

### 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.

|               |                                  |
|---------------|----------------------------------|
| Course Name   | The Exceptional Child in Schools |
| Course Number | CPSY 517                         |
| Term          | Spring 2012                      |
| Department    | Counseling Psychology            |
| Faculty Name  | Philip B. Bowser                 |

**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:

|   |   |
|---|---|
| Guiding Principles/Standards  |   |
| <u>Learning and Living Environments</u><br>Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.   | X |
| <u>Disciplinary Knowledge</u><br>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. | X |
| <u>Professional Practice</u><br>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.  | X |

|   |   |
|---|---|
| <u>Connection to Community</u><br>Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.  | X |
| <u>Professional and Technological Resources</u><br>Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.   | X |
| <u>Assessment</u><br>Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.   | X |
| <u>Research and Reflection</u><br>Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.  | X |
| <u>Leadership and Collaboration</u><br>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 wellbeing. | X |
| <u>Professional Life</u><br>Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).  | X |

## 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.
6. Oregon child abuse reporting procedures.

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 Exceptionality*. Los Angeles, California. Sage Publications, Inc.
- 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](http://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](http://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).

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|---|---|
| Early Childhood Pre-Kindergarten-4th Grade in a preprimary school, a primary school, or an elementary school. | X |
|---|---|

|              |   |   |
|--------------|---|---|
| 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.