jevnile 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 11 Monday	Matthias on Transition in Germany and German School System	<ul style="list-style-type: none"> Available on shelf at the BYU Library (HV 1568 .W43 1996) <p>Wehman - Chapter 3, "Applications for Youth with Autism Spectrum Disorders" (pages 447-471) 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 tells us..pdf Download</p>
Week 11		
M Mar 18 Monday	Employment-lan Mental Health	<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 25 Monday	Work on Book Report	
Week 13		
M Apr 01 Monday	Work on Article	
Week 14		
M Apr 08 Monday	Guardianship - Kristen Recreation and Leisure	<p>Participation in Sports.pdf Download</p> <ul style="list-style-type: none"> Select Readings from <i>Good Blood Bad Blood</i> by Weymeher
Week 15		

M Apr 15 Monday	Dr. Kellems will lead the discussion- Students will each be presenting a 10 minute presentation on their reflection of the book.	
W Apr 17 Wednesday	Last Day of Class	
Th Apr 18 Thursday	Exam Preparation Day	
Week 16		
M Apr 22 Monday	Final Exam Day	