

Special Needs Populations in Schools

SCED 512

Summer Term 2011

Class Location/Dates/Times: Rogers Hall, Room 219

July 12, 14 (Tu/Th) 5:30 – 9:00 p.m.;

July 19, 21 (Tu/Th) 5:30 – 9:00 p.m.;

July 16, 23 (Sat) 9:00 a.m. – 4:00 p.m.

Instructor Information:

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Required Text and Other Course Material:

- McLaughlin, Margaret (2009) *What Every Principal Needs to Know About Special Education – 2nd Edition*. Corwin Press, Thousand Oaks, California.
- *Oregon Administrative Rules (OAR), for special education/eligibility forms**
- *Tag Administrator Toolkit, ODE 2009 (Selected sections)**
- *1991 Little Man Tate*. A movie about a highly gifted boy and his mother.*
- *Other readings and internet references may be provided prior to a topic discussion or during a class session*

**Provided by instructor and/or available online*

Course Description:

This course will provide students with an overview of the special needs populations in today's schools. Students will build the knowledge and skills needed to better work with and advocate on behalf of all students, including learners from diverse cultures. The course includes an overview of applicable state and federal laws and regulations, eligibility for special education, and the IEP process. A variety of exceptionalities will be discussed, including: learning disabilities, mental retardation, communication disorders, autism spectrum, emotional disturbance, other health impairments (ADHD, etc.), and talented and gifted.

Course Goals/Objectives:

1. Students will demonstrate their understanding of the legal framework of special education, as applied to educating students with disabilities.
2. Identify qualifiers for special education services (IDEA) and 504 Accommodation Plans (504)
3. Identify qualifiers for Talented and Gifted (TAG) services.
4. Understand the differences between mental health (DSM-IV disorders) and educational criteria (OAR handicapping conditions).

5. Advocate on behalf of special needs students for instructional accommodations, behavior support, and/or modifications and related services.
6. Advocate on behalf of special needs students and their families for community resources and assistance.

Non-discrimination Policy/Special Assistance:

Lewis and Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

Participation in the Learning Community:

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. Treating colleagues with respect and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss a class the instructor may ask you to contribute to the learning community in another way. If you must be absent or late, please contact the instructor at least several hours prior to class. You will need to contact a classmate for copies of materials handed out in class. In some circumstances, grades may be affected by absenteeism.

Special Assistance:

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share, please make an appointment with the instructor as soon as possible.

Reading Assignments, Films:

The information provided by the text, articles, websites, and films are paramount to mastering the material and successfully attaining the course objectives. Three films will be assigned, two to be viewed in class (*Misunderstood Minds*; *F.A.T. City*); one which you will need to watch prior to class discussions (July 23, *Little Man Tate*).

All written assignments and group oral presentations are due on the assigned date. You may turn in papers via e-mail, or by hard copy on the due date.

Grades:

Grading is based on the following:

1. Class participation, including **attendance** (30%). This includes readiness to discuss assigned readings.
2. Written assignments and oral presentations (70%)

July 12:

Introductions and Syllabus Review

- SPED pretest; review pretest key
- What's Special About SPED? – Powerpoint presentation
- Class discussion – Experience with exceptionalities
- Video: F.A.T. City
- Reflection activity – Quickwrite (time permitting)

READ FOR NEXT CLASS: Section 1 in Text; IDEA Handout; Working with SPED Students book chapter.

BRING TO NEXT CLASS: Blank IEP Forms; Eligibility forms; Oregon Administrative Rules for SPED www.ode.state.or.us/offices/slp/spedoars.pdf. (*Child Find - Eval/Elig only*)

July 14:

- The Special Ed Process: Pre-referral, SST, and the IEP
Guest Speaker: Kristin Clark, M.S.
- Disabilities in the School Setting – Part 1: High Incidence Disabilities
 - Specific Learning Disabilities
 - Intellectual Disabilities (MR)
- Final Project Assignment instructions: **Special Ed Answer Book** questions handed out in class (assignment due 7/23 end of class)

READ FOR NEXT CLASS: Text, Section II;
Handouts on Assessment and Data Interpretation

BRING TO NEXT CLASS: Your Bell Curve☺

July 16:

- Film: Misunderstood Minds
- Assessment and data interpretation for the school counselor (Sharman)
- English Language Learners and Special Education - Powerpoint (Sharman)

READ FOR NEXT CLASS: Text, Section III; ASD handouts

July 19

- Discipline and the Law for SPED students

Guest Speaker: Patrick Tomblin, LOSD Special Education Director

- Disabilities in the School Setting, Continued
 - Autism Spectrum Disorders
 - Communication Disorders

READ FOR NEXT CLASS: Journal Article on ED and Language Disorders
504 Manual
Review DSM-IV Criteria for GAD, MDD, Conduct Disorder, Oppositional-Defiant Disorder;
Review OAR for Emotional Disturbance eligibility

July 21

- Disabilities in the School Setting, Continued
 - Mental Health diagnoses and Emotional Disturbance/Behavior Disorders
 - ADHD in the Schools
 - 504 Plans

READ FOR NEXT CLASS: Article on Dual Exceptionalities
Online: What We Have Learned About Gifted Children
http://www.hoagiesgifted.org/we_have_learned.htm
ODE's TAG Administrator Toolkit
<http://www.ode.state.or.us/go/tag>

VIEW FOR NEXT CLASS: *Little Man Tate*
BRING TO CLASS: TAG Administrator Toolkit

July 23

- Talented and Gifted Students
 - Qualification and Services
 - Dual Exceptionality – TAG/LD
 - The Counselor's Role
- PBIS: The Counselor's role in implementation of a school-wide system of Supports and Interventions
- Final Exam and Oral Presentations (12:30 – 3:30 p.m.)
- Closure and Course Evaluation

SUMMATIVE ASSIGNMENTS

- ***Reflection paper*** (2 pages, approximately): Based on your new knowledge of special education and exceptional learners, has your vision of the school

counselor's role changed? What new learning will be most useful to you?
Due by 4:00 p.m. June 06, submit electronically to instructor.

- **Special Education Answer Book:** A document intended to be of practical use for you in your counseling practice. Answer/define each question on a separate page, tabbed for easy access. Include enough detail so that the reader can be clear you understand the topic. Please answer the questions in your own words - do not simply regurgitate a textbook definition. This is a demonstration of how well you understand the concepts, not rote memory. See questions on attached sheet. Due by 4:00 p.m. June 25; submit electronically.

- **Resource list:** for students, their families, and/or school staff for a particular educational handicapping condition. Should include support groups, books/magazines, internet sites, and recommended treatment options. 1-2 pages. If time permits, will be shared with your classmates via in-class presentation on July 23. Provide electronic copy to instructor by 4:00 p.m. July 25 so all resource lists can be shared with classmates.

- **Final exam and oral presentation:** In class, July 23
From sample cases provided by the instructor, students will address the following:
 1. Child Find
 2. DSM-IV mental health issues suspected
 3. Describe how these issues may or may not meet educational eligibility criteria for special education handicapping conditions.
 4. How the student's issue may or may not impact their ability to benefit from their educational program
 5. What accommodations and/or modifications might the student might be applicable (instructional, behavioral)
 6. Discuss best practice/evidence based intervention goals you might establish.
 7. Describe a support plan, including any community resources, which you would share with the family.

You will work in small groups and may appoint one person to present orally, but each student is responsible for their own written summary of the questions. Students may bring laptops to write their summaries if desired.