

**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**

**Time** **Tuesdays 5:30-8:45 pm**

**Term** **Spring 2009**  
**January 13 to April 21**

**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)

<b>Guiding Principles/Standards</b>	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	<b>X</b>
<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.	<b>X</b>
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	<b>X</b>
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	<b>X</b>
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	<b>X</b>
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	<b>X</b>
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<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.	<b>X</b>
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	<b>X</b>

**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).

<b>Early Childhood</b> Age 3-4 <sup>th</sup> Grade	R
<b>Elementary</b> 3 <sup>rd</sup> -8 <sup>th</sup> Grades in an Elementary School	R
<b>Middle Level</b> 5 <sup>th</sup> -9 <sup>th</sup> Grades in a Middle or Junior High School	R
<b>High School</b> 7 <sup>th</sup> -12 <sup>th</sup> 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 2009  
Tuesdays 5:30-8:45 PM  
January 13 to April 21, 2008

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

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

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](http://addall.com).]

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

*Life As We Know It* – Michael Berube

*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

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**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, experiential, 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. Working with families of disabled children.
4. Other types of classification systems (mental health, medical) and their applicability in schools.
5. Oregon child abuse reporting procedures.

**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 study questions (100 points)
  
3. Personal narrative book (from list) : written summary (2-3 pages, typed) and discuss in class (50 points)
4. Reed Martin (or other special education case law), class presentation and written summary (1 page, typed) (50 points)
5. Child Hypothetical Case Study (8-10 pages, typed) (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 needed)

January 13	Class #1	Overview Introductions Syllabus review Class structure, grading, guest speakers Read for 1/20: Gargiulo Chapter 3.
January 20	Class #2	Diversity and Exceptionality Study questions due 1/27 (10 points) Read for 1/27: Gargiulo Chapter 5.
January 27	Class #3	Mental Retardation; Medical Diagnostics and Classifications Study questions due 2/3 (10 points) Read for 2/3: Gargiulo Chapter 8 and handouts.
February 3 Classification	Class #4	Emotional Disturbance; Mental Health Disorders; DSM System; Tarasoff Study questions due 2/10 (10 points) Read for 2/10: Gargiulo Chapter 4
February 10	Class #5	Working with Families; Early Intervention/Early Childhood Special Education Study questions due 2/17 (10 points) Read for 2/17: Gargiulo Chapter 6
February 17	Class #6	Learning Disabilities Study questions due 2/24 (10 points) Read for 2/24: Gargiulo Chapter 9
February 24	Class #7	Autism Study questions due 3/3 (10 points) Read for 3/3: Gargiulo Chapters 10, 11, 12.
March 3	Class #8	Communication, Vision and Hearing Impairments Study questions due 3/10 (10 points)

Read for 3/10: Gargiulo Chapters 7, 13

- March 10      Class #9      Health Impairments, Orthopedic Impairments, Traumatic Brain Injury  
Study questions due 3/17 (10 points)  
Read for 3/17: Gargiulo Chapter 2
- March 17      Class #10      School and Special Education Law, Section 504  
Study questions due 3/31 (10 points)  
Read for 3/31: Gargiulo Chapter 14
- March 24      SPRING BREAK: no class
- March 31      Class #11      Gifted and Talented Students; Transitioning Populations; Oregon Child Abuse Reporting Statutes  
Study questions due 4/7 (10 points)
- April 7                      Class #12  
Personal narrative book presentations (50 points)  
Work on child case study projects
- April 14      Class #13  
Case law presentations (50 points)  
Work on child case study projects
- April 21                      Class #14  
Child case study team presentations (150 points)  
Review and discussion of course content

**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 a student to you for discussion. Please "create" a student, giving the following information:

- Child's name
- Date evaluation completed
- Child's chronological age in years and months at time of evaluation
- Grade
- Gender
- Cultural/language background
- Other relevant information

Your assignment is to present an in-class oral summary and written report (8-10 pages) which

includes the following:

1. Pre-referral activities

Problem identification and questions (per teacher)  
Brief review of records, to include school moves, attendance patterns, retentions, report card information, prior testing and services  
Classroom observation  
Four-week intervention and summarized data/findings

2. Evaluation and summary of findings

Multidisciplinary team discussion and planning  
Parent 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 opinion regarding special education eligibility category under OAR's

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 10. You will meet as a team with the CPSY 517 instructor during the week of April 13. Final presentations of each team's child study project will take place in class on Tuesday, April 21, with your final report due at that time.

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

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
- All assigned sections of report are present
- Avoid excessive use of jargon and unclear acronyms

Content: data-based findings and recommendations

Form: professional presentation

- Cover page with authors' names and date report completed
- Revisions from first draft made as needed
- Report neatly typed, 8-10 pages in length
- Pages stapled together
- 2-page IEP using ODE forms (handwritten OK)