Course Name: The Exceptional Child in Schools
Course Number: 517
Term: Spring 2007
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)

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<thead>
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<th>Guiding Principles/Standards</th>
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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>
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<th>Authorization Levels</th>
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*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).
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]

Suarez-Orozco, Carola and Marcelo Suarez-Orozco (2001). Children of Immigration. Cambridge, MA: Harvard University Press. [Excerpt will be provided in class]

Oregon Administrative Rules, ODE special education forms and parent rights booklets [These will be provided in class]

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
- Words for a Deaf Daughter – Paul West
- Before and After Zachariah – Fern Kupfer
- Is There No Place on Earth for Me? – Susan Sheehan
- A Child Called Noah – Josh Greenfeld
- A Place for Noah – Josh Greenfeld
- Amazing Grace – Jonathan Kozol
- Genie – Russ Rymer
- The Spirit Catches You and You Fall Down – Anne Fadiman
- The Boy Who Loved Windows – Patricia Stacey
- Thinking in Pictures – Temple Grandin
- Nobody, Nowhere – Donna Williams
- Life As We Know It – Michael Berube
- Only a Mother Could Love Him – Ben Polis
- Acquainted with the Night – Paul Raeburn
- There’s a Boy in Here – Sean Barron
- The Burn Journals – Brent Runyan
- Babyface – Jeanne McDermott
- The Diving Bell and the Butterfly – Jean-Dominique Bauby

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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 (legislation 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.
4) Themes and controversies in contemporary special education.

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) and discuss in class (50 points)
4. Gargiulo Controversy (text page XVIII). Choose one topic; research and prepare 1-2 page written summary, and present in class (50 points)
5. Child Hypothetical Case Study (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 9  Class #1       Overview
            Introductions
            Syllabus review
            Overview of learning goals, assignments, readings, other activities
            Class structure, grading, guest speakers

January 16 Class #2       Diversity and Exceptionality
                         Gargiulo: Chapters 1, 2, 3
                         Suarez- Orozco: Chapter 5
                         Questions TBA due 1/23/07 (10 points)

January 23 Class #3       Mental Retardation
                         Gargiulo: Chapter 5
                         Questions TBA due 1/30/07 (10 points)

January 30 Class #4       Working With Families
                         Gargiulo: Chapter 4
                         Questions TBA due 2/6/07 (10 points)

February 6 Class #5       Emotional Disturbance (Special Education eligibility and functional behavioral assessment)
                         Gargiulo: Chapter 8
                         Questions TBA due 2/20/07 (10 points)

February 13 Class #6      Emotional Disturbance (DSM-IV classification, Tarasoff)
                         Readings provided by instructor

February 20 Class #7      Autism
                         Gargiulo: Chapter 13
                         Questions TBA due 2/27/07 (10 points)
                         Midterm Course Evaluation

February 27 Class #8      Health Impairments (ADHD, Traumatic Brain Injury, other conditions)
                         Gargiulo: Chapter 7

Questions TBA due 3/6/07 (10 points)

March 6  Class #9  Communication/Hearing/Vision Impairment
Gargiulo: Chapters 10,11,12
Questions TBA due 3/13/07 (10 points)

March 13  Class #10  Learning Disabilities
Gargiulo: Chapter 6
Questions TBA due 3/20/07 (10 points)

March 20  Class #11  Talented and Gifted
Gargiulo: Chapter 9
Questions TBA due 4/3/07 (10 points)
Turn in first draft of Child Case Study
Reed Martin

March 27  SPRING BREAK: no class

April 3  Class #12
Discussion- Reed Martin, school law
Questions TBA due 4/10/07 (10 points)
Presentation- Gargiulo controversies (50 points)
Work on Child Case Study (small groups)

April 10  Class #13
Presentation – Personal Narrative Book (50 points)

April 17  Class #14
Work on Child Case Study (small groups)

April 24  Class #15
In class presentations of Child Case Study (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):

Chronological age in years and months
Grade
Gender
Cultural/language background

Your assignment is to prepare a three-part written summary (8-10 pages) which includes the following information:

1. Pre-referral activities
   - Problem identification and questions (per teacher)
   - Review of records
   - Classroom observation
   - Three-week intervention and data/findings

2. Evaluation
   - Multidisciplinary team discussion and planning
   - Parent concerns
   - Child’s developmental and medical history
   - School history
   - Current testing (what you selected and why)
   - What was learned from your evaluation? What do you think was ruled out?
   - Your opinions regarding special education eligibility under OAR’s (yes/no/category)
   - If the student is not eligible, suggestions to the teacher regarding other resources/interventions/strategies

3. Individualized Education Program (Use ODE forms to summarize the following)
   - Present levels of functioning
   - Specially designed instruction needed
   - Accommodations and modifications
   - Three IEP goals with measurable objectives

4. List at least three references used in completing this project

Your first draft of this assignment is due Friday, March 20, 2007. In-class final presentations of each team’s child study project will take place on April 24, with your final draft 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 contact information (phone, email, etc.)
   Pages staples together