Course and Contact Information

Instructor: Jennifer Andaya-Lambinicio, Ed.M., OTR/L
Office Location: SH 217
Telephone: TBA
Email: jennifer.lambinicio@sjsu.edu
Office Hours: Tuesdays before class or by appointment
Class Days/Time: Tuesday 7:00 – 9:45 pm
Classroom: Sweeney Hall 230

Course Format

This course follows a traditional format with weekly class sessions. Students will need to have access to the Internet for course materials and to submit assignments. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at http://www.sjsu.edu/people/jennifer.lambinicio and/or on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu to learn of any updates.

Course Description

This course is designed to identify the special services available to students with moderate/severe disabilities and define the implementation of these services in the school and community. The course will identify the role, function and services provided by professionals available to meet the health care and educational needs of students with multiple congenital and/or acquired anomalies and neurological impairments. The course will also address appropriate assessment and referral practices for teachers, seizures protocols, basic first aid and universal precautions, medication administration, positioning and handling for students with severe disabilities and feeding techniques. The role of adaptive physical education, school psychologist, physical and occupational therapy, orientation and mobility, and hearing specialist services will also be defined.

Course Goals

California Commission on Teacher Credentialing Standards (CCTC):

1. Program Standard 14: Creating Healthy Learning Environments
   1a. Candidates learn how personal, family, school, community and environmental factors are related to students’ academic, physical, emotional and social well-being.
1b. Candidates learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety.

1c. Programs provide professional development for candidates to understand and utilize universal precautions designed to protect the health and safety of the candidates themselves.

2. M/S Standard 5: Movement, Mobility, Sensory and Specialized Health Care
2a. Each candidate demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to access classrooms, schools and the community to the fullest extent of their ability.

2b. The candidate uses appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment.

2c. Each candidate demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings.

2d. Each candidate will consult and collaborate with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings.

2e. Each candidate demonstrates an understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student’s sensory, movement, mobility and specialized health care services.

Required Texts/Readings

NOTE: Selected chapters/pages will be provided as handouts by the instructor as applicable.


Kuhaneck, Heather Miller, PhD,O.T.R./L., F.A.O.T.A., & Kelleher, Jacqueline,M.A., PhD. (2018). Effective collaboration in inclusive environments to support students with challenges in sensory integration and


**Recommended Readings**


**Online resources**

**Health**

[www.californiahealthykids.org](http://www.californiahealthykids.org)

[https://www.cde.ca.gov/ls/he/hn/](https://www.cde.ca.gov/ls/he/hn/)

[https://schoolnursenet.nasn.org/nasn/home](https://schoolnursenet.nasn.org/nasn/home)

[https://www.healthychildren.org](https://www.healthychildren.org)
Course Requirements and Assignments

This class is a three-unit class that consists of 150 minutes of in-class instruction and approximately six hours of work outside the classroom each week.

Students are expected to complete all required assigned readings and assignments prior to class and be prepared to discuss them during class. The readings may or may not be discussed in class but are otherwise important to the understanding of the lectures and class activities.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for
lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Final Examination or Evaluation**

A group presentation will be used to evaluate student’s understanding of the course. Please refer to Assignment #4 and #6 for details on objectives, required contents and grading rubric.

**Grading Information**

1. Students must complete all assignments to receive a grade in this class.
2. Class participation is expected and will be reflected in your grade.
3. Students will be expected to complete all written assignments, tests and presentations. A make-up exam will only be given in case of a documented emergency, and/or a medical note from a doctor. In all cases, please contact the instructor before the time of the exam to inform her of such an emergency.
4. All written assignments must meet academic and professional standards for quality and must be following APA guidelines: Times New Roman 12-point font, one-inch margins, and free of spelling and grammatical errors.
5. All assignments are due on the assigned date and time listed in the course syllabus. Late assignments will receive a 10% deduction every week past the due date.

**ASSIGNMENT DESCRIPTIONS AND GRADING RUBRICS**

This class consists of exercises and take-home activities, which students need to develop knowledge and skills. Students are expected to attend class and participate. Students may be given assignments and in-class exercises that are in addition to and may not be on the syllabus, but which, nevertheless, will be part of the class participation grade to further enhance learning and attainment of course objectives.

**ASSIGNMENTS**

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>LEARNING OUTCOMES</th>
<th>DUE DATE</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Paper describing current experience with students with disabilities and related school services and learning goals and expectations for the course</td>
<td>2 a, b, c, d</td>
<td>February 5</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 2: Small group presentation on Sensory Integration</td>
<td></td>
<td>March 26</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 3: Paper on effects of positioning on function</td>
<td>1 a, b, c</td>
<td>April 16</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 4: Topic proposal for final presentation</td>
<td>2 a, b</td>
<td>April 16</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 5: Referral Form for Related Services</td>
<td>2 c, d, e</td>
<td>April 30</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 6: Final Comprehensive Presentation</td>
<td>1 and 2</td>
<td>April 30 and May 7</td>
<td>25%</td>
</tr>
</tbody>
</table>
Assignment #1
Due Date: February 5
**Describing current experience with students with disabilities and related services and learning goals and expectations for the course (20 points)**

In 2-3 pages and double-spaced, describe your experience with working with students with disabilities. Include the impairments, instructional strategies and techniques that you have used or are using with the student to address movement, mobility, sensory and health needs, whichever may be applicable. You may also identify the different specialists that you have worked with or have encountered while working with your student/s. Briefly describe what the specialists provide for the student. Lastly, include your learning goals and expectations for taking the EDSE 235A course.

In case you are new to special education, provide a background on your work experience and the reason for getting into special education. In addition to goals and expectations, also indicate how you are hoping to apply information from this course in the future.

**Grading Rubric for Paper on Work Experience, Goals and Expectations (20 points)**
- Timely submission of paper: 5 points
- Described work experience: 10 points
- Specified goals/expectations for the course: 5 points

Assignment #2
Due Date: March 26
**Presentation on Evidence-Based Practice on Sensory Processing in the Special Education Classroom (50 points)**

Form a small group with at most 6 students. Your group will be assigned one of the diagnoses/categories below:
1. Intellectual Disability (ID)
2. Attention Deficit and Hyperactivity Disorder (ADHD)
3. Learning Disability (LD)
4. Pre-term/Low birth weight Children
5. Children with Cochlear Implants

Find at least 3 relevant evidence-based research articles and describe the: 1) strengths and limitations to learning of the assigned diagnosis/category in relation to sensory processing, 2) intervention techniques, strategies or supports, and 3) professionals or related services that work with the said population in the studies. Identify the strengths and weaknesses of the researches and provide examples of the applicability of the information from and the results of the studies in the special education classroom with emphasis on the sensory processing aspect. Provide handouts (or your PowerPoint presentation) WITH the appropriate citations and references in APA format.

You have 20 minutes to present in class and another 10 minutes to answer possible questions from the instructor or the class. Be creative but organized with the format of your presentation. **Make sure that you are able to present all the information clearly and comprehensively in the time allotted for your group.** You will have to stop at the 30-minute mark to give other groups a chance to present during the session. No extensions allowed so as to be fair to everyone.
A scoring sheet will be filled out by the instructor and the other groups (peer evaluation) after each group presentation with a 70% weight from the instructor and 30% from the peer evaluation. All group members will receive a single score.

Grading Rubric for Sensory Processing Presentation (50 points)

Presented at least 3 EBP articles 15
Identified strengths and barriers, intervention, and related services 10 points
Provided proper citations and references in the presentation/handouts 5 points
Presentation organization and depth 10 points
Answered questions satisfactorily 10 points

Assignment #3
Due Date: April 16

HANDLING AND POSITIONING PAPER: How Positioning affects function in the classroom (50 points)

Observe a classroom, CCS Medical Therapy Unit or home based Early Intervention Program serving infants, toddlers, teenagers or adults with severe motor impairments. Your observation should span several hours so that you are able to observe how positioning changes during the day for the child/adult according to the activity.

BE SURE TO SCHEDULE VISITS WELL AHEAD OF TIME. Classroom teachers and/or administrators must be contacted and appointments scheduled. DO NOT observe classrooms without an appointment.

Your paper should include the following:
1. Demographics of Student
   Child/adult’s name (first name only)
   Age
   Disability with complete description of motor function
   Main mode of movement at this time (wheelchair, stroller, parent, etc.)
   Describe the classroom design/set-up and any specialized adaptations

2. Include a brief description of activities and where they took place (floor, table top, etc.). How was the child/adult positioned and how functional were they in the position in regard to their ability to participate in the activity.
   a. Types of equipment utilized during the class
   b. Your overall assessment of positioning strategies in the class
   c. Was the equipment appropriate for the child/adult to access the curriculum and/or activities? Did it aid in their ability to interact? Was attention shown to proper positioning for tone and/or to increase ability to participate? If positions could have been improved, list your suggestions with qualifiers.

3. How would you improve the class design to make it more functional and/or accessible? This is where you DREAM for this student.

This paper must be 4-6 pages in length, typed and double spaced. Paper will not be accepted unless it is typed.
Grading Rubric for Positioning paper: (50 points)

- Timely submission of paper: 5 points
- Demographics of the student: description of current motor function and positioning activities: 15 points
- Assessment of positioning strategies used and effects on function: 15 points
- Provided suggested improvements: Dream Big!!!: 15 points

Assignment #4
Due Date: April 16

Topic Proposal for the Final Presentation (20 points)
The class will be divided into five groups and each group will be assigned one category from the list below:

1. Feeding and Swallowing Disorders
2. Visual Impairment
3. Orthopedic Impairments
4. Students with Special Healthcare Needs or Medically-fragile
5. ADHD and/or Learning Disabilities

The group will decide on the specific topic to cover for their assigned category based on the course objectives. The proposal should include the title (topic), a clear description of the scope of the topic, the course objectives to be covered, and the format for presentation.

Course Objectives:

1. Understand the effects of personal, family, school, community and environmental factors as related to students’ academic, physical, emotional and social well-being.
2. Know the effects of student health and safety on learning and the legal responsibilities of teachers related to student health and safety.
3. Understand and utilize universal precautions designed to protect the health and safety of the candidates themselves.
4. Gain knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to access classrooms, schools and the community to the fullest extent of their ability.
5. Learn appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment.
6. Gain knowledge of federal, state, and local policies related to specialized health care in educational settings.
7. Gain knowledge in consultation and collaboration with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings.
8. An understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student’s sensory, movement, mobility and specialized health care services.

Grading Rubric for Proposal (20 points)

- Timely submission of proposal: 5 points
- Clear description of scope: 5 points
- Covered/Specified at least 3 course objectives: 5 points
- Described the format of presentation: 5 points
Assignment #5
Due Date: April 30

Finding an effective referral checklist for related services (30 points)

Because of the complexity of the health needs of students with disabilities and their families, an interdisciplinary approach to meeting these needs is necessary and most effective. The assignment is for you to share one working resource that effectively refers a child for at least one of the following related service or feel free to add any additional services you may be acquainted with. You may obtain an existing referral checklist from online resources, from your workplace or from an organization. If you want to make your own referral checklist, you may combine information from existing ones and adding information from an interview that you conducted on a related service staff member, such as:

- school nurse
- occupational therapist
- physical therapist
- speech pathologist
- school psychologist
- vision specialist
- adaptive PE specialist
- behavior specialist

Please remember that the referral checklist should end up becoming useful for you and your classmates so make sure that it would include necessary information not just a list of services.

Grading Rubric for Referral Form (30 points)

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely submission of form</td>
<td>5</td>
</tr>
<tr>
<td>Includes pertinent demographic information on student being referred and referring person</td>
<td>5</td>
</tr>
<tr>
<td>Includes reason/s for referral</td>
<td>5</td>
</tr>
<tr>
<td>Includes specific areas of function that describe the student’s needs</td>
<td>10</td>
</tr>
<tr>
<td>Lists service/s to which referral is being made</td>
<td>5</td>
</tr>
</tbody>
</table>

Assignment # 6
Due Date: April 30 and May 7

FINALS: Presentation on topic of choice based on lectures and course objectives (50 points)

Final Presentation Format

You have 30 minutes to present in class and another 10 minutes to answer possible questions from the instructor or the class. Be creative but organized with the format of your presentation. Presentation can be in a lecture format with PowerPoint or a video or even a skit format. Be creative!

Make sure that you are able to present all the information clearly and comprehensively in the time allotted for your group. You will have to stop at the 40-minute mark to give other groups a chance to present during the session. No extensions allowed so as to be fair to everyone.
Include at least 3 current evidence-based research articles about your topic during the presentation. Cite all sources used including websites, journals, textbooks, etc.

Instructor (70%) and peer evaluation (30%) will be done on each group presentation. All group members will receive a single score.

Grading Rubric for Final Presentation (50 points)

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation organization and depth</td>
<td>10</td>
</tr>
<tr>
<td>Current and pertinent research on topic area (with at least 3 EBP articles)</td>
<td>15</td>
</tr>
<tr>
<td>Relevance to the classroom environment</td>
<td>15</td>
</tr>
<tr>
<td>Answered questions satisfactorily</td>
<td>10</td>
</tr>
</tbody>
</table>

Determination of Grades

Grading will be by percent score as follows. Grades in my book will be totaled then rounded to the nearest full point at the end of the semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>&lt;60</td>
<td>60-63</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
</tr>
</tbody>
</table>

Classroom Protocol

Class starts on time, and I expect everyone to have arrived and be ready to start class on time, in short a professional group of people who is prepared and ready to go. If you must leave class during class time and you wish to reenter, do so with as minimal an interruption as possible to other students. Drinks, water, food are ok in class. All cell phones shall be either off or on silent ring mode. If you need to take a call, take it outside of the classroom.

You may bring your laptop if you like ONLY for note-taking, but if you do, ensure it’s ready to go before class starts. You should expect to prepare for and participate in class exercises and activities.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at [http://www.sjsu.edu/senate/S07-2.htm](http://www.sjsu.edu/senate/S07-2.htm), requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at [http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual
student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability. Once registered you must present the appropriate paperwork to this instructor before test or classroom accommodations can be met.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. Staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges, our writing specialists have met a rigorous GPA requirement and are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Description</th>
<th>Readings/Project/Assignment/Presentation</th>
</tr>
</thead>
</table>
| Week 1       | NO SESSION                                             | Read syllabus  
Explore CANVAS  

*Write* Assignment 1: Paper describing experience with students with disabilities or current work, related service providers worked with and learning goals and expectations for the course

**Readings:**  

| Week 2       | Introductions  
Review syllabus  
Discuss CANVAS  
Small group discussion  
Health and Safety: Teachers’ responsibility for health and safety of students with disabilities.  
Overview of related services identified by IDEA that assist in meeting physical and health needs of students with disabilities.  
Assignment 1: Paper describing experience with students with disabilities or current work, related service providers worked with and learning goals and expectations for the course  
CANVAS: Handouts on Health Needs and related services by instructor/s | Assignment 1: Paper describing experience with students with disabilities or current work, related service providers worked with and learning goals and expectations for the course  
CANVAS: Handouts on Health Needs and related services by instructor/s

| Week 3       | Physical/Health Conditions encountered in the Classroom  
Medically Fragile Students:  
• Seizure protocol  
• Medication administration  
• Tracheostomies  
• G-Tubes  
• Nutrition  
Guest Instructor: school nurse – Kimiko Curtis, | **Readings:**  
Heller, K. W. (2000). *Meeting physical and health needs of...
RN

children with disabilities: teaching student participation and management. Australia: Wadsworth/Thomson Learning. Chapters 9 and 14


**CANVAS: Handouts on Medical Issues by Instructor/s**

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Feb 19</th>
<th>Alternative and Augmentative Communication (AAC) and Assistive Technology (AT)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Guest Instructor: Orin Da Silva, SLP</td>
</tr>
</tbody>
</table>

**Readings:**

**CANVAS: Handouts on AAC and AT by instructors**

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Feb 26</th>
<th>Visual Impairment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Guest Instructor: Gracie Trinamez, Vision Specialist</td>
</tr>
</tbody>
</table>

**Readings:**


**CANVAS: Handouts on VI by instructor/s**

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Mar 5</th>
<th>Sensory Processing I Disorders in Sensory Processing and Effects on Emotion, Behavior and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Guest lecturer: Angela Ballou, OTD., OTR/L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructor: Jen Andaya-Lambinicio, Ed.M., OTR/L</td>
</tr>
</tbody>
</table>

**Readings:**


**CANVAS: Handouts on Sensory Processing by Instructor/s**

**Form groups of up to 6 members for the SI Presentation on April 3rd and for the Finals presentation on May 1st**
## Week 7
### Mar 12
**Sensory Processing II**  
Classroom Assessments and Strategies  
Guest lecturer: Angela Ballou, OTD, OTR/L  
Instructor: Jen Andaya-Lambinicio, Ed.M., OTR/L  

**Readings:**  
doi:10.1097/01.iyc.0000264477.05076.5d  
doi:http://dx.doi.org/10.5014/ajot.2017.019281  

**CANVAS:** Handouts on Sensory Processing by Instructor/s

## Week 8
### Mar 19
**Positioning and Handling in the Classroom**  
- Postural tone and effects on movement  
- Proper body mechanics for handling  
- Mobility  
- Orthopedic Impairments  

Guest Instructor:  
Shon Poiesz, PT, DPT, PCS, c/NDT  
Instructor: Jen Andaya-Lambinicio, Ed.M., OTR/L  

**Readings:**  
doi:10.1093/ptj/84.5.419  

**CANVAS:** Handouts on Positioning and Handling by Instructor/s

## Week 9
### Mar 26
**Sensory Processing Presentation by Group**  
Integration of Weeks 1-8  
Instructor: Jen Andaya-Lambinicio, Ed.M., OTR/L  

**Assignment 2:** Group Presentation on Sensory Processing

## Week 10
**SPRING RECESS**

Classroom/Clinic/Student observation MAY already be
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 2</td>
<td>NO CLASS</td>
<td>started during this week to allow ample time to schedule with the classroom/clinic or the student to be observed.</td>
</tr>
<tr>
<td>Week 11</td>
<td>NO CLASS</td>
<td>Work on Assignment 3: Handling and Positioning Paper</td>
</tr>
<tr>
<td>April 9</td>
<td>FIELDWORK TIME</td>
<td></td>
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<tr>
<td></td>
<td>-observation of a student</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Feeding and Swallowing in the Classroom</td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>CANVAS:</strong> Handouts on Feeding in the Classroom by Instructor/s</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignment 3:</strong> HANDLING AND POSITIONING PAPER: How Positioning affects function in the classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignment 4:</strong> Topic Proposal for the Final Presentation</td>
</tr>
<tr>
<td>Week 13</td>
<td>Fine Motor Difficulties Affecting School Function</td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>CANVAS:</strong> Handouts on Fine Motor Difficulties in the Classroom by Instructor/s</td>
</tr>
<tr>
<td>Week 14</td>
<td>FINALS</td>
<td><strong>Assignment 5:</strong> Referral Form for Related Services</td>
</tr>
<tr>
<td>April 30</td>
<td>Group presentation 1</td>
<td><strong>Assignment 6:</strong> Groups 1-3 Presentation on topic of choice based on lectures and course objectives</td>
</tr>
<tr>
<td>Week 15</td>
<td>FINALS</td>
<td><strong>Assignment 6:</strong> Groups 4-5 Presentation on topic of</td>
</tr>
<tr>
<td>May 7</td>
<td><strong>Group presentation 2</strong></td>
<td>choice based on lectures and course objectives</td>
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<tr>
<td>-------</td>
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<td>-----------------------------------------------</td>
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<tr>
<td></td>
<td>Last session for EDSE 235A Integration of Weeks 9-12</td>
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<tr>
<td></td>
<td>Instructor: Jen Andaya-Lambinicio, Ed.M., OTR/L</td>
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</tbody>
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*Note: Course schedule may subject to change. Students will be notified of change/s via email/CANVAS.*