

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

**EDSE 544: Section 670
Adapted Instructional Methods and Transition for Secondary Learners**

Summer Semester 2012

Instructor: Annette Miles, Ph.D.

Phone: mobile: 301-266-1020

Email: amiles@gmu.edu

Office hours: by appointment

Dates: June 6, 2012 - August 1, 2012. No class on July 4, 2012

Times: 4:30 pm - 9:30 pm

Location: Fairfax High School: 3501 Rebel Run, Fairfax VA 22030, Room D134

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.

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. 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.

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 educators 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.**

REQUIRED TEXT:

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.

Expectations For Students in this Course:

Respect for All:

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

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.

Note: It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please be *fully* present in class ☺

Workload:

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class readings and preparation for *each* credit hour weekly in addition to time spent on papers and assignments.

Written and Oral Language:

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.

Academic Integrity:

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the Dean's Office.

Email: Please note that your GMU email will be used exclusively for all your GMU courses: Please activate and forward your GMU email to your most-checked account!

Go to <http://mail.gmu.edu>. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.

Be an Informed Student:

Negotiating all the requirements for your Master's and/or VA Licensure is extremely complex. It is recommended that you schedule a phone/email or in-person appointment with one of the Special Education Advisors, Jancy Templeton (jtemple1@gmu.edu 703/993-2387) or Danielle Williamson (dwilli19@gmu.edu 703/993-4361). Doing so each semester will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.

GMU/CEHD Statements Of Student Responsibilities

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/>].

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. <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/>].

Assessment of Course Requirements:

TASKSTREAM SUBMISSION: Electronic Portfolios

Several changes have been made that affect which assessments (formerly called signature assignments) are submitted to TaskStream, where those assessments are submitted, and how they are evaluated. These changes are outlined below:

- **DRF:** Starting in Spring 2012, students in the general access program will no longer use the *Special Education Portfolio* DRF to submit work. Students will be enrolled in a new DRF based on the specific course in which they are enrolled. For example, students would be enrolled in the Spring 2012 EDSE 544 Section 5S1 DRF.
- **Rubrics:** In the old system, each assessment was aligned to one specific CEC standard. In the new system, each assessment is aligned to multiple CEC standards. Assignments and rubrics have been revised to be more comprehensive and better align to the CEC standards.
- **TaskStream:** Directions for Phase 1: Creating a TaskStream Account, Phase 2: Enrolling into a DRF, and Phase 3: Uploading Assessments are posted on Blackboard. Phase 1 directions remain the same for users. Students will automatically be enrolled into the new DRFs so Phase 2 directions should be ignored at this time. Phase 3 directions for uploading assignments are the same; however students should disregard all references to the *Special Education Portfolio* and instead to be sure to post assessments into their new *course-specific* DRF.

*Note: Every student registered for any EDSE course is required to submit the assessment assignment/signature assignment to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). 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.

GRADING CRITERIA

95-100% = A

90-94% = A-

84-89% = B

83-79% = C

< 79% = F

- 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** only for **one assignment only**). Maximum extension is 6 days. Please retain a copy of your assignments in addition to the one you submit.
- All assignments should reflect graduate-level spelling, syntax, and grammar, and 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.
- Course participants wishing to suggest other learning activities may, with my approval, substitute these for a required activity, except for the NCATE assessment/signature assignment.

Using Blackboard:

GMU’s Blackboard will be used to post important information and presentations for this course and for you to check grades, complete assignments, and communicate with your classmates and instructor. You are responsible for checking Blackboard at least once a week and right before class to make sure you are informed about class/GMU issues. Your **GMU Mason Net ID username and password** are entered in the Blackboard system. The following is how you will access the Blackboard from the Mason Live Portal (<http://myMason.gmu.edu>): login with your MasonNet ID and password, click on “Courses” tab at top, find the link for this class.

PERFORMANCE-BASED ASSESSMENTS AND EVALUATION CRITERIA:

There are 3 Major and 1 Minor Assignments for EDSE 544. The NCATE assessment/signature assignment, which MUST be submitted electronically to Taskstream, is marked with an asterisk *.

(Please note that student and family privacy must be protected in all written and oral communication. Please refrain from including any information that would jeopardize compliance with FERPA regulations)

ASSIGNMENT 1: (5 points) due 6/13

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 two-minute briefing, you will provide your classmates with the most salient and pertinent information from the report. You may use a visual if you wish, but you will be limited to one overhead/PowerPoint slide/piece of chart paper.

ASSIGNMENT 2: (25 points) due June 27

Site Visit to a Community Resource/Agency or School Resource That Facilitates Transition Skills

Visit a transition resource either in the community or within a 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 professional literature on transition and career education.

ASSIGNMENT 3: (30 points) due 7/18

Infusing Life Skills into Standards-Based Curriculum Project

The career/life skill integration project will consist of a “mini-unit” that will cover approximately 2 weeks of a block-scheduled class (5 classes/90 minutes per class) and use appropriate *SECONDARY (middle or high school)* grade level Standards to teach in a content area (English, math, science, social studies or other secondary academic area of your choice) at an identified secondary level. Make this something you or another secondary teacher could actually use.

This unit will include a variety of activities, teaching strategies, and assessment tools to match the needs of your learners, the topic being taught, and the resources available. In your lesson plans, the students should be actively engaged in activities at least half of the time. The goal of your 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. You are to find and/or create each activity to be completed by the students. If you select a published activity you must cite the reference.

The following will help you to develop this project:

Step 1. Standards.

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/Curriculum Frameworks for major content areas. Be sure to specify the teaching situation and the students: What kind of class? What kind of students? How many students? What kind of instructors? What kind of resources?

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

Using the *secondary* general education curriculum (or program of study) and the DC Standards develop 5 (or more) sequential well-designed lessons (a mini-unit, if you will) which will cover five (or more) 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.

Step 3. Standards-based Goals and Objectives.

Identify the Standards upon which the lessons are based.

List general goals for each lesson. These are to be based on the Standards 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.

Properly written instructional objectives have four components. They:

1. *Identify what students will be able to do once they have acquired the knowledge, skills or values related to the overall goal of the lesson(s).*
2. *Specify an anticipated measurable performance that will demonstrate the student has acquired the knowledge, skills or values related to the overall goal of the lesson. It allows the teacher to be able to see, hear, or examine a student- developed project.*
3. *Describe the setting in which the performance is to be demonstrated and observed, as well as the conditions under which the students will perform.*
4. *Establish a degree or level of expected performance (criterion) to measure the successful completion of the objective. These may be measured by rubrics, the percentage of correct items on a text/quiz, check sheets, etc.*

Step 4. Lesson Format

Provide a detailed outline for **each** lesson including Grade Level, Theme, Standards addressed, Objectives, Introduction, Presentation, Guided and Individualized Practice, and Assessment. Your outline should not exceed two pages for each lesson.

Step 5. Adaptations & Accommodations.

For the lesson(s), specify (in general) how you would adapt the content and/or methods of presentation to meet the needs of students with disabilities, especially

those with learning disabilities, mild intellectual disabilities, and /or emotional disabilities. What will be done differently to ensure mastery of content??

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 assessment examples for each lesson and at least one for the unit as a whole.

Include a discussion of how the results of each assessment will be used in instructional decision-making.

Step 7: Enduring Understandings for Students

How will the concepts and skills you infused into this mini-unit assist the students in transitioning to their adult lives? How will they use the content in the future?

***ASSIGNMENT 4: (40 points) due 7/25/12 (Note: NCATE Assessment/signature assignment for submission to Taskstream)**

Transition Plan with Assistive Technology

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of a transition plan for secondary students with mild to moderate exceptional learning needs. Candidates will demonstrate understanding of the components of the transition plan. Based upon case information provided, candidates will construct a transition plan that is legally sufficient and educationally appropriate for the described student. Candidates will use curricular resources and evidence-based practices to demonstrate their ability to plan appropriately for the student with mild to moderate exceptional learning needs.

1. Directions for the Assessment:

In this assignment/project, you will demonstrate your ability to develop a Transition Plan for a hypothetical secondary student with a mild to moderate exceptional learning need. You will be presented with case studies and the Fairfax County Public Schools Transition Plan Forms (on Blackboard). Using the information in your selected case study, you will write a transition plan that thoroughly and appropriately addresses the needs of the student in the case scenario and integrates at least one form of assistive technology which increase the student's ability to access the general curriculum and work towards his or her transition goals.

As you write the transition plan, you will:

- Complete a thorough review of the case study facts
- Complete all components of the transition planning forms, using specific instructions provided by the instructor
- *Infuse appropriate augmentative and assistive communication or assistive technology strategies into the transition goals and short-term objectives.*

- **Transition Assessment Information:** Interests, strengths/capabilities, and career goal (include training, education, employment, and where appropriate independent living)
 - Consider the information presented in the vignette as well as any assessment data (formal or informal) and present levels of performance as you develop these statements.
 - Consider the impact of the student’s academic and social abilities, attitudes, interests, and values on instruction and career development.

- **Measurable Postsecondary Goals:**
 - Write *one measurable postsecondary goal* for each domain: employment, education/training, and independent living skills. Base each goal on the information from the vignette and peer-reviewed research. Each goal is a specific statement of what the student wants to achieve after high school written as an “I will” statement. These goals should be based on the student’s interests, preferences, and strengths.
 - Select and adapt instructional strategies and materials according to the characteristics of the student with exceptional learning needs and integrate evidence-based practices (from a minimum of TWO peer-reviewed journal articles) which have been validated to promote successful transitions for the specific characteristics of the learner and setting.
 - *What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals? How could that technology be integrated into the instruction in a natural and meaningful way?*
 - Ensure that each postsecondary goal is based on an age appropriate transition assessment (functional vocational evaluations, state assessments, or other more informal methods like daily living skills checklists and interest inventories and that you consider the principles of normalization and concept of least restrictive environment when making decisions about post-secondary outcomes.

- **Transition Objectives:**
 - Write one short-term objective or benchmark each for **career, self-advocacy and independent living**. Integrate evidence-based practices which have been validated for the specific characteristics of the learner and setting.
 - At least two of your objectives must contain a *form of appropriate augmentative and assistive communication or assistive technology* as one component.
 - You may want to consider the following questions:
 - What specific models, theories, philosophies, and research methods which form the basis for special education practice can be utilized?
 - What culturally, linguistically, and gender responsive instructional content, resources and strategies can be implemented?
 - *What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals? How could that technology be integrated into the instruction in a natural and meaningful way?*
 - What evaluation measures (indicators of progress toward meeting the

goal) will be implemented intermittently during the year?

- What strategies can be used to integrate student initiated learning experiences into the instruction in order to maximize opportunities to increase self-determination?

- **School and Post-Secondary Services:**

- Identify a **minimum of two post-secondary resources** that would be helpful for your student (e.g. Woodrow Wilson Training Center, ARC, Community Services Board).
- Identify a minimum of **one in-school employment preparation option** (e.g. Academies in Fairfax County Public Schools, Monroe Center in Loudoun County Public Schools, Davis Center, Pulley Center, WAT, OAT).
- In addition to completing the checklists on the Fairfax County form, you are required to write a **ONE PAGE SERVICE SUMMARY** which details a comprehensive, longitudinal individualized program for your secondary student including:
 - A rationale for the services selected. Relate the level of support to the needs of the student. Why did you choose explore vs. select? Why are these services necessary for the student? Ensure that the rationale takes the continuum of placement and services available for students with exceptional learning needs as well as the legal, judicial and educational systems to assist students with exceptional learning needs into consideration.
 - Do you recommend a job coach? Enclave? Any other special support?
 - A detailed explanation of what skills, experiences, activities, opportunities and connections the student needs in order to reach their post secondary goals and the “action plan” to reach them.
 - A detailed explanation of resources, techniques and recommendations for educational, community, vocational, and post-school adult living experiences which should be used to transition the student with exceptional learning needs out of school and into the postsecondary environment. This should include an explanation of the selected forms of appropriate augmentative and assistive communication or assistive technology which would benefit the student and a discussion of how these technology skills can be introduced and taught.
 - Articulate how you would review this document with the learner and how you would help the student understand how things change when they are no longer covered by IDEA.

NOTE: All rubrics, forms, resources etc. for each Major Assignment can be found on the Blackboard site for this course in an assignment-specific folder under the “Information” tab on the course menu

| Class | Topic | Chapters Due in Sitlington, Nuebert, and Clark | Assignments Due this Session |
|--------------|---|---|--|
| June 6 | -Course Introduction -Transition Overview and Legislative Review -Students and Families in the Transition Process | Read Chapters 1, 2, & 3 Read assigned NLTS 2 Report: http://www.nlts2.org/reports/index.html and prepare a 2-minute briefing | Student Information Sheet Sign up for small groups |
| June 13 | Transition Assessment Visit the Kellar Institute Library on Main Campus | Read Chapters 4, 5, & 6 Online Class: <u>The IEP Transition Requirements Resource</u> http://transitions.keenecommons.net/about-the-iep-transition-requirements-resource-i-13curriculum* | Assignment 1 Oral Brief of NLTS 2 Report |
| June 20 | Transitioning to the World of Work | Read Chapters 7 & 8 Guest Speaker http://www.doe.virginia.gov/testing/alternative_assessments/index.shtml | Sign up in Taskstream |
| June 27 | Secondary IEP Planning and Delivery* Graduation Requirements | Read: http://www.doe.virginia.gov/instruction/graduation/index.shtml | Assignment 2 Site Visit Paper Due |
| July 11 | Transition to Postsecondary Options and Living in the Community | Read Chapters 9 & 10 | |
| July 18 | School-Based and Community-Based Resources | Read Chapter 11 | Assignment 3 Infusing Life Skills into Standards-Based Curriculum Project Due |
| July 25 | Where Do We Go from Here? | Read Chapter 12 | Assignment 4 Transition Plan Due |

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| | Group Presentations | | Infusing Life Skills into Standards-Based Curriculum Group Presentations |
| August 1 | Group Presentations Course Evaluation | | Infusing Life Skills into Standards-Based Curriculum Group Presentations |

Note: This schedule is subject to change. Students will be notified of any changes and an amended syllabus schedule will be posted on Blackboard under the “Syllabus” tab on the course menu