

Auburn University
Department of Rehabilitation and Special Education

1. **COURSE NUMBER: RSED 7410/7416**
Course Title: Program Implementation in Specialization (Secondary Special Education)
Credit Hours: 3 semester hours
2. **DATE SYLLABUS PREPARED:** August 2014. This syllabus is a tentative outline for Fall 2014 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/>.

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.
 - b. Demonstrate advanced knowledge of federal/state regulations and educational service models related to secondary programming. 34.(2)(a)2.(i)
 - c. Demonstrate advanced knowledge of curriculum development practices and philosophical bases related to secondary programming.
 - d. Identify and explain current and future trends that influence curricular choices.
 - e. Demonstrate 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. 34. (1)(c)1.(iii) .
 - f. 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.
 - g. 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.(2)(a)2.(iv)
 - h. Identify the various agencies and individuals involved in the transition process, describe their roles, and list strategies for working together cooperatively. 34.(2)(a)2.(ii) 34.(2)(j)2.(i)
 - i. Demonstrate advanced knowledge of student learning styles and instructional strategies, including collaborative, co-teaching and direct instruction 34.(2)(c)2
 - j. Demonstrate advanced knowledge of practices designed to facilitate student self-

- determination and enlist the support and participation of families in the student's educational program. 34 (1)(b)2
- k. Use assessment information, including functional and vocational knowledge and skills, for IEP/ITP planning for secondary students. 34.(2)(h)2
 - l. Outline assessment information into postsecondary goals, annual goals and benchmarks 34.(2)(h)3 (iii)
 - m. Demonstrate advanced knowledge of validated, research-based approaches to core content area instruction. 34 (1)(b)1
 - n. Demonstrate ability to utilize effective teaching strategies designed to promote learning and improve student achievement 34.(2)(d)2 (iii)
 - o. Demonstrate advanced knowledge of various school- and community-based programs, curricula, service options, and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of transition skills. 34. (1)(c)1.(v)
 - p. Demonstrate knowledge of strategies for promoting coordination and collaboration between special education services and general education. 34.(2)(j)2.(ii)
 - q. Identify and describe assistive technology related to secondary programming. 34(2)(g)2.(iii)
 - r. Demonstrate knowledge of Standards-based Individualized Education Program (IEP) format, development and implementation 34.(2)(g)2.(ii)

6. COURSE CONTENT

| Date | Theme/Question | Topics | Readings and Assignments |
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| Aug. 20 (Objective A) | Who Do We Serve? | <p>Course Overview Characteristics of Students with High Incidence Disabilities</p> <p>http://www.youtube.com/watch?v=NIbGl4G8ebk (acceptance letter)</p> <p>http://www.youtube.com/watch?v=auIYOb_rptQ (trailer)</p> <p>In Class Activity #1-Categorical Descriptors of High Incidence Disabilities</p> | <p>Homework # 1—</p> <p>(a)Take the Kid you Were in High School quiz and bring the results to class</p> <p>http://www.buzzfeed.com/ryanhatesthis/would-the-kid-you-were-in-high-school-want-to-hang-out-with</p> <p>(b)View the video (and read the lyrics) <i>True-Colors</i> from John Legend. Write a ½ page reflection on the lyrics as they relate to students and teachers.</p> <p>http://paulinuspandiangnan.wordpress.com/2013/05/15/true-colors-from-john-legend/</p> |
| Aug. 27 (Objectives A, D) | | <p>Overview of Secondary Special Education</p> <ul style="list-style-type: none"> • Student Characteristics • Secondary School Structure • Adult Outcomes • Issues and Challenges <p>In-Class Activity #2-Challenges Facing Secondary Education for Students with Disabilities (cards, rank order)</p> | <p>Read: Chapters 1, 3 <i>Government Accounting Office Report on Transition</i></p> <p>Discussion #1-View the Malcolm London video and read transcripts. Identify and describe what you think are the major points about schools the author is making. http://www.ted.com/talks/malcolm_london_high_school_training_ground</p> <p>Homework #2-Read the GAO report. Identify what you think are the top 3 challenges related to the transition of youth with disabilities</p> |

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| <p>Sept. 3</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><i>In Class Activity # 3-High Schools that Work</i></p> | <p>Read:</p> <p>A-Walter Cronkite High School: A Culture . . . (first name begins with A, L, M)</p> <p>B- Middletown High School: Equal Opp. . . (first name begins with K)</p> <p>C-Apalachee High School: The Last . . . (first name begins with B, R)</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/InschoolPredictorsofPostSchoolSuccess.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> |
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| <p>Sept. 10 (Objectives B, C, D, E, F)</p> | <p>What Do We Teach?</p> <p>What Are Service Delivery Options?</p> | <p>Secondary Special Education Teachers' Roles Secondary Special Education in AL: Common Core, College and Career Ready, Curriculum Guides, Extended Standards, and Transition Standards Service Delivery, Tiered Interventions</p> <p>http://www.youtube.com/watch?v=YtTKuBZ-nvY&feature=c4-overview&playnext=1&list=TLgeEV54S2xGc (9.54 min)</p> <p>http://www.rtinetwork.org/professional/videos/podcasts/jay-engeln-rti-at-the-secondary-level</p> <p><i>In-Class Activity #4—Co-Teaching Activity</i></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> 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 (myths)</p> <p>Homework #3: View the two Common Core videos. Answer the questions. https://www.teachingchannel.org/videos/common-core-state-standards-middle-school (answer questions) https://www.teachingchannel.org/videos/common-core-state-standards-high-school (answer questions)</p> <p>DUE: IRIS Module-Accountability: High Stakes Testing</p> <p>Resources: http://www.nasponline.org/resources/principals/RTI%20at%20the%20Secondary%20Level%20Part%20II%20March%20NASSP.pdf http://www.betterhighschools.org/expert/ask_tiered.asp <i>Current Practice Alerts: Co-Teaching Co-Teaching at the Secondary Level</i></p> |
| <p>Sept. 17 (Objectives G, H, J, K, L)</p> | | <p>Transition Assessment Measureable Postsecondary Goals Go Over Assessment Project http://www.youtube.com/watch?v=BVPNBAmZMY8#t=12 (I Have a Dream)</p> | <p>Read: Chapt. 5 NSTTAC Age Appropriate Transition Assess</p> <p>Discussion #2—Take the <i>What Kind of Thinker are you Quiz</i>. Then discuss the pros and cons of your thinking style in co-teaching, tiered service delivery, and other group settings. http://www.buzzfeed.com/generalelectric/what-kind-of-thinker-are-you</p> <p>Resource: <i>Transition Assessment Toolkit</i></p> |

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| Sept. 24 (Objectives G, J) | | Self-Determination & Empowerment Planning Strategies In-Class Activity # 5 -Putting Self- Determination into Practice | Read: <i>Putting Self-Determination into Practice</i> <i>The Students' Voices</i> <i>NSTTAC Student Involvement in the IEP</i> Homework #4 -Complete ARC Self-Determination Scale |
| Oct. 1 CLD | | EXAM In-class Activity# 6: Watch the Why Intensive Interventions are Necessary video and identify 3-5 things you think are important and explain. https://www.osep-meeting.org/Keyvideos.aspx Why intensive interventions are necessary | |
| Oct. 8 (Objectives M, N) | How Do We Improve Access to the General Education Curriculum? | Academics · Universal Design (P) · Peer Assisted Learning (P) · Strategies for Science (P) · Strategies for Social Studies (P) Presentations: UDL, Peer Assisted Learning, Science, Social Studies | Read: Chapter 4, 15 <i>Graphic Organizers and Students with LD: A Meta-Analysis</i> <i>Evidence-Based Practices for Accessing General Education</i> <i>Peer Tutoring Study</i> <i>Universal Design for Learning and Secondary Transition</i> |
| Oct. 15 CATTS PARENT MEETING | How Do We Design Effective | CATTS Parent Meeting | |

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| Oct. 22 <i>(Objectives M, N)</i> | Programs in Reading, Math, and Writing? | EBP for Math, EBP for Writing Academics cont. · Direct Instruction · Learning Strategies · Organizational and Study Skills Evidence-based Practices for Reading (P) Evidence-based Practices for Math (P) Evidence-based Practices for Writing (P) Individual Accommodations and Modifications Presentations-- EBP for Reading, | Read: Chapters 8-11 <i>Teaching Algebra to Students with LD</i> <i>Reading Comprehension for Older Students</i> <i>A Follow-Up of Mathematics Interventions for Secondary Students with LD</i> <i>Writing Instruction for Adolescents with LD: Programs of Intervention Research</i> DUE: IRIS Module-High Quality Math Instruction DUE: IRIS Module-Improving Writing Performance |
| 29 <i>(Objectives G, K, M, N, O, R)</i> | How Do I Improve Access to the Community and Post-Secondary Options | Writing Annual Goals Academics cont. Preparing for Postsecondary Education http://www.youtube.com/watch?v=TaLI-2PgJ0U (7:15 min) http://www.thinkcollege.net/rethinking-college | Homework #5 -Complete Self-Advocacy Knowledge Scale Resource: <i>Higher Education Opportunity Act Reauthorization</i> http://www.thinkcollege.net/?view=featured DUE: Assessment, Profile, and Postsecondary Goals |
| Nov. 5 DCDT | | NO-CLASS DCDT | |
| Nov. 12 <i>(Objectives E, G, O)</i> | | Preparing for Postsecondary Education cont. Career/Employment · Career Development (P) · School-Based Enterprises (P) · Work-based Learning Presentations: Career Development, School-Based Enterprises In-Class Activity #7 -Postsecondary Education for Students with Intellectual Disabilities | 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> <i>Adults with LD in the Workforce</i> <i>Incorporating Adult Community Services . .</i> <i>Four Supportive Pillars in Career Exploration and Development for Adolescents with LD and EBD</i> Homework #6- Complete Kuder Assessments http://www.al.kuder.com/ |

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| Nov. 19 <i>(Objectives G, O)</i> | What are Special Instructional Considerations? | Life Skills Social Skills and Community Connections Instructional Strategies · Community-Based Instruction · Simulations · Other | Read: Chaps 13-14 <i>What Are You Doing After School? . .</i> <i>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/special ed/NEW/files/March2011.DE.Incl.Conf.pdf Discussion # 3: Discuss the significance of the <i>What are you Doing</i> and <i>The Other Three Months</i> articles. DUE: IEP |
| Nov. 26 | | THANKSGIVING | |
| Dec. 3 | | Community Integration Issues https://sproutflix.org/store/be-my-brother https://sproutflix.org/store/cared-witless Sharing of Project Due: Program Project | Read: Chapter 6 <i>Incorporating Adult Community Services . .</i> |
| Dec. 9 by 6:30 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**—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 **10 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. This project is worth **10 points** toward the final grade.
- (3) **STANDARDS-BASED IEP**—In groups of no more than 3, student will develop an IEP. The IEP must contain a minimum of 3 annual goals. Student information from Assignment 2 should be used to complete the IEP. This project is worth **10 points** toward the final grade.
- (4) **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.
- (5) **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.
- (6) **HOMEWORK**—Students will complete homework activities designed to prepare them for class. There are 6 of these throughout the semester. This assignment is worth a total of **6 points** toward final grade.

(7) **DISCUSSION BOARD**— Students will participate 3 discussions designed to prepare them for class or reflect on class discussion/content. There are 3 of these throughout the semester. Students should reflect and integrate previous student posts. This assignment is worth a total of **3 points** toward final grade.

(8) **COMPREHENSIVE SECONDARY PROGRAM OR DETAILED TRANSITION PROGRAM COMPONENT**—Students, in groups of up to three 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. **OR**

Students will develop a detailed plan for a major transition program component. This would need to include a detailed rationale, thorough description of students for whom it would be appropriate, assessments, data collection, curriculum, training, other.

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

(9) **Extra Credit**—Students will have an opportunity to earn a total of extra point by doing the following: (a) Attend a meeting on a disability-related issue 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. 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:

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| Exam | = 20 points |
| Evidence-Based Class Presentation | = 10 points |
| Assessment, Profile, & Goals | = 10 points |
| IEP | = 10 points |
| In-Class Activities | = 7 points |
| IRIS Modules (3,3,3) | = 9 points |
| Discussions (1,1,1,) | = 3 points |
| Homework (1,1,1,1,1,1) | = 6 points |
| Comprehensive Secondary Program | = <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.