

Auburn University
Department of Rehabilitation and Special Education

1. COURSE NUMBER: RSED 7410/7416

Course Title: Program Implementation in Specialization (Transition)

Credit Hours: 3 semester hours

2. DATE SYLLABUS PREPARED: August 2013. This syllabus is a tentative outline for Fall 2013 semester and subject to change.

3. TEXT: Schloss, P.J., Schloss, M.A., & Schloss, C.N. (2007). *Instructional methods for adolescents with learning and behavior problems*. (4th ed.) Boston: Pearson/Allyn & Bacon.

Additional reading assignments will be provided by the instructor. As well students will utilize information from the IRIS Center at <http://iris.peabody.vanderbilt.edu/>.

Archived classes can be accessed at http://www.auburn.edu/cspd/demedia_fa13.htm#dunn

4. COURSE DESCRIPTION: Program organization and development of basic and supplementary materials for guiding teachers, faculties and school systems in the continuous improvement of curriculum and teaching practices related to the secondary education and transition of adolescents and young adults with disabilities.

5. COURSE OBJECTIVES: After completion of this course the student should be able to:

- a. Demonstrate advanced knowledge of the characteristics of secondary students and the impact of these conditions upon development, learning, and needed services. 36(1)(a)1, 34(1)(a)3
- b. Demonstrate advanced knowledge of federal/state regulations and educational service models related to secondary programming. 34(1)(a)2
- c. Demonstrate advanced knowledge of curriculum development practices and philosophical bases related to secondary programming. 36(1)(a)2
- d. Identify and explain current and future trends that influence curricular choices.
- e. Use assessment information, including functional and vocational knowledge and skills, for IEP/ITP planning for secondary students. 36(1)(b)1, 34(1)(a)2, 34(1)(a)1, 34(1)(b)1
- f. Outline long term transition goals, short term objectives, services, & supports based on assessment information. 34(1)(b)2, 36(1)(6)4
- g. Identify the various agencies and individuals involved in the transition process, describe their roles, and list strategies for working together cooperatively. 36(1)(b)6, 34(1)(a)8, 34(1)(a)11, 36(1)(b)2
- h. Demonstrate advanced knowledge and application of a comprehensive program for serving secondary students with disabilities. 36(1)(a)2, 34(1)(b)5, 2.d.2(ii), 36(1)(b)5
- i. Demonstrate advanced knowledge of curriculum content for grades 6-12 in state courses of study for English language arts, mathematics, science, social studies, and career/technical education and select goals and objectives from the courses of study that meet the needs of students. 35(1)(a)1, 2.c.2(i) 36(1)(a)5, 2.c.1(i)
- j. Demonstrate advanced knowledge of the acquisition, generalization, and maintenance of skills as facilitated by: Various programs (school-based and work-based), curricula (general academic and functional life skills, community-focused), service options (educational, residential,

- vocational and leisure), and teaching approaches/strategies. 35(1)(a)2
- k. Demonstrate advanced knowledge of skills and services which students need as they make the transition from school to the community, including community living, the world of work, and continuing education; 34(1)(a)3
 - l. Adapt, modify, and/or develop curricular materials, environment and teaching strategies and equipment to meet the needs of students. 34(1)(b)8, 36(1)(a)3
 - m. Identify and describe assistive technology related to secondary programming. 34(1)(a)12, 2.c.1 (vi)
 - n. Organize, allocate and manage resources. 2.d.2(ii)
 - o. Implement and assist others in implementing student's IEP by selecting appropriate media, materials, equipment, and technological advances. 34 (1)(b)
 - p. Demonstrate knowledge of and skills related to the implementation of state (e.g., College and Career Ready, ARI, AMSTI) and national (Common Core) education initiatives.

6. COURSE CONTENT

Date	Theme/Question	Topics	Reading Assignment
Aug. 22	Who Do We Serve?	<p>Course Overview http://www.youtube.com/watch?feature=player_embedded&v=Mxa0MDzbHvs http://www.thinkcollege.net/training/featured-videos</p> <p>Characteristics of Students with High Incidence Disabilities <i>In Class Activity #1-Categorical Descriptors of High Incidence Disabilities</i></p>	<p>Homework # 1—Selfie Picture: Bring a picture of yourself doing something you like doing, something you don't like doing, something you spend a lot of time doing, or something you wish you had more time to do</p>
29		<p>Overview of Secondary Special Education</p> <ul style="list-style-type: none"> • Student Characteristics • Secondary School Structure • Adult Outcomes • Issues and Challenges <p><i>In-Class Activity #2-Challenges Facing Secondary Education for Students with Disabilities</i></p>	<p>Read: Chapters 1, 3 <i>Government Accounting Office Report on Transition</i></p> <p>Discussion #1-Comment on content in GAO report</p>

<p>Sept. 5</p>	<p>What do Good Secondary Schools have in Common?</p> <p>What are Our Roles and Responsibilities?</p>	<p>Effective Secondary Programs: High Schools that Work, School Completion, Evidence-Based Practices in Transition, and In-School Predictors of Post School Success</p> <p>Overview of Meta-analysis</p> <p>http://www.sreb.org/page/1078/high_schools_th_at_work.html</p> <p>http://www.youtube.com/watch?v=4mEm8FRJXtI (TED Talk-Rita Pierson-Everyone Needs a Champion)</p> <p>In Class Activity # 3-High Schools that Work</p>	<p>Read:</p> <p>A-Walter Cronkite High School: A Culture . . . (last name A-G)</p> <p>B- Middletown High School: Equal Opp. . . (last name H-M)</p> <p>C-Apalachee High School: The Last . . . (last name N-Z)</p> <p>Transition Education for Adolescents with Learning Disabilities(all)</p> <p>Variables Affecting . . . (all)</p> <p>HSTW Key Practices (all)</p> <p>In School Predictors of Post School Success(all)</p> <p>http://www.nsttac.org/sites/default/files/assets/pdf/In-schoolPredictorsofPostSchoolSuccess.pdf</p> <p>Resources: Access to Challenging and Relevant Learning Opportunities Improves Achievement for All (SREB)</p> <p>High School Redesign 101 (NSTTAC)</p> <p>http://www.nsttac.org/content/evidence-based-practices-secondary-transition</p> <p>Metaanalysis article</p>
<p>Sept. 12</p>	<p>What Do We Teach?</p> <p>What Are Service Delivery Options?</p>	<p>Secondary Special Education Teachers' Roles</p> <p>Secondary Special Education in AL: Common Core, College and Career Ready, Curriculum Guides, Extended Standards, and Transition Standards</p> <p>Standards-Based IEPs</p> <p>Guest Speaker: Dr. DaLee Chambers, Special Education Services, Alabama Department of Education (4-5p.m.)</p>	<p>Homework #2: View prior to coming to class and come up with 1 question to ask speaker</p> <p>http://alex.state.al.us/specialed/presentations.html</p> <p>https://fp.auburn.edu/institute/publications/documents/AlabamaTransitionStandards.pdf</p> <p>DUE: IRIS Module-Accountability: High Stakes Testing</p>

Sept. 19		<p>Service Delivery, Tiered Interventions</p> <p>http://www.rtinetwork.org/professional/videos/podcasts/jay-engeln-rti-at-the-secondary-level</p> <p>In-Class Activity #4—Collaborative Activity with General Education Teacher Candidates 5-6:30</p>	<p>Read: Chapter 7 <i>A Schoolwide Model for Service Delivery: Redefining Special Educators as Interventionists</i> <i>Tiered Interventions and Secondary Transitions</i></p> <p>http://journals.cec.sped.org/cgi/viewcontent.cgi?article=1648&context=tecplus&sei-redir=1#search=%22co%20teaching%20checklist%22 http://www.rtinetwork.org/learn/rti-in-secondary-schools/response-to-intervention-in-secondary-schools *</p> <p>Discussion #2—After reading all the assigned readings, comment on the myths identified in *</p> <p>Resources: http://www.nasponline.org/resources/principals/RTI%20at%20the%20Secondary%20Level%20Part%20I%20March%20NASSP.pdf http://www.betterhighschools.org/expert/ask_tiered.asp <i>Current Practice Alerts: Co-Teaching</i> <i>Co-Teaching at the Secondary Level</i></p>
Sept. 26		<p>Transition Assessment Measureable Postsecondary Goals</p> <p>Go Over Assessment Project</p>	<p>Read: Chapt. 5 NSTTAC Age Appropriate Transition Assess</p> <p>Discussion #3—Discuss role of secondary special educator after reading assigned articles</p> <p>Resource: <i>Transition Assessment Toolkit</i></p>
Oct. 3		<p>Self-Determination & Empowerment Planning Strategies</p> <p>In-Class Activity # 5—<i>Putting Self-Determination into Practice</i></p>	<p>Read: <i>Putting Self-Determination into Practice</i> <i>The Students' Voices</i> <i>NSTTAC Student Involvement in the IEP</i></p> <p>Homework #3—Complete ARC Self-Determination Scale</p>

Oct. 10	How Do We Improve Access to the General Education Curriculum?	<p>Academics</p> <ul style="list-style-type: none"> · Universal Design (P) · Content Enhancement · Peer Assisted Learning (P) · Curriculum Based Measurement/Progress Monitoring (P) <p>Presentations: UDL, Peer Assisted Learning, Curriculum Based Measurement/Progress Monitoring</p>	<p>Read: Chapter 4, 15</p> <p><i>Graphic Organizers and Students with LD: A Meta-Analysis</i></p> <p><i>Evidence-Based Practices for Accessing General Education</i></p> <p><i>Peer Tutoring Study</i></p> <p><i>Universal Design for Learning and Secondary Transition</i></p>
Oct. 17	How Do We Design Effective Programs in Reading, Math, and Writing?	<p>Academics cont.</p> <ul style="list-style-type: none"> · Direct Instruction · Learning Strategies · Organizational and Study Skills <p>Evidence-based Practices for Reading (P)</p> <p>Evidence-based Practices for Math (P)</p> <p>Evidence-based Practices for Writing (P)</p> <p>Individual Accommodations and Modifications</p> <p>Presentations--EBP for Reading, EBP for Math, EBP for Writing</p>	<p>Read: Chapters 8-11</p> <p><i>Teaching Algebra to Students with LD</i></p> <p><i>Reading Comprehension for Older Students</i></p> <p><i>A Follow-Up of Mathematics Interventions for Secondary Students with LD</i></p> <p><i>Writing Instruction for Adolescents with LD: Programs of Intervention Research</i></p> <p>DUE: IRIS Module-High Quality Math Instruction</p> <p>DUE: IRIS Module-Improving Writing Performance</p>
Oct. 24 (CLD)		<p>EXAM 1</p> <p>Writing Annual Goals</p>	

31	How Do I Improve Access to the Community and Post-Secondary Options	<p>Academics cont. Preparing for Postsecondary Education http://www.youtube.com/watch?v=TaLI-2PgJ0U In-Class Activity #6 -Postsecondary Education for Students with Intellectual Disabilities</p>	<p>Read: Chapt.2 <i>Survey of College Programs for Students with ID</i> <i>Assisting Students with High Incidence Disabilities to Pursue Careers in STEM</i> Homework #4-Complete Self-Advocacy Knowledge Scale Resource: <i>Higher Education Opportunity Act Reauthorization</i> http://www.thinkcollege.net/?view=featured Due: Assessment and Goals</p>
Nov. 7		<p>Career/Employment · Career Development (P) · School-Based Enterprises (P) · Work-based Learning Presentations: Career Development, School-Based Enterprises</p>	<p>Read: <i>Adults with LD in the Workforce Incorporating Adult Community Services . . Four Supportive Pillars in Career Exploration and Development for Adolescents with LD and EBD</i></p> <p>Homework #5- Complete Kuder Assessments http://www.al.kuder.com/</p>
Nov. 14 DCDT		NO-CLASS	
Nov. 21	What are Special Instructional Considerations?	<p>Life Skills Social Skills and Community Connections Instructional Strategies · Community-Based Instruction · Simulations · Other</p> <p>Presentations: Reading Instruction for Students with Moderate and Severe Disabilities; Math Instruction for Students with Moderate and Severe Disabilities</p>	<p>Read: Chaps 13-14 <i>What Are You Doing After School? . . The Other Three Months</i> <i>Teaching Students with Moderate Disabilities to Read</i> <i>Effective Reading Instruction Strategies for Students with Significant Cognitive Disabilities</i> http://www.doe.k12.de.us/infosuites/students_family/pecialed/NEW/files/March2011.DE.Incl.Conf.pdf</p> <p>Discussion # 4: Discuss the significance of the <i>What are you Doing</i> and <i>The Other Three Months</i> articles.</p>
Nov. 28		THANKSGIVING	

Dec. 5		Community Integration Issues https://sproutflix.org/store/be-my-brother https://sproutflix.org/store/cared-witless Sharing of Project Due: Program Project In-Class Activity #7 -Infusing transition standards into general education classes	Read: Chapter 6 <i>Incorporating Adult Community Services . .</i>
Dec. 11 by 7:00 pm			

Note: Schedule may change.

7. COURSE REQUIREMENTS

General Course Requirements

- (a) Each student will be held responsible for **all** of the information in the textbook and readings assigned for the course. The student should read assigned material appropriate to the topic to be discussed **prior** to class meetings.
- (b) Students will respond to one exam during the semester (20 points).

Course Assignments

- (1) **CLASS PRESENTATION**—In assigned groups of 2-3, you will demonstrate a research-based practice from an approved list. You will use resources from the Access Center, Center on Instruction, IRIS Center, What Works Clearinghouse (IES), NSTTAC or other approved resources. Depending on the assigned topic, those presenting will actually teach a lesson to the rest of the class (who will be the students) demonstrating an evidence-based instructional approach or provide an overview of the topic with examples. Presentations must be 20-25 minutes in length. The format to follow will be covered in class. A handout that includes the definition/explanation of the practice and resources **and an annotated bibliography of a minimum of 5 research studies or relevant resources that support the practice**. Each annotation should be a minimum of 50 words. This assignment is worth **15 points** toward the final grade.
- (2) **SECONDARY ASSESSMENT AND TRANSITION GOALS**— Each student will assess a secondary student, preferably with a disability in order to determine the student's needs, taking into account the student's preferences and interests as they relate to transition planning and programming. Students will administer the following assessments: (a) Self-directed Search, (b) Ansell-Casey Life Skills Assessment (on-line) or Wisconsin assessment, (c) a general student interests and preferences inventory, (d) LASSI, and (e) Self-Determination Assessment ^{internet}. Students will use the assessment information gathered from and about the secondary student as well as information from the secondary student's most recent education evaluation to develop a student profile. Using a student profile written above, individually or in groups of no more than 3 students, students will develop transition goals and identify transition service needs. This project is worth **15 points** toward the final grade.
- (3) **IRIS MODULES**—Students will complete the following 3 IRIS modules—Accountability: High Stakes Testing; Using Learning Strategies to Enhance Student Learning; Improving Writing Performance. Each module is worth 3 points, for a total of **9 points** toward final grade.
- (4) **IN-CLASS ACTIVITIES**—Students will complete 7 in-class activities. Students must be present to complete in-class activities. Each in-class activity is worth 1 point, for a total of **7 points** toward final grade.
- (5) **HOMEWORK**—Students will complete homework activities designed to prepare them for class. There are 5 of these throughout the semester. This assignment is worth a total of **5 points** toward final grade.
- (6) **DISCUSSION BOARD**— Students will participate 4 discussions designed to prepare them for

class or reflect on class discussion/content. There are 4 of these throughout the semester. Students should reflect and integrate previous student posts. This assignment is worth a total of **4 points** toward final grade.

- (7) **COMPREHENSIVE SECONDARY PROGRAM OR RTI MODEL**—Special education majors will complete the Secondary Program assignment. General education majors may select the Secondary Program, RTI Model, or Other assignment. Students may work individually or in groups up to 3.

Comprehensive Secondary Program—Students will design a comprehensive secondary program for students with disabilities. The program can address 6-12, 6-7, 6-8, or 9-12. A 2-3 page rationale for the program should set the stage. This would include relevant learning characteristics of students with implications for programming needs as well program outcomes. Students will need to ensure that all elements in the *Predictor Implementation Self-Assessment* are included in their program

(http://www.nsttac.org/sites/default/files/assets/pdf/pdf/ebps/Predictor_Self-Assessment.final_06_24_13.pdf). As well, to be addressed are the following: Assessments, Curricula (academics, personal/social, daily living, occupations/careers), General Teaching Strategies, Specialized Teaching Strategies, Service Delivery Options (e.g., resource, content mastery, co-teaching, self-contained), Stakeholder Involvement/Collaboration, Program Evaluation, and Other.

Secondary RTI Model—Students will design a comprehensive RTI model for secondary schools. The model should include an identification of the tiers. For each tier, at a minimum the following should be addressed: focus, program (with specific curricula and instruction), grouping, time, assessment, interventionist(s), and setting. A resource directory should be included.

A more detailed explanation of assignment options will be provided. This assignment is worth a total of **25 points** toward final grade.

- (8) **Extra Credit**—Students will have an opportunity to earn a total of extra point by doing the following: (a) Attend a meeting on Disability and Social Security on Sept. 24 at Harris Center and (b) on the last day of class, on-campus students are welcome to bring in a dish to share with us as we discuss projects, while DE students can send a recipe to share. Completion of these activities is worth a total of **1 point** toward the final grade.

8. **GRADING AND EVALUATION:** Final grades will be based on the following:

Exam	= 20 points
Evidence-Based Class Presentation	= 15 points
Assessment and Goals	= 15 points
In-Class Activities	= 7 points
IRIS Modules (3,3,3)	= 9 points
Discussions (1,1,1,1)	= 4 points
Homework (1,1,1,1,1)	= 5 points
Comprehensive Secondary Program or RTI Model	= <u>25 points</u>

TOTAL 100 points

The grade ranges are: 90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
Below 60 = F

9. CLASS POLICY STATEMENTS:

- a. **Classroom Attendance:** Class attendance is a professional obligation. As such, students are expected to attend class and participate in class discussions and activities. They are responsible for any content covered in the event of an absence.

Students are granted *excused absences* from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. At the instructor's discretion, verified absences may be excused under unusual circumstances (see *Tiger Cub*). In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred. When feasible, the student should notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Students will be **permitted one unexcused absence for the entire semester**. Each additional unexcused absence will result in a 5 point deduction from final grade.

- b. **Assignments:** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). Written assignments are expected to be typewritten, grammatically accurate, free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. Assignments must be submitted via Canvass and by the time indicated in Canvass, unless otherwise specified.

No late assignments will be accepted unless accompanied by a university approved excuse.

If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.

- c. **Exams:** Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make up exam shall occur within two weeks from the time the student initiates arrangements for it.
- d. **Cell phone and laptop use during class:** As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. When students access facebook and other such sites during class, their engagement in class discussions and course

material decreases, impacting the learning of all in the class. Therefore, the use of cell phones, pagers, PDAs, or similar communication devices during scheduled classes is not permitted.

Students may access the powerpoints and other relevant material on laptops or other devices during class to support class content and learning. However, if it comes to the instructor's attention that a student is using laptops and other devices for other purposes, they will lose the privilege of using such devices in class.

- e. **Cheating:** The Auburn Academic Honesty Code (Policy) is found in both the *Tiger Cub* and the Student Government Association's Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author risk grave consequences.
- f. **Professionalism:** As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are:
 - Engage in responsible and ethical professional practices
 - Contribute to collaborative learning communities
 - Demonstrate a commitment to diversity, and
 - Model and nurture intellectual vitality.
- g. **Accommodations for Students with Disabilities:** Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail
- h. **Student Academic Grievance Policy:** The purpose of this university policy is to resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants." See *Tiger Cub* (page 96) for steps toward redress.
- i. **Course Contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace original materials.