

# Methods for Students with Extensive Support Needs

## EDSE 213A

Fall 2025 Section 02 Hybrid 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 09/22/2025

### Contact Information

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Office Hours:	Wednesday 5 p.m. to 7 p.m. or By appointment, via zoom
Class Days/Time:	Wednesday 7:00pm -9:45 pm: SH 433  In-Person days 8/27, 9/10, 9/24, 10/8, 10/22, 11/5, 11/19, 12/3  Asynchronous: 8/20, 9/3, 10/1, 10/15, 10/29, 11/12, 12/10

### Course Information

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This course follows a hybrid format with lectures taking place in synchronous and asynchronous online formats. The dates of the synchronous meetings and asynchronous classes are shown at the beginning of the syllabus and in the table at the end of the syllabus. Students are expected to access readings and

materials online on Canvas to prepare for class or complete assignments. Students are also expected to work on assignments, readings, and assessments outside the course time.

## Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas learning management system course page for this course. You are responsible for regularly checking with the messaging system through Canvas. Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (sjsu.edu).

## Course Description

This course will cover development of curriculum aligned with content standards that also address the specific needs of students with extensive support needs; evidence-based instructional strategies that are appropriate for students with extensive support needs in various curricular areas; functional skills training for students with extensive support needs to successfully transition them into educational, vocational, and community settings.

## Course Description and Requisites

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Examination and application of evidence-based instructional strategies that provide access to curriculum aligned with content standards for students with extensive support needs as well as functional skills instruction to successfully transition students with extensive support needs into higher educational, vocational, and community settings.

Prerequisite(s): EDSE 206A and department consent.

Letter Graded

## Classroom Protocols

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# Classroom Protocol

Make efforts to...

1. "Ask 3 before me" by (1) consulting your syllabus, (2) consulting your CANVAS announcements and emails, or (3) consulting a class peer BEFORE asking the professor.
2. Turn in assignments on time. I use a 48-hour rule. If you require an extension for an assignment, I need a written request 48 hours before it is due. Only exceptions include emergencies (e.g., illnesses, accidents, family emergencies).
3. Respect your professor and your peers! Differences of opinions and/or perspectives are going to be a part of our time together.
4. Practice self-care. There will be moments of seriousness, laughter, and discomfort that occur during our class. Be mindful of when you may need to step away, take a breath, and then return. Also note that we will be using a *brave* space rather than *safe* space approach.
5. We operate on a space of **TRUST**. I trust that you will take breaks when you need them or let me know that the class needs a break. I trust that you will keep yourselves fed or that we can set up communal snacks. I trust that you respect the classroom space and will keep it clean.

## 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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## Course Learning Outcomes (CLO)

Upon completion of the course, students will demonstrate their knowledge, skills and abilities related to:

1. Developing and implementing Individualized Education Program (IEP), including instructional goals that are aligned with Common Core State Standards that lead to effective inclusion of students with extensive support needs in the general education core curriculum.
2. Monitoring student progress by developing data collection procedures from IEP goals, collecting data, charting data, and analyzing data to change instructional interventions.
3. Developing instructional and curricular sequences that align with common core standards and that include options on how to modify the general education curriculum in literacy, mathematics, science, social studies, vocational and functional skills to serve students with extensive support needs, including the use of assistive technology, so that they have equitable access to the content and educational practices in general education.
4. Using information from individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.
5. Addressing functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.
6. Supporting the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations.
7. Implementing instructional strategies that are evidence-based and meet the diverse learning characteristics of students with extensive support needs in inclusive and non-inclusive settings; including age appropriate strategies, systematic instruction, peer mentoring/collaboration, technology use in instruction and culturally responsive pedagogy.
8. Implementing the principles of self-determination and self-advocacy skills in the classroom in curriculum, instruction, IEP, and transition with students with extensive support needs.
9. Developing instructional sequences for teaching functional skills, life skills, and independent living skills that align with evidence-based practices and maintain the dignity of the student during the teaching process.
10. Developing knowledge and appreciation of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.

## Required Texts/Readings

Pennington, R., Ault, M., Courtade, G., & Jameson, J. M. (Eds.). (2022). *High leverage practices and students with extensive support needs* (1st ed.). Council for Exceptional Children.

ISBN-10: 0367772558; ISBN-13: 978-0367772550

## Readings/Resources

Ainsworth, L. (2011). *Rigorous curriculum design: How to create curricular units of study that align standards, instruction, and assessment*. Lead and Learn Press.

Brolin, D. E., & Loyd, R. J. (2004). *Career development and transition services: A functional life skills approach*. Pearson Education Inc.

Browder, D. M. & Spooner, F. (2006). *Teaching language arts, math, & science to students with significant cognitive disabilities*. Paul Brookes Publishing Co.

Browder, D. M. & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: The Guilford Press.

Browder, D. M., Wood, L., Thompson, J., & Ribuffo, C. (2014). *Evidence-based practices for students with severe disabilities* (Document No. IC-3). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website:  
<http://cedar.education.ufl.edu/tools/innovation-configurations/>

Collins, B.C. (2012). *Systematic instruction for with moderate and severe disabilities*. Paul Brookes Publishing Co..

Cope, B., & Kalantzis, M. (2015). The things you do to know: An introduction to the pedagogy of multiliteracies. In *A pedagogy of multiliteracies* (pp. 1-36). Palgrave Macmillan

Cummins, J., & Early, M. (2010). *Identity texts: The collaborative creation of power in multilingual schools*. Trentham Books Ltd.

Duke, N. K., Purcell-Gates, V., Hall, L. A., & Tower, C. (2006). Authentic literacy activities for developing comprehension and writing. *The Reading Teacher*, 60(4), 344-355. <https://doi.org/10.1598/RT.60.4.4>

Friend, M., & Cook, L. (2017). *Interactions: Collaborations for school professionals*. Pearson Education Inc.

Kliewer, C. (2008). *Seeing all kids as readers: A new vision for literacy in the inclusive early childhood classroom*. Paul Brookes Publishing Co.

Kliewer, C., & Biklen, D. (2001). "School's not really a place for reading": A research synthesis of the literate lives of students with severe disabilities. *Journal of the Association for Persons with Severe Handicaps*, 26(1), 1-12.

Ladson-Billings, G. (1995). But that's just good teaching!: The case for culturally relevant pedagogy. *Theory into Practice*, (3), 159.

McLaughlin, M., & Overturf, B. J., (2012). The common core: insights into the K-5 standards. *The Reading Teacher*, (2), 153.

Moje, E. B., & Hinchman, K. (2004). Culturally responsive practices for youth literacy learning. In T.L. Jetton & J.A. Dole (Eds.), *Adolescent Literacy Research and Practice* pp. 321-350. Guilford

Moll, L. C. & Gonzalez, N. (1994). Lessons from research with language-minority children. *Journal of Reading Behavior*, 26(4).

Rapp, W. H. & Arndt, K. L. (2012). *Teaching everyone: An introduction to inclusive education*. Paul Brookes Publishing Co.

Smith, D. D., DeMarco, J. F. & Worley, M. (2009). *Literacy beyond picture books: Teaching secondary students with moderate to severe disabilities*. Corwin.

Wehmeyer, M. L. & Webb, K. W. (2012). *Handbook of adolescent transition education for youth with disabilities*. Taylor and Francis.

Westling, D. L. & Fox, L. (2014). *Teaching students with severe disabilities*. Pearson Education Inc.

#### **Other technology requirements / equipment / material**

Students will need access to Microsoft or Google Applications that include word processing and spreadsheets.

## Course Requirements and Assignments

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### Course Requirements and Assignments

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 practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

#### Assignments

All written assignments are to be turned on the date they are due. Written assignments are expected to be free from spelling and grammatical errors, following the rules of English writing, and submitted online as Word documents on Canvas.

Attend class and participate in the activities and discussion. There will be 10 assignments, each worth 10 points, including in-class quick-writes, classroom discussions, online discussions, reading reflections, and group projects. There will be no make-up for these activities if you are absent.

**1. Teaching Labs (Classroom Assignment) : 9X 10= 90 points + 10 participation points=100 points**

In groups, students will develop and implement (role play) an assigned part of a lesson plan focusing on various evidence based instructional strategies.

Meets ESN TPE's: 1.9; 3.1; 3.2; 4.4;5.1

Meets Universal TPE's: U 1.5; 3. 1; 3.2; 3.3; 4.4; 4.6; 5.5 6.1; 6.3

Meets Universal Literacy TPE's: U 7.2, U 7.4, U 7.5, U 7.6, U 7.9, U 7.10

Meets ESN literacy TPEs: EX 7.3, EX 7.4, EX 7.6, EX 7.7

**2. Presentation on one Evidence-based Instructional Strategy-50 points**

Meets ESN TPE's: EX 3.2; 4.4; 4.5

Meets Universal TPE's: U 3.1; 3.2; 3.3;4.4; 4.6

In groups, develop a 10- minute presentation that explains one evidence-based strategy for classroom instruction (research, method, any pros and cons), including examples showing how it can be used in context of a common-core standard.

**3. Online Session Assignments-5\*10=50 points : Students will complete short answer questions or online discussions after watching video lectures or completing assigned readings.**

**4. Online MAST Module-50 points: Students will complete the MAST module on Standards based IEPs;**  
<https://mast.ecu.edu/Standards-Based%20IEPs/Standards%20Based%20IEPs/index.html>

**5. Online Literacy Modules-50 points: Students will complete the Foundations of Literacy Module:**  
<https://allohioliteracy.org/learning-modules/foundational-literacy-learning-modules/>

Assignment	Points (%)	Description	TPEs



Teaching Labs	10	<p>Teaching Lab #1</p> <p>Writing a lesson plan to meet an IEP goal/ Benchmark</p> <p>In pairs/groups, develop a lesson plan to meet an IEP goal/benchmark using the provided lesson plan template</p>	<p>Universal</p> <p>3.2 (P); 4.1(A); 5.5 (P);</p> <p>5.8 (I)</p> <p>ESN</p> <p>1.6 (P);</p> <p>4.5 (P)</p> <p>1.10 (I)</p>
Teaching Labs	10	<p>Teaching Lab #2</p> <p>In pairs/groups, develop and implement an assigned part of I DO/WE DO/YOU lesson plan to teach TK-3 students math, using systematic instruction with task analysis, data collection, and most-to-least prompts and graduated guidance</p>	<p>Universal TPEs</p> <p>1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I) ; 7.2 (I), 7.4 (P), 7.5 (P), 7.6 (I), 7.9 (P), 7.10 (P)</p> <p>ESN TPEs</p> <p>1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P); 7.3 (I), 7.4 (I), 7.6 (I), 7.7 (I)</p>
Teaching Labs	10	<p>Teaching Lab #3</p> <p>In pairs/groups, develop and implement any assigned part of I DO/WE DO/YOU lesson plan to teach TK-3 students literacy (phonological awareness), using systematic instruction, time-delay, simultaneous prompting, and fading the prompts</p>	<p>Universal</p> <p>1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I)</p> <p>ESN</p> <p>1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P)</p>

Teaching Labs	10	<p>Teaching Lab #4</p> <p>In pairs/groups, develop and implement an assigned part of I Do/We Do/You Do to teach 3-5 grade Literacy or Math using systematic instruction, with a system of least prompts</p>	<p>Universal</p> <p>1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I) ; 7.2 (I), 7.4 (P), 7.5 (P), 7.6 (I), 7.9 (P), 7.10 (P)</p> <p>ESN TPEs</p> <p>1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P); 7.3 (I), 7.4 (I), 7.6 (I), 7.7 (I)</p>
Teaching Labs	10	<p>Teaching Lab #5</p> <p>In pairs/groups develop and implement an assigned part of I Do/We Do/You Do lesson plan to teach Middle School Literacy or Math using visuals, modeling, and/or effective use of assistive technology.</p>	<p>Universal TPEs</p> <p>1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I) ; 7.2 (I), 7.4 (P), 7.5 (P), 7.6 (I), 7.9 (P), 7.10 (P)</p> <p>ESN TPEs</p> <p>1.2;1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P); 7.3 (I), 7.4 (I), 7.6 (I), 7.7 (I)</p>

Teaching Labs	10	<p>Teaching Lab # 6</p> <p>In pairs/groups develop and implement an assigned part of I Do/We Do/You Do lesson plan to teach Transition/Functional skills using evidence-based practices and including higher thinking skills/problem solving</p>	<p>Universal TPEs</p> <p>1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I) ; 7.2 (I), 7.4 (P), 7.5 (P), 7.6 (I), 7.9 (P), 7.10 (P)</p> <p>ESN TPEs</p> <p>1.1;1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P); 7.3 (I), 7.4 (I), 7.6 (I), 7.7 (I)</p>
Teaching Labs	10	<p>Teaching Lab #7</p> <p>In pairs/groups develop and implement an assigned part of I Do/We Do/You Do lesson plan to teach Self-Determination skills using evidence-based practices</p>	<p>Universal TPEs</p> <p>1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I)</p> <p>ESN TPEs</p> <p>1.4(I); 1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P)</p>
Teaching Labs	10	<p>Teaching Lab #8</p> <p>In pairs/groups develop and implement an assigned part of I Do/We Do/You Do lesson plan to teach Social/Communication skills using evidence-based practices</p>	<p>Universal TPEs</p> <p>1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I) ; 7.2 (I), 7.4 (P), 7.5 (P), 7.6 (I), 7.9 (P), 7.10 (P)</p> <p>ESN TPEs</p> <p>1.7; 1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P); 7.3 (I), 7.4 (I), 7.6 (I), 7.7 (I)</p>

Teaching Labs	10	<p>Teaching Lab #9</p> <p>In pairs/groups develop and implement an assigned small group instructional structure and part of I Do/We Do/You Do lesson plan in literacy to teach in small groups using paraeducator help</p>	<p>Universal TPEs</p> <p>1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I) ; 7.2 (I), 7.4 (P), 7.5 (P), 7.6 (I), 7.9 (P), 7.10 (P)</p> <p>ESN TPEs</p> <p>1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P); 7.3 (I), 7.4 (I), 7.6 (I), 7.7 (I)</p>
Presentation on one Evidence-based Instructional Strategy	50	<p>In groups, develop a 20- minute presentation that explains one evidence-based strategy for classroom instruction (research, method, any pros and cons), including examples showing how it can be used in context of a common-core standard.</p>	<p>Universal TPEs</p> <p>U 3.1(P); 3.2 (P); 3.3 (I/P);4.4 (P); 4.6(I)</p> <p>ESN TPEs</p> <p>EX 3.2 (I); 4.4 (P)</p>
Online Sessions Assignments	5*10	<p>Each online session will have an assignment (online module or short answer question or discussion to be completed)</p>	<p>Universal TPEs</p> <p>1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I) ; 7.2 (I), 7.4 (P), 7.5 (P), 7.6 (I), 7.9 (P), 7.10 (P)</p> <p>ESN TPEs</p> <p>1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P); 7.3 (I), 7.4 (I), 7.6 (I), 7.7 (I)</p>

Online MAST module for Standards-based IEPS	50		ESN 1.6(P)
Online Literacy Modules	50		Universal 7.2 (I), 7.4 (P), 7.5 (P), 7.6 (I), 7.9 (P), 7.10 (P)  ESN 7.3 (I), 7.4 (I), 7.6 (I), 7.7 (I)

## Final Examination or Evaluation

In place of a final examination, this course will include a final culminating project where students will present their evidence-based practice presentation to the class.

## ✓ Grading Information

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### Grading Information

#### Determination of Grades

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
A+	300-288	96 to 100%
A	287-279	93 to 95%
A-	278-270	90 to 92%
B +	269-258	86 to 89 %
B	257-249	83 to 85%

B -	248-240	80 to 82%
C +	239-228	76 to 79%

### University policies (Required)

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> Make sure to review these university policies and resources with students.

## University Policies

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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

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# EDSE 213A / Curriculum, Instruction, and Transition Fall 2025, Course Schedule

Please note that the schedule is subject to change and information will be posted on CANVAS.

All readings for the following week will be posted on CANVAS.

## Course Schedule

Dtae	Topics, Readings, Assignments, Deadlines
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August 20	● Course Introduction and Overview
Online	● Students complete introductions online
August 27	· <a href="#">MTSS Introduction</a>
In-Person	· <a href="#">MTSS Explanation</a> · Introduction to Evidence-Based Strategy: lecture · Students will be introduced to evidence-based strategies for students with ESN and pick one strategy to research and present in class · Lesson Plan Template · Students will use the lesson plan template to develop a basic lesson plan (Teaching Lab #1)
Sep 3	<b>Online Module:</b>
Online	<a href="http://mast.ecu.edu/modules/siep/introduction">http://mast.ecu.edu/modules/siep/introduction</a>
September 10	Curriculum and Methods for Teaching Students in Early Elementary (TK-3)
In-person	Chapter 12 (HLP for ESN) <i>Teaching Lab #2</i> In pairs/groups, develop and implement an assigned part of I DO/WE DO/YOU lesson plan to teach TK-3 students math, using systematic instruction with task analysis, data collection, and most-to-least prompts and graduated guidance
September 17	Start working on Literacy Modules: Foundations of Literacy
Online	Lecture and Online Discussion on Writing Strategies

September 24	Curriculum and Methods for Teaching Students in Early Elementary (TK-3)  Chapter 13, 14, 15 (HLP for ESN)  <i>Teaching Lab #3</i>
October 1  Online	Curriculum and Methods of teaching students in upper elementary and Middle school:  Chapter 18-21 (HLP for ESN)  Online Discussion on Lecture
October 8  In Person	Teaching Lab #4  Teaching Lab #5
October 15  Online	Curriculum and Methods of teaching student in High School and Post-Secondary:  Online Discussion  Chapter 16 (HLP for ESN)
October 22  In-Person	Teaching Lab #6  Teaching Lab #7
October 29  Online	Teaching Adaptive Skills, Functional Skills, Communication and Community Based Instruction  Online Discussion



November 5 In-Person	<p>Meeting the Specialized Health Care of Students</p> <ul style="list-style-type: none"> <li>o Students will listen to a panel of experts (Bonnie Hirsch, Rachel Okazaki) about meeting the specialized health, sensory and mobility needs of their students</li> <li>o Students will participate in a classroom scenario activity on how they would meet the needs of specified individuals</li> </ul> <p>Students will participate in a classroom discussion on the characteristics of students with traumatic brain injury and how to meet their academic, social, and behavior needs and the needs of their families</p>
November 12 Online	<p>Visual and Performing Arts Education</p> <p><b>Readings:</b></p> <p><a href="https://www.cde.ca.gov/ci/vp/">https://www.cde.ca.gov/ci/vp/</a></p>
November 19 In-Person	<p>Social Skills,</p> <p>Teaching Lab #8,</p> <p>Teaching Lab #9</p> <p>Chapter 9, 17 (HLP for ESN)</p>
December 3 Online	<p>Catch-up on Assignments Day</p>
December 10	<p>Final Presentations of Evidence Based Practices</p>