Professional Education Unit
Department of Early Childhood, Elementary, & Special Education

COURSE SYLLABUS
EDSP 372*200, 202, 203, 204: Transition to Adult Life: ITV, Spring, 2011-Breck 217

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Course Description: This course prepares teachers of student with disabilities to effectively plan for and support students moving from school to adult life. This entails skill development in the area of planning process, vocational training, support development, developing functional skills and the preparation of Individualized Transition Plans (ITP).

The Individuals with Disabilities Education Act and Kentucky Education Regulations require that a systematic plan for movement from school to adult life be developed for all students with disabilities. This systematic process of planning and accompanying skill development have been identified as critical to assuring that students with disabilities leave school prepared to meet the expectations which Kentucky has outlined for all graduates of its education system. Admittedly, these expectations are some what modified for these students because of the nature of their disabilities; nonetheless, they remain in place. The transition process that assures that the necessary adaptations and supports are in place so that these expectations are not a hoax for these students. Federal and State regulations are clear: the special education teacher is the linchpin of this transition process. This course will provide our graduates with the base of knowledge and skills needed to effectively manage the transition process for their future students.

Required Field Experience Hours: 20

Conceptual Framework: *"Community Engagement: A Light to and from the Mountains"*

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's): By the end of this course, the candidate will be able to:

1. Identify and discuss valued outcomes of persons with severe disabilities (e.g., community participation, independence, social membership, etc.).
2. Facilitate independence of student, family members, and same age peers (with and without disabilities) in student centered planning.
3. Identify critical family issues, events, and decisions from family's point of view (e.g., transitional stages, grief process).
4. Identify agencies available in community, state and nation to assist families in meeting needs of individuals with severe disabilities.
5. Identify and discuss how to include families at all levels of the educational process (e.g., assessment, IEP development, programming, etc.).
6. Identify and discuss life planning issues (e.g., guardianship, wills, trusts, etc.).
7. Identify and demonstrate understanding of existing adult services (for inclusion on transition team).
8. Identify and access national, state, and local organizations that advocate for individuals with disabilities
9. Identify transition stages across the age span (Birth--21).
10. Plan and facilitate individual student transition meetings.
11. Plan and implement appropriate transition activities (i.e., transfer of student specific information, equipment and /or adaptive devices).
12. Negotiate with parents and families issues in planning transitions
13. Collaborate with sending/receiving school/agency to implement transition planning.
14. Write individualized plans across age span.
15. Implement individually designed community based instructional programs.
16. Effectively plan for CBI (e.g., transportation, supervision, funding, insurance, and liability).
17. Identify and negotiate with the family and the student the highest priorities for CBI.
18. Discuss Department of Labor regulations, SSI, workmen's comp., etc. in community-based vocational training programs.
19. Develop community vocational training experiences that sample the range of available job opportunities.

20. Provide community-based job training leading to post-school employment.
21. Identify opportunities for student involvement in extracurricular activities (clubs, sports, friendships) and develop supports for inclusion in such activities.

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Program: P-5 MSD Course: EDSP 372 : Transition to Adult Life					
Aligned with► **Assessment▼** **(point values)**	**Kentucky Teacher Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**Council for Exceptional Children [CEC] Initial Content Standards**	**NCATE**
Midterm Exam **50 Points** CFO: 1 SLO: 1, 2, 5, 8, 10, 13, 14, 15, 16, 18, 19, 21	I	N/A	1. Diversity 2. Assessment 3. Closing the Achievement Gap	3: Individual Learning Differences 8: Assessment	I
Final Exam **50 Points** CFO: 1 SLO: 1, 2, 5, 8, 10, 13, 14, 15, 16, 18, 19, 21	I	N/A	1. Diversity 2. Assessment 3. Closing the Achievement Gap	3: Individual Learning Differences 8: Assessment	I
Community Agency Presentations **30 Points** CFO: 1, 3, 4 SLO: 2, 4, 5, 7, 8, 13, 17, 18, 20	I VIII	N/A	1. Diversity 3. Closing the Achievement Gap 4. Technology	1: Foundations 5: Learning Environments and Social Interactions 9: Professional and Ethical Practice 10: Collaboration	I
Job Carving Presentations **30 Points** CFO: 1, 3, 4	I II III	AE 2.37	1. Diversity 2. Assessment	1: Foundations 2: Development	I, II, IV

SLO: 1, 2, 7, 15, 16, 19, 20	VIII		3. Closing the Achievement Gap 4. Technology	and Characteristics of Learners 3: Individual Learning Differences 4: Instructional Strategies 5: Learning Environments and Social Interactions 6: Language 7: Instructional Planning 8: Assessment 9: Professional and Ethical Practice 10: Collaboration	
Transition Program Plan 75 Points CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 5, 6, 9, 10, 11, 12, 13, 14, 16, 17, 19, 20, 21	I II III V VIII	AE 2.36 AE 2.37 AE 2.38	1. Diversity 2. Assessment 3. Closing the Achievement Gap	1: Foundations 2: Development and Characteristics of Learners 3: Individual Learning Differences 5: Learning Environments and Social Interactions 6: Language	I, II, III, IV

				7: Instructional Planning 8: Assessment 9: Professional and Ethical Practice 10: Collaboration	
Blackboard Assignments **80 Points** CFO: 1, 4 SLO: 1, 2, 4, 5, 7, 8, 11, 15, 19, 21	I II III VI VII	N/A	1. Diversity 2. Assessment 3. Closing the Achievement Gap 4. Technology	1: Foundations 2: Development and Characteristics of Learners 3: Individual Learning Differences 4: Instructional Strategies 5: Learning Environments and Social Interactions 6: Language 7: Instructional Planning 8: Assessment 9: Professional and Ethical Practice	I, II, III, IV
Class Participation **10 Points** CFO: 1, 2, 3, 4, 5 SLO: 1 - 21	I III VI VII VIII	N/A	1. Diversity 2. Assessment 3. Closing the Achievement Gap 4. Technology	9: Professional and Ethical Practice	I, IV

Assignment Descriptions:

Program: P-5 MSD Course: EDSP 372 : Transition to Adult Life	
Assessment (point value)	**Description**
Midterm Exam **50 Points**	A series of 5 essay questions will be given during the semester, as indicated on the class schedule. They will cover material from class lectures and readings.
Final Exam **50 Points**	A series of 25 multiple choice questions will be given and will cover the material from class lectures and readings.
Community Agency Presentations **30 Points**	Candidates will be responsible for choosing a community organization and giving a brief powerpoint presentation on that organization. This also is information candidates can keep for future reference if working with students that will be transitioning into the community.
Job Carving Presentation **30 Points**	While talking about transition and specific disabilities, students will present a job they have "job carved," for a student that has the specific disability. This disability will come from one of the chapters at the end of the book that deals with specific disabilities.
Transition Program Plan **75 Points**	Students will develop a program plan for a student that is 14 years old or older. The candidate will describe the student, **leaving ALL identifying information out**. Next, the candidate will conduct a preference assessment with the student. From the assessment data, the candidate will develop four long term goals and one short term objective for each goal. In other words, you will have one long term goal accompanied with one short term objective. Lastly, the candidate will embed the short term objectives within a matrix that fits that specific student's daily schedule.
Blackboard Assignments **80 Points**	Each Friday 2, there will be a BB assignment posted at 8:00am and will come down on that same day at 5:00pm. Each assignment will be in lieu of actually meeting for class

	on that day. **If the assignment is not posted by 5:00pm, then the student will not receive credit.**
Class Attendance/Participation 10 Points	Each candidate is expected to attend and participate in class discussion. This area of activity will be worth **10 points** toward the final grade. Consistent attendance and **active participation** in group discussions will be major factors considered in determining this mark.

Evaluation and Grading Scale:

1. **Midterm Exam.** A series of 5 essay questions will be given as your midterm exam indicated on the class schedule. The questions will cover material from class lectures and readings.
2. **Final Exam.** A series of 25 multiple choice questions will be given and will cover the material from class lectures and readings.
3. **Field Log.** As outlined in the following assignments candidates are required to do an extensive amount of fieldwork to meet the requirements of this course. **Twenty (20) hours** is the minimum for meeting this course requirement. You will spend 20 hours in a Moderate and Severe Disability classroom (FMD classroom) within a high school. This time should be spent completing class assignments, interviewing teachers on how effective programming for adult life is conducted for students with moderate and severe disabilities. Each candidate must submit a log (distributed in class) documenting the amount of time spent in conducting observation, interviews, and assessments related to this course.
4. **Community Agency Presentations.** Each Candidate will be responsible for choosing a community organization and giving a brief powerpoint presentation on that organization. This also is information candidates can keep for future reference if working with students that will be transitioning into the community. Additional guidelines can be found in Appendix A.
5. **Job Carving Presentations.** While talking about transition and specific disabilities, students will present a job they have "job carved," for a student that has the specific disability. This disability will come from one of the chapters at the end of the book that deals with specific disabilities. This will be a group presentation. This presentation will be presented during class. Additional guidelines can be found in Appendix B.
6. **Final Project: Transition Program Plan.** You will develop a program plan for a student that is 14 years old or older. The candidate will describe the student, **leaving ALL identifying information out**. Next, the candidate will conduct a preference assessment (the TPI) with the student. From the assessment data, the candidate will develop four long term goals and one short term objective for each goal. In other words, you will have one long term goal accompanied with one short term objective. Lastly, the candidate will embed the short term objectives within a matrix that fits that specific student's daily schedule. Additional guidelines can be found in Appendix C.
7. **Blackboard Assignments.** Each Friday2, there will be a BB assignment posted at 8:00am and will come down on that same day at 5:00pm. Each assignment will be in lieu

of actually meeting for class on that day. Each assignment will be graded and then will be an artifact in the final notebook. **If the assignment is not posted by 5:00pm, then the student will not receive credit.**

8. **Class Attendance/Participation**. Each candidate is expected to attend and participate in class discussion. This area of activity will be worth **10 points** toward the final grade. Consistent attendance and **active participation** in group discussions will be major factors considered in determining this mark.

Relative value of class activities

Midterm	50 points
Final Exam	50 points
Agency Presentation	30 points
Job Carving Presentation	30 points
Final Project-Report	75 points
Blackboard Assignments	80 points
Participation	10 points
Total	**325 points**

Grading. All work will be evaluated based on the thoroughness with which the assignment is completed, the clarity with which the information is presented (verbally or in writing), and degree to which the framework presented in this course is used in completing the assignments.

Required Textbook(s):

Wehman, P. (2001). *Life beyond the classroom: Transitions strategies for young people with disabilities (4th Edition)*. Baltimore, MD: Paul H. Brookes Publishing Co.

All students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. **You are expected to have purchased and activated your account by midterm of this semester or you will receive a midterm grade of "E".** Your account may either be purchased at https://payment.tk20.com/ctpayment/options_menu.do or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at tk20help@moreheadstate.edu .)

ADDITIONAL READINGS:

Reprints and additional project readings will be distributed in class and via Blackboard.

Course Format

A variety of teaching strategies are used to present material in this course. Lectures/discussions are based on assigned readings and individual experience with this population. Slides and videotapes of students with moderate to severe disabilities are used to supplement lectures. Additional class learning activities will include: small group activities; demonstrations; and candidate presentations. **All candidates must enroll in Blackboard to receive powerpoints, additional readings, materials, etc.**

Candidates are also asked to enroll in **Facebook** to participate in discussions via Facebook and to receive additional information regarding special education and transition. Facebook will allow the candidate to chat with other students regarding special education and transition, chat with the instructor, search and join national organizations on the web, pose questions or concerns to the class, etc. You will need to add me as your friend, **Hawkins Ed D**.

CLASS ATTENDANCE POLICY

Attendance. Attendance is mandatory. If you are unable to attend a class session the instructor should be notified ahead of time. As noted above, attendance and participation contribute toward your grade for this course; therefore, unexcused absences will negatively affect the student's grade.

CLASS POLICIES

Academic Honesty. Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA). In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement. Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Confidentiality. In all reports and discussion of their experience candidates are reminded to refrain from using students' last names or in any way providing information that might identify

individual students to individual outside the classroom. It is inappropriate to discuss anything observed in a classroom, on videotape, or learned from discussion in this seminar with anyone not directly involved with the delivery of services to students or involved in this professional training. Violation of confidentiality will be regarded as a serious breach of professional ethic and may result in the failure in this class.

Plagiarism. Any paper showing evidence of plagiarism from any source will be considered unacceptable and result in no grade (0) being awarded for that assignment. If you have any questions related to plagiarism please ask the instructor.

All assignments must be completed using Times New Roman 12 point and must be double spaced. When turning in an assignment, the RUBRIC MUST BE STAPLED TO THE FRONT of the assignment. This is where you will place your name. It WILL NOT be necessary to put your name, date, etc., at the beginning of your papers, which will be placed on the Grading Rubric. The assignment will not be accepted without the grading rubric.

Late Assignments. Five percent (5%) per day will be deducted from all assignments which are submitted after the due date unless a late submission is negotiated in advance. No points will be deducted for redone assignments provided they are turned in within a time frame arrange with the instructor.

Person First. In all papers and class discussions observe the standards for use of "people first" language as outlined in Guidelines for reporting and writing about people with disabilities published by the Research and Training Center on Independent Living at the University of Kansas and discussed in class.

EDSP 372 CLASS SCHEDULE

Please note that the schedule is subject to change.

DATE	TOPIC	ASSIGNMENT DUE
Jan 18	Introductions Syllabus Enroll in Blackboard Enroll in Facebook Field Placement Overview of Agency Assignment	
Jan 20	Overview of Class Assignments	Sign up for a specific disability-chapters 15-22 Sign up for Community Agency
Jan 25	Transition Ch. 1 Self Determination Ch. 2	
Jan 27	Agency Presentations	
Jan 28	**Blackboard**	
Feb 1	Agency Presentations	
Feb 3	Agency Presentations	
Feb 8	Assessment Readings TBA	
Feb 10	Assessment Readings TBA	
Feb 11	**Blackboard**	
Feb 15	Individual Transition Plan Ch. 3	
Feb 17	Teaching Transition Ch. 8	
Feb 22	Teaching Transition Cont. Ch. 8	
Feb 24	Assistive Technology in the Community Ch. 9	
Feb 25	**Blackboard**	

March 1	Full Inclusion School and Community Ch. 5	
March 3	Finding Jobs for Individuals with Disabilities Ch. 10	
March 8	**Midterm Exam**	
March 10	Job Carving Ch. 11	
March 11	**Blackboard**	
March 15	Vocational Placements and Careers Ch. 12	Transition Program Plan Due
March 17	Postsecondary Education Ch. 13	
March 22	**SPRING BREAK NO CLASS**	
March 24	**SPRING BREAK NO CLASS**	
March 25	**SPRING BREAK NO CLASS**	
March 29	Intellectual Disabilities Ch. 16	Job Carving Presentation
March 31	Sensory Impairments Ch. 17	Job Carving Presentation
April 5	Autism MTV Video	Job Carving Presentation High Functioning Autism
April 7	Autism Cont. Ch. 20	Job Carving Presentation Low Functioning Autism
April 8	**Blackboard**	

April 12	TBA	
April 14	Emotional and Behavior Disorders Ch. 19	Job Carving Presentation
April 19	Other Health / Orthopedic Impairments Ch. 21	Job Carving Presentation
April 21	Learning Disabilities Ch. 18	Job Carving Presentation
April 22	**Blackboard**	
April 26	TBA	
April 28	TBA	
May 3	Traumatic Brain Injury Ch. 22	Job Carving Presentation
May 5	Families Benefit Planning Readings TBA	
May 6	**Blackboard**	
May 11	**Final Exam** **12:45pm**	

APPENDICES

Appendix A

EDSP 372

Community Agency Presentation

The purpose of the Community Agency Presentation is to familiarize you with community resources that will assist families that may child with a disability. It will let other classmates know what is available in the local community as well as resources they may have to access outside the local area. As a teacher, you will encounter occasions where you have to assist the *family* of a student with disabilities.

Each student will choose a specific community agency. A community agency may be Pathways, Special Olympics, etc. The agency you choose may not be directly in your community but a family could still have access to the agency. For example, a national organization for Down Syndrome or Autism. These organizations provide families with additional information regarding the disability, etc.

For this presentation you will provide the class with a powerpoint presentation including the following information regarding your specific community agency:

1. Identify the agency
2. Describe ALL individuals they serve
3. Describe ALL services they provide to individuals with disabilities
4. Identify the appropriate contact people with their contact information
5. Provide any other relevant information that might assist a consumer (parents) in evaluating the agency
6. In addition, provide any brochures, video clips, etc., the agency may use for advertisement or parents

Please be creative when creating your powerpoints. You will submit your presentation to blackboard under Discussion Board. The information will be valuable as you become special education teachers.

Each student will notify the professor of their chosen agency so there will not be duplicate presentations.

Community Agency Examples

Agency	Contact Information	MSU Student
KY Office of the Blind	275 East Main Street Frankfort, KY 40601 http://blind.ky.gov/	
Deaf and Hard of Hearing Services Branch	Office of Vocational Rehabilitation CHR Building 275 East Main Street Mail Stop 2E-K Frankfort, KY 40621 (800) 372-7172	
The Kentucky Assistive Technology Loan Corporation (KATLC)	275 East Main Street Mail Stop 2 E-K Frankfort, KY 40621 http://katlc.ky.gov	
Kentucky Council on Developmental Disabilities	100 Fair Oaks Lane, 4E-F Frankfort, KY 40601 http://chfs.ky.gov/kcdd/	
Department for Behavioral Health, Developmental and Intellectual Disabilities	100 Fair Oaks Lane 4E-B Frankfort, KY 40621	
Bluegrass Technology Center	961 Beasley St, Suite 140 Lexington, KY 40505 (800) 209-7767 (859) 294-4343	
Ms Wheelchair Kentucky	8610 Glenfield Way Louisville, KY 40241 ATTN: PAT O'BRIEN	

	(502) 394-9160 patobryant@bellsouth.net	
Star Autism Treatment Program	Systematic Treatment of Autism and Related Disorders (STAR) 571 S. Floyd Street, Suite 100 Louisville, KY 40202 (859) 852-3797 Kjwils03@louisville.edu	
Pathways to Careers and Special Programs	Capitol Plaza Tower, Room 2113 500 Mero Street Frankfort, KY 40601 dstratto@kde.state.ky.us	
Audio Studio for the Reading Impaired, Inc.	PO BOX 23043 11403 Park Road Anchorage, KY 40223 www.audio-studio.org	
Toyota Bluegrass Miracle League	160 East Main Street Georgetown, KY 40324 ATTN: KEVIN HAURY http://bluegrassmiracleleague.org	
KY Special Parent Involvement Network	KY-SPIN, Inc 10301-B Deering Rd. Louisville, KY 40272 (502) 937-6894	
KY Office of Vocational Rehabilitation	OVR Central Office CHR Building 275 E. Main Street Mail Stop 2E-K Frankfort, KY 40621	
	Kentucky Protection & Advocacy 100 Fair Oaks Lane, Third Floor Frankfort, KY 40601	

Protection and Advocacy	(502) 564-2967	
Carl D. Perkins Center	5659 Main Street Thelma, KY 41260 (606) 788-7080	
The Arc of Kentucky	706 East Main Street, Suite A Frankfort, KY 40601 (502) 875-5225	
ResCare of Morehead – CAKY	1034 E. Main St. Morehead, KY 40351	
Active Day of Ashland	6938 US Route 60 Ashland, KY 41102-9519	
Stewart Home School	4200 Lawrenceburg Rd. Frankfort, KY 40601	
Independence Place	824 Euclid Avenue, Suite 103 Lexington, KY 40502 ATTN: PAMELA ROARK-GLISSON (859) 266-2807 www.independenceplaceky.org	
Kentucky Special Olympics	105 Lakeview Court Frankfort, KY 40601-8749 ATTN: MELISSA HARDISON www.soky.org	
Autism Society of the Bluegrass	453 Rookwood Pkwy Lexington, KY 40505 (859) 299-9000 http://asbg.org	

Down Syndrome Association of Central KY	2808 Ashbrook Dr. Lexington, KY 40513 ATTN: KAREN BOUDREAUX (859) 219-3404 http://dsack.org	
Community Alternatives Kentucky	500 Bellerive Blvd. Nicholasville, KY 40356 (859) 313-5042	
Employment Solutions	1165 Centre Parkway, Suite 120 Lexington, KY 40517	
Commission for Children with Special Health Care Needs	310 Whittington Parkway, Suite 200 Louisville, KY 40222 **Also one in Morehead 214 W. First St. Morehead, KY 40351 784-3049	
KY Business Leadership Network	KY Business Leadership Network, UK-IHDI 1517 Bull Lea Road, Suite 110 Lexington, KY 40511-9816 www.kybln.org	
Office of Career and Technical Education.	500 Mero St. Capital Plaza Tower, 20th Floor Frankfort, KY 40601	
Pathways, Inc Serves Rowan and surrounding counties	211 Adena Dr. Mt. Sterling, KY 40353 ATTN: CLEO HOWARD / SHERYL HALL (859) 497-0006	
Independent Opportunities	PO BOX 3128	

	Richmond, KY40476 ATTN: DELANA WOMMER (859) 626-9206	
TASH	6408 Watch Hill Road Louisville, KY 40228 ATTN: LESLIE LEDERER Leslie.Lederer@ky.gov	
Kentucky Wheelchair Athletics Association	Spinal Cord Injury Association of KY 2050 Versailles Rd. Lexington, KY 40504 ATTN: JULIE DUNCAN	
Goodwill Industries of KY	1325 South Fourth St. Louisville, KY 40208 (502) 585-4945 2100 Winchester Ave. Ashland, KY 41101 Linda Miller lmiller@goodwillhunting.org (606) 324-0099	
Community Based Work Transition Program (CBWTP)	IHDI/University of Kentucky 1525 Bull Lea Rd. Suite 160 Lexington, KY 40511-9816 (800) 333-9177	
VSA Arts of Kentucky	21st Floor, Capital Plaza Tower Frankfort, KY 40601 (502) 564-3775 programs@vsartsky.org	
Starfile	5030 Oaklawn Dr. Cincinnati, OH 45227	

EDSP 372 Community Agency Presentation

Grading Rubric

Student Name: _____ **Date: _____**

Identify the agency	/5
Describe ALL the individuals they serve	/5
Describe ALL services	/5
Contact Information	/5
Other relevant information regarding the agency	/5
Additional Handouts, video clips, and/or brochures	/5
TOTAL POINTS	**/30**

Appendix B

EDSP 372

Job Carving Presentation

Job carving is actually "carving" a job to meet the needs of an individual with a disability. This is an important process because many of our students may not be able to "work a cash register" but may be able to do something else and the "something else" is you "job carving" a task for them.

We will be discussing specific disabilities and how the disability may affect the individual's transition process. I will describe each disability and its relationship to transition. In addition, I want you to "job carve" a job that's specific to the disability. You will present your information at the end of my lecture.

Students will choose one disability discussed in chapters 16-22. You should be **creative** when "job carving" for the disability. You will compile your information into a powerpoint presentation for the class.

Your powerpoint should include the following information:

- The name and description of the actual job and the employer
- Describe the needed skills to perform the job
- Describe how you will teach the needed job skills
- Describe how this job is **specific to the disability**
- Explain what modifications will be needed to perform the job skills? If there are none, explain why.
- Explain how you will promote job independence?

EDSP 372 Job Carving Presentation

Grading Rubric

Student Names: _____

Date: _____

Name of job/employer	/5
What skills are involved with the job?	/5
How will you teach the skills?	/5
How is this job specific to the disability?	/5
Will the student need modifications to perform the job?	/5
How will you promote job independence?	/5
TOTAL POINTS	**/30**

Appendix C

EDSP 372

Transition Program Plan

Transition planning for students with moderate and severe disabilities is a systematic process. It should be carefully thought out and executed. Throughout the semester we have discussed assessment, assessment reports, developing goals and objectives, and using activity matrices for embedding objectives across the curriculum. I want you to complete all of these with the student you watched in the video and completed the assessment. Please **do not use any real names for students**. You then will complete the following components with the student to complete the project:

1. Background information of the student
2. Assess the student using an assessment measure
3. Report the results from the assessment
4. Develop goals/objectives for the student
5. Develop an activity matrix for the student
6. Include the assessment you used

After each component is complete, I want you to write up a narrative report explaining your assessment results and how you are going to use that information to complete the above components. Please see the grading rubric to guide you during your assignment.

Your final product will consist of a Transition Program Plan that includes the above items. In addition, when you turn in the project, please include the grading rubric.

EDSP 372

Transition Program Plan Grading Rubric

Name: _____ Date: _____

1. **Background Information/Description of Student** /5
2. **Transition Assessment used** /1
3. **Assessment description** /5

4. **Results from Four Planning Areas (e.g., communication, self-determination, etc.)**
   a. Area #1 /5
   b. Area #2 /5
   c. Area #3 /5
   d. Area #4 /5

5. **Long Term Goals and Short Term Objectives**
   a. Annual Goal #1 /1
   b. Short Term Objective #1
      i. A (actor) /1
      ii. B (behavior) /1
      iii. C (condition) /1
      iv. D (degree) /1

   c. Annual Goal #2 /1
   d. Short Term Objective #2
      i. A /1
      ii. B /1
      iii. C /1
      iv. D /1

   e. Annual Goal #3 /1
   f. Short Term Objective #3
      i. A /1
      ii. B /1
      iii. C /1
      iv. D /1

   g. Annual Goal #4 /1
   h. Short Term Objective #4
      i. A /1
      ii. B /1
      iii. C /1
      iv. D /1

6. **Activity Matrix**
    a. Embed Four Short Term Objectives
        i. Each objective embedded in one area

ii.	Objective #1 embedded in area #1	/3
iii.	Objective #1 embedded in area #2	/3
iv.	Objective #2 embedded in area #1	/3
v.	Objective #2 embedded in area #2	/3
vi.	Objective #3 embedded in area #1	/3
vii.	Objective #3 embedded in area #2	/3
viii.	Objective #4 embedded in area #1	/3
ix.	Objective #4 embedded in area #2	/3

TOTAL POINTS **/75**

MOREHEAD STATE UNIVERSITY

Spring 2011

Dear Colleague:

The students in EDSP 372, Transition to Adult Life, at Morehead State University are beginning to familiarize themselves with the transition process when working with students who have disabilities. To fulfill course requirements, students are required to spend a minimum of 20 hours in their field experience classroom and/or agency observing, interviewing staff or students, etc. about the transition process. The following paragraph explains the assignment they will need to fulfill while observing in your classroom/agency. In addition, the candidates are responsible for showing you all assignments and grading rubrics. If you would like for me to email them to you, please let me know.

The candidate will choose one high school student with a disability as their target student to follow for the semester. The candidate is responsible for completing a Transition Assessment with the student, teacher, and family member, if possible. From the data, the candidate will develop goals/objectives for the student and then determine where the skills can be embedded across the curriculum. **ALL IDENTIFYING INFORMATIO WILL BE LEFT OUT TO ENSURE CONFIDENTIALITY!** In addition, please feel free to use the MSU student where you see needed within your classroom. The student should not only be sitting while doing observations; the more hands-on experiences they can gain while in your classroom, the better.

I am personally very grateful to you for making your classroom/agency available to my candidates. This vital field experience would not be possible without classroom teachers or agency personnel, like you, who are willing to share their classrooms/agencies with MSU students. If there are any problems related to scheduling, cooperation, appropriate behavior, or any other concern, please call me immediately. If I can be of any assistance to you and or you are in need of further information, please, do not hesitate to call me at (606) 783-2830 or email at s.hawkins@moreheadstate.edu.

Sincerely,

Sarah R. Hawkins

Sarah R. Hawkins, Ed.D.

Assistant Professor

SITE VISIT LOG

EDSP 372

Student: _____

Observation Site: _____

The candidates in EDSP 372 Transition to Adult Life at Morehead State University are required to familiarize themselves with 1) the transition process; 2) transition assessment; and 3) finding jobs for individuals with disabilities. This form serves to document the amount of time the candidate has spent in your program. Thank you for your cooperation in assisting the candidates to complete this assignment. If you need any further information please do not hesitate to call me at (606) 783-2830.

Sarah R. Hawkins, Ed.D.

Date	Time of Visit	MSU candidate's activities during this visit
TOTAL HOURS IN THIS SETTING: _____**Hours**		_____ **Signature of Cooperating Teacher**