



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

Summer 2013

EDSE 544 676: Adapted Instructional Methods and Transition for Secondary  
Learners

CRN: 41785, 3 - Credit(s)

<b>Instructor:</b> Dr. Paula Travers	<b>Meeting Dates:</b> 05/29/13 - 07/31/13
<b>Phone:</b> 301-633-5364	<b>Meeting Day(s) and Time(s):</b> W 4:15 pm- 8:45 pm
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<b>Office Hours:</b>	<b>Meeting Location:</b> Off-campus

***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, & Clark, G.M. (2010). *Transition Education and Services for Students with Disabilities (5<sup>th</sup> Ed.)*. Boston: Pearson Education, Inc.

### **Recommended Textbooks**

## Required Resources

### Additional Readings

National Longitudinal Transition Services Report - [NLTS2.org/reports.index.html](http://NLTS2.org/reports.index.html)  
Virginia Department of Education Transition Services Website

### 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://oai.gmu.edu/honor-code/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.**

1. Attendance at all class meetings is expected for successful course completion. To monitor class attendance you are to complete the **Sign-In** sheet available at each session. During class **students are required to participate in class activities, which will contribute to the attendance/participation portion of the final grade. Points missed due to absences during class activities cannot be made up.** It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.
2. **Absences:** Understanding that you are individuals with full and active lives, who have made the commitment to regularly attend class, it is understood that there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. **Three or more unexcused absences will result in no credit for this course.**

### **Late Work.**

All assignments must be submitted in BLACKBOARD on or before the assigned due date. Due dates are set at the beginning of the class period on the day an assignment is due. **Work will not be graded beyond midnight of the due date of an assignment. Assignments that are also due in Taskstream will NOT be graded unless the Taskstream submission is complete. Assignment due dates are clearly indicated on the syllabus and in Blackboard. Work submitted after the beginning of the class session that it is due is subject to point deductions.** Individual situations will be addressed with individual students outside of class.

### **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. Work submitted **which does not follow APA guidelines will be subject to point deductions.** This website links to APA format guidelines: <http://apastyle.apa.org>.

### **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 the class will result in a zero on that assignment and adherence to all University guidelines for this instance.**

### **Workload**

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

### **Computers, Cell Phones, Blackberries, and Recording Devices:**

The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers) is prohibited during class. Please turn these devices off before the start of class. Texting and other non-class use of cell phones or similar devices is also prohibited during class sessions.

### **TaskStream Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Transition Plan with Assistive Technology to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is

changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

**Grading Scale**

- 95 - 100% = A
- 90 - 94% = A-
- 87 - 88% = B
- 80 - 86% = B-
- 70 - 79 = C
- >70% = F

**UNLESS DESIGNATED ALL ASSIGNMENTS ARE TO BE SUBMITTED VIA BLACKBOARD IN THE FOLLOWING MANNER:**

- 1) WRITTEN MATERIAL MUST BE PASTED INTO THE ASSIGNMENT WINDOW.
- 2) A FILE COPY OF THE ASSIGNMENT MUST ALSO BE UPLOADED; ACCEPTABLE FILE FORMATS ARE .doc, .docx, .pdf.

**NOTE: EMAILED SUBMISSIONS OF ASSIGNMENTS WILL NOT BE GRADED**

**Course Assignments**

<b>Assignment #</b>	<b>SESSION DUE</b>	<b>ASSIGNMENT</b>	<b>Points</b>
<b>Class Participation</b>	<b>ALL SESSIONS</b>	<b>CLASS PARTICIPATION</b>	10
<b>2</b>	<b>June 5</b>	NLTS Report <b>(Blackboard Post)</b>	10
<b>3</b>	<b>June 26</b>	Virginia Department of Education Transition Services website <b>(Blackboard Post)</b>	10
<b>4</b>	<b>July 10</b>	<b>QUIZ</b> -IEP Transitions Requirements Resource	10
<b>5</b>	<b>July 17</b>	Mini Curriculum Unit with Life Skills Integration	30
<b>TASKSTREAM</b>	<b>July 31</b> <b>*TASKSTREAM*</b>	Transition Plan with Assistive Technology	30
<b>TOTAL</b>			100 Points

## **Assignments**

### **NCATE/TaskStream Assignments.**

## **TASKSTREAM**

### **Transition Plan with Assistive Technology (30 points) DUE: 7/31**

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 Plan Development:**

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 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:

1. Complete a thorough review of the case study facts
2. Complete all components of the transition planning forms, using specific instructions provided by the instructor
3. Infuse appropriate augmentative and assistive communication or assistive technology strategies into the transition goals and short-term objectives.

#### **Using the Case Study Facts you will:**

#### **Develop Transition Assessment Information:**

4. 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:**

5. 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.
6. 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.
7. 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.
8. Consider 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?
9. Write one short-term objective or benchmark each for: **1) career, 2) self-advocacy and 3) 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.

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

10. 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).
11. Identify a minimum of **one in-school employment preparation option** (e.g. Academies in Prince William County, Fairfax County Public Schools, Monroe Center in Loudoun County Public Schools, Davis Center, Pulley Center, WAT, OAT).
12. In addition to complete the checklists on the Transition Plan 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.**

- 13.** 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.

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?

If you recommend a job coach? Enclave? Any other special support?

- Give 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.
- 14.** 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.

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**Common Assignments.**

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**ASSIGNMENT #2**

**Blackboard Post National Longitudinal Transition Study Report Discussion**  
**(10 points) DUE: 6/5**

You will be assigned a specific report from the National Longitudinal Transition Study 2 (<http://www.nlts2.org/reports/index.html>) to read. In the Blackboard discussion section for this assignment you will provide your classmates with the most salient and pertinent information from the report.

(NOTE: More than one student may be assigned the same report. If that is the case and you do not post first, please read the discussions before posting and give new information regarding your findings).

**DO NOT EMBEDD A LINK TO A FILE CONTAINING YOUR REVIEW IN YOUR REPORT, YOUR ENTIRE POST MUST APPEAR IN THE DISCUSSION WINDOW.**

**RUBRIC**

Evidence of Report Reviewed	
1) Name of report and authors	3
2) Summary of main topics in the report with at least one detail example (ie. quote) from the report.	4
3) Discussion on how the report relates to student transition.	3
Total	10 points

### **ASSIGNMENT #3**

#### **Blackboard Post – Review/Reflection Virginia Department of Education (VADOE) Transition Services website (10 points) DUE: 6/26**

Use this link [http://www.doe.virginia.gov/special\\_ed/transition\\_svcs/](http://www.doe.virginia.gov/special_ed/transition_svcs/) to access the VDOE: Transition Services for Students with Disabilities website. Review information on various links on the site and extract information that will be useful in your transition plan and curriculum unit development. Post to the Blackboard area for this assignment the following:

- 1) general review of your topic(s) of interests;
- 2) speculate on how you will integrate information you gathered from the topics into your curriculum unit and into your transition plan.

#### **RUBRIC**

##### **Blackboard Post – Review/Reflection Virginia Department of Education (VADOE) Transition Services (10 points)**

Evidence of Transition Topic Reviewed 1. Identify the Specific topic you reviewed 2. Identify the author of the topic (if applicable)	3
Summary of Topic	3
Reflection on how topic will be incorporated into Transition Plan and/or Curriculum Unit	4
Total	10 points

### **ASSIGNMENT #4**

#### **QUIZ - Transition Requirements Resource Video (10 points) 7/10**

Review the topics on The IEP Transition Requirements Resource website found at: <http://podcast.rcstn.net/groups/specialeducation/wiki/053b4/> is a multimedia training and reference tool designed to increase understanding about IEP transition requirements and indicator 13. This online tool should increase your understanding of the important transition requirements that are foundational to creating effective and evidenced-based transition-driven IEPs. It features video interviews with a leading national expert on IDEA transition requirements and Indicator 13, Dr. Ed O’Leary.

This Quiz will document your understanding of these requirements, and the content of this tool will help you with your Transition IEP assignment.

## ASSIGNMENT #5

### **Mini Curriculum Unit - Integrating Life Skills into Standards-Based Secondary Content Area (30 points) DUE: 7/17**

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 general 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) from the VADOE website, develop at least 5 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 Standard(s) 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?

## RUBRIC

### Mini Curriculum Unit - Integrating Life Skills into Standards-Based Secondary Content Area (30 points) DUE: 7/17

Component	Possible Points
<b>Introduction- APA FORMATTING</b> 1. Students 2. SOL(Subject 3. Career concept 4. Overview	<b>5</b>
<b>Unit Map</b> 1. Unit Title 2. Essential Questions 3. Content 4. Vocabulary 5. Skills 6. Assessment 7. Activities	<b>5</b>
<b>Unit Calendar</b> 1. 5-weeks are evident 2. <b><u>Career concepts are emphasized in each plan</u></b> 3. Five (5) individual lesson plans are included	<b>5</b>
<b>Measurable Goals/Objectives</b> 1. SOL goals/objectives are evident 2. Career goals/objectives are evident 3. The four goal/objective components are evident	<b>5</b>
<b>Lesson Maps and Plans</b> 1. Grade Level is identified 2. SOLs are evident 3. Materials are listed 4. Career objective(s) listed 5. Lesson body has <b>detailed, sequential</b> steps which are easy to follow 6. Learning strategies are described 7. Differentiated instruction based on student population identified is evident 8. Time estimate for lesson segments is included throughout the lesson 9. Adaptions and modifications are evident 10. Student assessment is clearly identified 11. Follow-up activities are included 12. Teacher evaluation process of student learning is included	<b>10</b>
<b>Total Points</b>	<b>30</b>

### Other Assignments.

N/A

### Schedule

Class	Discussion Topics	Due This Session/Readings
May 29	Education and Transition Services in Perspective Legislative Foundations Students and Families: Key Participants	1. Bring the Sitlington text to class 2. Chaps 1,2,3
June 5	Assessment for Transition Education and Services Transition Case Assignment Assessment Exercise (In Class)	<b>DUE: Blackboard Post NLTS</b> Chaps 4 Taskstream Sign-up finalized
June 12	Transition in Early Childhood Through Middle School: Laying the Foundation Integrating Technology into Instruction for Transitioning Students Instructional Strategies for Transition Education Creating a Transition Plan – Form Review	Chaps 5 & 6 <b>Discuss Life Skill(s) to be covered in mini unit.</b>
June 19	<b>ONLINE CLASS</b> Visit and review topics on the VADOE transition website <a href="http://www.doe.virginia.gov/special_ed/transition_svcs/">http://www.doe.virginia.gov/special_ed/transition_svcs/</a>	Review topics on the VA DOE Transition website: <a href="http://www.doe.virginia.gov/special_ed/transition_svcs/">http://www.doe.virginia.gov/special_ed/transition_svcs/</a> Make notes on topics you will discuss in your BB post assignment.
June 26	Review BB Post VADOE Transition Services Transition to Employment Job Placement, Training and Supervision	1. <b>DUE: Blackboard Post - VADOE Transition Services Website</b> 2. Read Chaps 7 & 8

	Creating a Transition Plan –Writing Goals and Objectives	
July 3	NO CLASS  INDEPENDENCE DAY HOLIDAY	
July 10	Review of Transition Resources  Transition to Postsecondary Education  Rubric Review of Mini Curriculum	<b>QUIZ</b> IEP Transition Resources  <b>Bring Draft</b> of Mini Unit for review  Chapter 9
July 17	Transition to Living in the Community  School-Based and Community-Based Resources: Linkages and Referrals  Creating a Transition Plan	<b>DUE: Mini Curriculum Unit with Life Skills Integration</b>  Chapter 10 & 11
July 24	Transition Plan Preparation	Bring a draft of your plan for review.
July 31	Finalize Transition Plan	<b>DUE: TRANSITION PLAN WITH ASSISTIVE TECHNOLOGY</b>  <b>IN BLACKBOARD <u>AND</u>: TASKSTREAM</b>

## Appendix

N/A





