# VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SEVERE DISABILITIES AND AUTISM

## Summer 2015
### Transition and Community-Based Instruction, 3 Credits

**Consortium Titles**
- VCU:   SEDP 632 Transition Strategies for Students with Disabilities
- GMU:  EDSE 531 Transition and Community Based Instruction
- RU:     EDSP 668 Transition and Community-based Instruction
- NSU:  SPE 545    Transition Procedures

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| **Primary Instructor: John Kregel** | **Meeting Dates:** 05/19/15 - 07/07/15 |
| **Phone:**  804.828.1872<br><br>**E-Mail:** jkregel@vcu.edu | **Meeting Day(s) and Time(s):** Tuesday beginning 5/19 from  4:30 pm-7:10 pm for the remainder of the semester. |
| **Office Hours:** By Appointment<br><br>**Instructing University: VCU** | **Teleconference Help Sessions:**  Monday June 1 and June 29 from  4:00-5:00 pm (must call by 4:10 pm)  Teleconference No. 866.842.5779 – Passcode 310.854.3107 |

### Instructor:

| Primary Instructor: | Teaching Assistants: |
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| **John Kregel, Ed.D.**<br>Department of Special Education and Disability Policy<br>Virginia Commonwealth University<br>1015 West Main Street<br>804-828-1872 – office phone<br>804-828-2193 – fax<br>804-840-9587 – cell phone<br>jkregel@vcu.edu - email | **Meg Sander, J.D., Ph.D.**<br>sanderm@vcu.edu<br><br>**Whitney Ham, M.S., CRC**<br>hamwa@vcu.edu |

**GMU Course Description**
Addresses issues in transition for youth with severe disabilities. Covers self-determination, development, and implementation of a transition plan, post-secondary opportunities including education and community-based instruction, and vocational environments.

**Consortium Course Description**
This course provides an overview of the role of special educators in preparing students with severe disabilities for postsecondary vocational, residential, educational, community, and recreational settings. Emphasis is placed on developing appropriate curricula, involving students and their families in planning, implementing and evaluating transition programs, and helping students to access the services needed to be successful in adult life.
**Prerequisite(s):** None

**Co-requisite(s):** None

**GMU Advising Contact Information**
Please make sure that you are being advised on a regular basis as to your status and progress through your program.  Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance.  All other students should refer to their faculty advisor.

**Nature of Course Delivery**

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

**Learner Outcomes**

Upon completion of this course, students will be able to:
- Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.
- Coordinate service delivery with general educators, related service providers, and other providers.

- Coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.
- Identify community resources and strategies to interface with community agencies when developing and planning IEPs.
- Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.
- Identify related services and accommodations, including technology, pertaining to postsecondary transitions that increase student access to post secondary education and community resources.
- Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development.
- Implement person-centered planning strategies to promote student involvement in planning.
- Identify generic skills that lead to success in school, work and community, including time management, preparedness, social interactions, and communication skills.
- Demonstrate knowledge of social skills development including the unique social skills deficits associated with disability.
- Assess social skills strengths and needs implement specialized social skills strategies.
- Demonstrate knowledge of use and implementation of transition assessments (including vocational assessments) to encourage and support students' self-advocacy and self-determination skills.
- Discuss legal issues surrounding age of majority and guardianship.

## Required Textbooks

There is no required text for this class. However, there will be one or more readings and/or videos for each of the class sessions that students must read prior to the date of the specific session. In addition, students will be expected to view videos and respond to the videos in various course assignments. All readings and videos will be posted through Blackboard.

**Course Relationship to Program Goals and Professional Organizations**
This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, and Norfolk State University. Through the completion of the SD Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:
http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStanda rds/. The CEC standards that will be addressed in this class include Standards 1: Foundations,

Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 7: Instructional Planning and Standard 8: Assessment.

## Course Policies & Expectations

### Attendance
No unexcused absences will be allowed. If you are unable to attend class, you should notify the instructor via email prior to the class.

### Assignment Due Dates and Times
Online assignments are due by 11:59 pm on their due date.  Reading and video assignments must be completed prior to the start of class on their due date.

### Late Work
If you are unable to submit an assignment on time, you must send an email to the instructor that identifies when you will turn in the assignment. The instructor must approve your revised submission date.

### TaskStream Submission
Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Transition Individualized Education Program to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

### Grading Scale
The grading scale will be based on a possible total of 100 points.  A total of 90 or more points must be accumulated for a grade of A, 80 to 89 for a B, 70 to 79 for a C, 60 to 69 for a D or F (for universities that do not assign Ds), and below 60 will be failing.

### Assignments

The following provides a breakdown of assignments and possible points earned:
20 pts  Completion of online assignments
20 pts  Student Interview
20 pts  Taxonomy of community services

15 pts  Project SEARCH
25 pts  Development of transition IEP

**NCATE/TaskStream Assignments -** Development of Transition IEP

## Assignments
## Four Online Assignments

Each student will complete four online assignments. Each of the assignments will be posted one week before they are due. You will be asked to review a video or written document and respond to a short set of questions about the content. Each of the assignments will be worth five points for a total of 20 online points.

## Assignment 1
## Project SEARCH

This assignment is designed to give you an understanding of the marketing principles used by Erin Riehle in her Project SEARCH employment model. You should review the video on Project SEARCH presented by Erin Riehle. After reviewing Erin's lecture, you will respond to three questions. This assignment is worth 15 points and is due on June 1, 2015.

## Assignment 2
## Interview of a Former Special Education Student

 Each student will complete a face-to-face interview with an individual who exited a special education program in the last three years.  The results of the interview should be compiled into a 4-5 page (double spaced) summary and submitted for evaluation.  In developing the summary, please be sure that you provide (1) an overview of the individual's current status in each area, and (2) your perception of the student's situation at this time. This assignment is worth 20 points and is due June 8, 2015.

## Assignment 3
## Taxonomy of Community Services

This assignment requires you to develop a listing of community services available to persons with cognitive disabilities in local communities in Virginia.  You should select one of the following services categories: Employment, Housing and Residential Support, Family Support Services, Personal Assistance Services, or Recreation.  For each service, you should provide the following information:  Name of Service, Agency Providing Service, Description, Name and Telephone Number of Contact Person, and Modification and/or Expansion Needed Locally.  You should develop your list for a specific locale. You may work together in groups if appropriate to collect the information, but each individual is responsible for developing and submitting his or her own listing. This assignment is worth 20 points and is due, June 22, 2015.

**Assignment 4**
**Development of IEP for a Student with Severe Disabilities**
This assignment requires you to develop an IEP for a transition age secondary student with a severe disability. The IEP should be based on the case study that has been provided for your use. You also have the option to develop the IEP on a student you are working with in your classroom or your program. The IEP should be developed following the rubric provided. The rubric will be described in detail during class on June 23rd and during optional conference calls held during the week of June 30th. This assignment is worth 25 points and is due, July 7, 2015.

**Class Schedule (subject to change):**

| Date (*=Class Date) | Class Topics | Assignment Due |
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| 5/19* | Introduction to the class and to each other<br>Introduction to Blackboard<br>Post-school expectations for our students with severe disabilities<br>Curriculum development for adolescents with severe disabilities. | |
| 5/25 | | ONLINE Assignment #1<br>Student Information Sheet |
| 5/26* | Project SEARCH Presentation<br><br>Residential Services<br><br>Preparation for Assignment 2 | VIDEO: Project SEARCH - Erin Riehle Video<br><br>READING:<br>Wehman, P., Schall, C., McDonough, J., Kregel, J., Brooke, V., Molinelli, A., Ham, W. (2014) Competitive Employment for Youth Autism Spectrum Disorder: Early Results from a Randomized Clinical Trial. *Journal of Autism and Developmental* |

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| | | *Disorders,* 44(3). |
| 6/1 | | Assignment 1 - Project SEARCH |
| 6/2* | ACE-IT<br><br>Post Secondary Education for Students with Intellectual Disabilities<br> ACE IT in College<br><br>Social Security benefits - Age 18 Redetermination - Representative Payees<br>.<br>Preparation for Assignment 3 | VIDEO:  ACE-IT<br><br> READING: SSI and SSDI Benefits. In O'Mara et al. (Eds.) Work Incentive Planning and Assistance National Training Center. Richmond, VA: VCU WIPA National Training Center. |
| 6/8 | | ONLINE Assignment 2 – Work Incentives for Transition Age Youth<br><br>Assignment – Interview with a Former Special Education Student |
| 6/9* | Inter-agency linkages<br><br>Supported Employment | READING:<br>Luecking, D., & Luecking, R. Translating Research Into a Seamless Transition Model. (2015). *Career Development and Transition for Exceptional Individuals, 38(1),* 4-13.<br><br>Wehman, P., Brooke, V., & West, M. (2006). Vocational Placements and Careers. In P. Wehman (Ed.), *Life beyond the classroom: transition strategies* |

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| | | *for young people with disabilities* (pp.309-353). Baltimore, Md: Paul H. Brookes Publishing Co. |
| 6/15 | | Online Assignment 3 – Carrie Buck |
| 6/16* | Transition Assessments<br><br>Assessment instruments for transition age youth with severe disabilities<br><br>Curriculum and IEPs | READING:<br><br>Wehman, P. & Kregel, J. (Eds.). Functional curriculum for elementary and secondary students with special needs. Austin, TX: Pro-Ed. Chapter 1.<br><br>Wehman & K. Wittg (Eds.) Transition IEPs: A curriculum guide for teachers and transition practitioners. Austin, TX: Pro-Ed.<br><br>Neubert, D.A., Leconte, P.J. (2013). Age-Appropriate Transition Assessment The Position of the Division on Career Development and Transition. *Career Development and Transition for Exceptional Individuals*. 36(2), 72-83<br><br>Life Centered Education Teacher's Guide. https://lce.cec.sped.org/assets/pdf/lce_teacher_guide.pdf (Read the Guide, but skim |

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| | | lesson plans on pages 26-156.)<br><br>LCE Matrix: https://lce.cec.sped.org/public/main/matrix (Read each Domain and its Competencies. Be generally familiar with some subcompetencies, objectives, and subobjectives) |
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| 6/22 | | Assignment 3 Taxonomy of Community Services |
| 6/23* | Establishing transition goals and objectives<br><br>Preparation for Assignment 4 | READING:<br>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. *Teaching Exceptional Children*, *42*(2), 44-51. |
| 6/29 | | Online Assignment 4 – IEP Preparation Sheet |
| 6/30* | Putting it all together: Planning for students' futures | Certo, N., Sax, C., Pumpian, I., Mautz, D., Smalley, K., Wade, H., & Noyes, D. (2002). Transition Service Integration Model: Ensuring that the Last Day of School Is No Different From the Day After. In Sax. C & Thoma. C (Eds.), *Transition assessment: wise practices for quality lives (*pp.119-132). Baltimore, MD: Paul H. Brookes Publishing Co. |
| 7/7* | Final IEPs completed and posted on Blackboard<br>Presentation of IEPs and course summary | Assignment 4 Development of IEP for a Student with Severe Disabilities |

**SD Consortium Syllabus statements and policies**

<u>Honor Code</u>

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and also to pledge all assignments and their exam to indicate that they have followed the honor code.  A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course.  The shortened version may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically).

A complete copy of each university's Honor System document is available through

GMU: http://mason.gmu.edu/~montecin/plagiarism.htm

VCU: www.students.vcu.edu/rg/policies/rg7honor.html.

Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

NSU: http://www.nsu.edu/student_judicial/policy.html

<u>Accommodations for Disability</u>

At all the participating universities, accommodations can be made with the instructor if a student has a disability.  If this is relevant to you, please contact me on the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past.  I will discuss (via email) this further with you until we reach consensus. University specific information regarding eligibility, services and accommodations can be found at:

GMU: http://www.gmu.edu/student/drc/

VCU: http://www.students.vcu.edu/dss/index.html

Radford: http://www.radford.edu/~dro/

NSU: http://www.nsu.edu/disabilityservices/index.html

<u>Inclement Weather</u>

If classes are cancelled at George Mason University, a message will be posted on the class Blackboard site and all class members will receive an email.  Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class.  If in doubt, dial the University phone number (703-993-1000) or visit the university website (www.gmu.edu). Do not email us; I will email you regarding weather as soon as it is announced. Please note, the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

<u>Cell Phones and Weapons</u>

All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

Computer/Internet Use During Class
Students may use computing devices for note-taking and other approved activities.  Students may not surf the web, work on assignments (unless explicitly authorized), or undertake other non-class activities on computing devices during class.

Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles.  For the articles (available both on Blackboard and on a class CD), copyright laws must be followed: print only one copy per student.  The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; PowerPoints should be available on Blackboard by noon of the class day or sooner.  If you plan to print copies of PowerPoint slides, this must be done before class begins (before 4 pm or 7:20 pm) and using a 3 or more slides per page handout format (do not print full slide pages).  All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date.  If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies
All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are also expected to have an active email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at http://mymason.gmu.edu

NON GMU Students: Your login for Blackboard Organizations is: *x_first name.last name* For example, John Smith's username would be: x_john.smith. For **new** students (beginning Summer 2015), you will receive an email (to your university email) with your Blackboard password.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

TaskStream Submission

TaskStream ([www.taskstream.com](www.taskstream.com)) is an electronic portfolio and assessment management tool that the SD Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. **EVERY student taking this course at EVERY university IS REQUIRED to upload and submit the signature assignment for this course to TaskStream for evaluation by the end of the semester. Directions for submitting assignments are available on Blackboard in the *TaskStream* folder within the *Syllabus* section.**

The signature assignment(s) for this class is: *Transition Individualized Education Program*

Course Facilitators

Each class will have one or more facilitators or assistants who will assist with the class.  Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be).  Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments.  When in class assignment forms or handouts are send the day of the class, facilitators will need to download and copy them for class members.

Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically in the drop box).  You may direct your questions about Blackboard to the facilitator at the class site.  You will want to download all the required materials early in the semester or as soon as they are posted.  Please note that some handouts/readings may be given to you in class that are not posted on Blackboard.  Also check Blackboard for announcements.  Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

**Remote Site Viewing**

All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at [http://torrent.gmu.edu](http://torrent.gmu.edu) and click on the link for [Transition] in the Public Folders link. Classes are listed by date and time. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as outlined in the

attendance policy for this course. Directions for viewing the video-stream can be found in the course Blackboard site.

Student may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to:
- Characteristics: http://webcon.gmu.edu/characteristics/
- Transition: http://webcon.gmu.edu/transition/
- Reading: http://webcon.gmu.edu/reading/

You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite).
The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

**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/