COURSE SYLLABUS – Fall 2015
AGS 572 Counseling Exceptional Children
Meeting Dates and Times:

Nov 17 (Tuesday) 6:15-9:30 p.m.
Nov 21 (Saturday) 8:30-4:00 p.m.
Nov 24 (Tuesday) 6:16-9:30 p.m.
Dec 1 (Tuesday) 6:15-9:30 p.m.
Dec 5 (Saturday) 8:30-4:00 p.m.
Dec 8 (Tuesday) 6:15-9:30 p.m.
Dec 15 (Tuesday) 6:15-9:30 p.m.

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 Reading
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. (H3)

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. (J3)

5. **Course Outline**

5.1 **Defining, Planning and Providing Special Education** **Tue, Nov 17, 2015**

Class assignments/goals:
- Class introductions and overview of course.
- Homework Assignment 1 due at the beginning of class.
- All assigned reading done by start of class.
  
  - Reading assignment: Heward, Chapter 1-2
  - Trolley, et.al., Chapters 1-2, 7
  - Franklin, et.al Part 1, Section 1, 1-4

- Sign up for Individual Presentation dates
- Review Interview Questions for SPT

**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

**Planning and Providing Special Education Services**
1) IEP
2) Least Restrictive Environment
3) Teaming and Collaboration
4) Special education reform and inclusion

5.2 **Collaborating with Parents and Families** **Sat, Nov 21, 2015 8:30-11:45**

Class assignments/goals:
- Homework Assignment 2 due at the beginning of class.
- All assigned reading done by start of class.
  
  - Reading assignment Heward, Chapter 3
  - Section 504 Manual (PDF Document)
  - Franklin, et.al. Chapters 57, 59, 61, 62
  - Trolley, et.al., Chapter 3

**Collaborating with Parents/Families in a Culturally 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

5.3 Pre-Referral Interventions and 504 Plans

Sat, Nov 21, 2015 12:45-4PM

1) Assessment and Referral Process
2) The role of the teacher, counselor, student and Parents
3) Accountability
4) RTI
5) PBIS

5.4 Learning Disabilities

Tues, Nov 24, 2015

Class assignments/goals:
- Case Study Paper Due at the Beginning of Class.
- All Assigned readings completed by start of class
  Reading assignment: Heward, Chapter 4 and 5
  Trolley, et.al., Chapters 4-6
  Franklin, et.al. Chapters 17, 64

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

5.5 Gifted and Talented & Depression screening

Tues, Dec 1, 2015

Class assignments/goals:
- Assignment 3 due at the beginning of class.
- All Assigned readings completed by start of class:
  Reading assignment: Heward, Chapter 13
  Franklin, et.al. Chapters 10-11, 20, 21 41, 48

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

Emotional Behaviors, Depression, Self-harm and Suicidality
5.6 Effective Inventions and Autism Spectrum Disorders  Sat, Dec 5th AM

Class assignments/goals:
- Assignment 4 Due at the beginning of class.
- All Assigned readings completed by start of class:
  Reading assignment:  Heward, Chapter. 7
  Franklin, et.al., Chapters 9, 15, 19, 67
  Video: Addiction (www.hbo.com/addiction)
  segments:
  • A Mothers Desperation
  • The Adolescent Addict
  • What is Addiction?
  • Understanding Relapse
  Redbook (PDF Document)

Autism Spectrum Disorders
1) Basic skills
2) Integration and inclusion
3) Definition of severity
4) Causes

5.7 Substance Abuse Screening and Interventions  Sat, Dec 5th PM

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

5.8 Emotional and Behavior Disorders, ADHD  Tues, Dec 8

Class assignments/goals
- Assignment 5 due at the beginning of class.
- All reading done by start of class
  Reading assignment:  Heward, Chapter. 6 and 11
  Franklin, et.al. Chapters 14, 50
  Washburn Developmental Repair (PDF)

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

Individual Presentations
5.9 - Transitioning to Adulthood/Alternative Learners

Class assignments/goals
- Assignment 6 Due at the Beginning of Class
- All reading done by start of class:
  - Reading assignment: Heward, Chapter 15
  - Franklin, et.al. Chapters 28-33

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

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) (see section 8 for details on SPT assignment for this course)

6.1 Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience requiring 45 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short integrative writing component or (b) a research exercise and a short integrative writing component.

6.2 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.

6.3 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 may 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, including those submitted in online courses, 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 Assignment Overview

1) 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. These assignments are found at the end of the syllabus.

<table>
<thead>
<tr>
<th>Homework (Due at the BEGINNING of class)</th>
<th>Points Value</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>a. Homework Assignment #1</td>
<td>5 points</td>
<td>11/17/15</td>
</tr>
<tr>
<td>b. Homework Assignment #2</td>
<td>5 points</td>
<td>11/21/15</td>
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<tr>
<td>c. Homework Assignment #3</td>
<td>5 points</td>
<td>12/1/15</td>
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<tr>
<td>d. Homework Assignment #4</td>
<td>5 points</td>
<td>12/6/15</td>
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<tr>
<td>e. Homework Assignment #5</td>
<td>5 points</td>
<td>12/8/15</td>
</tr>
<tr>
<td>f. Homework Assignment #6</td>
<td>5 points</td>
<td>12/15/15</td>
</tr>
<tr>
<td>TOTAL POINTS FOR HOMEWORK</td>
<td>30 points</td>
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2) Case Study Paper 20 points 11/24/15

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?

3) SPT - Interview Analysis, Presentation & Paper (50 points)

<table>
<thead>
<tr>
<th>PART ONE</th>
<th>Points Value</th>
<th>DUE DATE</th>
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</thead>
<tbody>
<tr>
<td>a. Interview Questions</td>
<td>10 points</td>
<td>12/1/15</td>
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<tr>
<td>b. Interview Notes/Transcript</td>
<td>5 points</td>
<td>12/12/15</td>
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<thead>
<tr>
<th>PART TWO</th>
<th>Points Value</th>
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</thead>
<tbody>
<tr>
<td>c. Presentation</td>
<td>20 points</td>
<td>12/12 or 12/15</td>
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<table>
<thead>
<tr>
<th>PART THREE</th>
<th>Points Value</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>d. Summary Paper</td>
<td>15 points</td>
<td>12/22/15</td>
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TOTAL POINTS FOR SPT 50 points

Part One: The Interview and Analysis

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 and analyze from a school counselor perspective.

a. Construct the interview questions that you will use.
b. Your questions will provide you data for the presentation written assignment.
c. Questions should be constructed to you can analyze the following:
   - Quality of the educational experience.
   - Identify educational interventions (IEP Case Manager, School Counselor, etc.) and how these helped or hindered school success. Include accommodations (IEP or 504) implemented.
• Identify interventions that would have helped with success that were not implemented in analysis
• Impact of the disability on members of the family and strategies to overcome these obstacles.
• The perspectives of each (parent, student, teacher).

Be sure to secure appropriate permissions for this interview and ensure anonymity.

Part Two: Presentation
Develop and present a 20 minute presentation based on the interview that you conducted above.

a. 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?

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

Part 3: PAPER
a) Write a 5 page paper, excluding references, summarizing your work.
b) Please use at least 5 references or scholarly articles (at least 3 need to be outside references and transcript of interview not included as a reference) Include a transcript/notes of your interview as an exhibit to this paper. These pages will not be counted towards your page count nor will referencing or quoting your transcript be used as one of your references.

4) Attendance/Participation/Social Interest 27 points all classes

Total Points for Class 127 points

8.2 Grading: [Based on total points for the class]

<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>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>102 - 113</td>
</tr>
<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>
</tr>
<tr>
<td>I</td>
<td>In progress, expected to complete</td>
<td></td>
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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)
9. Attendance Policy

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. 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 the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into nine units. One unit is equal to one evening class session, ½ of a weekend day session, one unit/posting in an online class or, roughly, 3 ¼ hours of class time. If a student misses more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.

In online classes, the student fulfills the class session or unit by complying with posting and other submission deadlines.

It is the instructor’s prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Specific courses may have additional attendance requirements based on the structure of the course. Those specifics are listed here:

Questions or appeals about the implementation of the attendance policy may be directed to the Academic Vice President.

10. Participation Disclaimer

10.1 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.

10.2 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 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.

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, 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 you. 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**

Katie Dorn, LSC, MA
Katie.dorn@alfredadler.edu
Office: 612.767-7052 (office) (Tues/Wed)
612.964-4168 (cell)
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
Homework Assignment #2
Due at the Beginning of Class 11/21

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 child that is having persistent difficulty learning math at his grade level.

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 Franklin, et.al. Chapter 57’s concept of “possible selves.” Apply Adler’s notion of “mistaken beliefs” to this.
AGS 572 Counseling Exceptional Children
Homework Assignment #3
Due at the Beginning of Class 12/1

1. What are signs of Danger and Imminent Risk as it relates to Depression, Self Harm and Suicidality? (Hint, See also Franklin, Ch. 19). What are possible mistaken beliefs regarding this?

2. What are possible RTI Tier 1-3 Interventions for self-harm and suicidality?

3. Describe an in-service training that you want to conduct within your role as a school counselor by using the best practices described in Franklin, Ch. 48. Give an example of an outcome that you would like participants to have from the training and an example of an evaluation question to measure this objective.

4. Given that “Gifted” students may have a tendency of perfectionism, what does Adlerian psychology tell us about it? What would you say to a student that you serve in your role as a school counselor that struggles with perfectionism?
AGS 572 Counseling Exceptional Children  
Homework Assignment #4  
Due at the Beginning of Class 12/5

1. What are the challenges that families face when a child has an addiction? What are the stressors?

2. Adlerian psychology interprets the behaviors of a person with addiction as someone is in a “Vertical Pattern of Striving.” Describe how you understand this to be a vertical pattern of striving.

3. As a school counselor you will likely have speak with students about their alcohol or drug use. During one of these conversations you will be asked: “Did you use drugs or alcohol as a kid?” From your perspective as a school counselor, why would a student ask you this questions? Describe how you would respond?
AGS 572 Counseling Exceptional Children  
Homework Assignment #5  
Due at the Beginning of Class  12/8

1. What is Developmental Repair? When is it best to intervene on the Arousal Curve?

2. What make it so difficult to work with students with Emotional and Behavioral Disorders?

3. Describe RTI Tier 1, 2, and 3 interventions to address behavioral challenges with students. What are the barriers to successfully implementing these?

4. What are the largest current impediments to children with emotional or behavioral disorders receiving the most effective education possible?

5. List several accommodations that are possible for students with ADHD and on a 504 Plan. How would you measure to see if these are effective?
AGS 572 Counseling Exceptional Children
Homework Assignment #6
Due at the Beginning of Class 12/15

1. What are the four subtypes of student engagement? Pick one of the subtypes, describe how to assess for it and describe two interventions for it.

2. Chapter 30 (Guides for Designing and Establishing Alternative School Programs for Dropout Prevention) provides a school example. Analyze and describe how the Adlerian goals of behavior (Safety, Belonging and Significance) are met in this successful program. What would you see in programs that are not successful?

3. Review the Interview and Case Example in Chapter 31 (Solution-Focused, Brief Therapy Interventions for Students at Risk of Drop Out). Hypothesize on what you think the mistaken beliefs are of the student and how did the Social Worker address (or not address) this?

4. Describe RTI Tiers 1-3 interventions for prevention of pregnancy.