**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:** Wednesdays 3:15- 5:15pm, CERAS 204

**Instructor:** Ericka Fur ([efur@stanford.edu](mailto:efur@stanford.edu))  
**Teaching Assistant:** Harper Keenan ([hkeenan@stanford.edu](mailto:hkeenan@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 eleven pm the night before class.

**Note:** Instructor feedback is an important component of the class. If you need to submit an assignment late, please notify Harper and me *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 the week after our final class (5/4 by 5:15pm).

**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.

All Stanford students are expected to follow the **Stanford Honor Code** and **Fundamental Standard**, as noted in the STEP Handbook and [Stanford Student Guide](mailto:).  

**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

**1/6/16 Introduction to Special Education**
- Welcome to Winter Quarter
- Overview of learning differences
- Introduction to the Special Education Assignment

**READ FOR TODAY**
- EDUC285 - Session 1 Reading
  - “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 1/13 or 1/20
- Select your case study group (if applicable)
- Watch Rick Lavoie’s “Processing” video and answer the questions that follow. Due 1/13
- Collect information on resources and procedures for learning disabled students at your school. Due 1/27
- Attend one SST and one IEP meeting.
- One page reflections/notes for discussion will be due the first session we reconvene in the spring. (3/30)

### Session 2

**1/13/16 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**
- EDUC285 – Session 2 Reading

**DUE TODAY**
- Case Study Selection Form (if applicable). 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

**DO**
- Collect information on resources and procedures for learning disabled students at your school. Due 1/27
- Attend one SST and one IEP meeting.
- One page reflections/notes for discussion will be due the first session we reconvene in the spring. (3/30)
Session 3

1/20/16  Differentiated Instruction and Universal Design for Learning (UDL)

**What is DI, UbD and UDL?**

**READ FOR TODAY**
- EDUC285 - Session 3 Reading
  - “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 1/27**
- Collect information on resources and procedures for learning disabled students at your school. **Due 1/27**
- Read files and take notes in Cumulative File Information Template. **Due 2/3 or 2/10 if you need more time.**
- Attend one SST and one IEP meeting.
- One page reflections/notes for discussion will be due the first session we reconvene in the spring. (3/30)

Session 4


**All Kinds of Minds Framework, continued**
- Developing learning profiles for case study students
- Demystification - How to talk to students about their strengths and difficulties

**READ FOR TODAY**
- EDUC285 - Session 4 Reading
  - Differentiated readings TBD

**DUE TODAY**
- Watch “The Turkey and The Crow” Eide and Eide and answer the questions on the "Think" tab.
- Information on resources and procedures for learning disabled students at your school. Upload to Assignments folder in Canvas

**DO**
- Read files and take notes in Cumulative File Information Template. **Due 2/4 or 2/10**
- Attend one SST and one IEP meeting.
- One page reflections/notes for discussion will be due the first session we reconvene in the spring. (3/30)
### Session 5

**2/3/16 The Law**

- **Special Education -- “The Law” -- School services, IEPs, and adaptations**

#### READ FOR TODAY
- **EDUC285 - Session 5 Reading**
  - Read and mark up "The Elevator Theory of Special Education" (M. Freedman, 1995)
  - Skim handouts and articles on “The Law”
  - Please bring your questions and comments to class

#### DUE TODAY
- Notes in student’s Cumulative File Information Template. Upload to your Assignments folder in Canvas (or due 2/10 if you need more time)

#### DO
- Speak to student about his/her difficulties and write one page reflection due 3/30
- Reflections/notes for discussion of SST and IEP Due 3/30

### Session 6

**3/30/16 Memory, Attention and Organization, and Language**

- **SST and IEP debrief**
- **Reviewing All Kinds of Minds Framework**
- **Memory, Attention and Organization, and Language**
- **The over-medicalization of students**
- **Demystification: Speaking to students about their learning -- Debrief in class**

#### READ FOR TODAY
- **EDUC285 - Session 6 Reading**
  - 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)

#### DUE TODAY
- One page reflection/notes for discussion on SST meeting
- One page reflection/notes for discussion on IEP meeting
- Reflection on Demystification meeting with student
- **Upload demystification assignment to Canvas**

#### DO
- Two work samples with analysis (bullets) Due 4/6
- Watch TED Ed Video on The Dyslexic Advantage and complete questions. Due 4/6.
- Search for information from at least two sources including the counselor/ resource teacher/ teachers/ parents/ inventories/ records and testing). Due 4/13
### Session 7

**4/6/16 Dyslexia and English Learners with Disabilities**

**READ FOR TODAY**
- EDUC285 - Session 7 Reading
  - Readings on Dyslexia
  - Readings on Culturally and Linguistically Diverse Students and Special Education

**DUE TODAY**
- Two samples of student work with analysis (bullets). Bring hard copies with you to class. (due this week or next)
- Watch and submit answers from TED Ed Video on The Dyslexic Advantage.

**DO**
- Information from at least two sources including the counselor/resource teacher/teachers/parents/inventories/records and testing. **Due 4/13**
- List strategies you would use (or have used) to help this student. Tie these to course readings and AKOM framework. **Due 4/20**
- Rough draft of paper due for peer share. **Due 4/27**
- Final paper due on or before 5:15pm on 5/4

### Session 8


**READ FOR TODAY**
- EDUC285 - Session 8 Reading
  - “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**
- 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 4/20**
- Rough draft of paper due for peer share including 2 work samples. **Due 4/27**
- Final paper due on or before 5:15 pm on 5/4

### Session 9

**4/20/16 Assistive Technology and Social-emotional Support**
### Developing a Learning Profile for your Case Study student in Case Study Groups

- **READ FOR TODAY**
  - Articles related to assistive technology
  - “A Narrative Approach to Supporting Students Diagnosed with Learning Disabilities” (G.W. Lambie & A. Milsom, 2010)

- **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 4/27
  - Final paper due on or before 5:15pm on 5/4

### Session 10

#### 4/27/16 Wrapping up

- Test-taking strategies
- Grading and the learning disabled student
- Case Study Groups: Sharing Special Education cases

- **READ FOR TODAY**
  - EDUC285 - Session 10 Reading
  - 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 5/4 by 5:15 pm. Please submit on Canvas.