

Stanford University  
Graduate School of Education

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

Summer 2023



## Instructors

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Office Hours: Immediately following class and by appointment.  
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## Class Schedule and Canvas Link

Class Location:

Lakewood Elementary & CERAS, Stanford

Meeting Schedule:

Class 1 | Thursday, July 6<sup>th</sup>, 2:15-5pm  
Class 2 | Thursday, July 13<sup>th</sup>, 2:15-5pm  
Class 3 | Thursday, July 20<sup>th</sup>, 2:15-5pm  
Class 4 | Tuesday, August 1<sup>st</sup>, 9am-12pm  
Class 5 | Wednesday, August 3<sup>rd</sup>, 9am-12pm

## 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.

## 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.* We 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

Assignments, due dates, and contribution to final course grade are below. Late assignments must be due to a valid reason and the arrangement for completion must be made with an instructor in advance of the original due date. Active class participation is key in this class and will account for a portion of the final grade. Students are expected to attend all class meetings. Additional detail on assignments will be provided in class.

<u>Assignment</u>	<u>Due Date</u>	<u>Percentage of Final Grade</u>
Initial Reflection	Summer Class 3	5%
Family Partnerships Activity	End of Fall Quarter	20%
Adapt Lesson 1	Mid-Fall Quarter	10%
Adapt Lesson 2	Winter Class 5	15%
IEP Activity	Spring Class 4	20%
Adapt Lesson 3	Spring Class 5	20%
Final Reflection	End of Spring Quarter	5%
Participation	On-going	5%

## Course Procedures

This course will be taught across the academic year with sessions held in Summer, Fall, 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 an instructor *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 an instructor for further directions on meeting course requirements for material missed.

## The STRIP

This formative assessment allows us 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, we encourage you to provide anonymous feedback. We will calculate averages for each class and share this with you.

## Schedule of Topics

### Summer

- Class 1: Introduction to Special Education; DSE; Legal Underpinnings
  - Recording
    - Watch Class One Pre-Reading Video
  - Readings:
    - Undoing Ableism, Chapter 1, Baglieri & Lalvani
  - Video
    - Watch the [OSEP Impact Panel Talk](#)[Links to an external site.](#) (If you are short on time, start at around 29 minutes).
- Class 2: Introduction to UDL & Differentiated Instruction
  - Readings:
    - Textbook, Read Textbook Chapter 7: Designing and Delivering Differentiated Instruction.
    - Article, American Educator Article, "High Leverage Practices.
  - Resources:
    - PBIS website- Review Tier 1, Tier 2, and Tier 3 Information
    - California MTSS Framework
- Class 3: Multi-Tiered System of Support (Chris Lemons)
  - Readings
    - Read [Fuchs & Fuchs \(2005\) Responsiveness-To-Intervention Download Fuchs & Fuchs \(2005\) Responsiveness-To-Intervention](#)
  - Resources
    - Review [CAST Website for UDL guidelines and checkpoints](#)[Links to an external site.](#)
    - View [Inclusion 2.0 Youtube Video](#)
  - Optional Resources
    - [RTI Essential Components Download RTI Essential Components](#)
    - [RTI Placemat](#)[Download RTI Placemat](#)
    - Textbook, Chapter 8: Promoting Access to the General Education Curriculum for Introduction to UDL
- Class 4: Intersectionality, Over and under representation; School to prison pipeline
  - Readings:

- Read [Annamma \(2017\), Pedagogy of Pathologization, Introduction ChapterDownload Annamma \(2017\), Pedagogy of Pathologization, Introduction Chapter](#)
  - Video
    - View Zaretta Hammond Video, SF Public Library
  - Option Recommendation
    - Read [Paris & Alim \(2014\), What are we seeking to sustain through culturally sustaining pedagogy? A loving critique](#)
- Class 5: IEP Overview, Intro to Accommodations & Modifications, ADAPT application
  - Readings:
    - Textbook, [Chapter 2:Links to an external site.](#) Delivery of appropriate services to students with special needs
  - Documents
    - [Difference between accommodations and modifications](#)
    - [Reivew IEP A AUTISM.pdf](#)
    - [Review IEP B SLI OI.pdf](#)
  - Watch
    - IEP A at a Glance Video
    - IEP B at a Glance Video