



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

Summer 2013

EDSE 544 675: Adapted Instructional Methods and Transition for Secondary
Learners

CRN: 41784, 3 - Credit(s)

Instructor: Dr. Jodi Duke	Meeting Dates: 05/28/13 - 07/30/13
Phone: 703-993-6555	Meeting Day(s) and Time(s): T 4:30 pm-8:30 pm
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Office Hours: By appointment	Meeting Location: Off-campus

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description

Provides strategies for teaching functional academics and social/life skills, facilitating the transition to postsecondary environments. Focuses on all aspects of transition and alternative assessments for secondary learners with disabilities.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

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

Nature of Course Delivery

[Instructors, please revise in accordance with your specific course format]

Learning activities include the following:

1. Class lecture and discussion
2. Application activities

3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to self-determination, facilitating transitions, alternative assessments, and social skills. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Learner Outcomes

Upon completion of this course, students will be able to:

- Identify, describe, and design alternate assessments for secondary learners with disabilities to demonstrate learning outcomes and postsecondary interests and aptitudes;
- Demonstrate an understanding of evidence-based strategies for facilitating transition into the community, workplace, and postsecondary environments;
- Demonstrate how to implement cognitive strategies in self-regulation, study skills, attention, memory, motivation, and self-determination;
- Demonstrate knowledge of the federal and Virginia laws, Standards of Learning, and agencies that require and provide for transition, vocational, and rehabilitation services for students with disabilities at the secondary school level (middle & high school);
- Identify the role and responsibilities of the Individual Education Plan (IEP) teams as they strive to incorporate transition requirements into the IEP and principles of person-centered planning;
- Identify organizations, services, networks, and the variety of state and local agencies that maximize the interagency effort involved in the transition process for students with disabilities.

Required Textbooks

Sitlington, P. L., Neubert, D., and Clark, G. M. (2010). *Transition education and services for students with disabilities (5th ed)*. Boston: Pearson.

Recommended Textbooks

American Psychological Association (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

Additional Readings

*These articles can be found on Blackboard under the “Additional Readings” tab.

Fairfax County Transition Resource Guide:

<http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CDEQFjAA&url=http%3A%2F%2Fwww.fcps.edu%2Fdss%2Fsei%2Fcareertransition%2FTRG%2FTransitionResourceGuide.pdf&ei=2T2eUYX1MbWj4AOl1IHwAw&usg=AFQjCNGxibwh47t089UgPyqcBJZUkPhGjw&sig2=ftYowplr1D3eValvNcqD2w&bvm=bv.46865395,d.dmg>

Hughes, C., & Carter, E.W. (2012) Excerpt from *The New Transition Handbook: Strategies High School Teachers Use that Work!* Baltimore: Brookes Publishing.

Kortering, L. (2009). School completion issues in special education. *Exceptionality*, 17, 1-4.

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 key elements in the secondary transition planning process. *TEACHING Exceptional Children*, 42(2), 44-51.

NCWD Guideposts for Success: <http://www.ncwd-youth.info/guideposts>

Wenzel, C., & Rowley, L. (2010). Teaching social skills and academic strategies to college students with Asperger’s Syndrome. *TEACHING Exceptional Children*, 42(5), 44-50.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>. The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Development and Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, Standard 6: Language, Standard 7: Instructional Planning, Standard 8: Assessment, and Standard 10: Collaboration.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c.* Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d.* The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e.* Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

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

Course Policies & Expectations

Attendance.

Students are expected to: (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete all assignments. Attendance, timeliness, and professionally relevant, respectful and 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 be recreated outside the class session.

In the unlikely event that you are not able to attend, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence.

Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. **Two or more absences will result in no credit for this course.**

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

Participation.

You are expected to be present, prepared, and professional as you progress through this course. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. **Points missed due to absences during class activities will NOT be made up.**

Late Work.

All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.**

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Transition Plan with Assistive Technology to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor

will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

A	95 – 100 points
A-	90 – 94 points
B	80 – 89 points
C	70-79 points
F	69% and below

Assignments

NCATE/TaskStream Assignments.

Assessment 1: Transition Plan with Assistive Technology (40 points)

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

This assignment will be done in class in small groups. Detailed instructions and a grading rubric will be distributed during class.

TaskStream Grading Rubric: The rubric located in the Appendix will be used to score your unit in TaskStream ONLY. You should include as many of the items in the rubric as you are able as you develop your unit.

Common Assignments.

Assessment 2: Site Visit to a Community Resource/Agency or School Resource That Facilitates Transition Skills (15 points)

Visit a transition resource either in the community or within the school system and describe the services available to youth with disabilities. Your write-up should include services, accommodations, population(s) served, description of the agency/office, and your questions for

staff. Your “lens” for this visit should be “what opportunities exist for youth with mild disabilities through this avenue during and/or after high school?” Include copies of materials available at center, agency, or office. You will need to make an appointment.

Acceptable options for this assignment include a school career center, interview with a school or county transition coordinator, One-Stop Center, vocational evaluation site, Virginia Department of Rehabilitation Services office, local Community Services Board, Job Placement/Training program, and other suggestions from your professor.

Your write up MUST include a synthesis section that integrates the information from your site visit with professional literature on transition and career education. Detailed instructions and a grading rubric will be distributed during class.

Other Assignments.

Assessment 3: Quiz on Online Module (15 points)

The IEP Transition Requirements Resource is a multimedia training and reference tool designed to increase understanding about IEP transition requirements and indicator 13. This online tool should increase your understanding of the important transition requirements that are foundational to creating effective and evidenced-based transition-driven IEPs. It features video interviews with a leading national expert on IDEA transition requirements and Indicator 13, Dr. Ed O’Leary.

To complete the training, go to <http://transitions.keenecommons.net/about-the-iep-transition-requirements-resource-i-13> . After reading the first page, which gives you general information about the IEP Transition Requirements Resource, you will click on the tabs on the left hand side of the page to complete the rest of the training tool.

The resource training tool includes:

- About Indicator 13
- Student Invitation
- Invitation of Agency Representative
- Age Appropriate Transition Assessment
- Measurable Postsecondary Goals (MPSG)
- Coordinated Set of Activities
- Transition Services: Courses of Study
- Annual IEP Goals
- Ed O’Leary Biography (optional; content is not included on the quiz)

After completing all of the above pages, you will complete a quiz on Blackboard. This Quiz will document your understanding of these requirements, and the content of this tool will help you with your Transition IEP assignment.

Assessment 4: Transition Assessment Presentations (15 points)

Each small group will present on one of the following topics about some aspect of the transition assessment. The presentation should provide a detailed overview of the topic as well as examples. Each small group presentation should involve approximately 30 minutes of presentation time.

Topics to choose from include:

1. Virginia Alternate Assessment Program (VAAP)
2. Virginia Substitute Evaluation Program (VSEP)
3. Virginia Modified Achievement Standards Test (VMAST)
4. Vineland Adaptive Behavior Scales: Interview Edition (available from Keller Library at George Mason University)
5. Brigance Transition Skills Inventory
6. Armed Services Vocational Aptitude Battery (ASVAB)

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

Assessment 5: Web Quest/Discussion Board: (5 points)

Review at least 5 of the Web Links on the Blackboard site for this course. Choose two that you think are valuable and critique them for your classmates. On the Blackboard Discussion Board, list the 5 sites you reviewed, identify the two you selected to critique, and then discuss to what target audience these two sites would appeal, give an overview of the content of each site, and explain why each site would be beneficial to the secondary transition process. NO late submissions will be accepted.

Assessment 6: Regular Attendance and Participation (15 points)

Active participation includes the asking of questions and the presentation of one's own reflections regarding the readings and lectures, as well as interactive discussion. Listening and respectful consideration of the comments of others is a professional expectation. Students are to complete the required readings and assignments prior to the relevant class meetings. **Be aware that any points earned through class activities during a time of absence will not be earned and cannot be made up.**

Points for class attendance and participation are positively impacted by:

- a. attending class and being psychologically available to learn,
- b. completing and handing in all class assignments,
- c. participating in class discussions/activities throughout the semester,
- d. thoughtfully contributing to class discussions,
- e. listening to the ideas of other peers, respectfully, and
- f. demonstrating an enthusiasm for learning.

Participation points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Points are also deducted for **a lack of digital etiquette** during class sessions.

**All assignments should reflect graduate-level spelling, syntax, and grammar, as well as APA style guidelines. If you experience difficulties with the writing process you will be required to document your work with the GMU Writing Center during this course to improve your skills.*

Summary of Course Requirements

	Requirement	Individual Project	Small Group Project	Total Points	Due Date
1.	Transition Plan with Assistive Technology		X In class	40	July 16 th
2.	Transition Assessment Presentations		X	15	July 30 th
3.	Site Visit	X		15	July 2 nd
4.	Quiz on Online Module	X		15	June 18 th
5.	Web Quest/Discussion Board	X		5	July 30 th
6.	Attendance & Participation	X		10	Throughout
Total Available Points: 100					

Schedule

Date	Class Topic & Reading Assignments	Readings Due for this Class
May 28	Course Overview Syllabus Review Foundations of Transition Planning A Historical Perspective	Read Chapter 1
June 4	From Entitlement to Eligibility: IDEA, ADA, 504, WIA and beyond* Key Participants: What Are the Roles of Students, Families, Special Educators, and Other Stakeholders? Person-centered Planning	Read Chapters 2 & 3
June 11	Secondary IEP Planning and Delivery* Establishing Transition Goals Infusion of Life and Career Skills into the Curriculum	Read Chapters 4 & 6
June 18	Graduation Requirements Transition Assessment: How Do You Assess Your Students to Effectively Plan Their Transitions?	Read: Chapter 2 of <i>The New Transition Handbook: Strategies High School Teachers Use That Work!</i> (on Blackboard) http://www.doe.virginia.gov/instruction/graduation/index.shtml Due: Quiz on Online Module – to be submitted by 4:30 pm
June 25	Community Resources and Transition Planning Considerations: Employment * and Postsecondary Education*	Read Chapter 9
July 2	Community Resources and Transition Planning Considerations: Independent Living Assistive Technology	Read Chapter 10 Due: Site Visit Paper
July 9	<i>Guest Speaker: Christopher Nace</i> Student Motivation/Self Regulation Self-Determination for Students and Families* School Completion Issues Where do we go From Here?	Read Chapters 11 & 12
July 16	Transition Plan Assignment: Complete in Class Preparation for Group Presentations	
July 23	ONLINE CLASS:	

	Web Quest/Discussion Board: (5 points) due 7/30	
July 30	Group Presentations Course Evaluations	Due: Group Presentations

Appendix
NCATE/TaskStream Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Transition Assessment Information CEC/IGC Standards 1, 3	Candidate writes an incomplete description of the student's interests, present levels of performance and career goal which lack consistent link to assessment and fail to demonstrate an understanding of the student's mild to moderate exceptionality and cultural background.	Candidate writes a clear description of the student's interests, present levels of performance and career goal with a clear link to assessment which demonstrate an understanding of the educational implications of the characteristics of various mild to moderate exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures.	Candidate writes a clear description of the student's interests, present levels of performance and career goal with a clear link to assessment which demonstrate an understanding of the educational implications of the characteristics of various mild to moderate exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures. Candidate describes the impact the learner's disability may have on auditory and information processing skills.
Measurable Postsecondary Goals CEC/IGC Standards 1, 4 & 7	Candidate fails to demonstrate understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals which are not measurable, age appropriate, and responsive	Candidate demonstrates understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals which are measurable, age appropriate, and responsive to cultural,	Candidate demonstrates understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals which are measurable, age appropriate, and responsive to cultural,

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	to cultural, linguistic, and gender differences. Candidate writes goals which fail to reflect the learner's present levels of performance.	linguistic, and gender differences. Candidate writes goals which reflect the learner's present levels of performance.	linguistic, and gender differences. Candidate integrates evidence-based instructional strategies that reflect the learner's present levels of performance and show positive growth towards what the student wants to achieve after high school in an effort to facilitate the student's integration into a variety of settings after high school.
Transition Objectives CEC/IGC Standards 4 & 7	Candidate fails to sequence age and ability appropriate individualized transition objectives and directly relate objectives to the postsecondary goals. Candidate writes objectives which fail to integrate models, theories, philosophies and research methods that form the basis for special education practice.	Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals. Candidate writes objectives which integrate models, theories, philosophies and research methods that form the basis for special education practice.	Candidate writes objectives which integrate models, theories, philosophies and research methods that form the basis for special education practice. Candidate incorporates strategies for increasing the student's self-determination and uses task analysis to allow students with mild to moderate exceptional learning needs to meet their transition goals and objectives. Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			goals.
Assistive Technology CEC/IGC Standard 6	Candidate fails to integrate appropriate forms of augmentative, alternative and assistive technologies to support and enhance communication skills of the student with mild to moderate exceptional learning needs.	Candidate integrates appropriate forms of augmentative, alternative and assistive technologies to support and enhance communication skills of the student with mild to moderate exceptional learning needs.	Candidate integrates appropriate forms of augmentative, alternative and assistive technologies and specific communication strategies and resources to support and enhance communication skills of the student with mild to moderate exceptional learning needs.
School and Post-Secondary Services CEC/IGC Standards 3, 4, 8	Candidate lists inappropriate program and services and supports which do not align with areas of need based on present level of performance. Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the student with mild to moderate exceptionalities. Candidate fails to provide a clear plan for explaining the transition plan to the learner or fails to consider the impact of the learner's academic and social abilities, attitudes, interests, and values.	Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with mild to moderate exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. Candidate aligns services and supports with areas of need based on present levels of performance. Candidate provides a clear plan for evaluating instruction and monitoring progress and explaining the transition plan to the learner with consideration given to the impact of the learner's academic and social abilities, attitudes, interests, and values.	Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with mild to moderate exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. Candidate aligns services and supports with areas of need based on present levels of performance and evidence-based practices. Candidate provides a clear plan for enhancing the learning of critical thinking, problem solving and performance skills, evaluating instruction and monitoring progress of the student and explaining the transition plan to the learner with consideration given to the impact of the

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			learner's academic and social abilities, attitudes, interests, and values.
Legal Compliance of Transition Plan: CEC/IGC Standard 1	Candidate writes an incomplete IEP which fails to comply with all relevant laws and policies, reflect an understanding of requirements such as FAPE and LRE (and the history of these points of view) or other human issues that have historically influenced and continue to influence the field of special education. Candidate fails to include a list of services, goals and objectives, and post-secondary outcomes.. Candidate writes the IEP using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling).	Candidate writes a comprehensive transition plan which complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. Candidate includes a list of services, goals and objectives, and post-secondary outcomes. Candidate writes the IEP using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).	Candidate writes a comprehensive IEP which complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. Candidate includes a list of services, goals and objectives, and post-secondary outcomes. Candidate writes the IEP using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of Performance.
Alignment with CEC Standard	Candidate fails to discuss, orally or in writing, the connection between the content of this assignment and CEC Standards 1, 3, 4, 6, 7, and 8.	Candidate discusses, orally or in writing, the connection between the content of this assignment and CEC Standards 1, 3, 4, 6, 7, and 8.	Candidate discusses, orally or in writing, in an extensive and thoughtful manner, the connection between the content of this assignment and CEC Standards 1, 3, 4, 6, 7, and

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			8.

