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# LEWIS & CLARK COLLEGE

Graduate School of Education and Counseling  
SPSY 517  
The Exceptional Child in Schools (3 SH)  
Summer 2014

## Syllabus

### Instructors:

Dr. Alicia Roberts Frank, L&C Special Education Program Director, aliciarobertsfrank@lclark.edu , 768-6128, Rogers 405  
Jason Wold, Assistant Director, Thomas Edison High School, jasonw@taemail.org  
Brenda Martinek, Executive Director of Student Services, Reynolds School District, bmartinek@rsd7.net, 661-7200 X3216  
Chris Shank, Disability Rights Oregon, cshank@disabilityrightsoregon.org, 503.243.2081

### Class Meetings:

June 6-30, Mondays & Fridays, 9:00-3:00; Rogers 217, York 101/107, & York 115

### Instructional Materials

Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. *Teaching Exceptional Children*, 44(3), 14-20.

Meyen, E. L. & Bui, Y. N. (2007). *Exceptional children in today's schools: What teachers need to know (4<sup>th</sup> edition)*. Denver: Love Publishing Co.

Murdick, N., Gartin, B., & Crabtree, T., (2014). *Special education law (3rd edition)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Obiakor, F. E. (2011). Maximizing access, equity, and inclusion in general and special education. *The Journal of International Association of Special Education*, 12(1), 10-16.

[www.ode.state.or.us](http://www.ode.state.or.us). Oregon Department of Education, School Age Forms. IEP 15 & Younger

[www.ed.gov](http://www.ed.gov) Student Access: Section 504 of the Rehabilitation Act

### Additional Required Reading

Nonfiction personal narrative for in-class book report. Please select one from this list. Alternative nonfiction personal narratives of your choice may be used 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
- 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
- Autobiography of a Face – Lucy Grealy
- There's a Boy in Here – Sean Barron
- 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

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- Old At Age Three - Keith Moore
- Boy Alone: A Brother's Memoir - Karl Taro Greenfeld
- The Child Who Never Grew - Pearl S. Buck
- The Siege: A Family's Journey Through the World of an Autistic Child - Clara Claiborne Park
- Anything by Tori Hayden

### **Catalog 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-three early intervention, preschool, K-12, and vocational transitioning populations. Exceptionalities studied include communication disorders, learning disabilities, intellectual disabilities, 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.

### **Course Description**

Though similar in many areas to the foundations of general education, special education policies, procedures and practices are drawn from a variety of information including child/adolescent development, curriculum & instruction, disability research and the requirements of legislation and litigation. This course focuses on the confluence of these different sources of information and the school based programs, services, roles, requirements, and responsibilities which are the result.

### **Course Goals**

Students in this class 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 related to identifying and serving students with exceptionalities in schools.
3. Various types of disabilities and special education eligibility categories, and overview of assessment and educational interventions.
4. Issues specific to families of students with exceptionalities.
5. Other types of classification systems (mental health, medical) and their applicability in schools.
6. Oregon child abuse mandate and reporting procedures.

### **Instructional Approach**

Students in this course use hands-on explorations and collaborative problem solving to build their foundational knowledge of students with exceptional needs and the policies and procedures of special-education programs. After the first 15 hours of the course, the class will be divided into three sections, each of which will be made up of Special Education Endorsement students and students in the School Counseling Program.

### **Relationship to GSEC Guiding Principles, OARs, and CEC Standards**

This content and instructional approach for this course strongly supports the GSEC Guiding Principles, the SPED standards outlined in the Oregon Administrative Rules (OAR) 584-065-0035 (4) (a-j), and the Council for Exceptional Children's Initial Preparation Standards. See Course Cover Sheet for assignments related to each principle and standard. In addition, the course will address the following National Association of School Psychologists Domains of Training and Practice (NASPDTP):

**2.3 Interventions and Instructional Support to Develop Academic Skills:** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

**2.4 Interventions and Mental Health Services to Develop Social and Life Skills:** School Psychologists have knowledge of biological, cultural, developmental, social influences on behavior and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

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**2.5 School-Wide Practices to Promote Learning:** School Psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

**2.6 Preventive and Responsive Services:** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

**2.8 Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

### **Technology Integration**

It is expected that students use Moodle, web-based resources, and electronic communication. Please use the general discussion forum in Moodle for questions about the course or assignments so that your peers could benefit from the instructors' responses.

### **Accommodations for Students with Disabilities**

If you are a student with a documented disability who will require accommodations in this course, or if you would like to seek such documentation, please contact Student Support Services, located in Albany 206 on the undergraduate campus. Student Support Services personnel will help you develop a plan to address your academic needs. Students who are already registered with Student Support Services and wish to receive accommodations in this course are strongly encouraged to share the recommended accommodations with me in a timely manner.

### **Academic/Professional Conduct**

Academic honesty and integrity are core values at Lewis & Clark College. Adherence to the norms and ethics of professional conduct are a part of this commitment. Members of Graduate School community both require and expect one another to conduct themselves with honesty, integrity, and adherence to professional norms of behavior. Policies related to academic and professional conduct can be found in the Graduate Catalog: <http://docs.lclark.edu/graduate/>. I urge you to review these policies carefully and to understand them fully. If you have any questions, please speak with me.

### **Assessment Criteria**

There will be a rubric available for each assignment that will evaluate content and professional writing skills, including pragmatics, mechanics, and form.

Course grades will be based on the following:

1. Participation – including readiness to discuss assigned readings, involvement in class activities, and completion of “weekly” reflections (after each Friday & Monday, to be submitted in Moodle) – 1/3 of grade
2. Projects (written assignments, teaching opportunities) – 2/3 of grade

Tasks	Points	Standards/Goals
Attendance and Participation	160	All – Active engagement is crucial for creating a community of learning.
IDEA/OAR Crosswalk	60	Course Goal 1; GSEC GP (2) Disciplinary Knowledge
Child/Case Study	60	Course Goal 4; GSEC GP (3) Professional Practice
Disability Lesson	100	Course Goal 3; GSEC GP (6) Assessment; GSEC GP (7) Research and Reflection; NASPDTP 2.3
Law Pamphlet	50	Course Goal 1; GSEC GP (5) Professional and Technological Resources; GSEC GP (3) Professional Practice
Resource Guide	50	All – the purpose is to promote life-long learning and discovery
Total	480	

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Grading Scale (A passing grade is C or higher.)

A = 94-100% A- = 90-93%

B+ = 87-89% B = 83-86% B- = 80-82%

C+ = 77-79% C = 73-76% C- = 70-72%

**Course Assignments** – further details and rubrics are found in the assignments folder of our Moodle site. Assignments may be submitted on paper or electronically.

**IDEA/OAR Crosswalk** – In New York, there is a document that outlines the differences between the state regulations and IDEA (found at <http://www.p12.nysed.gov/specialed/idea/analysis-jan10.html>). Your job will be to create a similar document for Oregon. We will begin the project in class and divide the project accordingly. You will need to also write a short (1-2 page) reflection on the process.

**Child Case Study** – This will be a personal piece that you will add to the lesson on a disability, which will be researched and taught with classmates from the SPED and SCED groups. You will write a report of your study of a child (real or fictional – if real, names must be changed) who has been referred for an individual evaluation. The report will include demographic information, educational background information relevant to the referral, observational data, documentation of interventions and their results, evaluation results, and recommendations. Additional details and a rubric will be provided in the assignments folder in Moodle.

**Lesson on a Disability** – With a partner or in small groups, you will teach your classmates about a disability that affects students' educational performance. It will include a definition of the disability, the criteria for qualification, the characteristics, prevalence, and etiology of the disability, appropriate educational approaches (tips for teachers, accommodations and/or modifications necessary for accessing the general-education curriculum), information about educational placement options, a discussion of issues and trends, and references. You may teach the information in any way you see fit, but you must create and disseminate to your students a handout summarizing key information. You will also need to include with your teaching materials a case study from the text or on the All Kinds of Minds website (or other source) that describes a student with the disability you researched who would benefit from the strategies you found and an illustrative narrative (book or video). A useful resource for your research is the National Dissemination Center for Children with Disabilities at <http://nichcy.org/disability/specific>. Please include a short (1-2 page) individual reflection on the process and what you have learned.

Examples of Illustrative Narratives:

Higashida, N., Yoshida, K., & Mitchell, D. (2013). *The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism*. Random House.

"In My Language" <http://www.youtube.com/watch?v=JnylM1h12jc>

"Off your Knees" <http://www.wmht.org/television/localproductions/get-your-knees-john-robinson-story/>

Clips from *Misunderstood Minds*, *The Big Picture*, etc.

**Law Pamphlet**

You are to design a pamphlet (or brochure) for parents and teachers on relevant special-education laws, agencies, support groups/services, and tips. The pamphlet should be easily readable (6th grade level) & informative. You will need to also include a short (1-2 page) reflection on the process and what you have learned.

**Resource Guide**

You will create for yourself an annotated collection of resources on special-education law and equitable educational practices. The point will be to have resources at your fingertips to help you advocate for your students and teach them to advocate for themselves. You can organize the guide in any way that is useful for you (and may be in a binder or on an electronic medium); it must, however, have an introduction that explains the organization and annotations that provide details about what the resources are and why you included them. A sample is included in the assignments folder (one I made for a different subject – and which I still use as a resource!).

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### Course Calendar

Session # & Date	Topics & Activities	Readings & Assignments Due
Session 1 June 6 Friday	Introductions Categories of Eligibility for SPED Services SST Processes & Procedures Disability Exploration Workshop	None – first class
Session 2 June 9 Monday	Guest – SPED Director of West Linn/Willsonville Exploration of Over & Under-representation Oregon child abuse mandate and reporting procedures.	<i>Reading:</i> Articles on Over-representation & Bias – jigsaw (link to articles in Moodle)
Session 3 June 13 Friday	SPED OARs exploration & comparison to IDEA <i>Misunderstood Minds</i> Disability Exploration Workshop	<i>Website exploration:</i> Wrightslaw.com iris.peabody.vanderbilt.edu/iris-resource-locator/
Session 4 June 16 Monday	- Joining with SPED & SCED - Introductions / Syllabus review - <i>Rotation</i> on Categories, SST process & RTI	<i>Reading:</i> <a href="http://files.eric.ed.gov/fulltext/ED543513.pdf">http://files.eric.ed.gov/fulltext/ED543513.pdf</a>
Session 5 June 20 Friday	~ Assignments & SPED Acronyms ~ Introduction to Inclusive Practices – <i>Including Samuel</i> <b>Afternoon – Topic Rotation – see below</b>	Meyen & Bui Part 1 & Murdick et al. part 1 jigsaw Reading for rotation (see below)
Session 6 June 23 Monday	<b>Topic Rotations</b> A. IEP Specifics B. Collaboration Specifics C. Law Specifics	Readings for rotations: A. Murdick et al. Chs 3, 5, 6 B. Articles in Moodle C. Murdick et al. Chs 4, 7, 8
Session 7 June 27 Friday	Whole group: - Reading Jigsaw - Legal and practical issues - TAG & FERPA <i>FAT City: How Difficult Can this Be?</i>	<b>Law Pamphlet &amp; IDEA/OAR Crosswalk</b> Meyen & Bui chapters 8, 10 & 14; Obiakor & Lo articles
Session 8 June 30	- Last Jigsaw & Section-specific discussion - Lessons on Disabilities - Closure and Course Evaluation	<b>Advocacy Resource Guide</b> <b>Disability Lesson</b> Meyen & Bui Part 4; Murdick et al. Chapter 12

#### **Demonstration of Professionalism**

Consistent unprofessional behavior such as late work, tardiness to class, and or unprofessional communication with the instructors or peers may result in a Formative Assessment Report.

#### **Disability Services**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

#### **Authorization Levels**

Early Childhood, Elementary, Middle, and High School

#### **Bibliography**

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- Mandlawitz, M., (2007) *What every teacher should know about IDEA 2004 laws & regulations*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Murdick, N., Gartin, B., & Crabtree, T., (2008). *Special education law (2nd edition)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Oakstone Legal (2001). *Students with disabilities and special education* (18th ed.). Wayne, PA.: Center for Education & Employment.
- Center for Education & Employment Law (2003). *Students with disabilities and special education law* (20th ed.). Malven, PA.: Center for Education & Employment Law.
- Weishaar, M. K. (2007). *Case studies in special education law*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Wright, P., & Wright, P. (2007). *Special education law* (Deluxe Version with CD-ROM). Harbor House Law.
- Wright, P., & Wright, P. (2007). *From emotions to advocacy: The special education survival guide*. Harbor House Law.
- Wright, P., & Wright, P. (2004). *No child left behind*. Harbor House Law.

### **Websites**

- On 504 & IDEA: <http://dredf.org/advocacy/comparison.html>,  
[http://www.wrightslaw.com/advoc/articles/504\\_IDEA\\_Rosenfeld.html](http://www.wrightslaw.com/advoc/articles/504_IDEA_Rosenfeld.html)
- On FAPE: <http://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>
- On due process: <http://nichcy.org/schoolage/disputes/dueprocess/details>;  
[http://www.usconstitution.net/consttop\\_duep.html](http://www.usconstitution.net/consttop_duep.html)
- On the law: <http://www.wrightslaw.com/law.articles.htm>