

Syllabus CPSY 517 The Exceptional Child in Schools

**Tuesdays 5:15 –8:30 pm
January 11, 2005 to April 19, 2005**

Instructor: Anthony Dunn, Ph.D.
Contact: Home: 360-573-3212
Cell: 360-798-2318
Work: 360-750-7500 ex 271

E-mail: dunntony@comcast.net

Text: OAR 581-015 (can be downloaded at
http://arcweb.sos.state.or.us/OARS_500/OARS_581/581_105.html)
Parental Rights for Special Education (can be downloaded at
<http://www.ode.state.or.us/search/results/?id=261>)
OAR on Talented and Gifted (can be downloaded at
<http://www.ode.state.or.us/teachlearn/specialty/tag/general.aspx>)

Class Summary: 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-3 early intervention, preschool, K-12, and vocational transitioning populations. Exceptionalities studied include communication disorders, learning disabilities, mental retardation, 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.

Course Requirements:

Disability Reports: You will do 10 reports on the various disability categories. Each report will be at least 3 and no more than 5 double spaced pages at 12-point font. Reports are to be turned in on time. There will be a 5-point penalty per day that reports are late. This includes weekends and holidays. If there are more than 3 serious errors (spelling, grammar or punctuation) your report will be returned for correction. The 5-point penalty rule will apply beginning at the due date. I would prefer that you email your reports to me, but the email must be dated on or before 8:30 pm on the date it is due. Also, enable the return receipt option on your email program to make sure that I received it. Be sure to keep a copy of your report. Each report will have the following headings and structure:

Definition - Use the definition used in the OAC

Criteria – This is a short discussion on eligibility criteria. Again use OAC for the basic information. Be sure to include differential diagnosis

Prevalence - Answer questions such as rate of occurrence, gender differences, age of onset, etc. Please note that different sources may have different rates, so be sure to cite your reference. Although some disability categories, such as health impaired, may be an umbrella term for a variety of specific conditions, use figures for the category and not the specific conditions.

How to Assess – Use this category to discuss assessment issues such as what tests to use, who needs to be involved and differential diagnosis.

Varieties - Most disability categories include a number of specific conditions. For instance, health impaired includes ADHD, leukemia, and diabetes. List and briefly describe the more important or common varieties.

Reflections – Use this section to offer some insight that you have gained about this disability. This is your personal reaction and may relate to the definition, the criteria, the assessment procedure, or some other aspect of the disability. Scoring will be based on the relevancy of the reflection to the disability rather than specific content.

Scoring Guide for Disability Reports:

Criterion	Possible Points	Points Earned
Presentation	20	
6 sections with headings	12	
Appropriate Writing Conventions	5	
Documentation	3	
Definition – Based on OAR	10	
Criteria – Based on OAR	10	
Prevalence	10	
Total number of Oregon and US students with this disability and percentage of Oregon and US SpEd population with this disability	4	
Gender differences	2	
Other prevalence factors, such as age, race or culture, if any. (If there are none, be sure to explicitly state so.)	2	
Numbers cited	2	
How to Assess	10	
Discussion of kinds of tests and procedures	5	
Discussion of kinds of personnel needed	5	
Varieties	10	
Lists common varieties	5	
Brief definition of each	5	
Reflection	10	
Relevance to disability	5	
Connection to school psychology	5	
Total	80	

Class Attendance and Participation: Come prepared to discuss the disabilities and assessment issues. It is expected that you will attend all classes, though one absence will be excused. Points will be lost for any additional absences.

Open Book Final: There will be a final exam. You will be given a case study and you will describe the process by which you will design an evaluation plan. This plan will include what tests and/or procedures you will use and who else will be conducting tests and/or procedures. More details will be provided at the time of the test.

Grading:	10 reports at 80 points per report	800 points
	14 classes at 10 points per class	140 points
	Open book final	060 points
	Total points	1000

A = 925-1000 points
B = 849-924 points
C = 773-848 points

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Tentative Course Schedule

Date	Topic	Assignment Due
1/11/05	Introduction, Course outline, assignments and introductions; Legal foundations	
1/18/05	Laws and Regulations, Ethical and Legal Issues, 504	Read Procedural Safeguards Read OAR 581-015 0005 (Definitions) 0039-40 (Consent) 0053 (Eligibility) 0055 (Confidentiality) 0059-0062 (Placement) 0063 (Parent Participation) 0064-0070 (IEP) 0071-0074 (Evaluations) 0075 (Prior Written Notice) 0079 (Procedural Safeguards) 0550-0559 (Behavior/Discipline) 0605 (ESY) 0702 (Termination of Eligibility)
1/25/05	Transition Plans, Ideas 2004, Evaluation Plans	OAR 581-015-0701 (Evaluation Plans)
2/1/05	Cognitive Disabilities – Mental Retardation	MR Report Read OAR 581-015-0051(6)
2/8/05	Cognitive Disabilities – Learning Disabled	LD Report Read OAR 581-015-0051(9); 581-015-0053(1)(b)
2/15/05	Behavioral Disabilities – Autism	Autism Report Read OAR 581-015-0051 (1)
2/22/05	Behavioral Disabilities – Emotional Disturbance	Emotional Disturbance Report Read OAR 581-015-0051 (4)
3/1/05	Behavioral Disabilities – ADD/ADHD	Health Impairment Report Read OAR 581-015-0051 (8)
3/8/05	Physical Disabilities – Health/Orthopedic Impairments	Orthopedic Impairment Report Read OAR 581-015-0051 (7)
3/15/05	Case Studies	TBI Report
3/22/05	Physical Disabilities – TBI/Sensory Impairments	Sensory Disability Report Read OAR 581-015-0051 (10) Read OAR 581-015-0051 (3) Read OAR 581-015-0051 (5) Read OAR 581-015-0051 (11)
3/29/05	Communication Disorders	Communication Disorder Report Read OAR 581-015-0051 (2)
4/5/05	EI/ECSE	ECSE Report Read OAR 581-015-0900-1010
4/12/05	Giftedness	Read OAR on Talented and Gifted
4/19/05	Wrap-Up, Final	