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

Spring 2016

EDSE 544 694: Adapted Instructional Methods and Transition for Secondary Learners

CRN: 18477, 3 - Credits

Instructor: Dr. Jodi Duke	**Meeting Dates:** 03/17/16 - 05/19/16
Phone: 703-993-6555	**Meeting Day(s):** Thursday
E-Mail: jduke4@gmu.edu	**Meeting Time(s):** 5:00 pm-9:30 pm
Office Hours: Before/after class and by appointment	**Meeting Location:** Off-campus/Other County 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.
Hours of Lecture or Seminar per week: 3
Hours of Lab or Studio per week: 0

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

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
Test. D.W. (2012). *Evidence-based instructional strategies for transition*. Baltimore, MD: Brookes.

Wehman, P. (2011). *Essentials of transition planning.* Baltimore, MD: Brookes.

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

Additional Readings
TBD

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: Learner development and individual learning differences; Standard 2: Learning environments; Standard 3: Curricular content knowledge; Standard 4: Assessment; Standard 5: Instructional planning and strategies; Standard 7: 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/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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. 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 class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Students are expected to arrive on time and stay for the duration of class time. Attendance, timeliness, and professionally relevant, respectful and active participation are expected.

If 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 including assignment discussions/clarifications/explanations and assignments given and due. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content, and procedures/assignments, etc. 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 the final grade dropping by 10 points.**

*NOTE: Please display digital etiquette during class sessions. The use of electronic devices for note-taking is permitted, however any other activities, including using email, texting, recording, or web-browsing are prohibited and will impact participation points.

Participation

You are expected to be present, prepared, and exhibit professional dispositions for each class session. 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**.

Each week you will have the opportunity to earn participation points based on your active participation throughout the class sessions as well as in-class activities that you will complete either individually or in a small group. You will be able to earn up to 2 points per class session (with the exception of the first and last nights*). If you attend and actively participate in all class sessions, you will earn two bonus points during the semester.

Participation considers the student's professional dispositions and level of engagement in class activities and includes but is not limited to:

> ~Arriving on time to class and staying for the duration
> ~Preparing in advance for the class by completing all assigned readings and tasks
> ~Contributing thoughtfully and fully to class activities and discussions without
> dominating the discourse
> ~Listening respectfully to the ideas of others
> ~Being a productive and cooperative participant in group work
> ~Being fully engaged throughout the class session (without any digital distractions or
> other off-task behaviors)

> *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. NO POINTS will be awarded towards any assignments which are submitted 7 or more days past the due date.**

Communication.

The most efficient way to contact me is through email. I check email daily Monday through Friday. If your email has reached me by either of those times, I will respond immediately. Otherwise, I will respond within 24 hours during the week. Keep in mind that I teach from 4:30-8:30pm. On weekends, I check my Mason account on Sunday evenings and will respond to all received then. Do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day/after school), please do not hesitate to contact me.

Written Language: Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: http://apastyle.apa.org .

Oral Language: Use "person-first language" in class discussions and written assignments (and, ideally, in professional practice). In accordance with terminology choices in the disability community, strive to replace the term "Mental Retardation" with "Intellectual Disabilities" in oral and written communication and to avoid language labels by stating, for example, a "student with disabilities" (SWD) rather than a "disabled student". Please refer to guidelines for non handicapping language in APA Journals, including information available at: http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf and http://supp.apa.org/style/pubman-ch03.15.pdf .

Tk20 Performance-Based Assessment Submission Requirement
Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Transition Plan with Assistive Technology* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 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

Performance-based Assessment (TK20 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.

1. Directions for the Assessment:

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 case study 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.

Candidates also will also demonstrate an understanding of how these components come together to build a framework for the student's educational program by writing a narrative that includes:

1. Justification for their decisions within the transition plan,
2. Explanation of the assistive technology components required, and
3. Description of how the assignment connects with CEC Standards 1, 3, 4, 6, 7 and 8.

Using the information in the provided case study, candidates 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.

Step One: Present Level of Performance

Using all documentation available, complete the PLOP Summary Sheet with information about the student that is relevant to each area. Provide specific evidence from the case study documentation to support your ideas.

Step Two: Transition Plan

Complete the Transition Plan; provide specific evidence from the case study documentation to support your ideas.

Step Three: Rationale

Respond to the following questions in a narrative, which will accompany the PLOP Summary Sheet and Transition Plan.

- **Present Level of Performance**
  - Describe the educational and functional implications of the students' present level of performance.
- **Postsecondary Goals:**
  - Provide a rationale for each of the postsecondary goals you included. Support your rationale with evidence from the transition assessment data.
  - Describe how these goals reflect the student's interests and preferences.
- **Short-Term Objectives:**
  - Describe how these objectives relate to the postsecondary goals.
  - Describe how you will address generalization and maintenance of skills.
- **Recommended Experiences, Activities, & Opportunities (School-based and community):**
  - Provide a rationale for the experiences, activities and opportunities you selected. Support your rationale with evidence from the transition assessment data and your proposed transition plan.
  - Describe your plan to monitor student progress.
  - Describe your plan to promote student participation, leadership and self-advocacy in the transition planning process.
- **Recommended Services:**
  - Provide a rationale for each of the services you selected. Support your rationale with evidence from the transition assessment data and your proposed transition plan.
- **Assistive Technology or AAC Recommendation:**
  - Provide a rationale for your assistive technology/AAC selections. Support your rationale with evidence from the transition assessment data and your proposed transition plan.
- **Action Plan:**
  - How does your proposed timeline provide opportunities for the student to demonstrate growth across time and move the student towards achieving his/her postsecondary goals?

Component	Points
PLOP Summary Page	/5
Transition Goals	/5
Short Term Objectives	/5
Evidence-Based Practices to Support Goals	/5

Recommended Services	/5
School and Post-Secondary Services	/5
Assistive Technology Incorporation	/5
Action Plan	/5
TOTAL	**/40**

Performance-based Common Assignments (No TK20 submission required).

Assessment 2: Site Visit to a Community Resource/Agency or School Resource That Facilitates Transition Skills (20 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.

Component	Description	Points
Clear description of facility/venue, population(s) served	• What opportunities does the site offer? • What are the facilities like? • How many individuals attend the site? • What populations does the site serve? • How does an individual gain access to the site? • What are some of the unique features of the site?	/3
Contact person identified and synopsis of interview questions	• Name • Position Held • How long have they worked at the site? • Any other pertinent information *It is often helpful to write up your questions ahead of time and have them available to submit with your paper.	/2
Site's services are completely described	• What services are available at the site? Give a brief description of each.	/2

Impressions of utility for Students/adults with disabilities	• In your opinion (with details to substantiate your views), is this site providing something useful to students/adults with disabilities? o If yes, describe what you believe the utility to be. o If no, describe why not and state what you would change in order to make it more useful and effective.	/3
Samples of materials from site visit are included	• Include any brochures or other materials that you can pick up.	/2
Explicit linkages made to course content/text	• How do the services offered at this site fit into the programs and options we have discussed thus far? • You should make **at least three** specific references to the textbook and course content **(a total of three which can be any combination of textbook and course content)**	/4
Synthesis	• This should serve as your conclusion where you wrap up your report and give your final thoughts o What did you think was being done well at the site? Why? o What did you think needed to be improved upon at the site? Why?	/4
TOTAL		**/20**

Other Assignments.
Summary of Course Requirements:

Assesssment 3: Quiz on Online Modules (22 points)

Complete the *entire module* titled "Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings" IRIS module which you will access at
http://iris.peabody.vanderbilt.edu/module/tran/#content

After completing the module you will complete a quiz on Blackboard.You may take this quiz multiple times and Bb will record your highest grade in the gradebook. *This is a closed book quiz; please do not use the IRIS module or each other.* You do not need to submit any of your answers for the module itself; you will just be taking quiz instead.
Quiz on Blackboard must be completed by 5:00 pm on April 21st

Assessment 4: Regular Attendance and Participation (16 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, respectively, 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	40	May 12th
2.	Site Visit	X		20	May 5th
3.	Quiz on IRIS Module	X		22	April 21st
4.	Attendance & Participation	X		18	Throughout
Total Available Points: 100					

Schedule

Starting March 31st, please come to class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you)!

Meeting	Date	Class Topic & Reading Assignments	Readings Due for this Class
1	March 17	Syllabus Review Foundations of Transition Planning Evidence-Based Practices: Current Transition Research NLTS 1 & NLTS 2	**Read:** Wehman Chapter 1 Test Chapter 1
		FCPS SPRING BREAK March 24: NO CLASS	
2	March 31	From Entitlement to Eligibility: IDEA, ADA, 504, WIA and beyond* Students and Families: Key Participants Person-centered Planning Virginia Graduation Requirements	**Read:** http://www.doe.virginia.gov/instruction/graduation/index.shtml Test Chapters 2 & 3
3	April 7	Transition Assessment Secondary IEP Planning and Delivery* Establishing Transition Goals	**Read:** Test Chapter 5 Wehman Chapters 5 & 6
4	April 14	**Online Class: No Face to Face Class** **Complete IRIS Module: Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings** http://iris.peabody.vanderbilt.edu/module/tran/#content After completing the module you will complete a quiz on Blackboard.You may take this quiz multiple times and Bb will record your highest grade in the gradebook. *This is a closed book quiz; please do not use the IRIS module or each other.* ***Quiz on Blackboard must be completed by 5:00 pm on April 21ˢᵗ**	**Quiz on Online Modules** – *to be submitted by 5:00 pm on April 21ˢᵗ*

5	April 21	Community Resources and Transition Planning Considerations: Employment * and Postsecondary Education*	**Read:** Test Chapter 6 Wehman Chapter 7 **Due: Online Modules Quiz**
6	April 28	Community Resources and Transition Planning Considerations: Independent Living Infusion of Career and Life Skills into the Curriculum	**Read:** Test Chapter 7 Wehman Chapter 2
7	May 5	*Guest Speaker: Christopher Nace* Student Motivation/Self Regulation Self-Determination for Students and Families*	**Read:** Wehman Chapter 4 **Due: Site Visit Paper**
8	May 12	*Guest Speakers: Karen and Ryan Ingram*	
9	May 19	Who Cares About Kelsey? Course Evaluations	**Due: Transition Plans**