



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

Summer 2013

EDSE 544 CS1: Adapted Instructional Methods and Transition for Secondary  
Learners

CRN: 40335, 3 - Credit(s)

<b>Instructor:</b> Dr. Katherine Bradley-Black	<b>Meeting Dates:</b> 07/01/13 - 08/03/13
<b>Phone:</b> 703/244-7742	<b>Meeting Day(s) and Time(s):</b> TR, 7:00 pm- 10:05 pm & S, 9:00am – 12:05pm
<b>E-Mail:</b> kblack4@masonlive.gmu.edu	
<b>Office Hours:</b> Before class on Tuesdays and Thursdays, after class on Saturdays.	<b>Meeting Location:</b> Off-campus Building, Kellar Annex I, Rm. #102

**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 (5<sup>th</sup> ed.)*. Boston: Pearson Education, Inc.

## **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.**

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.***

### **Late Work.**

All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.**

## **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-  
84-89% = B  
83-79% = C  
< 79% = F

## **Assignments**

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

#### **Assessment 1: Transition Plan with Assistive Technology (40 points)**

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.

This assignment will be done in class in small groups. Detailed instructions and a grading rubric will be distributed during class.

**TaskStream Grading Rubric:** The rubric located in the Appendix will be used to score your unit in TaskStream ONLY. You should include as many of the items in the rubric as you are able as you develop your unit.

### **Common Assignments.**

**Assessment 2: Oral Brief of NLTS 2 Report – ( 10 points)** You will be assigned a particular report from the National Longitudinal Transition Study 2 (<http://www.nlts2.org/reports/index.html>) to read. In a short briefing, you will provide your classmates with the most salient and pertinent information from the report. Groups should utilize a visual aid for their presentation, but if you choose to use PowerPoint, you may not simply read the slides. Groups can include anywhere from 2-5 people. Presentations should be 20 minutes or less. Detailed instructions and a grading rubric will be distributed during class.

### **Other Assignments.**

#### **Assessment 3: Quiz on Online Module (10 points)**

The IEP Transition Requirements Resource 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.

To complete the training, go to <http://transitions.keenecommons.net/about-the-iep-transition-requirements-resource-i-13>. After reading the first page, which gives you general information about the IEP Transition Requirements Resource, you will click on the tabs on the left hand side of the page to complete the rest of the training tool.

The resource training tool includes:

- About Indicator 13

- Student Invitation
- Invitation of Agency Representative
- Age Appropriate Transition Assessment
- Measurable Postsecondary Goals (MPSG)
- Coordinated Set of Activities
- Transition Services: Courses of Study
- Annual IEP Goals
- Ed O’Leary Biography (optional; content is not included on the quiz)

After completing all of the above pages, you will complete a quiz on Blackboard. This Quiz will document your understanding of these requirements, and the content of this tool will help you with your Transition IEP assignment.

**Assessment 4: Transition Assessment Presentations (15 points)**

Each small group will present on one of the following topics about some aspect of the transition assessment. The presentation should provide a detailed overview of the topic as well as examples. Each small group presentation should involve approximately 30 minutes of presentation time.

Topics to choose from include:

1. Virginia Alternate Assessment Program (VAAP)
2. Virginia Substitute Evaluation Program (VSEP)
3. Virginia Modified Achievement Standards Test (VMAST)
4. Vineland Adaptive Behavior Scales: Interview Edition (available from Keller Library at George Mason University)
5. Brigance Transition Skills Inventory
6. Armed Services Vocational Aptitude Battery (ASVAB)

\*\*Groups may generate their own, original topics as well; these topics must be pre-approved by the instructor.

**Assessment 5: Case Study Summaries (10 points)**

Using resources you can find on the Internet provide instructional strategies and work place accommodations for three case studies. Full paragraphs are not required to complete this assignment. Provide a reference list.

**Assessment 6: Regular Attendance and Participation (15 points)**

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 consideration of the comments of others is a professional expectation. Students are to complete the required readings and assignments prior to the relevant class meetings. **Be aware that any points earned through class activities during a time of absence will not be earned and cannot be made up.**

Points for class attendance and participation are positively impacted by:

- a. attending class and being psychologically available to learn,
- b. completing and handing in all class assignments,
- c. participating in class discussions/activities throughout the semester,
- d. thoughtfully contributing to class discussions,

- e. listening to the ideas of other peers, respectively, and
- f. demonstrating an enthusiasm for learning.

*\*All assignments should reflect graduate-level spelling, syntax, and grammar, as well as 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.*

### Summary of Course Requirements

	Assignment/Expectation	Total Points	Due Date
1	Transition Plan with AT	40	7.25.13
2	Oral Brief of NLTS 2 Report	10	7.27.13
3	Quiz on Online Module	10	7.23.13
4	Transition Assessment Presentations	15	8.1.13
5	Case Study Summaries	10	7.23.13
6	Attendance & Participation	15	throughout

### Schedule

Class	Date	Topic	Assignment Due by Class Session
1	7.2.13	Course Introduction Syllabus Review Foundations of Transition Planning A Historical Perspective	
2	7.6.13	NO CLASS  Self-determination for students*	Visit: <a href="http://www.imdetermined.org/">http://www.imdetermined.org/</a>  Review modules 1-3. Be prepared to discuss during class #3, two important concepts/facts you learned and why you think they are important.
3	7.9.13	Legislative Foundations Key Participants: Students & Families Person-Centered Planning	Chapters 1-3

4	7.11.13	Transition Assessment Instructional Strategies for Transition Education Secondary IEP planning and delivery*	Chapters 4&6  Read: <a href="http://www.doe.virginia.gov/instruction/graduation/index.shtml">http://www.doe.virginia.gov/instruction/graduation/index.shtml</a>  Review the following site: <a href="http://www.doe.virginia.gov/testing/alternative_assessments/index.shtml">http://www.doe.virginia.gov/testing/alternative_assessments/index.shtml</a> <ul style="list-style-type: none"> <li>This link will get you to the VDOE information about special education, IEP forms (needed for the IEP assignment), Standards-Based IEP Guidelines &amp; much more</li> </ul>
5	7.13.13	Transition to Employment Job Placement, Training & Supervision	Chapters 7&8
6	7.16.13	Transition to Postsecondary Education\ Community Resources and Transition Planning Considerations: Employment* & Postsecondary Education*	Chapters 9
7	7.18.13	Transition to Living in the Community	Chapter 10
8	7.20.13	NO CLASS	Complete Assignment #3: Online Module
9	7.23.13	Transition to Postsecondary Education	Read Chapter 10 & 11  <i>Case study summaries due</i> <i>Quiz on assignment #3 due by 6:30 pm</i>
10	7.25.13	<b>Transition Plan Assignment: Completed in Class</b>	
11	7.27.13		<i>Due: Site visit Paper</i>
12	7.30.13	Review of Internet Resources	
13	8.1.13	Group Presentations  Course Evaluations	

## Appendix



Internet Resources (*Review prior to July 30, 2013 class*)

- [http://www.doe.virginia.gov/special\\_ed/transition\\_svcs/](http://www.doe.virginia.gov/special_ed/transition_svcs/)
- <http://www.vcu.edu/ttac/transition.html>
- <http://nichcy.org/schoolage/transitionadult>
- <http://www.acces.nysed.gov/vr/do/transition.htm>

**Appendix**  
**NCATE/Taskstream**  
**Rubric**



