

**Stanford Teacher Education Program
School of Education
Stanford University**

**Education 285X: SUPPORTING STUDENTS WITH SPECIAL NEEDS
Section 02**

Winter-Spring Quarters, 2009

Credits: 3Units

Times and Locations:

Class Meetings: Fridays, CERAS 204
9:30-11:15

Instructor: **Ericka Fur**
E Mail ericka@goldfur.com

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. 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 term. We will use substantial portions of two texts for this unit. *You will also be required to purchase a reader on the first day of class.*

COURSE TEXTS:

Melvin D. Levine. (2002). A Mind at a Time, NY: Simon & Schuster.

Class Reader

Small assignments will be scheduled over both quarters. The completed final assignment is due at the end of the spring quarter. The date will be announced at the beginning of our spring sessions and will be non-negotiable.

Grading

This course will be graded on a letter grade system of A, B, C, D and NO PASS

1/9	<p>Welcome back</p> <p>Welcome to Winter Quarter</p> <p>Overview of learning differences</p> <p>Introduction to the Special Education Assignment</p>	<p>READ FOR TODAY</p> <ul style="list-style-type: none"> • <u>A Mind at a Time</u>, chapter 1 • <u>Myth of Laziness</u>, (In Reader) chapter 1, pp. 1-10. <p>DO:</p> <ul style="list-style-type: none"> • Begin your selection of the case study student. Briefly describe the nature of the difficulties the student is experiencing (either bullets or paragraph form is acceptable) - Due 1/16 • Collect information on resources and procedures for learning disabled students at your school - Due 1/30 • Attend one SST and one IEP meeting. Write up a one page reflection for each meeting. Reflections will be due the first session in the spring 4/3
1/16	<p>Mel Levine's framework</p> <p>Developing learning profiles and management plans</p>	<p>READ FOR TODAY:</p> <ul style="list-style-type: none"> • <u>A Mind at a Time</u>, chapter 2 • Jigsaw readings on different learning difficulties - In Reader <p>DUE – case study information</p> <p>DO:</p> <ul style="list-style-type: none"> • Set up appointments for meetings and observations for 1/23 • Collect information on resources and procedures for learning disabled students at your school - Due 1/30 • Attend one SST and one IEP meeting. Write up a one page reflection for each meeting. Reflections will be due the first session in the spring 4/3
1/23	<p>Identifying and Understanding Students with Learning Differences – Work Session</p> <ul style="list-style-type: none"> • Meet with resource providers at your school • Meet with your case study's support people to begin gathering information • Read case study's cumulative file 	<p>READ FOR TODAY:</p> <ul style="list-style-type: none"> • <u>A Mind at a Time</u>, chapter 13 <p>DO:</p> <ul style="list-style-type: none"> • Collect information on resources and procedures for learning disabled students at your school - Due 1/30 • Speak to your student about his/her learning difficulties Due 2/6

		Attend one SST and one IEP meeting. Write up a one page reflection for each meeting. Reflections will be due the first session in the spring 4/3
1/30	Special Education – “The Law” - -School services, IEPs, & adaptations <u>Guest Speaker:</u> Margot Parker	READ FOR TODAY: <ul style="list-style-type: none"> Section in the reader on “The Law” DUE: Information on resources and procedures for learning disabled students at your school DO: Speak to your student about his/her learning difficulties Due 2/6
2/6	From Mel Levine: Memory and Attention	READ FOR TODAY: <u>A Mind at a Time</u> , chapters 3, 4 <u>A Mind at a Time</u> , chapter 5, pp.120-147 (or read next week) DUE: Information gathered from speaking to your student. DO: <ul style="list-style-type: none"> Attend one SST and one IEP meeting. Write up a one page reflection for each meeting. Reflections will be due the first session in the spring 4/3 Search for information from at least two sources <i>in addition</i> to the counselor/resource teacher (teachers/ Mel Levine’s inventories/records and testing) – Due 4/10

