

<p><b>Lewis and Clark College</b>  Graduate School of Education and  Counseling  <b>CPSY 517-The Exceptional Child in Schools</b>  Spring 2011  Room 116 Conference Center  Mondays 5:30-8:45 PM  January 10 to April 25, 2011  [No class 1/17 and 3/21]</p>	<p><b>Instructor:</b> Philip B. Bowser. M.A., 6th Yr.  <b>Contact:</b> Home (503) 236-8983  Cell (541) 733-7506  <b>Email:</b> pbowser@lclark.edu  <b>Office Hours:</b> by Appointment</p>
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### Catalog Description:

Overview of the exceptional child in today's educational settings. Provides a basic understanding of special education law and public policy related to the birth-to-age 3, preschool, grades K-12, and vocational transitioning populations. Exceptionalities studied include communication disorders, learning disabilities, mental retardation, emotional disturbance, behavior disorders, autism, 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. Credit: 3 semester hours.

### Textbook and Other Readings:

1. Gargiulo, Richard (2010). *Special Education in Contemporary Society*, (4th edition). Los Angeles, California. Sage Publications.
2. Oregon Administrative Rules, ODE special education forms, parent rights booklets and other readings will be provided in class or available online.
3. 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 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 the Girls' Bathroom* – 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

### **Learning Goals and NASP Domains of Training and Practice:**

This class consists of didactic presentations, student discussions of assigned readings, small group projects, individual writings, 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, 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.)

### **Course Requirements and Grading (850 points total)**

1. Class attendance and participation. (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.
2. Completion of weekly readings and assigned study questions. (100 points)
3. Personal narrative book review which consists of a 2~3 page written summary and oral presentation. (100 points)
4. Special education case law oral presentation with one page written summary to hand out to class members. (100 points)
5. Child Hypothetical Case Study, 8-10 pages, typed. (210 points - small group project)
6. Completion of a personal reference document (200 points) consisting of:
  - One chapter for each category of exceptionality covered in class
  - Within each chapter:
    - The state standards for evaluation & eligibility summarized in your own words for quick reference (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 for 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
7. 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."
8. 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](http://www.nasponline.org).)
  9. The *Publication Manual of the American Psychological Association* (6th ed.) should guide your preparation of written work. (See <http://www.apastyle.org/apastyle-help.aspx> for assistance.)

A standard 10-point grading scale will be used (A=<90%, B=80~89%, etc.) Since this is a graduate level course, written work judged to be at a C level or less will be returned to the student and revised until at least a B level of quality is obtained.

**Any student who may need accommodations under the *Americans with Disabilities Act* should contact the instructor as soon as possible. Students requesting other special arrangements for any reason should do the same.**

#### **Course Calendar** (Subject to change)

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|------------|---|
| January 10 | Class #1 - Introduction<br>Syllabus review<br>Class structure, grading, guest speakers<br>Discussion of prior experiences & learnings   |
| January 17 | <b>NO CLASS</b> (Martin Luther King, Jr. Holiday)   |
| January 24 | Class #2 - Diversity and Exceptionality<br>Gargiulo: Chapter 3<br>Study questions p. 110 (do any two, bring print-out to class)<br>Speaker - TBD  |
| January 31 | Class #3 - Learning Disabilities<br>Gargiulo Chapter 6<br>Study questions pp. 235 (do any two, bring print-out to class)<br>Speakers - TBD  |
| February 7 | Class #4 - Mental Retardation/Health Impairment<br>Gargiulo Chapters 5 and 7<br>Study questions p. 189 (do any two, bring print-out to class)<br>Study questions p. 267 (do any two, bring print-out to class)<br>Speaker - TBD |

- February 14 Class #5 - Emotional Disturbance  
Gargiulo Chapter 8  
Study questions p. 317 (do any two)  
Speaker - TBD
- February 21 Class #6 - DSM/ICD/Tarasoff/Child Abuse Reporting  
Handouts  
Study questions (from handouts, do any two, bring print-out to class)  
Speaker - TBD
- February 28 Class #7 - Autism  
Gargiulo Chapter 9  
Study questions p. 353 (do any two, bring print-out to class)  
Speaker - TBD  
Mid-Term Feedback to Instructor
- March 7 Class #8 - Families/Developmental Disabilities/Early Childhood and  
Transition Services  
Gargiulo Chapter 4  
Study questions pp.134 (do any two, bring print-out to class)  
Speakers -TBD
- March 14 Class #9 - Communication Disorders/Talented and Gifted  
Gargiulo Chapters 10 and 14  
Study questions p. 391 (do any two, bring print-out to class)  
Study questions p. 583 (do any two, bring print-out to class)  
Speakers - TBD
- March 21 **NO CLASS** (Spring Break)
- March 28 Class #10 - Hearing/Vision/Orthopedic Impairment/Traumatic Brain Injury  
Gargiulo Chapters 11, 12,13  
Study questions p. 440 (do any two, bring print-out to class)  
Study questions pp. 480 (do any two, bring print-out to class)  
Study questions pp. 532-533 (do any two, bring print-out to class)  
Speaker - TBD
- April 4 Class #11 - Special Education Law/Section 504  
Gargiulo Chapter 2 and Handouts  
Study questions p. 82 (do #3 plus one more, bring print-out  
to class)  
Speaker - TBD
- April 11 Class #12  
Personal narrative book presentations (100 points)  
Work on child case study projects  
**NOTE:** rough draft case study due, schedule instructor time

April 18      Class #13  
 Case law presentations (100 points)  
 Work on child case study projects  
**NOTE:** personal reference book due (200 points)

April 25      Class #14  
 Child case study - team presentations (210 points)  
**NOTE:** case study due  
 Course evaluation & reflection on learnings

**Child Case Study Project** (small group assignment):

Working in collaboration with two classmates, simulate functioning as a school psychologist on a school's child study team. Pretend a classroom teacher presents a student for discussion. You will then need to "create" an imaginary student, giving the following information:

- Child's name and date of birth
- Date of referral and date evaluation completed
- Child's chronological age in years and months at time of evaluation
- Grade
- Gender
- Cultural/language background

Your assignment is to present an in-class oral summary and written report (8-10 pages) which includes the following three parts:

1. Pre-referral activities

- Problem identification and questions (i.e., why the student was referred)
- Brief summary of student's records, to include possibly pertinent information such as student strengths/assets, school moves, attendance patterns, placements, retentions, report card information, any prior testing and services
- Classroom observation (describe what you saw; child's behavior compared with classmates)
- Two tiered interventions (describe) and summary of data/findings

2. Evaluation and summary of findings

- Multidisciplinary team discussion and planning the evaluation
- Parent interview and concerns
- Child's developmental and medical history (per parent and available records)
- Current physician's statement/diagnosis (if any)
- 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 finding regarding special education eligibility category under OAR's (use ODE form)

3. Individualized Education Program. Use ODE forms to summarize the following:

- Specially designed instruction needed
- Related services needed
- Accommodations and modifications needed
- Three measurable annual IEP goals

Your first written draft of this assignment is due Monday, April 11. You will meet as a team with the CPSY 517 instructor during the week of April 18 to review progress. Final presentations of each team's child study project will take place in class on Monday, April 25, with your final report due at that time.

#### Guidelines Regarding Professional Writing

Written work produced by professional staff should meet a very high standard of quality. It is not enough for the information on the page to be the result of careful planning and detailed analysis; the report should be technically perfect. I will be looking for:

- Correct spelling, punctuation, vocabulary, and grammar
- Clear and concise writing to convey meaning at all levels (sentence, paragraph, whole paper)
- Headings to help organize the report into significant sections
- Minimal use of jargon and acronyms so that your message is clear to a wide variety of target audiences
- No plagiarism (passing off another's work as your own)
- Follow the American Psychological Association style book
- There should be a clear link between referral questions, data obtained to answer those questions, your explanation of the meaning of the data, and your recommendations
- Decisions should be based on data and recommendations should be shown by research to be effective

For grading purposes, I will be looking for:

- Cover page with authors' names and date report completed (5 pts.)
- All assigned sections of report are present and complete (20 pts)
- Content and ideas are high quality and well-written (40 pts)
- Revisions from first draft made as needed and noted on "corrections" page (10 pts)
- Report neatly typed, 8-10 pages in length, no less than 10 pt. type (10 pts)
- Pages stapled together (5 pts)
- Completed ODE eligibility form for category of disability you have identified (25 pts)
- 2-page IEP using ODE forms (25 pts)
- Class presentation (70 pts)

**OTHER IMPORTANT INFORMATION**

1. One 15-minute break will occur roughly 90 minutes into the class session.
2. Since we meet over the dinner hour, please feel free to bring a meal and eat as we work.
3. Adjunct faculty members do not have office space, so "office hours" are by appointment only - sorry! Please contact me by phone or email if you have questions, concerns, or need course guidance. I like to hear about developing situations earlier rather than later.

--Course syllabus for 2011 based upon materials and concepts provided by  
a) the Graduate School, b) Dr. Mollie Galloway, Ph.D., and c) Susan Klapstein, M.S.  
Thank you, Susan, for your helpful collaboration and advice!

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 2011
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, 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.

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Disciplinary Knowledge</u> 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> 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> Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> 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> 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

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).

Early Childhood Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.	X
Elementary 3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	X

Middle Level 5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	X
High School 9 <sup>th</sup> -12 <sup>th</sup> 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) 2~4 of this syllabus (student performance includes goals, evidence, and levels of performance).