

**Portland State University  
Graduate School of Education  
Department of Counselor Education**

*“Meeting our diverse communities’ lifelong educational needs”*

**Graduate School of Education Conceptual Framework**

<b>Vision - Preparing professionals to meet our diverse communities’ lifelong educational needs</b>			
			
<p><b>Diversity and inclusiveness</b> Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p><b>Research-based practices and professional standards</b> Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p><b>Impact on learning and development</b> Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p><b>Evidence-informed decision making</b> Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

**Summer 2012**

**COUN 527: Counseling Individuals with Diverse Needs (3 credits; CRN 82666)**

**8:30am-5pm, June 27<sup>th</sup> & July 11<sup>th</sup>: Ed 308**

**8:30am-5:30pm, July 25<sup>th</sup> & August 1<sup>st</sup>: Neuberger Hall 350**

**INSTRUCTOR**

Tina Anctil, Ph.D., CRC, LPC

602C Education Bldg; Mailbox ED204

Office Phone: 5-3-725-9886 (voice mail messages); Cell phone: 503-830-7882

Office Hours: After class or by appointment, please email for time.

Email: [anctil@pdx.edu](mailto:anctil@pdx.edu)

**Accommodation:** Students in need of an accommodation should immediately inform the instructor.

Students are referred to Disability Services (725-4150; TTY/Relay 725-4718) to document their disability and to secure support services when appropriate. I will work with you to arrange the supports you need in this class.

**Course Catalog Description:** This course is designed to prepare counselors to provide collaborative services for individuals with diverse needs in elementary, secondary, and post-secondary educational settings. Topics to be covered are: IDEA, Section 504, functional behavioral assessments, learning disabilities, identifying students who need service, transition planning, working with parents, and collaboration with learning specialists, and multicultural issues along with examining the culture of poverty framework.

**COURSE OBJECTIVES**

- Develop an understanding of concerns and issues relevant to counseling individuals with various types of disabilities and needs.
- Increase knowledge of laws and legislation relevant to school counseling and special education.

- Gain awareness of the importance of transitional planning.
- Understand ethical and multicultural considerations in school counseling.
- Examine additional factors that put some students “at risk” for failure.

**Department Policy Statement:** The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive (*however if you miss a whole day of this summer class, it will be excessive!*). Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Failure to do so can result in termination from the program.

### **Required Readings:**

Marshak, L.E., Dandeneau, C.J., Pezant, F.P., & L’Amaoreauz N.A., (2010). *The school counselors guide to helping students with disabilities*. San Francisco, CA: Jossey Bass.

Ancil, T.M. & Bauman, S. S. (2008). Disability in schools. In H.L.K. Coleman & C. Yeh (Eds). *Handbook of School Counseling*. Mahwah, NJ: Lawrence Erlbaum Press.

### **Recommended Texts:**

Russo, C.J. & Osborne, A.G. (2009). *Section 504 and the ADA*. Thousand Oaks, CA: Corwin Press.

McCarney, S.B., Wunderlich, C. K. (2006). *Pre-Referral Intervention Manual*. 3<sup>rd</sup> Ed. Columbia, MO: Hawthorne Educational Service, Inc.

Additional readings will be posted on D2L.

<b>Course website: <a href="https://d2l.pdx.edu">https://d2l.pdx.edu</a></b>
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## COURSE REQUIREMENTS

Class Participation (10 points): Students should come to each class session having carefully read all assigned materials and prepared to participate in a variety of class discussions and activities. Attendance and punctuality are expected. Students who have special concerns or circumstances such as a family emergency should contact the instructor as soon as possible. To minimize disruptions, please silence or turn off cell phones during class.

504 Plans (20 points): Students will be given case studies and will write two 504 plans. These assignments may be completed in class and must be submitted for a grade.

IEP & Transition Plans (10 points): Students will be given case studies and will practice writing recommendations for a special education teacher to use in the IEP and ITP.

Functional Behavioral Assessments (10 points): Students will complete functional behavioral assessments based on case studies. These assignments may be completed in class and must be submitted for a grade.

Group Project (50 points total): Students will work in groups of three to produce a presentation and a report. Each student will choose and/or be assigned to one of the following group topics: learning disabilities (including ADHD), behavioral disorders, gifted and talented, autism spectrum, physical disabilities (e.g., cerebral palsy, spina bifida, muscular dystrophy, etc), and psychiatric impairments. Each group is responsible for a 1-hour class presentation, a 5-page written report, and at least one supplemental reading. The report and the reading must be distributed in class (and posted on D2L for electronic distribution). Each group member will complete a confidential evaluation of his or her group experience, which will be considered in the final project grade (i.e. do your part!). *Please work with the instructor as you prepare your materials.*

Written Report Guidelines (30 points): One report, written collaboratively per group is required. The end product should look as if a single individual has written it. The report can be written to include bulleted lists, tables, etc. It does not have to read like a research paper. The report should be no less than 5 single spaced or 10 double spaced pages. **You are producing a *comprehensive* resource for yourself and your classmates, so keep it user friendly.**

The report should have *at least* the following sections:

- Overview of Topic: definition/diagnostic criteria; prevalence including gender and ethnicity (<http://nces.ed.gov/>); impact on the educational pursuits, personal/social development (hint, the disability literature uses the term “psychosocial” for this) implications, and post-school outcomes (see [www.nlts2.org](http://www.nlts2.org)).
- Treatment and Intervention: focus on educational interventions that are evidence-based, when possible. Include information on who is providing the services, for how long, etc., AS WELL AS the role of the school counselor in the treatment and intervention.
- A classroom guidance or small group unit: a series of lessons or groups with hands-on activities. Include enough information for your peers to use in their practice. You may choose to provide an overview of a curriculum with one complete example.
- Resources: include local, state, and national resources pertaining to working with this population in schools.
- References: you must include at least 10 references from valid sources (peer reviewed journals, books published by ASCA or CEC, government reports, etc.)
- Other: not required, but you can add anything else that you feel is useful to the topic.

Presentation Guidelines (20 points): The 1 hour presentation should include: a) the content of the written report; b) a demonstration of the classroom guidance or small group unit; and, c) any supplemental activities such as small group activities, short video demonstrations, etc.

Grading scale: 94-100% (A); 90-93% (A-); 87-89% (B+); 84-86% (B); 80-83% (B-); etc.

### Course Schedule

Date	Agenda & Assignments	Readings
6/27	Introduction and Course Overview  Introduction to Special Education & IDEA  1pm: Guest Speaker: Kate Fellows Russell, Thomas Edison High School, ADHD  Project Assignments & Work Time	Anctil & Bauman, 2008*  Marshak et al., Ch. 1-3.  *ASCA Position Statement on Students with Disabilities
7/4	Happy 4 <sup>th</sup> of July: NO CLASS MEETING	
7/11	<b>The ASCA National Model Amplified for Academic Needs</b>  Federal Legislation: IDEA and Rehabilitation Act (Section 504)  9-10 Guest Speaker: Suzy Harris, Portland Public Schools  Guest Speaker: Alix Pickett, school counselor Lake Oswego Middle School (?)  <i>504 Eligibility and Plan Writing</i>	Russo & Osborne: 1, 2, 3, 5, 6, & Appendices  Marshak et al., Ch. 4-6.  ODE 504 Guide*
7/18	NO CLASS MEETING (NYC Multicultural Counseling Institute)	

7/25	<p><b>The ASCA National Model Amplified for Personal and Social Needs</b></p> <p><i>8:30-12, Guest Speaker: Crystal Ellis, Behavioral Interventionist, Oak Grove Elementary School</i>  Functional Behavioral Assessment  <i>Functional Behavioral Assessments in Class</i></p> <p><i>1-4: Group Presentations &amp; Activities</i>  Learning Disabilities: Stephanie, Stan, Brandeis  Physical Disabilities: Jessica, David, Sharee  Psychiatric Disabilities: Andrew, Megan, Emily</p>	Marshak et al., Ch. 7-8; Part Three
8/1	<p><b>Transition Planning for Students with Disabilities Career Planning</b></p> <p><i>9-10am Guest Speaker: Peter Fitzgerald, Youth Transition Program</i>  <i>Guest Speaker: Sean Suib, New Avenues for Youth Executive Director</i></p> <p><i>IEP/Transition Plans in Class</i></p> <p><i>Group Presentations &amp; Activities</i>  Behavior Disabilities: Madison, Samara, Julieta  TAG: Susan, Juanita, Gloria, Sarah  Autism Spectrum Disorders: Kate, Steve, Mike</p>	Marshak et al., Ch. 9 & Part Three

\*Must be downloaded from D2L