

Stanford University  
Graduate School of Education

Course Syllabus  
**EDUC 285: Developmental Foundations, Dis/ability,  
Access, & Inclusion**

Fall 2021



## Instructors

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## Class Schedule and Canvas Link

Class Location:

Lakewood Tech EQ Elementary School  
750 Lakechime Dr, Sunnyvale, CA 94089  
**NOTE: Bring ID and proof of COVID vaccination.**

Meeting Schedule:

All classes meet from 3:15pm-6:15pm.  
Tuesdays, September 28<sup>th</sup> – November 30<sup>th</sup>.

Canvas Link: TBD

## General Description

The purposes of this course are to increase STEP candidates' knowledge related to (a) evidence-based practices for providing high-quality, inclusive instruction for students with disabilities, and (b) successfully co-teaching and collaborating with special education teachers.

(Note, for 2021-2022, this course will be taught across the academic year. Additional information for later quarters will be provided at the beginning of each quarter.)

## Required Text

Bryant, D.P., Bryant, B.R., & Smith, D.D. (2020). Teaching Students with Special Needs in Inclusive Classrooms (2<sup>nd</sup> ed.). Sage Publications, Inc. [Purchase Interactive eTextbook [here](#).] Please select the 'LIFETIME' option because we will be using the book through the end of the spring quarter.

*Note.* I encourage you to purchase the interactive eTextbook (eText ISBN: 9781544365008, 1544365004) as it includes many high-quality videos we will watch across the academic year. Additionally, the eTextbook allows you to have the text read aloud, and it includes features such as highlighting, annotation, etc. If you prefer a paper version of the text, I encourage you to purchase the bundled option (ISBN: 9781544378237) which provides eTextbook access plus a paper copy of the text. [You can purchase the bundle [here](#).]

## Additional Readings and Resources

These will be posted on Canvas.

## Students with Documented Disabilities

Students who may need 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 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>)

## Assignments and Grading

The assignment for the fall quarter will be an interview of family members of a child who has been identified as a student with a disability. The assignment will be worth 20% of your grade for the combined three-quarter class (i.e., you get one grade for all three quarters). Late assignments must be communicated in advance and require a valid reason. Active class participation is key in this class and will account for 5% of the final grade. Students are expected to attend all class meetings. Additional detail on assignments in later quarters will be provided.

## Course Procedures

This five-session course lays the groundwork for additional sections of the class that will be taught across the Winter and Spring quarters. There will be an in-person learning component in which we will discuss and actively engage with the materials assigned. Some asynchronous learning activities (readings, short videos, and tasks) need to be completed in preparation for the in-person meeting. The goal is to have dynamic meetings where we actively work with the materials through exercises and discussion. It is therefore key that students prepare the readings before class and attend every class meeting. Contact me prior to class if you

cannot attend or will be late. If you are absent, you are responsible for collecting in-class assignment materials for the day you missed. In addition, you will need to contact the instructor for further directions on meeting course requirements for material missed.

## The STRIP

This formative assessment allows me to collect information from you at the end of each class period regarding your understanding of covered content and your enjoyment of class. After each class, you will complete a quick survey to indicate your understanding and enjoyment of the class session, on a scale between 1 (low) and 5 (high). Additionally, I encourage you to provide anonymous feedback. I will calculate averages for each class and share this with you.

## Schedule of Topics

### Fall

#### **Class 1: Tuesday, 9/28/2021**

- Topic: What makes special education special? What will your role be as a general educator?
- Readings:
  - Textbook, Chapter 1
  - Zigmond, N., & Kloo, A. (2011). General and special education are (and should be) different. *Handbook of special education*, 160-172.
- Resources:
  - [OSEP Impact Panel talk](#) [If you are short on time, jump to student presentation at about 29 min.]

#### **Class 2: Tuesday, 10/12/2021**

- Topic: Delivery of appropriate services to students with special needs.
- Readings:
  - Textbook, Chapter 2
  - Smith, J. L. M., Sáez, L., & Doabler, C. T. (2016). Using explicit and systematic instruction to support working memory. *TEACHING Exceptional Children*, 48(6), 275-281.
  - Heward, W. L. (2003). Ten faulty notions about teaching and learning that hinder the effectiveness of special education. *The Journal of Special Education*, 36(4), 186-205.

#### **Class 3: Tuesday, 10/26/2021**

- Topic: Designing and delivering differentiated instruction; Explicit instruction – Core principles to integrate into your instruction
- Readings:
  - Textbook, Chapter 7
  - Rosenshine (2012) Principles of Instruction
  - Explicit Instruction Video – Introduction to Module 5 (32 minutes)

- <https://intensiveintervention.org/modeling-and-practicing-help-students-reach-academic-goals-explicit-instruction-course-module-5>
- Optional – Engage with the remaining videos in the NCII Course on Explicit Instruction

#### **Class 4: Tuesday, 11/9/2021**

- Topic: Culturally and linguistically diverse learners and families
- Readings:
  - Textbook, Chapters 3 & 4
  - Annamma, S. A. (2017). *The Pedagogy of Pathologization: Dis/abled Girls of Color in the School-Prison Nexus*. Routledge. [Focus on 'Dis/ability Critical Race Theory (DisCrit) pgs. 6 -9; Remainder is optional.]
  - Lindo & Lim (2020). Becoming more culturally competent educators.

#### **Class 5: Tuesday, 11/30/2021**

- Topic: Universal Design for Learning
- Readings:
  - Textbook, Ch. 8
  - Additional readings TBD.

*Topic Schedule for Winter/Spring TBD.*