**TCE 548**

**Special Education Issues in Counseling**

**Counselor Education Program Area**

**Department of Teacher and Counselor Education**

***Oregon State University – School of Education***

**Instructors: Lorie Blackman, Ph.D.**

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**Kiri Horsey M.S. NCC LPC**

**Quarter: Fall 2014**

**Time: Weekly on blackboard; October 4 9;00-5:00; December 6 9:00-5:00 in person; Three sessions on adobe connect on October 27th, November 3rd, and November 24th from 7:30 to 8:30 pm**

**Location: Chemeketa Center for Business and Industry**

 **Salem, OR**

**Course Description:**

This course is an overview of the exceptional child in contemporary educational settings. Course provides a basic understanding of the special education law and public policy related to the following populations: birth-to-three early intervention, preschool, K-12, and vocational/transition populations. Exceptionalities include communication disorders; learning disabilities; mental retardation; emotional disturbances; behavioral disorders; orthopedic impairments; other health impairments; traumatic brain injuries; hearing and vision impairments; giftedness. Students gain a systemic understanding of practical problem-solving and intervention frameworks designed to support the free and appropriate education (FAPE) of exceptional children.

**TSPC & Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards – School Counselors – 2009 Standards:**

|  |  |
| --- | --- |
| **#** | **Text of Standard** |
| A.2 | Understands ethical and legal considerations specifically related to the practice of school counseling. |
| A.3 | Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. |
| A.6 | Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. |
| E.1 | Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. |
| G.1 | Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. |
| H.4 | Makes appropriate referrals to school and/or community resources. |
| H.5 | Assesses barriers that impede students' academic, career, and personal/social development. |
| J.1 | Applies relevant research findings to inform the practice of school counseling. |
| J.2 | Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. |
| J.3 | Analyzes and uses data to enhance school counseling programs. |
| J.4 | Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school. |
| M.3 | Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students. |
| N.5 | Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families |

**Student Outcomes:** *By the end of the quarter, students should be able to:*

|  |  |
| --- | --- |
| 548.1 | *Describe various educational disability categories* |
| 548.2 | *Describe the fundamentals of special education law* |
| 548/3 | *Compare/contrast Section 504 regulations and special education law* |
| 548.4 | *Describe the special education assessment process* |
| 548.5 | *Describe the IEP process* |
| 548.6 | *Describe and demonstrate how a school counselor can support children with special education needs* |

**OSU Graduate Learning Outcomes for MS in Counseling**

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| --- | --- |
| **GLO #** | ***At the end of the course students:*** |
| 1. | Conduct research or produce some other form of creative work |
| 2. | Can demonstrate mastery of subject material |
| 3. | Be able to conduct scholarly or professional activities in an ethical manner. |

***See appendix A for Student Statements.***

***See Appendix B for Relation of Learning Outcomes and TSCP/CACREP Standard***

**Required Text:**

Heward, W. L. (2009), 10th Edition. Exceptional Children: An Introduction to Special Education. Prentice Hall.

**Course Assignments:**

Successful completion of this course will include classroom participation (see scoring rubric 1); weekly blackboard discussion including initial post and responses to at least two peers (see scoring rubric 2); project completion (described below); interview of a parent with a child in special education, and in class final exam on December 6th.

Since this class only meets two times in person, you will not be able to miss one of the class sessions and pass the class. If you are not able to attend one of the weekend sessions, contact the instructor to talk about taking the class at a later time. If you need to miss part of a class session, please contact the instructor asap to work out details.

**Evaluation and Grading:**

Evaluation will be based on performance in these areas:

Classroom Participation 100 points

Blackboard Discussions(8 weeks) 400 points

Case Study Project 150 points

Interview 150 points

Final Exam 200 points

Total points possible 1000

**Case Study Project:**

Choose one of the three movies listed below for your project. All of the movies can be obtained via Netflix or rented via Amazon. After watching the movie, you will identify the disability(s) of the character based upon your knowledge of possible disability categories. You will then write a 10-12 page paper utilizing APA style that includes the following;

* Description of why the child has the stated disability(s)
* Research appropriate school based interventions for the student based upon the disability(s)
* Your references should include at least 10 articles or books related to the disability
* Analyze the information you obtain from your research and provide several pages of integrated information about the disability and recommended interventions
* As an Appendix, create a list of IEP goals and interventions appropriate to the student and disability (at least four goals and give interventions)
* Describe how data will be collected and monitored as another Appendix
* Your project should be turned in on the last in class meeting December 7th

**Movie Choices**

**Ray**

**Temple**

**I am Sam**

**Phoebe in Wonderland**

**Radio**

**Interview Project**

* The purpose of this project is to develop an understanding from students and parents of their perspectives on the special education process. You will then analyze these results and compile a list of suggestions for school counselors.
* This project will be completed as a small group outside of in-person time. You may wish to use dropbox or Google docs to facilitate the group project.
* First, during the first in-person class session you will join a small group and develop and interview questions for both parents and students.
* As a group, you will divide the assignment however you like. The final assignment should be based on interviews of at least four parents and four students who are currently involved (or have been in last 2 yrs) in special education. The purpose of the interviews is to learn about the special education process from the inside: What was it like going through evaluation? What was it like developing an IEP? How were you involved in the process? How could it be better?
* After completing interviews, you will compile one to two pages of notes from each interview. The final project will be a group paper from 8-10 pages. The paper should be based on current literature and an analysis of the data you obtained from your interviews. The goal of the paper is to inform current school counselors about how to be more effective participants in the special education process. Use APA style.

**Adobe Sessions**

* There will be three Adobe Connect sessions held with Kiri on October 27th, November 3rd and November 24th from 7:30-8:30 PM. The topics will include school based intervention for anxiety, depression and ADHD. These session will be recorded and placed on Blackboard. If you are not able to attend, you are responsible for watching the tape and knowing the information for the final exam. <https://osucounseling.adobeconnect.com/horsey>

**Grading Scale (by percentages):**

A 95-100%

A- 92-94%

B+ 89-91%

B 86-88%

B- 83-85%

C+ 80-82%

C 77-79%

All course work must be completed on time. If there are extenuating circumstances affecting performance in class, please negotiate with the instructor prior to assignment deadlines. Otherwise, late work will not be accepted.

**Course Schedule:**

***Week 1 (September 29):*** *Topic: Introduction to Special Education*

* Read Heward Chapters 1& 2
* Attend class in Salem on October 4th 9:00 AM-5:00 PM

Class topics will include: History of SPED; Current Law; Student Study Teams; IEP; Goals and interventions; Data collection

***Week 2 (October 6):****Topic: The Cultural and Family Context of Special Ed.*

* Blackboard threaded discussion: Your initial post is due on October 8th, Responses to two peers on October 10th
* Read Heward Chapters 3

***Week 3 (October 13):****Topic: Overview of Disability Categories: Intellectual Disability*

* Blackboard threaded discussion: Your initial post is due October 15th, responses to two peers by October 17th
* Read Heward Chapter 4

***Week 4 (October 20):****Topic: Learning DIsabilities*

* Blackboard threaded discussion: Your initial post is due October 22nd, responses to two peers by October 24th
* Read Heward Chapter 5

***Week 5 (October 27):****Topic Emotional Disabilities*

* Read Heward Chapter 6
* Meet on Adobe Connect October 27th 7:30-8:30 PM <https://osucounseling.adobeconnect.com/horsey>
* Blackboard threaded discussion: Your initial post is due October 29th, responses by October 31st

***Week 6 (November 3rd):****Topic Emotional Disabilities continued…*

* Blackboard threaded discussion: Your initial post is due November 5th, Responses to two peers by November 7th
* Meet on Adobe Connect November 3rd 7:30-8:30 PM <https://osucounseling.adobeconnect.com/horsey>

**Week 7 (November 10):** Topic: Communication Disorders

* Blackboard threaded discussion: Your initial post is due November 12th; response to peers due on November 14th
* Read Heward Chapter 8

**Week 8 (November 17):** Topic: Hearing Loss; Blindness/ Visual Impairment

* Blackboard threaded discussion: Your initial post is due November 19th; Response to at least two peers by November 21st
* Read Heward Chapters 9 & 10

**Week 9 (November 24):** Topic: Health Impairments; Traumatic Brain Injury; Physical Disabilities

* Blackboard threaded discussion: Your initial post is due November 26th response by November 28th
* Read Heward Chapter 11 & 12
* Adobe Connect session on November 24th 7:30-8:30 PM <https://osucounseling.adobeconnect.com/horsey>

**Week 10 (December 1):** Topic: Autism Spectrum Disorder and Putting it All Together

* Read Heward Chapter 7
* Take Final Exam in Class on December 1st
* Turn in Group Interview Project via Blackboard
* Turn in Case Study Paper via Blackboard

During class on **December 6th** we will:

* Take final exam
* Have guest speakers on SST process and 504 plans
* Learn about interventions for ASD
* Complete a case analysis in class
* Review all SPED essentials

**Scoring Rubric #1: Class Participation and & Readings**

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| --- | --- | --- |
| **Points Possible** | **Description** | **Points** **Received** |
| 0 points  | -Does not ask questions or make comments that indicate familiarity with topics for class -Does not participate actively in small groups-Misses class often-Is often late or leaves early w/out due reason |  |
| 1-4 points  | -Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class-Does not actively participate in small groups-Misses no more than 1 classes w/o prior arrangement-Is occasionally late or leaves early w/out due reason |  |
| 5-15 points  | -Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class-Participates in small groups -Misses 1 class with prior arrangement-Is never late or leaves early w/out due reason |  |
| 16-30 points  | -Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class-Participates actively in small groups in class, -Attends class regularly (no missed classes) |  |

Total points: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Scoring Rubric #2:** **Blackboard Posts**

Purpose: Blackboard activities are designed to increase self-awareness, demonstrate understanding and application of course readings, and to apply critical thinking skills

*This Rubric will be used for each initial post*

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| --- | --- | --- |
| Points Possible | Description | Points Received |
| 0 points  | No post or late post—**late posts will not be graded** |  |
| 1 -10 points | Post is completed on time but does not reflect knowledge of reading material; spelling or grammar errors are present |  |
| 10-18 points | Post is completed on time and demonstrates knowledge of reading material. Student does not demonstrate ability to apply knowledge to variety of situations. The post does not include references from current literature. |  |
| 18-25 points | Post is completed on time and demonstrates both knowledge and comprehension of reading and course material; Post includes references to current research student obtained independently. References are cited using APA style. |  |

*The following Rubric will be used for each threaded discussion response*

|  |  |  |
| --- | --- | --- |
| Points Possible | Description | Points Received |
| 0 points  | No response or late response—late responses will not be graded |  |
| 1-15 points | Response is completed on time, but is only a reflection of initial post, “Great job, I like how you applied the concept of confidentiality.” Response contains spelling or grammar errors. |  |
| 15-25 points | Response is completed on time and takes discussion to a deeper level reflecting both knowledge and comprehension; Responses demonstrate that you have pursued content outside of discussion (readings, literature) to take discussion to deeper level |  |
|  |  |  |

**Scoring Rubric #3: Case Study**

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| --- | --- | --- |
| **Points Possible** | **Description** | **Points** **Received** |
| 0-25 points | Case study is not turned in on timeCase study is completed on time, but has grammatical or spelling errorsCase study does not demonstrate basic mastery of material |  |
| 25-50 points | Case Study is turned in on time with no grammatical or spelling errorsCase study demonstrates only minimal mastery of course conceptsSome concepts are not applied correctly |  |
| 50-75 points | Case study is turned in on time with no spelling or grammar errorsAPA style is used correctlyCase study demonstrates appropriate use of references and basic mastery of material |  |
| 75-100 points | Case study is completed on time with no grammar or spelling errorsAPA style is used correctlyCase study includes strong mastery of concepts and application of concepts to creation of IEP goals and interventionsCase study is based on current research that is referenced appropriately |  |

Total points: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Scoring Rubric #4: Interview Group Paper**

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| --- | --- | --- |
| **Points Possible** | **Description** | **Points** **Received** |
| 0-25 points | Student does not participate in group process or does not complete interview |  |
| 25-50 points | Assignment is completed only partially with a missing component |  |
| 50-75 points | Students participates in all components of the assignment and is a productive group member; Final paper shares data gathered, but does not organize data in a meaningful way or provide information that will be helpful to practitioners. |  |
| 75-100 points | All components of assignment are completedGroup works well together to design interview questions; analyze data and present resultsResults are presented in an organized fashion and contribute to the field of practice. Group includes current literature in paper. APA style is applied correctly. |  |

Total points: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix A: Student Statements**

**Statement Regarding Students with Disabilities**

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

[*http://oregonstate.edu/dept/budgets/genupol/gupdissu.htm*](http://oregonstate.edu/dept/budgets/genupol/gupdissu.htm)

**Link to Statement of Expectations for Student Conduct**

[http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm%20)

**Academic Integrity** — Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further information, visit [Avoiding Academic Dishonesty](http://oregonstate.edu/admin/stucon/avoid.htm%22%20%5Ct%20%22_blank), or contact the office of Student Conduct and Mediation at 541-737-3656

**Confidentiality Notice:**

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervision partners, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been, or pose, a potential danger to others if your break ethical or legal standards as established by the Counseling Profession.

**Electronic Device Notice:**

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make noise.

**Link to Conceptual Framework, Knowledge Base, and National and State**

The Professional Teacher and Counselor Education (PTCE) unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to the National Council for Accreditation of Teacher Education (NCATE) guidelines, review the Conceptual Framework at the website: <http://oregonstate.edu/education/accreditation/>

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application of NCATE content knowledge, professional and pedagogical knowledge and skills, dispositions, and student learning. NCATE Unit Standards: <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

The Oregon TSPC Standards embedded in this course include the following:

* Standard 1: Plan Instruction that supports student progress in learning and is appropriate for the developmental level.
* Standard 2: Establish a classroom climate conducive to learning.
* Standard 3: Engage students in planned learning activities.
* Standard 4: Evaluate, act upon, and report student progress in learning.

Standard 5: Exhibits professional behaviors, ethics, and values

**Appendix B: Relation of Learning Outcomes to TSPC/CACREP Standards**

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|  | **548.1** | **548.2** | **548.3** | **548.4** | **548.5** | **548.6** | **GLO1** | **GL02** | **GLO3** |
| **A.2** | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **A.3** | ■ |  | ■ | ■ | ■ | ■ |  | ■ |  |
| **A.6** | ■ |  |  |  |  | ■ | ■ | ■ | ■ |
| **E.1** |  | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **G.1** | ■ |  |  |  |  | ■ | ■ | ■ | ■ |
| **H.4** | ■ |  |  | ■ | ■ | ■ | ■ | ■ | ■ |
| **H.5** | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **J.1** | ■ |  |  | ■ | ■ | ■ | ■ | ■ | ■ |
| **J.2** |  |  |  | ■ | ■ | ■ | ■ | ■ | ■ |
| **J.3** |  |  |  | ■ | ■ | ■ | ■ | ■ | ■ |
| **J.4** |  | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **M.3** |  | ■ | ■ |  | ■ | ■ | ■ | ■ | ■ |
| **N.5** |  |  |  | ■ | ■ | ■ | ■ | ■ | ■ |

**Appendix C**

**Case Study #1**

Joseph is a seven year old second grade student who has attended the same school since kindergarten. His teachers have consistently noticed that Joseph struggles to form relationships with his peers. He prefers to play by himself, and his play appears repetitive such as driving a car back and forth over and over. Joseph has difficulty transitioning from one activity to another, frequently rocks back and forth, and becomes agitated by noise and touch. Joseph appears to be quite bright, and was able to read by the end of kindergarten. However, his current teacher is concerned that he struggles to write both in terms of organization and fine motor skills. Additionally, his rigid behaviors make it very difficult for him to complete his work.

The Student Study Team meets and agrees that Joseph is showing some signs of an Autism Spectrum Disorder. The Team decides to use some basic classroom supports to assist Joseph before proceeding further. They institute a visual schedule, reinforcement system, and social stories. After trying these interventions for several weeks, the data demonstrates that Joseph is transitioning more quickly, and completing more work. At the same time, he has not demonstrated any improvement in the areas of writing or social skills. He is also demonstrating more temper tantrums during the day which appear to be due to noise and the “hustle bustle” of the classroom.