

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

Please attach completed cover sheet to course syllabus.

Course Name	The Exceptional Child in Schools
Course Number	517
Term	Spring 2007
Department	CPSY
Faculty Name	Susan Klapstein, M.S.

Catalogue Description (*copy from current catalogue*): 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. **Prerequisite:** None. **Credit:** 3 semester hours.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	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 practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

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 Age 3-4 th Grade	R
Elementary 3 rd -8 th Grades in an Elementary School	R
Middle Level 5 th -9 th Grades in a Middle or Junior High School	R
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	R

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 2 of this syllabus (student performance includes goals, evidence, and levels of performance).

Lewis and Clark College
Counseling Psychology
The Exceptional Child in Schools
CPSY 517
Spring 2007
Tuesdays 5:30-8:45 PM
January 9 to April 24, 2007

Instructor: Susan Klapstein, M.S.
Contact: Home (503) 295-1039
Cell: (503) 348-2352
Email: sdklapstein@comcast.net

Textbooks and Other Readings:

Gargiulo, R.M. (2006). *Special Education in Contemporary Society: An Introduction to Exceptionality* (second edition). Belmont, CA: Thompson/Wadsworth.

Martin, Reed (1991). *Extraordinary Children, Ordinary Lives; Stories Behind Special Education Case Law*. Champaign, IL: Research Press. [Note: This edition is out of print but can be obtained at addall.com. The 2005 "reformatted" edition is available at reedmartin.com]

Suarez-Orozco, Carola and Marcelo Suarez-Orozco (2001). *Children of Immigration*. Cambridge, MA: Harvard University Press. [Excerpt will be provided in class]

Oregon Administrative Rules, ODE special education forms and parent rights booklets
[These will be provided in class]

Additional Required Reading. Select one from this list; alternate nonfiction books may be selected with instructor's approval.

The Man Who Mistook His Wife for a Hat – Oliver Sacks
The Broken Cord – Michael Dorris
Words for a Deaf Daughter – Paul West
Before and After Zachariah – Fern Kupfer
Is There No Place on Earth for Me? – Susan Sheehan
A Child Called Noah – Josh Greenfeld
A Place for Noah – Josh Greenfeld
Amazing Grace – Jonathan Kozol
Genie – Russ Rymer
The Spirit Catches You and You Fall Down – Anne Fadiman
The Boy Who Loved Windows – Patricia Stacey
Thinking in Pictures – Temple Grandin
Nobody, Nowhere – Donna Williams
Life As We Know It – Michael Berube
Only a Mother Could Love Him – Ben Polis
Acquainted with the Night – Paul Raeburn
There's a Boy in Here – Sean Barron
The Burn Journals – Brent Runyan
Babyface – Jeanne McDermott
The Diving Bell and the Butterfly – Jean-Dominique Bauby

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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 (legislation 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; overview of assessment and educational interventions regarding these.
- 4) Themes and controversies in contemporary special education.

Course Requirements and Grading (500 points total)

1. Class attendance and participation (150 points)
It is expected that you will attend all classes. If needed, one absence will be excused. Please notify instructor regarding absence.
2. Completion of weekly readings and assigned questions (100 points)
3. Personal narrative book (from list) : written summary (2-3 pages) and discuss in class (50 points)
4. Gargiulo Controversy (text page XVIII). Choose one topic; research and prepare 1-2 page written summary, and present in class (50 points)
5. Child Hypothetical Case Study (150 points)
(small group project; see attached description)

The standard grading scale of 90% (450 points) or better being an A, 80% (400 points) or better being a B will be used.

Course Calendar (Subject to change as may be needed)

January 9	Class #1	Overview Introductions Syllabus review Overview of learning goals, assignments, readings, other activities Class structure, grading, guest speakers
January 16	Class #2	Diversity and Exceptionality Gargiulo: Chapters 1, 2, 3 Suarez- Orozco: Chapter 5 Questions TBA due 1/23/07 (10 points)
January 23	Class #3	Mental Retardation Gargiulo: Chapter 5 Questions TBA due 1/30/07 (10 points)
January 30	Class #4	Working With Families Gargiulo: Chapter 4 Questions TBA due 2/6/07 (10 points)
February 6	Class #5	Emotional Disturbance (Special Education eligibility and functional behavioral assessment) Gargiulo: Chapter 8 Questions TBA due 2/20/07 (10 points)
February 13	Class #6	Emotional Disturbance (DSM-IV classification, Tarasoff) Readings provided by instructor
February 20	Class #7	Autism Gargiulo: Chapter 13 Questions TBA due 2/27/07 (10 points) Midterm Course Evaluation
February 27	Class #8	Health Impairments (ADHD, Traumatic Brain Injury, other conditions) Gargiulo: Chapter 7

- Questions TBA due 3/6/07 (10 points)
- March 6 Class #9 Communication/Hearing/Vision Impairment
Gargiulo: Chapters 10,11,12
Questions TBA due 3/13/07 (10 points)
- March 13 Class #10 Learning Disabilities
Gargiulo: Chapter 6
Questions TBA due 3/20/07 (10 points)
- March 20 Class #11 Talented and Gifted
Gargiulo: Chapter 9
Questions TBA due 4/3/07 (10 points)
Turn in first draft of Child Case Study
Reed Martin
- March 27 SPRING BREAK: no class
- April 3 Class #12
Discussion- Reed Martin, school law
Questions TBA due 4/10/07 (10 points)
Presentation- Gargiulo controversies (50 points)
Work on Child Case Study (small groups)
- April 10 Class #13
Presentation – Personal Narrative Book (50 points)
- April 17 Class #14
Work on Child Case Study (small groups)
- April 24 Class #15
In class presentations of Child Case Study (150 points)

Child Case Study Project (small group assignment):

Working with two classmates, perform the role of the school psychologist on the school's child study team. The classroom teacher presents the following student to you for discussion (please "create" a student:

Chronological age in years and months
Grade
Gender
Cultural/language background

Your assignment is to prepare a three-part written summary (8-10 pages) which includes the following information:

1. Pre-referral activities

Problem identification and questions (per teacher)
Review of records
Classroom observation
Three-week intervention and data/findings

2. Evaluation

Multidisciplinary team discussion and planning
Parent concerns
Child's developmental and medical history
School history
Current testing (what you selected and why)
What was learned from your evaluation? What do you think was ruled out?
Your opinions regarding special education eligibility under OAR's (yes/no/category)
If the student is not eligible, suggestions to the teacher regarding other resources/interventions/strategies

3. Individualized Education Program (Use ODE forms to summarize the following)

Present levels of functioning
Specially designed instruction needed
Accommodations and modifications
Three IEP goals with measurable objectives

4. List at least three references used in completing this project

Your first draft of this assignment is due Friday, March 20, 2007. In-class final presentations of each team's child study project will take place on April 24, with your final draft due at that time. This project is worth 150 points.

Guidelines Regarding Professional Writing (adapted from Peter Mortola, Ph.D.)

Pragmatics: language and conventions

Clear and effective use of spelling, punctuation, and grammar in communicating ideas

Clear and effective construction for meaning at all levels (sentence, paragraph and whole paper) with helpful transitions between each provided.

All sections of the paper are present, clear and well articulated (within and between):

Opening

State what you intend to do and why.

Body

Detailed description of findings, ideas and connections between theory and data.

Closing

What you have learned.

Careful proofreading for style and content.

Content: theory and data

Form: information and materials

List of references

Cover page with title and contact information (phone, email, etc.)

Pages staples together