



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

Spring 2015

EDSE 544 690: Adapted Instructional Methods and Transition for Secondary
Learners

CRN: 18197, 3 - Credits

Instructor: Dr. Katherine Bradley-Black	Meeting Dates: 3/19/2015 - 5/21/2015
Phone: 703/244-7742	Meeting Day(s): Thursdays
E-Mail: kblack4@gmu.edu	Meeting Time(s): 4:30 pm-9:00 pm
Office Hours: by appointment	Meeting Location: 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. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

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) 993-3670 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>

Recommended Textbooks

American Psychological Association (2009). *Publication manual of the APA (6th ed.)*. Washington, DC: Author. ISBN: 1-4338-0562-6; ISBN 13: 978-1-4338-0562-2

Required Resources

Type Here

Additional Readings

As assigned throughout course.

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/the-mason-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.

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	=	< 70 points

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.

This assignment will be done in class in small groups.

Transition Plan Directions

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 case study 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.

Candidates also will also demonstrate an understanding of how these components come together to build a framework for the student's educational program by writing a narrative that includes:

1. Justification for their decisions within the transition plan,
2. Explanation of the assistive technology components required, and
3. Description of how the assignment connects with CEC Standards 1, 3, 4, 6, 7 and 8.
- 4.

Using the information in the provided case study, candidates 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.

Step One: Present Level of Performance

Using all documentation available, complete the PLOP Summary Sheet with information about the student that is relevant to each area. Provide specific evidence from the case study documentation to support your ideas.

Step Two: Transition Plan

Complete the Transition Plan; provide specific evidence from the case study documentation to support your ideas.

Step Three: Rationale

Respond to the following questions in a narrative, which will accompany the PLOP Summary Sheet and Transition Plan.

- **Present Level of Performance**
 - Describe the educational and functional implications of the students' present level of performance.
- **Postsecondary Goals:**
 - Provide a rationale for each of the postsecondary goals you included. Support your rationale with evidence from the transition assessment data.
 - Describe how these goals reflect the student's interests and preferences.

- **Short-Term Objectives:**
 - Describe how these objectives relate to the postsecondary goals.
 - Describe how you will address generalization and maintenance of skills.

- **Recommended Experiences, Activities, & Opportunities (School-based and community):**
 - Provide a rationale for the experiences, activities and opportunities you selected. Support your rationale with evidence from the transition assessment data and your proposed transition plan.
 - Describe your plan to monitor student progress.
 - Describe your plan to promote student participation, leadership and self-advocacy in the transition planning process.

- **Recommended Services:**
 - Provide a rationale for each of the services you selected. Support your rationale with evidence from the transition assessment data and your proposed transition plan.

- **Assistive Technology or AAC Recommendation:**
 - Provide a rationale for your assistive technology/AAC selections. Support your rationale with evidence from the transition assessment data and your proposed transition plan.

- **Action Plan:**
 - How does your proposed timeline provide opportunities for the student to demonstrate growth across time and move the student towards achieving his/her postsecondary goals?

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

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: Online Module / Discussion Board.

Next Steps New Hampshire: Options for Life after High School 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 text as well as 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://nextsteps-nh.org/transition-iep-requirements/age-appropriate-transition-assessments/>. Read and review the information provided on each topic listed in the left hand side of the page, starting with Introduction. You can skip “Ed O’Leary Biography” if you wish.

The topics you must review include:

- Introduction
- Exemplar IEP Transition Plans
- Age-Appropriate Transition Assessments
- Measurable Postsecondary Goals
- Course of Study
- Transition Services
- Annual IEP Goals
- Student Invitation
- Invitation of Agency Representative
- About Indicator 13

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: Online Module / Quiz (10 points)

Go to <http://www.seattleu.edu/ccts/transition-services/flowchart/> and check on each of the six components listed. Complete all 6 modules. After completing the modules, complete a quiz to document your understanding of the requirements and contents of the tool to help you with your Transition IEP assignment.

Assessment 6: Attendance and Participation

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	May 14, 2015
2	NTLS 2 Oral Brief of NLTS 2 Report	10	April 30, 2015
3	Online Module - Discussion Board	10	May 7, 2015
4	Transition Assessment Presentations	15	May 21, 2015
5	Online Module Quiz	10	April 12, 2015
6	Attendance & Participation	15	Throughout
Total Points		100	

Schedule

Class	Date	Topic	Assignment Due by Class Session
1	3.19	Course Introduction Syllabus Review Foundations of Transition Planning Virginia Graduation Requirements	
2	3.26	A Historical Perspective Legislative Foundations Key Participants: Students & Families Person-Centered Planning	Chapters 1-3
		PWCS SPRING BREAK NO CLASS	
3	4.9	Transition to Living in the Community School-based/Community based Resources GUEST SPEAKER <ul style="list-style-type: none"> • Vocational Assessments • Local Resource/Agencies 	Read Chapter 10 & 11 Assessment 3: Due April 12, 2014 by 5:00 pm
4	4.16	Transition Assessment Instructional Strategies for Transition Education Secondary IEP planning and delivery <i>Time for group work</i>	Chapters 4&6 Read: http://www.doe.virginia.gov/instruction/graduation/index.shtml Review the following site:

			<p>http://www.doe.virginia.gov/testing/alternative_assessments/index.shtml</p> <ul style="list-style-type: none"> This link will get you to the VDOE information about special education, IEP forms (needed for the IEP assignment), Standards-Based IEP Guidelines & much more
5	4.23	<p>Self-determination for students</p> <p>Transition to Employment Job Placement, Training & Supervision</p> <p><i>Time for group work</i></p>	<p>Chapters 7&8</p> <p>Visit: http://www.imdetermined.org/</p> <p>Review modules 1-3. Be prepared to discuss during class #3, two important concepts/facts you learned and why you think they are important.</p>
6	4.30	<p>Transition to Postsecondary Education\ Community Resources and Transition Planning Considerations: Employment* & Postsecondary Education</p> <p>NTLS presentations</p>	<p>Chapters 9</p> <p>Assessment 2: NTLS presentations DUE</p>
7	5.7	<p>NTLS presentations</p>	<p>QUIZ on Online Module Due - must be completed by 4:30 on 4/30/2015</p>
8	5.14	<p>NO FACE TO FACE CLASS</p> <p>Complete Assessment #5: Online Module – Discussion Board by 4:490 PM.</p>	<p>Assessment 5: DUE</p>
9	5.21	<p>Transition to Postsecondary Education</p>	<p>Assessment 1: Transition Plan with AT Due</p>
10	5.21	<p>Transition Plan Assignment: Completed in Class</p>	<p>Assessment 4: Transition Assessment Presentations Due</p>