SPED 430: Secondary Programming for Students with Disabilities

Fall 2016 Syllabus

Part 1: Course Information

Instructor Information

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Office Hours: Online Chat Every Monday 5:00PM-6:00PM
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Course Description

This course provides an overview of history, legislation, philosophy, and practice in the areas of secondary transition and post-school outcomes for persons with disabilities. In this course you will become familiar with issues and strategies related to promoting a successful transition from school to adult life in the areas of employment, living arrangements, transportation and/or mobility, financial independence, relationships, sexuality, and social involvement. Through assigned readings and activities, this course will create opportunities for you to learn about and engage in hands on practice of the processes behind behavior change and learning in classroom and community settings.

Textbook & Course Materials

Required Text

There is no required textbook for this course. However, course readings are available electronically through the dropbox function on the D2L course site. Additional details are provided on the course schedule.

Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to SIU Online Desire2Learn

Course Structure

This course will be structured as a hybrid learning experience through service learning at Carbondale High School, with an additional online component.
The online component will be delivered through the course management system Desire2Learn (D2L). You will use your SIU username (i.e., dawgtag number) account to login to the course from the [SIU Online D2L login page](https://online.siu.edu/).

In D2L, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a variety of course activities using D2L and alternative Internet-based technologies. Activities will consist of quizzes, application activities, and projects.

The service learning component involves working directly with high school students with disabilities at Carbondale Community High School. Activities will include mentoring the high school students in developing transition portfolios, and delivery instructional lesson plans based on specific topics provided to you by the instructor.

**D2L Access**

To access this course on D2L you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the System Check from your D2L course. Refer to the D2L Browser Tune-up page for instructions.

**Technical Assistance**

If you need technical assistance at any time during the course or to report a problem with D2L you can:

- Copy and paste the following URL into your internet browser to familiarize yourself with D2L.  
  [http://cteapps.siu.edu/d2l/learningenvironment/getting_started/getting_started_with_learning_environment.htm](http://cteapps.siu.edu/d2l/learningenvironment/getting_started/getting_started_with_learning_environment.htm)

- You may also refer to the “quick access guide” for students once you log into D2L. There are several checklists outlining various components of D2L and how to use it.

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**Part 2: Course Objectives**
Course outcomes address competency areas defined by the goals of the SIUC Special Education Program as well as the knowledge and skills identified for beginning special education teachers by the Illinois State Board of Education Professional Teaching standards. We recommend that you familiarize yourself with these competency areas. You will meet the competencies and course objectives through a combination of activities. The alignment of course objectives and assessment activities with these professional standards is described in Tables 1 and 2.
Table 1. Alignment of Course Objectives and Assessment with Illinois Professional Teaching Standards.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Course Objective</th>
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<tr>
<td><strong>Standard 1 - Teaching Diverse Students</strong> – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.</td>
<td>Develop a general concept of transition planning as it relates to youth with disabilities and the Individuals with Disabilities Education Act (IDEA). Understand how cultural concepts of disability have influenced special education services. Describe how federal laws and regulations support self-determination-oriented instructional practices. Identify some common myths about transition planning that have emerged since it has become IDEA policy.</td>
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<tr>
<td><strong>Standard 2 - Content Area and Pedagogical Knowledge</strong> – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.</td>
<td>Explain the relationships between typical adolescent development and transition planning. Describe the rationale for transition planning. Explain the essential elements of transition and how they are reflected in promising practices. Identify problems in defining promising practices in transition for youth with disabilities. Develop a general understanding of common questions that may be asked by families in the development and implementation of the transition plan.</td>
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<td><strong>Standard 3 - Planning for Differentiated Instruction</strong> – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student</td>
<td>Describe the importance of students learning self determination skills. Describe how to infuse self-determination into secondary IEP practices.</td>
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</table>
performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Define self-determination and describe the major components.

Understand the process of implementing the transition plan from the development of the plan to the assessment of progress.

**Standard 5 - Instructional Delivery** — The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Students will define Direction Instruction teaching methods and direct instruction curriculum design, and will list and describe the elements of teacher directed lesson.

Describe the difference between direct and nondirect instruction in terms of content, approach, and learning strengths and needs.

Illustrate for a learning objective the use of direct and non-direct instruction.

Explain the role of student-guided and student directed learning in transition and community environments.

Explain the process of lesson planning.

Explain the connections between the nine promising practices in transition and the essential elements of transition.

Identify practical implications of promising practices for special educators.

Describe the various definitions of transition services and their impact on planning.

Understand the process of preparing for the transition meeting and the many models, assessments, and considerations that must be addressed before the actual meeting occurs.

Describe the careers and job experiences of transition students.
**SYLLABUS**

| Explain the role of the labor market in preparing for and obtaining employment. |
| Identify major employment options. |
| Describe the career possibilities for the visions of students and families. |
| Describe the school and postschool services and programs for preparing for employment. |
| Explain the differences in major approaches to mediating supports for employment. |
| Describe model practices for supporting students in obtaining employment. |
| Show how to establish self-determination as an IEP need area. |
| Explain self-determination assessment. |
| Explain how self-determination fits into a standards-referenced IEP format. |
| Describe the ChoiceMaker and other research based self-determination curriculum. |
| Explain how to implement a student-directed summary of performance. |

| Describe the characteristics of transition assessment. |
| Describe the types of skills that are tested in each of the four transition domains: current and future education, work, living, and personal-social areas. |
| Explain the purpose and contributions of formal (standardized) and informal (nonstandardized) transition assessments. |
Table 2. Alignment of Course Objectives and Assessment with Council for Exceptional Children Teaching Standards.

<table>
<thead>
<tr>
<th>Standard</th>
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| **Standard 1. Foundations**  
Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based **principles and theories**, relevant **laws and policies**, diverse and **historical** points of view, and **human issues** that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs in both school and society. Special educators understand how these **influence professional practice**, including assessment, instructional planning, implementation, and program evaluation. | Develop a general concept of transition planning as it relates to youth with disabilities and the Individuals with Disabilities Education Act (IDEA).  
Understand how cultural concepts of disability have influenced special education services.  
Describe how federal laws and regulations support self-determination-oriented instructional practices.  
Identify some common myths about transition planning that have emerged since it has become IDEA policy. |
| **Standard 2. Development and Characteristics of Learners**  
Special educators know and **demonstrate respect** for their | Explain the relationships between typical adolescent development and transition planning. |
students first as unique human beings. Special educators understand the **similarities and differences in human development** and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how **exceptional conditions** can **interact** with the domains of human development and they use **this knowledge to respond to the varying abilities and behaviors of individuals** with exceptional learning needs. Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

**Standard 4. Instructional Strategies.**

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with Exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to modify learning environments appropriately for individuals with exceptional learning needs. They enhance the learning of critical thinking, problem-solving, and performance skills of individuals.

| Describe the rationale for transition planning. |
| Explain the essential elements of transition and how they are reflected in promising practices. |
| Identify problems in defining promising practices in transition for youth with disabilities. |
| Develop a general understanding of common questions that may be asked by families in the development and implementation of the transition plan. |
| Describe the importance of students learning self determination skills. |
| Describe how to infuse self-determination into secondary IEP practices. |
| Define self-determination and describe the major components. |
| Understand the process of implementing the transition plan from the development of the plan to the assessment of progress. |
with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

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<tr>
<th><strong>Standard 5. Learning Environments and Social Interactions.</strong></th>
<th>Students will define Direction Instruction teaching methods and direct instruction curriculum design, and will list and describe the elements of teacher directed lesson. Describe the difference between direct and nondirect instruction in terms of content, approach, and learning strengths and needs. Illustrate for a learning objective the use of direct and non-direct instruction. Explain the role of student-guided and student directed learning in transition and community environments. Explain the process of lesson planning.</th>
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<td>Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs.</td>
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<td><strong>Standard 7. Instructional Planning</strong></td>
<td>Explain the connections between the nine promising practices in transition and the essential elements of transition. Identify practical implications of promising practices for special educators.</td>
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<td>Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and</td>
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special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.

Describe the various definitions of transition services and their impact on planning.

Understand the process of preparing for the transition meeting and the many models, assessments, and considerations that must be addressed before the actual meeting occurs.

Describe the careers and job experiences of transition students.

Explain the role of the labor market in preparing for and obtaining employment.

Identify major employment options.

Describe the career possibilities for the visions of students and families.

Describe the school and postschool services and programs for preparing for employment.

Explain the differences in major approaches to mediating supports for employment.

Describe model practices for supporting students in obtaining employment.

Show how to establish self-determination as an IEP need area.

Explain self-determination assessment.

Explain how self-determination fits into a standards-referenced IEP format.

Describe the ChoiceMaker and other research based self-determination curriculum.
### Standard 8. Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

<table>
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<th>Explain how to implement a student-directed summary of performance.</th>
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<td>Describe the characteristics of transition assessment.</td>
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<td>Describe the types of skills that are tested in each of the four transition domains: current and future education, work, living, and personal-social areas.</td>
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<td>Explain the purpose and contributions of formal (standardized) and informal (nonstandardized) transition assessments.</td>
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<td>Describe the kinds of information each can provide to support comprehensive data gathering, and describe their advantages and disadvantages.</td>
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<td>Describe how functional or ecological assessments can be used in each of the four areas of transition assessment and give examples.</td>
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<td>Explain the process of assessment planning and decision making for transition teams.</td>
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### Part 3: Topic Outline/Schedule

**Important Note:** Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

**Week of:**

- Aug 22-26: Transition Legislation and Models
- Aug 29-Sep 2: Transition Assessment
• Sep 5-9: Planning for Employment, Education, and Independent living
• Sep 12-16: The transition plan
• Sep 19-23: Instructional methods for the secondary learner
• Sep 27-Sep 30: Assessment for Placement and Instruction
• Oct 3-7: Managing the learning environment
• Oct 10-14: Reflection Paper; teaching philosophy
• Oct 17-21: Collaboration and the roles of the special educator
• Oct 24-28: Instruction for written language
• Oct 31- Nov 4: Reading Instruction
• Nov 7-11: Mathematics Instruction
• Nov 14-18: Vocational Instruction
• Nov 28-Dec 2: Leisure and Positive lifestyle Instruction
• Dec 5-9: Leisure and Positive lifestyle Instruction
• Dec 12-14: Final exams

Part 4: Grading Policy

Graded Course Activities

Visit the Sections in D2L for details about each assignment listed below. Click on assignments to access quizzes and exams. Activities are scheduled to be completed sequentially as you progress through each section. Pay special attention to due dates. The course assignments are dichotomized between content knowledge for secondary programming and the practical application of post-secondary transition skills all special educators are expected to perform.

Weekly Quizzes (130 points): There will be weekly quizzes throughout the semester to assess your understanding of the content. Readings will be posted on D2L each week. The quiz items will be comprised of multiple choice and/or true-false questions. These quizzes are timed and submitted immediately following the completion of the quiz, so there is nothing you need to submit. Plan accordingly, as the quiz is only available on designated dates on the schedule.

Movie Review (40 points): The purpose of this assignment is to provide an opportunity to become familiar with the challenges young adults with disabilities and their families face when transitioning to adulthood. You will be watching the movie “The Other Sister” for this assignment. If you do not already own this movie, you will need to rent or borrow a copy. Be clear and concise. You will write a paper addressing several concepts related to secondary and post-secondary transition.
**Transition Goals (20 points):** You will write measurable and quantifiable transition goals related to a set of transition recommendations to be handed out in class. A scoring rubric will be handed out with the assignment to outline how points are distributed.

**Transition Plan (100 points):** You will write a Transition Plan according to the format and guidelines specified on the Illinois School Board of Education. A case study will be provided. In addition, transition goals and objectives will be written based on the career and postsecondary education aspirations of a high school student outlined in a case study. A scoring rubric will be provided to outline how points will be distributed on the assignment.

**Online Asynchronous discussions (50 points).** For the online discussions, I will post questions for discussion during the week shown on D2L. Responses to online questions should include **at least 1 original response and 1 response to a peer posting.** There will be a total of 5 discussions, so at least 10 substantive and thoughtful responses will be required. **No late assignments will be accepted under any circumstances.**

**Late Work Policy**
Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

**Viewing Grades in D2L**
Points you receive for graded activities will be posted to the D2L Grade Book. Your instructor will update the online grades each time a grading session has been complete—typically 2 to 3 days following the completion of an activity. You will see a visual indication of new grades posted on your D2L home page under the link to this course.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>50</td>
<td>Asynchronous Discussions</td>
</tr>
<tr>
<td>40</td>
<td>Movie Review</td>
</tr>
<tr>
<td>130</td>
<td>Quizzes</td>
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<tr>
<td>20</td>
<td>Transition Goals</td>
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### Points and Description

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tr>
<td>100</td>
<td>Transition Plan</td>
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<tr>
<td>340</td>
<td>Total Points Possible</td>
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</tbody>
</table>

### Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

**Grading Scale:**

- **90%–100%** 306-340  A
- **80%–89%** 272-305  B
- **70%–79%** 238-271  C
- **60%–69%** 204-237  D
- < 204  F

### Part 5: Course Policies

#### Participation

Students are expected to participate in all online and service learning activities as listed on the course calendar.

#### Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

#### Complete Assignments

All assignments for this course will be submitted electronically through D2L unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested.
from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

**Understand When You May Drop This Course**

It is the student’s responsibility to understand when they need to consider disenrolling from a course. Refer to the SIUC Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student’s family.

**Incomplete Policy**

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned according to SIUC policy (refer to Student Handbook). All incomplete course assignments must be completed within one year of the INC being approved.

**Inform Your Instructor of Any Accommodations Needed**

If you have a documented disability and verification from Disability Support Services (DSS), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to DSS and meet with a DSS counselor to request special accommodation *before* classes start. DSS can be contacted by phone at (618) 453-5738; (618) 453-2293 (TTY).

**Changes to Syllabus**

The instructor reserves the right to change the class structure, activities, assignments, or readings to render the course more responsive to the needs of the class. Changes will be announced in class. It is your responsibility to be aware of any policy changes and adjust plans accordingly.

**Commit to Integrity**

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom (including the virtual classroom).

**SIUC’s Academic Honesty Policy & Procedures**

The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. Southern Illinois University at
Carbondale expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.

Definitions

At SIUC, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.

Plagiarism is a form of cheating. At SIUC, plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.