



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

Spring 2014

EDSE 544 001: Adapted Instructional Methods and Transition for Secondary
Learners

CRN: 13079, 3 - Credits

Instructor: Dr. Linn Jorgenson	Meeting Dates: 01/21/14 - 05/14/14
Phone: 571-355-2644	Meeting Day(s): Thursday
E-Mail: ljorgen2@gmu.edu	Meeting Time(s): 7:20 pm-10:00 pm
Office Hours: By appointment	Meeting Location: KA 103

***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-requisites: 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) 993-3670 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 **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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. To register your access code or purchase the Digital Library, visit: <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

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

Required Resources

N/A

Additional Readings

N/A

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: (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.

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.

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

A	95 – 100 points
A-	90 – 94 points

B	80 – 89 points
C	70-79 points
F	69 and below

Assignments

Performance-based Assessment (TaskStream submission required).

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)

Performance-based Common Assignments (No TaskStream submission required).

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: Final (10 points)

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.

Other Assignments.

Schedule

Class Session	Topic/Learning Experiences	Readings and Assignments due for this class:
1 1/21	Course Overview Syllabus Review Hot Topic- Article Review	None
2 1/28	Foundations of Transition Planning: A Historical Perspective Evidence Based Practices- Current Transition Research NLTS	Chapter 1

3 2/4	From Entitlement to Eligibility: IDEA, ADA, 504, WIA and beyond*	Chapter 2 Read assigned NLTS 2 Report: http://www.nlts2.org/reports/index.html and begin developing class presentation
4 2/11	Key Participants: What are the roles of students, families, special educators, and other stakeholders? Person-Centered Planning	Chapter 3
5 2/18	Quiz in class 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. 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. http://transitions.keenecommons.net/about-	http://www.doe.virginia.gov/instruction/graduation/index.shtml Review the following site:: http://www.doe.virginia.gov/testing/alternative_assessments/index.shtml This link will get you to the VDOE information about special education, IEP forms (needed for the IEP assignment), Standards-Based IEP Guidelines & much more

	<u>the-iep-transition-requirements-resource-i-13</u>	
2/25	Assessment For Transition Education and Services	Chapter 4
3/4	<p>Transition in the early days- Early childhood through Middle School:</p> <p>Roles of: Families, parents, stakeholders</p> <p>Blending transition services into the inclusive setting</p>	<p>Chapter 5</p> <p><i>Due: Class presentation on NLTS 2 Report</i></p> <p>Remember: Spring Break next week- no class on 3/11</p>
3/18	<p>Integrating Transition Goals into the IEP</p> <p>Inclusive teaching settings</p> <p>Technology</p> <p>Academic vs. Functional Curriculum-Community Skills</p>	Chapter 6
9 3/25	Community Resources and Transition Planning- Employment Readiness	<p>Chapter 7</p> <p><i>Due: Paper Site Visit</i></p>
4/1	Job Development	Chapter 8

4/8	Transition to Post- Secondary Education	Chapter 9
4/15	Guest Speaker-Jill Blassinger, ETR, Robinson High School Transition to Living in the Community	Chapter 10
4/22	School- Based and Community- Based Resources: Linkages and Referrals Where do we go from here? The future...	Chapter 11 and 12- <i>Due Transition Plan with Assistive Technology</i>
4/29		<i>Due: Transition Assessment Presentation</i>
5/5		Final

Appendix
Summary of Course Requirements:

	Requirement	Individual Project	Small Group Project	Total Points	Due Date
1.	Oral Brief of NLTS 2 Report		X	10	3/4
2.	Reflection on Site Visit	X		10	3/25
3.	Transition Plan with Assistive Technology		X In class	40	4/22
4.	Transition Assessment Presentations		X	20	4/29
5.	Final	X		10	5/5
6.	Attendance & Participation	X		10	Throughout

Total Available Points: 100