

Lewis and Clark College
Counseling Psychology
The Exceptional Child in Schools
CPSY 517
Spring 2010
Tuesdays 5:30-8:45 PM
January 12 to April 30, 2010

Instructor: Susan Klapstein, M.S.
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Textbook and Other Readings:

Gargiulo, Richard (2009). Special Education in Contemporary Society, (third edition). Los Angeles, California. Sage Publications.

Oregon Administrative Rules, ODE special education forms, parent rights booklets and other readings will be provided in class.

Additional Required Reading. Select one from this list. Alternate nonfiction personal narrative books may be selected 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
Is There No Place on Earth for Me? – Susan Sheehan
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
Thinking in Pictures – Temple Grandin
Only a Mother Could Love Him – Ben Polis
Autobiography of a Face – Lucy Grealy
There's a Boy in Here – Sean Barron
Acquainted with the Night – Paul Raeburn
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

Don't Wait for Me - Ros Morris
Parallel Play - Tim Page
Water Giver - Joan Ryan
Boy Alone: A Brother's Memoir - Karl Taro Greenfeld
The Child Who Never Grew - Pearl S. Buck
Strange Son - Portia Iverson
The Siege: A Family's Journey Through the World of an Autistic Child - Clara Claiborne

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Catalog Description:

Overview of the exceptional child in today's educational settings. Provides a basic understanding of special education law and public policy related to the birth-to- age 3, preschool, grades K-12, and vocational transitioning populations. Exceptionalities studied include communication disorders, learning disabilities, mental retardation, emotional disturbance, behavior disorders, autism, 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. Credit: 3 semester hours.

NASP Training Domains:

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

NASP 2.5 Student Diversity in Development and Learning. School psychologists have knowledge of individual differences, abilities and disabilities and of the potential influence of biological, social, cultural, ethnic, experimental, socioeconomic, gender-related and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths and needs.

NASP 2.6 School and Systems Organization, Policy Development and Climate. School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive and effective learning environments for children and others.

NASP 2.7 Prevention, Crisis Intervention, and Mental Health. School psychologists have knowledge of human development and psychopathology and of associated biological, cultural and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

NASP 2.8 Home/School/Community Collaboration. School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

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 reporting procedures.

Course Requirements and Grading (600 points total)

1. **1. Class attendance and participation. (130 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 study questions. (100 points)
3. Class participation. (130 points)
4. Personal narrative book: written summary (2-3 pages, typed) and oral presentation. (50 points)
5. Special education case law: oral presentation and written summary (1 page, typed). (50 points)
6. Child Hypothetical Case Study (8-10 pages, typed). (140 points - small group project)

The standard grading scale of 90% (540 points) or better being an A, 80% (480 points) or better being a B will be used. Any student who may require special arrangements in order to meet course requirements should contact the professor as soon as possible to make necessary accommodations in accordance with the Americans with Disabilities Act.

Course Calendar (Subject to change as needed)

January 12	Class #1	Introduction Syllabus review Class structure, grading, guest speakers
January 19	Class #2	Diversity and Exceptionality Gargiulo: Chapter 3 Study questions p. 109 (do any three) Speaker - Joseph Malone
January 26	Class #3	Learning Disabilities Gargiulo Chapter 6 Study questions pp. 238-239 (do any three) Speakers - Georgene Inaba
February 2	Class #4	Mental Retardation/Health Impairment Gargiulo Chapters 5 and 7 Study questions p. 191 (do any two) Study questions p. 372 (do any two) Speaker - Martine Sacks
February 9	Class #5	Emotional Disturbance Gargiulo Chapter 8 Study questions p. 320 (do any three) Speaker - Jim Hanson
February 16	Class #6	DSM/ICD/Tarasoff/Child Abuse Reporting Handouts Study questions (from handouts) (do any three) Speaker - Stuart Jackson
February 23	Class #7	Autism Gargiulo Chapter 9 Study questions p. 357 (do any three)

Your assignment is to present an in-class oral summary and written report (8-10 pages) which includes the following three parts:

1. Pre-referral activities

- Problem identification and questions (i.e., why the student was referred)
- Brief summary of student's records, to include any school moves, attendance patterns, placements, retentions, report card information, any prior testing and services
- Classroom observation (describe what you saw; child's behavior compared with classmates)
- Two tiered intervention (describe) and summary of data/findings

2. Evaluation and summary of findings

- Multidisciplinary team discussion and planning the evaluation
- Parent interview and concerns
- Child's developmental and medical history (per parent and available records)
- Current physician's statement/diagnosis

- Current testing (what you selected and why) (e.g. cognitive, adaptive, academic, speech/language, motor, hearing, vision, behavior ratings)
- What was learned from your evaluation? What do you think was ruled out?
- Your finding regarding special education eligibility category under OAR's (use ODE form)

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

- Specially designed instruction needed
- Related services needed
- Accommodations and modifications needed
- Three measurable annual IEP goals

Your first written draft of this assignment is due Friday, April 9. You will meet as a team with the CPSY 517 instructor during the week of April 12. Final presentations of each team's child study project will take place in class on Tuesday, April 20, with your final report due at that time.

Guidelines Regarding Professional Writing

Pragmatics: language and conventions

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

Content: data-based findings and recommendations

Form: professional presentation

- Cover page with authors' 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
- Completed ODE eligibility form for category of disability you have identified
- 2-page IEP using ODE forms

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	CPSY 517
Term	Gs 2010
Department	Counseling Psychology
Faculty Name	Susan Klapstein

Catalogue Description: 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.

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, 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 wellbeing.	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 wellbeing.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).	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	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	X
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	X
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	X

High School 9 th -12 th Grades in Subject/Dept. Assign. in a High School.	X
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*R = Readings and In-class Discussions *P = Practicum

Student Performance:

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