

Stanford University  
Graduate School of Education

Course Syllabus  
EDUC 285:Child Development, Learning Differences & Instructional Practices  
2025 – 2026 Academic Year  
Summer, Fall, Winter Spring Quarters

**(Note: Syllabus and Canvas page will be updated quarterly all topics for each quarter are outlined below)**

### Instructors

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

### Class Schedule

Class Location (Summer): Ellis Elementary School, 550 East Olive Ave, Sunnyvale CA 94086  
**(Room B114)**  
Class Location (Pre Fall, Winter, Spring): Raikes 111, Stanford University

### General Description

Comprehensive Course Goal Statement:

This course prepares future educators to build inclusive, equitable, and culturally sustaining classroom communities by deepening their understanding of child development, educational psychology, and the special education service delivery model. Through critical engagement with theory, research, and applied strategies—including co-teaching, collaboration, and evidence-based supports—candidates will learn to plan and deliver instruction that honors neurodiversity, supports all learners, and fosters strong learning communities with students, families, and colleagues.

Course Learning Goals:

1. Expose students to Special Education Frameworks/ Understand Evidence Based Practices (EBP's)
2. Collaboration, Co-teaching, Family Partnerships
3. Practical Differentiation, Accommodations/ Modifications across content RTI/MTSS
4. Examine concepts of normative development and intelligence and reflect on neurodivergence and learning differences

## Required Text

[Council for Exceptional Children \(2025\). High Leverage Practices Book.](https://cedar.education.ufl.edu/wp-content/uploads/2024/03/High-Leverage-Practices-for-Students-with-Disabilities-updated.pdf)  
<<https://cedar.education.ufl.edu/wp-content/uploads/2024/03/High-Leverage-Practices-for-Students-with-Disabilities-updated.pdf>>

[Disability Rights California \(2022\) Special Education Rights and Responsibilities Manual.](https://serr.disabilityrightscal.org/)  
<<https://serr.disabilityrightscal.org/>>

Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic Engagement*

Lansford, J. E., French, D.C., & Gauvin, M. (2021). Child and adolescent development in a cultural context. American Psychological Association: Washington, D.C.

## Additional Readings and Resources

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. Late assignment grades will be deducted 10% without advance approval of an instructor. 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 3 7/10	5%
Adapt Lesson 1	Summer in Class 4 7/14 Final submission 7/18	15%
Family Partnerships Activity	Pre-Fall Class 9 9/16	20%
Adapt Lesson 2	Final submission 9/30	15%
IEP Activity	Winter Quarter 2/17	20%
Adapt Lesson 3	Spring Quarter (TBD)	15%

Final Reflection	Spring Quarter (TBD)	5%
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## Course Procedures

This course will be taught across the academic year with sessions held in Summer, Pre-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>Objective(s)</b>	<b>Topics</b>	<b>Readings</b>
<b>Summer Quarter</b>				
Class 1	6/30 1:30-4:30pm @ Ellis	<b>SWBAT:</b> consider conceptual frameworks of child development in a cultural context and understand the value of practical application to teaching. <b>SWBAT:</b> Understand inclusive education by exploring the core components of special education, its legal underpinnings and the range of services available—while reflecting on your role as educators to establish inclusive learning spaces for ALL.	Overview Intro to SpEd-Legal Underpinnings. / Theories of Development culture and Development	Baglieri & Lalvani -Undoing Ableism Including Samuel trailer  Hammond, Z. (2014). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Chapter. 2  <b>Supplemental</b>  Darling-Hammond, L., Flook, L.,

				Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. Applied developmental science, 24(2), 97-140 *pp. 97-102 & pp. 106-115
Class 2	7/7 1:30-4:30 pm @ Ellis	<b>SWBAT:</b> explore and describe a sociocultural approach to learning.  SWBAT Consider learner variability and the intersectional identities of our students.	Theories of Development/ Intersectionality Cultural considerations Interrogating the Myth of Average	Todd Rose Myth of Average Video  Annamma, S, (2013) The Pedagogy of Pathologization- <b>Intro</b>
Class 3	7/10 2:30-5:30 pm @ Ellis	<b>SWBAT:</b> discuss and interrogate theories on “Intelligence” and the ethical considerations for developing equitable and just pedagogy.	Theories of Dev Schema ZPD UDL Differentiation	UDL Video  Lansford, J. E., French, D.C., & Gauvin, M. (2021). Chapter 3, pp.61-72
Class 4	7/14 1:30-4:30 pm @ Ellis	<b>SWBAT:</b> discuss and interrogate theories on “Intelligence” and the ethical considerations for developing equitable and just pedagogy	Theories of Dev. Memory/Intelligence (cognitive load/working memory)  ADAPT Framework	Bryant Chapter 2 (p. 32-36)  <a href="#">HLP Ch 9 (p. 109-113)</a>
Class 5	7/17 2:30-5:30 pm @ Ellis	<b>SWBAT:</b> Explore the RTI/MTSS framework, including essential components of RTI and PBIS, and the importance of academic differentiation and social-emotional learning. SWBAT consider the role of educators in designing effective strategies for access and	SEL Emotional Regulation Co-Regulation RTI/MTSS Progress Monitoring	Bryant Chapter 2 (p. 37-41) <a href="#">HLP Ch 6 (p 61-65)</a> Guide to Imp Cal MTSS (p. 18-47)  <a href="https://ocde.us/MTSS">https://ocde.us/MTSS</a>

		meaningful interaction.		
<b>Pre-Fall Quarter</b>				
<b>Class #</b>	<b>Date/Time &amp; Location</b>	<b>Objective(s)</b>	<b>Topics</b>	<b>Readings</b>
Class 6	8/12 11:30-2:30 @ CERAS	<p>SWBAT: Explain the foundational principles of Positive Behavioral Interventions and Supports (PBIS) and identify how tiered classroom management strategies can be implemented to support positive student behavior across all three tiers of intervention (universal, targeted, and intensive).</p> <p>SWBAT: Teacher candidates will be able to design and consider social-emotional learning (SEL) strategies that align with PBIS practices to promote students' emotional regulation, interpersonal skills, and overall well-being within a structured classroom management framework.</p>	SEL/PBIS Trauma Informed Practices Cultural Considerations Toxic Stress/Importance of Buffering Relationships	<p>Review the Center on PBIS Website; Listen to Intro Chapter of Beyond Behaviors</p> <p>Supplemental Ch. 5 Lansford</p>
Class 7	8/19 11:30-2:30 @ CERAS	SWBAT: Develop their understanding of the IEP process and begin to familiarize with the Identification Process and Intro to (Computerized Adaptive Tests) CAT	Intro to IEP Process (technical) ID Process Diagnostic Cat Assessment	<a href="#">Special Education Rights and Responsibilities (SERR)</a> Ch. 1 and 4
Class 8	9/2 11:30-2:30 @ CERAS	SWBAT: Develop their understanding of theories of Language Development through a socio-cultural perspective and consider social learning processes for language	Language Development Cognitive Load in Instructional Design	<p>Lansford, J. E., French, D.C., &amp; Gauvin, M. (2021). Chapter 4, pp.96-103</p> <p>Michael J. Kennedy, University of</p>

		<p>development in and beyond schools.</p> <p>SWBAT analyze how structures of language work together to shape a person's (teacher's, student's) linguistic repertoire and begin to construct an additive framing for language variation and communicative competence.</p> <p>SWBAT describe language use from both a linguistic and sociocultural perspective in order to promote access and meaningful participation in the classroom community.</p>		<p>Virginia, and John Elwood Romig,(2024)Co gnitive Load Theory An Applied Reintroduction for Special and General Educators</p> <p><a href="#">Maria Ciao Pena video</a></p>
Class 9	<p>9/9 11:30-2:30 @ CERAS</p>	<p>SWBAT: Learn from parents about their diverse experiences with the referral, assessment and IEP processes</p> <p>SWBAT: Pose thoughtful questions about how your role as a general education teacher interplays with family, guardian and parent responsibilities</p> <p>SWBAT: Be able to explain the levers that teachers can use to partner with families via special education services</p>	Family/Prof Collaboration & Parent Panel Compliance	<p>Kalyanpur, M., Harry, B., &amp; Skrtic, T. (2000). Equity and advocacy expectations of culturally diverse families' participation in special education. <i>International Journal of Disability, Development and Education</i>, 47(2), 119-136.</p> <p>Lalvani, P. (2012). Parents' participation in special education in the context of implicit educational ideologies and socioeconomic status</p>
Class 10	<p>9/16 11:30-2:30 @ CERAS</p>	<p>SWBAT: How to access the most vital parts of an IEP quickly (IEP at a Glance)</p> <p>SWBAT: Understand who are the participants in an IEP</p>	<p>Accommodations Modifications Gradual Release UDL Gen. Ed Teacher Role in the Process</p>	<p>Accommodations <a href="#">Video</a></p> <p>Pacer Center Accommodations List</p>

		<p>team and what their roles and responsibilities are</p> <p>SWBAT: Learn how to use the ADAPT Framework in relation to the IEP</p> <p>SWBAT: Be able to identify the differences between examples of accommodations and modifications</p>		<p>Modifications List</p> <p>SERR Chapter 1 &amp; 4</p>
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<b>Winter Quarter 2026</b>
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Class 11	1/6/26 @ Raikes 111	SWBAT: Consider theories of motivation and high leverage practices while engaging in instructional design.	Culture and Academic Achievement- Theories of Motivation High Leverage Practices to impact student motivation	<p>Lansford, ch.11 P.228-238</p> <p>Dweck &amp; Leggitt</p>
Class 12	1/20/26 @ Raikes 111	SWBAT: Plan for the implementation of appropriate reading and writing interventions for students with disabilities in their classes.	Reading/ Writing/ Language Development Pragmatics	<p>St. Martin, K., Vaughn, S., Troia, G., Fien, &amp; H., Coyne, M. (2020). Intensifying literacy instruction: Essential practices. Lansing, MI: MiMTSS Technical Assistance Center, Michigan Department of Education.</p> <p>Spear-Swerling, L. (2019). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. Teaching Exceptional</p>

				<p>Children, 51(3), 201-211.</p> <p>(Optional) Garwood, J. D., McKenna, J. W., &amp; Ciullo, S. (2020). Early reading instruction with embedded behavioral supports for children with emotional and behavioral disorders. <i>Beyond Behavior</i>, 29(1), 6-17.</p>
Class 13	1/27/26 @ Raikes 111	SWBAT: Identifying specific mathematical learning needs through appropriate assessments, implementing research-validated instructional practices (including systematic explicit instruction and multiple representations), and designing evidence-based interventions for number sense, place value, and operational fluency in elementary classrooms.	Math Content Area PBL Cooperative Learning Social Learning Theory	<p>Listen to this podcast: <a href="https://chalkandtal.kpodcast.podbean.com/e/supporting-students-with-math-difficulties-with-sarah-powell-ep-4-1">https://chalkandtal.kpodcast.podbean.com/e/supporting-students-with-math-difficulties-with-sarah-powell-ep-4-1</a></p> <p>Read this: <a href="https://riseopenjournal.org/article/id/2796/">https://riseopenjournal.org/article/id/2796/</a></p> <p>Read: NCTM CEC Statement</p>
Class 14	2/3/26 @ Raikes 111	SWBAT: Apply the current research related to disproportionality to their classroom practices and policies in order to ensure high-quality educational opportunities	Disproportionality-School to Prison Pipeline Behavior Referrals Manifestation Determination	<p>Hu &amp; Morgan, Ch 7</p> <p>Artiles (2019), Reenvisioning Equity Research.</p>
Class 15	2/10/26 @ Raikes 111	SWBAT: Consider the opportunities for support within the MTSS framework and apply them for individual students.	Deep Dive into MTSS & tech integration/ Adaptive Technology	<p>Kearns, D. M., Lemons, C. J., Fuchs, D., &amp; Fuchs, L. S. (2014). Essentials of a tiered intervention system to support unique learners: Recommendations from research and practice.</p>



				<p>Lemons, C. J., Kearns, D. M., &amp; Davidson, K. A. (2014). Data-based individualization in reading: Intensifying interventions for students with significant reading disabilities. Teaching Exceptional Children, 46(4), 20-29.</p> <p>(Skim) Revised CA MTSS Framework</p>
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<b>Spring Quarter</b>
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Class 16	TBD	Session 16 Responsive Flex Session/Workshops
Class 17	TBD	Session 17 Responsive Flex Session/Workshops
Class 18	TBD	Co-Teaching/ Collaboration
Class 19	TBD	Working with Paras and Educator Panel
Class 20	TBD	Advocacy Students/ Teachers Transition Planning