

EDST5129

Transitions in the Lives of Students with Disabilities

Term 2, 2022



Course Overview

Staff Contact Details

Convenors

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School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this course, students will be provided with an overview of the numerous transitions students with disabilities face. The focus of the course will be on the preparation, support and planning required for transitioning students with disabilities. Contemporary legislation, policies, methods and service delivery for the 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.

Course Learning Outcomes

1. Explain your understanding of different transitions stages, policies, and current issues in transition planning.
2. Identify evidence-based strategies, resources, and materials used for transition planning for individuals with disabilities into and out of school and post-school environments.
3. Identify support systems that promote self-determination and integration in to community and work environments.
4. Describe the role of teachers, transition specialists, and community agencies related to transition planning and services.

Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.4	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social, and intellectual development and characteristics of students.	1,2
1.2.3	Expand understanding of how students learn using research and workplace knowledge.	1,2
1.6.2	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirement.	1,2
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	2
2.3.2	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	2
3.1.2	Set explicit, challenging, and achievable learning goals for all students.	2
4.1.4	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new	1,2

	approaches to engage and support all students.	
5.1.3	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	2

Teaching Strategies

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. The following teaching strategies will be employed:

- explicit teaching including online lectures using a range of teaching strategies to foster interest and support learning;
- structured occasions for reflection on learning through the online discussion tool to allow students to reflect critically on issues discussed;
- extensive opportunities for online 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.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Essay	45%	29/07/2022 05:00 PM	1, 2, 3, 4
2. Individual Transition Plan	55%	12/08/2022 05:00 PM	1, 2, 3, 4

Assessment 1: Essay

Due date: 29/07/2022 05:00 PM

Task 1 - Essay - 2500 words

Students will receive written feedback within 10 working days of submission

Additional details

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.

Assessment 2: Individual Transition Plan

Due date: 12/08/2022 05:00 PM

Task 2 - Individual Transition Plan - 3000 words

Students will receive written feedback within 10 working days of submission

This is the final assessment.

Additional details

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.

RUBRIC/FEEDBACK SHEET
EDST5129 TRANSITIONS IN THE LIVES OF STUDENTS WITH
DISABILITIES
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Essay

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understanding of the task and its relationship to relevant areas of theory, research, and practice • Clarity and accuracy in use of key terms and concepts in relation to transition and disability 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of key transition principles, concepts and issues explicitly raised during the course and in your follow up prescribed and additional readings • Depth of analysis of specific strengths and weakness of transition theories and practices, and reasons for the inclusion of each resource 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Range of research and professional literature on special education/disability and transition • Resources are current and relevant 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of headings, referencing 					

Specific Criteria	(-)—————>(+)				
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references as per APA 6th edition • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation • Does not exceed the word length by more than 10% 					
<p>General comments/recommendations for next time:</p>					

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 contextualise 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.

RUBRIC/FEEDBACK SHEET
EDST5129 TRANSITIONS IN THE LIVES OF STUDENTS WITH
DISABILITIES
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Individual Transition Plan

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understanding of the task and its relationship to relevant areas of theory, research, and practice • Clarity and accuracy in use of key terms and concepts in relation to transition and disability 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of key transition principles, concepts and issues explicitly raised during the course and in your follow up prescribed and additional readings • Depth of analysis of practices and transition supports included in the plan • Clarity and depth of required provisions included in plan 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Range of research and professional literature on special education/disability and transition • Resources are current and relevant 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of headings, referencing 					

Specific Criteria	(-)—————>(+)				
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references as per APA 6th edition • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation • Does not exceed the word length by more than 10% 					
<p>General comments/recommendations for next time:</p>					

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 contextualise 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
O week: 23 May - 27 May		
Week 1: 30 May - 3 June	Seminar	What is transition planning and why do people with disabilities need support?
Week 2: 6 June - 10 June	Seminar	Building a transition team Collaboration with family, school personnel, allied health professionals, and other stakeholders to create a wraparound service (Iris Peabody: online module)
Week 3: 13 June - 17 June	Seminar	Transition planning and support: A legal or moral imperative?
Week 4: 20 June - 24 June	Seminar	Assessment of transition support needs How assessment drives planning (Transition Coalition: online module)
Week 5: 27 June - 1 July	Seminar	Developing the transition plan within an IEP or IFSP <ul style="list-style-type: none"> • Transition from home to early education/intervention/primary school • Guest presenter from Lifestart
Week 6: 4 July - 8 July	Seminar	Promoting self-determination to support transition planning The importance of student and family voice in transition planning

Week 7: 11 July - 15 July	Seminar	Transition from primary to secondary school Transition from secondary school to post-school life (Iris Peabody: online module) - asynchronous
Week 8: 18 July - 22 July	Seminar	Developing and Teaching the Transition IEP
Week 9: 25 July - 29 July	Seminar	Transitions to/from special school/unit settings back to mainstream (guest speaker) Transitions to/from juvenile justice settings (Iris Peabody online module) - asynchronous
	Assessment	Essay
Week 10: 1 August - 5 August	Seminar	Course wrap-up Q& A for final assessment task

Resources

Prescribed Resources

Prescribed Text:

- Strnadová, I. & Cumming, T. M. (2016). *Lifespan transitions and disability: A holistic perspective*. London: Routledge. Available in the 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* (4th 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* (5th ed.). Upper Saddle River, NJ: Pearson.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

Image Credit

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