San José State University  
Lurie College of Education  
Department of Special Education  
EDSE 235A Movement, Mobility, Sensory and Health  
Spring 2020

Course and Contact Information

Instructor: Jennifer Andaya-Lambinicio, Ed.M., ATP, OTR/L  
Office Location: Sweeney Hall 217  
Telephone: 408-924-3700  
Email: jennifer.lambinicio@sjsu.edu  
Office Hours: By Appointment  
Class Days/Time: Tuesday 7:00 – 9:45 pm  
Classroom: Sweeney Hall 211

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 Canvas Learning Management System course login website at http://sjsu.instructure.com. The students are responsible for regularly checking CANVAS and their SJSU email for updates.

Course Description

This course aims to describe the special services available to students with mild, moderate and extensive support needs and students in early childhood special education and how these are implemented in the school and/or the community. It will provide information regarding the roles and functions of the different related service personnel, i.e., physical therapist, occupational therapist, school nurse, vision specialist, orientation and mobility specialist, adapted physical education teacher, hearing specialist, etc., who provide services that meet the health care and educational needs of students with movement, mobility, sensory, and complex health care issues. The students will have the opportunity to learn first-hand information about the referral process, special health care procedures and protocols appropriate in the school and community settings, including, but not limited to, seizure protocols, basic first aid and universal precautions, medication administration, positioning and handling, sensory-based activities and feeding techniques. The course also emphasizes the development of the students’ ability to engage in consultation and collaboration with related service personnel to create and maintain safe environments for student learning and access. The students are also expected to use best practice and evidence-based resources to identify intervention strategies that would address the movement, mobility, sensory and health needs of students with disabilities.

California Commission on Teacher Credentialing (CTC)

In compliance with the CTC Commission students will address, examine, and/or employ techniques that will help them develop the ability to meet the following Program Learning Outcomes (PLOs) and Teacher Performance Expectations (TPEs)
Program Learning Outcomes (PLO)
Upon successful completion of the course, the students will:

PLO 1: Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.

Course Learning Outcomes (CLO)
Upon successful completion of this course, students will be able to:

1. Understand the features, characteristics, functional abilities and limitations of students with low incidence disabilities (i.e., sensory and orthopedic impairments) and traumatic brain injury.
2. Create an organized and safe learning space in the classroom, school and/or community by incorporating the principles of Universal Design for learning and applying appropriate accommodations and adjustments that facilitate independent access to the environment and the curriculum, and provide adequate storage and operation of medical equipment (as appropriate).
3. Understand the sensory integration theory and sensory processing difficulties as they relate to the characteristics of and functional limitations of students with vision impairments, hearing impairments and other health impairments, such as epilepsy/seizure disorder.
4. Use handling and positioning techniques, special health care procedures, universal precautions, sensory-rich materials/activities/environments, educational technology, assistive technology (AT) and augmentative and alternative communication (AAC) as mandated by laws and policies.
5. Understand their role in collaborating and coordinating with the appropriate related service personnel, paraprofessionals, and parents or caregivers to provide adequate support to students with sensory and physical disabilities and their family members.
6. Apply their understanding of the process and procedures involved in procuring related services and how to access other resources that support students’ sensory, movement, mobility and specialized health care needs.
7. Understand the effects of personal, family, school, community and environmental factors and how they could affect the academic, physical, emotional and social well-being of students with disabilities.

Teaching Performance Expectations (TPEs)
This course is intended to assist students to meet the competencies specified in the Mild/Moderate, Extensive Support Needs (ESN), and Early Childhood Special Education (ECSE) TPEs:

Universal TPEs – K-12 programs only not ECSE
   U 1.8 – Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.
   U 2.4 – Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration and/or medically fragile.

Mild/Moderate TPEs
   MM 2.2 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe
environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.

**MM 2.3** Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.

**MM 2.4** Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with mild to moderate support needs.

**MM 2.11** Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

### Extensive Support Needs TPEs

**EX 1.3** Identify the unique features of deaf-blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for students who are deaf-blind.

**EX 2.1** Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instruct/supervise other personnel in such procedures.

**EX 2.2** Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.

**EX 2.6** Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.

**EX 2.7** Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.

**EX 4.7** Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.

**EX 5.3** Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.
EX 6.6 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.

EX 6.7 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

Early Childhood Special Education TPEs

ECSE 1.7 Implement, monitor, and adapt instruction and intervention activities to facilitate young children’s learning and progress in an ongoing, iterative manner in order to maximize young children’s learning and outcomes.

ECSE 2.5 Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills.

ECSE 4.6 Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners.

ECSE 6.5 Promote efficient and coordinated service delivery for children and families by creating and supporting the conditions for service providers from multiple disciplines and the family to work together as a team.

ECSE 6.13 Provide ongoing guidance and feedback through coaching and modeling for paraprofessionals supporting the individualized instruction and intervention activities of children with disabilities, including those with low incidence disabilities, and young children with disabilities who are also dual language learners.

ECSE 6.14 Demonstrate how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one’s own supervisors.

Required Texts/Readings
NOTE: Selected chapters/pages may be provided as handouts by the instructor, as applicable.

Andaya

EDSE 235A
Andaya-Lambinicio 2020


**Other Recommended Readings:**


Library Liaison
The Special Education Library liaison is Yuhfen Diana Wu. Her contact information is:
Email: diana.wu@sjsu.edu

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

“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.”

Assignments

Assignment 1: Paper describing current personal experience with students with disabilities and related school services and/or learning goals and expectations for the course

In a 2-paged paper, typed and double-spaced, describe the following:
1. Work experience with or any interactions with students with physical and sensory disabilities
2. Medical or educational diagnosis and the associated impairments
3. Instructional strategies, techniques and/or special health care procedures being used with the student/s to address movement, mobility, sensory and health needs
4. Related service personnel and other specialists and what they provide for the student
5. Learning goals and expectations for taking the EDSE 235A course

In case you are new to special education, briefly discuss the following:
1. Work experience
2. Reason for getting into special education
3. Goals and expectations, including how you hope to apply information from this course in the future

Grading Rubric for Paper on Work Experience, Goals and Expectations (20 points)

<table>
<thead>
<tr>
<th>Timely submission of paper</th>
<th>5 points</th>
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</thead>
<tbody>
<tr>
<td>Described work experience</td>
<td>10 points</td>
</tr>
<tr>
<td>Specified goals/expectations for the course</td>
<td>5 points</td>
</tr>
</tbody>
</table>

Assignment 2: Infographics for Classroom Staff on Correct Positioning and Lifting (20 points)

1. Starting with information from the readings and in-class discussions, conduct a research using additional resources, such as the internet, agency brochures and pamphlets, manuals, etc., with the goal of creating a collection (2 to 4 different ones) of useful infographics that would relay clear information to classroom staff about the following:
   a. correct positioning of students in classroom furniture, positioning equipment or while performing classroom activities
   b. safe and correct lifting techniques in the classroom
The infographics may be general or may target a specific student population in the classroom. It may be helpful to identify a specific type of class (mild to moderate, extensive support needs, early childhood), educational diagnosis and/or classroom activity to focus your research on. Make sure that all sources are included in the infographics especially if you decide on making your own and adopting items from existing ones.

2. Create a short (5-10 slides) PowerPoint or Google Slides Presentation with para-educators as your target audience. Imagine that you will be conducting a meeting with them to review information about items a and b above. Make sure to include either an objective or rationale/reason for the “meeting”, brief but clear explanation/s for the pictures or illustrations in your infographic and also information about related service personnel where the staff could get more information from and who would be able to answer additional questions for them about proper positioning and lifting. Cite all sources and references within the PowerPoint/Google Slides presentation.

3. You may be asked to share the infographic and slide presentation in class. Feedback is encouraged from the class after each presentation.

Grading Rubric for Infographic and Slide Presentation (20 points)

<table>
<thead>
<tr>
<th>Timely submission</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate infographics selected</td>
<td>5 points</td>
</tr>
<tr>
<td>Complete slide presentation</td>
<td>5 points</td>
</tr>
<tr>
<td>Stated objectives, rationale, explanations, related services</td>
<td>5 points</td>
</tr>
<tr>
<td>Cited resources and references</td>
<td>5 points</td>
</tr>
</tbody>
</table>

Assignment 3: Assignment 3: Participation in a CANVAS discussion board on the unique experiences of families of students with disabilities

1. Watch the TED Talks posted on CANVAS about family members’ experiences on caring for their loved ones with disabilities.
2. Post your response to the questions on the discussion board. Support your comments and reactions with the specific items from the TED Talks that has caught your attention or has inspired you.
3. Respond to the posts on the discussion board of two other students. Create an interactive and engaging discussion with your comments. Provide other insights based on another student’s responses to the questions.

Grading Rubric for CANVAS Discussion Board (10 points)

| Responds to questions posted with reference to the TED talks | 5 points |
| Interacts and engages in a lively but relevant discussion with 2 other students | 5 points |
| Provides new insights and reactions based on another student’s responses | 5 points |

Assignment 4: Small group presentation on evidence-based practice on sensory processing in the special education classroom (50 points)

Form a small group with 4-5 students. Your group will be assigned one of the diagnoses/categories below:

1. Intellectual Disability (ID) and/or Down Syndrome
2. Traumatic Brain Injury (TBI)
3. Epilepsy/Seizure Disorders
4. Pre-term/Low birth weight and/or Cerebral Palsy
5. Hearing Impairment/Loss and Children/Adults with Cochlear Implants
6. Visual Impairment/Blindness

PowerPoint/Google Slides/Prezi Presentation components:
Use a minimum of 2 relevant evidence-based research articles that will describe the:
1. Characteristics, strengths and functional limitations/sensory processing deficits affecting the learning of your assigned diagnosis/condition/population
2. Educational, clinical and/or intervention techniques, strategies or supports available
3. Related services that help address the functional and learning limitations

In addition, include specific examples on how you can use the information from the studies in the special education classroom, i.e., setting up an appropriate learning environment and enriching your curriculum and activities.

Upload your presentation on CANVAS. Include citations and references in APA format.

Presentation is limited to 20 minutes with an additional 10 minutes to answer questions from the instructor and/or the class. Make sure that you are able to present all the information clearly and comprehensively in the time allotted for your group. No extensions are allowed. Grading will be based on the class presentation and not on the slides/handouts.

A scoring sheet/grading rubric will be filled out by the instructor and the other groups (peer evaluation) after each group presentation with an 80% weight from the instructor and 20% from the peer evaluation. All group members who are in class and who participated in the presentation will receive a single score. In case a member of the group is absent on the scheduled day of presentation, postponement may be allowed with a documentation of a valid reason of the absence, such as a doctor’s note for an illness. It will also be on the other group members’ discretion if they would request for a postponement or not. In case of the latter, “0” point will be given to the member who is out on the day of the presentation.

Grading Rubric for Sensory Processing Presentation (50 points)
Presented at least 2 EBP articles 10 points
Identified strengths and barriers, intervention, and related services 10 points
Provided proper citations and references in the presentation/handouts 10 points
Presentation creativity, organization and depth 10 points
Answered questions satisfactorily with reference to the studies 10 points

Assignment 5: Finals - Comprehensive paper on the effects of the learning environment and positioning on function (50 points)

1. Observe a classroom, California Children’s Services (CCS) Medical Therapy Unit or home-based programs serving infants, toddlers, teenagers or adults with moderate to 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. Classroom teachers and/or administrators must be contacted and appointments scheduled well ahead of time. Observe the protocols for requesting appointments for observations. If a letter of request to observe is needed from the professor, kindly obtain the letter weeks before the planned observation date/s.
2. Write a 4 to 6-paged paper, double-spaced, with the following information:
   a. Demographics of the Student
      1) Child/adult’s name (first name only)
      2) Age
      3) Diagnosis or Condition with complete description of motor function
      4) Main mode of mobility/movement at this time (wheelchair, stroller, parent, etc.)
   b. Classroom/community/home design/set-up and any specialized adaptations
   c. Activities and where they took place (floor, table top, etc.). Pay close attention to how the child/adult was positioned. Comment on how effective the positioning was to achieve function and facilitate full participation in the activity.
   d. Adaptive equipment, assistive technology, AAC, etc. used
   e. Related service professional/s working with the child/adult and the specific needs that they are addressing
   f. Overall assessment of positioning strategies and assistive technology used in the class
      Was the equipment effective or appropriate for the child/adult to be able to access the curriculum and/or activities, interact with the environment and peers, and maximized participation?
   g. Recommendations and suggestions that may be employed to improve the environmental design so it could be more functional and/or accessible? This is where you DREAM for this child/adult with disability.

Grading Rubric for Environment, Positioning and Adaptive Equipment Paper: (50 points)

- Timely submission of paper: 5 points
- Demographics of the student: motor function, positioning, equipment, AT and AAC: 10 points
- Assessment of positioning strategies used and effects on function: 15 points
- Provided suggested improvements: Dream Big!!!: 20 points

**Quizzes: Assigned Readings and Lecture Handouts/Materials**

Students are expected to read the assigned readings and other resources, such as handouts and lecture materials that are uploaded on CANVAS. Quizzes will be given periodically to assess students’ understanding of the key concepts within the reading materials. They may be given announced or unannounced. Quizzes may be given in multiple choice, true-false, identification or essay formats, whichever may be applicable to the topics being covered in the course.

**Summary of Assignments and Other Requirements and their Alignment with PLOs, CLOs, and TPEs:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Alignment with PLOs, CLOs, and TPEs</th>
<th>Points</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Paper describing current personal experience with students with disabilities and related school services and/or learning goals and expectations for the course</td>
<td>CLO 5</td>
<td>20</td>
<td>5%</td>
<td>2/4/2020</td>
</tr>
<tr>
<td>Assignment 2: Infographics and PowerPoint/Google Slides on correct positioning of students and safe lifting techniques</td>
<td>CLO 4, MM 2.2 EX 2.1, ECSE 6.13, 6.14, 6.5</td>
<td>20</td>
<td>15%</td>
<td>3/3/2020</td>
</tr>
</tbody>
</table>
Assignment 3: Participation in a CANVAS discussion board on the unique experiences of families of students with disabilities
CLO 7, PLO 1
MM 2.11
EX 4.7, 6.6, 6.7
ECSE 6.5, 6.14
15 10% 3/24/2020

Assignment 4: Small group presentation on sensory processing for specific conditions
CLO 3
MM 2.2, 2.3, 2.11
EX 1.3, 2.6, 2.7, 5.3, 6.7
50 20% 4/28/2020

Assignment 5: Final comprehensive paper on effects of the learning environment, positioning and assistive technology on classroom function
CLO 1, 2, 4, 5, 6, 7
U 1.8, U 2.4
MM 2.2, 2.3, 2.4, 2.11
EX 2.1, 2.6, 2.7, 4.7, 5.3, 6.7
ECSE 1.7, 2.5, 4.6, 6.5
50 30% 5/12/2020

Quizzes – Assigned Readings and Lecture Handouts/Materials/Videos
CLOs 1-7; U 2.4
MM 2.2, 2.3, 2.4, 2.11
EX 1.3, 2.1, 2.2, 2.6, 2.7, 4.7
ECSE 1.7, 2.5, 4.6, 6.5
100 20% May be announced or unannounced & given throughout the course

255 100%

Grading Information and Classroom Protocol
1. In order to earn a grade in this course, students must satisfactorily complete all of the required assignments.
2. Active class participation is expected during discussions and activities. Respect others in class including viewpoints other than one’s own. Consider the sharing of thoughts, opinions and insights as learning opportunities.
3. Be respectful with technology (turn phones to vibrate, use technology to support classroom learning, stay off social media).
4. Students are expected be in class for scheduled test/s and presentations. A make-up test or postponement of a group presentation will only be given in case of a documented emergency, and/or a medical note from a doctor. In any case, please notify the instructor as soon as possible through CANVAS messaging or via SJSU email.
5. All written assignments must meet academic and professional standards for quality and must be following APA guidelines: Times New Roman 12-point font, double-spaced, with one-inch margins, and free of spelling and grammatical errors.
6. 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.

Determination of Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>96 to 100%</td>
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<tr>
<td>A</td>
<td>93 to 95%</td>
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<tr>
<td>A-</td>
<td>90 to 92%</td>
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<tr>
<td>B+</td>
<td>86 to 89%</td>
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<tr>
<td>B</td>
<td>83 to 85%</td>
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<tr>
<td>Grade</td>
<td>Percentage</td>
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<tr>
<td>B -</td>
<td>80 to 82%</td>
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<tr>
<td>C +</td>
<td>76 to 79%</td>
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<tr>
<td>C</td>
<td>73 to 75%</td>
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<tr>
<td>C -</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D +</td>
<td>66 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>63 to 65%</td>
</tr>
<tr>
<td>D -</td>
<td>60 to 62%</td>
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<td>F</td>
<td>0 to 59%</td>
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**Final Examination or Evaluation**

In place of a final examination, this course will include a final comprehensive paper. Please refer to Assignment 5 for details on required contents and grading rubric.

**University Policies (Required)**

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/” Make sure to review these university policies and resources with students.

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**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 year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. 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/.

**Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
• “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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.sjsu.edu/studentconduct/.

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students’ Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC). Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to Assessment of Students with Moderate to Severe Disabilities, EDSE 206A, Fall, 2018 Page 10 of 13 become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an
appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services
The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

EDSE 235A: Movement, Mobility, Sensory and Health
Spring 2020, Tuesday 7:00pm-9:45pm
Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Description</th>
<th>Readings/Assignments/Presentation</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>1/28/20</td>
<td>Introduction to the Course, Review of Syllabus, CANVAS</td>
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<tr>
<td>Week 2</td>
<td>Health and Safety: Teachers’ responsibility for health and safety of students with disabilities</td>
<td><strong>Due: Assignment 1</strong> - Paper describing current personal experience with students with disabilities and related school services and/or learning goals and expectations for the course</td>
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| 2/4/20     | Overview of related services identified by IDEA that assist in meeting physical and health needs of students with disabilities | **Readings:**
|            |                                                                                   | **Optional Readings:**
| Week 3  
2/11/20 | Special Health Care Procedures for Students with Complex Health Care Needs/Medically Fragile Students:  
- Seizure protocol  
- Medication administration  
- Tracheostomies  
- G-Tubes  
- Nutrition  
Guest Instructor:  
School Nurse – Kimiko Curtis, RN | Readings:  
Optional Readings:  
|---|---|
| Week 4  
2/18/20 | Low Incidence Disabilities 1: Orthopedic Impairments  
- Fine motor function at school  
Readings:  
| Week 5  
2/25/20 | Positioning and Handling in the Classroom  
- Postural tone and effects on movement  
- Proper body mechanics for handling  
- Mobility  
- Gross motor function at school  
Instructors: Jen Andaya-Lambinicio and Shon Poiesz, PT, DPT, PCS, c/NDT  
TBA – Adapted PE  
Readings:  
| Week 6  
3/3/20 | Low Incidence Disabilities 2: Visual Impairments  
Guest Instructor:  
Gracie Trinamez, Vision  
**Due:** Assignment 2 - Infographics and PowerPoint/Google Slides on correct positioning of students and safe lifting techniques  
Readings:  
Algozzine, B., & Ysseldyke, J. (2006). Teaching students with
| Week 7  3/10/20 | Low Incidence Disabilities: Hearing Impairments | Readings:  
|-----------------|-------------------------------------------------|-------------------------------------------------|
| Week 8  3/17/20 | Alternative and Augmentative Communication (AAC) | Readings:  
| Week 9 3/24/20 | Assistive Technology in the Special Education Classroom | Due: Assignment 3- Participation in a CANVAS discussion board on the unique experiences of families of students with disabilities |
| **Universal Design for Learning (UDL)** | | |
| Week 10 3/31/20 | NO SESSION Cesar Chavez Day Spring Recess 3/30 to 4/3 | Classroom/Clinic/Student observation is recommended to be done during this week if you have not started to allow ample time to schedule with the classroom/clinic/home for the student observation for the final paper. |
| Week 11 4/7/20 | Sensory Processing I Disorders in Sensory Processing and Effects on Emotion, Behavior and Learning Instructors: Jen Andaya-Lambinicio and Angela Ballou, OTD., OTR/L | Due: Form groups of 4-5 members for the Sensory Processing Group Presentation on April 28th. Submit names of group members on CANVAS. |
| Week 12 4/14/20 | NO IN-CLASS SESSION  
FIELDWORK TIME  
- observation of a student with disability for Assignment 5 | **Start working on Assignment 5:** Final comprehensive paper on effects of the learning environment, positioning and assistive technology on classroom function |
| Week 13 4/21/20 | **Sensory Processing II**  
Classroom Assessments and Strategies  
Instructors: Jen Andaya-Lambinicio and Angela Ballou, OTD, OTR/L | **Readings:**  
| Week 14 4/28/20 | **Group presentation on Sensory Processing for certain conditions** | **Due:** Assignment 4 - Small group presentation on sensory processing for specific conditions. Submit presentation slides and handouts (if applicable) on CANVAS. |
| Week 15 5/5/20 | **Feeding and Swallowing in the Classroom**  
Instructors: Jen Andaya-Lambinicio and Anne Proctor, OTR/L, SWC | **Readings:**  
**Optional Readings:**  
| Week 16 5/12/20 | TBD (may or may not have in-class session depending on the class’ needs) | **Due:** Assignment 5 - Finals on a comprehensive paper on effects of the learning environment, positioning and assistive technology on classroom function |
| Week 17 5/19/20 | FINALS WEEK |  
**Note:** Course schedule may be subject to change.  
Students will be notified of change/s via email/CANVAS. |