

Transition and Community-Based Instruction
The Virginia Consortium for Teacher Preparation in Severe Disabilities

VCU: TEDU 632 Secondary Programming for Students with Disabilities

GMU: EDSE 431/531 Transition and Community Based Instruction

RU: EDSP 668 Transition and Community-based Instruction

UVA: EDIS 7130 Transition Planning for Secondary Students

NSU- SPE 545 - Transition Procedures

Course Syllabus (Summer, 2012)

Instructor:

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Meeting times: Mondays and Tuesdays between May 21 and July 10 from 7:20 PM to 10:00 PM (except May 28 or July 3). After the first week of class, Monday sessions will be available as online activities and we will meet together as a class on Tuesdays.

GMU Course Description: Addresses issues in transition for youth with severe disabilities. Covers self-determination, development, and implementation of a transition plan, post-secondary opportunities including education and community-based instruction, and vocational environments.

Purpose: This course provides an overview of the role of special educators in preparing students with severe disabilities for post-secondary vocational, residential, educational, community, and recreational settings. Emphasis is placed on developing appropriate curricula, involving students and their families in planning, implementing and evaluating transition programs, and helping students to access the services needed to be successful in adult life.

Course Objectives: Upon completion of this course students will be able to:

- Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.
- Coordinate service delivery with general educators, related service providers, and other providers.

- Coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.
- Identify community resources and strategies to interface with community agencies when developing and planning IEPs.
- Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.
- Identify related services and accommodations, including technology, pertaining to postsecondary transitions that increase student access to post secondary education and community resources.
- Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development.
- Implement person-centered planning strategies to promote student involvement in planning.
- Identify generic skills that lead to success in school, work and community, including time management, preparedness, social interactions, and communication skills.
- Demonstrate knowledge of social skills development including the unique social skills deficits associated with disability.
- Assess social skills strengths and needs implement specialized social skills strategies.
- Demonstrate knowledge of use and implementation of transition assessments (including vocational assessments) to encourage and support students' self-advocacy and self-determination skills.
- Discuss legal issues surrounding age of majority and guardianship.

Relationship of Course to Program Goals and Professional Organizations: This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education to George Mason University that also includes Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the special education area of **Severe Disabilities/Special Education – Adapted Curriculum K-12**. This program complies with the standards for teacher licensure established by the Virginia Department of Education. Furthermore, the SD Consortium strives to uphold the Special Education Content Standards established by the Council for Exceptional Children, the major special education professional organization.

The Virginia Licensure Regulations for School Personnel are listed on the following website:
<http://www.pen.k12.va.us/VDOE/Compliance/TeacherED/nulicvr.pdf>

The CEC Standards are listed on the following web site:
http://www.cec.sped.org/ps/perf_based_std/standards.html#standards

Required Text:

There is no required text for this class. However, there will be one or more readings for each of the class sessions that students must read prior to the date of the specific session. In addition, students will be expected to view videos and respond to the videos in various course assignments. All readings and videos will be posted through Blackboard.

General Information:

1. Each student must register with Blackboard system and access it regularly to obtain class assignments, obtain additional readings, check for notices regarding class, and participate in online discussion regarding pertinent issues. An introductory session on Blackboard is scheduled for the first class meeting. Though you may direct your questions about Blackboard to the facilitator at the class site or to me, it would be best to email Marci Kinase Jerome (mkinase@gmu.edu).
2. I will place handouts for class on Blackboard at least the day before class. You may print these off and bring to class if you wish.
3. This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles, copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course.
4. Each class location will have a facilitator or assistant who will assist with the class technology. Learn who that person is as he or she will be taking role and keeping track of class participation and reporting it to me weekly.
5. Because of the potential of confusion caused by people speaking at the same time in this multiple-site course, it will be important to raise hands before asking questions or making comments. It is also important for facilitators to zoom the camera on the person asking a question. It may be uncomfortable to see yourself on the monitor, but it is helpful for the instructor.
6. At all the participating universities, accommodations can be made with the instructor if a student has a disability. Modifications will be made to instructional materials, methods, tests, or the classroom environment upon confirmation provided by the Coordinator of Services for Students with Disabilities for the student's university that the individual has been determined appropriate for academic adjustments. Whenever possible and at the student's discretion, individual modifications will be kept confidential to avoid stigmatizing the student with disabilities.
7. All members of the class are expected to act in accordance with the Honor System and all related policies for their respective schools. Please pay particular attention to plagiarism rules and follow APA guidelines for citing the source for all your references. All work submitted for the class is considered to be pledged work unless otherwise specified.
8. There have been some issues with the sound transmission at the remote locations. Technology personnel are working to rectify the problem. However, please let the instructors know of problems with the sound transmission as they become apparent.
9. Lastly, remember that although you are physically at a different location from the instructor, please be aware that general rules for classroom behavior should be followed. Remember, that the instructor can see that you are talking during a lecture, that you are distracted, and/or that you are not actively engaged in the class. This instructor will always treat you with respect and expects reciprocity. Thank you.

Grading Criteria: The grading scale will be based on a possible total of 100 points. A total of 90 or more points must be accumulated for a grade of A, 80 to 89 for a B, 70 to 79 for a C, 60 to 69 for a D or F (for universities that do not assign Ds), and below 60 will be failing. The following provides a breakdown of assignments and possible points earned:

Assignment 1 - Interview with a former special education student with severe disabilities (20 points)

Assignment 2 - Taxonomy of Post-School services for students with severe disabilities (30 points)

Assignment 3 - Project SEARC (20 points)

Assignment 4 - IEP for transition age youth with severe disabilities (30 points)

Assignment 1 - Interview of a Former Special Education Student with Mental Retardation

- Each student will complete a face-to-face interview with an individual who exited a special education program in the last three years. A specific interview protocol will be provided to guide the scope and content of the interview. The results of the interview should be compiled into a 4-5 page (double spaced) summary and submitted for evaluation.

Assignment 2 - Taxonomy of Community Services - Each student may choose to develop a listing of community services available to persons with severe disabilities in a local community in Virginia. At a minimum, the following services should be addressed: Case management, employment, housing and residential support, and recreation. For each service, you should provide the following information: Name of Service, Agency Providing Service, Eligibility Criteria, Description, Name and Telephone Number of Contact Person, and Modification and/or Expansion Needed Locally.

Assignment 3 - Project SEARCH - This assignment is designed to give you an understanding of the marketing principles used by Erin Riehle in her Project SEARCH employment model. You should video on Project SEARCH presented by Erin Riehle. After reviewing Erin's lecture, please respond to the following questions:

1. Erin believes that much of the current efforts of supported employment agencies use strategies that are actually "deficit marketing." What does she mean by the term deficit marketing? Do you agree with her view of current marketing approaches?
2. In developing relationships with local service agencies, Erin began a relationship with a single "preferred vendor?" What does she mean by the concept of preferred vendor? How might the concept of preferred vendor be applied to the marketing of clients in supported employment programs?
3. In Erin's lecture, she states, "There is a perception by society that if you work with people with disabilities, you must be a good place to work for all of your employees." Do you believe that this is a view that community members share in your area? Do you believe that employers are aware that many community members feel this way?

Please address these questions in a 2 to 3 page (single-spaced) response

Assignment 4 - IEP for Transition Age Youth - This assignment requires you to prepare an IEP for a transition age youth based on a case study that will be provided to you. You will be required to prepare the IEP based a prescribed format that will be discussed in class. This will be an assignment that is required by NCATE for several of the participating universities, so it is possible that you will be required to submit the assignment to the university's proprietary data system.

Course Policies

Honor Code: Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and also to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: “Pledged” followed by the date and your full name (typed “signatures” will be OK for assignments/tests submitted electronically).

A complete copy of each university’s Honor System document is available through

GMU: <http://mason.gmu.edu/~montecin/plagiarism.htm>

VCU: www.provost.vcu.edu/pdfs/Honor_system_policy.pdf

UVA: <http://www.virginia.edu/honor/>

Radford: <http://www.radford.edu/dos-web/honorcode.html>

NSU: <http://studentaffairs.odu.edu/handbooks/images/studenthandbook.pdf>

Attendance: Since many of the classes involve activities, discussion, etc., regular attendance is vital to gain maximum benefit. If you know ahead of time you will not be in class, please contact me by email before the class. Also, please make arrangements to get class notes or other handouts from a fellow classmate, and/or the Blackboard site.

Accommodations for Disability: At all the participating universities, accommodations can be made with the instructor if a student has a disability. If this is relevant to you, please contact me on the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past. I will discuss (via email) this further with you until we reach consensus. University specific information regarding eligibility, services and accommodations can be found at:

GMU: <http://www.gmu.edu/student/drc/>

VCU: <http://www.students.vcu.edu/dss/>

UVA: <http://www.virginia.edu/accessibility/>

Radford: <http://www.radford.edu/~dro/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

Course Grading: See the description for the course grading above. Information about specific grades on assignments will be posted on the course Blackboard site, but grades for attendance will not be calculated until the end of the course.

Except under unusual circumstances, late assignments will not be accepted. *Unusual circumstances* do not include being busy, or being unable to juggle multiple responsibilities that are part of your everyday life.

In addition, an incomplete grade will be given for unusual circumstances only, and only after a conference with the instructor (by phone or in person). Any incomplete grades need to be completed within six weeks following the end of the course or final grades will be reduced a grade for each additional month delay.

Grading of assignments will be done following a rubric. Grading for attendance and participation will be based on attendance for classes and for participating in activities and discussions.

Inclement Weather: If classes are cancelled at Virginia Commonwealth University, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, visit the university website (www.vcu.edu). Do not email us; I will email you regarding weather as soon as it is announced. Please note, the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

Cell Phones and Weapons: All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

Course Materials: This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available both on Blackboard and on a class CD), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; PowerPoints should be available on Blackboard by noon of the class day or sooner. If you plan to print copies of PowerPoint slides, this must be done before class begins (before 4 pm or 7:20 pm) and using a 3 or more slides per page handout format (do not print full slide pages). All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies: All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are also expected to have an active email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://mymason.gmu.edu>

NON GMU Students: Your login for Blackboard Organizations is: x_first name.last name For example John Smith's username would be: x_john.smith Your password is: bbcommunity

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

TaskStream Submission: TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the SD Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well

as for student portfolio evaluation purposes. EVERY student taking this course at EVERY university IS REQUIRED to upload and submit the signature assignment for this course to TaskStream for evaluation by the end of the semester. Directions for submitting assignments are available on Blackboard in the TaskStream folder within the Syllabus section.

The signature assignment(s) for this class is: [Transition IEP \(Assessment 1\)](#)

Course Facilitators: Each class will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be). Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also FAX in-class written tasks following class or early the next day to me. When in class assignment forms or handouts are send the day of the class, facilitators will need to download and copy them for class members.

Blackboard Assistance: This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Marci Kinan Jerome (mkinan@gmu.edu). She will be the best resource. We are all learning this system together and some of us will be faster than others. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note that some handouts/readings may be given to you in class that are not posted on blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

Remote Site Viewing: All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at <http://torrent.gmu.edu> and click on the link for [SD Transition] in the Public Folders link. Classes are listed by date and time. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as outlined in the attendance policy for this course. Directions for viewing the video-stream can be found in the course Blackboard site.

Student may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to:

- Characteristics: <http://webcon.gmu.edu/characteristics/>
- Transition: <http://webcon.gmu.edu/transition/>

- Reading: <http://webcon.gmu.edu/reading/>

You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite).

The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS (GMU)

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Core Values Commitment

- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Class Schedule (subject to change):

Class	Topics
5/21	<ul style="list-style-type: none">▶ Introduction to the class and to each other▶ Introduction to Blackboard▶ Post-school expectations for our students with severe disabilities
5/22	<ul style="list-style-type: none">▶ Curriculum development for adolescents with severe disabilities▶ READING: Wehman, P. & Kregel, J. (Eds.). Functional curriculum for elementary and secondary students with special needs. Austin, TX: Pro-Ed. Chapter 1.
5/29	<ul style="list-style-type: none">▶ Assessment instruments for transition age youth with severe disabilities▶ Guest speaker: Dr. Carol Schall▶ READING: Assessment for Transition. Armstrong, A. & Targett, P. (2009). In P. Wehman & K. Wittig (Eds.) Transition IEPs: A curriculum guide for teachers and transition practitioners. Austin, TX: Pro-Ed.▶ Preparation for Assignment 1
6/4	<ul style="list-style-type: none">▶ ONLINE: Age 18 Redetermination and Student Earned Income Exclusions - Videos from the VCU Work Incentive Planning and Assistance National Training Center
6/5	<ul style="list-style-type: none">▶ Social Security benefits - Age 18 Redetermination - Representative Payees▶ Guest speaker: Susan O'Mara▶ READING: SSI and SSDI Benefits. In O'Mara et al. (Eds.) Work Incentive Planning and Assistance National Training Center. Richmond, VA: VCU WIPA National Training Center.▶ Preparation for Assignment 2
6/11	<ul style="list-style-type: none">▶ ONLINE: An Extra Ordinary Life: Using Person Centered Planning - Video webcast from the VCU RRTC Worksupport.com website
6/12	<ul style="list-style-type: none">▶ Medicaid Waivers and Community Residential Services▶ READING: Virginia/U.S. Department of Justice Final Consent Decree▶ Preparation for Assignment 3
6/18	<ul style="list-style-type: none">▶ ONLINE: Project SEARCH - Erin Riehle Video

Class	Topics
6/19	<ul style="list-style-type: none"> ▶ Career development and employment ▶ Guest Speaker: Jennifer McDonough ▶ Readings - TBD
6/25	<ul style="list-style-type: none"> ▶ ONLINE: TBD
6/26	<ul style="list-style-type: none"> ▶ Putting it all together: Planning for students' futures ▶ Guest Speaker: Kathy Wittig ▶ READING: Wittig, K. (2009). In P. Wehman & K. Wittig (Eds.) Transition IEPs: A curriculum guide for teachers and transition practitioners. Austin, TX: Pro-Ed. Chapters 1 and 2. ▶ Preparation for Assignment 4
7/2	<ul style="list-style-type: none"> ▶ ONLINE: TBD
7/09	<ul style="list-style-type: none"> ▶ ONLINE: Assignment 4: IEP Assignments Due ▶ Final IEPs completed and posted on Blackboard
7/10	<ul style="list-style-type: none"> ▶ Presentation of IEPs and course summary

Special Addendum for GMU Students enrolled in EDSE 431/531

EDSE 431/531 is a course offered through the Virginia Consortium for Teacher Preparation in Severe Disabilities. Courses in the consortium are generally capped at lower enrollment than a traditional GMU course because of additional student enrollment from the other participating universities. This semester the enrollment in EDSE 431/531 is quite large for a class in the adapted curriculum licensure program. We discussed opening a second section; however we have decided instead to utilize a “grader” to assist the instructor with the large enrollment at GMU.

Dr. John Kregel from VCU is the course instructor. He will conduct all class lectures, design course assignments, and answer content questions. Dr. Ed Lowther from GMU will serve as the course grader for GMU students. This means that Dr. Lowther will grade course assignments and provide assignment feedback for some GMU students. He will collaborate with Dr. Kregel to ensure that grading is consistent across universities. Dr. Lowther will also at times facilitate in-class discussions and activities with some GMU students, such as during presentations.

Faculty contact information:

Dr. Edward Lowther
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Office hours by appointment