**Syllabus**

A 2 week self-paced online course

Course Title: Planning an Effective Transition

## Online/On Demand

**Instructor:** Perkins eLearning

**COURSE DESCRIPTION:**

**"Planning an Effective Transition"** is made up of 2 modules, each containing video segments, readings, and assigned activities to enhance and apply your learning.  Plan to spend 1 week working through each module.  While this is a self-paced course, the material will have the most impact if you work steadily through the outline in the order it is presented.

**COMPLETION REQUIREMENTS:**

Perkins eLearning Self-paced tutorials include assignments, readings, quizzes, and video clips. Students are expected to be familiar with all material presented in the tutorial, and to submit all assignments where indicated.

A structure is suggested for you through this syllabus and the eLearning environment; however, you may complete and submit the assignments in any order.

**EVALUATION OR GRADING POLICY:**

All submitted material is reviewed by a member of the Perkins eLearning staff and is evaluated as having met the assignment requirements. Assignments are not individually evaluated or graded. Submitted assignments are not returned.

Assignments and assessments are evaluated on a Pass/Fail scale, and *all* requirements must be met to receive credits. There is no time limit to completing a Perkins Self-paced Tutorial. The lesson plan structure is suggested as the best approach to the material.

**TEXTS:**

Required readings and video are provided through the learning platform. Additional suggested reading is optional.

The tutorial uses the text, [***Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities***,](http://www.afb.org/store/Pages/ShoppingCart/ProductDetails.aspx?ProductId=978-0-89128-551-9&ruling=Yes) which is available from AFB Press.

**LEARNING OUTCOMES / OBJECTIVES:**

* **I**dentify the legal requirements of IDEA related to the transition from school to adult life for students with visual impairments and multiple disabilities
* Identify assessment, planning and instructional strategies that support an effective transition
* Identify the components of the transition plan

**COURSE REQUIREMENTS**

The required assignments for this course are listed below. Please see the individual session description for more detail about each assignment. The learning platform also provides checkboxes that can help you monitor your completion.

**COURSE CONTENT / TOPICAL OUTLINE**

Session 1: IDEA and transition

**Session Goals:**

Upon completion of this session the participant will be able to :

-Identify the legal requirements of IDEA related to the transition from school to adult life for students with visual impairments and multiple disabilities

*Pre and Post Quiz*

*Video:* “No more confusion about adult services”

### *Reading:* Keys to Educational Success: Teaching students with visual impairments and multiple disabilities, Chapter 15 (pp. 529 – 538)

Transition Timeline: Where to Start

*Assignment*: Explain the transition process to an IEP team

Session 2: Assessment, planning and instructional strategies that support an effective transition

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Identify assessment, planning and instructional strategies that support an effective transition
* Identify the components of the transition plan

*Pre and Post Quiz*

*Video:* “Creating Vocational Portfolios for Adolescents with Significant Disabilities”

“Person-Centered Transition”

### *Reading: Keys to Educational Success: Teaching students with visual impairments and multiple disabilities*, Chapter 15 (pp. 538 - 557)

An Introduction to Personal Futures Planning

*Assignment:* Explain Person-Centered transition planning to an IEP team