San José State University
Connie Lurie School of Education Department of Special Education
EDSE 230A Fall Term 2019

Curriculum and Instruction of Students with Mild to Moderate Disabilities

Instructor: Christopher G. Harris, M. Ed

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Office Hours: By Appointment only:

Class Days/Time: Mondays 4:00 – 6:15pm

Classroom: Sweeney Hall 211

Prerequisites: Permission of the Dept. Chair

Course Description

This course is intended to expand and deepen teacher’s recognition and understanding of the range of issues that comprise the majority of those identified with a mild to moderate disability in special education today. Evidence based instructional principles that can ameliorate the obstacles caused by these disorders will be introduced and students will get the opportunity to practice applying through analyzing case studies.

Specifically students enrolled in this course will examine:

• The Brain based etiologies of the six most common disorders at the Mild to Moderate level of special education eligibility

• How each disorder specifically interferes with students’ opportunity for learning in school.
• Evidence based instructional principles that have been shown to ameliorate the obstacles to learning these disorders create.
• How to interpret psycho-educational testing so that one can identify specific cognitive and skill deficits and develop focused accommodations, instructional interventions and/or modification to a) fulfill requirements of the IEP and b) to improve the student’s ability to access Core Curriculum in the least restrictive environment.
• Practical application of preparing for and presenting at IEP meetings.

Course Format

This course is classroom based. Students are expected to access readings and materials online on Canvas to prepare for class or complete assignments. Students are also expected to complete assigned readings and responses on Canvas outside of in-class course time and activities.

Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas learning management system course page for this course. You are responsible for regularly checking with the messaging system through Canvas. Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (sjsu.edu).

Course Description

Course Goals

This course is intended to assist students to meet the competencies specified in the Mild/Moderate Standards Teaching Performance Expectations (TPE) in assessment:

California Commission on Teacher Credentialing (CCTC) - Teacher Performance Expectations

M/M 1.1 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP’s) including instructional goals that ensure access to Common Core State Standards and CA Preschool Learning Foundations as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.

M/M 1.4 Demonstrate understanding of students with complex communicative needs (e.g. students with limited verbal ability) in order to foster access and build comprehension and develop appropriate language development goals within the IEP’s for those students.

M/M 1.7 Use strategies to support positive psycho-social development and self-determined behavior of students with disabilities.
M/M 2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports including site based and community resources and agencies to provide integrated support for students with behavior, social emotional, trauma and/or mental health needs

M/M 2.8 Apply and collaboratively implement, supports needed to establish and maintain student success in the least restrictive environment according the student’s unique needs.

M/M 2.9 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate for the student’s chronological age, developmental levels and disability–specific needs including community based instructional environments

M/M 2.10 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students including students who present with complex social communication, behavioral and emotional needs.

M/M 4.2 Demonstrate the ability to use evidence based high leverages practices with a range of student’s needs and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state adopted core curriculum

M/M 4.4 Demonstrate the ability to create short and long term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments

Course Goals and Course Learning Outcomes (CLO)

Students who complete EDSE 230A will demonstrate autonomous competency in recognizing and effectively addressing issues of learning that emanate from Speech and Language impairment, High Functioning Autism, Emotional Disturbance, Other Health Impairments, Specific Learning Disability and Intellectual Disorders as evidenced by the alignment and mastery of the following Program Learning Outcomes:

Upon completing this course students will be able to:

1. CLO #1: Critically evaluate pedagogy, curricula, and instructional materials based on evidence-based practices for students with disabilities
2. CLO #2: Utilize assessment data to plan and deliver specially designed instruction for students with disabilities.
3. CLO #3: Develop Individualized Education Programs (IEP), and Individualized Transition Plans (ITP) with educational team members to meet the unique needs of students with disabilities from diverse linguistic and cultural backgrounds as appropriate to their credential.
4. CLO #4: Align instruction with general education curricula by recognizing instructional, student response and classroom environment accommodations and when needed modifications.

5. CLO #5: Collaborate effectively with general educators, related service providers, outside professionals, parents, and other relevant stakeholders.

6. CLO #6 Integrate cultural and familial perspective into all aspects of instruction, including assessments and interventions

Required Texts/Readings

Textbook
No textbook is required for this course.

Text Supporting Class Presentations


Classroom Protocol

Given the immense amount of material we must cover in this course, attendance to no less than 90% of the 14 classes is strongly encouraged. In class lecture and activities will be two hours in length with weekly assignments posted and that be reviewed. Cell phone and computer use not directly related to the topic at hand is disrespectful and not a behavior you would condone in your class and I don’t in mine. The class is a combination of presentation through various mediums and small group work. Active participation in the group work activities is expected of each student.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Numerical grades of 59 – 99 based on individually developed rubrics will be designated to each of the following assignments: Students must accumulate an aggregate total of 400 points and to have no score below 70 to satisfy minimal requirements for this class.

1. Accumulated quantity and quality of responses in the discussion forum to journal articles posted each week on Canvas
2. Midterm case analysis in October
3. Small group written responses to mock case studies presented in class
4. Professionalism of preparation and presentation of IEP in a simulated meeting
5. Take Home final in December

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<tr>
<th>Assignment</th>
<th>Objectives</th>
<th>TPE Alignment</th>
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| Responses based on Journal articles on the Canvas Discussion forum (ongoing through the semester) | • Determine depth of understanding of etiologies of the various M/M disabilities teacher will encounter in the classroom.  
• Ascertain ability to analyze types of interventions and/or accommodations that are most appropriate to optimize student inclusion in LRE and accessing Common Core.  
• *Identify evidence based instruction, environmental conditions and student response practices that optimize student inclusion and access to common core curriculum  
• Recognize effective collaborative communication practices with professionals and parents that optimize student support inside | M/M 1.7  
M/M 2.7  
M/M 2.8 |
and outside the classroom for students with disabilities

| Mid-term case analysis from a psycho-educational testing report. | • Determine student’s ability to use psycho-educational testing data to develop in-classroom supports, accommodations  
• Identify specific information contained in testing data that lead to development of IEP goals, related services support and specifically prescribed interventions | M/M 1.4  
M/M 2.9  
M/M 4.4 |
| Small Group responses to mock Case studies of students impacted by a psycho-pathology | • Identify issues that are impacting student’s access to CCS in the general education classroom  
• Determine accommodations, interventions, supports needed to improve access  
• Develop SMART IEP goals that address areas of skill deficit that can be practically applied in the classroom | M/M 2.7  
M/M 2.8  
M/M 4.2 |
| IEP development, preparation and presentation project | • Students choose real life student and report on areas of recognized and data determined skill deficit  
• Students will write appropriate SMART goals that address the identified skill deficits  
• Students will propose instructional and student response strategies, environmental adjustments and accommodations that will improve that student’s inclusion inside the classroom and access to common core curriculum in a mock meeting. | M/M 1.1  
M/M 2.9  
M/M 4.4 |
Take Home Final Exam

- Ascertain each student’s ability to recognize source of student’s obstacle for learning
- Develop strategies to address the skill deficit while making necessary instructional, response and environmental adjustments to improve student’s inclusion and access to common core curriculum

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<tr>
<th>M/M 1.1</th>
<th>M/M 1.4</th>
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<tr>
<td>M/M 2.10</td>
<td>M/M 4.2</td>
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University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at [http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 website for Student Conduct and Ethical Development 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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 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 DRC (Disability Resource Center) to establish a record of their disability.

SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they 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/](http://www.sjsu.edu/writingcenter/about/staff/).
## EDSE 230A Fall Term 2019 Course Schedule

<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>8/26</td>
<td>Introduction: What is a “Mild to Moderate Disability”</td>
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<td></td>
<td>9/2</td>
<td>Labor Day – No Class</td>
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<tr>
<td>2</td>
<td>9/9</td>
<td>The Disabilities Part 1: Etiology of and evidence based interventions for Speech and Language Impairments &amp; Autism</td>
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<tr>
<td>3</td>
<td>9/16</td>
<td>The Disabilities Part 2: Etiology of Emotional Disturbance &amp; Other Health Impairments and their evidence based interventions</td>
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<tr>
<td>4</td>
<td>9/23</td>
<td>The Disabilities Part 3: Etiology of Specific Learning Disabilities &amp; Intellectual Deficiency and some evidence based interventions to ameliorate their impact on learning</td>
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| 5    | 9/30 | Neurodevelopmental Variances Part 1: Attention & Memory Attention & Memory  
*Aligns with CLO #1* |
| 6    | 10/7 | Neurodevelopmental Variances Part 2: Perception and Processing  
*Aligns with CLO #1* |
| 7    | 10/14| Neurodevelopmental Variances Part 3: The Increasing Complexity and Demand on Language Competency  
*Aligns with CLO #1*  
**Midterm will appear on line on Tuesday, October 15 and is due Monday 10/28 at 4:00pm** |
|      | 10/21| No Class – My daughter’s getting married in NH |
| 8    | 10/28| Neurodevelopmental Variances Part 4: Issues of Executive Function & How it Impacts Learning  
*Aligns with CLO #1* |
| 9    | 11/4 | Interpreting Psycho-Educational testing for Identifying disability & Instructional purposes  
*Aligns with CLO #2 & #3* |
| 10   | 11/11| Making sure you know how to implement UDL and Differentiated Instruction to Improve Inclusion and still meet CCS  
*Aligns with CLO #2, #4 & CLO #6* |
| 11   | 11/18| Recognizing need and using UDL for developing and implementing accommodations that allow optimal inclusion in core curriculum classrooms  
*Aligns with CLO #2, CLO #3 and CLO #6* |
| 12   | 11/25| Preparing IEP goals is not enough! Principles of presenting: (i.e. updating and proposing new goals) effectively in an IEP meeting.  
*Aligns with CLO #4 & CLO #5* |
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<th>Date</th>
<th>Details</th>
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<tr>
<td>13</td>
<td>12/2</td>
<td>Using a case study of a real student, EDSE 230 students will prepare</td>
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<td>and present an IEP in a simulated meeting format</td>
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<td>14</td>
<td>12/9</td>
<td>Continuation of activity from 11/25</td>
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<td></td>
<td>Aligns with CLO #4 &amp; #5</td>
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<td><strong>Final Exam will appear on line Tuesday, 12/10 @ 8:00am</strong></td>
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<tr>
<td>15</td>
<td>12/16</td>
<td>Final Exam due via e-mail by 7:00pm.</td>
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