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

Summer 2015
EDSE 544 687: Adapted Instructional Methods and Transition for Secondary Learners
CRN: 42662, 3 - Credits

Instructor: Ms. Carmen Rioux-Bailey	**Meeting Dates:** 5/27/2015 - 7/29/2015
Phone: 202-302-3223	**Meeting Day(s):** Wednesdays
E-Mail: criouxba@gmu.edu	**Meeting Time(s):** 4:30 pm-8:30 pm
Office Hours: Wednesdays and by appointment.	**Meeting Location:** Lee HS, 6540 Franconia Road, Springfield, VA 22150 Room 158

> **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) 993-3670 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
7. Field visits and guest speakers

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
Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks
None

Required Resources
Access to Blackboard and Taskstream

Additional Readings
As 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 RESOURES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-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, active participation are expected. Attendance and professional

participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Missing **more than one class** or **repeated** tardiness/leaving early will result in *the loss of five points off your final grade per incident.* Please notify me *in advance* by phone or email if you will not be able to attend class.

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

Late Work.

All assignments are due on the dates indicated**.** Consult with me *in advance* if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points per day will be deducted from your assignment grade for late papers **unless** I have agreed to an extension (may be used **one time** only for **one assignment only**). Maximum extension is 1 week. Please retain a copy of your assignments in addition to the one you submit.

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-
80-89% = B
70-79% = C
< 70% = F

Assignments
      Performance-based Assessment (TaskStream submission required).

Assignment 5: Transition Plan with Assistive Technology (30 points) due 7/29
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.
- o 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.

Performance-based Common Assignments (No TaskStream submission required).
Assignment 4: Infusing Life Skills into Standards-Based Curriculum Project (30 points) due 7/15

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

This unit will include a variety of activities, teaching strategies, and assessment tools to match the needs of your learners, the topic being taught, and the resources available. In your lesson plans, the students should be actively engaged in activities at least half of the time. The goal of your lessons should be to infuse career education or critical life skills into content area instruction as described in a course of study and the SOL(s) for that grade level and subject. You are to find and/or create each activity to be completed by the students. If you select a published activity you must cite the reference.

The following will help you to develop this project:

Step 1. Standards.
Obtain a curriculum (often referred to as a program of study or curriculum frameworks) from general education at the *secondary* level. Locate and clearly identify the related Standards/Curriculum Frameworks for major content areas. Be sure to specify the teaching situation and the students: What kind of class? What kind of students? How many students? What kind of instructors? What kind of resources?

Step 2. Integration of Career Development/Life Skills within Academic Lessons.
Using the *secondary* general education curriculum (or program of study) and the Virginia Standards develop 5 (or more) sequential well-designed lessons (a mini-unit, if you will) which will cover five (or more) sessions of content and will reflect the integration of career development/life skills activities. These lessons must relate to one another at the thematic level.

Step 3. Standards-based Goals and Objectives.
Identify the Standards upon which the lessons are based.

List general goals for each lesson. These are to be based on the Standards that you identified. Please indicate which one(s) and for which grade level and subject that you select.

Then, identify what career concepts/life skills will be infused into the lesson, and write specific, measurable objectives for each lesson.

Properly written instructional objectives have four components. They:

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

Step 4. Lesson Format

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

Step 5. Adaptations & Accommodations.

For the lesson(s), specify (in general) how you would adapt the content and/or methods of presentation to meet the needs of students with disabilities, especially those with learning disabilities, mild intellectual disabilities, and /or emotional disabilities. What will be done differently to ensure mastery of content??

Step 6: Assessment Plan for the Lessons**.**

Summarize the multiple forms of assessment (formal and informal) that will be embedded in the lesson(s). Construct actual assessment examples for each lesson and at least one for the unit as a whole.

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

Step 7: Enduring Understandings for Students

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

Other Assignments.

ASSIGNMENT 1: (5 points) due

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.

ASSIGNMENT 2: (20 points) due 7/1
Site Visit to a Community Resource/Agency or School Resource That Facilitates Transition Skills

Visit a transition resource either in the community or within a school system and describe the services available to youth with disabilities. Your write-up should include services, accommodations, population(s) served, description of the agency/office, and your questions for staff. Your "lens" for this visit should be "what opportunities exist for youth with mild disabilities through this avenue during and/or after high school?" Include copies of materials available at center, agency, or office. You will need to make an appointment. Acceptable options for this assignment include a school career center, interview with a school or county transition coordinator, One-Stop Center, vocational evaluation site, Virginia Department of Rehabilitation Services office, local Community Services Board, Job Placement/Training program, and other suggestions from your professor. Your write up MUST include a synthesis section that integrates the information from your site visit with professional literature on transition and career education.

ASSIGNMENT 3: (15 points) quiz on 7/1
15-question Quiz on online assignment from previous week
The Transition IEP Requirements: Training and Reference Tool 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.

Schedule

Class Session	Topic/Learning Experiences	Do This: Readings (complete *after* this session) and Assignments (to be turned in *on or before* this session)
1 5/27	Course Introduction Enduring Understandings Foundations of Transition Planning: A historical perspective The NLTS 1 Characteristics and Needs of Secondary Learners with Disabilities NLTS 2	Chapter 1 Chapter 3
2 6/3	From Entitlement to Eligibility: IDEA, ADA, 504, WIOA and beyond* Community Resources and Transition Planning Considerations: Postsecondary Education *	Chapter 2 **Assignment 1 Discussion Board due**
3 6/10	Community Resources and Transition Planning Considerations: Employment* Community Resources and Transition Planning Considerations: Independent Living	Chapter 7 Chapter 8
4 6/17 field study	Site Visit and write up: Preapproval on 6/10 required	Chapter 4
5 6/24 online	Secondary IEP Planning and Delivery* Online Class: The IEP Transition Requirements Resource * http://nextsteps-nh.org/transition-iep-requirements/ **Thoroughly review this tool and prepare for quiz next week**	Chapter 9 Chapter 10
6 7/1	**Quiz (Assignment 3)**	**Assignment 2 Site Visit Paper Due** Read: http://www.doe.virginia.gov/instruction/graduation/

7 7/8	Infusion of Life and Career Skills into the standards-based curriculum Graduation and Assessment Requirements	Chapter 5 Chapter 6
8 7/15	Student Motivation/Self Regulation Self-Determination for Students and families*	**Assignment 4 Unit Plan due** Chapter 11 Chapter 12
9 7/22	Transition Panel: What does it take?	
10 7/29	Putting it all together: From Course of Study to to adult life	**Assignment 5 Transition IEP due and submitted to Taskstream**

Appendix: 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