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Tami Turner, PhD

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Office Hours: Thursdays 12-1: Virtual

<https://meet.google.com/wup-vsvv-yeg>

[.SJSU%20office%20hours%20Thursday,%20January%202023%20%C2%B7%2012%3A00%20%E2%80%93%201%3](https://meet.google.com/wup-vsvv-yeg)

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available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with "sjsu.edu") to learn of any updates. For Canvas support, please review the Canvas Student Resources ([http://www.sjsu.edu/at/ec/canvas/student\\_resources\\_new/index.html](http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html)).

Course D

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Bicehouse, V., & Faieta, J. (2017). IDEA at age forty: Weathering Common Core standards and data driven decision making. *Contemporary Issues in Education Research*, 10, 33-44. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1126838.pdf>

Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. *Teaching Exceptional Children*, 44(3), 14-20. <https://doi.org/10.1177/2F004005991204400302>

Villegas A.M., Ciotoli F., Lucas T. (2017). A framework for preparing teachers for classrooms that are inclusive of all students. In L. Florian & N. Panti (Eds.) *Teacher Education for the Changing Demographics of Schooling. Inclusive Learning and Educational Equity*, Volume 2. Cham, Switzerland: Springer.

Mid-Atlantic ADA Center. (n.d.). A comparison of ADA, IDEA, and Section 504. Retrieved from <http://www.adainfo.org/sites/default/files/A%20COMPARISON%20of%20ADA-IDEA-504.pdf>

Sullivan, A. L., & Osher, D. (2019) IDEA's double bind: A synthesis of disproportionality policy interpretations. *Exceptional Children*, 85, 395-412. <https://doi.org/10.1177/0014402918818047>

Other readings as assigned on Canvas

## 🕒 Course Requirements and Assignments

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Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

It is essential that you develop a foundational understanding of special education policy and law, including developing an understanding of the context in which these policies emerged and current issues influencing the field. For each module, you will be asked to complete an online reading quiz.

*10 pts \* 4 quizzes = 40 pts*

Regardless of the population you plan to work with, it is important to listen to the voices of those we serve: the children and students with disabilities and (in some cases) their families. Special Books by Special Kids (sbsk.org) was a project begun by a special educator to help his students tell their own stories to their classmates and families. This project has expanded as Chris Ulmer travels the world interviewing individuals with a range of disabilities and their families. In this assignment, you will watch a video of your choosing. After watching the video, you will join a Canvas discussion to share insights from the individual with your class. In particular, we want to know: What did this individual want everyone to know about them? How might this insight influence the writing of their IEP? Complete details of this assignment will be shared on Canvas.

*15 points*

In this discussion, please review the materials provided by the Center for Appropriate Dispute Resolution in Special Education and answer the questions in the discussion post.



<p>Reading Quiz 2</p>	<p>Identify the court cases that led to the enactment of Public Law 94- 142</p> <p>Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.</p> <p>Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.</p> <p>Distinguish between inter- and intraindividual differences, and between norm- and criterion-referenced assessments.</p> <p>Outline the steps in the referral process for the delivery of special education services.</p> <p>Define mainstreaming, least restrictive environment, regular education initiative, and full inclusion.</p>	<p>10</p>	<p>6%</p>	<p>U 4.5 U 6.5 U 6.7 ECSE 6.3 ECSE 6.4 MM 2.8 MM 5.3 ESN 6.4 ESN 6.5</p>	<p>PLO 4 CLO 2</p>
<p>Reading Quiz 3</p>	<p>List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).</p> <p>Identify the purpose and components of a high-quality IEP</p> <p>Describe key procedural and substantive requirements of a high-quality IEP</p> <p>Distinguish between procedural and substantive errors made by IEP teams</p> <p>Describe strategies to conduct meetings that encourage parent engagement, particularly for families from diverse backgrounds</p>	<p>10</p>	<p>6%</p>	<p>U 4.5 U 6.5 U 6.7 EDSE 4.11 ECSE 6.1 ECSE 6.3 MM 1.5 MM 5.3 MM 6.3 ESN 6.5</p>	<p>PLO 4 CLO 2 CLO 3</p>

<p>Reading Quiz 4</p>	<p>Describe the evolution of parent-professional partnerships.</p> <p>Describe the four key elements of a family systems model for understanding the impact of a disability on the family constellation.</p> <p>List the emotional responses associated with the stages of parents' reaction to their child's disability.</p> <p>Summarize the effects of an individual with a disability on family members.</p> <p>Explain how a family's cultural and linguistic background influences its reaction to a disability.</p>	<p>10</p>	<p>6%</p>	<p>U 1.2 ECSE 6.1 ECSE 6.2 ECSE 6.5 ECSE 6.8 MM 6.3 ESN 4.8</p>	<p>CLO 3</p>
<p>Special Books by Special Kids Discussion</p>	<p>Describe strengths and desires of individuals with disabilities</p> <p>Connect personal stories of individual with disabilities to the need for educational policy for students with disabilities</p> <p>Debate the pros and cons of different service delivery models (separated, pull-out, push-in, inclusive) on meeting the personal desires of the individuals with disabilities shared in their videos.</p> <p>Describe possible short-term and long-term IEP goals related to the individuals' stated desires</p>				



<p>Mediation and Due Process: Online Discussion</p>	<p>Define mediation and due process as they relate to special education services and parental rights as described in IDEA</p> <p>Compare the processes for mediation and due process</p> <p>Reflect on the impact of mediation versus due process on the relationship between the parents and the school team</p> <p>Discuss and develop strategies to ensure parent collaboration in the development and implementation of the IEP that may reduce the likelihood of parents electing to enter mediation or start due process hearings</p>	<p>15</p>	<p>9%</p>	<p>U 4.5 U 6.5 U 6.7 ECSE 6.1 ECSE 6.3 ECSE 6.6 MM 5.3 MM 6.3 ESN 6.3 ESN 6.5</p>	<p>CLO 1 CLO 2 CLO 3</p>
<p>IRIS IEP Module</p>	<p>Recognize the most common procedural and substantive errors made by IEP teams</p> <p>Describe how a high-quality IEP is developed around the unique needs of each student</p> <p>Identify the elements of a high-quality PLAAFP statement</p> <p>Explain how to develop challenging, ambitious, and measurable goals</p> <p>Identify the elements that should be included in a statement of the individualized services and supports to be provided to a student</p> <p>Explain the importance of documenting a student's progress toward meeting his or her IEP goals and reporting that progress to parents</p>	<p>30</p>	<p>18%</p>	<p>U 1.2 U 2.5 U 6.7 ECSE 4.11 ECSE 5.8 ECSE 6.1 ECSE 6.3 ECSE 6.5 ECSE 6.6 MM 1.5 MM 5.3 MM 6.3 ESN 3.3 ESN 4.8 ESN 5.4 ESN 6.5</p>	<p>PLO 4 CLO 1 CLO 2 CLO 4 CLO 5</p>

Mandated reporter training	<p>Explain what the law requires of you as a mandated reporter</p> <p>Spot indicators of possible child abuse or neglect</p> <p>Consider how to talk to children about suspected abuse</p> <p>Describe how to make a report</p> <p>Explain what happens after a report is filed</p> <p>Discuss special issues related to child abuse reporting in the school environment</p>	15	9%	U 6.6	CLO 6
Final – Case Study Paper	<p>Analyze and summarize legal decisions in special education disputes to understand how IDEA, IEP implementation, and FAPE principles are applied in real-world scenarios.</p> <p>Reflect on professional practices and responsibilities by evaluating the successes and challenges faced by educators and districts in meeting diverse student needs.</p> <p>Identify and apply strategies for collaboration with families, educators, and other professionals to support inclusive and equitable learning environments.</p> <p>Develop professional learning goals to improve instructional practices and advocacy based on lessons learned from legal case studies.</p>	50	31%	U 1.2 U 2.3 U 6.5 U 6.6 6.7 MM 2.3 MM 6.3 MM 6.6 ESN 6.3 ESN 6.5	All

## Breakdown

A+: 155 - 160 (97% - 100%)

A: 149 - 154 (93% - 96%)

A-: 144 - 148 (90% - 92%)

- B+: 139 - 143 (87% - 89%)
- B: 133 - 138 (83% - 86%)
- B-: 128 - 132 (80% - 82%)
- C+: 123 - 127 (77% - 79%)
- C: 117 - 122 (73% - 76%)
- C-: 112 - 116 (70% - 72%)
- D+: 107 - 111 (67% - 69%)
- D: 101 - 106 (63% - 66%)
- D-: 96 - 100 (60% - 62%)
- F: 0 - 95 (59% and below)

## Criteria

In order to qualify for a credential, candidates must maintain an average GPA of 3.0 or above. Earning a B- or below will result in a warning letter from the department. Students with multiple B- (or lower) grades will be submitted for review by the Student Review Committee to develop an Improvement Plan to ensure their preparation is satisfactory for the remainder of the program.


14-20 days	30%	Must contact instructor
21+ days	40%	Must contact instructor

\*\* Any discussion will not be accepted as late work. These activities will not be accepted past their due date as they require interaction with your classmates to be successful

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<p>Week 3 Feb. 3-Feb. 9</p>	<p>The Individualized Education Program (IEP): Working with the multi-disciplinary team (MDT), including the student, their family, and other professionals to individualize a student's education based on their strengths and needs Accommodations and modifications: important distinctions Review final project</p>	<p>IRIS Module: IEPs Lo (2012)</p>	<p>Reading quiz 3 IRIS Assessment Questions</p>
<p>Week 4 Feb. 10-Feb. 16</p>	<p>The rights of parents Understanding family systems and working with families to support their child's learning</p>	<p>Gargiulo &amp; Bouck (2017), Ch 4 Bicehouse &amp; Faie ta (2017)</p>	<p>Reading quiz 4 Mandated reporter training</p>
<p>Week 5 Class ends Feb. 20</p>		<p>Special Books by Special Kids video of your choice</p>	<p>Special Books by Special Kids Discussion Due Final Paper Due</p>