



Advanced Studies in Education & Counseling

Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDSP 410: Inclusive and Equitable Practices in Special Education

Fall 2022

Special Education Credential Program

Dept. of Advanced Studies in Education & Counseling

Course Information

Instructor: Nat Hansuvadha, Ph.D.	Email: nat.hansuvadha@csulb.edu
Class Days/Times	Office Hours

Catalog Course Description

Inclusive practices for students with disabilities in K-12 settings; disability categories; typical and atypical development; teacher roles and responsibilities in the Individualized Education Program process; multi-tiered systems of support; Universal Design for Learning; social-emotional learning and culturally responsive pedagogy. Letter grade only (A-F).

Course Student Learning Outcomes and Goals

Upon completing this course, students will be able to:

1. Explain social, political, economic and cultural perspectives on issues of education equity and access for underrepresented groups in US public schools as they relate to parent, school, and community partnerships with an introduction to relevant special education laws that guide these practices. (Universal 6.7, MM 6.3, ESN6.4, ESN 5.4, MM 5.3ESN 6.5, MM 3.3)
2. Demonstrate understanding of characteristics of students with disabilities and schoolwide procedures for the pre-referral and referral process and the psychosocial implications of disability labels. (ESN 1.3, ESN 2.10, U2.4, MM2.7, ESN 2.14, MM 2.11, Universal 3.2, MM 3.2, ESN 3.2, ESN 3.4, ESN 4.2, ESN 1.8)
3. Distinguish and identify typical and atypical child and adolescent development and demonstrate introductory understanding of the learning trajectories of young children to young adults. (Universal TPE 4.2, CTC MM 3.3, CTC ESN 3.5, TPE 4.2)
4. Analyze culturally responsive supports essential for building meaning and sustaining respectful partnerships with culturally and linguistically diverse families and families of students with diverse learning needs and communities. (TPE 1.2, 6.2, 6.4, CTC MM 2.4, CTC ESN 2.4)

5. Evaluate lesson plans that provide access to the California content standards, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum. (UTPE 2.5, Universal 3.1, Universal 3.2, TPE 1.6, MM 1.1, ESN 1.6, 1.10, Universal TPE 3.1)
6. Demonstrate introductory knowledge of a variety of assessment and modification strategies, including use of assistive technology, for use in planning and instruction for students with disabilities also including students who are gifted in a variety of service delivery settings (U 1.6, MM 2.1, ESN 2.5, Universal TPE 3.2, MM 3.2, ESN 3.2), MM 3.1, ESN 3.1, ESN 3.3, Universal 3.5)
7. Introduce school-wide collaboration and consultation models (i.e., MTSS, UDL, coteaching) to support diverse learners in the general education setting and to prepare candidates to interface with other service providers. (Universal 1.4, MM TPE 1.1, MM 1.3, Universal TPE 2.2; ESN 1.6, 1.8; Universal 6.4, MM 6.1, ESN 6.2)
8. Integrate students' prior experiences, backgrounds, interests, social-emotional learning needs, and funds of knowledge, to engage them in learning. ((Universal 1.1, MM TPE 1.1, 1.3, ESN 1.6, U TPE 2.1, U2.2, U2.3)

Teacher Performance Expectations (TPEs) Addressed in EDSP 410	Introduced (I) Practiced (P) Assessed (A)
U 1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning	I A
U 1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress	I P
MM 1.1, ESN 1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.	I
MM 1.3 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. [U 1.6]	I P
ESN 1.1 Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from kindergarten to post-secondary.	I A
ESN 1.3 Identify the unique features of deaf-blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for student who are deafblind.	I P
U 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	I P A
ESN 1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. (U1.1) MM1.7	IA

ESN1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.	I
MM1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. (U1.1)	I A
ESN1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (U1.6)	I
U2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	I
U2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	I
U2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	I P A
U2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	I P A
ESN 2.5 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.	I P A
ESN 2.4 Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with extensive support needs in a wide variety of general education and specialized instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.	I P
MM2.1 Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings. (U2.2)	IP
MM2.2 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.	I
MM2.4 Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment	IP

centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.	
MM2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)	I
ESN2.4 Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with extensive support needs in a wide variety of general education and specialized instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.	IP
ESN 2.5 Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings. (U2.2)	IP
ESN 2.6, MM 2.2 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.	I
ESN 2.10, MM2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.	I
ESN 2.14, MM 2.11 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.	I
Universal 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	I
Universal 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	I P
Universal 3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	I P
Universal 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.	IP

ESN 3.1 Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum.	I P
ESN 3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.	I P
MM 3.1, ESN 3.3 Effectively adapt, modify, accommodate and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).	I P
MM 3.3, ESN 3.5 Demonstrate 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	I P A
ESN 3.4 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.	I
U3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	I
U4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	I P A
U 4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	I P A
ESN 4.2 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.	I P A
MM4.5 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.	I
ESN 4.6 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues. MM 4.5	I
ESN 4.7, MM 4.6 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.	I P
ESN 5.4, MM 5.3 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law	I

ESN 6.1 Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.	I
U6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	I
U6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	I, P
MM6.1, ESN 6.2 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.	I
ESN 6.4, MM6.3 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.	I P
ESN 6.7, MM 6.6 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.	I P
U6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	I

Required Texts/Course Materials:

Turnbull, A., Turnbull, R., Wehmeyer, M. L., & Shogren, K. A. (2020). *Exceptional lives: Practice, progress, & dignity in today's schools* (9th Ed.). Pearson.

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical

issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

BeachBoard will be used to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student’s responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development’s [Zoom Etiquette for Students @ the Beach](#).

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

Course Schedule

TPEs that are Introduced and Practiced are listed under the Course Schedule. TPEs that are Practiced or Assessed are listed under Course Evaluation Components and Grading

Week	Topics	Readings	Assignments/Activities	TPEs
1	Course Review Introductions <ul style="list-style-type: none"> Civil Rights Historical perspectives in Special Education IDEA, 504 Analyze how context, structure, and history of public education in CA affects and influences state, district, and school governance plus state and local education finance 	Chapters 1 Stiefel, Shiferaw, Schwartz, & Gottfried (2017)	Written Reflection #1: Personal Autobiography of Education <i>IEP Scavenger Hunt</i>	MM1.3 (I, P) ESN 1.3 (I, P) MM 1.1 (I) ESN 1.6 (I) MM 2.2(I) U2.3 (I) ESN 2.6 (I) U 6.7 (I)
2	Culturally Responsive and Sustaining Pedagogy <ul style="list-style-type: none"> Implicit Bias and Privilege Funds of Knowledge 	Chapter 2 Ladson-Billings (2014)	Quiz #1 <i>Circle of My Multicultural Self Activity</i>	U1.2 (I, P) U1.4 (I,P) U6.2(I)
3	Communication and Collaboration with Families and the IEP Team <ul style="list-style-type: none"> Collaboratively develop & implement IEPs Collaborate with families & related 	Chapter 3	Written Reflection Parent Guest Speaker	ESN2.4 (I, P) U2.4 (I,P) U2.5 (I,P) MM2.4 (I,P) U4.6 (IPA) MM6.1 (I) ESN 6.2 (I)

	services personnel to support access to, and optimal learning experiences for students w/ disabilities			U6.4(I)
4	<p>Typical and atypical child and adolescent development</p> <ul style="list-style-type: none"> • Association with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy) • Resilience and protective factors (e.g. attachment, temperament) & their implications for learning 	<p>CDC Module: https://www.cdc.gov/ncbddd/watchmetraining/module2.html</p> <p>Copple & Bredekamp (2009)</p>	Quiz #2	<p>ESN2.4 (I,P)</p> <p>ESN 2.5 (I,P)</p> <p>ESN 3.5 (I,P)</p>
5	Pre-referral and referral process and the psychosocial implications of disability labels	<p>IRIS Module: https://iris.peabody.vanderbilt.edu/module/preref/</p>	Written Reflection	<p>ESN3.1 (I)</p> <p>ESN 3.2 (I,P)</p>
6	<p>Characteristics of students with disabilities with Mild to Moderate Support Needs</p> <ul style="list-style-type: none"> • Effects on learning, skills development, SEL development, mental health, behavior • Access & use related services and additional supports to organize and support effective instruction 	Chapters 7, 8	<p>Quiz #3</p> <p>Lavoie (2004). <i>How difficult can this be?: Understanding learning disabilities: F.A.T. city workshop.</i></p>	<p>MM1.7 (I)</p> <p>MM2.1 (1)</p> <p>U4.2 (I,P)</p> <p>MM 3.3 (I,P)</p> <p>ESN 3.5(I,P)</p> <p>MM4.5 (I)</p> <p>ESN 2.14/MM 2.11 (I)</p>
7	<p>Characteristics of students with disabilities with Mild to Moderate Support Needs</p> <ul style="list-style-type: none"> • Effects on learning, skills development, SEL development, mental health, behavior • Access & use related services and additional supports to organize and support effective instruction 	Chapters 9, 10	<p>Elementary School Classroom Observation and Reflection of Typical and Atypical Student Development</p>	<p>MM1.7 (IA)</p> <p>U3.3 (P)</p> <p>U4.2 (A)</p> <p>MM 3.3 (A)</p> <p>ESN 3.5 (A)</p> <p>U6.4(P)</p>

8	<p>Characteristics of students with disabilities with Extensive Support Needs</p> <ul style="list-style-type: none"> • Effects on learning, skills development, SEL development, mental health, behavior • Access & use related services and additional supports to organize and support effective instruction 	<p>Chapters 11, 12, 13</p>	<p>Written Reflection</p>	<p>ESN1.8 (I) ESN 4.7 (I,P) MM4.5 (I,P) ESN4.6 (I)</p>
9	<p>Assessment and modification strategies, including use of assistive technology</p> <ul style="list-style-type: none"> • Effectively adapt, modify, accommodate and/or differentiate instruction of students with disabilities to facilitate LRE access 	<p>Chapters 14, 15, 16</p> <p>Peabody College Vanderbilt University (2020). Differentiated instruction: https://iris.peabody.vanderbilt.edu/module/di/</p>	<p>Quiz #4</p>	<p>ESN2.5 (I) MM2.1(P) ESN 6.4 (I,P) MM6.3 (I,P)</p>
10	<p>School-wide collaboration and consultation models</p> <ul style="list-style-type: none"> • MTSS, UDL, RTI • CA Sums Initiative 	<p>Chapter 5</p> <p>California MTSS Framework (OCDE) https://ocde.us/MTSS/Pages/CA-MTSS.aspx</p>	<p>Middle/High School Classroom Observation and Reflection of Typical and Atypical Student Development</p>	<p>E (I,P) ESN 4.7U4.2 (A) MM 3.3 (A) ESN 3.5 (A) MM6.1 (P) ESN 6.2 (I) U6.4(P)</p>
11	<p>SPRING BREAK</p>			
12	<p>PBIS, Restorative Justice</p> <ul style="list-style-type: none"> • Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe • Identify and address intolerance and harassment among students (ie. bullying, racism, sexism) 	<p>IRIS Module: https://iris.peabody.vanderbilt.edu/module/fba/</p> <p>Sugai & Horner (2009)</p>	<p>Quiz #5</p>	<p>MM2.7(I) ESN 2.10 (I) MM 3.1 (I,P) ESN 3.3 (I,P)</p>
13	<p>Lesson Plan Design</p> <ul style="list-style-type: none"> • Plan, design, and monitor instruction to maximize learning opportunities and provide access to the curriculum for all 	<p>Chapter 6</p> <p>Kieran & Anderson (2018)</p> <p>Al-Azawei, Serenelli, & Lundqvist (2016)</p>	<p>Written Reflection</p>	<p>U3.2 (I P) U3.3 (I) U3.5 (I) U4.2 (I,P) U4.6 (I,P) ESN4.2 (I,P) MM6.1</p>

	<p>students by removing barriers and providing access through instructional strategies</p> <ul style="list-style-type: none"> • UDL Framework • Accommodations • CSTP 			<p>(P) ESN 6.2 (P) ESN6.7 (I) MM6.6 (I,P)</p>
14	<p>Evaluate lesson plans that provide access to the California content standards</p> <ul style="list-style-type: none"> • Knowledge of subject matter, including the adopted California State Standards and curriculum frameworks 	<p>Chapter 4, 6 Green & Stormont (2017)</p>	<p>Lesson Plan Development Interview, Observation and Reflection</p>	<p>ESN2.5 (P) U4.2 (A) U4.6 (A) MM 4.6 (A) ESN 4.7 (A) ESN4.2 (A)</p>
15	<p>Co-teaching Co-planning</p> <ul style="list-style-type: none"> • <i>Coordinate, collaborate, co-teach & communicate effectively with service providers for instructional planning and planning for successful student transitions.</i> 	<p>Chapter 5 Magiera & Zigmond (2005)</p>	<p>Special Education Teacher Guest Speaker</p>	<p>U1.1 (I) ESN 1.4 (I A) U1.4 (A) U2.4 (A) U2.5 (A) MM6.1 (P) ESN 6.2 (I)</p>
16	<p>Final Reflections & Group Presentations</p>		<p>Final Exam Presentation</p>	<p>U1.1 (A) U1.4 (A) U2.4 (A) U2.5 (A)</p>

Course Evaluation Components and Grading

Evaluation Components

Participation

Points: 20

Due: ongoing

TPEs: N/A

Students are expected to actively participate in class discussions and collaboratively engage with each other. Participation points will be assigned for successful completion of activities during synchronous meetings. Participation points cannot be made-up (unless in the case of an excused absence). For synchronous meetings, it is expected that students will have read the assigned readings and are prepared to make thoughtful contributions to class discussions and activities. Points may be deducted for instances of unprofessional behavior, including but not limited to failure to participate in class discussions and activities and/or disrespectful comments to their classmates or professor.

Students are also required to actively participate on the course discussion board. Students must respond to the posted prompt in at least 1 paragraph (minimum of 5 sentences). **The response should show evidence of reading the assigned materials, connecting the material to real-life experiences (when applicable), and include at least one reference in APA format (can be an assigned reading).** Students must also thoughtfully

respond to at least one classmate's post. Thoughtful responses may include answering a question posed in your classmate's post, sharing a similar story/experience, explaining why you agree or disagree with their post, etc. ("Nice post" is not a thoughtful response) Points will be deducted for occurrences of unprofessional behavior (e.g., rude or demeaning comments, multiple requests for extensions on assignments, failure to participate in discussions, activities, and/or projects).

Written Reflections Points: 20 Due: ongoing **TPEs (P):** MM1.3, ESN 1.3, U2.4, U2.5, MM2.4, ESN2.5, U3.2, ESN3.1, ESN, 3.2, U4.2, ESN 4.7, MM 4.6, MM6.1 (P), ESN6.7, MM6.6

Students will write and submit five reflections on the course readings and class activities (in response to specific prompts) in BeachBoard Discussion Board.

Quizzes Points: 20 Due: Ongoing **TPEs (P):** U1.2, U1.4, MM2.1, ESN2.4, ESN 2.5, MM 3.3, ESN 3.5, U4.6, ESN 6.4, MM6.3

Using short answers or multiple choice, students will be assessed on their knowledge of course topics throughout the semester (every other week) regarding assigned readings.

Classroom Observation and Reflection of Typical and Atypical Student Development in Elementary School Settings Assignment Points: 50 points Due: **TPEs (P):** U3.3; U6.4; **TPE (A):** U4.2, MM 3.3, ESN 3.5

Each student has the responsibility to set up a 10-hour observation of a general education elementary classroom. The emphasis of the observations is to reflect upon the specific classroom management activities in the observed classroom and to note concerns, if any. Students must submit a signed observation description form from the setting, along with a completed observation checklist and a brief narrative responding to a series of instructor- developed questions concerning child development of both typical and atypical development in an inclusive elementary classroom setting through video analysis and reflections on students with disabilities.

Classroom Observation and Reflection of Typical and Atypical Student Development in Middle or High School Settings Assignment Points: 50 points Due: **TPEs (P):** U3.3; U6.4; **TPEs (A):** U4.2, MM 3.3, ESN 3.5

Each student has the responsibility to set up a 10-hour observation of a general education middle or high school classroom. The emphasis of the observations is to reflect upon adolescent development of both typical and atypical development in a middle or high school setting. Students must submit a signed observation description form from the setting, along with a completed observation checklist and a brief narrative responding to a series of instructor- developed questions concerning adolescent development of both typical and atypical development in an inclusive middle or high school classroom setting through video analysis and reflections on students with disabilities.

Lesson Plan Development Interview, Observation and Reflection

Points: 30 points Due: **TPEs (A):** ESN2.5, U4.2, U4.6, ESN 4.2, MM6.1, ESN 6.2

Using the SIOP Observation Tool and UDL reflection, observe, interview teacher, and reflect on lesson planning. Students will then complete a lesson plan template based on teacher's observed lesson (5 hours)

Final Exam Presentation Points: 30 points Due: **TPEs (A):** U1.1, 1.4, U2.4, U 2.5, U4.6

Final Exam presentation using current technologies on resources for educational adaptations, CRSP and SEL supports to educating students with disabilities

Course Grading

Grades will be calculated using a total point scale as follows:

Assignment	Possible Points
Participation	20
Written Reflections	20
Quizzes	20
Observation and Reflection of Typical and Atypical Student Development in Elementary School Settings	50
Observation and Reflection of Typical and Atypical Student Development in Middle or High School Settings	50
Final Exam Presentation	30
Lesson Plan Development Interview, Observation and Reflection	30

Grading Scale

Letter Grade	Points	Percentage
A	198-220	90-100%
B	176-197	80-89%
C	154-175	70-79%
D	132- 174	60-69%
F	0-131	59% and below

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 18% of your grade (40 points) and will be monitored both through attendance and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Behavior Expectations

It is expected that all students will engage in respectful and professional interactions at all times and with all participants, including fellow EDSP 401 students, the instructor, guest speakers, students, family members, teachers, and other personnel students might interact with in the context of this course. This includes using respectful, **person-first language** in describing, referring to, and interacting with all individuals, as well as

maintaining the confidentiality of students and families at all times by withholding identifying information in both oral and written references.

Written Assignments

All written assignments must be double-spaced with 1" margins and use Times New Roman 12-point font. Assignments should follow APA 7th edition formatting and be proofread for spelling and grammar errors. Failure to adhere to these protocols will result in a loss of points.

Late Work/Make-up Policy

It is expected that students will submit their work on-time. Points will be deducted for each assignment turned in later than the scheduled due date (1 point per day including weekends and holidays). Late assignments may be submitted only up to one week after the original date due unless previous arrangements were made with the instructor. *Students in this course must be proactive and contact me if they anticipate absences/missed work or if they are falling behind.*

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.

2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

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