

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
SPECIAL EDUCATION**

EDSE 544, Section 662

Adapted Instructional Methods and Transition for Secondary Learners

SUMMER 2011

Wednesdays 4:30 – 9:00 p.m. - June 1 through July 27, 2011

Professor: Paula Travers, PhD

Cell phone: 301-633-5364

Email address:ptravers@gmu.edu

Place/Room: Fairfax High School, Room 131 (This room may change)

(2) REQUIRED TEXTS:

1. Sitlington, P. L., Neubert, & Clark, G. M. (2010). *Transition Education and Services for Students with Disabilities (5th Ed.)*. Boston: Pearson Education, Inc.
2. Steere, D.E., Rose, E., & Cavaiuolo, D. (2007). *Growing up: Transition to Adult Life for Students with Disabilities*. Boston: Pearson Education, Inc.

COURSE DESCRIPTION:

This course provides strategies for teaching functional academics and social/life skills that facilitate the transition to postsecondary environments. The course focuses on all aspects of transition and alternative assessments for secondary learners with disabilities.

NATURE OF COURSE DELIVERY:

Course delivery will include the use of technology, media, cooperative and collaborative group activities, guest speakers, lecture, and site visits.

LEARNER OUTCOMES:

This course is designed to enable students to: a) design alternate assessments for secondary learners with disabilities to demonstrate learning outcomes and postsecondary interests and aptitudes; b) demonstrate an understanding of *research-based strategies* for facilitating transition into the community, workplace, and postsecondary environments; c) demonstrate how to implement cognitive strategies in self-regulation, study skills, attention, memory, motivation, and self-determination; and d) 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); e) 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; and f) 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.

PROFESSIONAL STANDARDS:

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of mild disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover the following competencies for curriculum and methods for teaching individuals with mild disabilities, kindergarten through grade 12:

Standard 2. Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, **as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.**

Standard 3. Individual Learning Differences

Special educators understand the effects that an exceptional condition can have on an individual's learning in school and **throughout life.** Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, **and career options.** The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Standard 5. Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously **and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.** Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Standard 7. Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, **special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to post secondary work learning contexts.** Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Standard 8. Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use **multiple types of assessment information for a variety of educational decisions**. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, **special educators understand the appropriate use and limitations of various types of assessments. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs**. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Standard 10. Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special roles as advocate for individuals with ELN. **Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences**. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. **Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.**

COURSE REQUIREMENTS:

- There are 4 major assignments and a grade for class participation. Please retain a copy of your assignments in addition to the one you submit, you will only receive a grade for submitted assignments.

Course Assignments/Requirements:

Blackboard Discussion	5 points
Site Visit Report	25 points
Unit Plan	35 points
Virginia Assessment Review	25 points
Class Participation/Attendance	10 points
Total points	100

Grading Scale:

95-100% = A
90-94% = A-
87-89% = B+
80-86% = B
70-79% = C, < 70% = F

This course will incorporate the evidence-based practices (EBPs) relevant to **developing safe, effective learning environments, positive behavioral interventions and supports, and functional behavioral assessments/behavioral plans**. 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.

Expectations:

- 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 for a grade of B or better. Attendance 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. Please notify me *in advance* by phone or email if you will not be able to attend class.
- Use APA guidelines for all course assignments. This website links to APA format guidelines. <http://www.apastyle.apa.org>
- **APA Style** is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (5th ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: <http://apastyle.apa.org>

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term "Mental Retardation" with "Intellectual Disabilities" in our oral and written communication in accordance with terminology choices in the disability community.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/>].

- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- 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/>].
- 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/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

PERFORMANCE-BASED ASSESSMENTS AND EVALUATION CRITERIA:

Required Assignments

1. Blackboard Discussion – Two boards at 2.5 points each, 5 points total

Two Blackboard discussion topics will be posted concerning transition issues for students with disabilities. Students are responsible for responding to both the topic and their peers' responses. Responses should *thoroughly address* the prompt and reflect readings (such as the issues chapters at the end of each of the two texts), class discussions, personal insights and/or new information.

2. Transition (Activity) Site Visit Report 25 Points Total

Visit a transition resource either in the community, a transition fair, or visit a transition program within a school system and describe the services available to youth with mild disabilities. The report should include services, accommodations, description of the agency/office, and your questions for staff. During the visit examine what opportunities exist for youth with mild disabilities through this avenue during and/or after high school. The report **MUST** include a synthesis section that integrates

the information from the site visit referencing professional literature on transition and career education. Also include copies of materials available at center, agency, or office.

If you do not attend the tour of the professional technical center arranged by the professor, you will need to make an appointment at another type of program. Acceptable options for this assignment include a school career center, One-Stop Center, vocational evaluation site, Virginia Department of Rehabilitation Services office, local Community Services Board, Job Placement/Training program.

3. General Education and Career and Life Skills Integration Unit Plan for Secondary Special Needs Students - 35 points

This is the signature assignment which **MUST** be submitted electronically into Taskstream. Every student registered for any EDSE course including this semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.*

The career/life skill integration unit should cover approximately five (**5**) **block-scheduled class periods** and use the appropriate *SECONDARY (middle or high school)* grade level Standards of Learning (SOLs) to teach in a content area (English, math, science, social studies or other secondary academic area of choice) at an identified secondary level. This should be something that a secondary teacher could actually use.

These lessons are to include a variety of activities, teaching strategies, and assessment tools to match the needs of the learners, the topic being taught, and the resources available. In the plans, the students should be actively engaged in activities at least half of the time. The goal of the lessons should be to ***infuse career education or critical life skills*** into content area instruction as described in a course of study and the SOL(s) for that grade level and subject. Find and/or create each activity to be completed by the students. If a published activity is selected, cite the reference using APA guidelines.

Curriculum Unit Development Guidelines

Step 1: Obtaining a Curriculum

- Obtain a curriculum (often referred to as a program of study or curriculum frameworks) from general education at the *secondary* level. Locate and clearly identify the related Standards of Learning (SOLs). Curriculum Frameworks for major content areas can be found at:
<http://www.pen.k12.va.us/VDOE/Instruction/sol.html>
SOLs can be found on the Virginia Department of Education website:
<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml> and
<http://www.pen.k12.va.us/VDOE/Instruction/sol.html>
- Be sure to specify the teaching situation and the students: What kind of class? What kind of students? What kind of instructors? What kind of resources?

Step 2. Integration of Career Development/Life Skills within an Academic Lesson.

- Using the *secondary* general education curriculum (or program of study) and the Standard(s) of Learning (SOL), develop 5 (or more) well-designed lessons (a mini-unit) which will cover five (or more) block sessions of content and will reflect the **integration of career development/life skills activities**.
- These lessons must relate to one another at the thematic level. A **calendar** must be developed to show when and how these lessons will be incorporated into the students' class.

Step 3. SOL Goals and Objectives.

- Identify the Standards of Learning (SOL) upon which the lessons are based.
- List general education goals for each lesson. These are to be based on the Standards of Learning (SOL) that you identified. Please indicate which one(s) and for which grade level and subject that you select.
- Then, identify **what career concepts/life skills** will be infused into the lesson, and write specific, measurable objectives for each lesson.

Note: Properly written **instructional objectives** have four components all contained in one (1) complete sentence. They:

1. **Student(s)**
2. **Condition(s)** under which the “behavior” or “skill” is to be performed
3. **Behavior(s)** or skills that the student(s) is to perform
4. **Criteria** by which the “behavior or skill” will be evaluated. Does the student now know how to do this?

Step 4. Lesson Format

- Provide a detailed format for each lesson including Grade Level, Theme, SOL(s) addressed, Objectives, Introduction, Presentation, Guided and Individualized Practice, and Assessment. An example of a model lesson plan will be provided. A rubric is included in this syllabus.

Step 5. Adaptations & Accommodations.

- For the lesson(s), specify (in general) how the content will be **adapted or modified**, as well as, **methods of presentation** (evidence-based teaching strategies) to meet the needs of students with disabilities, especially those with learning disabilities, mild mental retardation, and /or emotional disabilities.
- What will be done differently for each of these populations?

Step 6: Assessment Plan for the Lessons.

- Summarize the multiple forms of assessment (formal and informal) that will be embedded in the lesson(s). **Construct actual portfolio assessment examples for each lesson and for the unit as a whole.**
- Include a discussion of **how the results** of each assessment will be used in instructional decision-making.

4. Standards-Based Assessments in Virginia Group Presentation - 25 points

Each small group (groups will be formed on the first night of class) will be assigned to present on one of the following topics about Virginia Assessment options/issues or other types of transition assessments for students with disabilities. The presentation should provide a detailed overview of the option/issue as well as examples of assessment artifacts. Each small group presentation should last between **30 minutes** and **45 minutes (please note that your group will be timed)**. Those less than 30 minutes will not be eligible for a grade of A. Other assignment topics may be assigned and researched with approval from the instructor. A rubric for this assignment is provided at the end of this syllabus.

Assessment considerations (Note: The first three assessments listed below must be covered by a group.

1. [Virginia Substitute Evaluation Program \(VSEP\)](#)
2. [Virginia Grade Level Alternative \(VGLA\)](#)
3. [Virginia Alternate Assessment Program \(VAAP\)](#)
4. Standard and Non-Standard Accommodation Issues (description of, and decision factors) for the SOL Assessments
5. Assessment Process for Department of Vocational Rehabilitation
6. Assessment Process for Woodrow Wilson Training Center
7. Other Employment Potential Assessments for Individuals with Disabilities (Singer, Valpar, etc.) – preapproved by course professor

Assessment Presentation Development Guidelines

1. Sign up for an assessment topic (no more than 3 per group).
2. Conduct research on the topic.
3. Together, come to consensus on the most important concepts that everyone should know.
4. Design a mode of presentation [role play, video, mnemonics, game (must clear with professor so everyone doesn't do Jeopardy), music, or any combination of these or other]. Be creative.
5. Each member of the small group must have an equal amount of time to present. Assign a timekeeper to keep time during the presentations. **Make copies** of your presentation to distribute to the class.

Class Participation – 10 points

Attendance at all classes is required, as well as active participation in all assignments, group activities, and class discussions. Attendance at the first class session is worth 2 points, subsequent session (including the site visit session are worth 1 point).

Course Calendar EDSE 544 Summer 2011

Class	Assignment	Topic	Due This Session
June 1	Read Chap. 1,2,3 (Sitlington)	Transition Overview and Legislative Review, Student and Family Participation	1. Bring the Sitlington text to class 2. Small group sign-up
June 8	Read Chap. 4,5,6 (Sitlington)	Transition Assessment, Instructional Strategies for Transition in the k-8 context.	Blackboard Discussion #1
June 15	Read Chap. 8 (Sitlington) Read Chap. 5 (Steere),	Job Placement, Interagency Coordination and Involvement Tentatively scheduled Guest Speaker from Longwood College	1. Signed up in Taskstream 2. Curriculum Unit Intro
June 22	Site Visit Group Meetings	The class will meet at the Northern Virginia Training Center, 9901 Braddock Road, Fairfax, VA	Blackboard Discussion #2
June 29	Read Chap. 10 (Steere), Read the "Procedures for Participation of Students with Disabilities in Virginia's Accountability System" pdf at the following link: http://www.doe.virginia.gov/testing/participation/participation_va_accountability_system.pdf	Assessment of Students with Disabilities in Virginia Transition curriculum and planning, IEP/Transition goal development	1. Site Visit Report 2. Curriculum Unit Calendar
July 6	Read Chap. 9, 10 (Sitlington) Group Meetings	Transition to Postsecondary and community Living Community-based Resources	Goals/Objectives (Individual Group Member)
July 13	Before presenting, upload the Career/Life Unit Presentation into Taskstream	Developing a Career and Life Skill Unit Plan for Secondary Learners with Disabilities	Career/Life Curriculum Unit Presentation
July 20	Read Chap. 9 (Steere) Group Meetings	Integrated Community Employment Models	

July 27	Group Presentations Course Evaluation	Standards Based Assessments in Virginia Group Presentations.	Group Presentation on Virginia Standards Assessments for Students with Disabilities
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Transition (Activity) Site Visit Report Rubric

If you do not attend the site visit with the class, you will have to visit a **post-secondary preparation** program, or a **transition fair** for students with disabilities to complete your report.

	Criteria	Possible Points	Points Earned	Comments
1	A brief description of the facility, program or activity visited. Description will include: program location, mission/goals, services offered, population served, current number being served, entrance criteria (if applicable).	7		
2	Details on how the facility or service aids in transition to employment, job placements, postsecondary education, and/or community living.	6		
3	Details on how the facility or service involves family in the transition process and how information on the services are communicated to the public.	5		
4	Conclusion: Personal reactions and an evaluation of site.	6		
5	Included are: <ul style="list-style-type: none"> • tour guide's name • name of facility • date/time of tour • *Completed <i>Individual Transition Site Visit</i> form (see page 11). <p>1 point</p>	1		
Total		25		

*This form is only required if you made an individual site visit.

Individual Transition Site Visit
(Complete this form only if you visited a site or activity independently)

Name of Facility Visited _____

Address/Location _____

Date & Time of Visit _____

Host's Name Person Providing the Information: _____

Host's Position at the Facility: _____

1. What is the nature of the services that this program offers?

2. Which of these services are discussed in the texts?

3. What appear to be “ best practices” as described in class, text, or readings? If so, give an example or two.

4. What measures of performance are used to determine program effectiveness? In what ways does the program document the “success” of students or adults with disabilities who “complete” or exit the program?

5. What were your **personal reactions**, feelings, or intuition about this program especially in terms of the quality of its services and documented successes of its clients? Would you recommend it?

Host's Signature _____

Measurable Goal and Objective Rubric (Individual)

(Group points 10)

Each person in the small group is to complete this assignment (individually). These goals/objectives are to be included in the goals/objectives section of the curriculum group assignment. The ten (10) points will be awarded to the group assignment and will be the average of individual performance on this assignment.

Assignment: Use a curriculum standard to write two (2) goals and objectives. The first objective is based on the general education curriculum, the second objective is based on a transition goal.

Once your group has selected a topic and subject do the following:

- a. Select an SOL from the group topic and use it to create a general education objective.
- b. Using the SOL you have chosen write a one sentence measurable goal/objective that contains the following four (4) components: **student, desired behavior, conditions, and criteria.**
- c. Write a second goal and objective adding a career education concept. This statement must also include the four components of an IEP goal/objective of **student, desired behavior, conditions, and criteria.**

The career concept can focus on any of the different phases of career education (**awareness, exploration or preparation**). Use the same SOL for each statement.

- d. Copy and submit this rubric with your assignment.

Criteria	Exceeds Expectations	Meets Expectations	Unsatisfactory
A relevant SOL is clearly stated & identified that has been selected from a <u>secondary curriculum</u> upon which following measurable statements will be based Grade level for the SOL is indicated.			
A measurable statement is written for the SOL.			

General Education and Career and Life Skills Integration Unit Plan for Secondary Special Needs Students

Component	Possible Points	Points Earned	Comments
Introduction 1. Students 2. SOL(Subject 3. Career concept 4. Overview	5		
Unit Map 1. Unit Title 2. Essential Questions 3. Content 4. Vocabulary 5. Skills 6. Assessment 7. Activities	5		
Unit Calendar 1. 9-weeks are evident 2. Career concepts covered/at least once a week 3. Individual lesson plans are included (give attribution to each member)	5		
Measurable Goals/Objectives 1. SOL goals/objectives are evident 2. Career goals/objectives are evident 3. The four goal/objective components are evident	10		
Lesson Maps and Plans 1. Grade Level is identified 2. SOLs are evident 3. Materials are listed 4. Career objective(s) listed 5. Lesson body has sequential steps 6. Learning strategies are described 7. Differentiated instruction based on student population identified is evident 8. Time estimate is included 9. Adaptions and modifications are evident 10. Student assessment is clearly identified 11. Follow-up activities are included 12. Teacher evaluation process of student learning is included	10		
Total Points	35		

Group Presentation on Virginia Standards-Based Assessments or Vocational/Transition Assessments Rubric

Names of Group Members: _____

Issue Topic: _____

Component	Possible Points	Points Earned	Comments
Overview provides context and sets stage for presentation. Assume the audience knows very little if anything about this assessment topic. (3)	3		
Anticipates questions and demonstrate deep understanding of issue with explanations and elaboration based on research. (3)	3		
Presents (group members) information in <i>engaging</i> and logical sequence which audience can easily follow. PowerPoint is easy to read. Slides are referred to, but <u>not read word for word</u> . A handout is provided (9)	9		
Provides audience with organizations, websites, resources, etc. to connect them to sources of information on the topic (7)	7		
Significant evidence of shared responsibility, shared commitment, and shared level of effort is apparent. Every member of group participates in presentation. . (3)	3		
Total Points	25		