San José State University  
Lurie College of Education  
Department of Special Education  
EDSE 235A Movement, Mobility, Sensory and Health  
Spring 2021

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: Online

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. The course materials such as the syllabus, handouts, notes, assignment instructions, etc., are posted on the 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 Teacher Performance Expectations (TPEs) and Program Learning Outcomes (PLOs):

EDSE 235A  
Andaya-Lambinicio Spring 2021
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

*I=Introduced, P=Practiced, A=Assessed

1. Special Education TPEs
   a. Mild/Moderate: 2.2(I), 2.7(I), 2.6(I), 2.3(I,P), 2.4(I), 2.11(I,P), 4.5(I,P,A), 6.4(I,P,A), 6.5(I,P,A), 6.6(I,P,A)
   b. Extensive Support Needs (ESN): 1.3, 2.1, 2.2, 2.6, 2.7, 4.7, 5.3, 6.6, 6.7

2. Early Childhood SPED: 1.11(I), 2.5(I), 3.8(I), 4.4(I), 4.6(I), 4.8(I), 4.9(I), 6.2(I), 6.5(I), 6.13(I), 6.14(I)
   Universal TPEs (from Gen Ed) for MM and ESN only: 2.3(I), 2.4(I)

3. Program Learning Objectives: 1 and 3

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.

Required Texts/Readings

NOTE: Selected chapters or pages may be provided as handouts by the instructor, as applicable.


**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></th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Timely submission of paper</td>
<td>5</td>
</tr>
<tr>
<td>Described work experience</td>
<td>10</td>
</tr>
<tr>
<td>Specified goals/expectations for the course</td>
<td>5</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></th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Timely submission</td>
<td>5</td>
</tr>
<tr>
<td>Appropriate infographics selected</td>
<td>5</td>
</tr>
<tr>
<td>Complete slide presentation</td>
<td>5</td>
</tr>
<tr>
<td>- stated objectives, rationale, explanations, related services</td>
<td></td>
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</tbody>
</table>
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 in 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)

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Responds to questions posted with reference to the TED talks</td>
<td>5</td>
</tr>
<tr>
<td>Interacts and engages in a lively but relevant discussion with 2 other students</td>
<td>5</td>
</tr>
<tr>
<td>Provides new insights and reactions based on another student’s responses</td>
<td>5</td>
</tr>
</tbody>
</table>

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 and recent 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.

The 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 documentation of a valid reason for 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 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 – Reaction Paper on “Including Samuel” (50 points)**

**Instructions:**

1. Rent "Including Samuel" on Amazon Prime Video. If you do not have access to the movie, please let me know. I will schedule a Zoom session for you to view the documentary on a specified date.
2. Watch the documentary and focus on Samuel's story. There will be other characters with disabilities in the movie but for the purposes of this paper, please pay close attention to Samuel.
3. You may take notes about Samuel, his family, their experiences, school activities, etc. while watching the movie.
4. Write a 3 to 4-paged reaction paper, double-spaced, following APA format. I will particularly look for citations and references from previously assigned readings and/or textbooks that would help support and explain your views, reactions, and/or comments regarding the important points that you will find in the movie. Examples should reflect items from the documentary. Use information from assigned readings and lectures to support your reactions.

**Guidelines for the Reaction Paper (also the grading rubric):**

1. A brief **summary** of Samuel's story in one paragraph: what the documentary is about, including the main author's (Dan Habib) position about the main topic of the film
2. Samuel's **demographic data:** age/grade level, diagnosis, family background
3. Describe Samuel's **strengths and weaknesses** in the following areas: **physical** (gross and fine motor skills), overall **health, communication, self-help, social-emotional, play & leisure**. Identify specific activities he engaged in where he used the skills you've identified and his level of independence.
4. Identify and describe the **physical environments** where Samuel spends time in. What factors in the environment affected his performance of activities of daily living? Did these factors serve as barriers or facilitators to his successful participation in tasks?
5. How was Samuel able to participate in school activities? Identify assistive technology (AT) equipment, augmentative and alternative communication (AAC) device/s, and other adaptive materials, tools, and strategies that were shown in the film. How did these help in activity participation at school and at home? Was Samuel positioned functionally at all times? Did his body position affect his interactions? **Justify and support your answers** with information from readings/texts.
6. Provide your general reactions and comments to the strengths and challenges faced by Samuel's family and the educators (in the entire film, not just in Samuel's story). What do you think has helped Samuel the most in his educational journey? If you were one of the teachers in the documentary, what would you have done to meet the challenges? What do you think would be valuable to you to be able to perform effectively as a teacher in an inclusion setting with students like Samuel? Provide examples and support your answers.

Grading Rubric for the Reaction Paper (50 points)
Timely submission 5 points
Samuel's demographics, strengths, and weaknesses 5 points
age, diagnosis, family background, physical, overall health, communication, self-help, play & leisure skills
Physical environment 10 points
Factors: facilitators and barriers
AT, AAC, adaptations, accommodations 10 points
Adaptive tools, materials, and strategies, positioning
General reactions and comments 10 points
Family's and educator's strengths and challenges, View on how to meet challenges and be an effective teacher in an inclusive setting
Justifications and citations provided 5 points
Technical requirements followed 5 points
APA, 3-4 pages, resources, references

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>2/9/2021</td>
</tr>
<tr>
<td>Assignment 2: Infographics and PowerPoint/Google Slides on correct positioning of students, and safe lifting techniques</td>
<td>CLO 4, U 2.3, U 2.4, MM 2.2, EX 2.1, EX 2.6, ECSE 1.11, 6.2, 6.5, 6.13, 6.14</td>
<td>20</td>
<td>15%</td>
<td>3/9/2021</td>
</tr>
<tr>
<td>Assignment 3: Participation in a CANVAS discussion board on the unique experiences of families of students with disabilities, including</td>
<td>CLO 7, PLO 1, U 2.3, U 2.4, MM 2.11, EX 4.7, 6.6, 6.7</td>
<td>15</td>
<td>10%</td>
<td>4/6/2021</td>
</tr>
<tr>
<td>community resources available for them</td>
<td>ECSE 1.11, 3.8, 6.5, 6.14 PLO 1 &amp; 3</td>
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<tr>
<td>Assignment 4: Small group presentation on sensory processing in different conditions</td>
<td>CLO 3 MM 2.2, 2.3, 2.11 EX 1.3, 2.6, 2.7, 5.3, 6.7 ECSE 2.5, 3.8, 4.8, 4.9 PLO 1 &amp; 3</td>
<td>50</td>
<td>20%</td>
<td>5/4/2021</td>
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<tr>
<td>Assignment 5: Reaction paper on “Including Samuel” that discusses family and community dynamics and the effects of the learning environment, positioning, and assistive technology on Samuel’s school function</td>
<td>CLO 1, 2, 4, 5, 6, 7 U 1.8, U 2.4 MM 2.2, 2.3, 2.4, 2.11, 6.5 EX 2.1, 2.6., 2.7, 4.7, 5.3, 6.7 ECSE 1.11, 2.5, 6.5 PLO 1 &amp; 3</td>
<td>50</td>
<td>30%</td>
<td>5/18/2021</td>
</tr>
<tr>
<td>Quizzes – Assigned Readings and Lecture Handouts/Materials/Videos</td>
<td>CLOs 1-7 U 2.3, U 2.4 MM 2.2, 2.3, 2.4, 2.6, 2.7, 2.11, 4.5, 6.4, 6.5, 6.6 EX 1.3, 2.1, 2.2, 2.6., 2.7, 4.7 ECSE 1.7, 2.5, 4.4, 4.6, 4.8, 6.5, 6.13, 6.14 PLO 1 &amp; 3</td>
<td>100</td>
<td>20%</td>
<td>May be announced or unannounced &amp; given throughout the course</td>
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**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**

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<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>
</tr>
<tr>
<td>Grade</td>
<td>Percentage</td>
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<tr>
<td>-------</td>
<td>-----------------</td>
</tr>
<tr>
<td>A-</td>
<td>90 to 92%</td>
</tr>
<tr>
<td>B+</td>
<td>86 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 to 85%</td>
</tr>
<tr>
<td>B-</td>
<td>80 to 82%</td>
</tr>
<tr>
<td>C+</td>
<td>76 to 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 to 75%</td>
</tr>
<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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<tr>
<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/webdbgen/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 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 2021, Tuesday 7:00pm-9:45pm
Course Schedule

<table>
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<tr>
<th>Date</th>
<th>Class Description</th>
<th>Readings/Assignments/Presentation</th>
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<tr>
<td>Week 1 2/2/21</td>
<td>Introduction to the Course, Review of Syllabus, CANVAS</td>
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<td>Week 2 2/9/20</td>
<td>Health and Safety: Teachers’ responsibility for health and safety of students with disabilities</td>
<td>Due: 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>
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<td>Overview of related services identified by IDEA that assist in meeting physical and health needs of students with disabilities</td>
<td>Readings: Pufpaff, L. A., et al. (2015). Meeting the health care needs of students with severe disabilities in the school setting: Collaboration between school nurses and</td>
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### Week 3 2/16/21
**Special Health Care Procedures** for Students with Complex Health Care Needs/Medically Fragile Students:
- Seizure protocol
- Medication administration
- Tracheostomies
- G-Tubes
- Nutrition

**Guest Speaker:**
School Nurse – Kimiko Curtis, RN

**Readings:**

### Week 4 2/23/21
**Low Incidence Disabilities 1: Orthopedic Impairments**
- Fine motor function at school, including handwriting

**Readings:**

### Week 5 3/2/21
**Positioning and Handling in the Classroom**
- Postural tone and effects on movement
- Proper body mechanics for handling
- Mobility
- Gross motor function at school

**Jen Andaya-Lambinicio and Guest Speaker: Shon Poiesz, PT, DPT, PCS, c/NDT**

**TBA – Adapted PE**

**Readings:**
- **Verschuren, O., Darrah, J., Novak, I., Ketelaar, M., & Wiart, L. (2013).** Health-enhancing physical activity in
<table>
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<th>Week 6</th>
<th>Low Incidence Disabilities 2: Visual Impairments</th>
<th>Due: Assignment 2 - Infographics and PowerPoint/Google Slides on correct positioning of students and safe lifting techniques</th>
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| 3/9/21  | Guest Speaker: Gracie Trinamez, Vision Specialist | **Readings:**

| Week 7  | Low Incidence Disabilities 3: Hearing Impairments | **Readings:**
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<tr>
<td></td>
<td>EDSE 235A Self-Study Guide on Hearing Impairments</td>
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| Week 8 3/23/21 | Alternative and Augmentative Communication (AAC) | Readings:  
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<td>Week 9 3/30/21</td>
<td>NO SESSION Spring Recess</td>
<td>Due: Assignment 3- Participation in a CANVAS discussion board on the unique experiences of families of students with disabilities</td>
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| Week 10 4/6/21 | Assistive Technology in the Special Education Classroom  
Universal Design for Learning (UDL) | Readings:  
| Week 11 4/13/21 | Sensory Processing I  
Disorders in Sensory Processing and Effects on Emotion, Behavior and Learning  
Jen Andaya-Lambinicio and Guest Speaker: Angela Ballou, OTD., OTR/L | Due: Form groups of 4-5 members for the Sensory Processing Group Presentation for May 4th. Sign-up will be on CANVAS.  
Readings:  
| Week 12 | Sensory Processing II  
4/20/21 | Classroom Assessments and Strategies  
Jen Andaya-Lambinicio and  
Guest Speaker: Angela Ballou, OTD, OTR/L | Readings:  
Occupational therapy for children and youth using  
sensory integration theory and methods in school-based  
doi:http://dx.doi.org/10.5014/ajot.2015.696S04 |
| Week 13 | Watch “Including Samuel” on Prime Video  
4/27/21 | Start working on Assignment 5: Reaction paper on  
“Including Samuel” documentary |
| Week 14 | Group presentation on sensory processing in different conditions  
5/4/21 | Due: Assignment 4- Small group presentation on sensory processing in different conditions. Submit presentation slides and handouts (when applicable) on CANVAS. |
| Week 15 | Feeding and Swallowing Issues in the Classroom  
5/11/21 | Readings:  
Mabry-Price, L. (2015). Treating dysphagia in schools:  
Making it easy to swallow. *ASHA Leader*, 20(2), 36-37. Retrieved from  
https://search.proquest.com/docview/1654869086?accountid=143111  
https://search.proquest.com/docview/232583731?accountid=143111 |
| Week 16 | TBD  
5/18/21 | Due: Assignment 5 - Reaction Paper |
| Week 17 | FINALS WEEK  
5/25/21 | |

**Note:** Course schedule may be subject to change.  
Students will be notified of the change/s via email/CANVAS.