



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

Fall 2013

EDSE 544 5S1: Adapted Instructional Methods and Transition for Secondary  
Learners

CRN: 72284, 3 - Credits

<b>Instructor:</b> Dr. Robert Bartolotta	<b>Meeting Dates:</b> 8/26/2013 - 12/18/2013
<b>Phone:</b>	<b>Meeting Day(s):</b> Thursdays
<b>E-Mail:</b> rbartol2@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm-10:00 pm
<b>Office Hours:</b>	<b>Meeting Location:</b> Off-campus, KAI 113

***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 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.A., and Clark, G. M. (2010). *Transition Education and Services for Students with Disabilities (5th ed.)*. Boston: Pearson Education, Inc.

### **Digital Library Option**

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN.

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsonhighered.com/>. Search by author, title, or ISBN.

### **Recommended Textbooks**

NA

### **Required Resources**

Blackboard and Taskstream access

### **Additional Readings**

Will be assigned

### **Course Relationships 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 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 attend all classes. Students may miss one class with no grade penalty. After that, 5 points will be taken off the final grade for each additional missed class.

Students are expected to arrive on time and stay for the duration of the class. Repeated tardiness/leaving early will also cause 5 points to be taken off the final grade.

### **Late Work.**

Late work will only be accepted without penalty with a prior arrangement with the instructor. If such an arrangement is made, the maximum extension is one week. Only one assignment may qualify for an extension request. All other late assignments will receive a 5% maximum point penalty per day past the due date.

### **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.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

### **Grading Scale**

95-100% = A  
90-94% = A-  
84-89% = B  
83-79% = C  
< 79% = F

### **Total Available Points: 100**

### **Assignments**

#### **NCATE/TaskStream Assignments.**

#### **Assignment 4: Transition Plan with Assistive Technology (30 points) due December 5**

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.

### **Common Assignments.**

- 1. ASSIGNMENT 1: 15-question Quiz on online (15 points)**  
**Due: September 19**

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. This Quiz will document your understanding of these requirements, and the content of this tool will help you with your Transition IEP assignment.

**2. ASSIGNMENT 2: Journal Critique (15 points)**

**DUE: October 3**

You will be required to write a critique of a research article from a peer-reviewed, research oriented journal. Articles from practitioner-oriented journals, such as *Teaching Exceptional Children*, will not meet this requirement. Please feel free to email the instructor your prospective article to determine if it meets this requirement. Each abstract should be four to five pages in length (typed) and must focus on transition and one of the three foci (postsecondary education, employment, or independent living) of the field. You should use an analytic tone in your writing, critiquing the researchers’ approach, and then conclude with your views on applicability to the K-12 classroom. You must attach a copy of the article and it must be published within the last five years.

Rubric (15 pts.)

Typed review, APA style, error free	3
Summary & Critique	10
Proper headings	2
<hr/>	
<b>Total</b>	<b>15</b>

Writing Instructions: An APA-style bibliographic citation at the top of the first page is required. Next, provide a summary of the purpose of the paper, the research questions, findings, and applicability to the school environment. Please make your writing concise, cogent, and with enough detail to communicate the author’s ideas. Your standard for clarity should be “Could a person who had not read the article understand the original author’s point from my abstract?”

**3. ASSIGNMENT 3: Agency Project (40 points)**

**Due: October 31**

Many students require supports from non-school (K-12) entities to successfully transition into community, postsecondary, or employment settings. Students will contact, visit, and complete an analysis of an agency that provides transition related activities and supports for young adults with disabilities. These activities or supports may include work experience opportunities, community-based instruction, career development activities, postsecondary educational supports and other environment relevant to instruction for transition to adult living. The broad question you should explore should be "what opportunities exist for youth with mild disabilities through this agency"



After your visit, type a 6-8 page report using, at a minimum, the following APA-style headings found in the scoring rubric. Your write up **MUST** include a Critique & Synthesis section that integrates the information from your site visit with professional literature on transition and career education.

Agency Contact Information

-Address, phone, website, contact person, site visit date

\_\_\_\_\_/15 pts

Description of Agency Services

-Eligibility Requirements (e.g., age, disability type, etc.)  
 -Type and description of services  
 -Costs

\_\_\_\_\_/20 pts

Critique & Synthesis

-Summary of observations  
 -Strengths of the program  
 -Limitations of the program  
 -Overall impression

\_\_\_\_\_/5 pts

10 Minute Summary Presentation to the Class

\_\_\_\_\_/40 pts

**TOTAL**

**Students will be required to provide a 10 minute presentation to the class on your findings. Powerpoint presentations (5-7 slides) and/or handouts can be used to assist in your presentation.**

Examples of potential sites to visit include

- Community College or University Disability Support Office
- ARC
- Virginia Department of Aging & Rehabilitative Services
- OneStop/American Job Center
- Therapeutic Recreation
- ENDependence Center
- Project SEARCH

Schedule

<b>Class Session</b> 8/29-12/18	<b>Topic/Learning Experiences</b>	<b>Do This: Readings (complete <i>after</i> this session) and Assignments (to be turned in <i>on or before</i> this session)</b>
------------------------------------	-----------------------------------	--

1:August 29	Education and Transition Services in Perspective	Chapter 1 <a href="http://www.nlts2.org/reports/2005_04/nlts2_report_2005_04_execsum.pdf">http://www.nlts2.org/reports/2005_04/nlts2_report_2005_04_execsum.pdf</a>
2:September 5	Students and Families: Key Participants  Interview Activity	Chapter 3 Adolescence
3:September 12	Legislative Foundations	Chapter 2
4:September 19	Job Placement, Training, and Supervision	Chapter 8 <b>15-Question Online Quiz</b>
5:September 26	Transition to Employment	Chapter 7
6:October 3	Transition to Postsecondary Education	Chapter 9 <b>Article Critique Due</b>
7:October 10	Transition in Early Childhood Through Middle School: Laying the Foundation  Introducing transition skills into the standards based curriculum  Self-Determination	Chapter 5
8:October 17	IEP Goals and Graduation Requirements	<a href="http://www.doe.virginia.gov/instruction/graduation/index.shtml">http://www.doe.virginia.gov/instruction/graduation/index.shtml</a>
9:October 24	Instructional Strategies for Transition Education  Federal Transition Requirements	Chapter 6
10:October 31	<b>Student Agency Presentations</b>	<b>Agency Project Due</b>
11:November 7	Assessment for Transition Education and Services  Informal vs. Formal Assessments	Chapter 4
12:November 14	School-Based and Community-Based Resources: Linkages and Referrals  Interagency Collaboration	Chapter 11
13:November 21	Where Do We Go	Chapter 12

	From Here? Social Security Benefits & Vocational Rehabilitation	
14:December 5	Additional Federal Activities That Enhance Transition Services  SSA Dept of Labor Dept of Education	<b>Taskstream: Transition Plan</b>
15: December 12	Guest Speaker	

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.

**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**

**Other Assignments.**

**Schedule**

**Appendix**