

Stanford University  
Graduate School of Education

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

2024 – 2025 Academic Year  
Summer, Fall, Winter Spring Quarters



## Instructors

Chris Lemons, Ph.D. | [chris.lemons@stanford.edu](mailto:chris.lemons@stanford.edu) | 650.725.2276  
Lakshmi Balasubramanian, Ph.D. | [blakshmi@stanford.edu](mailto:blakshmi@stanford.edu) | 510.304.0815  
Renee Starowicz, Ph.D. | [starowi@stanford.edu](mailto:starowi@stanford.edu) | 315.345.2723

Office Hours: Immediately following class and by appointment.  
450 Jane Stanford Way | Wallenberg Hall, Room 431

## Class Schedule

Class Location (Summer): Bishop Elementary School, 450 N Sunnyvale Ave, Sunnyvale, CA 94085  
Class Location (Fall, Winter, Spring): CERAS, Stanford University

## 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

[HLP book](#)  
[SERR manual](#)

## Additional Readings and Resources

These are 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>
Participation	On-going	5%
Initial Reflection	Summer – Class 2	5%
Adapt Lesson 1	Fall – 11/15/24	10%
Family Partnerships Activity	Fall – 12/13/24	20%
IEP Activity	Winter – Class 7	20%
Adapt Lesson 2	Winter– 3/14/24	15%
Adapt Lesson 3	Spring – Class 11	20%
Final Reflection	May 31, 2025	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

<b>Class #</b>	<b>Date, Time, Location</b>	<b>Guiding Questions</b>	<b>Topics</b>	<b>Readings</b>
<b>Summer</b>				
Class 1	7/1 1:30-4:30pm @ Bishop	Why am I here?	Intro to SPED, DSE, Legal Underpinnings	Baglieri & Lalvani -Undoing Ableism Including Samuel trailer
Class 2	7/8 1:30-4:30pm @ Bishop	What tools can I use?	UDL, Differentiated Instruction, ADAPT Framework	UDL Video Bryant Chapter 2
Class 3	7/10 2:15-5pm @ Bishop	How do schools provide services?	Multi-Tiered System of Support	HLP Intro Chp1, HLP: Domain 2, Overview, Ch 5
Class 4	7/15 1:30-4:30pm @ Bishop	How do I think of students holistically?	Intersectionality, over & under referral, due process, compliance, discipline, advocacy	Annamma Intro Chapter HLP Chapter 2
Class 5	7/17 2:45-5:30pm @ Bishop	How do I plan?	IEP overview, accommodations and modifications, ADAPT examples	SERR Chapter 1 and 4
<b>Fall</b>				
Workshop	TBD @ CERAS	How can I approach the ADAPT assignment?	Review ADAPT Assignment 1, discuss ideas and begin assignment	ADAPT Assignment 1
Workshop	TBD @ CERAS	How do I complete the ADAPT assignment?	Review ADAPT Assignment 1, discuss ideas and begin assignment	ADAPT Assignment 1
Panel	TBD @ CERAS	What can I learn about parent and guardian experiences?	Referral process, collaborating with teachers, IEP team, long term planning and goals	Review overviews of Kalyanpur et. al and Lalvani articles
Panel	TBD @ CERAS	What can I learn about related services providers experiences?	Implementing the IEP, collaboration, integrating related services into GE setting	
<b>Winter</b>				
Class 6	TBD @ CERAS	How can I collaborate with other adults?	Coteaching, collaboration	HLP: Domain One Overview, Ch 3
Class 7	TBD @ CERAS	How do I effectively utilize paraeducator support in my classroom?	Paraeducators, service model, AT (Guest speakers)	HLP: Domain One Ch 4, Putting it all Together

<i>Class 8</i>	<i>TBD @ CERAS</i>	<i>What is my role in the IEP and SPED delivery?</i>	<i>Role of GE in IEP, Accommodations/modifications 2/ Inclusion</i>	<i>Accommodations Video SERR Chapter</i>
<i>Class 9</i>	<i>TBD @ CERAS</i>	<i>What is my role in RTI/MTSS?</i>	<i>RTI/MTSS Data Night</i>	<i>HLP: Domain Two Ch 6, Putting it all Together</i>
<b><i>Spring</i></b>				
<i>Class 10</i>	<i>TBD @ CERAS</i>	<i>How do I teach math to SWDs?</i>	<i>Math</i>	<i>HLP: Domain Three Overview, Ch 7</i>
<i>Class 11</i>	<i>TBD @ CERAS</i>	<i>How do I teach reading and writing to SWDs?</i>	<i>Reading / Writing</i>	<i>HLP: Domain Three Ch 8, Ch 9</i>
<i>Class 12</i>	<i>TBD @ CERAS</i>	<i>How do I intensify and individualize?</i>	<i>Intensive Intervention</i>	<i>HLP: Domain Four Overview, Ch 10, Putting it all Together</i>
<i>Class 13</i>	<i>TBD @ CERAS</i>	<i>How can I be an advocate for SWDs?</i>	<i>Advocacy, procedural safeguards, presentations</i>	<i>Proc Safeguards document SERR –</i>
<i>Class 14</i>	<i>TBD @ CERAS</i>	<i>What have I learned this year?</i>	<i>Student presentations and wrap up</i>	