

COURSE SYLLABUS COVER SHEET
 Lewis & Clark College
 Graduate School of Education and Counseling

Course Name	The Exceptional Child in Schools
Course Number	CPSY 517
Term	Spring 2013
Department	Counseling Psychology
Faculty Name	Susan Klapstein, MS, Adjunct Professor

Catalogue Description:

Content: Overview of the exceptional child in today's educational setting. Provides a basic understanding of special educational law and public policy related to the birth-to-three early intervention, preschool, K-12, and vocational transitioning populations. Exceptionalities studied include communication disorders, learning disabilities, intellectual disabilities, emotional disturbance, behavioral disorders, orthopedic impairments, other health impairments, traumatic brain injuries, hearing and vision impairments, and giftedness. Students gain an understanding of the criteria requirements for each category as outlined under the Oregon Administrative Rules and some of the unique evaluation considerations for each.

Prerequisites: None.

Credits: 3 semester hours.

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	X
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	X

Authorization Levels (for TSPC-approved programs only):

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	R
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	R
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	R
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	R

*R = Readings and In-class Discussions

*P = Practicum

Student Performance:

Student performance criteria appear on page(s) 4-6 of this syllabus (student performance includes goals, evidence, and levels of performance).

Lewis & Clark College
Counseling Psychology
The Exceptional Child in Schools
CPSY 517
Spring 2013
Mondays 5:30 – 8:45 PM
January 7 to April 22, 2013

Instructor: Susan Klapstein, MS
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Cell (503) 348-2352
Email: sdklapstein@comcast.net

Textbook and Other Readings

Gargiulo, Richard (2012). *Special Education in Contemporary Society 4: An Introduction to Exceptionality*. Los Angeles, CA. Sage Publications.

Oregon Administrative Rules, ODE Special Education Forms, Parent Rights and Responsibilities (booklet).

Other readings provided by instructor.

Additional Required Reading

Nonfiction personal narrative for in-class book report. Please select one from this list. Alternative nonfiction personal narratives of your choice may be used with instructor's approval.

- *The Man Who Mistook His Wife for a Hat* – Oliver Sacks
- *The Broken Cord* – Michael Dorris
- *Before and After Zachariah* – Fern Kupfer
- *A Child Called Noah* – Josh Greenfeld
- *The Diving Bell and the Butterfly* - Jean Dominique Bauby
- *Amazing Grace* – Jonathan Kozol
- *Genie* – Russ Rymer
- *The Spirit Catches You and You Fall Down* – Anne Fadiman
- *Saving Millie* – Tina Kotulski
- *Autobiography of a Face* – Lucy Grealy
- *There's a Boy in Here* – Sean Barron
- *Babyface* – Jeanne McDermott
- *A Long Way Gone: Memoirs of a Boy Soldier* – Ishmael Beah
- *The Burn Journals* – Brent Runyan
- *Remembering Garrett* – Gordon Smith
- *My Left Foot* – Christy Brown
- *The Boy Who Loved Windows* - Patricia Stacey
- *Front of the Class* - Brad Cohen
- *Old At Age Three* - Keith Moore
- *Boy Alone: A Brother's Memoir* - Karl Taro Greenfeld
- *The Child Who Never Grew* - Pearl S. Buck
- *The Siege: A Family's Journey Through the World of an Autistic Child* - Clara Claiborne Park

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Credits: 3 semester hours.

NASP Domains

The course content of CPSY 517 will address the following National Association of School Psychologists Domains of Training and Practice:

2.3 Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

School Psychologists have knowledge of biological, cultural, developmental, social influences on behavior and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

2.5 School-Wide Practices to Promote Learning

School Psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

2.6 Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

2.8 Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

Course Description and Learning Goals

This class comprises didactic presentations, student discussions of assigned readings and small group projects, and guest lecturers. Students will demonstrate knowledge and understanding of:

1. Current special education law (legislative and judicial) and its implementation in today's schools.

2. Cultural and linguistic diversity as these relate to identifying and serving exceptional children in schools.
3. Various types of disabilities and special education eligibility categories, and overview of assessment and educational interventions regarding these.
4. Issues specific to families of disabled children.
5. Other types of classification systems (mental health, medical) and their applicability in schools.
6. Oregon child abuse mandate and reporting procedures.

Course Requirements

- A. Class attendance and participation. (Rubric value x 10 points, maximum 140 points.) You are expected to attend all classes. One absence may be excused by the instructor upon your completion of three hours of approved independent study to compensate for missed class time. During classes it is expected that you will contribute to the learning environment by asking questions and participating in discussions.
- B. Completion of weekly assigned readings and 1-2 page typed responses to study questions. (Rubric value = 10 points each, maximum 100 points.)
- C. Personal narrative book: written summary (2-3 pages, typed) and in-class oral presentation. (Rubric value = 50 points, maximum 50 points.)
- D. Special education case law in-class oral presentation, with 1-2 page typed summary. (Rubric value = 50 points, maximum 50 points.)
- E. Hypothetical Child Case Study, small group project. In-class oral presentation, with 8-10 page written summary. (Rubric value = 160 points, maximum 160 points) [See attached detailed description of this project.]

Course Grading

(500 points total for attendance, participation and assignments)

The standard grading scale of 90% (450 points or better) being an A, and 80% (400 to 449 points) being a B, will be used. Point totals of 399 or lower will be handled via a deferred grade and an individual study plan developed in collaboration with the School Psychology program director.

Any student who because of disability will need special arrangements in order to complete course requirements should contact the professor as soon as possible to make necessary accommodations in accordance with the Americans with Disabilities Act.

Professional Ethics and Academic Integrity

Demonstrate exceptional academic integrity as discussed in the Student Handbook: "Lewis & Clark College believes that each student holds responsibility for the integrity of his or her individual academic and professional performance. When the student abrogates this responsibility, the College may take appropriate steps to maintain standards of academic honesty. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or integrity of his or her academic study, scholarship, or practice. We expect that all work you complete is your individual work. Please provide citations when your claims come from another source. When in doubt, cite! Note that this policy does not preclude you collaborating with your classmates, and in fact, we encourage you to discuss assignments, the paper, and your presentation with your classmates."

Since you are preparing for work as a school psychologist, you are expected to behave in accordance with the 2010 edition of the National Association of School Psychologists (NASP) *Principles for Professional Ethics*. (See www.nasponline.org/standards/2010standards.aspx.)

The *Publication Manual of the American Psychological Association* (6th ed.) should guide your preparation of written work and especially citations. (See www.apastyle.org/apa-style-help.aspx for assistance.)

Course Calendar

January 7	Class #1 – Introductions Syllabus reviewed Class structure, grading, guest speakers Gargiulo Chapter 2 (no study questions)
January 14	Class #2 – Diversity and Exceptionality / Talented and Gifted Gargiulo Chapter 3 Study questions, p. 112 (answer any 2) Gargiulo Chapter 14 Study questions, p. 583 (answer #11)
January 21	Martin Luther King, Jr. Day – No Class
January 28	Class #3 – Developmental Disabilities / Other Health Impaired Gargiulo Chapter 7 Study questions, p. 267 (answer #5 and any two more)
February 4	Class #4 – Special Education Law Gargiulo Chapter 2 Study questions, p. 82 (answer any three)
February 11	Class #5 – Low Incidence and Sensory Disabilities Gargiulo Chapter 13 Study questions p. 532 (answer #10 and any two others)
February 18	Class #6 – Working With Families / Communication Disorders Gargiulo Chapter 4 Study questions, p. 134 (answer any 2) Gargiulo Chapter 10 Study questions, p. 391 (answer #8 and any one other)
February 25	Class #7 – Early Childhood and Transition Age Services Gargiulo Chapter 1 Study questions, p. 39 (answer any 3)
March 4	Class #8 – Learning Disabilities Gargiulo Chapter 6 Study questions, p. 235 (answer #6 and any 2 others)

- March 11 **Class #9** – Intellectual Disabilities / Autism
Gargiulo Chapter 5
Study questions, p. 189 (answer any three)
- Gargiulo Chapter 9
Study questions, p. 353 (answer any three)
- March 18 **Class #10** – Emotional Disturbance and Mental Health Issues
Gargiulo Chapter 8
Study questions, p. 317 (answer any three)
- March 25 Spring Break – No Class
- April 1 **Class #11**
- April 8 **Class #12** – Book Reports and Case Law Reports
- April 15 **Class #13** – Child Case Study Team Presentations
- April 22 **Class #14** – Last Class
All written assignments due
L&C course evaluations

Child Case Study Project Report Format

In collaboration with members of your school's child study team, "create" a student who has been referred for individual evaluation. Your CPSY 517 assignment is to work as a group in presenting an oral summary and written report describing your team's response to this referral. Your child study report project should include the following:

A. Child Demographics

- Name
- Birthdate
- Chronological age in years and months
- Child's current grade placement
- Date evaluation completed

B. Background Information

- Problem identification and referral concerns
- Brief summary of records (e.g. school moves, retentions, placements, report card data, state testing, prior special education eligibilities/services)
- Attendance data (present/absent for each year)
- Parent interview for information about child's health history and developmental milestones, current concerns
- Parent provided with Rights and Responsibilities booklet
- Parent signed releases of information and permission to test documents

C. Classroom Observation

What class? How long did you observe? What did you see? Child's behavior compared with classmates? Child's behavior during transitions? Adult interactions with child?
[No hypotheses about child's behavior or possible disability. No comments about your perceptions of teacher effectiveness or classroom management.]

D. Two-Tiered Intervention and Data-Based Summary of Findings (example)

- Baseline – Daily math assignments less than 70% correct
- Tier One – For two weeks we offered five minutes of free time if math assignment is 90% correct. Data showed 3 days above 90%, 7 days below.
- Tier Two – For two weeks we offered [describe changed intervention]. Data showed 4 days above 90%, 6 days below.
- Team decision was to conduct individual evaluation.

E. Summary of Evaluation Findings

- Current testing (cognitive, adaptive, academic, speech/language, motor, hearing, vision, behavior ratings)
- Physician's statement/diagnosis
- Your team's opinion regarding student's special education eligibility and disability category under Oregon Administrative Rules

- F. Three measureable annual IEP goals, based on your evaluation findings.

Note: It is your team's option to meet over the semester with the CPSY instructor outside of class. Your team is responsible for scheduling this meeting. Additionally, it is your team's option to provide a rough draft of your report for review by the instructor prior to April 8.

Guidelines Regarding Professional Writing

Pragmatics: language and conventions

- Correct spelling, punctuation, vocabulary, and grammar
- Clear and concise writing to convey meaning (sentence, paragraph, whole paper), with headings designating each section of report
- Minimal use of jargon and acronyms

Content: data-based findings and IEP recommendations

Form: professional presentation

- Cover page with author's names and date report completed
- All assigned sections of report are present
- Revisions from first draft made as needed
- Report neatly typed, 8-10 pages in length
- Pages stapled together