

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

Spring 2018
EDSE 531 633: Transition and Community-Based Instruction
CRN: 21729, 3 – Credits

Instructor: Dr. David A. Lojkovic	Meeting Dates : 01/09/2018 – 03/06/2018
Phone : 571-423-4239	Meeting Day(s): Tuesday
E-Mail dalojkovic@fcps.edu	Meeting Time(s) : 5:00 pm – 9:30 pm
Office Hours: By Appointment	Meeting Location: Willow Oaks Admin. Ctr.
	#1000-A
Office Location: Willow Oaks Admin. Ctr.	Other Phone: N/A
Ste. 2113	

*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): None Co-requisite(s): None

Course Description

Addresses issues in transition for youth with severe disabilities. Covers self-determination, development, and implementation of a transition plan, post-secondary opportunities including education and community-based instruction, and vocational environments. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions: Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus. Enrollment is limited to Graduate, Non-Degree or Undergraduate level students. Students in a Non-Degree Undergraduate degree may **not** enroll.

Schedule Type: Lecture

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

Course Delivery Method

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

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to

- 1. Demonstrate the ability to prepare students and work with families to provide successful
- student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of longterm planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.
- Coordinate service delivery with general educators, related service providers, and other providers.
- Coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.
- 5. Identify community resources agencies and strategies to interface with community agencies when developing and planning IEPs.
- 6. Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.
- Identify related services and accommodations, including technology, pertaining to postsecondary transitions that increase student access to post secondary education and community resources.
- 8. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development.
- 9. Implement person-centered planning strategies to promote student involvement in planning.
- 10. Identify generic skills that lead to success in school, work and community, including time management, preparedness, social interactions, and communication skills.
- 11. Demonstrate knowledge of social skills development including the unique social skills deficits associated with disability.

- 12. Assess social skills strengths and needs implement specialized social skills strategies.

 Demonstrate knowledge of use and implementation of transition assessments (including
- vocational assessments) to encourage and support students' self-advocacy and selfdetermination skills.
- 14. Discuss legal issues surrounding age of majority and guardianship.

Course Relationship to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

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.

Recommended Textbooks

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

Additional Readings

Additional readings on Blackboard site.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the

course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For *EDSE 531*, the required PBA is <u>Transition Individualized Education Program</u>. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

(
Assignment	Description	Points	Due Date
Transition IEP	An IEP for a transition-age	100	03/06
	secondary student with a		
	severe disability		

College Wide Common Assessment (TK20 submission required) $\ensuremath{\mathrm{N/A}}$

Performance-based Common Assignments (No Tk20 submission required.)

Assignment	Description	Points	Due Date
Interview with an	An online, in-person, or phone	75	02/06
Expert	interview with an expert who works		
	with adults or students in transition		
Taxonomy of	A list and short description of 5	20	02/13
Community	community resources		
Resources			
Transition Padlet	A total of 3 transition resources or	25	02/27
	strategies		
· <u> </u>	TD 4 1	220	

Total 220

Course Policies and Expectations

Attendance/Participation

Students are expected to attend and participate in all scheduled classes.

Late Work

There will be a 10% deduction in grade per day for work submitted late. Students may submit work early if they would like to receive instructor feedback. At the instructor's discretion, students may be given the opportunity to resubmit an assignment, assuming the assignment is submitted on time. Resubmitted assignments are not eligible for full credit.

Grading Scale

Grade	Percentile
A	10090.
B+	89.99-88.
В	87.99-80.
C	79.99-70.
F	69.99- and below

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week/Date	Topics Covered*	Assignments Due
1	Intro, domains of adulthood,	
01/09/2018	expectations	
2	Transition plans, assessment	
01/16/2018		
3	Government resources	
01/23/2018		
4	Employment	
01/30/2018		
5	Independent Living	Interview with an Expert

02/06/2018	(No face-to-face meeting,	
	coursework will be posted on	
	blackboard)	
6	Sexuality and relationships	Taxonomy of Community
02/13/2018		Resources
7	Post-secondary education	
02/20/2018		
8	Family partnership and	Transition Padlets
02/27/2018	support	
9	Wrap-up	Transition IEP
03/06/2018		

^{*}All course materials (including required readings) are included in each weekly folder on Blackboard.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason
 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

Support for submission of assignments to Tk20 should be directed to <u>tk20help@gmu.edu</u> or <u>https://cehd.gmu.edu/aero/tk20</u>. Questions or concerns regarding use of Blackboard should

be directed to http://coursessupport.gmu.edu/.

 For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website $\underline{\text{https://cehd.gmu.edu/students/.}}$

Appendix

Assessment Rubric(s)

Present Levels of Performance Candidate writes a present level of performance and data sources in making educational decisions. CEC/ICC Standard 1 Present Levels of Candidate writes a present level of performance in which they fail to demonstrate an understanding of Now the educational implications of language, culture and larning and uses this knowledge to Meets Expectations Candidate uses Candidate uses a ssessment data to write assessment data to write ansessessment data to write an assessment data to write an assessment data to write an adequate present level of performance. Candidate uses multiple methods of assessment and data sources in making educational decisions. Candidate writes a present level of performance in which they fail to demonstrate an understanding of how the educational implications of language, culture and family background influences by specifically specifically	Assessment Rubi	* * *	Masta E-mastati	Eda E
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knowledge to background specifically				
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and challenging learning of addressing these				
learning experiences individuals with through				
for individuals exceptionalities. examples.				
with exceptionalities.			exceptionanties.	champies.
with exceptionalities.	with exceptionanties.			

	Does Not Meet	Meets Expectations	Exceeds Expectations
	Expectations		
Transition Present level of Performance CEC /IIC Standard 5 Candidate selects, adapts, and uses a repertoire of evidence based instructional strategies to advance learning of individuals with exceptionalities.	Candidate writes an incomplete present level of performance in which may not include a clear description of the learner's interests and career goal and/or may lack a consistent link to assessment and/or fail to demonstrate an understanding of the learner's moderate to severe exceptionality and cultural background.	Candidate writes a present level of performance which includes a clear description of the learner's interests and career goal, which demonstrate an understanding of the educational implications of the characteristics of various moderate to severe exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within	Candidate writes a present level of performance which includes a clear description of the learner's interests and career goal with a clear link to assessment and potential career paths, which demonstrate an understanding of the educational implications of the characteristics of various moderate to severe exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures.
Measurable Annual and Post-Secondary Goals CEC/IIC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Candidate fails to demonstrate understanding concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are not measurable, age appropriate, and responsive to cultural, linguistic, and gender differences.	cultures. Candidate demonstrates understanding of central concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and responsive to cultural, linguistic, and gender differences.	Candidate demonstrates understanding central concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and reflect crossdisciplinary skills.

	Does Not Meet	Meets Expectations	Exceeds Expectations -
	Expectations		
Measurable	Candidate writes goals	Candidate writes	Candidate integrates
Annual and	which fail to reflect the	goals	evidence-based
Post-	learner's present levels of	which integrates	instructional strategies
Secondary	performance.	evidence-based	that reflect the learner's
Goals		instructional	present levels of
		strategies	performance and show
CEC/IIC		that reflect the	positive growth
Standard 5		learner's	towards
		present levels of	what the learner wants
Candidate		performance.	to
selects, adapts, and			achieve after high
uses a repertoire of			school
evidence based			in an effort to facilitate
instructional			the learner's integration
strategies to			into a variety of
advance			settings
learning of			after high school.
individuals			
with exceptionalities.			

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	Does Not Meet	Meets Expectations	Exceeds
	Expectations	1	Expectations
Short-Term	Candidate fails to	Candidate sequences	Candidate sequences
and Transition	sequence age and	age	age
Objectives /	ability	and ability	and ability
Benchmarks	appropriate	appropriate	appropriate
	individualized	individualized	individualized
CEC/IIC	transition	transition	transition
Standards 5	objectives and	objectives that	objectives that
	directly	respond to	respond to
Candidate	relate objectives to	cultural, linguistic	cultural, linguistic
selects,	the	and	and
adapts, and	postsecondary goals.	gender differences,	gender differences,
uses a		address independent	address independent
repertoire of		living and career	living and career
evidence based		education, enhance	education, enhance
instructional		social	social
strategies to		participation across	participation across
advance		all	all
learning of		environments, and	environments, and
individuals		relates all	relates all
with		benchmarks	benchmarks
exceptionalities.		directly to	directly to
		postsecondary	postsecondary
		goals.	goals. In addition,
			candidate
			incorporates
			strategies for
			increasing
			the learner's self-
			determination
			and uses
			task analysis to allow
			learners with
			moderate
			to severe exceptional
			learning needs to
			meet
			their transition goals
			and
			objectives.

	Does Not Meet	Meets Expectations	Exceeds
	Expectations	_	Expectations
Services/Least	Candidate provides	Candidate identifies	Candidate identifies
Restrictive	an	appropriate special	appropriate special
Environment	incomplete	education and related	education and related
/ Placement	description of	services including	services including
	appropriate special	assistive technology	assistive technology
CEC/IIC	education and related	to	to
Standard 2	services including	support learners	support learners
	assistive technology	within	within
Candidate	to	academic and	academic and
creates safe,	support learners	nonacademic	nonacademic
inclusive,	within	settings based	settings. In
culturally	academic and	on the legal, judicial	addition, candidate
responsive	nonacademic	and	provides a thorough
learning	settings based	educational systems	and
environments	on the legal, judicial	to	comprehensive
so that	and	which they are	description which
individuals	educational systems	entitled,	includes a range of
with	to	as well as the	specific supports and
exceptionalities	which they are	student's	services available to
become	entitled,	physical, sensory,	the
active and	as well as the	and/or	target learner based
effective	student's	medical needs.	on
learners and	physical, sensory,		the legal, judicial and
develop	and/or		educational systems
emotional	medical needs.		to
well-being,			which they are
positive social			entitled,
interactions,			as well as the
and self-			student's
determination.			physical, sensory,
			and/or
			medical needs.

	Does Not Meet	Meets Expectations	Exceeds Expectations
	Expectations	Wieets Expectations	Exceeds Expectations
Participation	Candidate fails to	Candidate considers	Candidate considers
in State	consider issues.	issues, assurance,	issues, assurance, and
Assessments	assurance, and due	and	due process rights
	process rights	due process rights	related
CEC/IIC	related to	related	to assessment as they
Standard 4	assessment and	to assessment as	select appropriate levels
	selects	thev	of learner participation
Candidate	inappropriate levels	select appropriate	in state assessments
uses multiple	of	levels	based on present levels
methods of	learner participation	of learner	of performance and
assessment	in	participation in	learner's exceptional
and data	state assessments	state assessments	condition(s). In addition,
sources in	based	based	candidate selects
making	on present levels of	on present levels of	participation levels
educational	performance and	performance and	which reflect the impact
decisions.	learner's exceptional	learner's exceptional	an exceptional
	condition(s).	condition(s).	condition(s) can have on
			an individual's testing
			abilities including
			auditory and information
			processing skills.
Accommodations /	Candidate identifies	Candidate identifies	Candidate identifies and
Modifications	inappropriate	and prioritizes	prioritizes a range of
GEG/HG	accommodations/	appropriate	appropriate
CEC/IIC	modifications which	accommodations/	accommodations/modific
Standard 5	are not	modifications	ations (including
C P. L.	based on present	(including	frequency, location,
Candidate	levels of	frequency, location,	setting, and duration)
selects,	performance and therefore, do not	setting, and duration) based on	based on present levels
adapts, and uses a	specifically provide	present levels of	performance, which
repertoire of	access to	performance, which	provide access to
evidence based	nonacademic	provide access to	nonacademic and
instructional	and extracurricular	nonacademic and	extracurricular activities
strategies to	activities and	extracurricular	and educationally related
advance	educationally related	activities and	settings and are
learning of	settings and are	educationally related	appropriate to the needs
individuals	appropriate to the	settings and are	of the individual learner
with	needs	appropriate to the	with moderate to severe
exceptionalities.	of the individual	needs of the	exceptionalities.
1	learner	individual learner	F
	with moderate to	with moderate to	
	severe	severe	
	exceptionalities.	exceptionalities.	

	Does Not Meet	Meets Expectations	Exceeds
	Expectations	•	Expectations
Accommodations /	Candidate fails to	Candidate describes	Candidate describes
Modifications	describe the	the	the
	accommodations/	accommodations/	accommodations/
CEC/IIC	modifications which	modifications which	modifications which
Standard 5	provide the	provide the	provide the
	foundation upon	foundation upon	foundation upon
Candidate	which	which	which special
selects,	special educators	special educators	educators
adapts, and	individualize	individualize	individualize
uses a	instruction	instruction	instruction to provide
repertoire of	to provide	to provide	meaningful and
evidence based	meaningful	meaningful	challenging learning
instructional	and challenging	and challenging	for individuals with
strategies to	learning	learning	moderate to severe
advance	for individuals with	for individuals with	learning needs
learning of	moderate to severe	moderate to severe	including appropriate
individuals	learning needs and	learning needs	technologies
with	fail to	including	(as needed), explicit
exceptionalities.	include appropriate	appropriate	modeling and
	technologies (as	technologies	efficient guided
	needed),	(as needed), explicit	practice. In
	explicit modeling or	modeling and	addition, candidate
	efficient guided	efficient	selects
	practice.	guided practice.	accommodations/
			modifications that are
			based on
			assessment data and
			reflect the candidate's
			understanding of the
			impact disabilities
			may have on auditory
			and information
			processing
			skills, test taking
			abilities
			and cultural,
			linguistic
			and gender
			differences.

	Does Not Meet	Meets Expectations	Exceeds
	Expectations	•	Expectations
School and	Candidate lists	Candidate identifies	Candidate identifies
Post-	inappropriate	appropriate program	appropriate program
Secondary	program	and	and
Services	and services and	primary services	primary services
CEC/IIC	supports that do not	which	which
Standard 2	align with areas of	demonstrate an	demonstrate an
Candidate	need	understanding of the	understanding of the
creates safe,	based on present	continuum of	continuum of
inclusive,	level of	placement	placement
culturally	performance.	and services available	and services available
responsive	Candidate	for	for
learning	fails to provide a	individuals with	individuals with
environments	clear	moderate to severe	moderate to severe
so that	plan for evaluating	exceptional learning	exceptional learning
individuals	instruction and	needs, and the	needs, and the
with	monitoring progress	concept of	concept of
exceptionalities	of	the least restrictive	the least restrictive
become	the learner with	environment within	environment within
active and	moderate to severe	the	the
effective	exceptionalities.	framework of	framework of
learners and		transition	transition
develop		planning. Candidate	planning.
emotional		aligns services and	Candidate aligns
well-being,		supports with areas of	services
positive social		need based on present	and supports with
interactions,		levels of	areas
and self-		performance.	of need based on
determination.			present
			levels of performance
			and evidence-based
			practices.