

# EDUT 6136

## PERSPECTIVES ON DISABILITY, INCLUSION, & ASSESSMENT



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**Class Time:** 4-6:30

**Zoom Link**  
**Google Drive**

**Credit Hours:** 2  
**Office Hours:** after class & by appointment

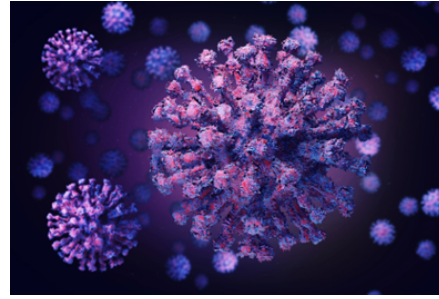
## COURSE DESCRIPTION

Uses a disability studies framework to explore the social, political, historical, cultural, and educational contexts of disability and special education both nationally and in California. Explores how disability is both constructed and reclaimed, as well as the material realities connected to disability. Asks educators to take a capacity-oriented approach to examine the history of special education, legislation, and litigation that have influenced the field, referral and assessment processes, various models of service delivery, and attitudes toward people with disabilities. Focuses on preparing general educators to work with students with disabilities. Studies the design and implementation of instruction that assures all children gain access to free and appropriate public education.

## LEARNING DURING COVID

This syllabus represents the path I am aiming towards for our collective learning. However, I am aware and respectful of the personal and economic necessities of these times: *We need to sustain our families, communities, each other, and ourselves through this unprecedented situation.*

I see my role as your professor to **help you learn despite these unusual circumstances**. Let us all commit to building and sustaining a gracious community, as we honor the health, safety, and learning of each other.



I understand we may see & hear children, animals, and adults as you participate via Zoom. I trust you to determine if your video/audio should be off. Please engage as best you can. If you are unable to attend during the synchronous sessions, please let me know as soon as possible.

## CA TEACHING PERFORMANCE EXPECTATIONS

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning educators learn in their teacher preparation program. These are:

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- TPE 7: Effective Literacy Instruction for All Students

## MISSION GOALS

This course introduces students and allows students to practice the following Mission Goals as set forth by the School of Education. By the end of this course, students should be able to demonstrate their achievement toward the goals through a set of Measurable Criteria as listed following each goal:

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### Goal #1: Students will learn to think critically:



- a. Students will recognize different points of view and value assumptions, and will assess their effects on the interpretation and nature of the information collected.
  - b. Students will extract complex data from various sources, present data in summary form, and make appropriate connections and inferences consistent with the data while relating it to a larger context.
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**Goal #2: Students will develop as leaders and innovators in their chosen**

**endeavors:**

- a. Students will demonstrate confidence in their knowledge and engage in professional dialogues.
- b. Students will recognize the importance of advocacy work and engage in public policies.



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**Goal #3: Students will learn to push the traditional boundaries of their disciplines:**

- a. Students will embrace new ideas and changes.
- b. Students will examine multiple perspectives on a range of issues.
- c. Students will combine acquired knowledge with personal and cultural perspectives to illuminate and deepen their analysis of the data gathered.

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## COURSE POLICIES

### DIVERSITY

Mills College is committed to providing an environment where all students have the opportunity to participate equally in the academic experience. All class members are asked to consider the lived experiences of others in discussions and activities.

Student success in this course is a *collective responsibility*. This requires active support of each other's learning and full engagement in making this a positive environment and experience. To this end, please demonstrate respect, honesty, inclusiveness, and compassion through your words and actions, both in class and online.

Disagreements are expected to occur, and are also expected to be addressed professionally and politely, to provide a way of furthering all of our learning.

The content, pedagogy, assessment, and design of the course enable active consideration of *diversity issues* in conceptual, theoretical and applied contexts. Central to the course is an inclusive curriculum, which addresses issues of diversity—and dis/ability in particular—as a primary construct for analysis and learning. Students are expected to learn and demonstrate cross-cultural skills and competencies throughout the course in class discussions, online, and in assignments.

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Mills College is an environment where students are offered the safety and support to explore their gender and sexuality. Students are asked to identify their *personal gender pronoun* in class and to the instructor. Class members are asked to be responsive and respectful with regard to others' personal pronoun and name preferences.

*Reasonable accommodation* is the legal right of people with disabilities, and as a professor of special education, I am fully committed to supporting students who need accommodations. Every effort will be provided to make this class universally accessible, regardless of disability or other individual categorization. In addition to informing the instructor of your needs, students should contact the Division of Student Life/Services for Students with Disabilities (SSD) in the Cowell building in order for access to be arranged adequately and promptly (X2130 or [ssd@mills.edu](mailto:ssd@mills.edu)).

## ENGAGEMENT

*Class preparation* is essential for student success. Students are expected to come prepared for every class by having read all assigned materials, responded via Canvas, and completed assignments due. Arrive on time.

Active *class participation* is expected through discussion, small group work, and other activities, both online and in person.



All discussions about observations, assessments, and instruction with specific children are **confidential** and for educational purpose only. Information shall not be shared with anyone outside of the classroom.

Students should practice *academic integrity* in all of its forms, including abstaining from plagiarism, cheating, and other forms of academic misconduct. Mills College reserves the right to determine in any given instance what action constitutes a violation of academic honesty and integrity.

Class attendance is crucial to your successful completion of the course. Due to the nature of this winter term course, including the brevity and online components, any absence may necessitate a withdrawal from the course. If you must be absent, please inform the instructor as soon as possible; you are accountable for any absence from class. The instructor reserves the right to determine what constitutes an excused absence.

## CAMPUS SUPPORT SERVICES

### Safety & Transportation

510.430.5555

[safety@mills.edu](mailto:safety@mills.edu)

CPM, Room 113



### Information Technology Services

510.430.2005

[helpdesk@mills.edu](mailto:helpdesk@mills.edu)

Lucie Stern Hall, Room 21

ITS Virtual Helpdesk



**Mills College provides a variety of services to support students** towards their academic achievements and personal goals. Please take advantage of these services:



#### Student Access and Support Services

510.430.3307

[access@mills.edu](mailto:access@mills.edu)

#### Writing & Tutoring Center

510.430.3360

[tutoring@mills.edu](mailto:tutoring@mills.edu)



#### Division of Student Life

510.430.2264

[ssdhelp@mills.edu](mailto:ssdhelp@mills.edu)

#### Counseling & Psychological Services

510.430.2111

[counseling@mills.edu](mailto:counseling@mills.edu)

#### Academic Advising

510.430.2081

[advising@mills.edu](mailto:advising@mills.edu)

If you feel anxious about your work, talk to me immediately.  
Do not struggle alone in this class—or others;  
you will do much better if you let yourself talk about what's hard  
and allow people help you identify strategies for success.

## COURSE MATERIALS

### Required Reading:

Baglieri, S. (2017). *Disability studies and the inclusive classroom: Critical practices for embracing diversity in education*. Routledge.

Boushey, G. & Behne, A. (2019). *The CAFÉ book: Engaging all students in daily literacy assessment and instruction (2<sup>nd</sup> Ed)*. Stenhouse Publishers.



CA Dyslexia Guidelines.

<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.PDF>

### Recommended Readings:

Baglieri, S., & Lalvani, P. (2019). *Undoing ableism: Teaching about disability in K-12 classrooms*. Routledge.

Boushey, G. & Moser, J. (2014). *The daily 5: Fostering literacy in the elementary grades (2<sup>nd</sup> Ed)*. Stenhouse Publishers.

Connor, D. J., Ferri, B. A., & Annamma, S. A. (2016). *DisCrit: Disability studies and critical race theory in education*. Teachers College Press.

Davis, L. J. (2017). *The disability studies reader*. Routledge.

Twachtman-Cullen, D., & Twachtman-Bassett, J. (2011). *The IEP from A to Z: How to Create meaningful and measurable goals and objectives*. John Wiley & Sons.

Wong, A. (2020). *Disability visibility: First-person stories from the twenty-first century*. Vintage Books.

**Canvas Access:** This course will require students to access and respond to materials provided on Canvas, which are **organized by modules**. Please tour the site to familiarize yourself with the organization of materials, activities, and assignments.

Materials posted to Canvas are for class use and may not be duplicated, sold, or distributed. Students may download and print information for personal use as a student in the class. This is consistent with Fair Use under intellectual property protection.

## COURSE REQUIREMENTS & GRADING

### 1. Reading Responses & Participation--20 points (5 pts/response; due *midnight* before each class session)

- Students will participate with in-class and on-line discussions related to current theory, research, and practice. You must read the required materials *prior to class* and submit a response to Canvas by *midnight the night before*



class.

- If you are unable to respond to the prompt before class you are expected to respond by the next class and are required to include comments and insights from the in-class discussion.
- Attendance and participation is vital to your success in this course. Because of the condensed nature of the course, missing 1 class may necessitate dropping the course.

## 2. Jigsaw Presentations

**In class**, you will work with a small group of your peers who also engaged with the same learning material. Together you will prepare a short 5-10 minute presentation to describe your learning and insights. You will teach this material to colleagues who engaged in other learning. Upload the presentation to the class Google Drive folder for all to have as a resource.

- **Video: TED Talk Analysis**—10 points

Choose one of the video options (descriptions and sign-up forms are on Canvas). *You will watch the video during class.* Take notes on the following questions: What are the central messages of the video? What did you learn about the specific disability through this video? What considerations should you keep in mind for students with this disability in your classroom? What are your questions/comments? What are 3-4 salient points your colleagues need to know from this video? Connect this TED Talk and your questions & comments to the Touchstone Text.

- **Disability Presentations** —10 points

Groups will present on one of the following disabilities, explaining the definition and characteristics of the disability, myths vs. facts, how the disability can impact literacy learning, curriculum modifications & Interventions, and accommodations, including assistive technology. Provide a handout with important information and resources for colleagues.

1. Autism
2. Executive Function Disabilities
3. Speech/Language Disability
4. Varied Cognitive Abilities
5. Deaf/Hard of Hearing
6. Visual Impairment/Blindness

- **Disability Studies Reader**—10 points

Choose one of the chapters from Davis' The Disability Studies Reader (sign up in the agenda on Canvas). Summarize the issue presented, explaining the multiple perspectives shared. How does the reading influence your thinking around disability? How does the topic relate to dis/ability studies and your work as an educator?

For the following assignments, you may choose to present your thoughts & learning **in a manner of your choosing** (essay, podcast, graphic novel, etc).

**3. Critical Analysis: Crip Camp**—20 points (due Jan. 10)

View the movie *Crip Camp* (available via Netflix). Share how your understanding of disabilities studies, intersectionality, specific disabilities, and special education were informed by the movie. Did/how did the movie change your perceptions of disability?

**4. Disability Learning Activities**

**Choose 2 of the following:**

**Disability Learning Activity #1**--15 points (due by Jan 19)

**Disability Learning Activity #2**--15 points (due by Jan 23)

**A. Special Education Classroom Observation & Teacher Interview:**

*(required for ELJJ Students)*

Observe in a special education classroom at your school. Look for evidence of teaching philosophy, classroom management system, Universal Design for Learning (UDL), and aspects of Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS). What evidence do you see/hear of the medical vs. social model of disability?

Ask the special education teacher about their main responsibilities and academic expectations of the classroom. What are their experiences and thoughts on inclusive practices and UDL? RtI and MTSS? What has been successful and challenging in their work with students with disabilities? Analyze your experience and detail how it informs your understanding of and goals for learning, teaching, and dis/ability studies.

**B. Analysis of Material on Autism:**

Engage with **1** of the following materials. Provide your thoughts on the piece itself and respond to the following questions: How did it influence your understanding of disability studies, intersectionality, autism, and education? What are your takeaways for teaching and citizenship?

- o Temple Grandin (Amazon)
- o *The Reason I Jump* (Netflix)
- o *The Reason I Jump* (book)

**C. Analysis of Material on Disability:**

Read one chapter from *DisCrit: Disability Studies and Critical Race Theory in Education* and listen to the identified podcast on similar content (chapters and podcasts available on Canvas). Provide your thoughts on the piece itself and respond to the following questions: Detail your thoughts on each piece and how they compared. How did they influence your understanding of disability studies, intersectionality, and education? What are your takeaways for teaching and citizenship?



Grades	Assignment	Due Date	Points
97-100 A 93-96 A- 88-92 B+ 83-87 B 79-82 B- 76-78 C+ 73-75 C 70-72 C-	<b>1. Reading Responses &amp; Class Participation</b>	Prior to & during class	30
	<b>2. Jigsaw Presentations</b> <ul style="list-style-type: none"> <li>· TED Talks</li> <li>· Disability Presentations</li> <li>· Disability Studies Reader</li> </ul>	Jan. 5 Jan. 10 Jan. 12	10 10
	<b>3. Critical Analysis-Crip Camp</b>	Jan. 10	20
	<b>4. Disability Learning Activities</b> <ul style="list-style-type: none"> <li>· Activity #1</li> <li>· Activity #2</li> </ul>	Jan. 19 Jan. 23	15 15
	<b>TOTAL</b>		<b>100</b>

Points	Assignment Rubric
23-25	<i>Demonstrates <b>exceptional</b> critical reflection and self-inquiry, application of theories, and integration of multiple perspectives. Offers <b>new</b> insights and applications to education and citizenship.</i>
18-22	Demonstrates <b>adequate</b> reflection and self-inquiry, application of theories, and integration of multiple perspectives. Explains <b>current</b> insights and applications to education and citizenship.

6-17	Demonstrates <b>limited</b> reflection and self-inquiry, application of theories, and integration of multiple perspectives. Does not provide insights and applications to education and/or citizenship.
0-5	Don't even make me write about what is so disappointing about the work here. I'm a professor and it would depress me that you're not even trying.

## COURSE SCHEDULE

This is a *tentative* schedule. It is possible the schedule will change, due to life or course events; if so, a new schedule will be shared in class and on Canvas.

You are responsible for managing new due dates and information.

Have your readings and notes available for class discussion.

**Readings and assignments are due on the date within the same row.**

<b>Date</b>	<b>Readings</b>	<b>Topics &amp; Activities</b>	<b>Assignments Due</b>
	Complete <b>BEFORE</b> class:	Because we're gonna do this:	Turn this in before class:
<b>Class #1</b>	<ul style="list-style-type: none"> <li>Read Syllabus</li> <li>Watch Syllabus Video</li> <li>Tour Canvas</li> <li>Read Baglieri, <i>Disability Studies</i>, Ch. 2</li> <li>"Perspectives on Disability"</li> </ul>	<p>Questions on Syllabus &amp; Assignments</p> <p>History of Special Education</p> <p>Categories of Disability</p> <p>Describe Disabilities</p> <p>-read Baglieri, Ch. 5 &amp; 6</p>	<p><b>Reading Response</b>-respond to Google Form sent via email</p>
<b>Class #2</b>	<ul style="list-style-type: none"> <li>Connor, <i>Dis/Ability Critical Race Students (DisCrit)</i>, Touchstone Text</li> </ul>	<p>Explanations of DisCrit/Touchstone Text</p> <p>-small groups: write 1 paragraph explanation of DisCrit, Jamboard</p> <p>TED Talk</p> <p>-choose video &amp; watch during class break</p> <p>-jigsaw explanation in groups of 3</p> <p>-develop presentation</p> <p><b>Presentation: TED Talk Analysis</b>-upload to Google Drive during class</p>	<p><b>Reading Response</b>-post on Canvas</p>

<b>Class #3</b>	<ul style="list-style-type: none"> <li>Read resources (on Canvas) for Disability Presentation</li> <li>Read Baglieri, Ch. 1 "What is Inclusive Education"</li> <li>Read Baglieri, Ch. 4 "Moving Toward Cultures of Inclusion"</li> </ul>	<b>Disability Presentations</b> RtI, MTSS, & UDL Using Small Groups for Differentiating Instruction <i>-Daily 5 &amp; Cafe</i> -Choose chapter from <i>Disability Studies Reader</i>	<b>Reading Response</b> -post on Canvas
<b>Class #4</b>	<ul style="list-style-type: none"> <li>Read chosen chapter from <i>Disability Studies Reader</i></li> </ul> <p>CA Dyslexia Guide: Ch. 3 Dyslexia as a Language-Learning Disability</p> <p>Ch. 4 Characteristics of Dyslexia by Age Group—Strengths and Weaknesses</p>	Accommodations & Modifications -examples IEP Accommodations -use IEP accommodations page; add to <a href="#">Categories of Disability</a> Poster Walk of Characteristics of Dyslexia by age group <b>Presentation: Disability Studies Reader</b> -upload to Google Drive during class -Choose Baglieri, Ch. 7 OR 8	<b>Reading Response</b> -post on Canvas <b>Critical Analysis: Crip Camp</b> -submit on Canvas
<b>Class #5</b>	<ul style="list-style-type: none"> <li>Read Baglieri, Ch. 9 "Instructional Design for Inclusive Ed"</li> <li>Read Baglieri Ch. 7 OR 8</li> </ul> <p>Chapter 7: Dyslexia in English Learners</p> <p>Chapter 9: Screening and Assessment for Dyslexia</p> <p>IRIS Module:-Dual Language Learners</p>	Jigsaw: Baglieri chapters Reading & Interpreting Assessments: Differences between Dyslexia, multilingual learning IEPs/504 Plans SEIS -Write Present Levels -Peer Feedback to write Goals	<b>Reading Response</b> -post on Canvas

	with Disabilities (1 hr).	-Choose podcast	
<b>Class #6</b>	<ul style="list-style-type: none"> <li>· Listen to chosen podcast</li> <li>· Read chosen chapter from <i>Disability Visibility</i></li> </ul>	Acronyms Race Course Evaluations	<b>Reading Response</b> --post on Canvas
	<b>Disability Learning Activity #1</b> --submit on Canvas		
	<b>Disability Learning Activity #2</b> --submit on Canvas		

**TBD:** Guest Speaker,  
 Paul K. Longmore Institute on Disability  
 San Francisco State University