



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

Summer 2013

EDSE 544 681: Adapted Instructional Methods and Transition for Secondary  
Learners

CRN: 42783, 3 - Credit(s)

<b>Instructor:</b> Dr. Linn Jorgenson	<b>Meeting Dates:</b> 05/28/13 - 07/30/13
<b>Phone:</b> 571-355-2644	<b>Meeting Day(s) and Time(s):</b> Tuesdays, 4:30 pm-8:30 pm
<b>E-Mail:</b> ljorgen2@gmu.edu	
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Off-campus Location

***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**

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
7. Guest Speaker(s)

### **Evidence-Based Practices**

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

### **Learner Outcomes**

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

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

### **Required Textbooks**

Sitlington, P. L., Neubert, D.A., and Clark, G. M. (2010). *Transition Education and Services for Students with Disabilities (5<sup>th</sup> ed.)*. Boston: Pearson Education, Inc.

### **Recommended Textbook**

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

### **Required Resources**

N/A

### **Additional Readings**

N/A

### **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, Face booking, tweeting, grading papers, working on other documents, etc. Please be *fully* present in class☺**

**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.**

**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, leading class discussions, and by points of an in-class assignment or quiz. **Points missed due to absences during class activities will NOT be made up.**

**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**

<b>A</b>	95 – 100 points
<b>A-</b>	90 – 94 points
<b>B</b>	80 – 89 points
<b>C</b>	70-79 points
<b>F</b>	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.

**NOTE: All rubrics, forms, resources etc. for each major assignment will be given to you prior to the completion of the assignment. If you are in question at any time about necessary components to an assignment, please email me with concerns.**

*(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 2: Oral Brief of NLTS 2 Report – ( 10 points)**

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 short briefing, you will provide your classmates with the most salient and pertinent information from the report. Groups should utilize a visual aid for their presentation, but if you choose to use PowerPoint, you may not simply read the slides. Groups can include anywhere from 2-5 people. Presentations should be 30 minutes or less.

### **Assignment 3: Regular Attendance and Participation (10points)**

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. Please be prepared to be asked to lead a discussion based on the assigned readings and or to take a quiz on materials presented in readings. **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.

### **Assignment 4: (10 points)**

## **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.

### **Assessment 5: Quiz on Online Module (10 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. There will be a quiz presented in class pertaining to the learning demonstrated of this material.

### **Assignment 6: Transition Assessment Presentations (20 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 Grade Level Alternative (VGLA)
3. Virginia Substitute Evaluation Program (VSEP)
4. Virginia Modified Achievement Standards Test (VMAST)
5. Vineland Adaptive Behavior Scales: Interview Edition (available from Keller Library at George Mason University)

6. Brigance Diagnostic Employability Skills Inventory
7. Brigance Diagnostic Life Skills Inventory
8. Enderle-Severson Transition Rating Scale (ESTR-J)
9. Armed Services Vocational Aptitude Battery (ASVAB)

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

### **Common Assignments.**

### **Other Assignments.**

<b>Class Session</b>	<b>Topic/Learning Experiences</b>	<b>Readings and Assignments due for this class:</b>
1 5/28	Course Overview Syllabus Review Foundations of Transition Planning: A Historical Perspective Evidence Based Practices- Current transition research NLTS 1	Chapter 1
2 6/4	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	Chapter 2, 3 Read assigned NLTS 2 Report: <a href="http://www.nlts2.org/reports/index.html">http://www.nlts2.org/reports/index.html</a> and begin developing class presentation



<p>3 6/11</p>	<p><b>ONLINE CLASS:</b></p> <p>The <u>IEP Transition Requirements Resource</u> 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.</p> <p>After completing the module you will complete a quiz will document your understanding of these requirements, and the content of this tool will help you with your Transition IEP assignment.</p> <p><a href="http://transitions.keenecommons.net/about-the-iep-transition-requirements-resource-i-13">http://transitions.keenecommons.net/about-the-iep-transition-requirements-resource-i-13</a></p>	<p>Quiz on Online Module- to be submitted by 4:30pm by 6/18/2013.</p>
<p>4 6/18</p>	<p>Secondary IEP Planning and Delivery*</p> <p>Infusion of Life and Career Skills into Curriculum</p> <p>Graduation Requirements</p> <p>Transition Assessment: How do you assess your students to effectively Plan their transitions?</p>	<p>Read Chapters 4 &amp; 6</p> <p>Read: <a href="http://www.doe.virginia.gov/instruction/graduation/index.shtml">http://www.doe.virginia.gov/instruction/graduation/index.shtml</a></p> <p>Review the following site:: <a href="http://www.doe.virginia.gov/testing/alternative_assessments/index.shtml">http://www.doe.virginia.gov/testing/alternative_assessments/index.shtml</a></p> <p>This link will get you to the VDOE information about special education, IEP forms (needed for the IEP assignment), Standards-Based IEP Guidelines &amp; much more</p>
<p>5 6/25</p>	<p>Community Resources and Transition Planning</p>	<p>Chapter 7</p>

	Considerations: Employment	<b>DUE: Class presentations on NLTS 2 Report</b>
6 7/2	Job Placement, Training and Supervision Community Resources and Transition Planning Considerations: Postsecondary Education*	Chapter 8,9
7 7/9	Community Resources and Transition Planning Considerations: Independent Living	Chapter 10 <b>Due: Paper- Site visit</b>
8 7/16	Student Motivation/Self-Regulation Self-Determination for Students and Families Career Education across the spectrum Where do we go from here?	Chapter 11/12 <b>Due: Transition Plan with Assistive Technology (40 points)</b>
9 7/23	Transition Assessment	<b>Due: Transition Assessment Presentations</b>
10 7/30	Guest Speaker-Jill Blassinger, ETR, Robinson High School	

## Schedule

## Appendix

### Summary of Course Requirements:

	<b>Requirement</b>	<b>Individual Project</b>	<b>Small Group Project</b>	<b>Total Points</b>	<b>Due Date</b>
<b>1.</b>	Transition Plan with Assistive Technology		X In class	40	7/16
<b>2.</b>	Transition Assessment Presentations		X	20	7/23
<b>3.</b>	Reflection on Site Visit	X		10	7/9
<b>4.</b>	Oral Brief of NLTS 2 Report		X	10	6/25
<b>5.</b>	Quiz on Online Module (Online class June 11 <sup>th</sup> )	X		10	6/18
<b>6.</b>	Attendance & Participation	X		10	Throughout
<b>Total Available Points: 100</b>					