



School of Education

EDST5129

Transitions in Lives of Students with
Disabilities

Semester 2, 2018

Contents

1. LOCATION 2
2.

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:

Office Location: John Goodsell 133

Email: sue.oneill@unsw.edu.au

Phone: 9385 2909

Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Transitions in Lives of Students with Disabilities
Credit Points	6 units of credit (UOC)
Workload	Includes 150 hours including class contact hours, readings, online modules, class preparation, assessment, follow up activities, etc.
Schedule	
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.

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	

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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	<p><i>Transitions into and out of specialised settings</i></p> <p><i>Transitions to/from special school/unit settings back to mainstream</i></p> <p><i>Transitions to/from juvenile justice settings</i></p> <p><i>Course wrap up and Assessment Task 1 and 2 Q&A</i></p>

7. RESOURCES

Prescribed text:

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

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: 3rd 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,

