

Stanford Teacher Education Program
Stanford University Graduate School of Education
Education 285: SUPPORTING STUDENTS WITH SPECIAL NEEDS - SECONDARY
SYLLABUS- WINTER AND SPRING QUARTERS 2018

Instructors

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Course Information

Credits: 1-3 Units
Class Meetings: Mondays 3:00 - 5:50 pm
CERAS 300

Instructor office hours by appointment

Course Description

According to the National Center for Education Statistics (2016), approximately 13% of US public school students participate in federally supported special education programs and are identified as having specialized instructional needs. As called for under IDEA, many of these students are educated in general education classes and, therefore, general education teachers play a big role in supporting these students as well as the variety of learners who fill their classroom seats.

This course will focus on developing the foundational knowledge, skills, and strategies for teaching students with special needs. We will explore special education history and laws, theoretical concepts, as well as instructional practices that facilitate the integration and support of students with special needs in the general education classroom. This course focuses on the inclusion of students with high-incidence disabilities, with the understanding that an inclusive framework can be applied to support students with other disabilities and a variety of learning needs.

Throughout the course we apply a critical approach to disability and special education. We will explore how other social identities and (in)equality impacts culturally and linguistically diverse special education students.

Course Objectives

- Apply a critical lens to the special education system and take an asset-based approach to learning variation.
- Summarize essential components of special education law and describe the general education teacher's role under the law.
- Demonstrate knowledge of inclusion, inclusive practices, and begin to envision an inclusive classroom.
- Recognize principles of universal design and differentiated instruction; and, describe the role they play in designing an inclusive classroom.
- Identify learning processes that may impact a child's experience in an inclusive classroom.
- Design individualized approaches and practices to support individual students with special learning needs.

Readings

Course readings will be posted to Canvas. See below for the specific reading assignments for each class session. You are expected to have the reading for the session completed by class time.

Assignments

You will complete **five assignments** (additional details to come):

1. Special Education Process Review, **due March 5**
2. A Careful Look at One Student, **due April 2**
3. Planning an Inclusive Lesson, **due April 16**
4. Designing an Inclusive Classroom, **due April 30**
5. **Final Assignment: Revised assignments 2,3 & 4 + Reflection, due May 18**

Grading

We expect that all students will meet the high course expectations and earn an A in this course. This means that we expect you to be present, deeply engaged with the readings and other course content, thoughtfully complete assignments and communicate with us if you need accommodations. We will use a rubric and written feedback on your assignments; the feedback is intended to engage you in a conversation about your work and guide you to continual learning and improvement of your practice. If we feel an assignment would benefit from revision to meet the course objectives, you will be offered an opportunity to rewrite, revise, or submit an addendum to what you have turned in. Course grades, other than an A, will be earned by students who do not demonstrate mastery of the course objectives and/or meet the course expectations.

Please note, if you are granted an extension on an assignment, such that it must be submitted after the established deadline, you may have to forfeit your entitlement to timely feedback on that assignment.

Students with Documented Disabilities

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://studentaffairs.stanford.edu/oae>).

Honor Code

All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide.

<http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm>

Course Calendar

Session 1: February 26

Topic: Course Introduction

What is disability and special education? What does it mean to apply a critical, asset-based and inclusive lens to special education and special needs students? What does it mean to have a commitment to ALL students?

Readings:

- Delpit, L. (2001). *Skin-deep" learning*. Learning disabilities and life stories, 157-164.
- Villa & Thousand (2016). *Understanding What Inclusive Education Is and Is Not*. The Inclusive Education Checklist: A self-assessment of best practices. Pp 17-23

Session 2: March 5

Topic: Special Education Law, (in)Equity & My Role as a General Education Teacher

What is the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA)? What is disproportionality? What is my role as a general education teacher? How are students with learning differences identified understood & supported?

Readings:

- Blanchett, Klinger & Harry (2009) *The intersection of race, culture, language and disability*
- McDermott, *The Cultural Work of learning disabilities*

Assignment #1 Due - Special Education Process Review

Session 3: March 12

Topic: Universal Design Learning & Differentiated Instruction

What is Universal Design Learning, Differentiated Instruction and culturally responsive teaching ? How do I apply UDL, DI, and CRT principles to lesson planning, instruction, and assessing student learning?

Readings:

- Meyer, A., Rose, D. H., & Gordon, D. T. (2014). *Universal design for learning: Theory and practice*. CAST Professional Publishing. Ch 4 & 5

-----No Class March 20 & March 27-----

Session 4: April 2

Topic: Universal Design Learning & Differentiated Instruction

What is Universal Design Learning, Differentiated Instruction and culturally responsive teaching ? How do I apply UDL, DI, and CRT principles to lesson planning, instruction, and assessing student learning? How can instructional technology support an inclusive classroom?

Readings:

- Gay, G. (2002). Culturally responsive teaching in special education for ethnically diverse students: Setting the stage. *International Journal of Qualitative Studies in Education*, 15(6), 613-629.
- Lindsey, D. B., Thousand, J. S., Jew, C. L., & Piowlski, L. R. (2017). *Culturally Proficient Inclusive Schools: All Means All!*. Corwin Press. Ch. 8 excerpt

Recommended Readings:

- Meyer, A., Rose, D. H., & Gordon, D. T. (2014). *Universal design for learning: Theory and practice*. CAST Professional Publishing. Ch 6

Assignment #2 - A Careful Look at One Student

Session 5: April 9

Topic: Linguistic Diversity & Language Processing

What is a language processing learning difference? What is dyslexia, dysgraphia, dyscalculia? In what ways does language diversity intersect with disability status and impact students' schooling experiences?

Readings:

- Shaywitz, S. E. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. excerpts
- Gutiérrez, P. S. (2002). In search of bedrock: Organizing for success with diverse needs children in the classroom. *Journal of Latinos and Education*, 1(1), 49-64.

Session 6: April 16

Topic: ADHD/Attention, Memory & Executive Functioning

What are attention, memory and executive functioning learning differences? What is ADHD and the role of medication?

Readings:

- Diller, L. H. (2006). *The last normal child: Essays on the intersection of kids, culture, and psychiatric drugs*. Greenwood Publishing Group. Ch 1 & 10

Assignment #3 Due - Planning an Inclusive Lesson

Session 7: April 23

Topic: Autism & Social Cognition

Readings:

- Burgess, Rebecca (2006), *Comic Redesigns the Autism Spectrum to Crush Stereotypes*
- Buron, Kari Dunn & Curtis, Mitzi (2012). *The Incredible 5 Point Scale*

Recommended Readings:

- Levine, M. D. (1990). *Keeping a Head in School*. Educators Publishing Service
- DSM V Guidelines

Session 8: April 30

Topic: Behavior, Emotion & Mental Health

Readings:

- Lindsey, D. B., Thousand, J. S., Jew, C. L., & Piowlski, L. R. (2017). *Culturally Proficient Inclusive Schools: All Means All!*. Corwin Press. Ch. 7
- Wright, D. B., & Gurman, H. B. (2001). Positive intervention for serious behavior problems: Best practices in implementing the Hughes Bill (AB 2586) and the positive behavioral intervention regulations. Ch 1 & 2
- Hannigan, J. D., & Hauser, L. (2015). *The PBIS Tier One Handbook: A Practical Approach to Implementing the Champion Model*. Corwin Press. Excerpt

Recommended Readings:

- Lahey, Jessica (2016). *The Failing First Line of Defense*. The Atlantic article
- Denizet-Lewis, Benoit (2017). *Why are More American Teenagers Than Ever Suffering From Severe Anxiety?*. New York Times article

Assignment #4 Due - Designing an Inclusive Classroom

Session 9: May 7

Topic: Final Assignment Draft Workshop; Panel Discussion; Advocating for Change

Readings:

- Lindsey, D. B., Thousand, J. S., Jew, C. L., & Piowlski, L. R. (2017). *Culturally Proficient Inclusive Schools: All Means All!*. Corwin Press. Ch. 8 excerpt

****Final Assignment Due May 18th by Midnight****