



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

Spring 2014

EDSE 544 680: Adapted Instructional Methods and Transition for Secondary
Learners

CRN: 17978, 3 - Credits

Instructor: Dr. Jodi Duke	Meeting Dates: 03/18/14 - 05/20/14
Phone: 703-993-6555	Meeting Day(s): Tuesday
E-Mail: jduke4@gmu.edu	Meeting Time(s): 4:30 pm-9:00 pm
Office Hours: By appointment	Meeting Location: FCPS

***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-requisites: 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) 993-3670 for assistance. All other students should refer to their faculty advisor.

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

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 t

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., and Clark, G. M. (2010). *Transition education and services for students with disabilities (5th ed)*. Boston: Pearson.

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format.

The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings

*These articles can be found on Blackboard under the “Additional Readings” tab.

Fairfax County Transition Resource Guide:

<http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CDEQFjAA&url=http%3A%2F%2Fwww.fcps.edu%2Fdss%2Fsei%2Fcareertransition%2FTRG%2FTransitionResourceGuide.pdf&ei=2T2eUYX1MbWj4AOI1IHwAw&usq=AFQjCNGxibwh47t089UgPyqcBJZUkPhGjw&sig2=ftYowp1r1D3eValvNcqD2w&bvm=bv.46865395,d.dmg>

Hughes, C., & Carter, E.W. (2012) Excerpt from *The New Transition Handbook: Strategies High School Teachers Use that Work!* Baltimore: Brookes Publishing.

Kortering, L. (2009). School completion issues in special education. *Exceptionality*, 17, 1-4.

Mazzotti, V.L., Rowe, D.A., Kelley, K.R., Test, D.W., Fowler, C.H., Kohler, P.D. & Kortering, L.J. (2009). Linking transition assessment and postsecondary goals key elements in the secondary transition planning process. *TEACHING Exceptional Children*, 42(2), 44-51.

NCWD Guideposts for Success: <http://www.ncwd-youth.info/guideposts>

Wenzel, C., & Rowley, L. (2010). Teaching social skills and academic strategies to college students with Asperger’s Syndrome. *TEACHING Exceptional Children*, 42(5), 44-50.

Course Relationships 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 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, respectful and 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 be recreated outside the class session.

In the unlikely event that you are not able to attend, 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. 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. **Two or more absences will result in no credit for this course.**

***NOTE: It is impossible to fully participate in this class while texting, Facebooking, tweeting, grading papers, working on other documents, etc. Please be *fully* present in class☺**

Participation

You are expected to be present, prepared, and professional as you progress through this course. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. **Points missed due to absences during class activities will NOT be made up.**

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.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

A	95 – 100 points
A-	90 – 94 points
B	80 – 89 points
C	70-79 points
F	69% and below

Assignments

Performance-based Assessment (TaskStream submission required).

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.

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 FCPS 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 FCPS, Davis Center, Pulley Center, WAT)

One Page Service Summary:

• In addition to completing the checklists on the FCPS 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.

<i>Component</i>	<i>Points</i>
Transition Assessment Information	/5
Measurable Postsecondary Goal	/5
Transition Objectives	/5
Assistive Technology	/5
School and Post-Secondary Services	/5
One-Page Service Summary	/10
Professionally Written with Correct Grammar and Spelling	/5
TOTAL	/40

Performance-based Common Assignments (No TaskStream submission required).

Assessment 2: Site Visit to a Community Resource/Agency or School Resource That Facilitates Transition Skills (15 points)

Visit a transition resource either in the community or within the school system and describe the services available to youth with disabilities. Your write-up should include services, accommodations, population(s) served, description of the agency/office, and your questions for staff. Your “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. You will need to make an appointment.

Acceptable options for this assignment include a school career center, interview with a school or county transition coordinator, 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.

Your write up **MUST** include a synthesis section that integrates the information from your site visit with professional literature on transition and career education.

Component	Description	Point Value
Clear description of facility/venue, population(s) served	<ul style="list-style-type: none"> • What opportunities does the site offer? • What are the facilities like? • How many individuals attend the site? • What populations does the site serve? 	/3

	<ul style="list-style-type: none"> • How does an individual gain access to the site? • What are some of the unique features of the site? 	
Contact person identified and synopsis of interview questions	<ul style="list-style-type: none"> • Name • Position Held • How long have they worked at the site? • Any other pertinent information <p>*It is often helpful to write up your questions ahead of time and have them available to submit with your paper.</p>	/1
Site's services are completely described	<ul style="list-style-type: none"> • What services are available at the site? Give a brief description of each. 	/2
Impressions of utility for Students/adults with disabilities	<ul style="list-style-type: none"> • In your opinion (with details to substantiate your views), is this site providing something useful to students/adults with disabilities? <ul style="list-style-type: none"> ○ If yes, describe what you believe the utility to be. ○ If no, describe why not and state what you would change in order to make it more useful and effective. 	/2
Samples of materials from site visit are included	<ul style="list-style-type: none"> • Include any brochures or other materials that you can pick up. 	/1
Explicit linkages made to course content/text	<ul style="list-style-type: none"> • How do the services offered at this site fit into the programs and options we have discussed thus far? • You should make at least three specific references to the textbook and course content (a total of three which can be any combination of textbook and course content) 	/3
Synthesis	<ul style="list-style-type: none"> • This should serve as your conclusion where you wrap up your report and give your final thoughts <ul style="list-style-type: none"> ○ What did you think was being done well at the site? Why? ○ What did you think needed to be improved upon at the site? Why? 	/3
TOTAL		15 points

Other Assignments.

Assessment 3: Quiz on Online Modules (15 points)

The Center for Change in Transition Services training modules will give you a comprehensive knowledge base to develop IEPs that are in compliance with state and federal regulations and to develop transition plans that will help students achieve their goals. The modules offer practitioners an opportunity to examine current IEPs using the Indicator 13 Checklist created by the National Secondary Transition Technical Assistance Center (NSTTAC), review the six components required for transition services, view examples of each component and see suggestions for documentation in an IEP.

To complete the training, go to

<http://www.seattleu.edu/ccts/Default.aspx?id=34074>

Complete all 6 modules and the Introduction and Summary of Performance and Conclusion. After completing all of the modules, you will complete a quiz on Blackboard which will document your understanding of these modules.

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 Grade Level Assessment (VGLA)
4. Virginia Modified Achievement Standards Test (VMASST)
5. Brigance Transition Skills Inventory
6. Armed Services Vocational Aptitude Battery (ASVAB)

<i>Component</i>	<i>Points</i>
Assessment Description: Clear and accurate description of the assessment including: (1 point each) <ul style="list-style-type: none">• Eligible students• Conditions for administration• Scoring procedures• Research behind this option (does the assessment reflect current and confirmed research in transition and alternative assessment?)	/7

<ul style="list-style-type: none"> • What results mean • Strengths and weaknesses of this assessment • What type of instruction students require to be prepared for this assessment, if any? 	
<p>Collaborative Efforts:</p> <ul style="list-style-type: none"> • Each group member has a clear and important role for the presentation and demonstrates full knowledge of the assessment content with explanations and elaboration. • The presentation provides significant evidence of shared responsibility, shared commitment, and shared level of effort. • All group members reflect poise, clarity, knowledge and enthusiasm 	/3
<p>Class Handout: Provide a handout to the class which includes a summary of information on salient points from your assessment.</p>	/3
<p>Presentation: (½ point each)</p> <ul style="list-style-type: none"> • Presentation includes a unique, visually memorable mode of presentation (role play, video, game, mnemonics, activity, music, or any combination of these or other). Be creative! • Presentation involves at least one interactive activity which promotes whole class participation and discussion and/or reinforces learning of this topic. • Presentation is no longer than 30 minutes • Presentation is clear, cohesive, and accurate and presents information in a logical sequence. 	/2
TOTAL	/15

Assessment 5: Web Quest/Discussion Board: (5 points)

- 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
 - Discuss to what target audience these two sites would appeal
 - Give an overview of the content of each site
 - Explain why each site would be beneficial to the secondary transition process (how would you use this site in the transition process?)
 - Respond to a minimum of 2 Bb Discussion Board posts from your peers with a short paragraph that addresses the usefulness of their review, whether you agree with their analysis or not (and a rationale for your stance), and how you might use the resource discussed.

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, respectfully, and
- f. demonstrating an enthusiasm for learning.

Participation points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Points are also deducted for **a lack of digital etiquette** during class sessions.

**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

	Requirement	Individual Project	Small Group Project	Total Points	Due Date
1.	Transition Plan with Assistive Technology	X OR	X	40	May 13 th
2.	Transition Assessment Presentations		X	15	May 20 th
3.	Site Visit	X		15	April 29 th
4.	Quiz on Online Modules	X		15	April 22 nd
5.	Web Quest/Discussion Board	X		5	April 1 st
6.	Attendance & Participation	X		10	Throughout
Total Available Points: 100					

Schedule

Meeting	Date	Class Topic & Reading Assignments	Readings Due for this Class
1	March 18	Syllabus Review Foundations of Transition Planning Evidence-Based Practices: Current Transition Research NLTS 1 and 2 Virginia Graduation Requirements	Read Chapter 1 http://www.doe.virginia.gov/instruction/graduation/index.shtml
2	March 25	Chantilly Academy Site Visit: 4:30-6:00 From Entitlement to Eligibility: IDEA, ADA, 504, WIA and beyond*	Read Chapter 2
3	April 1	Person-centered Planning Infusion of Career and Life Skills into the Curriculum Transition Assessment	Read Chapter 4 Due: WebQuest Discussion Board
4	April 8	ONLINE CLASS Online Assignment: Effective Transition Planning http://www.seattleu.edu/cts/Default.aspx?id=34074 Complete all 6 modules and the Introduction and Summary of Performance and Conclusion You will take a quiz on these modules via Blackboard once you have completed the modules.	Quiz on Online Modules – to be submitted by 4:30 pm on April 24th
FCPS SPRING BREAK APRIL 15: NO CLASS			
5	April 22	Community Resources and Transition Planning Considerations: Employment * and Postsecondary Education* Secondary IEP Planning and Delivery	Read Chapters 7, 8 & 9 Due: Online Modules Quiz
6	April 29	Community Resources and Transition Planning Considerations: Independent Living	Read Chapters 6 & 10 Due: Site Visit Paper

		Assistive Technology	
7	May 6	<i>Guest Speaker: Parent's Perspective of Transition Planning Process</i>	Read Chapter 3
8	May 13	Student Motivation/Self Regulation Self-Determination for Students and Families* School Completion Issues	Read Chapter 11 Due: Transition Plans
9	May 20	Group Presentations Course Evaluations	Due: Group Presentations