San José State University
Connie Lurie School of Education Department of Special Education
EDSE 230A Fall Term 2018

Identifying and Teaching Children with Mild to Moderate Disabilities

Instructor: Christopher G. Harris, M. Ed
Office Location: NA
Telephone: 650-644-5417
Email: charris@chconline.org; christopherharris@sjsu.edu
Office Hours: By Appointment only:
Class Days/Time: Wednesdays 4:00 – 6:15pm
Classroom: Sweeney Hall 346
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 Goals and Program Learning Outcomes (PLO)
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:
1. PLO #2: Graduates will be able to critically evaluate pedagogy, curricula, and
   instructional materials based on evidence-based practices for students with
disabilities
2. PLO #3: Graduates will be able to utilize assessment data to plan and deliver
   specially designed instruction for students with disabilities.
3. PLO #4: Graduates will be able to develop Individualized Education Programs
   (IEP), Individual Family Service Plans (IFSP), 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. PLO #5: Graduates will be able to align instruction with general education
   curricula and/or preschool foundations in the Individual Education Program,
   Individual Family Service Plan, and/or Individual Transition Plan as appropriate to
   their credential.
5. PLO #7: Graduates will be proficient in collaborating with general educators,
   parents, and relevant stakeholders.

Required Texts/Readings
Textbook
No textbook is required for this course.

Text Supporting Class Presentations
Tomlinson, Carol Ann & McTighe, Jay Integrating Differentiated Instruction with
Yell, Mitchell L. et al  Evidence Based Practices for Educating Students with Emotional and
Behavioral Disorders  Pearson Education Inc. (2009)
Raymond, Eileen Learners with Mild Disabilities A Characteristic Approach (4th edition)
Pearson Educational Inc. (2012)
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. Classes 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:

1. Consistency and quality of responses in the discussion forum to journal articles posted each week on Canvas
2. Midterm case analysis in October
3. Professionalism of IEP Presentation of IEP in a simulated meeting
4. Take Home final in December

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. 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.
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/).
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>8/22</td>
<td>Introduction: What is a “Mild to Moderate Disability”</td>
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<tr>
<td>2</td>
<td>8/29</td>
<td>The Disabilities Part 1: Etiology of and evidence based interventions for Speech and Language Impairments &amp; Autism</td>
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<td>3</td>
<td>9/5</td>
<td>The Disabilities Part 2: Etiology of Emotional Disturbance &amp; Other Health Impairments and their evidence based interventions</td>
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<td>4</td>
<td>9/12</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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<td>5</td>
<td>9/19</td>
<td>Neurodevelopmental Variances Part 1: Attention &amp; Memory</td>
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<td>Aligns with PLO #1</td>
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<td>6</td>
<td>9/26</td>
<td>Neurodevelopmental Variances Part 2: Perception and Processing</td>
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<td>Aligns with PLO #1</td>
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<td>7</td>
<td>10/3</td>
<td>Neurodevelopmental Variances Part 3: The Increasing Complexity and Demand on Language Competency</td>
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<td>Aligns with PLO #1</td>
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<td>8</td>
<td>10/10</td>
<td>Neurodevelopmental Variances Part 4: Issues of Executive Function &amp; How it Impacts Learning</td>
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<td>Aligns with PLO #1</td>
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<td>9</td>
<td>10/17</td>
<td>Interpreting Psycho-Educational testing for Identifying disability &amp; Instructional purposes</td>
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<td>Aligns with PLO #2 &amp; #3</td>
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<td><strong>Mid-term will appear on line Thursday, 10/18 and is due Wednesday 10/24 @ 4:00pm</strong></td>
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<td>10</td>
<td>10/24</td>
<td>Making sure you know how to implement UDL and Differentiated Instruction to Improve Inclusion</td>
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<td>Aligns with PLO #2</td>
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<td>11</td>
<td>11/8</td>
<td>Recognizing need for and implementing accommodations that allow optimal inclusion in core curriculum classrooms</td>
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<td>Aligns with PLO #2</td>
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<td>12</td>
<td>11/15</td>
<td>Preparing IEP goals is not enough! Principles of presenting: (i.e. updating and proposing new goals) effectively in an IEP meeting.</td>
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<td>Aligns with PLO #3 &amp; PLO #4</td>
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<td>13</td>
<td>11/22</td>
<td><strong>No class  Thanksgiving Break</strong></td>
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<td>14</td>
<td>11/29</td>
<td>Using a case study of a real student, EDSE 230 students will prepare and present an IEP in a simulated meeting format</td>
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<td>15</td>
<td>12/3</td>
<td>Weekly readings will be assigned on Canvas and students will respond to discussion questions in the Discussion module. Continuation of activity from 11/29. Aligns with PLO #3 &amp; PLO #4. <strong>Final Exam will appear on line Friday, 12/4 @ 8:00am</strong></td>
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<td>16</td>
<td>12/10</td>
<td>Final Exam due via e-mail by 7:00pm.</td>
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