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

Summer 2024
EDSE 544: Adapted Instructional Methods and Transition for Secondary Learners
Section: 684; CRN: 43540
3 – Credits

Instructor: Dr. Helene Shapiro	**Meeting Dates:** 5/15/24 – 7/17/24
Phone: (703) 919-0920	**Instructional Method:** Mix of online synchronous and asynchronous online instruction. The synchronous online video meetings will be supplemented by asynchronous online coursework.
E-Mail: hshapiro@gmu.edu	**Meeting Day:** Wednesday
Office Hours: as needed	**Meeting Time(s):** 5 pm – 7:30 pm
Office Location: Zoom	**Meeting Location:** N/A; Online

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
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.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip
Check out the scholarship opportunities for graduate students in CEHD at https://cehd.gmu.edu/students/funding/scholarships.

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

This course will be delivered online (76% or more) using synchronous and/or asynchronous instruction via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Wednesdays, 5:00-7:30pm.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support) (https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  o [Adobe Acrobat Reader](https://get.adobe.com/reader/): https://get.adobe.com/reader/
  o [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player): https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  o [Apple Quick Time Player](www.apple.com/quicktime/download/): www.apple.com/quicktime/download/

Expectations
- Course Week:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
- Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 1 time per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and*

diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Service.

Learner Outcomes

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

1. Identify, describe, and design alternate assessments for secondary learners with disabilities to demonstrate learning outcomes and postsecondary interests and aptitudes.
2. Demonstrate an understanding of evidence-based strategies for facilitating transition into the community, workplace, and postsecondary environments.
3. Demonstrate how to implement cognitive strategies in self-regulation, study skills, attention, memory, motivation, and self-determination.
4. Understand the principles of online learning and online instructional strategies and the application of skills to deliver online instruction.
5. Demonstrate proficiency in the use of educational technology for instruction.
6. 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).
7. 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.
8. 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.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 2: Learning environments (InTASC 3); 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) & CEC Standard 7: Collaboration (InTASC 10).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to self-determination, facilitating transitions, alternative assessments, and social skills. 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 teacher

candidates/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.

Required Texts
Morningstar, M.E. & Clavenna-Deane, B. (2018). *Your complete guide to transition planning and services*. Baltimore, MD: Paul H. Brookes Publishing Co.
ISBN: 9781598573114

Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

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

VIA 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 VIA/SLL (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 VIA/SLL.

For EDSE 544, the required PBA is Transition Plan with Assistive Technology. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations
> **Performance-based Assessment**
> **(VIA submission required)**
> - *Performance-based Assessment (VIA submission required):* The required PBA assignment for this course is a Transition Plan with Assistive Technology ****Specific instructions will be given in the directions packet that will be posted in Blackboard and reviewed on the first night of class.*

> **College Wide Common Assessment**
> **(VIA submission required)**
> N/A

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). In EDSE 544/EDSE 451, the field experience is a site visit to a transition service/agency or organization in the community. The site visit is coordinated with your instructor, and additional details will be provided in class.

Other Assignments

- Site Visit and Portfolio Presentation
- Online Modules Quiz
- Asynchronous Challenge/ Discussion Board

Assignment Summary

Online Modules Quiz	15 points
Site Visit Presentation	10 points
Site Visit Paper	25 points
Asynchronous Challenges	10 points
Transition Plan with Assisted Technology	40 points
Total Points:	100

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

Course Policies and Expectations

Attendance/Participation

Your attendance and participation in class discussions and activities are critical for your success in this course. You are expected to attend all sessions and actively participate. If you are late, or miss class, communicate this to the instructor as soon as possible and arrange to learn what you missed.

Late Work

No late assignments will be accepted; however, you do have 1 pass to turn in one assignment up to one week late (the "extension" pass) as well as 1 pass to revise an assignment (the "revision" pass). To use the extension pass, inform the instructor of your intent to use it at least 24 hours before the assignment is due. To use the revision pass, inform the instructor within two days of

receiving the assignment that you intend to revise and that you will do so by a mutually agreed upon date. You do not need to disclose a reason for using either pass. No other late assignments will be accepted unless there are extenuating circumstances.

Grading

Grade	%
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
F	<70

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/policies-procedures/). Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator.

Class Schedule

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

EDSE 544 Schedule- Summer 2024

Class	Date	Topics	Class Preparation	Assignment Due (by 5:00)
1	5/15/23	Course Introduction Review of syllabus and assignments Introduction to Transition Services Parts of a transition plan	Chapter 1 (Morningstar & Clavenna-Deane)	
2	5/22/23	IDEA compliance Learning about the student Transition Assessments Personality assessments	Chapters 2 & 5	
3	5/29/23	Self-determination Teaching self-advocacy Teaching problem solving Age of majority/transfer of rights and guardianships	Chapter 3	
4	6/5/23	Writing transition goals and objectives Progress monitoring Course of study	Chapter 2	Online Modules Quiz due
5	6/12/23	Teaching interpersonal, life, and functional skills Inclusion Infusing transition preparation into the general curriculum	Chapters 10, 11	
6	6/2623	Case studies Including ATS Career Development/Job Skills	Chapter 7	
7	7/10/23	Post-secondary education and skills training Family Involvement	Chapters 4. 8, 9, 10	Transition Plan due

		Family Culture Independent Living		
8	7/17/23	Site Visit Presentations Community Partnership Course wrap-up	Chapters 7 & 8, 12	Site Visit Paper due Site Visit Presentations

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: See Core Values (http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (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 Disability Services (https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

- Learning Services (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as the Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website College of Education and Human Development (http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)
Appendix A
VIA Assessment: Transition Plan with Assistive Technology- VIA submission required (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.

Directions:

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 one case study and one Transition Plan document (both found 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 increases the student's ability to access the general curriculum and work towards his or her transition goals.

As you write the transition plan, please include:
- 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.

PART 1: Present Levels of Performance Transition Assessment Information:
- Interests, strengths/capabilities, and career goals (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.

PART 2 & 3: Transition Plan & Rationale 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) that have been validated to promote successful transitions for the specific characteristics of the learner and setting.
  - o What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals?
  - o How could 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 postsecondary outcomes.

Short-Term Transition Objectives:
- Write *one* short-term objective or benchmark for each of the following: employment, education/training, and independent living skills. Integrate evidence-based that 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/assistive communication or assistive technology as a 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, etc.).
- 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, etc.).

Rationale:
- In addition to identifying goals, objectives, activities, and services, you are required to write a DETAILED analysis within the Transition Plan document (i.e., the right-hand column labeled "Rationale") which outlines a comprehensive, longitudinal individualized program for your secondary student, including:
  - A justification for the services selected. Relate the level of support to the needs of the student. 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. o 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.

Appendix B

Site Visit Assignment Instructions and Rubric

Directions:

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 the center, agency, or office. These artifacts will go into your portfolio. 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 makes explicit linkages to course content and integrates information from your site visit with professional literature on transition and career education.

Rubric:

Component	Description	Points
Clear description of facility and populations served	☐ **What opportunities does this 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?**	**2**

Contact person Identified and rationale of interview questions asked	☐ **Name** ☐ **Position Held** ☐ **How long have they worked at the site?** ☐ **Explain your rationale for selecting the questions that you asked**	**2**
Description of services offered at the site	☐ **What services are available at the site? Give a 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?** ☐ **If yes, describe what you believe the utility to be.** ☐ **If no, describe why not and state what you would change in order to make it more useful and effective.**	**7**
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 a combination of textbook and course lectures). All references must be accompanied with citations.**	**10**
Synthesis	☐ **What did you think was being done well at the site? Why?** ☐ **What did you think needed to be improved upon at the site? Why?** ☐ **How can you see yourself using the information gathered from this visit to inform your transition planning in the future? In other words, what can be gained for you, your students, or your school moving forward?**	**10**
Total Points		**35**

Appendix C

Quiz on Online Modules (15 points)
The Center for Change in Transition Services training modules will give you a comprehensive knowledge base to develop IEPs that are in compliance with state and federal regulations and to develop transition plans that will help students achieve their goals. The modules offer practitioners an opportunity to examine current IEPs using the Indicator 13 Checklist created by the National Secondary Transition Technical Assistance Center (NSTTAC), review the seven components required for transition services, view examples of each component and see suggestions for documentation in an IEP.

> **Directions:** Go to http://nextsteps-nh.org/transition-iep-requirements/ and click on each of the seven (7) modules listed below. Each module is listed on the left-hand side of the screen. After reviewing of the modules (reading text and watching videos on each page), please complete the quiz on Blackboard which will assess your understanding of the text and videos posted.

> The 7 modules are as follows:
> - **Age-Appropriate Transition Assessments**
> - **Measurable Postsecondary Goals**
> - **Courses of Study**
> - **Transition Services**
> - **Annual IEP Goals**
> - **Student Invitation**
> - **Invitation of Agency Representative**