

School of Education

EDST512992 reW*nBT/F1 21.96

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1. LOCATION

Faculty of Arts and Social Sciences

School of Education

EDST 5129 Transitions in Lives of Students with Disabilities (6 units of credit)

Term 2 2020

2. STAFF CONTACT DETAILS

Course Coordinator:

Office Location: G40 Morven Brown

Email:

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. | 2, 3 |
| 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. | 2, 3 |
| 3 | You will be able to identify support systems that promote self-determination and integration in to community and work environments. | 2, 3 |
| 4 | You will be able to describe the role of teachers, transition specialists, and community agencies related to transition planning and services. | 1, 2, 3 |

PROGRAM LEARNING OUTCOMES

| Standard | Assessment/s | |
|---|--|---------|
| Advanced disciplinary knowledge and practices | | |
| 1 | Demonstrate an advanced understanding of the field of education as it relates to your specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments. | 1, 2, 3 |
| Enquiry-based learning | | |
| 2 | Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education. | 2, 3 |
| Cognitive skills and critical thinking | | |
| 3 | Demonstrate advanced critical thinking and problem-solving skills | 1, 2, 3 |
| Communication, adaptive and interactional skills | | |
| 4 | Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership | 2, 3 |
| Global outlook | | |
| 5 | Demonstrate an understanding of international perspectives relevant to the educational field | 2 |
| Ethics | | |
| 6 | Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education | 2, 3 |

7. RESOURCES

Prescribed text:

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

Available in 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., & C., & C TJ 6 Tm0 g74cribed readings.

Assessment task

| SPECIFIC CRITERIA |
|---|
| Understanding of theory Understand of theory, |
| Depth of analysis Depth of raised in |
| Familiarity with literature used to support research Response research |
| GENERAL COMMENTS |

Lecturer:

Recommended:

UNSW SCHOOL OF EDUCATION
 FEEDBACK RUBRIC
 EDST5129 Transitions in Lives of People with Disabilities

Assessment task 3: **Individual transition plan**

| SPECIFIC CRITERIA | (-) (+) | | | | |
|--|----------|--|--|--|--|
| <p>Understanding of transition- issues and the key concepts involved 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> | | | | | |
| <p>Depth of analysis and/or critique in response to the task Depth of understanding of key transition principles, concepts and issues explicitly raised during the course and in your follow up prescribed and additional readings. D</p> | | | | | |