



**College of Education and Human Development
Division of Special Education and disAbility Research**

EDSE 544-672: *Adapted Instructional Methods and Transition for Secondary Learners*

CRN: 80908, 3 - Credit(s)

Fall 2012

Instructor: Dr. Jane Razeghi	Meeting Dates: 09/11/12 - 11/13/12
Phone: 703-993-2055 (office) Cell: 703-624-4271 (preferred)	Meeting Day(s): Tuesday
E-Mail: jrazeghi@gmu.edu	Meeting Times: 4:30pm - 8:30pm
Office Hours: By appointment	Meeting Location: TBA

Course Description:

Provides strategies for teaching functional academics and social/life skills, facilitating the transition to postsecondary environments. Focuses on all aspects of transition and alternative assessments for secondary learners with disabilities.

Prerequisite(s): None.

Advising Contact Information:

Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

Nature of Course Delivery:

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes:

Upon completion of this course, students will be able to:

- Identify, describe, and design alternate assessments for secondary learners with disabilities to demonstrate learning outcomes and postsecondary interests and aptitudes;
- Demonstrate an understanding of evidence-based strategies for facilitating transition into the community, workplace, and postsecondary environments;
- Demonstrate how to implement cognitive strategies in self-regulation, study skills, attention, memory, motivation, and self-determination;
- Demonstrate knowledge of the federal and Virginia laws, Standards of Learning, and agencies that require and provide for transition, vocational, and rehabilitation services for students with disabilities at the secondary school level (middle & high school);
- Identify the role and responsibilities of the Individual Education Plan (IEP) teams as they strive to incorporate transition requirements into the IEP and principles of person-centered planning;
- Identify organizations, services, networks, and the variety of state and local agencies that maximize the interagency effort involved in the transition process for students with disabilities.

Required Textbooks:

Sitlington, P. L., Neubert, D.A., and Clark, G. M. (2010). *Transition Education and Services for Students with Disabilities (5th ed.)*. Boston: Pearson Education, Inc.

Recommended Textbooks:

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author

Required Materials:

None

Additional Readings:

None

Course's Relationship to Program Goals and Professional Organizations:

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Development and Characteristics of Learners, Standard 3: Individual Learning

Differences, Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, Standard 6: Language, Standard 7: Instructional Planning, Standard 8: Assessment, and Standard 10: Collaboration. *NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

Policies (Attendance and Late Work Policies):

Respect for All:

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

Attendance:

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. More than one absence for any reason will result in the final grade dropping by 5 points.

Note: It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please be *fully* present in class by turning your electronics off, unless otherwise directed. ☺

Workload:

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class readings and preparation for *each* credit hour weekly in addition to time spent on papers and assignments.

Written and Oral Language:

APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th Ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: <http://apastyle.apa.org/>

We will use *person-first language* in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

Academic Integrity:

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the Dean's Office.

Email: Please note that your GMU email will be used exclusively for all your GMU courses: Please activate and forward your GMU email to your most-checked account!

Go to <http://mail.gmu.edu>. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.

Be an Informed Student:

Negotiating all the requirements for your Master's and/or VA Licensure is extremely complex. It is recommended that you schedule a phone/email or in-person appointment with one of the Special Education Advisors, Jancy Templeton (jtemple1@gmu.edu 703/993-2387) or Danielle Williamson (dwilli19@gmu.edu 703/993-4361). Doing so each semester will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.

Using Blackboard:

GMU's Blackboard will be used to post important information and presentations for this course and for you to check grades, complete assignments, and communicate with your classmates and instructor. You are responsible for checking Blackboard at least once a week and right before

class to make sure you are informed about class/GMU issues.

Your **GMU Mason Net ID username and password** are entered in the Blackboard system. The following is how you will access the Blackboard from the Mason Live Portal

(<http://myMason.gmu.edu>): login with your MasonNet ID and password, click on “Courses” tab at top, find the link for this class.

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Late Policy:

Points will be deducted from work submitted each day late after the due date.

- All assignments are due on the dates indicated. Consult with me *in advance* if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points per day will be deducted from your assignment grade for late papers **unless** I have agreed to an extension (may be used **one time** only for **one assignment only**). Maximum extension is 6 days. Please retain a copy of your assignments in addition to the one you submit.
- All assignments should reflect graduate-level spelling, syntax, and grammar, and APA style guidelines. If you experience difficulties with the writing process you will be required to document your work with the GMU Writing Center during this course to improve your skills.
- Course participants wishing to suggest other learning activities may, with my approval, substitute these for a required activity, except for the NCATE assessment/signature assignment.

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TaskStream Submission:

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason’s NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester’s Schedule of Classes.

Grading Scale:

95 - 100% = A

90 - 94% = A-

80 - 89% = B

70 - 79% = C

<70% = F

Evidence-Based Practices:

This course will incorporate the evidence-based practices (EBPs) relevant to self-determination, facilitating transitions, alternative assessments, and social skills. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Schedule:

Class Session Tues- days	Tentative Agenda (may change to meet class needs) Topic/Learning Experiences	Reading Assignments Due Next Session & Course Requirements Due (at the beginning of session in which they are identified, below)
1 Sept 11	Course Introduction Enduring Understandings Foundations of Transition Planning: A historical perspective The NLTS 1 How can You Begin to Infuse Career Education into Standards-Based Curriculum for Students with Disabilities Starting Tomorrow?	Chapter 1 Education & Transition Chapter 2 Legislation Chapter 3 Students & Families Chapter 4 Assessment for Transition
2 Sept 18	What Are the Roles of Students & Families: Key Participants? From Entitlement to Eligibility: IDEA, ADA, 504, WIA and beyond – Why is the Post-School Transition So Different? Transition Assessment: How Do You Assess Your Students to Effectively Plan Their Transitions? Would You Like to Be A Full Time Transition or Vocational Evaluator?	Also, please review the following site: http://www.doe.virginia.gov/testing/alternative_assessments/index.shtml It will get you to the VDOE information about special education, IEP forms (needed for the IEP assignment), Standards-Based IEP Guidelines & much more.
3 Sept 25	What are the Most Important In-School Employment Preparation Options, as well as, the Postsecondary Employment Preparation Options That You Need to Know About? What's Available for Our Students in Terms of Other Types Community Resources and Transition Planning Due: Unit Introduction with Selected SOLS	Chapter 11 – School Based & Community Based Resources
4 Oct 2	What Everyone Needs to Know about Transition Planning & the IEP – But Were Afraid to Ask? Quiz on Transition & IEP Requirements Due: Six Week Unit Calendar	Thoroughly review tool identified in class and prepared for quiz next week Also read: http://www.doe.virginia.gov/instruction/graduation/index.shtml
5 Oct 9	What Are Some Instructional Strategies for Transition? Secondary IEP Planning & Graduation Requirements	Chapter 6: Instructional Strategies

	Due: Model Lesson Plan (one from each group member)	Chapter 8 Job Placement
Class Session	Tentative Agenda (may change to meet class needs) Topic/Learning Experiences	Reading Assignments & Course Requirements Due (at the beginning of session in which they are identified, below)
6 Oct 16	Job Training, Placement & Supervision: "So You're Considering A Position as A Job Placement Coordinator?"	Chapter 7 Transition to Employment
7 Oct 23	Small Group meetings to plan units & transition topic presentations	Chapter 10 Transition to Living in the Community
8 Oct 30	What is "Successful" Transition to Living in the Community? What Are the Typical Community Resources and Transition Planning Considerations: Postsecondary Education? Transition IEP due	Selected Readings on Self-Advocacy & Self-Determination Chapter 5 Transition in Early Childhood
9 Nov 6	How Do You Motivate Students and Teach /Self Advocacy & Self-Regulation What is the Role of Self-Determination for Students and Families* What Is Transition in Early Childhood , as well as, Other Life Transitions? Assignment 3 Site Visit Paper Due (also can be submitted during the last session)	NCATE Assessment: Unit Due in seamless format Chapter 12 Where Do We Go From Here?
10 Nov 13	Presentation of Transition Topics: What Have You Learned? & How Do You Put It All Together to Have a Productive and Fulfilling Adult Life?	

Course Evaluations & Celebration! Assignment 3 Site Visit Paper Due	
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PERFORMANCE-BASED ASSESSMENTS AND EVALUATION CRITERIA:

The NCATE assessment/signature assignment, which MUST be submitted electronically to Taskstream is the first ASSIGNMENT #1, on the following page.

Please note that student and family privacy must be protected in all written and oral communication.

Please refrain from including any information that would jeopardize compliance with FERPA regulations

#1 ASSIGNMENT: Transition Plan with Assistive Technology – 24 points

Note: This is the NCATE Assessment/signature assignment required for submission to Taskstream

A template for completing this assignment will be available on Blackboard

Transition Plan with Assistive Technology

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of a transition plan for secondary students with mild to moderate exceptional learning needs. Candidates will demonstrate understanding of the components of the transition plan. Based upon case information provided, candidates will construct a transition plan that is legally sufficient and educationally appropriate for the described student. Candidates will use curricular resources and evidence-based practices to demonstrate their ability to plan appropriately for the student with mild to moderate exceptional learning needs.

Directions for the Assessment:

In this assignment/project, you will demonstrate your ability to develop a Transition Plan for a hypothetical secondary student with a mild to moderate exceptional learning need. You will be presented with case studies and the Fairfax County Public Schools Transition Plan Forms (on Blackboard). Using the information in your selected case study, you will write a transition plan that thoroughly and appropriately addresses the needs of the student in the case scenario and integrates at least one form of assistive technology which increases the student's ability to access the general curriculum and work towards his or her transition goals.

As you write the **transition plan**, you will:

- Complete a thorough review of the **case study facts**
 - Complete **all components of the transition planning forms**, using specific instructions provided by the instructor
 - *Infuse appropriate augmentative and assistive communication or assistive technology strategies into the transition goals and short-term objectives.*
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- **Transition Assessment Information:** Interests, strengths/capabilities, and career goal (include training, education, employment, and where appropriate independent living)
 - Consider the **information presented in the vignette** as well as any assessment data (formal or informal) and present levels of performance as you develop these statements.
 - Consider the **impact of the student's academic and social abilities, attitudes, interests, and values on instruction and career development.**

 - **Measurable Postsecondary Goals:**

- Write *one measurable postsecondary goal* for each domain: employment, education/training, and independent living skills. Base each goal on the information from the vignette and peer-reviewed research. Each goal is a specific statement of what the student wants to achieve after high school written as an “I will” statement. These goals should be based on the student’s interests, preferences, and strengths.

- Select and adapt instructional strategies and materials according to the characteristics of the student with exceptional learning needs and integrate evidence-based practices (from a minimum of TWO peer-reviewed journal articles) which have been validated to promote successful transitions for the specific characteristics of the learner and setting.
 - *What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals? How could that technology be integrated into the instruction in a natural and meaningful way?*
- Ensure that each postsecondary goal is based on an age appropriate transition assessment (functional vocational evaluations, state assessments, or other more informal methods like daily living skills checklists and interest inventories and that you consider the principles of normalization and concept of least restrictive environment when making decisions about post-secondary outcomes.
- **Transition Objectives:**
 - Write one short-term objective or benchmark each for **career, self-advocacy and independent living**. Integrate evidence-based practices which have been validated for the specific characteristics of the learner and setting.
 - At least two of your objectives must contain a *form of appropriate augmentative and assistive communication or assistive technology* as one component.
 - The following questions should be considered and answered:
 - What specific **models, theories, philosophies, and research methods** which form the basis for special education practice can be utilized?
 - What **culturally, linguistically, and gender** responsive instructional content, resources and strategies can be implemented?
 - *What appropriate **augmentative and assistive communication or assistive technology** would help the student reach their **post-secondary goals**? How could that technology be integrated into the instruction in a natural and meaningful way?*
 - What **evaluation measures** (indicators of progress toward meeting the goal) will be implemented intermittently during the year?
 - What **strategies** can be used to integrate student initiated learning experiences into the instruction in order to maximize opportunities to increase self-determination?

- **School and Post-Secondary Services:**

- Identify a **minimum of two post-secondary resources** that would be helpful for your student (e.g. Woodrow Wilson Training Center, ARC, Community Services Board, vocational rehabilitation, etc.).
- Identify a minimum of **one in-school employment preparation option** (e.g. Academies in Fairfax County Public Schools, Monroe Center in Loudoun County Public Schools, Davis Center, Pulley Center, WAT, OAT).
- In addition to completing the checklists on the Fairfax County form, you are required to write a **ONE PAGE SERVICE SUMMARY** which details a comprehensive, longitudinal individualized program for your secondary student including the following:
 - A **rationale** for the services selected. Relate the level of support to the needs of the student. Why did you choose explore vs. select? Why are these services necessary for the student? Ensure that the rationale takes the continuum of placement and services available for students with exceptional learning needs as well as the legal, judicial and educational systems to assist students with exceptional learning needs into consideration.
 - Do you recommend a job coach? Enclave? Any other special support?
 - A detailed explanation of what skills, experiences, activities, opportunities and connections the student needs in order to reach their post secondary goals and the “action plan” to reach them.
 - A detailed explanation of resources, techniques and recommendations for educational, community, vocational, and post-school adult living experiences which should be used to transition the student with exceptional learning needs out of school and into the postsecondary environment. This should include an explanation of the selected forms of appropriate augmentative and assistive communication or assistive technology which would benefit the student and a discussion of how these technology skills can be introduced and taught.
 - Articulate how you would review this document with the learner and how you would help the student understand how things change when they are no longer covered by IDEA.

NOTE: All rubrics, forms, resources etc. for each major assignment can be found on the Blackboard site for this course in an assignment-specific folder under the “Information” tab on the course menu

#2 ASSIGNMENT: Unit Plan for Secondary Learners with Mild Disabilities: Integration of Career/Transition Education into the General Curriculum - 19 points)

This is the signature assignment, which **MUST** be submitted electronically for inclusion in Taskstream. Every student registered for any EDSE course including this semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.*

The career/life skill integration unit should cover approximately five (**5**) **block-scheduled class periods** and use the appropriate *SECONDARY (middle or high school)* grade level Standards of Learning (SOLs) to teach in a content area (English, math, science, social studies or other secondary academic area of choice) at an identified secondary level. Make this something that a secondary teacher could actually use. A rubric for this assignment is included in this syllabus.

These lessons are to include a variety of activities, teaching strategies, and assessment tools to match the needs of the learners, the topic being taught, and the resources available. In the plans, the students should be actively engaged in activities at least half of the time. The goal of the lessons should be to ***infuse career education or critical life skills*** into content area instruction as described in a course of study and the SOL(s) for that grade level and subject. Find and/or create each activity to be completed by the students. If a published activity is selected, its reference is cited.

The following information may assist in developing this project:

Step 1. Standards of Learning.

- Obtain a curriculum (often referred to as a program of study or curriculum frameworks) from general education at the *secondary* level. Locate and clearly identify the related Standards of Learning (SOLs). Curriculum Frameworks for major content areas can be found at:

<http://www.pen.k12.va.us/VDOE/Instruction/sol.html>

SOLs can be found on the Virginia Department of Education website:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml> and

<http://www.pen.k12.va.us/VDOE/Instruction/sol.html>

- Be sure to specify the teaching situation and the students: What kind of class? What kind of students? What kind of instructors? What kind of resources?

Step 2. Integration of Career Development/Life Skills within an Academic Lesson.

- Using the *secondary* general education curriculum (or program of study) and the Standard(s) of Learning (SOL), develop 5 (or more) well-designed lessons (a mini-unit) which will cover five (or more) block sessions of content and will reflect the **integration of career development/life skills activities.**

- These lessons must relate to one another at the thematic level. A **calendar** must be developed to show when and how these lessons will be incorporated into the students' class.

Step 3. SOL Goals and Objectives.

- Identify the Standards of Learning (SOL) upon which the lessons are based.
- List general education goals for each lesson. These are to be based on the Standards of Learning (SOL) that you identified. Please indicate which one(s) and for which grade level and subject that you select.
- Then, identify **what career concepts/life skills** will be infused into the lesson, and write specific, measurable objectives for each lesson.

Note: Properly written **instructional objectives** have four components all contained in one (1) complete sentence. They:

1. **Student(s)**
2. **Condition(s)** under which the “behavior” or “skill” is to be performed
3. **Behavior(s)** or skills that the student(s) is to perform
4. **Criteria** by which the “behavior or skill” will be evaluated. Does the student now know how to do this?

Step 4. Lesson Format

- Provide a detailed format for each lesson including Grade Level, Theme, SOL(s) addressed, Objectives, Introduction, Presentation, Guided and Individualized Practice, and Assessment. An example of a model lesson plan will be provided. A rubric is included in this syllabus.

Step 5. Adaptations & Accommodations.

- For the lesson(s), specify (in general) how the content will be **adapted or modified**, as well as, **methods of presentation** (evidence-based teaching strategies) to meet the needs of students with disabilities, especially those with learning disabilities, mild mental retardation, and /or emotional disabilities.
- What will be done differently for each of these populations?

Step 6: Assessment Plan for the Lessons.

- Summarize the multiple forms of assessment (formal and informal) that will be embedded in the lesson(s). **Construct actual portfolio assessment examples for each lesson and for the unit as a whole.**
- Include a discussion of **how the results** of each assessment will be used in instructional decision-making.

#3 ASSIGNMENT: Site Visit to a Transition Fair, Community Resource/Agency or School

Service That Facilitates Transition and/or Employment Preparation Skills - 14 points

Visit a transition resource either in the community, a transition fair, or visit a transition program within a school system and describe the services available to youth with mild disabilities. A write-up should include services, accommodations, description of the agency/office, and your questions for staff. The “lens” for this visit should be “what opportunities exist for youth with mild disabilities through this avenue during and/or after high school?” Include copies of materials available at center, agency, or office. Unless students sign up for the tour of professional technical center arranged by the professor, they will need to make an appointment at another type of program. Acceptable options for this assignment include a school career center, One-Stop Center, vocational evaluation site, Virginia Department of Rehabilitation Services office, local Community Services Board, Job Placement/Training program, and other suggestions from your professor. The report MUST include a synthesis section that integrates the information from the site visit referencing professional literature on transition and career education.

#4 ASSIGNMENT: Transition Topic Presentation – 14 points

Each small group will present on one of the following topics about some aspect of the transition process. The presentation should provide a detailed overview of the topic as well as examples. Each small group presentation should require approximately **30 minutes** of presentation time, not to exceed 45 minutes. Those less than 30 minutes will not be eligible for a grade of A. While other topics will be discussed in class, the following are several suggestions:

1. Transition Assessment for Students with Disabilities
 - a. Research and present information regarding appropriate transition assessment for students with disabilities.
 - b. Develop a work sample or situational assessment that you could use with students with disabilities. Identify the type of disability(ies) for which it could be used. Use the course text, as well as research as a basis for the presentation. In what class setting (inclusion, basic skills, self-contained, other) could you use this? Explain the purpose.
 - c. Research and present information about the assessment process for
 - the Department of Vocational Rehabilitation or
 - the Woodrow Wilson Training Center in VA

2. Research and present information on other transition or employment topics for individuals with disabilities, such as those used in your school system's vocational assessment center (Singer, Valpar, etc.). These must be pre-approved.

Process.

1. **Sign up** for an assessment topic (no more than 3 per small group).
2. Conduct **research** on the topic.
3. Together, come to **consensus** on the most important concepts that everyone should know.
4. Design a unique, possibly visually memorable mode of presentation [role play, video, mnemonics, game (must clear with professor so everyone doesn't do Jeopardy), music, or any combination of these or other]. Be creative. Time your presentation so that one member does **not** exceed their allotted time. Each member of the small group must have an equal amount of time to present. Assign a timekeeper to keep time during the presentations.
5. **Make copies** of your presentation (Power Point and/or other) for each class member. See rubric.

#5 ASSIGNMENT: Chapter Questions/Reflections &/or Quizzes (15 points)

Several Blackboard discussion board topics or in class quizzes will be posted concerning transition issues for students with disabilities. If a Blackboard Discussion, students are responsible for responding to both the topic and their peers' responses. Responses should thoroughly address the prompt and reflect readings (such as the issues chapters at the end of each of the two texts), class discussions, and personal insights. **Written responses to chapter questions**, as well as, personal **reflections** may be required. #5 ASSIGNMENT Class Participation – 10 points

#6 ASSIGNMENT: Class Participation – (14 points)

Attendance at all classes is required, as is active participation in all assignments, group activities, and class discussions. Active participation includes the asking of questions and the presentation of one's own reflections regarding the readings and lectures, as well as interactive discussion. Listening and respectful considerations of the comments of others is a professional expectation. Students are to complete the required readings and assignments prior to the relevant class meetings. During each class meeting there will be opportunities to earn required points(s) for successful completion of graded in-class activities that cannot be "made-up" and may affect the student's final grade if missed.

#	Summary of Course Requirements		Sub-points	Points
1	NCATE Assessment: Transition Plan with Assistive Technology			24
2	Unit: Infusing Career Concepts & Life Skills into the General Education Curricula			19
		Introduction with SOLs (one from each group)	3	
		Six week calendar (one from each group)	6	
		One model lesson plan related to the calendar (one from each group member)	7	
		Seamless Unit	3	
3	Site Visit			14
4	Transition Topic Presentation			14
5	Chapter Questions/Reflections &/or Quizzes			15
6	Class Participation			14
	Total Points			100

Template (using the NCATE rubric's "exceeds expectations" column) to be Completed in Conjunction with the Case Study for Required Transition Plan (3/26/12)

Based on

Case Study for _____

In a different course, you will develop a comprehensive IEP. For EDSE 544 course, the purpose of this **narrative** assignment is for you to demonstrate your "transition" **knowledge** and **skills** to

- a. Facilitate **transition planning** (knowledge) for a specific case study student;
- b. Utilize **appropriate transition assessment practices** (knowledge) that lead to the student's transition goals; and
- c. Prepare (skill) a **typical transition plan** using forms required by a local school division.

1. "Transition Assessment" Information (CEC/IGC Standards 1, 3)

- a. Based on references to the text and other transition resources, identify the types of appropriate "transition assessment" upon which information regarding the student's **interests, preferences, and career goal** are based.
- b. Discuss the **educational implications** of the student's **characteristics**, including **tradition, values across and within cultures** & other important issues. Provide a **brief summary** of the student, much like the PLOP on an IEP. Identify at least one strength related to a possible career, but focus on areas of transition "need" that will cue/lead to the annual goal(s) for transition for this student. (Normally, this statement is included in the IEP's PLOP section.
- c. Discuss the **impact** of the student's disability on auditory & information **processing** skills, especially, how they may impact his/her transition planning.

2. Measurable Postsecondary Goals (CEC/IGC Standards 1, 4 & 7)

- a. Identify and briefly describe those **models, theories and/or philosophies** that influenced your development of the postsecondary (**transition**) **goals** selected for this student.

- b. Justify that the **postsecondary goals** are **measurable, age appropriate** goals and that they are responsive to **cultural, linguistic & gender** differences. Base these goals on the student's present level of performance described in item 1, above, and present a rationale for how they will **show positive growth toward what the student wants to achieve** into a **variety of settings after high school**. Given the goals they you have just identified, what **evidence-based instructional strategies** (references to the text & other transition resources) would you suggest for this student?

3. Transition Objectives (CEC/IGC Standards 4 & 7)

- a. Explain how your selected **postsecondary goals**, above, integrate and reflect the relevant **transition models, theories, philosophies** and **research methods** that form the basis for special education practice.
- b. Describe how you plan to incorporate **self-determination strategies** to help your student **achieve their transition and postsecondary goals**. If the student is intellectually disabled, objectives/benchmarks are only required for them.
- c. Justify the **sequence** of the student's **transition and postsecondary goals** in regard to **age, ability, cultural, linguistic, and gender** differences.
- d. Justify the inclusion of **independent living, career education, and enhanced social participation across all environments**.

4. Assistive Technology (CEC/IGC Standard 6)

- a. Justify the appropriate forms of **augmentative, alternative and/or assistive technologies** that the student needs in order to achieve their transition/postsecondary goals.
- b. Identify **specific communication strategies** and **resources to support and enhance the communication skills of the student** in achievement of their transition/postsecondary goals.

5. School and Post-Secondary Services (CEC/IGC Standards 3, 4, 8)

- a. Identify **appropriate program and primary transition/postsecondary services** that reflect the **continuum of placement and services** available for this student.

- b. Explain how the selected transition/postsecondary **services** reflect on the **least restrictive environment** (as related to transition).
- c. Justify how the selected transition/postsecondary **services and supports align with the student's present levels of performance and evidence-based practices**.
- d. Present a brief rationale for the student's transition/postsecondary **plan**, including how it **enhances the learning of critical thinking, problem solving, and performance skills**.
- e. Describe how the skills in item 4, above, will be **evaluated and monitored in terms of the student's progress**.
- f. Describe how the transition plan will actively **involve the student** (as required by the legislation) in its development (rather than just explaining the plan).
- g. Discuss how the transition plan will **impact the student's academic and social abilities, attitudes, interests, and values**. Discuss the rationale for sharing this impact with student (or not).

6. Legal Compliance of Transition Plan (CEC/IGC Standard 1) -as evidenced in the attached required transition planning forms of the IEP

- a. Discuss how FAPE and LRE (brief history of these points of view) and other human issues influence the field of special education.
- b. List the
 - services,
 - goals and objectives (if it is a student with an intellectual disability),
 - postsecondary outcomes.
- c. By preparing the transition section of the IEP forms (used by the local school system), **the legal compliance with all relevant laws and policies** is satisfied.
- d. Provide a statement that the transition plan is written using
 - **Neutral, non-inflammatory language**
 - **Clarity**
 - **Minimal use of acronyms,**
 - **Legality**
 - **Accuracy (including spelling).**

- e. Provide a statement attesting to the fact that the **areas of need, goals, objectives/benchmarks, placement and services** all have a **strong connection to the present levels of performance for the student.**

7. Alignment with CEC Standards

Describe how developing this transition/postsecondary plan and information for the student **relates** to the following **CEC Standards: 1, 3, 4, 6, 7 and 8.**

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

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/Revised> 06/25/12

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

Note: *This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*