Stanford Teacher Education Program
Stanford University Graduate School of Education
Education 285: SUPPORTING STUDENTS WITH SPECIAL NEEDS
SPRING & WINTER QUARTER SYLLABUS

Credits: 1-3 Units
Class Meetings: Mondays 3:15- 6:05pm, CERAS 300

Instructor: Ericka Fur (efur@stanford.edu)
Teaching Assistant:
Kyle Beckham (kbeckham@stanford.edu)
Soyoung Park (soyoungp@stanford.edu)
Joe Powers (jpowers1@stanford.edu)

Course Description
This course will focus on developing the basic knowledge, skills, and strategies for teaching special students with learning disabilities. We will examine the needs of exceptional learners, the identification of learning differences and specific learning disabilities, and special adaptations teachers can make in the regular inclusion classroom. We will learn about the legal requirements of special education, testing procedures, the development of Individualized Education Plans, and the support systems and services offered by schools. As part of this process we will engage in readings, discussions, and demonstrations. In the winter and spring you will follow a special needs learner in your school to understand the diagnosis, nature of the student’s needs, and types of services both prescribed and offered to the student by the school. We will share student cases at the end of the spring quarter.

Course Text
All readings will be posted to the Canvas site. Candidates are expected to fully engage in the weekly readings. Please bring the assigned readings with you to each class session, either in electronic format or in hard copy, if you prefer.

Assignments
Mini-assignments will be due throughout the two quarters. Please submit all mini-assignments through the Assignments page in Canvas. All assignments should be submitted by 11pm the night before the days they are due. **Note:** Instructor feedback is an important component of the class. If you need to submit an assignment late, please notify your section leader at least 12 hours in advance to discuss an appropriate extension. Please note that instructors may not be able to provide feedback on late assignments.
The completed final assignment is due on Canvas, two weeks after our final class (5/9 by 6:05 pm).

Grading
This course will be graded on a letter grade system of A, B, C, D and NO PASS. The final grade calculation includes class attendance, preparation and participation, mini-assignments and the final case study. It is expected that you will provide advanced notice if you need to miss class. Missing more than one class may lead to a grade reduction. All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide.

Students with 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: 650-723-1066.

Session 1

2/1/16 Introduction to Special Education
- Welcome to Winter Quarter
- Overview of learning differences
- Introduction to the Special Education Assignment

READ FOR TODAY
- “The educational lives of students with disabilities” (McGrady, Lerner, & Boscardin, 2000)

DUE TODAY
- Register for TedEd using your Stanford email address. We will be using this website after our first class.
- http://ed.ted.com/ (click ‘register’ on the top right corner)

DO
- Complete the Summaries of Smith & Strick Readings handout and Upload to Assignments in Canvas. Due 2/8
- Begin your selection of your case study student (see Case Study Selection Form). Briefly describe the difficulties the student is experiencing (either bullets or paragraph form is acceptable). Due 2/8 or 2/22
- Select your case study group (if applicable)
- Watch Rick Lavoie’s “Processing” video and answer the questions that follow. Due 2/8
- Collect information on resources and procedures for learning disabled students at your school. Due 2/29
- Attend one SST and one IEP meeting.
- Reflections/notes for discussion of the SST and IEP. Due: the first session we reconvene in the spring. (3/28)

Session 2

2/8/16 Identifying and Understanding Students with Learning Disabilities
- Identifying and Understanding Students with Learning Differences
- Cost/benefit of labeling
- All Kinds of Minds framework (AKOM)
READ FOR TODAY

DUE TODAY
- Case Study Selection Form. Upload to your Assignments folder in Canvas
- Case study group selection (if applicable)
- Watch Rick Lavoie’s “Processing” video and answer the questions that follow
- Complete the Summaries of Smith & Strick Readings handout and Upload to Assignments in Canvas.

DO
- Collect information on resources and procedures for learning disabled students at your school. Due 2/29
- Attend one SST and one IEP meeting.
- Reflections/notes for discussion of the SST and IEP Due: the first session we reconvene in the spring. (3/28)

Session 3
2/22/16 Differentiated Instruction and Universal Design for Learning (UDL)
- What is DI, UbD and UDL?

READ FOR TODAY
- “How do teachers make it all work?” Carol Tomlinson
- “The Secret of Raising Smart Kids” (C. Dweck, 2007)
- Differentiated readings:
  - “Carol Dweck Revisits ‘Growth Mindset’” (C.Dweck, 2015)
  - “The perils of ‘Growth Mindset’ education: Why we’re trying to fix our kids when we should be fixing the system” (A.Kohn, 2015)

DUE TODAY
- Case Study Selection Form (if applicable). Upload to Assignments folder on Canvas

DO
- Watch “The Turkey and The Crow” Eide and Eide and answer the questions on the “Think” tab. Due 2/29
- Collect information on resources and procedures for learning disabled students at your school. Due 2/29
- Read files and take notes in Cumulative File Information Template. Due 3/7
- Attend one SST and one IEP meeting.
- Reflections/notes for discussion of the SST and IEP Due: the first session we reconvene in the spring. (3/28)

Session 4
1/29/16 Assistive Technology and Social-emotional Support
- Using Assistive Technology to Differentiate Instruction for Students
- Demystification - How to talk to students about their strengths and difficulties

READ FOR TODAY
- Articles related to assistive technology:

DUE TODAY
- Watch “The Turkey and The Crow” Eide and Eide and answer the

DO
- Read files and take notes in Cumulative File Information Template. Due 3/7
▪ Assistive technologies - appendix
▪ Free and affordable tools for struggling students
▪ “A Narrative Approach to Supporting Students Diagnosed with Learning Disabilities” (G.W. Lambie & A. Milsom, 2010)

questions on the "Think" tab.
▪ Information on resources and procedures for learning disabled students at your school. Upload to Assignments folder in Canvas
▪ Attend one SST and one IEP meeting.
▪ Reflections/notes for discussion of the SST and IEP Due: the first session we reconvene in the spring. (3/28)

Session 5

3/7/16 The Law
▪ Special Education -- "The Law" -- School services, IEPs, and adaptations
▪ How to speak to your students about their learning

READ FOR TODAY DUE TODAY DO
Session 6


READ FOR TODAY
- Differentiated readings:
  - Changing the Framework: Disability Justice
  - YouTube interview with Mia Mingus (link on Canvas)
  - Throw Away the Master’s Tools: Liberating Ourselves from the Pathology Paradigm
  - YouTube video of Pedro Noguera (link on Canvas)
  - Two Strikes: Race and the Disciplining of Young Students

DUE TODAY
- Reflection on Demystification meeting with student - Upload to Canvas
- Reflections/notes for discussion of SST and IEP meetings

DO
- Two work samples with analysis (bullets) Due 4/4
- Watch TED Ed Video on The Dyslexic Advantage and complete questions. Due 4/11.
- Search for information from at least two sources including the counselor/ resource teacher/ teachers/ parents/ inventories/ records and testing). Due 4/11
Session 7

4/4/16 Memory, Attention and Organization, and Language
- Reviewing All Kinds of Minds Framework
- Memory, Attention and Organization, and Language
- The over-medicalization of students

READ FOR TODAY
- Skim all readings on Memory, Attention, and Language
- Read and mark up: "The Last Normal Child: America's Intolerance of Diversity in Children's Performance and Behavior" (L. Diller, 2006)
- Differentiated Readings:
  - Idea of New Attention Disorder Spur Research, and Debate (NY Times)
  - TBD

DUE TODAY
- Two samples of student work with analysis (bullets). Bring hard copies with you to class. (due this week or next)

DO
- Information from at least two sources including the counselor/ resource teacher/ teachers/ parents/ inventories/ records and testing). Due 4/11
- Watch TED Ed Video on The Dyslexic Advantage and complete questions. Due 4/11.
- List strategies you would use (or have used) to help this student. Tie these to course readings and AKOM framework. Due 4/18
- Rough draft of paper due for peer share. Due 4/25
- Final paper due on or before 6:05 pm on 5/9

Session 8

4/11/16 Dyslexia and English Learners with Disabilities
- English Language Learners and Special Education

READ FOR TODAY
- Readings on Dyslexia
- Readings on English Learners with Disabilities

DUE TODAY
- Watch and submit answers from TED Ed Video on The Dyslexic Advantage.
- Information from at least two sources including the counselor/ resource teacher/ teachers/ parents/ inventories/ records and testing). Upload to Canvas.
- Student work samples if not submitted week 7

DO
- List strategies you would use (or have used) to help this student. Tie these to course readings and AKOM framework. Due 4/18
- Rough draft of paper due for peer share including 2 work samples. Due 4/25
- Final paper due on or before 6:05 pm on 5/9
Session 9

4/18/16 Social Cognitive Difficulties: Autistic Spectrum Disorders (ASD)
- Developing a Learning Profile for your Case Study student in Case Study Groups

READ FOR TODAY
- “Autistic Spectrum Disorders”
- “A Parent’s Guide to Asperger Syndrome and High-functioning Autism”
- The Social Side of School” from Mel Levine, Keeping Ahead in School

DUE TODAY
- List strategies you would use (or have used) to help this student. Tie these to course readings and the AKOM framework. Upload to Canvas.

DO
- Rough draft of paper due for peer share. Due 4/25
- Final paper due on or before 6:05 pm on 5/9

Session 10

4/25/16 Wrapping up
- Test-taking strategies
- Grading and the learning disabled student
- Case Study Groups: Sharing Special Education cases

READ FOR TODAY
- Issues related to grading the learning disabled student

DUE TODAY
- Sharing case studies - rough draft due today. Bring in electronic format or in hard copy, if you prefer.

DO
- Case study due 5/9 by 6:05 pm. Please submit on Canvas.