

Adler Graduate School

Richfield, Minnesota

AGS Course 572

Counseling Exceptional Children

1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number 572
- 1.3 Counseling Exceptional Children
- 1.4 Three credits
- 1.5 Prerequisites: 511, 513, 525, 544

2. Course Description

This course provides an overview of the role of the school counselor in the education of exceptional children. For the purpose of this course, exceptional children will encompass the following domains: special educational, alternative and at-risk, gifted and talented, and English language learners.

3. Texts, Materials, Resources

3.1 Required Text

Heward, W.L. (2009). *Exceptional children: An introduction to special education (9th edition)*. Merrill/ Prentice Hall: Columbus, Ohio.

Other readings as assigned by Instructor.

4. Learning Outcomes

Students completing this course will:

- 4.1 Understand the effect 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 [SC- A6];
- 4.2 Knows strategies for helping students identify strengths and cope with environmental and developmental problems [SC- C3];
- 4.3 Designs and implements prevention and intervention plans related to 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 {SC- D3};
- 4.4 Demonstrates the ability to use procedures for assessing and managing suicide risk [SC- D4];
- 4.5 Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement [SC- E4];

- 4.6 Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families [SC- E3];
- 4.7 Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students [SC- F2];
- 4.8 Engages parents, guardians, and families to promote the academic, career, and personal/social development of students [SC- F4];
- 4.9 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 [SC- G1];
- 4.10 Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs [SC- G2];
- 4.11 Assesses barriers that impede students' academic, career, and personal/social development [SC- H5];
- 4.12 Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation). [SC- I3];
- 4.13 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. [SC- K2];
- 4.14 Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement [SC- L3];
- 4.15 Knows school and community collaboration models for crisis/disaster preparedness and response. [SC- M7];
- 4.16 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. [SC- N5];
- 4.17 Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings. [SC- O5];
- 4.18 Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). [SC- P2].

5. Course Outline

5.1 Unit One

- Class introductions and overview of course.
- Introduction to brain physiology, neurochemical transmission, and brain functioning in youth with various disabilities (PowerPoint).

Defining Special Education

- 1) The spectrum of exceptional children
- 2) Largest disability categories
- 3) Individuals with Disabilities Education Act (IDEA)

- 4) Preventive, remedial, and compensatory education
- 5) Current challenges and fragile brains

Reading assignment: Heward, Chapter 1

Planning and Providing Special Education Services

- 1) IEP
- 2) Least Restrictive Environment
- 3) Teaming and Collaboration
- 4) Special education reform and inclusion

Reading assignment: Heward, Chapter 2

Sign up for individual and group presentations. Begin small group work.

5.2 Unit Two

Collaborating with Parents and Families in a Culturally and Linguistically Diverse Society

- 1) Under and overrepresentation
- 2) Assessment and referral process
- 3) Effective teaching strategies for all students
- 4) Effective curriculum for all students
- 5) Respecting cultural heritage
- 6) Parental involvement in educational planning
- 7) The role of the parent
- 8) Parent-teacher partnerships
- 9) Family-centered services

Reading assignment: Heward, Chapter. 3

Substance Abuse Prevention

- 1) Effective Prevention Principles
- 2) Evidence Based Approach
- 3) Instructional strategies

Reading assignment: Redbook (PDF document emailed to participants)

5.3 Unit Three

Learning Disabilities

- 1) "Invisible disability"
- 2) Defining characteristics
- 3) Causes of LD
- 4) Assessment approaches

Reading assignment: Heward, Chapter 5

Film: F.A.T. City

Planning for small group presentations

5.4 Unit Four

Autism and Severe Disabilities

- 1) Basic skills
- 2) Integration and inclusion
- 3) Definition of severity
- 4) Causes
- 5) Educational programming
- 6) Overcoming challenges

Reading assignment: Heward, Chapter. 7

Communication Disorders

- 1) The role of communication in education
- 2) Normal language development
- 3) Speech impairments
- 4) Origin of communication disorders
- 5) Treatment approaches
- 6) Augmentative and alternative communication

Reading assignment: Heward, Ch. 8

Individual Presentations

5.5 Unit Five

Substance Use Disorders

- 1) Characteristics, prevalence and causes
- 2) Dual Diagnosis

Reading Assignment: TBD

Gifted and Talented

- 1) Definitions
- 2) Identification and assessment
- 3) Common educational approaches

Reading assignment: Heward, Chapter 13

Early Childhood

- 1) Importance of early intervention
- 2) IDEA and Early Childhood Education
- 3) Screening, Identification, Assessment
- 4) Curriculum and Instruction
- 5) Service Delivery
- 6) Issues and Trends

Reading Assignment: Heward, Chapter 14

Individual Presentations

5.6 Unit Six

Substance Abuse Screening and Interventions

- 1) Screening vs. Diagnosing
- 2) Tools for screening
- 3) Student interventions
- 4) Family interventions
- 5) Referral mechanisms

Reading assignment: TBD

Group Presentations

5.7 Unit Seven

Physical Disabilities, Health Impairments, ADHD

- 1) Age, severity and visibility
- 2) No limitations to severe limitations
- 3) Interdisciplinary teams
- 4) Inclusion

Reading assignment: Heward, Chapter. 11

Transitioning to Adulthood

- 1) Adult Outcomes
- 2) Transition Services and Models
- 3) Employment and Post-secondary education
- 4) Recreation and Leisure

Reading Assignment: Heward, Chapter 15

5.8 Unit Eight

Emotional and Behavioral Disorders

- 1) Definitions of EBD
- 2) Externalizing vs. internalizing
- 3) Boys vs. girls
- 4) Causes
- 5) Identification and assessment
- 6) Academics and social skills
- 7) Effective teaching practices

Reading assignment: Heward, Chapter 6

5.9 Unit Nine

Alternative and At-risk learners

- 1) State defined criteria for alternative learners
- 2) Educational characteristics
- 3) Counseling and consultation skills
- 4) Resources for assistance
- 5) Educational options for alternative learners

*Individual Presentations*6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30 hour experience. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 30 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students' unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

8. Assessment/Evaluation Procedures

8.1 Course Projects

Each student will choose three projects. Starred projects required of all students.

1. Conduct an interview with the family of an exceptional child and identify key concerns related to educational programming (3-4 pages);
2. Write 2 case studies (2 pages each) about special education students with different disabilities and analyze issues/barriers encountered when schools attempt to provide services to students with disabilities and their families;
3. Write a 3-page critique of an article from a professional journal in the field of special education Use at least 3 reference sources to support your position. Write in APA format.

Req*Create and present a 25-30 minute presentation for the class on a selected disability or mental health area (sign up sheet will be available at the first class session). See the more detailed assignment sheet.

Req**Participate in a small group presentation: All District Workshop. (30 minutes). See the detailed assignment sheet.

8.2	<u>Assignment</u>	<u>Pts</u>	<u>Due</u>
1)	Elective Project	25	
2)	*Individual Presentation: Disability/Adlerian Topic	25	
3)	**Small Group Presentation	25	

4) Attendance/Participation/Social Interest	25	all classes
Total Points	100	

8.3 Grades

<u>Grade</u>	<u>Percentage</u>	<u>Points Earned</u>
A	90 – 100%	90 -100
B	80 – 89%	80 - 89
C	70 – 79%	70 - 79
R (Retake)	69% and less	70 and less
I (Incomplete)	In progress, expected to complete	

9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. Internet/On-Line Activity

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.
- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. Nondiscrimination Clause

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student's expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. Instructor Contact Information

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