

San José State University
Connie L. Lurie College of Education
Department of Special Education

**Spring 2015- EDSE 192A Section 3: Including and Supporting Students
with Special Needs in General Education Classroom**
Hybrid Course

Contact Information:

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Office Hours: By appointment

Class Days/Time: Wednesdays/ 6:00 pm – 9:45 pm and
Sweeney Hall 230

Classroom: Sweeney Hall 230

On Campus Meeting Dates: 1/28, 12/25, 3/18, 5/6

Prerequisites: Upper division standing or department &/or instructor consent
California Commission on Teacher Credentialing (CTC) Professional Standards (PS) and Teaching Performance Expectations (TPEs) are assigned by the Departments of Special Education, Elementary Education and Secondary Education. The selections of assignments from the instructional modules reflect the California requirements for professional preparation in teaching diverse populations of pupils in general education classrooms. This course is required of each applicant for a clear multiple or single subject teaching credential, an administrative services credential, the preliminary Mild/Moderate, and Moderate/Severe Education Specialist Instruction Credentials.

Course Description: The design of this course was informed by the sets of professional standards provided by the California Commission on Teaching Credentialing for professional preparation in teaching diverse populations of students in either an inclusive or mainstreaming educational setting. This course facilitates professional development among pre- and in-service teachers in the area of teaching students with disabilities in the General Education environment. The course was designed to provide classroom intervention strategies prior to referral for special education along with basic policies and procedures regarding placement of and services for students with disabilities, either in special education or within an inclusive classroom. The goal of this course is to enable general education teachers to make effective decisions, based on multiple sets of data, in order to meet the special learning as well as socio-emotional needs of their students.

Knowledge Base

The knowledge base for this course combines an understanding of laws, policies and procedures affecting students with special needs, as well as effective practices to support mainstreaming and inclusion. This course provides candidates with a familiarity regarding the range of high and low incidence disabilities, qualified as disabling conditions governed by the public law, Individuals with Disabilities Education and Improvement Act (IDEA) and a familiarity with those language learners and English speaking students who have no disabilities but learn differently. This course places importance on effective teaching to all learners in the general education classrooms, which includes research-based strategies for effective pedagogy, social and behavioral support, curricular and instructional accommodations, modifications and adaptations, as well as cultivating their productive habits of mind. The course presents options for designing effective instructional programs and evaluating student achievement as well as important information on engaging in joint productive activities with other professionals and advocates to assist individuals with special needs.

Student Learning Objectives (SLOs)

1. Upon the completion of this course, students will be able to discuss and describe special education laws and the impact of legislation on classroom teachers.
2. Upon the completion of this course, students will be able to integrate parent and classroom student input into individual educational plans for students with special needs in their classrooms.
3. Upon the completion of this course, students will be able to plan and implement instruction for all students with disabilities in a classroom setting utilizing Universal Design for Learning (UDL).
4. Upon the completion of this course, students will be able to develop curricular and instructional accommodations and modifications for students with special needs in their classrooms.

5. Upon the completion of this course, students will be able to collaborate and implement instruction with other professionals for students with disabilities in an educational setting.

Special Education Credential Program Standards

Standard 2: Professional, Legal and Ethical Practice

Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, introduction of the Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

Program Standard 3: Educating Diverse Learners

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

Program Standard 8: Participating in ISFP/IEPs and/or Post-Secondary Transition Planning

The program provides candidates opportunities to demonstrate the ability to participate

effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.

Program Standard 13: Curriculum and Instruction of Students with Disabilities

The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state- approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that is appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels. Candidates must be able to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.

Department of Secondary Education Teacher Performance Expectations (TPEs)

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

TPE 6: Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9- 12.

TPE 6A: Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and

understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

During teaching assignments in Grades 4-8, candidates for a Teaching Credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and overenthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 9: Instructional Planning

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies

based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

TPE 12: Professional, Legal, and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior. Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

Department of Elementary Education's SB 2042 Multiple and Single Subject Preliminary Program Standards

Standard 9: Equity, Diversity and Access to the Curriculum for All Children

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following: Candidates examine principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. Candidates provide all students equitable access to the core curriculum and all aspects of the school community. The program provides opportunities for candidates to learn how to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. Candidates are prepared to effectively teach diverse students by increasing candidates' knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students. Candidates study and discuss the historical and cultural traditions of the cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program

of a classroom. Candidates develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students. The program includes a series of planned experiences in which candidates learn to identify, analyze, and minimize personal and institutional bias. Candidates have the opportunity to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools, and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

Standard 10: Preparation for learning to create a supportive, healthy environment for student through planned prerequisites and/or professional preparation, the teacher preparation program

Candidates are provided multiple opportunities to learn how personal, family; school, community, and environmental factors are related to students' academic, physical, emotional, and social well-being. Candidates have knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities. Candidates have knowledge of major laws and principles that address student rights and parent rights pertaining to student placements. Candidates learn about the effects of student health, safety, and accident prevention on student learning. Candidates study the legal responsibilities of teachers related to student health, safety, and the reporting requirements relating to child abuse and neglect. Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments, including recognizing and defusing situations that may lead to student conflict or violence. Candidates understand the effects of family involvement on teaching, learning and academic achievement, and candidates learn and apply skills for communicating and working constructively with students, their families and community members. Candidates understand when and how to access site-based and community resources and agencies, in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language services, and other resources. Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. Candidates learn effective strategies for encouraging the healthy nutrition of children and youth. Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and of ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems. Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meet the criteria of the American Heart Association or the American Red Cross.

Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures candidates demonstrate a basic level of knowledge and skills in: a) assessing the learning and language abilities of students in order to identify those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs; b) providing appropriate

differentiated instruction that ensures all students access to the core curriculum; c) selecting and using appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom; and d) identifying when and how to address social integration needs of students with disabilities who are included in the general education classroom. Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, and gifted and talented students. Candidates learn about the role of the general education teacher in identifying and teaching students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher's role and responsibilities in developing and implementing tiered interventions. Candidates demonstrate skills in creating a positive, inclusive climate of instruction for all students with special needs in the general classroom. Candidates demonstrate skill in collaborative planning and instruction with education specialists and other school professionals.

Required Text/Readings: [Including Students with Special Needs: A Practical Guide for Classroom Teachers](#) Friend & Bursuck

ISBN-10: 0133744000 • ISBN-13: 9780133744002

Additional Readings will be uploaded into Canvas

Course Materials:

<http://www.iriscenter.com/>: This is funded by the U.S. Department of Education regarding Special Education Resources for Inclusion, Scientifically Validated and Evidence-Based Instructional Strategies.

Equipment

Students need a current version of Microsoft Office, laptop, printer, and needed software to complete specific homework. Current Versions of Microsoft Office are available in the SJSU Bookstore at cost (deeply discounted). Students may choose to rent their textbook through the publisher, use Kindles or purchase used textbooks.

Course Requirements & Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course for instruction, preparation/studying or course related activities including but not limited to internships, fieldwork or service learning. Other course structures will have equivalent workload expectations as described in the syllabus.

[All assignments will be placed into the Canvas Drop box](#)

Assignments:

- 1.** Class Participation: Active participation in all class activities and group work. **(20 points)**

- 2.** IRIS Website Modules: Modules are accessible through the Canvas Class page. (See Module descriptions below). Students are required to read through four IRIS Modules and to submit completed Assessment questions and responses into Canvas. There is a Drop box for each Module assigned on the Canvas webpage. **(80 points) (SLO #1)**
- 3.** Completion of a 4-5-page interview of a parent of a child with a disability discussing the experiences of the parent, family, and child at home and in school. Interview Questions are in Canvas. Format for submission will be in question and answer format. The final part of the interview will include what you learned from the interview and how you might apply this learning experience to your classroom instruction or relationship with students and parents. The following questions can be used to guide your interview: **(20 points) (SLO#2)**
- 4.** Satisfactory completion of a 4-5-page interview of a certificated professional working in the educational field of special education. . Interview Questions are in Canvas. Format for submission will be in question and answer format. The final part of the interview will include what you learned from the interview with the professional interviewed and how you may apply this information to your practices as a teacher. **(20 points) (SLO #5)**
- 5.** Video Clips of Teachers in the Classroom: For this assignment you will watch 3 video clips and answer four questions related to the video clips. Your answers can be submitted to the Submit Assignment link in Canvas. **(20 points) (SLO #3)**
- 6.** Signature Assignment and Final Class Presentation: The 192 Signature Assignment and Course Final will have two components. In class on , you will receive instruction and training on how to create and implement instructional and curricular modifications. A lesson plan adaptation model will be provided and samples of how to construct the lesson plan adaptations will be shared with you in class. The lesson plan and adaptations are due on the date of our final class . A copy of the lesson plan and lesson adaptations are to be submitted into Canvas by May 13 and 4 hard copies will be brought to class. You will share your lesson with small groups of your peers and your peers will review and score the lesson plan adaptations. The Lesson Plan and Adaptations are worth 40 points and the Peer Review of your lesson plan is 60 points. **(100 points) (SLO #1, 3, 4, 5)**

Assignment Due Dates:

IRIS Module: What Do You See? Perceptions of Disability

Due: Feb 11

Video Clips Canvas Assignment

Due: Feb 18

Interview: Parent or person with a disability

Due: Feb 25

IRIS Module: The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns

Due: Mar 11

IRIS Module: Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities

Due: Mar 18

Interview: Special Education Professional

Due: Apr 15

IRIS Module: Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students

Due: Apr 29

192 Course Final and Signature Assignment

Due: May 6

Grading Scale: Total Possible Points: 260

A 245-260 A- 235-244

B+ 225-234 B 210-224 B- 200-209

C+ 185-199 C 175-184 C- 160-174

EDSE 192 Spring 2015 Schedule: On Campus Meetings

Date

Topics

1-28-2015 Introduction to Special Education and Terminology

Read Chapters 1-4 Textbook

2-25-2015 Overview of Exceptionalities; Simulation of an IEP Meeting

Read Chapters 5-8 Textbook

3-18-2015 Loni Allen- Parents Helping Parents: Special Education Law

Accommodations and Modifications for Instruction and Curriculum

Read Chapters 9-12 Textbook

5-6-2015 Final Exam: Presentation of Lesson Plan and modifications, differentiated instruction night. All students present.

Reading Chapter Topics:

C H A P T E R 1 The Foundation for Educating Students with Special Needs

Learning Objectives

What Key Terms and Concepts Define Special Education?

Special Education Services

Least Restrictive Environment

Inclusive Practices

How Did Today's Special Education Services Come to Exist?

The Development of Education for Students with Disabilities

The Impact of the Civil Rights Movement on Special Education

The Legislative Basis for Contemporary Special Education

What Factors Influence Practices in Today's Schools?

Legislative and Related Policies

Understanding of Inclusive Practices

Impact on Students, Parents, and Educators

Limited Resources

Putting the Pieces Together

Who Receives Special Education and Other Special Services?

Categories of Disability in Federal Law

A Cross-Categorical Approach to Special Education

Other Students with Special Needs

C H A P T E R 2 Special Education Procedures and Services

Learning Objectives

Who Are the Professionals in Special Education?

General Education Teachers

Special Education Teachers

Related Service Providers and Other Specialists

Parents and Students

How Can You Decide Whether a Student Need Might

Be a Disability?

Analyze Unmet Needs

Communicate Your Observations and Try Your Own Interventions

How Do Students Obtain Special Services?

Initial Consideration of Student Problems

The Special Education Referral, Assessment, Eligibility, Planning, and Placement Process

Decision Making for Special Services

Monitoring Special Education Services

What Is an Individualized Education Program?

Required Components of an IEP

The Value of IEPs

C H A P T E R 3 Building Partnerships through Collaboration

Learning Objectives

What Are the Basics of Collaboration?

Characteristics of Collaboration

What Collaborative Services in Schools Foster Inclusion

Shared Problem Solving

Co-Teaching

Working on a Team

Consultation

The Complexity of Professional Collaboration

How Can You Work Effectively with Parents?

Understanding the Perspective of Family Members

Parents' Reactions to Their Child's Disability

Collaborating with Parents

How Can You Work Effectively with Paraprofessionals?

Understanding Your Working Relationship with Paraprofessionals

Collaborating with Paraprofessionals

The Complexity of Collaborating with Paraprofessionals

C H A P T E R 4 Assessing Student Needs

Learner Objectives

How Do Your Student Assessments Contribute to Special Education Decisions?

Screening

Diagnosis

Program Placement

Curriculum Placement

Instructional Evaluation

Program Evaluation

What Information Sources Are Used in Programming

for Students with Special Needs?

High-Stakes Achievement Tests

Standardized Achievement Tests

Psychological Tests

Alternate Assessments

Curriculum-Based Assessments

What Kinds of Curriculum-Based Assessments Can You Create for Your Students?

Probes of Basic Academic Skills

Content-Area Assessments

C H A P T E R 5 Planning Instruction by Analyzing Classroom and Student Needs

Learning Objectives

How Can the INCLUDE Strategy Help You Make Reasonable Accommodations for Students with Special Needs?

Step 1: Identify Classroom Demands

Step 2: Note Student Learning Strengths and Needs

Step 3: Check for Potential Areas of Student Success

Step 4: Look for Potential Problem Areas

Step 5: Use Information to Brainstorm Ways to Differentiate Instruction

Step 6: Differentiate Instruction

Step 7: Evaluate Student Progress

How Is an Inclusive Classroom Managed?

Physical Organization

Routines for Classroom Business

Classroom Climate

Behavior Management

How Can You Group All Your Students for Instruction in Inclusive Classrooms?

Whole-Class or Large-Group Instruction

Small-Group Instruction

One-to-One Instruction

C H A P T E R 6 Students with Low-Incidence Disabilities

Learning Objectives

What Are Low-Incidence Disabilities?

What Accommodations Can You Make for Students with Autism Spectrum Disorders?

Characteristics of Students with Autism Spectrum Disorders

Students with Asperger Syndrome

Accommodations for Students with Autism Spectrum Disorders

What Accommodations Can You Make for Students with Moderate, Severe, or Multiple Disabilities?

Students with Moderate to Severe Intellectual Disabilities

Students with Multiple Disabilities

Deaf-Blindness

What Accommodations Can You Make for Students with Sensory Impairments?

Students with Visual Impairments

Accommodations for Students with Visual Impairments

Planning Instruction for Students with Visual Impairments

Students with Hearing Loss

Accommodations for Students Who Are Deaf or Hard of Hearing

What Accommodations Can You Make for Students with Physical, Medical, or Health Disabilities?

Orthopedic Impairments

Teaching Students with Orthopedic Impairments

Other Health Impairments

C H A P T E R 7 Students with High-Incidence Disabilities

Learning Objectives

What Are High-Incidence Disabilities?

What Accommodations Can You Make for Students with Communication Disorders?

Understanding Speech Problems

Understanding Language Problems

Accommodations for Students with Communication Disorders

What Are the Academic Needs of Students with Learning and Behavioral Disabilities?

Reading Skills

Written Language Skills

Math Skills

Learning Skills

What Are the Social and Emotional Needs of Students with Learning and Behavioral Disabilities?

Interpersonal Skills

Personal and Psychological Adjustment

What Accommodations Can You Make for Students with Learning and Behavioral Disabilities?

C H A P T E R 8 Students with Special Needs Other Than Disabilities

Learning Objectives

Which Students Are Protected by Section 504?

Understanding Section 504

Students Eligible for Services under Section 504

How Can You Accommodate Students with Attention Deficit—Hyperactivity Disorder?

Characteristics and Needs of Students with Attention Deficit—Hyperactivity Disorder

Interventions for Students with Attention Deficit—Hyperactivity Disorder

Families of Children with Attention Deficit—Hyperactivity Disorder

How Can You Accommodate Students Who Are Gifted and Talented?

Characteristics and Needs of Students Who Are Gifted and Talented

Interventions for Students Who Are Gifted and Talented

What Are the Needs of Students from Culturally Diverse Backgrounds?

Diversity and Special Education

Cultural Awareness

Families and Diversity

Multicultural and Bilingual Education

C H A P T E R 9 Differentiating Instruction

Learning Objectives

How Can You Make Accommodations for Students with Special Needs in Basic Skills Instruction?

Teaching Preskills

Selecting and Sequencing Examples

Deciding the Rate of Introduction of New Skills

Providing Direct Instruction and Opportunities for Practice and Review

How Can You Make Accommodations for Students with Special Needs When Teaching Subject-Area Content?

Activating Background Knowledge

Organizing Content

Teaching Terms and Concepts

How Can You Improve Clarity in Written and Oral Communication?

Clarity in Written Communication

Clarity in Oral Communication

How Can You Involve Parents in Teaching Their Children?

C H A P T E R 10 Strategies for Independent Learning

Learning Objectives

How Can You Encourage Student Self-Awareness and Self-Advocacy?

How Can You Effectively Teach Independent Learning Strategies in Class?

Assess Current Strategy Use

Clarify Expectations

Demonstrate Strategy Use

Encourage Students to Memorize Strategy Steps

Provide Guided and Independent Practice

Administer Posttests

What Are Some Examples of Successful Learning Strategies?

Word-Identification and Reading Fluency Strategies

Vocabulary Strategies

Reading Comprehension Strategies

Listening and Note-Taking Strategies

Writing Strategies

Strategies for Using Technology to Improve Student Writing

Strategies for Problem Solving in Math

Strategies for Managing Time and Resources

C H A P T E R 11 Evaluating Student Learning

Learning Objectives

How Can Accommodations Be Made for Students with Special Needs When Giving Classroom Tests?

Accommodations before the Test

Accommodations during the Test

Accommodations after the Test

How Can Accommodations in Report-Card Grading Be Made for Students with Special Needs?

Grading Practices That Benefit All Students

Using Individualized Grading with Students with Disabilities

C H A P T E R 12 Responding to Student Behavior

Learning Objectives

What Are Positive Behavioral Interventions and Supports?

How Can You Use Positive Behavior Supports to Prevent Discipline Problems?

Instructional Environments Conducive to Learning

Effective Classroom Communication

Effective Teaching Methods

Fostering Positive Student Interactions

Schoolwide Strategies

How Can You Promote Positive Group Behavior?

Implement Peer Mediated Instruction

Use Group Contingencies

What Are Positive Behavior Strategies for Responding to Minor Individual Behaviors?

Use Minimum Interventions

Manage Students' Surface Behaviors

Library Liaison

Teresa Slobuski, King Library Phone: (408) 808-2318 Email: Teresa.slobuski@sjsu.edu

Each student is encouraged to obtain an SJSU library card to use the SJSU research engines. You must know your SJSU Student ID# to obtain an SJSU Library Card and you must do so in person at the SJSU MLK Library. The library liaison works for the faculty and students of the Lurie College of Education and is available to students to assist in researching at the library and obtaining materials that may not be in the MLK library. This is a valuable resource.

University Policies

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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

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. 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](http://www.sjsu.edu/senate/docs/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](http://www.sjsu.edu/studentconduct/) 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (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](http://www.sjsu.edu/senate/docs/S14-7.pdf) 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](http://www.sjsu.edu/at/asc/) 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](http://peerconnections.sjsu.edu) 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 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](http://www.sjsu.edu/writingcenter) 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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

