



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

Spring 2014

EDSE 544 685: Adapted Instructional Methods and Transition for Secondary
Learners

CRN: 18002, 3 - Credits

"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!

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| Instructor: Carmen Rioux-Bailey | Meeting Dates: 1/31-2/1, 2/28-3/1, 4/4-4/5 |
| Phone: 202-302-3223 (mobile) | Meeting Day(s): Fridays and Saturdays |
| E-Mail: criouxba@gmu.edu | Meeting Time(s): 5:00 pm-9:00 pm, 9am-5pm |
| Office Hours: Fridays by appointment | Meeting Location: ARLFH 312 |

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 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.

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>

Required Resources

Access to Blackboard

Additional Readings

As Assigned

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 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. There can be no extensions (including Taskstream submission past the last Saturday of class.

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

95-100% = A

90-94% = A-

84-89% = B

83-79% = C

< 79% = F

Assignments

Performance-based Assessment (TaskStream submission required).

Transition Plan with Assistive Technology (40 points) due 4/5 submitted directly to Taskstream

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 DC 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 DC 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.

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

Assignment 2: Create a Family Transition Guide for DC Students (40 points) due 3/8

Using the Florida manual as a template and guide, create a family transition guide for DC families and students. This will require much research on your part in terms of looking into what services and supports exist in DCPS, DC charters and the community for our students while they are in school and once they exit. This collaborative effort will A) result in a product for your stakeholders and B) include a section where you identify gaps or areas of need for the DC education community.

Other Assignments.

Quiz: True/False and Multiple choice quiz on Modules from 2/28 (10 points)

Assignment: Web Quest/Discussion Board: (10 points) due 2/28

Review at least 5 of the Web Links on the Blackboard site for this course. Choose those that you think are valuable and critique them for your classmates. On the Blackboard Discussion Board, list the 5 sites you reviewed, 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: 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 |
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| Friday January 31 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 |

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| | SWD, Dropouts, School to Prison Pipeline | |
| Saturday February 1 9-5 | * 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 Online | Chapters 4-6 |
| Friday February 28 5-9 | * 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 You will take a quiz on this on Saturday | Chapters 7-10 Assignment 1: Web quest and discussion board due |
| Saturday March 1 12-5 pm | Infusion of Life and Career Skills into the curriculum Career Education Continuum | Quiz at beginning of class |
| Friday March 8 5-9 pm | Accommodating, Modifying and Adapting Instruction at the secondary level | Assignment 2: Family Guide Due |
| Saturday March 1 12-5pm | *Secondary IEP Planning and Delivery *Assessment: Academic and Transition | |
| Friday April 4 5-9pm | Student Motivation/Self Regulation *Self-Determination for Students and families | |

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| Saturday April 5 12-5pm | Putting Transition planning together: From assessment to planning, to delivery, to evaluation. | Assignment 3: Transition Plan Due and Submitted to Taskstream |
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