

# Minnesota State University Moorhead

## SPED 470: Secondary Services & Transitional Planning

### A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: 4

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites:

SPED 225 - Individuals with Exceptionalities

Corequisites: None

MnTC Goals: None

Transitional planning for secondary students with disabilities including transitional assessment, programming and planning based on individual cognitive, affective and behavioral characteristics will be covered in depth in this course. Students will also acquire knowledge of post-secondary service options and funding sources.

**B. COURSE EFFECTIVE DATES:** 08/23/2010 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Theories of adolescent development and career development
2. IDEA mandates for transition
3. Other federal legislation, research and state initiatives that advance transition
4. Transition planning and standards-based education
5. Coordination of systems and agencies to support transition
6. Transition services agency best practice, interagency collaboration and coordination of interagency services and transition plans
7. Transition education programming best practice
8. Transition planning best practices
9. Instruction in basic and functional skills
10. Transition of culturally and linguistically diverse youth with disabilities
11. Transition assessment
12. Planning for transition through the IEP process
13. Constructing and implementing instructional sequences to address and teach transition skills

#### **D. LEARNING OUTCOMES (General)**

1. Students will understand how to address the transition needs of students to enhance participation in family, school, recreation or leisure, community, and work life, including self-care, independent living, safety, and prevocational and vocational skills
2. Students will understand transition related legislative requirements of IDEA as well as other legislation that supports transition
3. Students will develop an understanding of assessment processes and instrumentation to identify learners; strengths, needs, preferences and interests
4. Students will demonstrate understanding of how to utilize information attained through the assessment process to conduct individualized transition planning through the IEP process
5. Students will demonstrate transition as a unifying framework for state standards, basic skills and independent living skills
6. Students will develop an understanding of curriculum and instructional sequences that support transition
7. Students will develop an understanding of agency support for transition planning
8. Students will understand transition teams to include the importance of student and parent input and responsibility
9. Students will demonstrate understanding of self-determination models and curriculum
10. Students will demonstrate understanding of funding sources as they relate to service options for persons with disabilities

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted