1. Course Syllabus Cover Sheet

Course syllabus for 2012 based upon materials and concepts provided by a) the Graduate School and School Psychology Program, b) Dr. Mollie Galloway, Ph.D., c) Susan Klapstein, M.S., and d) student evaluations from the previous year.

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

Please attach completed cover sheet to course syllabus.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>The Exceptional Child in Schools</th>
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<tbody>
<tr>
<td>Course Number</td>
<td>CPSY 517</td>
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<tr>
<td>Term</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>Department</td>
<td>Counseling Psychology</td>
</tr>
<tr>
<td>Faculty Name</td>
<td>Philip B. Bowser</td>
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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, intellectual disability, 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.

Guiding Principles/Standards Addressed in Course:

<table>
<thead>
<tr>
<th>Guiding Principles/Standards</th>
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<tbody>
<tr>
<td>Learning and Living Environments</td>
<td>Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.</td>
</tr>
<tr>
<td>Disciplinary Knowledge</td>
<td>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.</td>
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<tr>
<td>Professional Practice</td>
<td>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.</td>
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2. General Information

**Location:** Class meets in the Miller Center, room 209
**Dates:** January 9 to April 23, 2012 [No class 1/16 and 3/26]
**Times:** Mondays 5:30-8:45 PM (bring supper)

**Instructor email:** pbowser@lclark.edu
**Instructor phones:** (h) 503-236-8983 (c) 541-733-7506
**Instructor Office Hours:** no office assigned, times and places by appointment only (sorry)

3. Course description for catalog

See cover sheet.

4. Course goals and objectives (related to NASP Domains of Training & Practice)

This class consists of didactic presentations, student discussions of assigned readings, small group projects, individual writings, simulations, and guest lecturers. Students will demonstrate knowledge and understanding of:

1. Current special education law 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, with associated
assessment and educational interventions regarding these.
4. Issues specific to families of disabled children.
5. Other types of classification systems (mental health, medical) and their applicability in
schools.

The course content of CPSY 517 will address the following National Association of School
Psychologists (NASP) 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, experimental, 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. (Covered in classes 2,
3, 4, 5, 7, 8, 9, and 10 as described on pp. 4 & 5.)

**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.
(Covered in classes 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 14 as described on pp. 4~6.)

**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. (Covered in classes 2, 3, 4, 5, 7, 8, 9, and 10 as described on pp. 4 & 5.)

**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. (Covered in classes 2, 3,
4, 5, 7, 8, 9, and 10 as described on pp. 4 & 5.)

5. **Theoretical framework**

Rationalism.

6. **Required and recommended reading**

A. Gargiulo, Richard (2012). *Special Education in Contemporary Society 4: An Introduction to

B. Oregon Administrative Rules, ODE special education forms, parent rights booklets and other
readings will be provided in class or available online.

C. Additional Required Reading. Select one from this list. (Alternate nonfiction 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 Sheeha
- *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
- *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
- *The Boy Who Loved Windows* – Patricia Stacey
- *Front of the Class* – Brad Cohen
- *Old At Age Three* – Keith Moore
- *Don’t Wait for Me* – Ros Morris
- *Parallel Play* – Tim Page
- *Water Giver* – Joan Ryan
- *Boy Alone: A Brother’s Memoir* – Karl Taro Greenfeld
- *The Child Who Never Grew* – Pearl S. Buck
- *Strange Son* – Portia Iverson
- *The Siege: A Family’s Journey Through the World of an Autistic Child* – Clara Claiborne Park

7. **Course calendar**

**January 9**  
**Class #1** - Introduction  
Syllabus review  
Class structure, grading, guest speakers  
Discussion of prior experiences & learnings  
Discussion of the roots of special education in the USA  
Role-play a problem identification/evaluation planning meeting  
**Book selection due next class; book reports start Feb 6**

**January 16**  
**NO CLASS** (Martin Luther King, Jr. Holiday)

**January 23**  
**Class #2** - Diversity and Exceptionality  
Gargiulo: Chapter 3  
Study questions p. 110 (For all study questions, read them all and select the one that will be the most difficult for you to answer. Write a short answer to the question and then explain why that question was the most difficult. Bring the print out to class.)  
Speaker - TBD  
Role-play a problem identification/evaluation planning meeting  
**Book selection due next class; book reports start Feb 6. [Phil needs to bring book sign-up sheet]**
January 30  Class #3 - Learning Disabilities
  Gargiulo Chapter 6
  Study questions pp. 235 (See study question instructions above)
  Speakers - TBD
  Discussion of case law assignment  [Phil needs to bring case law sign-up sheet!]
  Deadline to sign up for book report!  [Phil needs to bring book sign-up sheet!]

February 6  Class #4 – Intellectual Disability/Health Impairment
  Gargiulo Chapters 5 and 7
  Study questions p. 189 (See study question instructions above)
  Study questions p. 267 (See study question instructions above)
  Speaker - TBD
  [Phil needs to bring case law sign-up sheet!]

February 13  Class #5 - Emotional Disturbance
  Gargiulo Chapter 8
  Study questions p. 317 (See study question instructions above)
  Speaker - TBD
  First half of book reviews today
  [Phil needs to bring case law sign-up sheet!]

February 20  Class #6 - Special Education Law/Section 504
  Gargiulo Chapter 2 and Handouts
  Study questions p. 82 (See study question instructions above)
  Speaker - TBD
  Deadline for signing up for case law (due March 5)  [Phil needs to bring case law sign-up sheet!]
  Second half of book reviews today

February 27  Class #7 - Autism
  Gargiulo Chapter 9
  Study questions p. 353 (See study question instructions above)
  Speaker - TBD
  Mid-Term Feedback to Instructor

March 5  Class #8 - Families/Developmental Disabilities/Early Childhood and Transition Services
  Gargiulo Chapter 4
  Study questions pp.134 (See study question instructions above)
  Speakers -TBD
  First half of case law presentations

March 12  Class #9 - Communication Disorders/Talented and Gifted
  Gargiulo Chapters 10 and 14
  Study questions p. 391 (See study question instructions above)
  Study questions p. 583 (See study question instructions above)
  Speakers - TBD
  Second half of case law presentations

March 19  Class #10 - Hearing/Vision/Orthopedic Impairment/Traumatic Brain Injury
  Gargiulo Chapters 11, 12,13
Study questions p. 440 (See study question instructions above)
Study questions pp. 480 (See study question instructions above)
Study questions pp. 532-533 (See study question instructions above)
Speaker - TBD
Discussion of Problem Clarification/Evaluation Planning Simulations; signing up for disability area [Phil needs to bring sign-up sheet for disability areas!]

March 26  NO CLASS (Spring Break)

April 2  Class #11 - Work on Problem Clarification/Evaluation Planning Simulations with Professor's assistance

April 9  Class #12 - DSM/ICD/Tarasoff/Child Abuse Reporting
        Study provided handouts
        Speaker - TBD
        First half Problem Clarification/Evaluation Planning Simulations

April 16  Class #13
        Second half Problem Clarification/Evaluation Planning Simulations

April 23  Class #14 - Odds & Ends
        Risk Assessments
        Course Evaluation and Reflection on Learnings

8. Major assignments and activities

Course Requirements and Grading

A.  Class attendance and participation. (Rubric value x 10 points, maximum 140 points)
    Class attendance is required. More than one missed class constitutes failure to complete course requirements. In extreme hardship situations, one absence may be approved by the instructor on a case-by-case basis - preferably in advance. Should an approved absence occur, the student must complete at least three (3) clock hours of instructor approved independent study to compensate for the loss of class time. It is further expected that you will contribute to the discussion with questions and comments that demonstrate an effort to deeply understand the material. Additional participation points can be earned by bringing to classes (or adding to the Moodle) references and other materials to share that are related to the topic of the week.

B.  Completion of weekly readings and written responses to study questions. (Rubric value x 10 points, maximum 120 points)

C.  A review of an instructor-approved book that gives insights via narrative to the aspects of a particular disability. Student will provide a 2~3 page written summary and oral presentation to the class. (Rubric value x 100 points, 100 points max)

D.  Special education case law oral presentation with one page written summary to hand out to class members. (Rubric value x 100 points, 100 points max)

E.  Participate in a small group Simulated Problem-Identification/Evaluation Planning Meeting that results in a typed plan. (Rubric value x 100 points, 100 points max)

F.  Completion of quick reference documents consisting of:
    --One folder for each category of exceptionality covered in class
Within each folder:

• The state form for eligibility
• A definition of the disability, greatly simplified, in your own words (no cut & paste)
• References (paper and electronic) for intervention ideas, measurement resources, improving understanding of diversity, and applicable legal issues (if any)
• A short critique of the value of the website of at least one major advocacy group claiming to represent individuals with the condition
• Other resources and/or personal notes that you think would be helpful to you in providing a superior level of service in this area

This folder should be handed in for grading at the class immediately following the scheduled discussion of the disability. (Rubric value x 10 points, maximum 120 points)

G. Demonstrate exceptional academic integrity as discussed in the Student Handbook: “Lewis & Clark College believes that each student holds responsibility for the integrity of his or her individual academic and professional performance. When the student abrogates this responsibility, the College may take appropriate steps to maintain standards of academic honesty. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or integrity of his or her academic study, scholarship, or practice. We expect that all work you complete is your individual work. Please provide citations when your claims come from another source. When in doubt, cite! Note that this policy does not preclude you collaborating with your classmates, and in fact, we encourage you to discuss assignments, the paper, and your presentation with your classmates."

H. Since you are preparing for work as a school psychologist, you are expected to behave in accordance with the 2010 edition of the National Association of School Psychologists (NASP) Principles for Professional Ethics. (See www.nasponline.org/standards/2010standards.aspx.)

I. The Publication Manual of the American Psychological Association (6th ed.) should guide your preparation of written work and especially citations. (See www.apastyle.org/apa-style-help.aspx for assistance.)

9. Evaluation and assessment
All graded activities have associated point values. Points earned will be converted to a percentage of the points possible, resulting in a final letter grade based on a standard 10-point grading scale (A=<90%, B=80~89%, etc.) Since this is a graduate level course, whenever possible work assigned a "C" grade or below will be returned to the student and revised until at least a graduate level of quality is obtained. Note: The program is developing a stepped rating scale for judging assignments (e.g. "needs improvement," "sufficient," "very effective"). My scoring Rubric multiplies assignment points by zero for needs improvement (and the work should be improved.) A sufficient multiplies the assignment points by .85. A very effective multiplies the assignment points by 1.1.

10. Authorization Levels (for education courses 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).

<table>
<thead>
<tr>
<th>Authorization Level</th>
<th>Description</th>
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<tr>
<td>Early Childhood</td>
<td>Pre-Kindergarten-4th Grade in a preprimary school, a primary school, or an elementary school.</td>
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Elementary  3rd-8th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school. | X
Middle Level  5th-9th Grades in an elementary, middle, or junior high school, or high school. | X
High School  9th-12th Grades in Subject/Dept. Assign. in a High School. | X

*R = Readings and In-class Discussions  *P = Practicum

Student Performance:
Student performance criteria appear on page(s) 6-7 and 9 of this syllabus (student performance includes goals, evidence, and levels of performance).

11. Bibliography
Additional materials will be gathered by the class as a whole and/or posted to the Moodle.