

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

Please attach completed cover sheet to course syllabus.

Course Name	Special-Needs Populations in Schools
Course Number	SCED 512
Term	Summer 2011
Department	School Counseling
Faculty Name	Christine Moore

Catalogue Description (*copy from current catalogue*):

Overview of the special-needs child in today's schools and the knowledge and skills necessary to better advocate on behalf of this student. Topics include exceptionalities including communication disorders, learning disabilities, mental retardation, emotional disturbance, behavioral disorders, orthopedic impairments, traumatic brain injuries, hearing and vision impairments, and special talents and giftedness. Participants review criteria for special-needs populations as outlined in the Oregon Administrative Rules.

Prerequisite: None.

GSEC 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	
<p style="text-align: center;">Learning and Living Environments</p> <p>Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.</p>	X
<p style="text-align: center;">Disciplinary Knowledge</p> <p>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.</p>	X
<p style="text-align: center;">Professional Practice</p> <p>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.</p>	X
<p style="text-align: center;">Connection to Community</p> <p>Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.</p>	
<p style="text-align: center;">Professional and Technological Resources</p> <p>Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.</p>	X
<p style="text-align: center;">Assessment</p> <p>Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.</p>	X
<p style="text-align: center;">Research and Reflection</p> <p>Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.</p>	X
<p style="text-align: center;">Leadership and Collaboration</p> <p>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.</p>	X
<p style="text-align: center;">Professional Life</p> <p>Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).</p>	X

TSPC School Counseling Standards Addressed in Course:

(please fill in which class meeting or assignment addresses each standard)

<p>(2) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to apply deep and broad understanding of Oregon's four developmental domains. <i>Class meeting(s) or assignment(s) addressing this standard:</i></p>
<p>(3) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being. <i>Class meeting(s) or assignment(s) addressing this standard:</i></p>
<p>(5) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities. <i>Class meeting(s) or assignment(s) addressing this standard:</i></p>
<p>(6) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to work to establish and foster an emotionally, socially, and physically safe learning environment for students, staffs, and families. <i>Class meeting(s) or assignment(s) addressing this standard:</i></p>
<p>(8) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to be skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs. <i>Class meeting(s) or assignment(s) addressing this standard:</i></p>
<p>(9) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to understand the principles and purposes of assessment, and the collection and use of data. <i>Class meeting(s) or assignment(s) addressing this standard:</i></p>
<p>(10) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, and cultural competence to work as leaders and advocates in the promotion of student learning and achievement. <i>Class meeting(s) or assignment(s) addressing this standard:</i></p>

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 5 th or 6 th 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 of this syllabus (student performance includes goals, evidence, and levels of performance).

Students will demonstrate understanding of the learning strengths & needs of students with disabilities in terms of the Oregon State Standards

Special Ed Answer Book

Students will demonstrate their understanding of The legal framework of special education (IDEA '04, Section 504, ADA and relevant litigation, as applied to the practice of educating students with disabilities.

Special Ed Answer Book

Course Requirements

I. Special Education Answer Book Part I Due: - 5/26 Part II Due: 6/3

A series of questions focused on many of the most relevant issues regarding educating students with disabilities and the practice of special education is provided with this syllabus. Information covered will include IDEA '04/'06, the special education process etc.

You are to compile & edit a Special Education Answer Book. Each section of the “book” should contain the question and the information which answers that question. (It should not contain other information that requires the reader to sift through to get the answer to the question. Answers need to be “pre-sifted”. Remember you will be the eventual reader.)

You are not required to make the answers to the questions your original work. You are asked instead to compile accurate and succinct answers from what is already available from websites, (ode.state.or.us), (<http://idea.ed.gov/>), text(s), a local district and other materials.

Topic Outline/ Text Reading

May 23rd: I. Review syllabus/assignments.

- 1. What’s special about Special Education? History of Special Education Models/Theories/Practices**
- 2. CEC Content Standards for Special Ed. Tchrs.**
- 3. What are “evidence based instructional practices” and why are they important?**
- 4. The Special education Process (Response-to-Intervention, RTI)**

Read: Section 1

May 24th & May 25th. Special education law in review (PL-94-142 to IDEA '04 & beyond)

I.. NCLB, Litigation, Lau Decision; Section 504 –OCR; FERPA, HIPPA

Issues in special education:

mainstreaming/inclusion; LRE/most appropriate placement;
procedure/substance content; reauthorization changes
accountability

Law & special education

*What is specially designed instruction

*accountability and state standards

*general and special education: who's responsible for what?

*parents' rights, student's right, school responsibilities

Read: Section 2 & 3

May 26th

Learning Disabilities
'F.A.T. City Worksop'
ADD/HD

May 27th

Compiling the Answer Book : Pr I

May 31st

Communication Disorders; Speech /Language,
Emotional Disturbance
Mental Retardation (Intellectual Disabilities-EMR, TMR)

June 1st

Severe & Multiple Disabilities
Autism Spectrum Disorders
Other Health Impairment –OHI
Orthopedically Impaired- OI
Traumatic Brain Injury – TBI
Hearing Impaired/Deaf
Visually Impaired/Blind
EI/ECSE
Gifted & Talented

June 2nd

504 Presentation

July 3rd

Summary Answer Book Pt: 2: Due

Grading Criteria

Course Grading Criteria is Credit/ No Credit

Credit: Participation in class discussions/activities
Accurate completion of Special Education Answer Book
(Incorrect or inappropriate materials that do not answer the question(s) will be returned to the student to edit.)

No Credit: No class participation
Repeated unexcused absences
Unfinished, inaccurate or unedited Answer Book materials

The Special Education 'Answer Book' is intended to be of practical use to the student. If you do not believe a project is appropriate for you as outlined, please discuss this with me so adaptations/changes can be made.

Special Education Answer Book

The information requested here is an outcome of the primary elements of special education practice. Sources should be used for materials. The issue is knowing how to find the answers rather than memorizing information. This should be a document you will use to answer questions in special education.. Each item number should be on a separate page(s) and tabbed for easy location. Amount of detail required is “enough” so you know what you were talking about.

1. Oregon State Standards Assessments (OAKS)
http://www.ode.state.or.us/wma/teachlearn/testing/admin/2010-11_tam.pdf
 - A. List & description the current ways the IEP determines student Progress as measured by OAKS
 - B. What is used to decide which assessment a special education students takes?.
 - C. Include a current list of state assessment accommodations & modifications <http://www.ode.state.or.us/search/page/?=487>
2. **Define: LRE. Least Restrictive Environment**
 - a. How does LRE relate to “most appropriate placement”.
 - b. List the criteria, issues and concerns (educational and legal) that influence decisions about least restrictive environment vs. most appropriate placement?
3. Include information that lists and describes the activities/procedures and outcomes of “the special education process”.
**(Pre-referral (RTI),
Referral,
Evaluation,
Eligibility,
IEP,
Placement,
Reevaluation /reeligibility.**
4. Include all Oregon eligibility criteria by disability Copy of each form.
<http://www.ode.state.or.us/search/page/?id=817>
5. List the steps in the discipline process for special education students include manifestation determination and when it is necessary.
<http://www.ode.state.or.us/search/page/?id=817>

6.
 - a. Describe a functional behavioral analysis,
 - b. Describe a behavior intervention plan.

<http://www.ode.state.or.us/teachlearn/conferencematerials/sped/2006/fbabspinstructpacket.pdf>
7. What is the significance of the legal phrase ‘**educational impact**’ as applied to deciding if a student has a disability? (1 paragraph)
8. What is F.A.P.E?
<http://www.ode.state.or.us/search/results/?id=261>
9. What is the “Rowley Standard” See Rowley v. Bd. of Educ. Hendrick Hudson Central School District, 458 U.S. 176 (1982).
10. What is mainstreaming? .What is inclusion?
What do these ideas have to do with educating students with disabilities?

