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

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

Office Hours and Availability: Course instructors are available to meet for additional support and guidance outside of class by appointment

Instructors:
Shayna Sullivan, PhD (shaynas@stanford.edu)

Teaching Assistants:
Elena Darling-Hammond (edh.tutor@gmail.com)
Emma Gargoetzi (egroetzi@stanford.edu)
Lisel Alice Murdock-Perriera (murdockl@stanford.edu)

Course Description

This course will focus on developing the basic knowledge, skills, and strategies for teaching students with special needs. We will examine the needs of exceptional learners, the identification of learning differences and specific learning disabilities, and special adaptations (accommodations and modifications) teachers can make in the regular inclusion classroom.

We will understand the impact of the legal requirements for teaching students with special education needs and their impact on general education teachers. As part of this process we will engage in readings, discussions, and demonstrations.

Your signature assignment involves shadowing a student with special needs in your school. This exercise will enable you to understand the diagnosis, analyze the impact of the diagnosis on student’s academic and social needs, and design adaptations and progress monitoring instruments to ensure positive student outcomes. Results will be shared at the end of the course.

Course Texts

(Available for purchase at the Stanford Bookstore or at www.CAST.org online. Two copies are also on reserve at Cubberley Library)
All other readings will be posted to the Canvas site or available via the links below.

**Links to readings and in-class exercises:**

- Thirteen categories of disability
- Information on IDEA at Parent Center Hub: [http://www.parentcenterhub.org/repository/legacy/](http://www.parentcenterhub.org/repository/legacy/)

**Resources**

- SFUSD Section 504 Resource Guide
- [www.ununderstood.org](http://www.ununderstood.org)
- [www.ldonline.org](http://www.ldonline.org)
- [www.ncld.org](http://www.ncld.org)
- [www.cec.sped.org](http://www.cec.sped.org)

**Assignments**

1. Three assignments. Please refer to the canvas for descriptions and specific due dates.
2. The multi-part final assignment draws on earlier assignments and will be due Thursday, May 18, 2017.

**Grading**

Other than what is previously noted on this syllabus, all grading of written work will be subject to the grading policy. Since educational research demonstrates that assigning grades, rather than augmenting student learning, in fact both detracts from the synthesis of knowledge itself and from the subject being studied, papers will either receive an “A” grade or will be expected to be redone. Both papers receiving an “A” grade and those with a request to redo will be accompanied by feedback. You will be expected to read this feedback, consider it, and incorporate suggestions into your next assignment. Only students who elect not to redo an assignment for which a redo was requested within a mutually agreed-upon timeframe will receive a grade lower than an “A” on written work.

**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](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](http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm)
<table>
<thead>
<tr>
<th>Session Date</th>
<th>Focus of Class Session</th>
<th>Readings and Assignments for Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Part 1 - High Incidence Disability, Neuroscience of Learning &amp; MASSive Components: Technology and Accommodations</td>
<td>Read State of LD 2014 Complete Handout based on your <em>initial</em> selection of Case Study Student</td>
</tr>
<tr>
<td>February 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td>Role of: Universal Design for Learning (UDL) and Instruction (Part 1)</td>
<td>Reiff &amp; Ofiesh, Ch 5  pps 65-77, Ch 6 pps 92-97 Meyer, Rose, &amp; Gordon, Ch 4 &amp; 5</td>
</tr>
<tr>
<td>March 6</td>
<td>● UDL Guidelines and Technology - Instruction and Assessment</td>
<td>Assignment #1 Due</td>
</tr>
<tr>
<td></td>
<td>○ Representation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Action and Expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Engagement and Motivation</td>
<td></td>
</tr>
<tr>
<td>Session 3</td>
<td>Role of: Universal Design for Learning (UDL) and Instruction (Part 2)</td>
<td>Select 1 research article to read of your choice from: <a href="#">UDL Research</a></td>
</tr>
<tr>
<td>March 13</td>
<td>● UDL Guidelines and Technology - Reflection and Revision of UDL Lesson Plan</td>
<td>Assignment #2 Due</td>
</tr>
<tr>
<td></td>
<td>○ Representation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Action and Expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Engagement and Motivation</td>
<td></td>
</tr>
<tr>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 4</td>
<td>History and Laws in Special Education</td>
<td>Reiff &amp; Ofiesh, Ch 1 State of LD, pp 5-6 McDermott (1993)</td>
</tr>
<tr>
<td>April 3</td>
<td>● ADA, IDEA, 504, IEP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Introduction to tiers of support &amp; Nest Essentials</td>
<td></td>
</tr>
</tbody>
</table>
| Session 5 | Identifying, Understanding, and Supporting Students with Special Needs  
Variability of Learners  
Collaboration & Tiers of Support  
Specific Learning Disabilities  
13 categories  
Race, class, culture | Rose Ch 3 - Variability of Learners  
13 categories listed - links above in resources  
Blanchett (2010) |
| --- | --- |
| Session 6 | Literacy: Linguistic Diversity & Language Processing  
Linguistically diverse students in special education  
Literacy/Language Processing  
Dyslexia | Mel Levine language resources packet  
Rose Ch. 7 - UDL Curriculum  
Gutierrez (2002) In Search of Bedrock  
Ruiz et al (2002) Becoming a Read and Writer in Bilingual Special Education |
| Session 7 | Nonverbal Learning Disabilities & ADHD  
Executive Functions  
Attention  
Memory & Visual-Spatial Thinking and Sensorimotor | R&O Ch. 7  
Packet about Memory & Attention  
*Assignment #3 due* |
| Session 8 | Social Cognition and Neurodiversity  
Autism | Autistic Disorders Best Practices  
Diagnostic Criteria for Autism & Asperger’s Disorder  
Ozanoff, Dawson & McPartland (2002)  
Levine (1990)  
*Final Assignment Drafts Due* |
| Session 9 | Group Presentations | Reiff & Ofiesh, Ch 8 & 9  
Read: Klehm (2014). The Effects of Teacher Beliefs on Teaching Practices an Achievement of Students with Disabilities. Teacher Education and Special Education. 37, pps. 216-240.  
*Group Presentations Due* |

*Recommended reading will be posted on the Canvas site*

*Final Assignment Due May 18th by Midnight*