

# CPSE 440/446- Curriculum and Instruction for Secondary Special Needs Students

Section 001: 355 MCKB Wednesday 1:40PM- 3:30PM  
Winter 2018

\*This Syllabus is also used for CPSE 446R (Practicum in Secondary Education Mild/Moderate Disabilities)

## Instructor/TA Info

### Instructor Information

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## Course Information

### Description

CPSE 440 Curriculum and instruction for secondary special needs students including adaptations, accommodations, and transition-related planning and instruction. CPSE 446R Practicum for Curriculum and Instruction (a total of 20 hours is required for the course) Completion of practicum hours will reflect grade for CPSE 440R. The practicum can not be passed without at least 15 hours completed.

### Prerequisites

Passing grades in all Fall semester CPSE courses

### Materials

[Your Complete Guide to transition planning and services](#) *Required*  
by Mary e. Morningstar

# Learning Outcomes

## **Historical foundations**

Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice of transition/secondary special education.

## **Continuum of placement**

Continuum of placement and services available for individuals with disabilities at the secondary level.

## **Psychological and social-emotional characteristics**

Psychological and social-emotional characteristics of individuals with disabilities as adolescents and young adults.

## **Specialized materials and instructional approaches**

Specialized materials and instructional approaches for individuals with disabilities at the secondary level.

## **Instructional strategies and practices**

Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities at this level.

## **Strategies**

Strategies for integrating student initiated learning experiences into ongoing instruction.

## **Methods**

Methods for guiding individuals in identifying and organizing critical vocational content.

## **Transition planning**

Assessing for transition planning.

## **Multicultural competence**

Multicultural competence in transition planning processes

## **Research-supported methods for academic instruction**

Use research-supported methods for academic instruction of secondary age individuals with disabilities.

## **Research-supported methods for non-academic instruction**

Use research-supported methods for non-academic instruction of secondary age individuals with disabilities.

## **Adaptations and technology**

Use appropriate adaptations and technology for all individuals with disabilities.

## **Resources and techniques for transitioning**

Use resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments.

## 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

Assignments are due prior to the start of class. Any assignments turned in after that are considered late. Assignments can be turned in late for 1 week for 1/2 credit. After a week assignments will not be accepted.

## Participation Policy

Attendance is a professional expectation. Regular attendance will be taken. An unexcused absence will count against your grade; an excused absence will not. Students are expected to be on time and prepared. Students will not be penalized for university excused absences. Simply letting the professor know you will not be in class is not an university excused absence. If there is a question as to if an absence is university excused or not please talk to the professor.

## Attendance Policy

### Methodologies/Teaching Strategies:

Course format will include lecture, group discussion, panel discussion, small group work, service learning, and research participation.

### **Class Activities and percentage of class time used for each:**

- Large group discussion (25%)
- Student presentations to class (10%)
- Application-a limited percentage of time will be spent on the application of principles, case studies, or unique situations that involve analysis and problem solving. (15%)
- A minimal portion of class time will be dedicated to written quizzes and reflection (5%)
- Discussion, reflection and simulation activities in Small groups (20%)

## Assignments

### Assignment Descriptions

#### *RTI in Secondary Study Guide*

Jan

17

Due: Wednesday, Jan 17 at 1:30 pm

CPSE 440 RTI Study Guide.docx [Download](#)

#### *Adolescent Development Report*

Jan

17

Due: Wednesday, Jan 17 at 1:30 pm

Work in the following groups to prepare a 15 min presentation on the chapter that your group is assigned to read. You will present in class on Wed Jan 17 in this order.

Adolescent Development Groups

Group One-Cognitive Transitions Cognitive Transitions.pdf [Download](#)

Carissa Cadden

Mariska Baldwin

Kelsey Jenson

Ashten Burt

Megan Moeller

Group Two-Identity  
Identity.pdf [Download](#)

Haley Staten  
Arianna Bates  
Amanda Chartrand  
Taylor Doxey

Group Three-Autonomy  
Autonomy.pdf [Download](#)

Erin Worsham  
Lindsey Christiansen  
Daniel Ehel  
Maya Mckinney

Group Four-Intimacy  
Intimacy.pdf [Download](#)

Kara Norton  
Abbey Workman  
Andrea Moreno  
Jordan Hollan  
Adolescent Report Rubric.doc [Download](#)  
You will receive 10 points from your peers and 5 from the instructor.

### ***Literacy Instruction in Secondary Study Guide***

Jan

24

Due: Wednesday, Jan 24 at 1:30 pm

CPSE 440 Literacy in Secondary Study Guide.docx [Download](#)

### ***Literacy Core in Secondary Study Guide***

Jan

31

Due: Wednesday, Jan 31 at 1:30 pm

CPSE 440 Language Arts Core Study Guide.docx [Download](#)

### ***Practicum Time Commitment Form***

Feb

07

Due: Wednesday, Feb 07 at 11:59 pm

You will complete a 20 hr practicum in association with this class. You will complete the following assignments for this practicum.

Please download this form and submit it to show your practicum plan. You will submit it again at the end of the course to indicate the hours you completed with signatures.

CPSE 440.440R Practicum Time Commitment Form.docx [Download](#)

1. 10 hrs shadowing a secondary special education (6-12) teacher.
2. 2 hours observing in a co-taught class
3. 2 hours observing/teaching in a secondary language arts class
4. 2 hours observing/teaching in a secondary math class
5. 2 hours observing a entry level job
6. 2 hours observing in a post-secondary classroom

### ***Join Transition Coalition***

Feb

14

Due: Wednesday, Feb 14 at 11:00 am

Dear STUDENTS

As part of this course you are required to complete some activities on the Transition Coalition website.

Please follow the link below or copy/paste it into a browser window. This will take you to the Transition Coalition website to set up your Transition Coalition account and assign you to my course. When you are assigned to my course, I will be able to follow your progress on assignments I give you on the Transition Coalition website.

You MUST follow this link for the system to work properly.

[https://transitioncoalition.org/blog/joinroster/?jn=661\\_btfrp](https://transitioncoalition.org/blog/joinroster/?jn=661_btfrp)

### ***Middle School Math Core Study Guide***

Feb

14

Due: Wednesday, Feb 14 at 1:30 pm

CPSE 440 Mathematics Core Study Guide.docx [Download](#)

**Math IRIS Module**

Feb

21

Due: Wednesday, Feb 21 at 4:00 pm

Complete the IRIS module and present a strategy in class.

**Universal Design for Learning Study Guide**

Feb

28

Due: Wednesday, Feb 28 at 1:30 pm

CPSE 440 UDL Study Guide.docx [Download](#)

**Universal Design for Learning Planning**

Feb

28

Due: Wednesday, Feb 28 at 4:00 pm

We will complete this in class. Assignment can be made up for half credit.

Universal Design for Learning Planning.docx [Download](#)

**Co-Teaching Observation**

Feb

28

Due: Wednesday, Feb 28 at 11:59 pm

Observe two hours in a co-taught secondary setting in any subject.  
Submit a one page double spaced reflection of what you learned.

**Best Practices in Transition Session 1**

Mar

07

Due: Wednesday, Mar 07 at 11:00 am

1. Go to the Transition Coalition Home Page  
<https://transitioncoalition.org/>

2. Go to training-modules-best practices
  3. Read the introduction
  4. Choose to work on the module
  5. Complete the pre-test
  6. Complete session 1 in best practices
- The module will record your completion and responses.

### ***Language Arts Lesson***

Mar

07

Due: Wednesday, Mar 07 at 1:30 pm

You will teach a literacy lesson in a secondary setting. Work with the teacher to determine an appropriate topic and time frame for your lesson. You will submit the lesson plan below and a 1 page reflection of your teaching.

Direct Instruction Lesson Plan Outline.doc [Download](#)

### ***Best Practices in Transition Session 2***

Mar

14

Due: Wednesday, Mar 14 at 11:00 am

1. Go to the Transition Coalition Home Page  
<https://transitioncoalition.org/>
  2. Go to training-modules-best practices
  3. Choose to work on the module
  4. Complete session 2 in best practices
- The module will record your completion and responses.

### ***Math Lesson***

Mar

14

Due: Wednesday, Mar 14 at 11:59 pm

You will teach a math lesson in a secondary setting. Work with the teacher to determine an appropriate topic and time frame for your lesson. You will submit the lesson plan below and a 1 page reflection of your teaching.

Direct Instruction Lesson Plan Outline.doc [Download](#)



### **Best Practices in Transition Session 3**

Mar

21

Due: Wednesday, Mar 21 at 11:00 am

1. Go to the Transition Coalition Home Page  
<https://transitioncoalition.org/>
  2. Go to training-modules-best practices
  3. Choose to work on the module
  4. Complete session 3 in best practices
- The module will record your completion and responses.

### **Observation of an Entry Level Job**

Mar

21

Due: Wednesday, Mar 21 at 1:40 pm

**CPSE 440- Observation of an Entry Level Job.docx** [Download](#)

#### **CPSE 440: Observation of an Entry Level Job**

**Purpose of the observation:** To identify the academic, social, and executive functioning skills entry level workers need to obtain and maintain a job.

**Directions:** Identify an entry level job (e.g., gas station attendant, bagger/stocker, Wal-Mart, Fred's, theater) that a transition age student with or without a diploma could obtain. Observe the setting to conduct a job analysis of the site; use the attached form. Afterward, identify one task at the site and develop the task analysis that you would use to teach the individual actions or steps needed to successfully complete the task.

#### **Submit the following:**

- **Completed Job Analysis Form (5pts)** - is a description of the environmental and social characteristics of a work site, the jobs or tasks a worker is expected to perform, and potential supports available at the specific work site.
- **Completed Task Analysis (5 pts)** – remember that for a vocational task it is okay to have more than 5 steps.
- **Reflection Paper** – this should be a narrative, not list of questions and answers. The questions below are there simply to guide your reflection. You do not need to include answers to every question.

**Submit a 1-2 page reflection of the observation (10 pts).** What barriers to obtaining and keeping this job might a person with a non-cognitive disability experience? What accommodations or modifications might be appropriate on the job? What transition services would a person need to obtain and maintain this job?

Could a person with a cognitive impairment successfully do this job? What accommodations/modifications might be appropriate? Describe the job you would carve for a person with significant disabilities based on the tasks you observed at this site? What are the specific tasks associated with the job you are carving; how often would the tasks be performed; what supports would be needed?

### ***Best Practices in Transition Final Steps***

Mar

28

Due: Wednesday, Mar 28 at 11:00 am

1. Go to the Transition Coalition Home Page  
<https://transitioncoalition.org/>
  2. Go to training-modules-best practices
  3. Choose to work on the module
  4. Complete Final Steps and Post test
- The module will record your completion and responses.

### ***Transition Assessment***

Mar

28

Due: Wednesday, Mar 28 at 11:59 pm

446R - Transition Assessment- Due the 25<sup>th</sup>

### ***Community Mapping Report***

Apr

11

Due: Wednesday, Apr 11 at 1:40 pm

#### **CPSE 440:Community Mapping Report**

##### **Overview:**

Your requirements for this class include participating in a modified version of community resource mapping. Given that you will be doing this activity solo (i.e., without a local transition council) I am requiring that you complete the process described in "**Step 2: Mapping**" of the "**Community Resource Mapping**" information brief (<http://www.ncset.org/publications/viewdesc.asp?id=939>).

You will be required to **Identify and Collect Data** on the current set of services available in the community where your practicum is located related to youth with disabilities. This activity will be distributed across the multiple sessions of the course, starting with the session on **Transition and Self-Determination**. In other words, for three of the four of the topical sessions of the

class, starting with transition and self-determination, you will need to begin collecting information about the disability-specific services available in your community.

### **Project Requirements:**

You will need to develop (1) a process for identifying and collecting information from your community; (2) develop a set of questions to ask the agencies and organizations you will be required to contact for each session of class. (I have included a sample set of questions below and (3) create a resource guide

**1. Develop a process (10 pts):** For the Community Service Coordination final project, you will be required to identify all appropriate services for your student or the student case study that you have selected. This will include (a) **disability specific services**, (b) **generic services** (services anyone in the community can access such as a temporary employment agency, public transportation, a community social group, a community art class), and (c) **natural supports** (the ways that the student's family, friends and support network can offer support and assistance). You should think about all of the ways you might identify and contact these services in your community. For example, possible ways to track down information include: checking the yellow pages, contacting the chamber of commerce, seeing if there is a community resource guide in your community (usually available thru social service agencies), checking community websites, even doing a google search for agencies in your community!

### **2. Collect Information about the Services Available in your Community (30 pts).**

When you contact the service agency, find out the following information:

- a. Name, address, phone number, website/email contact information
- b. List of services they provide for youth with disabilities (you may ask about the specific disability of the student you plan to use for your community service coordination project; or about the specific disability most appropriate for that particular service [e.g., mental health services, mental retardation])
- c. List of services they provide for adults with disabilities.
- d. How are services funded? What types of funding sources pay for services?
- e. Are there services the agency is planning on offering in the near future for youth with disabilities?
- f. Are there critical elements missing from what you have found out about this service agency related to what you have read/know about the support needs of youth with disabilities?
- g. Does the agency know of other agencies or organizations in the community that provide services to similar populations of individuals with disabilities (e.g., other employment services, mental health services, housing services, case management services).

These are possible questions to ask. You might come up with others that will help you collect the right information about services in your community.

### **3. Create a Resource Directory (10 pts).**

Using the information you have gathered on community resources create a resource directory that is divided up into the different topic areas. The resource directory should be visually appealing and functional. If possible this resource directory should be shared with the teacher you worked with on your practicum.

### ***Study guides***

Apr

11

Due: Wednesday, Apr 11 at 11:59 pm

### ***Observation of a Post-Secondary Classroom***

Apr

11

Due: Wednesday, Apr 11 at 11:59 pm

Observe two hours in a post secondary setting in any subject.  
Submit a one page double spaced reflection of what you learned.

### ***Transition IEP Components***

Apr

18

Due: Wednesday, Apr 18 at 1:40 pm

CPSE 440- Transition IEP Components.docx [Download](#)

Complete the Components of a Transition IEP form (above) for a transition-age youth with a disability. If you have access to a transition-age youth with a disability, please use them; otherwise, you may use the provided case study (below) to work with. Please **use pseudonym** if using a real student (i.e., Do not provide any identifying information) You can use the following case study if you do not have access to a student- Jack.pdf [Download](#)

### ***Practicum Hours***

Apr

18

Due: Wednesday, Apr 18 at 11:59 pm

CPSE 440.440R Practicum Time Commitment Form.docx [Download](#)

Submit a picture of this form for your practicum hours. At least 15 of the 20 hours must be complete to pass CPSE 446R. If you complete less than 20 hours, but at least 15, your CPSE 446R grade will reflect your time.

### ***Final Exam***

Apr

21

Due: Saturday, Apr 21 at 11:59 pm

## **Point Breakdown**

<b>Categories</b>	<b>Percent of Grade</b>
Assignments	19.42%
Transition Coalition Module	20.39%
Practicum Assignments	22.33%
Final	19.42%
Study Guides	18.45%

# 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.

## Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim 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 Misconduct Policy, reporting requirements, and resources can be found at <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. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

# Schedule

Date	Topics and standards	Readings Due	Assignments
Week 1			
W Jan 10 Wednes day	<p>Learner Characteristics of Students with Disabilities in Secondary Settings</p> <p>CEC Standard: <b>Learner Development and Individual Learning Difference</b> 1.2 Beginning special education professionals use their understanding of learner development and individual differences to respond to the needs of individuals with exceptionalities.</p>	Course Introduction	
Week 2			
W Jan 17 Wednes day	<p>Learning Environments in Secondary Education</p> <p>CEC Standard: <b>Learning Environments</b> Beginning Special Education Professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions</p>	Course Readings: Content page- <i>Response to Intervention in Secondary Settings</i>	<p><b>Adolescent Development Report</b></p> <p><b>RTI in Secondary Study Guide</b></p>
Week 3			
W Jan 24 Wednes day	<p>Literacy Instruction in Secondary Settings</p> <p>CEC Standard: <b>Instructional Planning and Strategies</b> 5.0 Beginning special education professionals select, adapt and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities</p> <p>Dr. Cutrer Guest Lecture</p>	Course Readings: Content Page- <i>Language Arts Instruction</i>	<b>Literacy Instruction in Secondary Study Guide</b>
Week 4			
W Jan 31 Wednes day	<p>Literacy Content in Secondary Settings</p> <p>CEC Standard: <b>Curricular Content</b> 3.1 Beginning special education professionals understand the central concepts, structure of the discipline, and tools of inquiry of the content area they teach, and can organize this knowledge, integrate cross disciplinary skills, and develop meaningful learning progression for individuals with exceptionalities.</p>	Course Readings: Content Page- <i>Language Arts Core</i>	<b>Literacy Core in Secondary Study Guide</b>

Su Feb 04 Sunday	CEC Standard <b>Collaboration 7.3</b> Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.		
Week 5			
W Feb 07 Wednesday	No Class	CEC Conference Heidi at coaching academy	<b>Practicum Time Commitment Form</b>
Week 6			
W Feb 14 Wednesday	<p>Math Content in Secondary Settings</p> <p>CEC Standard: <b>Curricular Content 3.1</b> Beginning special education professionals understand the central concepts, structure of the discipline, and tools of inquiry of the content area they teach, and can organize this knowledge, integrate cross disciplinary skills, and develop meaningful learning progression for individuals with exceptionalities.</p> <p>Joleigh Honey - Utah State Board of Education</p>	<p>Course Readings: Content Page- <i>Mathematics Core</i></p>	<p><b>Join Transition Coalition</b></p> <p><b>Middle School Math Core Study Guide</b></p>
Week 7			
T Feb 20 Tuesday	<b>Monday Instruction</b>		
W Feb 21 Wednesday	<p>Math Instruction in Secondary Settings</p> <p>CEC Standard: <b>Instructional Planning and Strategies 5.0</b> Beginning special education professionals select, adapt and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities</p>	<p>Come to class and work on the IRIS Module for <a href="#"><u>High-Quality Mathematics Instruction: What Teachers Should Know</u></a> in groups.</p>	<p>Do not complete the IRIS module before class. We will work on it in class.</p> <p><b>Math IRIS Module</b></p>
Week 8			
W Feb 28 Wednesday	<p>Accessing the general education classroom: <i>Universal Design for Learning</i></p> <p>CEC Standard 3.3 <b>Curricular Content</b> Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.</p>	<p>Course Readings: Content Page-<i>Universal Design for Learning</i></p>	<p><b>Co-Teaching Observation</b></p> <p><b>Universal Design for Learning Study Guide</b></p>



			<b>Universal Design for Learning Planning</b>
Week 9			
W Mar 07 Wednes day	<p>Transition assessment</p> <p>CEC Standard 4.3 <b>Assessment</b> Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.</p> <p>Transition Assessments- Transition Planning Inventory (TPI) and TAGG</p>	<p>Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch. 2 Transition Planning From Compliance to Quality</p>	<p><b>Language Arts Lesson</b></p> <p><b>Best Practices in Transition Session 1</b></p>
Week 10			
W Mar 14 Wednes day	<p>Transition and IDEA</p> <p><b>Lavinia Gripentrog M. Ed.,</b> Utah State Board of Education</p> <p>Graduation requirements and legally compliant IEP's</p> <p>CEC Standard <b>Instructional Planning and Strategies</b> 5. 5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</p>	<p>Course Readings: Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch 5 Transition Assessment: The Cornerstone of Transition Assessment</p> <p>Community Mapping</p> <p><a href="http://www.ncset.org/publications/viewdesc.asp?id=939">http://www.ncset.org/publications/viewdesc.asp?id=939</a></p>	<p><b>Best Practices in Transition Session 2</b></p> <p><b>Math Lesson</b></p>
Week 11			
W Mar 21 Wednes day	<p>Community service providers</p> <p>CEC Standard <b>Collaboration</b> 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p>	<p>Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch 10 Preparing for Independent Living and Inclusion in the Community</p> <p>Summary of Performance (SOP)</p>	<p><b>Best Practices in Transition Session 3</b></p> <p><b>Observation of an Entry Level Job</b></p>

Week 12

<p>W Mar 28 Wednes day</p>	<p>Understanding Employment Options</p> <p>CEC Standard <b>Collaboration</b> 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p> <p>Kerri Pearson</p> <p>Vocational Rehabilitation for Provo School District Guest Lecture</p>	<p>Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch 8 Preparing for Employment and Career Development</p>	<p><b>Best Practices in Transition Final Steps</b></p> <p><b>Transition Assessment</b></p>
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Week 13

<p>W Apr 04 Wednes day</p>	<p>Understanding Education Options</p> <p>CEC Standard <b>Collaboration</b> 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p> <p>Carolyn Johnson</p> <p>Assistant Director - Accessibility Services UVU</p>	<p>Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch 9 Preparing for Post Secondary Education</p>	
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Week 14

<p>W Apr 11 Wednes day</p>	<p>Preparing for Student Run IEP Meetings</p> <ul style="list-style-type: none"> <li>-understanding personal strengths and weaknesses</li> <li>-awareness of accommodations</li> <li>-knowledge of rights</li> <li>-self-advocacy skills</li> </ul> <p>CEC Standard <b>Instructional Planning and Strategies</b> 5. 5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</p>	<p>Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch 3 Student Directed Planning and Involvement</p>	<p><b>Community Mapping Report</b></p> <p><b>Study guides</b></p> <p><b>Observation of a Post-Secondary Classroom</b></p>
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Week 15			
W Apr 18 Wednes day	Implementing the Transition Plan		<b>Practicum Hours</b> <b>Transition IEP</b> <b>Components</b>
F Apr 20 Friday	<b>First Day of Winter Final Exams (04/20/2018 - 04/25/2018)</b>		
Sa Apr 21 Saturda y	Final Exam: 355 MCKB 2:30pm - 5:30pm		