

# All Learners: An Introduction to Disabilities Section 01

## EDSE 192B

Fall 2023 1 Unit(s) 08/21/2023 to 09/25/2023 Modified 08/29/2023

### Contact Information

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Office Hours:	By appointment/ Sweeney Hall 217
Class Day:	Mondays 7:00-9:45 pm
Classroom:	SH 230
Class Sessions:	Aug 21 on campus, SH230
	Aug 28 asynchronous online
	Sep 11 asynchronous online
	Sep 18 on campus, SH 230
	Sep 25 asynchronous online

### Course Description and Requisites

Overview of disability incorporating historical, sociocultural, autobiographical and psychological perspectives. Includes the behavioral, developmental and learning characteristics of P-12 students labeled with mild, moderate, and extensive support needs. Introduces information about the 13 disability categories as specified in the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 and builds on existing law and policy information provided in the previous course (EDSE 192D).

Letter Graded

# \* Classroom Protocols

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Students should make an effort to...

1. Arrive on time to If you arrive late or need to miss class, please check with peers about what you missed.
2. Submit assignments on If you require an extension for an assignment, please submit an email request to the instructor at least 48 hours (2 days) before the due date. Only exceptions include documented emergencies (e.g. illnesses, accidents, family emergencies)
3. Take a break from social media during Reduce time on non-class related apps/websites.
4. Show respect for persons in class, consider how you might want to be
5. Make the most of your time in class. Engage in class discussions, complete readings, and participate.

## ☰ Program Information

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### LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

### LCOE Department of Special Education Program Learning Outcomes

- PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- PLO 2 Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- PLO 3 Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- PLO 4 Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- PLO 5 Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\) \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

## 🎯 Course Goals

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# Program Learning Outcomes and Course Learning Outcomes based on the California Commission for Teacher Credentialing Teacher Performance Expectations

PLO 1: Graduates assess and identify the educational needs and strengths of students with disabilities.

PLO 6: Graduates integrate cultural and familial perspective into all aspects of instruction, including assessment and intervention.

PLO 8: Graduates demonstrate knowledge about research-based practices related to individuals with disabilities, birth to 22 years.

# Course Learning Outcomes (CLO)

To support development of the PLOs, this course addresses the following course learning outcomes (CLOs) to address the following CCTC Teacher Performance Expectations (TPEs) as mapped with current High Leverage Practices (HLPs) across populations of students with disabilities (Early Childhood Special Education [ECSE], Mild/Moderate Disabilities [M/M] and Extensive Support Needs [ESN]):

**HLP1:** Collaboration with professionals to increase student success.

- **ECSE 1** Demonstrate applied knowledge of typical and atypical child development when planning an individualized program for young children in the ECE special education setting. [Introduce]

**HLP 3:** Collaborate with families to support student learning and secure needed services.

- **M/M 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. [Practice]

**HLP 4:** Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

- **M/M 3.2/ESN 3.4** Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction. [Introduce]
- **M/M 3.3** Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g., orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g., attachment, temperament), and their implications for learning. [Introduce]
- **ESN 1.3** Identify the unique features of deaf-blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing This includes the unique learning profiles and individualized instruction appropriate for student who are deafblind. [Introduce]
- **ESN 3.5** Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g., orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g., attachment, temperament), and their implications for learning. [Introduce]
- **ESN 2** Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.

**HLP7:** Establish a consistent, organized and respectful learning environment.

- **U 3** Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. [Practice]

## Course Materials

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# Required Texts/Readings Textbook

Hallahan, D.P., Pullen, P.C., & Kauffman, J.M. (2022). *Exceptional Learners: An Introduction to Special Education*. 15<sup>th</sup> Edition. Pearson.

Student eTextbook from \$9.99/mo: <https://www.pearson.com/en-us/subject-catalog/p/exceptional-learners-an-introduction-to-special-education/P200000001190/9780137519811>

# Additional Readings

Berne, P. (2015). Disability Justice – a working draft. *SDS Pre-Conference Disability and Social Justice Summit*.

American Psychiatric Association. (2022). [Selected Pages]. In *Diagnostic and statistical manual of mental disorders* (5th ed.) Text Revision.

Luckner, J., Slike, S., & Johnson, H. (2012). Helping students who are deaf or hard of hearing succeed.

*Teaching Exceptional Children*, 44(4), 58–67.

Schilling, E. J., & Getch, Y. Q. (2012). Getting My Bearings, Returning to School: Issues Facing Adolescents With Traumatic Brain Injury. *Teaching Exceptional Children*, 45 (1), 54-63.

## Course Requirements and Assignments

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### Course Requirements and Assignments

Assignment Title	Overview	Points
Assignment #1: Module Quizzes	Each student will be responsible for completing the module quizzes.	10 X 10=total 100 points
Assignment #2 In-Class assignments	There will be 2 in-class group assignments	25 X 2 = 50

<b>Assignment #3:</b> Group Presentations	Based on our discussions and assignments from this course, choose one of the 13 disability category areas and develop a presentation that provides the following information. You can work in groups of 2-3. Each presentation must cover:  1. Definition of disability category and learning characteristics of students with the disability  2. Classroom support(s) that can be provided to students who identify with that disability category including accommodations and modifications linked to resources. During presentation, include how these resources can be used to facilitate meaningful inclusion for students with your given disability area.  3. Local resources for families of the student with disabilities with a brief explanation of what each resource might provide.	50 points
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**Assignment Objectives and Alignment with Learning Outcomes/Expectations**

Assignment	Total Points	Percent of Grade	PLOs
Module Quizzes	100 points	50%	PLO 1, 6 & 8  ECSE 1.1  M/M 2.11  M/M 3.2/ESN 3.4  M/M 3.3  ESN 1.3  ESN 3.5  ESN 4.2

<b>Group Presentations</b>	<b>50 points</b>	<b>25%</b>	<b>PLO 1, 6, &amp; 8</b> <b>ECSE 1.1</b> <b>M/M 2.11</b> <b>M/M 3.2/ESN 3.4</b> <b>M/M 3.3</b> <b>ESN 1.3</b> <b>ESN 3.5</b> <b>ESN 4.2</b> <b>U 1.3</b>
<b>In-Class Assignments</b>	<b>50 points</b>	<b>50%</b>	<b>PLO 1, 6, &amp; 8</b> <b>U 1.3</b>
<b>TOTALS</b>	<b>200 points</b>	<b>100%</b>	

## ✓ Grading Information

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### Grade Breakdown

<b>A+</b>	<b>200-195</b>
<b>A</b>	<b>194-187</b>
<b>A-</b>	<b>186-179</b>
<b>B+</b>	<b>178-175</b>
<b>B</b>	<b>174-169</b>
<b>B-</b>	<b>168-161</b>
<b>C+</b>	<b>160-155</b>
<b>C</b>	<b>154-149</b>
<b>C-</b>	<b>148-139</b>
<b>D</b>	<b>138-135</b>

F	134 or below
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## University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

EDSE 192B All Learners: An Introduction to Disabilities Course Schedule

**(Schedule subject to change, all changes will be posted on Canvas/sent via email)**

Session	Date	Location	Topics	Assignments
1	Aug 21	SH 230	<ul style="list-style-type: none"> <li>· Introduction to the syllabus/Discussion of Assignments</li> <li>· Introduction to Exceptionality</li> </ul>	<ol style="list-style-type: none"> <li>1. Jamboard postings</li> <li>2. Group discussion on Section 504</li> </ol>
2	Aug 28	Online	<ul style="list-style-type: none"> <li>· Work on Modules</li> </ul>	Module Quizzes
3	Sep 11	Online	<ul style="list-style-type: none"> <li>· Work on Modules</li> </ul>	Module Quizzes
4	Sep 18	SH 230	<ul style="list-style-type: none"> <li>· Resources for educators and families</li> </ul>	Group Presentations
5	Sep 25	Online	<ul style="list-style-type: none"> <li>· Work on Modules</li> </ul>	All assignments submitted by Oct 1, 2023