

Parent and Professional Partnerships: Transition Planning for Students with Disabilities in Middle and High School

Course Purpose: This course is to equip educators with the knowledge and skills needed to develop partnerships with families of middle and high school students with disabilities, to practice a universally designed approach to Transition planning. Students will have the opportunity to enhance their knowledge of disability rights, self determination, IEP planning, employment, assessments, post secondary education, independent living, and medical Transition planning. The course will also examine research findings, discuss effective communication, and will explore ways to better understand family points of view regarding Transition. Discussion of issues specific to adolescence, family systems, and cultural competence will be an important component of the course. As a final project, course participants will create their own universally designed Transition plan. This course builds upon the skills acquired in “*How to Partner with Families of Middle and High School Students with Disabilities to Achieve Success*,” but can be taken as a stand-alone course.

Overview: This 15 week class is delivered in a distance learning format using the Moodle platform for delivery of assignments and questions. This course is Part 2 of two courses. (Part 1: *How to Partner with Families of Middle and High School Students with Disabilities to Achieve Success*) The focus of this course is Transition for students with disabilities ages 14 - 22, from history to policy to practice, through the lens of the parent – professional partnership. This course takes the universal design of learning (UDL) to a new level by utilizing UDL principles to change and enhance the transition experience.

Goal: To be able to create sample transition plans for students with a wide variety of needs and with unique visions using the Universal Design of Transition (UDT).

Objectives: By the end of the course students will:

- Understand the value of partnering with parents to enhance and expand Transition plans for students.
- Learn about the history and policy of education and disability rights, how current laws encompass those rights, and what that means for Transition aged students.
- Use a Universal Design approach to write individualized Transition plans for their students while partnering with parents, students and other resources.

- Understand how important having a personal vision is for a student and how to use that vision to drive the IEP process and Transition planning.
- Understand the importance of self-determination skills and how such skills are developed. Understanding how to include parents and students in self-determination skill development so that students may successfully employ this skill after leaving school.
- Understand the use of Transition assessments and how to partner with families to meaningfully incorporate assessment results into the Transition plan.
- Enhance their thinking about Transition to include a whole system approach in line with the Universal Design for Transition plan to make the most of each student's success.

Required Text: *Universal Design For Transition: A Road Map for Planning and Instruction.* Thoma,C., Bartholomew,C., & Scott,L. (2009). Baltimore, MD: Brookes Publishing. This text will be provided for you at no charge. Additional readings and resources will be available online.

Course Assessment

35% FORUM DISCUSSIONS: There will be a forum discussion each week, based on the week's course materials. In order to participate in the forum, participants should read and then post answers to **at least 2 of each week's Guiding Questions** in "This Week's Forum." Answers must reflect engagement with course materials. *Guiding Questions often have multiple parts, so please read and respond carefully.* The purpose of the forum is not only to answer the Guiding Questions but to respond to others' ideas. Comments need not be limited to addressing the Guiding Questions. Participants should read what others have written and make relevant and well thought-out comments which move the discussion forward. Thoughtful questions are as welcome as thoughtful answers. Thus, weekly forums will provide both an opportunity for class participants to post their own reflections on the week's course materials AND to respond to the thoughts of other class members. Since all new topics start on a Thursday, all comments should be posted by 5 p.m. on the Wednesday before the start of the following week's topic.

Forum Discussion Rubric

A	B+	B	C
Demonstrating maximal engagement with course materials, asking questions and offering comments which give evidence of extremely substantive personal reflection and insight into coursework. Extremely meaningful contributions to class discussion.	Demonstrating very considerable engagement with course materials, asking questions and offering comments which give evidence of substantive personal reflection and insight into coursework. Quite meaningful contributions to class discussion.	Demonstrating moderate engagement with course materials, asking questions and offering comments which give evidence of moderate personal reflection and insight into coursework. Moderately meaningful contributions to class discussion.	Demonstrating minimal engagement with course materials, asking questions and offering comments which give evidence of minimal personal reflection and insight into coursework. Minimally meaningful contributions to class discussion.

15% WRITTEN ASSIGNMENTS: This course requires twelve brief written assignments. The first is reflection, and the others are building blocks toward your final project. See instructions for submission in the course introduction, Week One. Assignments will be assessed on the extent to which answers demonstrate thoughtful consideration and understanding of course materials, as well as clarity and organization.

Assignments Rubric

A	B+	B	C
Demonstrating extremely thoughtful consideration and understanding of course materials, very high relevance to the topic, and a very high level of organization and clarity.	Demonstrating quite thoughtful consideration and understanding of course materials, high relevance to the topic, and a high level of organization and clarity.	Demonstrating moderately thoughtful consideration and understanding of course materials, moderate relevance to the topic, and a moderate level of organization and clarity.	Demonstrating minimally thoughtful consideration and understanding of course materials, minimal relevance to the topic, and a minimal level of organization and clarity.

50% FINAL PROJECT: Course participants will create a practical, stepwise, and comprehensive written Transition plan for a student (using a fictitious name) with a disability in middle or high school, for use in their own school, informed by what they have learned about (a) Embracing parents as partners in education and Transition planning, (b) the requirements of the law, (c) the components of Universal Design for Transition, (d) making community connections, (e) cultural competence, and (f) trust and effective communication. Plans should map out stepwise implementation and include examples of partnership activities with the student’s family. Because each educator serves different numbers and profiles of students in different types of school and classroom settings, each plan will be specific and unique. However, participants are encouraged to share ideas and information with other course participants while developing the project. Participants should contact the instructor by phone or email during **Week 8** to give a brief oral or written update on plans for the final project. The instructor is happy to give feedback and suggestions on drafts. Final projects are due **by midnight on the first day of Week 14** and should be submitted by posting on the course website in the Week 14 Forum.

Final Project Rubric

A	B+	B	C
Plan for Transition is practical, comprehensive and extremely detailed, including explicit proposals for stepwise implementation and includes 3-4 clearly documented examples of partnership activities with the student's family. Plan extensively reflects course curriculum.	Plan for Transition is practical, mostly comprehensive, and detailed, including mostly explicit proposals for stepwise implementation and includes 3-4 clearly documented examples of partnership activities with the student's family. Plan fairly extensively reflects course curriculum.	Plan for Transition is somewhat practical and detailed, including somewhat explicit proposals for stepwise implementation and includes 2-3 clearly documented examples of partnership activities with the student's family. Plan moderately reflects course curriculum.	Plan for Transition is only slightly practical, limited in scope, lacking both detail and explicit proposals for stepwise implementation and includes few clearly documented examples of partnership activities with the student's family. Plan only slightly reflects course curriculum.

LATE POSTINGS, ASSIGNMENTS, AND PROJECTS

Each one of you is managing a busy schedule. While participation in Forum discussions is required during the week when discussions are assigned, illnesses and other emergencies sometimes arise. Please contact the instructor if you need an extension. The same principle applies to the assignments. A limited extension of no more than 3 days is also possible for the final project. Again, please contact the instructor.

The intention of this course is to grant you space and time to learn about building a relationship with families you serve on the topic of Transition planning. Schedules are less important than learning, and all feasible accommodations will be made.

Instructor Notes	Assignments and Readings
<p>Week 1: History and Policy</p>	<ol style="list-style-type: none"> 1. Participate in the teleconference “kick off” class. 2. Complete your student profile so others can get to know you 3. Respond to two Forum discussion questions. 4. Online activities: <ol style="list-style-type: none"> a. Watch one of the following youtube videos:http://www.youtube.com/watch?v=uhKMouRaWcY; http://www.youtube.com/watch?v=7pkdfOOolw0; http://www.youtube.com/watch?v=BTDmdCIWtkc b. Watch 3 clips from Parallels in Time II: Just Families www.mnddc.state.mn.us/parallels 5. Write a 500 word reflection on one of the online activities. 6. Optional additional online readings: <ul style="list-style-type: none"> • Historical timeline of disabilities all the way back to 3500 BC. http://www.instituteondisability.org/projects/dateline_view.php • Another Disability Museum in addition to the one used in the homework activity. http://www.disabilitymuseum.org/ • The Disability History Association (DHA) is an international non-profit organization that promotes the study of disabilities. This includes, but is not limited to, the history of individuals or groups with disabilities, perspectives on disability, representations/ constructions of disability, policy and practice history, teaching, theory, and Disability and related social and civil rights movements. http://dha.osu.edu/ • Learning about the history, values, and beliefs of one’s society has been recognized as one of 12 key components to effective youth leadership development (Woyach and Cox (1997)). This is a curricula directive.http://www.nclt-youth.info/Downloads/DisabilityHistory.doc • This website highlights the history of learning disabilities. Students with learning disabilities are growing as testing and assessment are able to highlight the problems some children have with standard curriculum. (Some adults too!)http://www.learningdisabilityhistory.com/

Instructor Notes	Assignments and Readings
<p>Week 2: Parents and Educators: An Unanticipated Relationship (Note: Review of Part 1: <i>How to Partner with Families of Middle and High School Students with Disabilities to Achieve Success.</i>)</p>	<ol style="list-style-type: none"> 1. Read the following: <ul style="list-style-type: none"> • Learn about Joyce Epstein’s Six Types of Parent Involvement and Action Team for Partnerships model by exploring the website of the National Network of Partnership Schools : http://www.csos.jhu.edu/p2000/nmps_model/school/sixtypes.htm click on each key • Read this fact sheet on Parent Professional Collaboration from the National Center on Secondary Transition http://www.ncset.org/topics/family/faqs.asp?topic=29 • “Family Involvement in Middle and High School Students' Education” (can download a PDF file) http://www.hfrp.org/family-involvement/publications-resources/family-involvement-in-middle-and-high-school-students-education • Read Helping Parents Deal with the Fact That Their Child Has a Disability by: Bill Healey (1997)http://www.idonline.org/article/Helping_Parents_Deal_with_the_Fact_That_Their_Child_Has_a_Disability • “Promoting Family Involvement” (can download a PDF file) http://www.hfrp.org/family-involvement/publications-resources/promoting-family-involvement • A father's perspective: Healing Broken Dreams – When Your Child Isn’t ‘Normal’ http://www.fathersnetwork.org/585.html • Grief Reactions to Special Needs Diagnosis http://specialneedsparenting.suite101.com/article.cfm/parents_of_special_needs_children • Success Stories http://www.specialchild.com/success.html • Teens with Disabilities Transition to Adulthood http://www.bellaonline.com/articles/art33519.asp 2. Respond to two Forum discussion questions. 3. Optional additional online readings: <ul style="list-style-type: none"> • Massachusetts regulation 603 CMR 28:07, regarding Parent Involvement:http://www.doe.mass.edu/lawsregs/603cmr28.html?section=07#start • Watch the Annie. E. Casey Foundation video, “Community Schools: Connecting Partners for Success in Indianapolis.” http://www.aecf.org/KnowledgeCenter/Publications.aspx?pubguid=%7B91ED048E-32E0-428C-B3EA-0CD8C89C9826%7D click on video • Transition from School to Adult Life: http://www.doe.mass.edu/sped/links/transition.html • “The Evaluation Exchange,” a periodical from the Harvard Family Research Project. Issues can be found at http://www.hfrp.org more specifically: http://www.hfrp.org/family-involvement/publications-resources/taking-a-closer-look-a-guide-to-online-resources-on-family-involvement

Instructor Notes	Assignments and Readings
<p>Week 3: Universal Design for Transition (UDT) - An Overview</p>	<ol style="list-style-type: none"> 1. Read chapter one (pages 3-29) Universal Design for Transition. 2. Read UDL Fact Sheet (listed below) 3. Create a draft UDT Planning Sheet (for your own use, not to be submitted) of a lesson you already teach or have taught using the blank UDT planning sheets provided. Be as specific as suits you in order to get a feel for the process. Save in a file for later reflection. 4. Respond to 2 forum questions. 5. Optional Additional Readings: <ul style="list-style-type: none"> • Universal Design for Learning and the Transition to a More Challenging Academic Curriculum: Making it in Middle School and Beyond • http://www.ncset.org/publications/viewdesc.asp?id=2165 • Related CEC Articles • http://www.cec.sped.org/AM/Template.cfm?Section=Universal_Design&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=24&ContentID=4708 • Resources • http://www.marilynfriend.com/udl.htm

Instructor Notes	Assignments and Readings
<p>Week 4: UDT and Self-Determination</p>	<ol style="list-style-type: none"> 1. Read chapter 2 (pages 31-52) in our text "Universal Design for Transition" 2. Watch this Youtube video about David's transition to college http://www.youtube.com/watch?v=STCAIKAQfc4 3. Read the following web articles: <ol style="list-style-type: none"> a. Taking Charge: Stories of Success and Self Determination http://www.washington.edu/doit/Brochures/Technology/charge.html b. What Self-Determination Is and What it Is Not http://www.tash.org/mdnewdirections/factsheetsd.htm c. <i>Self Determination and Struggle in the Lives of Adolescents</i> www.communityinclusion.org/pdf/rp23.pdf 4. Respond to two Forum discussion questions. 5. Optional Additional Readings: <ul style="list-style-type: none"> • Center for Self-Determination http://www.centerforself-determination.com • LD Self Advocacy Manual www.ldpride.net/selfadvocacy.htm • Self-Determination for Post-Secondary Students http://www.ncset.org/topics/sdpse/default.asp?topic=7 • Express Yourself! http://www.psych.uic.edu/UICNRTC/sd-self-assessment.pdf
<p>Week 5: Transition Assessment</p>	<ol style="list-style-type: none"> 1. Read Chapter 3, Universal Design for Transition in Assessment 2. Read Instructor Lecture Notes. 3. Watch Glee Episode 9 of Season 1 www.fox.com/glee 4. Read Developing an Individualized Travel Plan: Questions to Explore http://ici.umn.edu/products/impact/183/over8.html 5. Read the BSEA most recent ruling on Transition 6. Respond to two Forum questions/discussions.



Instructor Notes	Assignments and Readings
<p>Week 6: UDT and the Development of the IEP including the Transition Form</p>	<ol style="list-style-type: none"> 1. Read Chapter 4: Using a UDT Approach to Individualized Education Planning 2. Read the following web articles: <ol style="list-style-type: none"> a. Memorandum on the Implementation of the Transition Planning Form (TPF) -- 28M/9 b. Whose Future Is It Anyway http://education.ou.edu/zarrow/files/Lesson31%20of.pdf c. Transition and the IEP http://www.flse.net/flsupportedemp/transitioniep.html d. Technical Assistance Guide for Transition in the IEP Just read Page 45. You will find this Guide very helpful so bookmark it for yourself. 3. Respond to two Forum discussion questions. 4. Complete Team Activity. 5. Optional Additional Readings: <ul style="list-style-type: none"> • Vision Statement Guide www.fcsn.org/pti/topics/vision/tools/vision_faq.doc • Self-Directed IEP http://www.transitioncoalition.org/transition/tcfiles/files/docs/Self-Directed_IEP1225299027.pdf/Self-Directed_IEP.pdf • Assessment documentation in MA http://www.doe.mass.edu/research/reports/0309galileo.doc
<p>Week 7: Embracing A Student's Vision</p>	<ol style="list-style-type: none"> 1. Read: <ul style="list-style-type: none"> • Whose Life Is It Anyway! http://www.waisman.wisc.edu/hrtw/wlia.pdf • http://www.pacer.org/tatra/resources/personal.asp 1. Read the slides from the FCSN Transition workshop 2. Read the Lecture Notes below and follow the link(s) on the page to the associated articles 3. Write a 5 year Vision Statement for your self 4. Building from your vision, set 2 or more goals for yourself 5. Implement the Vision Statement with Support and or Services 6. Respond to two Forum discussion questions. 7. Optional Additional Readings: <ul style="list-style-type: none"> • Vision Statement Guide www.fcsn.org/pti/topics/vision/tools/vision_faq.doc • Self-Directed IEP www.transitioncoalition.org/transition/tcfiles/files/docs/Self-Directed_IEP1225299027.pdf/Self-Directed_IEPpdf • Connecting Activities (CA)http://www.doe.mass.edu/research/reports/0308connectactivities.doc

Instructor Notes	Assignments and Readings
<p>Week 8: UDT and Employment, Volunteer Opportunities and Community Participation</p>	<ol style="list-style-type: none"> 1. Read Chapter 5 Universal Design For Transition and Employment (Pages 109-124). 2. Visit the following websites: <ul style="list-style-type: none"> • America’s Career InfoNet www.acinet.org/acinet • Massachusetts Career Centers http://www.mass.gov/?pageID=elwdterminal&L=4&L0=Home&L1=Workers+and+Unions&L2=Job+Seekers&L3=One-Stop+Career+Centers&sid=Elwd&b=terminalcontent&f=dcs_cc_services_overview_cc&csid=Elwd • Career Island http://questgarden.com/06/13/4/051025111447 • Career Voyages www.careervoyages.gov • Real People, Real Jobs http://www.realworkstories.org/ • One Stop Career Centers: A Guide for Individuals with Disabilities http://communityinclusion.org/article.php?article_id=50&type=topic&id=9 • Partners for Youth with Disabilities Young Entrepreneurs Program (YEP) http://pyd.org/mentoring_programs/young_entrepreneurs.htm 3. Read an overview of the National Standards and Quality Indicators for Secondary Education and Transition http://www.nasetalliance.org/about/standards.htm 4. Read about Service Learning http://www.servicelearning.org/what_is_service-learning/faqs/index.php#1 5. Read Work-Based Learning and Future Employment for Youth: A Guide for Parents and Guardians http://www.ncset.org/publications/viewdesc.asp?id=1222 6. Respond to two Forum discussion questions 7. Complete activity sheet on employment, volunteer, and community that will be used with your final project. 8. Optional Additional Readings: <ul style="list-style-type: none"> • National Association of Vocational Education Special Needs Personnel NAVESNP www.specialpopulations.org

Instructor Notes	Assignments and Readings
<p>Week 9: Adult Service Systems: Eligibility for Services</p>	<ol style="list-style-type: none"> 1. Read A Guide to Chapter 688: Massachusetts Transitional Planning Program http://www.doe.mass.edu/sped/688/brochure.pdf 2. Read: FY09 turning 22 Legislative Report (RTF) highlights the number of Turning 22 individuals served by DDS and the types of services provided to them in Fiscal Year 09. 3. Read Task Force Findings on DDS Medically Intensive Turning 22 Consumers (2MB Word) examines the emerging needs of DDS Turning 22 young adults who require ongoing intensive medical supports. 4. Massachusetts State Agency Eligibility <ul style="list-style-type: none"> • Dept of Developmental Services http://www.mass.gov/Eeohhs2/docs/dmr/masscap_faq.pdf • Massachusetts Rehabilitation Commission http://www.mass.gov/?pageID=eohhs2terminal&L=4&L0=Home&L1=Consumer&L2=Disability+Services&L3=Vocational+Rehabilitation+Services&sid=Eeohhs2&b=terminalcontent&f=mrc_c_vr_processes&csid=Eeohhs2 • Dept of Mental Health http://www.mass.gov/?pageID=eohhs2terminal&L=4&L0=Home&L1=Consumer&L2=Disability+Services&L3=Vocational+Rehabilitation+Services&sid=Eeohhs2&b=terminalcontent&f=mrc_c_vr_processes&csid=Eeohhs2 • Massachusetts Commission for the Blind http://www.mass.gov/?pageID=eohhs2terminal&L=4&L0=Home&L1=Government&L2=Department+and+Divisions&L3=Massachusetts+Commission+for+the+Blind&sid=Eeohhs2&b=terminalcontent&f=mcb_c_additional_benefits&csid=Eeohhs2 • Massachusetts for the Deaf and Hard of Hearing http://www.mass.gov/?pageID=eohhs2modulechunk&L=4&L0=Home&L1=Government&L2=Departments+and+Divisions&L3=Massachusetts+Commission+for+the+Deaf+and+Hard+of+Hearing&sid=Eeohhs2&b=terminalcontent&f=mcdhh_c_case_management&csid=Eeohhs2 • Department of Public Health http://www.mass.gov/?pageID=eohhs2terminal&L=5&L0=Home&L1=Government&L2=Department+and+Divisions&L3=Department+of+Public+Health&L4=Programs+and+Services+A+-+J&sid=Eeohhs2&b=terminalcontent&f=dph_com_health_special_needs_c_care_coordination&csid=Eeohhs2 • Dept of Children and Families http://www.mass.gov/?pageID=eohhs2terminal&L=4&L0=Home&L1=Government&L2=Department+and+Divisions&L3=Department+of+Children+and+Families&sid=Eeohhs2&b=terminalcontent&f=dss_faq&csid=Eeohhs2 5. Read: Successful Transition Models for Youth with Mental Health Needs: A Guide for Workforce Professionals http://www.ncwd-youth.info/information-brief-23 6. Respond to two Forum discussion questions 7. Complete Adult services worksheet/activity.

Instructor Notes	Assignments and Readings
<p>Week 10: Post-Secondary Education</p>	<ol style="list-style-type: none"> 1. Read the following: Chapter 6 Universal design of Post Secondary Education 2. Respond to two Forum discussion questions. 3. Complete activity sheet on post-secondary transition plan. 4. Visit these sites: <ul style="list-style-type: none"> • Think College http://communityinclusion.org/project.php?project_id=21 • Think College www.thinkcollege.net • Association on Higher Education and Disability for Parents: http://www.ahead.org/students-parents/parents • Association on Higher Education and Disability for Students: http://www.ahead.org/students-parents/students • Disabilities, Opportunities, Internetworking, and Technology http://www.washington.edu/doi/ • Emerging & Promising Practices http://www.ncset.org/topics/psesupports/practices.asp?topic=5
<p>Week 11: UDT and Community Living</p>	<ol style="list-style-type: none"> 1. Read Chapter 7 Universal Design of Transition and Community Living. 2. Read: <ul style="list-style-type: none"> • Building a Future http://www.arcmass.org/LinkClick.aspx?fileticket=q0pVSKSMgrE%3d&tabid=36&mid=2362 • Independent Living Centers Massachusetts http://www.workworld.org/wwwwebhelp/independent_living_centers_massachusetts.htm • Transition to Adult Program http://www.mass.gov/Eeohhs2/docs/mrc/22il.doc • Massachusetts Transit Authority http://matransit.com/home.html • Application for Reduced Fares http://www.therta.com/downloads/Reduced_fare_Application.doc 3. Respond to two Forum discussion questions. 4. Complete activity sheet on support options plan.

Instructor Notes	Assignments and Readings
<p>Week 12: Social Recreation and Leisure</p>	<ol style="list-style-type: none"> 1. Read Chapter 8 Universal Design of Transition Applied to Recreation and Leisure 2. Read <ul style="list-style-type: none"> • Teen recreation programming http://www.camprena.com/free-tips/teen-recreation.html 3. Respond to two Forum discussion questions.
<p>Week 13: Transition to Adult Health Care Systems</p>	<ol style="list-style-type: none"> 1. Respond to two Forum discussion questions. 2. Read <ul style="list-style-type: none"> • Transition Issues for Youth with Special Health Care Needs in Massachusetts http://www.neserve.org/maconsortium/pdf/Transition_to_Adulthood/Transition_Issues_for_YSHCN_in_MA_Summary.pdf 3. Complete activity sheet on health care systems.

Instructor Notes	Assignments and Readings
<p>Week 14: Using Technology to Put It All Together</p>	<p>Health Care and Transition</p> <ol style="list-style-type: none"> 1. Look for the definitions related to health needs in the Federal Register, IDEA, Dept of Education 300.88 a Child with a Disability http://nichcy.org/laws/idea/partb/subparta#300.8 2. “Talking with your doctor” http://www.ichp.ufl.edu/videos/twyd 3. Healthy & Ready to Work-A Series of Materials Supporting Youth with Special Health Care Needs Transition to Adult Health Care: A Training Guide in Two parts http://www.waisman.wisc.edu/hrtw/adult_teen.pdf 4. You are 18 and In Charge of your Health Booklet http://hctransitions.ichp.ufl.edu/pdfs/cmswy18_lowres_09.pdf 5. Federation for Children with medical concerns http://fcsn.org/pti/topics/medconcerns/index.html 6. Mass Family Voices-Tools for Transition http://www.massfamilyvoices.org/ToolsforTransition <ul style="list-style-type: none"> • Individual Health care plan http://www.massfamilyvoices.org/publications/IHCP.pdf <p style="text-align: center;">FMI</p> <ul style="list-style-type: none"> • The Comprehensive School Health Manual - Divided into three major sections that include 16 chapters, the manual incorporates the most complete and up-to-date information on the policy and practice of school health in the Commonwealth. - http://www.maclighthouse.com/schoolhealthmanual.htm <hr/> <ul style="list-style-type: none"> •  The Facts Resource •  Week 14 Forum Questions <ol style="list-style-type: none"> 1. 2. 3. you will learn about students with special health care needs and how it may influence their transition plan needs. You will gain resources to assist the students in gaining self-determination skills around their health needs. The resources will provide you with tools to help

Instructor Notes	Assignments and Readings
Week 15: Response to Projects: wrap-up	The class will discuss during a teleconference activity, how they feel about the UDT plans and how they are going to improve transition plans and activities and involving both parents and the community.