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: 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)

<table>
<thead>
<tr>
<th>Guiding Principles/Standards</th>
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<tbody>
<tr>
<td>Learning Environments</td>
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<tr>
<td>Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.</td>
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<tr>
<td>Content Knowledge</td>
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<tr>
<td>Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners’ experience and enhance their own and students’ capacity to solve problems.</td>
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<tr>
<td>Teaching Approaches</td>
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<tr>
<td>Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.</td>
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<tr>
<td>Connection to Community</td>
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<tr>
<td>Design educational activities that cultivate connections between learners and their communities and region.</td>
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<tr>
<td>Educational Resources</td>
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<tr>
<td>Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.</td>
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<tr>
<td>Assessment</td>
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<td>Assess, document, and advocate for the successful learning of all students and school stakeholders.</td>
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<tr>
<td>Research and Reflection</td>
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<td>Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.</td>
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<tr>
<td>Leadership and Collaboration</td>
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<tr>
<td>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.</td>
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<tr>
<td>Professional Life</td>
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<tr>
<td>Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.</td>
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</table>

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).

<table>
<thead>
<tr>
<th>Authorization Levels</th>
<th>R</th>
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<tbody>
<tr>
<td>Early Childhood</td>
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<tr>
<td>Age 3-4th Grade</td>
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<tr>
<td>Elementary</td>
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<td>3rd-8th Grades in an Elementary School</td>
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<tr>
<td>Middle Level</td>
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<tr>
<td>5th-9th Grades in a Middle or Junior High School</td>
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<tr>
<td>High School</td>
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<tr>
<td>7th-12th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School</td>
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</table>

*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).
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:

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 Kotulska
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)
<table>
<thead>
<tr>
<th>Date</th>
<th>Class #</th>
<th>Topic</th>
<th>Readings</th>
<th>Questions Due</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>January 29</td>
<td>Class #4</td>
<td>Emotional Disturbance, Functional Behavioral Assessment</td>
<td>Turnbull Chapter 7</td>
<td>Questions TBA due 2/5/08</td>
<td>10</td>
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<tr>
<td>February 5</td>
<td>Class #5</td>
<td>Mental Health Disorders; DSM Classification System; Tarasoff</td>
<td>Readings provided by instructor</td>
<td>Questions TBA due 2/12/08</td>
<td>10</td>
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<tr>
<td>February 12</td>
<td>Class #6</td>
<td>Communication/Vision/Hearing Impairments</td>
<td>Turnbull Chapters 6, 14, 15</td>
<td>Questions TBA due 2/19/08</td>
<td>10</td>
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<tr>
<td>February 19</td>
<td>Class #7</td>
<td>Autism</td>
<td>Turnbull Chapter 11</td>
<td>Questions TBA due 2/26/08</td>
<td>10</td>
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<tr>
<td>February 26</td>
<td>Class #8</td>
<td>Learning Disabilities</td>
<td>Turnbull Chapter 5</td>
<td>Questions TBA due 3/4/08</td>
<td>10</td>
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<tr>
<td>March 4</td>
<td>Class #9</td>
<td>Health Impairments, Orthopedic Impairments, Traumatic Brain Injury</td>
<td>Turnbull Chapters 10, 12, 13</td>
<td>Questions TBA due 3/11/08</td>
<td>10</td>
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<tr>
<td>March 11</td>
<td>Class #10</td>
<td>Working with Families; Oregon Child Abuse Reporting Statutes</td>
<td>Turnbull Chapter 4</td>
<td>Questions TBA due 3/18/08</td>
<td>10</td>
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<tr>
<td>March 18</td>
<td>Class #11</td>
<td>Gifted and Talented Students, Preschool and Transitioning Populations, School Law, Section 504</td>
<td>Turnbull Chapter 16</td>
<td>Questions TBA due 4/1/08</td>
<td>6</td>
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<tr>
<td>March 24</td>
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<td>SPRING BREAK: no class</td>
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<tr>
<td>April 1</td>
<td>Class #12</td>
<td>Personal narrative book presentations (50 points)</td>
<td>Work on child case study projects</td>
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<td>April 8</td>
<td>Class #13</td>
<td>Case law presentations (50 points)</td>
<td>Work on child case study projects</td>
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<td>April 15</td>
<td>Class #14</td>
<td>Child case study team presentations (150 points)</td>
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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)
   - 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