

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 2008
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 2008
Tuesdays 5:30-8:45 PM
January 8 to April 15, 2008

Instructor: Susan Klapstein, M.S.

Contact: Home (503) 295-1039

Cell: (503) 348-2352

Email: sdklapstein@comcast.net

Textbooks and Other Readings:

Turnbull, Ann, et al (2007). *Exceptional Lives: Special Education in Today's Schools* (fifth edition). Upper Saddle River, New Jersey. Pearson Prentice Hall.

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]

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

The Boy Who Loved Windows – Patricia Stacey

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

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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 (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; 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 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 (1-2 pages, 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 may be needed)

January 8	Class #1	Overview Introductions Syllabus review Class structure, grading, guest speakers
January 15	Class #2	Diversity and Exceptionality Turnbull Chapters 1, 2, 3 Questions TBA due 1/22/08 (10 points)
January 22	Class #3	Mental Retardation; Medical Diagnostics and Classifications Turnbull Chapter 9 Questions TBA due 1/29/08 (10 points)

January 29	Class #4 Emotional Disturbance, Functional Behavioral Assessment Turnbull Chapter 7 Questions TBA due 2/5/08 (10 points)
February 5	Class #5 Mental Health Disorders; DSM Classification System; Tarasoff Readings provided by instructor Questions TBA due 2/12/08 (10 points)
February 12	Class #6 Communication/Vision/Hearing Impairments Turnbull Chapters 6, 14, 15 Questions TBA due 2/19/08 (10 points)
February 19	Class #7 Autism Turnbull Chapter 11 Questions TBA due 2/26/08 (10 points)
February 26	Class #8 Learning Disabilities Turnbull Chapter 5 Questions TBA due 3/4/08 (10 points)
March 4	Class #9 Health Impairments, Orthopedic Impairments, Traumatic Brain Injury Turnbull Chapters 10, 12, 13 Questions TBA due 3/11/08 (10 points)
March 11	Class #10 Working with Families; Oregon Child Abuse Reporting Statutes Turnbull Chapter 4 Questions TBA due 3/18/08 (10 points)
March 18	Class #11 Gifted and Talented Students, Preschool and Transitioning Populations, School Law, Section 504 Turnbull Chapter 16 Questions TBA due 4/1/08 (6 points)
March 24	SPRING BREAK: no class
April 1	Class #12 Personal narrative book presentations (50 points) Work on child case study projects
April 8	Class #13 Case law presentations (50 points) Work on child case study projects
April 15	Class #14 Child case study team presentations (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, giving the following information:

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

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

1. Pre-referral activities
 - Problem identification and questions (per teacher)
 - Review of records (School moves? Attendance patterns? Retentions? Prior services? Grades?)
 - Classroom observation
 - Three-week intervention and data/findings
2. Evaluation
 - Multidisciplinary team discussion and planning
 - Parent concerns
 - Child's developmental and medical history (per parent and available records)
 - Current physician's statement
 - 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)
 - Present levels of functioning
 - Specially designed instruction needed
 - Accommodations and modifications needed
 - Three IEP goals with measurable objectives
4. List at least three references you used in completing this project

Your first written draft of this assignment is due Friday, March 21, 2008. In-class final presentations of each team's child study project will take place on April 15, with your final report 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 your names

Pages stapled together

Date report completed

Neatly typed