



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

Summer 2015

EDSE 544 C01: Adapted Instructional Methods and Transition for Secondary
Learners

CRN: 41164, 3 - Credits

Instructor: Dr. Catherine Creighton Thompson	Meeting Dates: 6/29/2015 - 8/1/2015
Phone/Text: 703-314-6105	Meeting Day(s): Tuesdays, Thursdays & Saturdays
E-Mail: cthomp1@gmu.edu or ccthompson2@fcps.edu	Meeting Time(s): Tues & Th. 3:45 pm-6:45 pm Saturday 9:00am – 12:00pm
Office Hours: Tuesdays and Thursdays after class, or on request.	Meeting Location: Fairfax R A243

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) 993-3670 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. Online resources, 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 edition)*. Boston: Pearson Education, Inc.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

None

Required Resources

Access to Blackboard and Taskstream

Additional Readings

As assigned and:

NLTS 2 Report

<http://www.nlts2.org/reports/index.html>

Graduation Requirements

<http://www.doe.virginia.gov/instruction/graduation/index.shtml>

Alternative Assessments

http://www.doe.virginia.gov/testing/alternative_assessments/index.shtml

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 many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Missing more than one class or repeated tardiness/leaving early will result in the loss of five points off your final grade per incident. Please notify me in advance by phone or email if you will not be able to attend class.

Late Work.

All assignments are due on the dates indicated. Consult with me in advance if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points per day will be deducted from your assignment grade for late papers unless I have agreed to an extension (may be used one time for only one assignment). Maximum extension is one week. Please retain a copy of your assignments in addition to the one you submit.

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%
- A- = 90 – 94%
- B = 80 – 89 %
- C = 70-79 %
- F = 69 % or less

Assignments

Performance-based Assessment (TaskStream submission required).

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 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 the following:

- 1.) Justification for their decisions within the transition plan,
- 2.) Explanation of the assistive technology components required
- 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.

Assignment Directions

In this assignment, 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 a case study and Transition Plan forms. 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.

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

- Include appropriate augmentative and assistive communication or assistive technology strategies into the transition goals and short-term objectives.

Component 1: Present Level of Performance - Transition Assessment Information

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.

Considering the assessment data and present levels of performance presented in the case study, write a clear description of the student's interests, strengths and capabilities, and career goals in each of the following areas:

- 1. Education/training**
- 2. Employment**
- 3. Independent living**

- **Describe** the educational and functional implications of the students' present level of performance.
- **Record and possibly discuss your student's SOL scores** to date to insure your student is on track to graduate with verified credits required for a Standard Diploma or other diploma. Identify the diploma status of the student on the PLOP page.
Justify the diploma status of the student. (Why is the student on track to earn this diploma? Are there other assessments available for the student?)

Component 2: Transition Plan

Complete the Transition Plan. To do this, you need to examine your student's present level of performance and transition/life goals. Provide specific evidence from the case study documentation and your PLOP page to support your goals and objectives. Provide: 1) Measurable postsecondary goals; 2) Transition Objectives; 3) School and Postsecondary Services. Goals, objectives, and services are explained below:

1.) Measurable Postsecondary Goals

1. Write one measurable postsecondary goal for each domain: **employment, education/training, and independent living skills.** Each goal should be a specific statement of what the student wants to achieve after high school written as an "I will" statement. Base each goal on the information from the case study, including the student's interest, preferences, and data from age appropriate transition assessments.
2. **Justify the need for the communication device or technology,** citing specific data from the case study. Include assistive technology or AAC recommendations in your goals!
3. **Describe how you plan to monitor progress toward meeting these goals.**

2.) Transition Objectives

1. Write one short-term objective or benchmark for **each postsecondary goal**. The objective should include a task, condition, and criterion to complete.
2. At least one of your objectives must contain a *form of appropriate augmentative or assistive communication device* or *assistive technology* as one component.
3. **Describe how you plan to monitor progress** toward meeting these objectives.

Component 3: Rationale

In narrative form, have a paragraph with headings that are the following:

1. **Present Level of Performance:** Briefly describe the educational and functional implications of the student's present level of performance and rationale for documenting the student's strengths, weaknesses, and interests. *Discuss how you incorporated input from the student for the transition plan.*
2. **Postsecondary goals (employment, education/training, and independent living skills)** Provide a rationale for each postsecondary goal you included. *Support your rationale with evidence from the PLOP page and transition assessment data. Describe how these goals reflect the student's interests and preferences.*

For each goal, write a paragraph (total of three or more paragraphs with topics: **employment goal paragraph, education/training goal paragraph, and independent living skills paragraph**) that details:

1. An explanation of what skills, experiences, activities, opportunities, and/or connections the student needs in order to reach their post-secondary goals.
2. Describe how objectives relate to postsecondary goals
3. **Discuss evidence based practices that support goals and objectives**
4. A description of any of the following activities or services needed to achieve the goal:
 - Instruction
 - Related services
 - Community experiences
 - Employment
 - Functional vocational evaluation
 - Daily living skills
 - Adult living
 - Other
 - **Discuss how you will MONITOR PROGRESS** toward meeting each transition goal and objective. Why did you select this method to monitor progress? Provide rationale.
5. **Diploma Options** - Include a paragraph that discusses diploma options available to the student and why the "IEP team" chose the diploma option for the student. Also, document classes and SOL tests that need to be taken/passed.

Include in your recommendations at least **two local post-secondary resources** that would be helpful for your student (e.g. Woodrow Wilson Training Center, ARC, Community Services Board, University's Office of Disability Services).

*Include at least **one in-school employment preparation option** (e.g. Academies in Fairfax County Public Schools, Monroe Center in Loudoun County Public Schools, Davis Center, Office of Technology Procedures, Work and Transition Classes (WAT) or other relevant courses).*

Component 4: Reflection – Time frame and Narrative on CEC Standards

In paragraph form, write two paragraphs. The first paragraph documents a proposed timeline that provides your student to demonstrate growth across time and move the student toward achieving his/her postsecondary goals. The second paragraph is a brief description of how this assignment integrates skills from CEC Standards 1, 3, 4, 6, 7, and 8. Reflect on CEC standards, and how they apply to this project.

Rubric

Plop Summary Page (Component 1)	/5
Transition goals & objectives (Component 2)	/10
Rationale – Must Include: (Component 3) 1. Evidence based practices to support goals and objectives 2. Assistive technology incorporation 3. Recommended Services 4. Diploma Options	/20
Reflection – Time frame and CEC Standards (Component 4)	/5
Total Assignment Points	/40

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

Assessment 2: Quiz on Online Modules (10 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. Complete all 6 modules; after completing all of the modules, you will complete a quiz on Blackboard which will document your understanding of these modules. The 6 modules are:

1. Age Appropriate Transition Assessments
2. Write Measurable Postsecondary Goals
3. Identify Transition Services
4. Write the Course of Study
5. Coordinate Services with Adult Agencies
6. Write the Annual IEP Goals

Go to <http://www.seattleu.edu/ccts/transitionservices/flowchart/> and click on each of the six components listed above; this will take you directly to the links for each module.

Assessment 3: Transition Assessment Presentations (20 points)

The standard diploma in Virginia currently has high stakes testing requirements. Some students with disabilities qualify for alternative assessments. The purpose of this project is to examine these assessments. Students will form small groups. Each small group will present on one of the following assessments:

1. Virginia Alternate Assessment Program (VAAP)
2. Virginia Substitute Evaluation Program (VSEP)
3. Virginia Modified Achievement Standards Test (VMAST)
4. Armed Services Vocational Aptitude Battery (ASVAB)

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

Your presentation should include the following: (Rubric)

Topic	Points
Overview of the assessment	/2
Qualifying criteria for participation in assessment	/3
Profile of student whom assessment is appropriate (provide examples)	/3
Details about the assessment	/5
Data teachers need to collect	/5
Handout for the class and instructor	/2
Total Points:	/20

The presentation should provide a detailed overview of the assessment, qualifying criteria, student profiles, and data collection requirements. Each small group presentation should involve approximately 20 minutes of presentation time. Topics must be pre-approved by the instructor. After presentations, be prepared to discuss these assessments and how they relate to graduation requirements. *Case studies will be presented, and we will examine different options to insure students are prepared for graduation and life beyond high school.*

Assessment 4: Site Visit to a Community Resource/Agency or School Resource That Facilitates Transition Skills (20 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 information from the text or course content. See assignment rubric for project criteria below.

Site Visit Rubric

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? • How does an individual gain access to the site? • What are some of the unique features of the site? 	/5
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>	
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. 	/5
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. 	
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? 	/5
TOTAL		20 points

Resources for Site Visit

One Stop Centers: <http://www.servicelocator.org/onestopcenters.asp>

Department of Rehabilitative Services: www.vadars.org

Fairfax-Falls Church Community Services Board: <http://www.fairfaxcounty.gov/csb/>

Fairfax County Therapeutic Recreation: <http://www.fairfaxcounty.gov/ncs/trs/>

The ARC of Northern Virginia: <http://www.thearcofnova.org/>

Woodrow Wilson Rehabilitation Center: <http://wwrc.virginia.gov/>

ENDependence Center of Northern Virginia: <http://www.ecnv.org/>

Chimes: http://www.chimesva.org/index.php/Chimes_va/entry_full/3198

George Mason LIFE Program: <http://masonlife.gmu.edu/>

FCPS Academy Programs: <http://www.fcps.edu/is/cte/academy/faqs.shtml>

Northern Virginia Community College Disability Support Service: <http://www.nvcc.edu/current-students/disability-services/>

Assessment 5: Attendance and Participation (10 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,

****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 Assistive Technology	40	Component 1- Case Study/PLOP info due: 7/7/14 Component 2 – Transition Plan due 7/21 Component 3 – Rationale due 7/28 Component 4 – Reflection, Timeline & CEC Standards. Entire project uploaded to Taskstream 7/30/14
2	Transition Assessment Presentations	20	7/14/14
3	Online Module Quiz	10	7/11/14
4	Site Visit Project	20	7/23/14
5	Attendance & Participation	10	Throughout
-	Total Points:	100	

Other Assignments.

As Assigned

Transition IRIS MODULE:

<http://iris.peabody.vanderbilt.edu/module/tran/#content>

Schedule

Session	Topic	For Next Class.....
Class 1 6/30	Course Introduction Syllabus Review Foundations of Transition Planning Historical Perspectives Legislative Foundations NTLS- 2 Discuss DISCUSS PLOP ASSIGNMENT. Receive case study student. Plop assignment DUE 7/7/15 Discuss Assessment Assignment. Groups form during class 2, 7/2/15. Assignment DUE DATE is 7/7/15	Read: NTLS-2 http://www.nlts2.org/reports/index.html Chapters 1, 2, 3 Prepare to discuss your perceptions of NTLS-2. We will discuss this during <i>class warm up!</i> Read information about case study participant on Blackboard under assignment tab, participant information. Case study participant information will be shared in class.
Class 2 7/2	Diploma Options Graduation Requirements Key Participants: Parents and Families Person Centered Planning Inter-agency Collaboration Assessment Groups created and assigned Project DUE: 7/14/15	Read: Chapters 4, 6 http://www.doe.virginia.gov/instruction/graduation/index.shtml Review the following site: http://www.doe.virginia.gov/instruction/graduation/index.shtml <ul style="list-style-type: none"> This link will get you the VDOE information about special education, IEP forms (needed for the IEP assignment), Standards-Based IEP Guidelines and more
Class 3 7/7	PLOP Assignment DUE! Instructional Strategies for Transition Education, Evidence Based Practices Secondary IEP planning and Delivery	Prepare for Assessment Assignment, which is due class 6 (7/14/15)
Class 4 7/9 ONLINE CLASS	To complete the training, go to http://transitions.keenecommons.net/ab-out-the-iep-transition-requirements-resource-i-13 . After reading the first page, which gives you general information about the IEP Transition Requirements Resource, you	Read: Chapters 7, 8 Email Instructor Quiz, which is DUE 7/11/14.

	<p>will click on the tabs on the left hand side of the page to complete the rest of the training tool.</p> <p>QUIZ after modules</p>	
Class 5 7/11	Groups meet	<p>Read: Chapter 9.</p> <p>Prepare for assessment presentations</p> <p>Be prepared to discuss assessments in class. Case Studies provided.</p>
Class 6 7/14	<p>Assessment Presentations!</p> <p>Discussion about graduation requirements</p> <p>Transition Assessment</p> <p>Discuss Site Visit Assignment due 7/23</p>	<p>Read: Chapter 10 Begin Site Visit Assignment</p>
Class 7 7/16	<p>Creating measurable IEP goals and objectives</p> <p>Monitoring Progress</p> <p>Transition Plan COMPONENT 2 due 7/21</p>	<p>Read: Chapter 11, Work on Transition Plan Component 2, Complete Site Visit Assignment</p> <p><i>Write a summary of the IRIS modules and something you learned. Be prepared to share this with the class during WARM UP.</i></p> <p>Component 2 of Transition Assignment is DUE 7/21</p>
Class 8 7/18	<p>ONLINE CLASS - To Complete training, go to IRIS MODULE: http://iris.peabody.vanderbilt.edu/module/tran/#content</p> <p>SITE VISITS</p>	<p>Work on transition plan component 2, which is due 7/21</p>
Class 9 7/21	<p><i>WARMUP: IRIS modules summary... What did you learn?</i></p> <p>Transition Plan: Component 2 due</p> <p>Transition to Postsecondary Education, Community Resources and Transition Planning</p> <p>Considerations: Employment and Postsecondary Education</p> <p>Transition Plan Rationale due 7/25</p>	<p>Site Visit Project due next class. Be prepared to share information with the class regarding sites you visited.</p> <p>Work on transition plan rationale</p>
Class 10 7/23	<p>SITE VISIT PROJECT DUE!</p> <p><i>Share information about the sites you visited</i></p> <p>Think College and other post- secondary Programs. Independent living. Transition</p>	<p>Work on transition plan assignment – DUE NEXT CLASS`</p>

	to middle school. Transition Plan Assignment time:	
Class 11 7/25	Transition Project work Online sources	Component 3, REFLECTION due next Class! Be prepared for MARKUP!
Class 12 7/28	Transition REFLECTION DUE!!!!!! MARK UP! Discuss CEC standards. Be prepared to revise in class	FINISH PROJECT!!! Upload final project by 7/30/15!
Class 13 7/30	FINAL PROJECT DUE to TASKSTREAM! GUEST SPEAKER	
Class 14 8/1/15 ONLINE CLASS	Visit: http://www.imdetermined.org/ Review modules 1 – 3. Share two concepts/facts you learned and why you think they are important.	Enjoy the remainder of the summer!

Appendix