

**EDS 351 Intervention Strategies for
Middle and High School Learners with Exceptionalities
Fall 2012
Eastern Mennonite University**

Lori H. Leaman, Associate Professor

Time: TR 12:45-3:40

Class Times: as noted in the syllabus

Practicum Time: arranged

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Location: CC 234

Course Description

A study of culturally and linguistically sensitive general and specialized curriculum and methods used for teaching children with learning exceptionalities, emotional disturbances and mental retardation in middle and secondary schools and the adaptations which can facilitate integration into general education classrooms. Instructional, evaluative, and learning strategies are identified. IEPs and lesson plans will be developed in transition, academic, adaptive behavior and vocational areas. A 15 hour field/clinical experience allows students to tutor middle or secondary students with significant learning and/or behavior difficulties. (2 sh content; 1 sh practicum).

TEACHER EDUCATION OUTCOMES

Scholarship: to acquire knowledge through the liberal arts, Global Village General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning setting high expectations.

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

Course Outcomes:

At the conclusion of this course the successful student will be able to:

1. Demonstrate knowledge of **definitions, characteristics, and learning and behavioral support** needs of students with disabilities who are accessing the general education curriculum and contrasting the demands of the general middle and high school curricula/methods with the learning/behavioral characteristics and needs of students with mild exceptionalities in the context of creating a lesson plan, transition plan, IEP, and learning strategy (*EMU Performance Outcomes: Scholarship, Inquiry, Professional Knowledge, Caring; CEC 1,2, 3,7*).

2. Understand the components of formative and summative **assessment**, and use of a variety of standardized and non-standardized data sets to make decisions about student progress, instruction, program, accommodations, placements and teaching methodology (*EMU Performance Outcomes: Inquiry, Professional Knowledge; CEC 2,3,7,8*).
 - a. Create a valid and reliable teacher-made assessment of a specified skill as a curriculum-based measure.
 - b. Utilize task analysis and error analysis as a method for determining appropriate methodology for instructing secondary students with exceptionalities.

3. Understand how to select and **implement appropriate instructional strategies, technology, and accommodations** to meet specific learning objectives according to individual need, assessment data and the general curriculum standards (*EMU Performance Outcomes: Inquiry, Professional Knowledge, Communication, Caring; CEC 2,3,4,6,7, 10*).
 - a. An understanding and application of service delivery, curriculum, and instruction of students with disabilities
 - b. Identify and apply differentiated instructional methodologies including systematic instruction, learning cognitive strategies, study skills, diverse learning styles, and technology use;
 - c. Teach skills and remediate deficits in academic areas at the middle and secondary levels.
 - d. Provide explicit instruction of reading and math at appropriate developmental/grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;
 - e. Knowledge and understanding of the scope and sequence of the standards of learning at the middle and secondary levels;
 - f. Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations.

4. Develop skills in **consultation, case management, and collaboration** at the secondary level, including: Coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include (*EMU Performance Outcomes: Scholarship, Inquiry, Professional Knowledge, Caring; CEC 4, 10*)
 - i. Understanding the Standards of Learning (SOL), the structure of the curriculum, and accountability systems across K-12;
 - ii. Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;

- iii. Implementation of collaborative models, including collaborative consultation, co-teaching, and student intervention teams;
 - iv. Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;
 - v. Understanding the roles and responsibilities of each member of the collaborative team; and
 - vi. Application of effective communication strategies with a variety of stakeholders in the collaborative environment.
- 5. Demonstrate the ability to prepare students and work with families and service agencies to provide successful **student transitions** throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations (*EMU Performance Outcomes*: Inquiry, Professional Knowledge, Communication; CEC,5,7, 9,10).
 - a. Skills in consultation, case management, and collaboration for students with varying degrees of disability severity.
 - i. Coordinate service delivery with general educators, related service providers, and other providers;
 - ii. Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;
 - iii. Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources;
 - iv. Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.
 - b. 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.
 - c. Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.

- d. 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:
 - i. Knowledge of person-centered planning strategies to promote student involvement in planning;
 - ii. Knowledge of generic skills that lead to success in school, work and community, including time management, preparedness, social interactions, and communication skills.
 - e. Understand social skill development and the unique social skills deficits and challenges associated with disabilities:
 - i. Assesses social skill strengths and needs;
 - ii. Plans and uses specialized social skills strategies.
 - f. Knowledge of use and implementation of vocational assessments to encourage and support students' self-advocacy and self-determination skills.
 - i. Knowledge of legal issues surrounding age of majority and guardianship.
- 6. Understand how to develop and evaluate the appropriateness of **a transition plan, IEP, and Summary of Performance** for students with exceptionalities (EMU *Performance Outcomes*: Inquiry, Professional Knowledge, Communication; CEC 2,3,4,5,6,7,8, 10)
- 7. Demonstrate understanding for organization for learning by designing and **implementing a lesson to teach** a concept, or concept with learning strategy, **in the practicum setting** (EMU *Performance Outcomes*: Inquiry, Professional Knowledge, Communication, Caring, Leadership; CEC 7), utilizing the state-based Standards of Learning (NCATE).
- 8. Demonstrate, within the practicum journal, an understanding of the **standards of professionalism** and strategies for effectively collaborating with others in culturally responsive ways and viewing oneself as lifelong learner who effectively reflects on his/her practice (EMU *Performance Outcomes*: Inquiry, Professional Knowledge, Communication, Caring, Leadership; CEC 5, 6, 9, 10).

COURSE MATERIALS

Required Texts:

Bley, N.S. & Thornton, C.A. (2001). *Teaching mathematics to students with learning exceptionalities* (4th ed.). Austin, TX: PROED.

Schloss, P., Smith, M., & Schloss, C. (2007). *Instructional methods for secondary students with learning and behavior problems*. (4th Ed.) Needham Heights, MA: Allyn & Bacon.

Required Research Articles: use EMU library database, Academic Search Elite to locate required research articles.

Closed Reserves: Several readings will be assigned from texts that are on closed reserve.

Moodle is used in the course.

REQUIREMENTS AND EVALUATION

Class Format:

Instructional strategies used in this course will be varied with an emphasis on your own reflection as you analyze the research and formulate teaching strategies for future application in your own classroom. This will likely include, but may not be limited to: lecture, explanations, class discussion, group reflection, resource persons, student presented research, questioning, observing or synthesizing, simulations, games, modeling, case study analysis, role-playing, constructing strategies and lesson plans, field experience, and reflective journaling.

Communication: All students are expected to regularly check Moodle and EMU email as a means of course communication and receiving updates from the professor. Communication with practicum teachers should be through email and a direct phone call to the practicum teacher.

Course Assignments:

* indicates assignments that are tied to the practicum setting.

Readings: Students are expected to complete all required reading assignments prior to class and to demonstrate familiarity with the reading in various formats: written, oral, group discussion, leading a discussion, class presentation, etc. Additional readings will be assigned throughout the semester. In addition, students are encouraged to read supplemental materials referenced within class discussions and this course syllabus. *Students are expected to check Moodle regularly for the posting of additional readings/assignments, and will be held responsible for using Moodle as a course tool.*

Attendance and Participation Activities: Students are expected to attend all classes except in emergency or department-approved circumstances. Please notify me prior to an absence from class. In the case of absence, the student is responsible for the material presented in class. Much of the value of a course stems from the dialogue among you and your peers within the class setting. Every class member is expected to participate in classroom discussions and assignments, mini activities in the practicum setting, as well as to comply with the university's ethical standards. Becoming a special education professional requires strong time management skills; *ten percent will be deducted for every day that an assignment is late.* Becoming a reflective practitioner requires active collaboration and discussion with other professionals. Quality communication skills are developed by listening to others and by sharing ideas/experiences. It is expected that you will attend each class session and actively participate in reflection/discussion/class activities. Many of our in-class activities will require collaboration, co-planning, co-instructing, and co-evaluating.

In class Co-planning Activities: Students will utilize teaming strategies to co-plan frameworks for lesson plans, units, and learning activities. Points will be awarded for teaming behavior, careful attention to the concepts of self-determination and self-monitoring, use of research-based learning strategies, and alignment of mini-projects with the general curriculum and individual needs of student case studies. (In-class throughout the semester)

*Practicum Mini activities: Students will conduct data collection activities in the practicum setting to learn to use environmental and student-based data for making individualized decisions regarding learning (eg. Learning environment inventory, student interest inventory, etc.)

*Teacher-Generated Assessment: Special education teachers often need to develop pre-tests in order to identify the reasons behind a student's inability to perform a certain learning task. This informal assessment allows the teacher to identify the specific sub-skills or pre-requisite knowledge that the student has not yet mastered. In the practicum setting, you will identify a skill that is missing or incomplete in the behavior or academic repertoire of one or more students in your practicum setting. Develop the performance objective for the skill you see that is lacking, enumerate the sub skills required to perform this objective, determine the appropriate question/answer format for assessing this skill, write the test directions, prepare the test items, establish the scoring criteria, and then administer and evaluate the results of your test. (Note: the data from this may be used to develop the lesson you will teach to a student.) A rubric will be distributed; see the instructions at the end of your syllabus. DUE in hard copy no later than Oct. 11.

Co-Taught Learning Strategy Lesson: Students will be asked to design a co-teaching plan to teach a learning strategy in mathematics, written expression, literacy skills or a content area. One learning strategy should be chosen to teach to your peers in the EDS351 classroom. The learning strategies selected should be linked with an SOL or other learning standard need from the middle/high school curriculum. Rubric will be distributed. LESSON PLAN with MATERIALS one week prior to teaching the lesson in class; see syllabus for the dates you will teach your learning strategy to the class.

*Practicum Lesson Plan: Students will be asked to create a lesson plan for teaching a concept (math, writing, reading, science, or social studies) using a learning strategy. The lesson should teach the curricular concept as well as teach the steps for the learning strategy. The lesson will be taught in the practicum setting to an individual student, or a small group of students. The rubric will be distributed. PRACTICUM LESSON PLAN with STATEMENT OF STUDENT LEVEL OF FUNCTIONING is DUE to Lori & practicum teacher: by Oct 11; PRACTICUM Lesson must be taught and the EVALUATION is due no later than Nov. 20.

IEP/Transition Plan: Using cumulative knowledge from this course, students will be asked to develop an Individual Education Plan, with Transition Plan, for a case study presented in class. You will be given an IEP template in class to complete this assignment. Rubric will be distributed. DUE Dec 4th.

*Field Experience: Each student will successfully complete a 15 hour field practicum with middle or high school students with cognitive/learning/behavioral exceptionalities. It is ideal if the practicum student can observe the same student for several weeks in a row. Professional behavior as outlined in the *Guidelines for Observation in ED 101* is expected. An evaluation of the student's practicum performance is linked to the CEC standards: CEC standards 2,3,4,5,6,7,8,9,10. Performance evaluation is DUE Nov 29th.

*Reflective Journaling: Students will complete a reflective journal based on core areas of instruction covered within the course and their application in the real-life setting of the practicum experience. Students will reflect on an understanding of strategies for effectively collaborating with others in culturally responsive ways and viewing oneself as lifelong learner who effectively reflects on his/her practice. Responses should be typed (double-spaced, 12pt font) and will be assessed based on the distributed rubric. 8 journal entries will be graded. Performance on the reflective journals is linked to the competencies of the CEC standards: CEC 2 Devel/Charact of Learner; CEC 3 Indiv Lng Differenes; CEC 4 Instr Strategies that

encourage skill application across settings; CEC8 Assessment; CEC 10 Collaboration with colleague. DUE: electronically by 8am each Friday.

Exam: A written final exam will be given assessing your professional knowledge and ability to apply this knowledge to case studies.

Evaluation:

Reflective Journals	36 pts
Attendance/participation/In-class co-planning activities/Practicum mini activities	36 pts
Co-Taught Lesson Plan w/Lng Strategy (Taught in the course setting)	36 pts
Practicum Lesson <i>Plan</i>	26 pts
Lesson Taught in practicum	12 pts
IEP/Transition Plan/IEP meeting	31 pts
Teacher-Made Assessment	28 pts
Final Exam	39 pts
	244 pts

Grading Scale:

96 - 100	A
94 - 95	A-
92 - 93	B+
89 - 91	B
86 - 88	B-
83 - 85	C+
79 - 82	C
75 - 78	C-
67 - 74	D
66 - 0	No Credit

Note: a grade lower than a C means that a course must be repeated in order for it to count toward educational licensure at EMU.

Late policy: *ten percent will be deducted for every day that an assignment is late.*

Academic Integrity:

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2012-13 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Academic Support:

If you have received services in the past related to a learning disability, attention deficit disorder, other documented disability, and/or feel you may experience academic difficulty in this course, please make an appointment to speak with me during my office hours and/or with the Coordinator of Student Disability Support Services in the Academic Support Center, located in LIB 314 on the

3rd floor of Hartzler Library, 432-4233. Students who have not yet registered their documented disability are encouraged to do so immediately, so that they may receive the support that they need for success.

Tutoring:

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access MyWCOOnline through myEMU.

Writing Standards:

Students are expected to follow EMU writing standards as outlined in the Student Handbook. The standards of APA (6th edition) apply to all assignments, except lesson plans and the IEP. However, citations must still be used to give proper credit.

Early Graded Learning Experience: First and second-year students enrolled in this course will receive a grade of satisfactory (SA), warning (WA), or UN (unsatisfactory) after the fifth week of the semester. This grade is intended to provide students with feedback on their academic performance and engagement in this course. Students who receive a WA or UN grade will be expected to discuss with me, within one week of receiving their grades, plans for improving their performance in this course.

Tentative Course Outline: *Assigned readings from the required text are listed; however, additional readings will occasionally be assigned. This schedule and its components will be revised as needed throughout the semester in order to most effectively accomplish the course outcomes.*

PRACTICUM			
15 hours of Practicum: TBD by individual schedule with your cooperating teacher.	However, most practicum hours for EDS 351 will occur on Tuesdays between 12- 3:30. Approximate dates: Sept 14-Nov 16.		
CLASS			
Date	Topic	Reading Assignment	Assignment Due
Week 1: Aug 28 class, 12:45-2:15 Aug 30 class, 12:45-2:15	<i>What is our role as secondary special education teachers?</i> - Goals/Structure of Secondary SPED - Common Models of Service Delivery/Instruction: (1) Consulting/Collaboration (2) Resource room (3) Co-teaching - AYP - Designing instruction for learning strategies, appropriate reading level, self-monitoring, and self-determination. <i>Obstacles to program effectiveness in secondary special education</i> (Wasburn-	Chapter 1 (skim) Chapter 3 Chapter 7 -Wasburn-Moses article -Journal article: Culturally Responsive Teaching -Assigned chapter reading on Culture from Flaitz text (Closed Reserve)	Read Chart on Culturally Responsive Teaching (Present to group Aug 30) Take a HS Released SOL test (due Sept 4)

	Moses, 2006) <i>What challenges do our adolescent students face?</i> • Juvenile delinquency/Gangs • Substance Abuse • STD's/Pregnancy • Depression/Suicide • Drop-outs • Socio-economic challenges • Urban vs. Rural <i>How do I reach my students and their families?</i> • Cultural and linguistic diversity • Socio-economic diversity • Communication • Effective Practices <i>Role Play: Communicating with Parents</i> (Use Cultural Values Chart, Turnbull et al. (2006), p. 213.		
Week 2: Sept 4 (12:45-2:15) Sept 6 TIME CHANGE (12:45-3:30)	<i>What are the skills in consultation, case management, and collaboration that I need for planning successful experiences for my secondary students?</i> • Teaming theory & Style Preferences • Conflict Management • Planning, planning, planning! • Working with the paraprofessional: clarifying roles <i>What are the standards of learning for my students?</i> • NCLB/state assessments • Standards of Learning/District Curriculum <i>How do I effectively assess students for placement and instruction?</i> • Reviewing the Formal Data (standardized testing, RTI, psych report, IEP) • Curriculum Based Measures for Secondary • Collaborative Approaches to Evaluation for Instruction and Transition • Informal & Formative Assessment for Instruction for self-monitoring <i>What instructional methods will I use for my secondary students with exceptionalities?</i> • Assessing the learning environment • Rate of learning, incidental learning, generalization, retention, mediated learning. • Direct Instruction Model	<u>Sept 4:</u> Ch. 4 & p. 115-118 & Ch. 5 -Survey the VA SOLS in a content area in MS or HS (Math, English, SS, Sci) and take a Released SOL test found at this website http://www.pen.k12.va.us/VDOE/Assessment/releasedtests.html -Online-The VA Paraprofessional Guide-be prepared to discuss sections 1-4. You will likely want access to this guide in the future, so please save the document to your own computer, if you have Acrobat Reader, or consider printing it, or saving the web address. <u>Sept 6:</u> Chapter 5	Due Tuesday: The Released SOL test that you took (In Class Thursday): Sample Teacher-Made Assessment activity
Week 3:	PRACTICUM		-Utilize the learning environment tool

Sept 11			
Sept 13 TIME CHANGE (12:45-3:30)	<i>What instructional methods will I use for my secondary students with exceptionalities? (continued)</i> - Assessing the learning environment - Rate of learning, incidental learning, generalization, retention, mediated learning. - Direct Instruction Model - Learning Strategies & Mediated Learning - Constructivist Theory vs. Direct Instruction Model - Review of Co-Teaching /Planning Models - The Lesson Plan <i>Co-Teaching</i> - Challenges <i>Self-Determination</i> - Determining instruction and behavioral plans consistent with individual needs, interests, and goals - Preference Inventories <i>Social and Study Skills Instruction</i> - Social skill needs of secondary students with exceptionalities in the General Curriculum - Designing the Social Skills lesson: integrated or direct instruction. - Knowledge of generic skills that lead to success in school, work and community, including time management, preparedness, social interactions, and communication skills. Results	Chapter 6 -Chapter 14 -Assigned article on co-teaching: Murawski & Dieker -TTAC packet on co-teaching	Group reporting on assigned article- Sept 13 Journal 1 due FRI 8am
Week 4: Sept 18	PRACTICUM	Read ahead for Week 5—very heavy reading week.	-Utilize the student preferences inventory
Sept 20	No Class---course minutes were covered on Sept 6 and 13 extended classes.		-Journal 2 due FRI 8am
Week 5: Sept 25 (12:45-2:15) CLASS on TUESDAY!	CLASS is on Tuesday! PRACTICUM is on a Thursday! Mathematics Instruction - Strategies for Learning Math Operations/Facts - Hard-to-Learn Upper Grade Topics - SOL Release Test Items: Grade 8 and Alg 1, Geometry—what do they tell us? <i>Joe Hill's website:</i> http://www.rockingham.k12.va.us/RCPS_Math/	-Chapter 11 -Ch. 9,10 (Bley text) -Research Article	

	PowerpointFiles.html		
Sept 27	PRACTICUM		-Utilize the social skills record in practicum Journal 3 due
Week 6: Oct 2	PRACTICUM		
Oct 4 (12:45-2:15)	Teaching a Math Strategy: <i>Students will teach a Math Strategy in class to his/her peers</i> Reading Instruction, as a supplement to your coursework in Literacy Block - Review of concepts from Block - Assessing reading ability - Decoding, Vocabulary, Comprehension, Fluency - Secondary Strategies	-Chapter 10 -Research Article	Demo: Math Learning Strategies will be taught today Journal 4 due by Friday 8am
Oct 9	PRACTICUM		Your practicum lesson plan is due to Lori/CT no later than Oct 11 for approval.
Oct 11 (12:45-2:15)	Teaching a Reading Strategy: <i>Students will teach a reading strategy in class to his/her peers.</i> Written Language Instruction - Thrust of state testing - A Process, not isolated skills - A Product, not isolated skills - Modeling & Giving Feedback - Use of Rubrics - Strategies	-Chapter 9 -Research Article	-Teacher-Generated Assessment is due no later than Oct 11 (hard copy) -Demo: Reading Learning Strategies will be taught in class today -Practicum Lesson Plan draft due to Lori/CT by Oct 11.
Week 8: Oct 16	PRACTICUM		
Oct 18 (12:45-2:15)	Teaching a Writing Strategy: <i>Students will demonstrate a writing strategy.</i> Listening and Speaking for Transition - Communication: a process not just isolated skills - Verbal Mediation/Modeling for teaching the process - Creating motivation for learning the	Ch. 8	Demo: Writing Learning Strategies will be taught -Journal 5 due by 8am FRI

	process Strategies/Related Services		
Week 9: Oct 23	FALL BREAK or make-up hours for practicum		
Oct 25 (12:45-2:15)	Teaching in the Content Areas - Content Enhancements - Learning Strategies/Study Skills - Science Methods - Social Studies Methods	-Chapter 15 -Wood text (Appendix A and - Ch 13)	Journal 6 due by 8am FRI
Week 10: Oct 30	PRACTICUM		
Nov 1 (12:45-2:15)	Teaching a Content Area Strategy: <i>Students will demonstrate a science or SS strategy.</i> - Sciences - Social Studies	-Chapter 15	Demo: Content Area Strategy will be taught Journal 7 due 8am FRI
Week 11: Nov 6 (12:45-2:15) NOTE: Class on Tuesday due to Election Day!	Content Enhancement Routines: -Trainer for Content Enhancement Routines, BHS English Teacher Teaching in the Content Areas (cont) Social Studies	Article	
Nov 8	PRACTICUM on Thursday due to schools closed on Election Day		Journal 8 due 8am FRI
Week 12: Nov 13	PRACTICUM (Last day to teach practicum lesson)		
Nov 15 (12:45-2:15)	IEP WORKSHOP: Basics of the IEP and the Vocational/Leisure Instruction and the Transition Plan - IDEA/VA requirements - Writing the PLOP- a review - The IEP (secondary emphasis) and the transition plan - Mobility and Orientation services Nov 15: End of class, we will assign readings from (Flexer) <u>Transition Planning for Secondary Students with Exceptionalities</u> (Ch 6 “Curriculum Augmentation”; Ch. 11) for Jigsaw activity	-Chapters 12 -Research articles -sample PLE	
Week 13: Nov 20 (12:45-2:15)	PRACTICUM	-Ch 13 -selected portions of the VDOE website	Practicum Lesson Evaluation DUE

		on transition planning at http://www.doe.virginia.gov/VDOE/sped/transition/ -page 15-17 of http://www.doe.virginia.gov/VDOE/duetproc/IDEA2004GuidanceDocument.pdf -IEP/Transition plan from Rock Co. at http://www.rockingham.k12.va.us/RCPSP/Forms/forms.html	Nov 20
Nov 22	THANKSGIVING HOLIDAY		
Week 14: Nov 27 (**1:00-2:30)	Major components of the Transition Plan • Collaborating with colleagues • Academics, Interests and preferences Self-Determination and the Student-Led IEP <i>-Transition Facilitator, guest speaker</i> <i>-I'm Determined DVD</i> IEP/Transition Plan case study will be handed out.	CLOSED RESERVE reading: (Flexer) Transition Planning for Secondary Students with Exceptionalities (Ch 6 "Curriculum Augmentation"; Ch. 11) -Research Article by Van Belle et al (2006)	
Nov 29 (12:45-2:15)	Writing the IEP and the Summary of Performance • Review of the Major Components • Issues related to adolescence • Survey of district/state/federal guidelines • Survey of section 504-a MS/HS perspective • Survey of IEP formats • IEP mistakes	-VDOE website on IEPs -PDOE website -Section 504 from Rock Co. at http://www.rockingham.k12.va.us/RCPSP/sped/Section504.html -Sample SOP from VDOE at www.doe.virginia.gov/VDOE/sped/transition/summaryofperformance.doc	Your cooperating teacher's Performance Evaluation of you is due today. Please ensure he/she has mailed it to EMU.
Week 15: Dec 4 (12:45-2:15)	IEP meetings		IEP/Transition Plan DUE Dec 4 to Lori's door.
Dec 6 (12:45-2:15)	Conducting the IEP meeting: MOCK IEP mtg Your First Year—the learning curve Standards of the Profession		Group Activity: Mock IEP meeting, Dec 6

	Wrap-Up		
Exam Week: Dec 13	<i>1:30 FINAL EXAM</i>		

References

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Selected web sites:

CEC standards

<http://www.cec.sped.org/ps/>

Virginia & NCLB

<http://www.pen.k12.va.us/VDOE/nclb/>

NCLB & Spec Ed

<http://www.ed.gov/nclb/freedom/local/spcedfactsheet.html>

Virginia Spec Ed Regulations	http://www.pen.k12.va.us/VDOE/Instruction/Sped/varegs.pdf
VA Dept Rehab & transition	http://www.vadrs.org/downloads/transitionservices.pdf
NICHCY & Transition Plan	http://www.nichcy.org/pubs/transum/ts10txt.htm
VDOE-Transition planning	http://www.pen.k12.va.us/VDOE/sped/transition/
Sect.Labor SCANS project	http://wdr.doleta.gov/SCANS/whatwork/whatwork.pdf
Virginia SOLs	http://www.pen.k12.va.us/VDOE/Instruction/sol.html
PA standards	http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?a=3&Q=76716
Federal IEP	http://www.ed.gov/parents/needs/speced/iepguide/index.html#Contents%20of%20the%20IEP
VA sample IEP	http://www.pen.k12.va.us/VDOE/Instruction/Sped/iep_form.pdf