



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5129**

**Transitions in Lives of Students with  
Disabilities**

**Semester 2, 2018**

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### **IMPORTANT :**

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5129 Transitions in Lives of Students with Disabilities (6 units of credit)  
Semester 2, 2018

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Sue O'Neill  
Office Location: John Goodsell 133  
Email: [sue.oneill@unsw.edu.au](mailto:sue.oneill@unsw.edu.au)  
Phone: 9385 2909  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Transitions in Lives of Students with Disabilities
<b>Credit Points</b>	6 units of credit (UOC)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, online modules, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	
Intensive course and online modules	16, 17, 19, and 20th July 2018 (Mon, Tue, Thurs, Fri) Mon & Tues: 09:00 – 13:00 Thur & Fri: 09:00 – 16:00 Location John Goodsell LG21

### **Summary of Course**

This course will provide an overview of numerous transitions students with disabilities face. The focus will be on preparation, support and planning which goes into these transitions. Contemporary legislation, policies, methods and service delivery for education and transitional programming for students with disabilities at different levels (early childhood to primary level, primary to secondary level, secondary to tertiary level, secondary level to vocation) will be discussed.

**The main ways in which the course has changed since last time as a result of student feedback:**

The use of online modules for some afternoon sessions for added variety of learning mode.

### **Student Learning Outcomes**

Outcome		Assessment/s
1	You will be able to demonstrate your understanding of different transitions stages, policies, and current issues in transition planning.	1, 2
2	You will be able to identify evidence-based strategies, resources, and materials used for transition planning for individuals with disabilities into and out of school and post-school environments.	1, 2
3	You will be able to identify support systems that promote self-determination and integration in to community and work environments.	1, 2
4	You will be able to describe the role of teachers, transition specialists, and community agencies related to transition planning and services.	1, 2

### **Program Learning Outcomes**

Standard		Assessment/s
	<b>Advanced disciplinary knowledge and practices</b>	
1	Demonstrate an advanced understanding of the field of education as it relates to your specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
	<b>Enquiry-based learning</b>	
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
	<b>Cognitive skills and critical thinking</b>	
3	Demonstrate advanced critical thinking and problem solving skills	2
	<b>Communication, adaptive and interactional skills</b>	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
	<b>Global outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1
	<b>Ethics</b>	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2

### **AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead)**

Standard	Assessment/s
1.1.4	1, 2
1.2.3	1, 2
1.6.2	1, 2
2.1.2	1
2.3.2	1, 2
3.1.2	2
4.1.4	2
5.1.3	2

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Research suggests that students with disabilities have difficulty with transitioning through different life phases, such as from primary school to high school, and from high school to tertiary education or vocational settings. To prepare students to make these transitions successfully, teachers can incorporate transition skills into their curricula. This course aims to provide not just an overview of difficult transitions faced by students with disabilities, but also strategies that teachers can employ to increase the success of students during critical life span transitions.

#### 5. TEACHING STRATEGIES

- Explicit teaching including intensive day-long seminars using a range of teaching strategies to foster interest and support learning including some online modules;
- Structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- Opportunities for small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, to question and to problem solve
- These activities will occur in a climate that is supportive and inclusive of all learners.

#### 6. COURSE CONTENT AND STRUCTURE

Seminars	Seminar Topics
<p style="text-align: center;">1</p> <p>Monday July 16th</p> <p>9.00am – 1.00pm</p> <p>4-hour face-to-face seminar</p> <p>2-hour online module</p>	<p><b>Course introduction</b></p> <p><i>What is transition planning and why do people with disabilities need support?</i></p> <p><i>Transition planning and support: A legal or moral imperative?</i></p> <p><i>Building a transition team: Collaboration with family, school personnel, allied health professionals, and other stakeholders to create a wraparound service (Iris Peabody: <a href="#">online module</a>)</i></p>
<p style="text-align: center;">2</p> <p>Tuesday July 17th</p> <p>9.00am – 1.00pm</p> <p>4-hour face-to-face seminar</p> <p>2-hour online module</p>	<p><b>How to build a transition plan and team</b></p> <p><i>Assessment of transition support needs – How assessment drives planning</i></p> <p><i>Developing the transition plan within an IEP or IFSP</i></p> <p><i>Promoting self-determination to support transition planning. The importance of student and family voice in transition planning.</i></p>
<p style="text-align: center;">3</p> <p>Thursday July 19th</p> <p>9.00am – 4.00pm</p>	<p><b>Key school-stage transitions</b></p> <p><i>Transition from home to early education/intervention/primary school</i></p> <p><i>Transitions between primary and high school</i></p>

6-hour face-to-face seminar	<i>Transition from secondary school to post-school life</i>
4 Friday July 20th 9.00am – 4.00pm 6-hour face-to-face	<b><i>Transitions into and out of specialised settings</i></b>  <i>Transitions to/from special school/unit settings back to mainstream</i>  <i>Transitions to/from juvenile justice settings</i>  <i>Course wrap up and Assessment Task 1 and 2 Q&amp;A</i>

## 7. RESOURCES

### **Prescribed text:**

Strnadová, I. & Cumming, T. M. (2016). *Lifespan transitions and disability: A holistic perspective*. London: Routledge

Available in UNSW bookshop.

### **Prescribed Readings:**

See Moodle for additional prescribed readings.

### **Recommended texts**

Bostock, J., & Wood, J. (2015). *Supporting student transitions 14-19. Approaches to teaching and learning*. London: Routledge.

Clark, H. B., & Unruh, D. K. (2009). *Transition of youth and young adults with emotional or behavioural difficulties. An evidence-supported handbook*. Baltimore, MA: Paul Brookes.

Flexer, R., Baer, R., Luft, R., & Simmons, T. (2013). *Transition planning for secondary students with disabilities* (4<sup>th</sup> ed). Upper Saddle River, NJ: Pearson.

Hughes, C., & Carter, E. W. (2012). *The new transition handbook. Strategies high school teachers use that work!* Baltimore, MA: Paul Brookes.

Sitlington, P. L., Neubert, D., & Clark, G. (2010). *Transition education and services for students with disabilities* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

## 8. ASSESSMENT

<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Student Learning Outcomes Assessed</b>	<b>Program Learning Outcomes Assessed</b>	<b>Due Date</b>
Assessment 1- Essay	2,500 words	45%	1, 2, 3	1, 2, 4, 5	Friday 3rd August by 5pm
Assessment 2 - Individual Transition Plan	3,000 words	55%	1, 2, 3, 4	1, 2, 3, 4, 6	Friday 17th August by 5pm

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

## Assessment 1

### Essay: Evidence-based transition practices

You will write an essay about evidence-based transition practices for a student with a disability undergoing transition from one school stage to another. This essay should be double-spaced and written in APA style. The practices in your essay must be supported by links to research literature published in a variety of quality journals, in the last 10 years. You **must** also use relevant prescribed and/or additional course readings to support your response.

Please see Moodle - Assessment Task Area for more information under the Essay section.

**Due:** 3<sup>rd</sup> August 2018

## Assessment 2

### Individual Transition Plan for Postsecondary Life.

You will develop a, hypothetical or real, **student-focused** individual transition plan for a student with a disability to support their post-school aspirations. Your plan will include post school employment, education, and independent living goals. It will indicate which services and supports will be required to assist the student to reach their post-school life goals. You will also show the connection of the subjects the student will study for Stage 6. You will also include triangulated IEP transition goals. Please see Moodle - Assessment Task Area for more information under the ITP section.

**Due:** 17th August 2018

### Feedback

Assessment Task	Feedback Mechanism	Feedback Date
One: Essay	Written via Turnitin	within 10 working days of submission
Two: Individual Transition Plan	Written via Turnitin	within 10 working days of submission

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**Assessment task 1: Essay**

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of transition- issues and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• Clarity and accuracy in use of key terms and concepts in relation to transition and disability</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of understanding of key transition principles, concepts and issues explicitly raised during the course and in your follow-up prescribed and additional readings.</li> <li>• Depth of analysis of specific strengths and weakness of transition theories and practices, and reasons for the inclusion of each resource</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Range of research and professional literature on special education/disability and transition</li> <li>• Resources are current and relevant</li> </ul>					
<b>Structure and organization of response</b> <ul style="list-style-type: none"> <li>• Appropriateness of overall structure of response</li> <li>• Clarity and coherence of organisation, including use of headings, referencing</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references as per APA 6<sup>th</sup> edition</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation</li> <li>• Does not exceed the word length by more than 10%</li> </ul>					
<b>GENERAL COMMENT</b>					

**Lecturer:** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Recommended:**     /20     (FL PS CR DN HD)     **Weighting:**     45%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**



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**Assessment task 2:** Individual transition plan

SPECIFIC CRITERIA	(-) —————> (+)				
<b>Understanding of transition- issues and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• Clarity and accuracy in use of key terms and concepts in relation to transition and disability</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of understanding of key transition principles, concepts and issues explicitly raised during the course and in your follow-up prescribed and additional readings.</li> <li>• Depth of analysis of practices and transition supports included in the plan</li> <li>• Clarity and depth of required provisions included in plan</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Range of research and professional literature on special education/disability and transition</li> <li>• Resources are current and relevant</li> </ul>					
<b>Structure and organization of response</b> <ul style="list-style-type: none"> <li>• Appropriateness of overall structure of response</li> <li>• Clarity and coherence of organisation, including use of headings, referencing</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references as per APA 6<sup>th</sup> edition</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation</li> <li>• Does not exceed the word length by more than 10%</li> </ul>					
<b>GENERAL COMMENTS</b>					

**Lecturer:**

**Date**

**Recommended:**        /20        (FL PS CR DN HD)

**Weighting:**        55%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**