

**SILVER LAKE COLLEGE**  
**MANITOWOC, WI. 54220**  
**DIVISION: PROFESSIONAL STUDIES**  
**DEPARTMENT: SPECIAL EDUCATION**  
*Educating Professionals for All Learners*

**Course #:** SED 585-002  
**Course Title:** Transition: School to Post School Best Practices  
**Credit:** 1 OR 2  
**Term:** Fall 2008  
**Date/Time** October 16, 2008  
8:00 a.m. – 3:30 p.m.  
**Location:** Clarion Hotel Atlanta Airport North  
1050 Old National Highway  
College Park, GA 30349  
404-201-6166  
**Presenter:** Patrick Schwarz, Ph.D.  
**Instructor:** Sr. Mary Karen Oudeans, Ph.D.

To register for this course, participants also must be registered for the Spectrum Training Systems, Inc. Workshop “Transition: School to Post School Best Practices.” If it is necessary to “withdraw” from this course after sending an official registration for credit to Silver Lake College, a formal “withdraw” from credit must be made no later than one (1) week after the workshop to be exempt from tuition penalties. Call (920-686-6157) if you need to withdraw from credit after official credit registration.

The cost PER CREDIT is \$175.00. Credit tuition cost is in addition to the workshop fee. Payment is due with the credit registration form.

**Nature of the Course:**

Participants, who choose to earn credit from Silver Lake College, will have the opportunity to extend the knowledge and skills gained in the workshop training “Transition: School to Post School Best Practices” in an independent and authentic application of theory to practice within his/her relevant educational and/or professional setting. Evaluation Criteria Checklists for written requirements outline the specific components and content which participants need to include for each requirement. It is the student’s responsibility to determine whether s/he has the prerequisite knowledge and skills to complete the credit option requirements.

**Workshop Content Description:**

This workshop presents longitudinal best practices in transition from school to post school environments. Definitions, key players in the transition processes, and timelines for beginning and implementing transition processes will be addressed. Real-life examples are used and participants will be guided in the process of creating a transition plan through authentic and meaningful application of the action planning process and prioritization of transition needs. Critical planning areas in the transition process (e.g., living, work, recreation, post secondary education) will be discussed and key milestones in the school environment and curriculum that affect successful transition will be identified

**Objectives of the course:**

Participants who choose to complete the independent and authentic application of theory to practice for one (1) **OR** two (2) graduate credit/s will demonstrate the following knowledge and skills related transition issues for students on the Autism Spectrum.

**One (1) Graduate Credit Course Objectives**

1. Define the term transition and the purpose of transition services.
2. Discuss the basic assumptions for successful school to post-school transition.
3. State the beliefs that support successful transition planning.
4. Discuss the interface between inclusion and life skills instruction during transition years.

5. Identify and explain the roles and responsibilities of the “key players” in the transition planning process.
6. Identify and explain the transition IEP areas to consider in transition planning.
7. Describe how the life skills curriculum is longitudinal and can be built into an inclusive educational model.
8. Identify transition priorities in the context of an inclusive model for each school level (e.g., elementary, middle, high school, etc.).
9. Define and explain the term “embedded” skills as it relates to life skills and transition planning.
10. Describe MAPS (McGill Action Planning System) and its use as a transition planning process.
11. Analyze, compare and contrast current research and best practice in the area of transition planning.

## **Two (2) Graduate Credit Course Objectives:**

Objectives 1-11 above, **PLUS**

12. Assess learner skill level in any one (1) of the transition priorities discussed in the workshop (e.g., initiation/response to questions, directions, etc. turning taking—games, etc., initiate/participate in activity, daily grooming routines, etc.
13. Summarize assessment data and information.
14. Develop an instructional intervention plan for a minimum of 1-week to teach the student the skill identified in objective #12. Use one of the following “best practice” strategies, e.g., social problem solving, social stories, role playing and behavior rehearsal, etc. to teach the skill identified in objective 12.
15. Implement the instructional/intervention plan.
16. Collect data on learner performance (progress) in acquiring or performing (using) the skill.
17. Analyze and evaluate learner progress data and indicate any instructional/intervention changes that need to be made based on the learner data.

\* Refer to information in workshop handout and any additional resources necessary to complete this requirement.

## **General Requirements**

Attendance and participation in all sessions of the Spectrum Training Systems Inc workshop activities **is mandatory for both the one-(1) credit AND two-(2) credit options.**

## **General Directions for credit options:**

- It is the student’s responsibility to determine whether s/he has the prerequisite knowledge and skills to complete the credit requirements.
- Requirements #1 and #2 must be word processed/typed.
- Requirement # 3 must be word processed with the exception of data in charts, graphs, and actual assessment protocols etc. which do not need to be computer-generated.
- Graduate quality work (e.g., critical analysis, synthesis, evaluation, and professional writing skill) is expected for all requirements.
- **An Evaluation Criteria Checklist for each requirement is found at the end of this syllabus.**
  - Use the Evaluation Checklist as a guide to the components and specific content which must be included for successful completion of each indicated requirement.
  - The content and information from the workshop and additional outside research on specific topics related to your project choices should be used as you prepare your requirements for submission.
  - Attach the correct Evaluation Criteria Checklist found at the end of this syllabus to each completed requirement prior to submitting for evaluation and feedback.

## **One (1)-Credit Requirements**

- Write a brief biographical sketch of your professional education, experience and current professional position.
- Complete Requirement #1
- Complete Requirement #2

## **Two (2)-Credit Requirements**

- Write a brief biographical sketch of your professional experience and current /professional position.
- Complete Requirement #3

**General Descriptions of Credit Requirements— Evaluation Criteria Checklist for each requirement is found at the end of this syllabus and contain more specific information.** Use the Evaluation Criteria Checklist to “Check off” each component to be sure that you have included it in your project before submission.

**Requirement #1 (1-credit option only) – Key Concepts, New Learning & Application (Summary, synthesis, application) (100 points)**

This requirement involves summarizing the key concepts addressed in the workshop. The content of the key concepts summary includes synthesis of workshop information, identification of new knowledge and skills or extension of knowledge and skills, and authentic application to relevant educational or professional setting. The outline below (a-c) delineates the topic headings for Requirement # 1.

**Identify each section as indicated below:**

**PART A:** Summarize 8-10 key concepts (knowledge and skills) from the workshop.

**PART B:** Identify (in paragraph form) new knowledge and skills or the extension of prior knowledge and skills for each of the summarized key concepts in Part A.

**PART C:** Apply, analyze, evaluate the above new knowledge and skills or extension of prior knowledge and skills for each of the identified concepts to your educational and/or professional setting (i.e., how and/or when you can use the knowledge & skills, etc., usefulness of the knowledge and skills to you professionally (i.e., what information was most helpful, interesting, and why the knowledge and skills will be helpful to you. Be specific. Give examples.

**Requirement #2 (1-credit option only)-Journal Article Critique (100 points)**

- a. Read an article on transition issues for learners on the Autism Spectrum.
- b. Write a brief summary of the article (3-4 paragraphs).
- c. Critique the article using Evaluation Criteria Checklist Form.
- d. Give specific examples of how you can/will incorporate this knowledge and skills into program planning in your educational/professional setting.

\* Refer to information in workshop handout and any additional resources necessary to complete this requirement.

**Requirement # 3 (2-credit option only) Authentic Application of Theory to Practice (200 points)**

**PART A:**

- 1) Assess learner skill level in any one (1) of the transition priorities discussed in the workshop (e.g., initiation/response to questions, directions, etc. turning taking—games, etc., initiate/participate in activity, daily grooming routines, etc.
- 2) Summarize assessment data (e.g., learner pre-skills, present level of performance on the skill, etc.) and other relevant information for the identified skill.

**PART B:**

- 3) Develop a transition instructional intervention plan for a minimum of 1-week to teach the student the skill identified in the Part A assessment. Use any one of the following “best practice” strategies, e.g., social problem solving, social stories, role playing and behavior rehearsal, or another “best practice” strategy of your choice (e.g., discrete trial) etc. to teach the skill. **Be sure that the instructional goal/objective is written in observable and measurable terms and includes specific behavior (skill), conditions, criteria of acceptable performance, and # of consecutive demonstrations (use) of the skill so that you can collect data on learner performance; clearly identify and describe the content/methods/approach used during instruction and any materials needed**
- 4) Implement the transition skill instructional plan daily for a **minimum of 1-week** with the identified learner.

**PART C**

- 5) Collect data on learner performance (progress) in acquiring or performing (using) the skill in each daily lesson (formative data) and summarize data at the end of the week’s instruction (summative data).
- 6) Analyze and evaluate learner progress data and indicate any instructional/intervention changes that need to be made based on the learner data.

## Graduate Evaluation of Requirements

Grade	Percentage	PR/LL	Achievement
A	97% - 100%	PR 4/LL 4	Excellent
A/B	92% - 96%	PR 4/LL 4	Excellent
B	89% - 91%	PR 4/LL 3	Satisfactory
B/C	84% - 88%	PR 3/LL 3	Need for Improvement
C	80% - 83%	PR 3/LL 2	Unsatisfactory for Graduate Level
F	Below 80%	PR 2/LL 1-2	Unsatisfactory for Graduate Level

### Performance Rating (PR) - Level of Learning (LL)

<b>Use the following code to designate the OVERALL performance rating (PR) for each competency area:</b>
<b>4 - Proficient</b> - consistent application of knowledge, skill or disposition at this level.
<b>3 - Developing</b> - progress in the application of knowledge, skill or disposition at this level
<b>2 - Emerging</b> - limited application of knowledge, skill or disposition at this level
<b>1 - Not Present</b> - competency not addressed

Expected Level of Learning (ELL) for each competency	Expected Level of Disposition (ELD) (Professional Behavior)
<b>1-2 <u>Knowledge Level</u>:</b> Remembering an idea or fact <b><u>Comprehension Level</u>:</b> Demonstrating an understanding of an idea or fact in a form close to the way it was presented	<b>1-2 <u>Receiving Level</u>:</b> Receiving new knowledge, skill or disposition <b><u>Responding Level</u>:</b> Participation in and compliance with requirements
<b>2 <u>Comprehension Level</u></b> <b><u>Application Level</u>:</b> Applying the fact to a real or simulated situation	<b>2 <u>Valuing Level</u>:</b> Involvement in or commitment to new knowledge, skill or disposition
<b>3 <u>Application Level</u></b> <b><u>Analysis Level</u>:</b> Analyzing the parts, patterns or organization	<b>3 <u>Organizing Level</u>:</b> Integrating new knowledge, skill, disposition with the existing organization of knowledge, skill, disposition at a high level of priority and advocacy
<b>4 <u>Synthesis Level</u>:</b> Putting the parts together to form a whole; Combining information into patterns and structures <b><u>Evaluation Level</u>:</b> Making judgments about the value of ideas, methods or materials with rationale for judgment	<b>4 <u>Internalizing Level</u>:</b> Internalizing new knowledge, skill, disposition so that it consistently characterizes thought and action

### Due Dates for Submission of Requirements:

Course requirements must be submitted according to the dates indicated in the table below. To facilitate authentic application of theory to practice, timelines for submission of the 2-credit requirement is extended.

Workshop Dates	1-credit Submission Date	2-credit Submission Date	Grades Available
October 16, 2008	November 14, 2008	December 12, 2008	Mid-February

1. A team of educators who represent varied expertise areas evaluate the credit requirements.
2. If you wish to have your completed requirements returned to you, enclose a self-addressed, pre-weighed and stamped envelope with your requirements and they will be returned to you with feedback.
3. Send via U. S. Postal Service, Federal Express, etc. completed requirements, with correct Evaluation Criteria Checklist form attached to:

**Sister Mary Karen Oudeans, Ph.D.**  
**Silver Lake College**  
**2406 S. Alverno Road**  
**Manitowoc, WI 54220**

4. Requirements must be received at Silver Lake College by the indicated due date.
5. Grades will be available online; Campus Web access information will be mailed to you.
6. Request and application form for an "official" academic transcript for this course is available at <http://www.sl.edu/Resources/requestfortranscript.pdf>

Questions should be directed to Sister Mary Karen Oudeans, Ph.D. (920-686-6157 or 1-800-236-4SLC Ext. 157).

**Evaluation Criteria Checklist**  
**Requirement #1: Key Concepts, New Learning & Application (1-credit requirement)**  
**Transition: School to Post School Best Practices**  
**October 16, 2008**

Name \_\_\_\_\_ Workshop Date Attended \_\_\_\_\_

Criterion	Points
<b>General Information</b>	None
<input type="checkbox"/> Date of Workshop <input type="checkbox"/> Topic of Workshop	
<b>PART A Key Concepts</b>	_____/30
<input type="checkbox"/> Summarized 8-10 key concepts from workshop topics <input type="checkbox"/> Concepts corresponded with Objectives 1-8 (Refer to course syllabus) <b>Comments:</b>	
<b>PART B New or Extended Knowledge &amp; Skills</b>	_____/25
<b>Evidence of:</b> <input type="checkbox"/> New or extended knowledge & skills identified for <u>each</u> concept identified in PART A <input type="checkbox"/> Linkages between new/extended knowledge & skills and <u>each</u> concept identified in PART A <b>Comments:</b>	
<b>PART C Critical Analysis, Application, and Evaluation of New or Extended Knowledge &amp; Skills to Professional Roles and Responsibilities</b>	_____/30
<b>Evidence of:</b> <input type="checkbox"/> Critical analysis statements for <u>each</u> of the key concepts regarding new/extended knowledge & skills (e.g., compared, contrasted workshop information with other sources, prior knowledge, experience, etc.) <input type="checkbox"/> Evaluative statements regarding application, usefulness, etc. of the new/extended knowledge & skills <input type="checkbox"/> Personal/professional growth statements regarding new/extended knowledge & skills <input type="checkbox"/> Gave specific examples of application and usefulness to educational or relevant professional setting <input type="checkbox"/> Evidence of critical thinking (e.g., synthesis, analysis, and evaluation statements) <b>Comments:</b>	
<b>Professional Format (Overall)</b>	_____/15
<input type="checkbox"/> Correct grammatical structure <input type="checkbox"/> Accurate punctuation, spelling <input type="checkbox"/> Introduction, main ideas, supporting details, transition <input type="checkbox"/> Clear summary and evaluative statements <input type="checkbox"/> Conclusion statements <input type="checkbox"/> Graduate quality professional writing <b>Comments:</b>	
<b>Total Points</b> ____/100	

**General Comments:**

**Evaluation Criteria Checklist**  
**Requirement #2: Journal Article Analysis & Critique (1-credit requirement)**  
**Transition: School to Post School Best Practices**  
**October 16, 2008**

Name \_\_\_\_\_ Workshop Date Attended \_\_\_\_\_

Criterion Checklist	Points
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**Reference/s & Bibliographic Information**

- |  |                |
|--|----------------|
| <input type="checkbox"/> Followed American Psychological Association format (APA)<br><a href="http://www.wisc.edu/writetest/Handbook/DocAPA.html">http://www.wisc.edu/writetest/Handbook/DocAPA.html</a> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete citation</li> <li><input type="checkbox"/> Accurate</li> </ul> | <p>_____/5</p> |
|--|----------------|

**Comments:**

**Content Summary**

- |  |                 |
|--|-----------------|
| <input type="checkbox"/> Addressed topics of workshop<br><input type="checkbox"/> Summarized main idea/s which described the article content, methods, strategy, etc | <p>_____/30</p> |
|--|-----------------|

**Comments:**

**Critical Analysis, Synthesis, and Evaluation**

- |  |                 |
|--|-----------------|
| <input type="checkbox"/> Provided critical analysis and evaluative statements—such as-- <ul style="list-style-type: none"> <li><input type="checkbox"/> Comparing/contrasting points in article with information from workshop, professional experience, etc. (e.g., varying perspectives concerning content, application, conclusions, etc.)</li> <li><input type="checkbox"/> Describing strong/weak points of the article</li> <li><input type="checkbox"/> Identifying and describing cautions, concerns, and benefits of information.</li> </ul> <input type="checkbox"/> Integrated concepts from workshop, professional experience, etc.<br><input type="checkbox"/> Provided evidence of critical analysis and evaluation for application and implementation in personal educational or professional setting<br><input type="checkbox"/> Gave specific examples of application and implementation<br><input type="checkbox"/> Demonstrated overall quality and depth of analysis, synthesis, and evaluation throughout critique. | <p>_____/45</p> |
|--|-----------------|

**Comments:**

**Professional Quality**

**Evidence of overall professional quality:**

- |   |                 |
|---|-----------------|
| <input type="checkbox"/> Organization (Introduction, main ideas, supporting details, logical, sequential development of ideas, conclusion etc.)<br><input type="checkbox"/> Correct grammatical structure, punctuation, spelling, etc.<br><input type="checkbox"/> Graduate quality professional writing<br><input type="checkbox"/> Neatness | <p>_____/20</p> |
|---|-----------------|

**Comments:**

**Total Points** \_\_\_\_\_/100

**General Comments:**

**Evaluation Criteria Checklist**  
**Requirement 3: Authentic Application of Theory to Practice (2-credit requirement only)**  
**Transition: School to Post School Best Practices**  
**October 16, 2008**

Name \_\_\_\_\_ Workshop Date Attended \_\_\_\_\_

Criterion	Points
<b>PART A</b>	
<b>Assessment Component</b>	
<input type="checkbox"/> Provided basic background information on learner	
<input type="checkbox"/> Identified one transition skill to assess and document	____/5
<input type="checkbox"/> Direct Observation of any learner behavior (minimum of 2 observations) using the Functional Behavior Model for Assessment <ul style="list-style-type: none"> <li><input type="checkbox"/> Date, time, description of environment/</li> <li><input type="checkbox"/> Setting event, Antecedent, Behavior, Maintaining Consequence</li> </ul>	
<input type="checkbox"/> Included completed standardized assessment/s protocols (if applicable) with identifying information omitted—provided rationale, brief description of assessment	
<input type="checkbox"/> Included completed Informal (e.g., Curriculum-based, teacher-made, etc) protocols with identifying information omitted—provided rationale, brief description of assessment	____/20
<input type="checkbox"/> Summarized data/information for learner from <u>each</u> assessment included <ul style="list-style-type: none"> <li><input type="checkbox"/> Name of assessment</li> <li><input type="checkbox"/> Purpose of assessment</li> <li><input type="checkbox"/> Objective statements of results for each assessment</li> <li><input type="checkbox"/> Learner’s Present Level of Performance (PLOP) on skill/s assessed</li> <li><input type="checkbox"/> Chart or graph of data results when applicable (e.g., direct observations of skill use, etc.)</li> <li><input type="checkbox"/> Statement of individual strengths and areas of need</li> <li><input type="checkbox"/> Patterns of behaviors based Functional Behavior Model observations and analysis, etc.</li> </ul>	____/20
<b>Total Points for Section</b>	<b>____/45</b>
<b>PART B</b>	
<b>Instructional Plan</b>	
<input type="checkbox"/> Stated long-range goal for transition skill that can be accomplished within 1 week of instruction <ul style="list-style-type: none"> <li><input type="checkbox"/> Used assessment data (e.g., areas of need, results of Functional Behavior Model Assessment, etc.) as basis for instructional goal</li> <li><input type="checkbox"/> Wrote statement of long-range goal in observable &amp; measurable terms with stated conditions, criteria, consecutive times,</li> </ul>	____/10
<input type="checkbox"/> Outlined 5 days of individual instructional plans which teach the skill/s needed for attaining the long-range goal <ul style="list-style-type: none"> <li><input type="checkbox"/> Wrote daily objective for lesson (behavior stated in observable &amp; measurable terms, specific conditions, and criterion of acceptable performance for each lesson</li> <li><input type="checkbox"/> Sequenced lessons so each day student moved closer to meeting long-range goal</li> <li><input type="checkbox"/> Described “best practice” strategy chosen to teach the skill.</li> </ul>	____/50
<input type="checkbox"/> Implemented plan <ul style="list-style-type: none"> <li><input type="checkbox"/> Taught daily lesson for student acquisition, proficiency, maintenance, or generalization of the identified transition skill</li> <li><input type="checkbox"/> Kept data on client/student performance (e.g., data chart, etc.)</li> <li><input type="checkbox"/> Wrote a brief evaluation of each daily lesson instructional session</li> </ul>	____/25
<b>Total Points for Section</b>	<b>____/85</b>
<b>PART C</b>	
<b>Data and Instructional Decisions</b>	
<input type="checkbox"/> Summarized learner performance data for each daily lesson <ul style="list-style-type: none"> <li><input type="checkbox"/> Used correct chart conventions (match between chart data and skill; accurate)</li> <li><input type="checkbox"/> Used correct graphing conventions</li> </ul>	____/25
<input type="checkbox"/> Provided analysis of client/student performance data <ul style="list-style-type: none"> <li><input type="checkbox"/> Summarized overall performance toward meeting long-range goal</li> <li><input type="checkbox"/> Described instructional decisions based on performance data with rationale for decisions</li> </ul>	____/25
<b>Total Points for Section</b>	<b>____/50</b>
Overall Graduate quality (i.e., evidence of critical thinking (analysis, synthesis, evaluation) & professional writing	____/20
<b>Overall Total Points</b>	<b>____/200</b>