



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

Spring 2013

EDSE 544 678: Adapted Instructional Methods and Transition for Secondary
Learners

CRN: 17836, 3 - Credit(s)

"You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You're on your own. And you know what you know. And YOU are the one who'll decide where to go..." ~ Dr. Seuss, Oh, the Places You'll Go!

Instructor: Carmen Rioux-Bailey	Meeting Dates: 02/08/13 - 04/13/13
Phone: 202-302-3223 (mobile) 703-993-9548 (office)	Meeting Day(s): Fridays
E-Mail: criouxba@gmu.edu	Meeting Times: 5:00PM-9:00PM
Office Hours: Mondays and Thursdays 10-4 and by appointment	Meeting Location: Arlington, Founders Hall Room 121

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.

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

Co-requisite(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. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

[Instructors, please revise in accordance with your specific course format]

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

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.

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.

Required Resources

Blackboard and Taskstream

Course 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.

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. [See <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/>].

Course Policies & Expectations

Attendance.

Students are expected to attend all classes. It is not possible to miss ANY class sessions for ANY reason. Students are expected to arrive on time and stay for the duration of the class. Repeated tardiness/leaving early will cause 5 points to be taken off the final grade.

Late Work.

Late work will not be accepted without prior arrangement with the instructor. If such an arrangement is made, the maximum extension is one week. Only one assignment may qualify for an extension request.

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-

84-89% = B

< 79%

83-79% = C

Assignments

NCATE/TaskStream Assignments.

Assignment 3: Transition Plan with Assistive Technology (40 points) due

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.

1. 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 increase 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.*
- **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.
 - You may want to consider the following questions:
 - 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).
 - 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:
 - 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.

Common Assignments.

Assignment 2: Infusing Life Skills into Standards-Based Curriculum Project (40 points) due 3/8

The career/life skill integration project will consist of a “mini-unit” that will cover approximately 2 weeks of a block-scheduled class (5 classes/90 minutes per class) and use appropriate *SECONDARY (middle or high school)* grade level Standards to teach in a content area (English, math, science, social studies or other secondary academic area of your choice) at an identified secondary level. Make this something you or another secondary teacher could actually use.

This unit will include a variety of activities, teaching strategies, and assessment tools to match the needs of your learners, the topic being taught, and the resources available. In your lesson plans, the students should be actively engaged in activities at least half of the time. The goal of your 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. You are to find and/or create each activity to be completed by the students. If you select a published activity you must cite the reference.

The following will help you to develop this project:

Step 1. Standards.

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/Curriculum Frameworks for major content areas. Be sure to specify the teaching situation and the students: What kind of class? What kind of students? How many students? What kind of instructors? What kind of resources?

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

Using the *secondary* general education curriculum (or program of study) and the DC Standards develop 5 (or more) sequential well-designed lessons (a mini-unit, if you will) which will cover five (or more) 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.

Step 3. Standards-based Goals and Objectives.

Identify the Standards upon which the lessons are based.

List general goals for each lesson. These are to be based on the Standards 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.

Properly written instructional objectives have four components. They:

1. *Identify what students will be able to do once they have acquired the knowledge, skills or values related to the overall goal of the lesson(s).*
2. *Specify an anticipated measurable performance that will demonstrate the student has acquired the knowledge, skills or values related to the overall goal of the lesson. It allows the teacher to be able to see, hear, or examine a student- developed project.*
3. *Describe the setting in which the performance is to be demonstrated and observed, as well as the conditions under which the students will perform.*
4. *Establish a degree or level of expected performance (criterion) to measure the successful completion of the objective. These may be measured by rubrics, the percentage of correct items on a text/quiz, check sheets, etc.*

Step 4. Lesson Format

Provide a detailed outline for **each** lesson including Grade Level, Theme, Standards addressed, Objectives, Introduction, Presentation, Guided and Individualized Practice, and Assessment. Your outline should not exceed two pages for each lesson.

Step 5. Adaptations & Accommodations.

For the lesson(s), specify (in general) how you would adapt the content and/or methods of presentation to meet the needs of students with disabilities, especially those with learning disabilities, mild intellectual disabilities, and /or emotional disabilities. What will be done differently to ensure mastery of content??

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 assessment examples for each lesson and at least one for the unit as a whole.

Include a discussion of how the results of each assessment will be used in instructional decision-making.

Step 7: Enduring Understandings for Students

How will the concepts and skills you infused into this mini-unit assist the students in transitioning to their adult lives? How will they use the content in the future?

Other Assignments.

Assignment 1: Web Quest/Discussion Board: (5 points) due 2/23

Review at least 5 of the Web Links on the Blackboard site for this course. Choose two that you think are valuable and critique them for your classmates. On the Blackboard Discussion Board, list the 5 sites you reviewed, identify the two you selected to critique, and then discuss to what target audience these two sites would appeal, give an overview of the content of each site, and explain why each site would be beneficial to the secondary transition process. NO late submissions will be accepted.

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

Schedule

Class Session	Topic/Learning Experiences	Readings to Do after this session and Assignments Due This Session
Friday February 8 5-9 pm	Course Introduction Enduring Understandings Foundations of Transition Planning: A historical perspective The NLTS 1 and 2 *Characteristics and Needs of Secondary Learners with Disabilities	Chapters 1-3
Online Class	*Online Assignment: Effective Transition Planning http://www.seattleu.edu/ccts/Default.aspx?id=34074 Complete all 6 modules and the Introduction and Summary of Performance and Conclusion	Chapters 4-6

Friday February 22 nd 5-9	*From Entitlement to Eligibility: IDEA, ADA, 504, WIA and beyond Community Resources and Transition Planning Considerations: Employment Community Resources and Transition Planning Considerations: Independent Living Community Resources and Transition Planning Considerations: Postsecondary Education	Chapters 7-10
Saturday February 23 rd 12-5 pm	Infusion of Life and Career Skills into the curriculum Career Education Continuum	Assignment 1: Web quest and discussion board due
Friday March 8 5-9 pm	Accommodating, Modifying and Adapting Instruction at the secondary level	Assignment 2: Unit Plan Due
Saturday March 9 th 12-5pm	*Secondary IEP Planning and Delivery *Assessment: Academic and Transition	
Friday April 12 5-9pm	Student Motivation/Self Regulation *Self-Determination for Students and families	
Saturday April 13 th 12-5pm	Putting Transition planning together: From assessment to planning, to delivery, to evaluation.	Assignment 3: Transition Plan Due

