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, and gifted and talented.

3. **Texts, Materials, Resources**

3.1 Required Texts:


Specific Chapters and Readings

Other readings as assigned by Instructor.

4. **Learning Outcomes [MN State Standards for School Counselors]**

*Students completing this course will:*

4.1 Develop an understanding of the history, ethics, and professional standards related to counseling and educating exceptional students [A15, I1];

4.2 Describe the various categories of exceptional children [A15];

4.3 Discuss the incidence and prevalence of exceptionalities [A15];

4.4 Develop a working understanding of the Individuals with Disabilities Education Act (IDEA) [A15];

4.5 Develop an understanding of the eligibility criteria used by the State of Minnesota to define at-risk learners [H1];

4.6 Become familiar with state legislation, policies, and procedures related to the education of exceptional children [A15];

4.7 Describe a continuum of services, including external resources, that assist students in meeting their education goals [A17, J3];

4.8 Develop an understanding of the roles of various educators and community members in the education of exceptional children [A4, A5];

4.9 Develop fundamental counseling and consultation skills to work collaboratively with exceptional children and their families [C2];

4.10 Develop an understanding of how to adapt or modify the educational environment to meet the needs of all learners [D3, G4];

4.11 Develop an understanding of strategies to address social and emotional issues of exceptional children and their families [B3, C2, G4];

4.12 Recognize the learning strategies necessary in the delivery of mental
health curricula [D2];

4.13 Develop an understanding of the role of the brain in the etiology of exceptional learners [D3, E4];

4.14 Understand the implications of various cultural dynamics when working with exceptional children and their families [C1, F2].

4.15 Develop an understanding of “the need for student advocacy, including crisis intervention, suicide prevention and intervention, violence prevention, conflict and disciplinary resolution and mediation, and how to mediate conflict and intervene effectively in conflict management and disciplinary prevention and intervention situations” (MN Standard A16).

4.16 Develop an understanding of substance abuse prevention best practices.

4.17 Develop an understanding of brief assessment and intervention of student and family substance abuse as it relates to school counselors.

4.18 Develop an understanding of the role of school counselor as a change agent in school system as it relates to working with exceptional students.

5. Course Outline

Unit One
- Class introductions and overview of course.
- Introduction to Special Education

Assignment 1 due at the beginning of class.

5.1 – 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 ethical considerations
5.2 –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 1-2
Trolley, et.al., Chapters 1-2, 7
Franklin, et.al., Chapter 4

Sign up for individual presentation dates

Review Interview Questions for Assignment

Unit Two

Assignment 2 due at the beginning of class.

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

1) Under and overrepresentation and disproportionality
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

5.4 Pre-Referral Interventions and 504 Plans

1) Assessment and Referral Process
2) The role of the teacher, counselor, student and Parents
3) Accountability
4) RTI
5) PBIS
Reading Assignment:  Heward, Chapter 3
Section 504 Manual (PDF Document)
Franklin, et.al. Chapters 1-3, 57, 59, 61, 62
Trolley, et.al., Chapter 3

Unit Three

Assignment 3 due at the beginning of class.

5.5 –Learning Disabilities

1) “Invisible disability”
2) Defining characteristics
3) Causes of LD
4) Assessment approaches

Reading assignment:  Heward, Chapter 5
Trolley, et.al., Chapters 4-6
Franklin, et.al. Chapters 17, 64

5.6 –Effective Presentation

Unit Four

Assignment 4 due at the beginning of class.

5.7 –Autism Spectrum Disorders

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

Reading assignment:  Heward, Chapter 7
Franklin, et.al., Chapters 9, 15, 19, 67
Unit Five

Assignment 5 Due at the beginning of class.

5.13 – Gifted and Talented
1) Definitions
2) Identification and assessment
3) Common educational approaches

Depression, Self-harm and Suicidality

Reading assignment: Heward, Chapter 13
Franklin, et.al. Chapters 10-11, 41, 48

Unit Six

Assignment 6 due at the beginning of class.

5.9 – Substance Abuse Screening and Interventions
1) Screening vs. Diagnosing
2) Tools for screening
3) Student interventions
4) Family interventions
5) Referral mechanisms

Reading assignment: Video: Addiction (www.hbo.com/addiction) segments:
- A Mother's Desperation
- The Adolescent Addict
- What is Addiction?
- Understanding Relapse

Franklin, et.al. Chapters 20-21
Redbook (PDF Document)

Unit Seven
Assignment 7 due at the beginning of class.

5.11 – Health Impairments, ADHD

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

Reading assignment: Heward, Chapter 11
Franklin, et.al. Chapters 14, 50

5.14 - Unit 15: 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
Trolley, et.al. Chapter 6

Unit Eight

5.6 – 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
Franklin, et.al. Chapters 6-7
Washburn Developmental Repair (PDF)

Individual Presentations
Unit Nine

5.16 - Unit 16: 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

Reading assignment: Franklin, et.al. Chapters 28-33

Individual Presentations

6. Special Project Time

   o Individual Presentation: Exceptional Child Interview
     o Prepare and give a 20-minute presentation on your interview with an exceptional student, parent and teacher. (See number 8 below.)

7. Writing Guidelines

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

8. Assessment/Evaluation Procedures

  8.1 Course Project: Interview, Presentation and Paper Project (50 points)
     8.1.1 Complete an interview(s) of a person who is/was exceptional and his/her parent(s) and educator. You are interviewing to gather input from the student, parent and educator perspective.

     8.1.2 Construct the interview questions that you will use.
i. Your questions will provide you data for the presentation written assignment.

ii. Questions should be constructed to assess for the following:
   1. Quality of the educational experience.
   2. Identify educational interventions (IEP Case Manager, School Counselor, etc.) and how these helped or hindered school success. Include accommodations (IEP or 504) implemented.
   3. Identify interventions that would have helped with success that were not implemented.
   4. Impact of the disability on members of the family and strategies to overcome these obstacles.
   5. The perspectives of each (parent, student, teacher).

iii. Secure appropriate permissions for this interview and ensure anonymity.

8.1.3 Develop and present a 20 minute presentation based on the interview that you conducted above.

8.1.4 Present an analysis of each perspective (student, parent and school staff/teacher) using Adlerian Principles (e.g. Goals of misbehavior, etc.) Analyze the behavior that each is exhibiting/has exhibited. What would Adler say about each?

8.1.5 From a school counselor perspective, what interventions would you provide to this circumstance to help move this family toward wellness?

8.1.6 Please use at least 5 references. Include a transcript/notes of your interview.

8.1.7 Participate in a group discussion about your interview questions.

8.1.8 Participate in a group discussion about the interview(s) that you conducted.

8.1.9 Write a summary paper (5 pages) of your presentation.

8.2 Case Study Paper (20 points). Given a case study handed out in class, write a paper (at least 5 pages, excluding references) that analyzes each perspective (student, parent and school staff/teacher) using Adlerian Principles (e.g. Goals of misbehavior, etc.) Analyze the behavior that each is exhibiting/has exhibited. What would Adler say about each?
8.3 **Six Daily assignments (5 points each, 30 points total)**. These will be given to you prior to the next class and are to be completed and turned in at the beginning of class. Late assignments will be accepted and will be worth only one point.

8.4 **Assignment**

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<thead>
<tr>
<th>Assignment</th>
<th>Pts</th>
<th>Due</th>
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<tbody>
<tr>
<td>1) Interview, Presentation and Paper Project</td>
<td>50</td>
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<tr>
<td>a. Interview Questions:</td>
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<td></td>
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<tr>
<td>b. Interview Notes:</td>
<td>10</td>
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<tr>
<td>c. Presentation</td>
<td>20</td>
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<tr>
<td>d. Summary Paper</td>
<td>10</td>
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<tr>
<td>2) 6 Daily Assignments (5 points each)</td>
<td>30</td>
<td>Each Class</td>
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<tr>
<td>3) Case Study Paper</td>
<td>20</td>
<td>TBD</td>
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<tr>
<td>4) Attendance/Participation/Social Interest</td>
<td>27</td>
<td>all classes</td>
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Total Points 127

8.5 **Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>114 -127</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
<td>102 - 113</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
<td>89 - 101</td>
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<tr>
<td>R (Retake)</td>
<td>69% and less</td>
<td>88 and less</td>
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<tr>
<td>I (Incomplete)</td>
<td>In progress, expected to complete</td>
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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. To receive participation credit for the class missed students will be required to complete assignments provided by the
instructor, related to the content of the class that was missed. These assignments are due at the beginning of the next class.

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 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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Minnetonka, MN 55305
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612.282.4749 (cell)

Time Allocation:

30 hours - Attending class meetings (2 credits)
45-60 hours - Class preparation: reading, preparing for class, research
15 hours - Special project time (1 credit)
AGS 572 Counseling Exceptional Children
Assignment #1
Due at the Beginning of Class

A. Define the Following in your own words:
1. FAPE

2. IDEA

3. Section 504 of the Rehabilitation Act of 1973

4. ADA

5. NCLB

6. IEP

7. RTI

8. Disproportionality

B. Which of the 10 differences between General and Special Education are most and least important? Why?

C. Read the case example on pages 6-7 in Trolley, et.al. What would Adler say about each person (Student, Parent and Teacher)? (Hint: Use your prior classes in Adlerian theory and practice—Goals of misbehavior, mistaken beliefs/convictions, etc.).
AGS 572 Counseling Exceptional Children
Assignment #2
Due at the Beginning of Class

1. What steps need to be taken by a school before a student is referred to an assessment for Special Education?

2. What is the difference between RTI and PBIS (PBS)?

3. Describe the “three tiers” within the RTI Pyramid. Give an example of an intervention for each tier for an elementary student with a Learning Disability.

4. What is an FBA and a BIP? How are these part of a pre-referral intervention plan and how can these help a student to succeed?

5. Review Fraklin, et.al. Chapter 57’s concept of “possible selves.” Apply Adler’s notion of “mistaken beliefs” to this.