

CSD 5941 Syllabus: Emerging Issues in School Counseling
Friday 5:00-10:00/Saturday 9:00-4:30
Summer 2019

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Classroom: Klem 1102

Course Description: The purpose of this course is to introduce students to emerging issues in school counseling, including the diversity of Illinois students as well as the laws and programs designed to meet their unique needs.

Course Objectives: School counselors-in-training will:

1. Examine assessments specific to P-12 education (5.G.1.e)
2. Discuss school counselor roles in school leadership and multidisciplinary teams (5.G.2.d)
3. Understand characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (5.G.2.g)
4. Examine common medications that affect learning, behavior, and mood in children and adolescents (5.G.2.h)
5. Discuss legislation and government policy relevant to school counseling (5G.2.m)
6. Analyze skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (5.G.3.h)
7. Use accountability data to inform decision making (5.G.3.n)
8. Assess and use of data to advocate for programs and students (5.G.3.o)

Required Texts

Trolley, B.C., Haas, H.S., & Patti, D.C. (2009). *The school counselor's guide to special education*. Thousand Oaks, CA: Corwin Press.

Dimmitt, C, Carey, J.C., Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

Readings posted to Desire2Learn

Method of Instruction: Students will be exposed to the educational process via class dialogue, presentations, written papers, consultation (with instructor, peers, and counselors/supervisors), experiential activities, as well as through websites related to counseling.

Due Date Policy: Written assignments are to be turned in on time. Five points will be deducted per day that the assignment is not submitted. Treat due dates like professional deadlines: be sure to carefully back-up computer work, be certain your printer has ink and is working, etc. so if technology fails, you will have time to compensate. All assignments should be in APA style.

Technological Competence: Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details.

Questions and Grievances: Please talk with me directly if there is a problem, misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog.

Academic Integrity: Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an "F" in the course. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, **ALL** written assignment created in this course must be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database. Include the originality report with the paper.

Class Id: 17964371

Password: csd5942

Accommodations for Students: If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9th Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302

Grading Scale: The Department of Counseling and Higher Education uses the university grading scale. Please refer to the current *Graduate School Catalog*.

Student Evaluation:	Points	Due Date
Attendance and Attitude (10 sat, 5 Fri)	35 points	Each session
Quizzes (5 pts each)	25 points	Each session
Discussion Boards	25 points	6/08
Journals (8 pts each)	25 points	Mondays 11:59pm
Data Analysis Research Paper	75 Points	6/23 at 11:59 pm
Special Education Presentation	50 points	6/21; 6/22

Attendance and Attitude Policy: Attendance is necessary for co-constructing a deeper meaning. Investing in learning requires attending class, arriving on time, and being prepared, including having all reading completed. Professionalism, knowledgeable conceptualization, and appropriate conduct are expected. Treat class as you would treat your future career.

Quizzes: Quizzes will be given each class meeting to assess investment in learning the course material. Format will be given in short answer or multiple choice questions.

Journal: The journal is used to communicate progress toward meeting course objectives. One journal is due per weekend session. Divide each entry into two sections: (a) class discussion and reading observations: your understanding of what subjects were covered and possibilities for how these discussions/readings can be integrated into your work, and (b) personal observations/reactions (affective movement/cognitive insights as you become aware of school counselor role).

Discussion Boards: (25 points) (5.G.1.e, 5.G.2.d, h, m; 5.G.3.h) On 6/10, lecture will be held online. As part of that class period, you will need to respond to the posted discussion boards with thorough, clear, and complete answers. The Discussion Board is currently open and will remain open until the end of class time on 6/10. You must respond to **all** the questions in: the case of Arnie **or** Kelley, one of the court cases, and the open process questions. Posts must be thought out and promote higher order thinking. In addition, you will need to respond to at least **two** of your peer's discussions **per forum** with insight and comments that further the discussion. For the court cases and vignettes, the responses must be in a case outside of your main post.

Special Education Research Presentation: (50 points) (5.G.1.e, 5.G.2.d, g, 5.G.3.h). In partners, choose a topic from the list provided in class or another area related to special education (with approval). Provide a handout, including references, to your peers. Provide the instructor with a copy of the handout, references, and power point/Prezi if used. A *minimum* of five academic resources is required.

Content of Presentation: Your peers will act as the parent or teacher group. The parents/teachers have been encouraged to come to school to learn more about these topics and are being provided with free babysitting on-site and pizza. The focus of the presentation is to provide the parents or teachers with a basic understanding of the chosen topic. Choose either teachers or parents as the focus group and make the information relevant for that group.

- Provide an overview or background on the topic area chosen. Define the topic, provide some background to the issue (the history), and include statistics regarding current prevalence rates.
- Discuss how the issue is assessed, by whom, how much, when, and reasons.
- Discuss strategies that have been used in the past (by teachers, counselor, or parents) to help understand, teach, or work with this particular group of students. Be sure to include what research as indicated to be most effective.
 - o Suggested strategies/techniques discussed may include resources within the school for teachers, parenting information, or community resources.
 - o Ensure information is presented clearly, in a logical order and done so in a manner that allows the audience to digest what you are telling them (not just lecture).
- The material presented should match your focus group. The parents or teachers may or may not know anything about this topic so provide some background and basic information. However, the main focus should be on educating the group on how to advocate for working with the particular population identified, specific interventions that may be used by the school, and/or how the school counselor can be used as a resource.
- Points will be deducted if slides are simply read to the audience; the presentation should be engaging and interactive.
- Time: The presentation should be 20-25 minutes

Handout

- Include organized highlights from the presentation
- Information should include 'helpful tips' or 'need to know information'
- Include list of references.
- Must be eye catching and user friendly

Data Analysis Research Project: (75 points) (5.G.2.g, m; 5.G.3.h, n, n). Identify an area of need at a chosen school and then discuss the type and nature of a program that could be used to address the need. Think of this assignment as a proposal to the principal/school board advocating for this particular program. A minimum of **five** academic references required. This assignment may be complete in pairs or individually.

Part I- Demographic Data. Provide a summary of the demographic data. Include at a minimum:

- Name and location of the school
- Grades enrolled and how many students total
- How many students in:
 - Special education
 - With limited English proficiency
 - Low socioeconomic status
- Looking at the data, identify the deficit area you will be discussing. Compare this school's deficit area with the topic within literature.
 - Provide enough detail so the connection between the deficit area and low performance in academics across the school is evident.
 - Discuss the **conceptual framework** for understanding the topic you have chosen, including how students typically **communicate** the issue to others and how they **cope** with the issue. Please thoroughly present the conceptual nature of this issue.
 - Describe how the issue or topic **affects** a student's ability to attend, learn, and understand in a traditional classroom setting.
 - Discuss current legislation, laws, or "hot topics" that may be influencing or driving this issue or the need to fill the gap.

Part II- The Program. The objective of this section is to identify a program or curriculum that can address the deficit area. Discuss the specifics:

- Identify the program:
 - Is it something to be purchased, did you create it, or is it a combination of both?
 - Who is it intended for? (age/grade)
 - What is the cost? (If boxed program where is it purchased? If putting it together calculate estimate cost)
- What are the main components of the program?
 - What is the content?
 - Is it intended for classrooms, groups, or individuals?
 - What are the expected outcomes of the program? (How will it help the students and fill the gap in the IIRC)
- Who implements the program (social worker, psych, RTI staff, community members, etc.)? Who are the other key players? What training is involved?
 - Who will be responsible for training teachers/staff if needed?
- What type of data needs collected to show it is having a positive impact on achievement?
 - How will you collect and report this data?
- What else is needed to ensure the program runs smoothly?
 - Be creative and think like a counselor. Some of the 'answers' will be provided for you in your research and others you will have to think through being in a school setting and incorporate what you feel would be an ideal situation.

Part III- Parent Letter

- As an appendix, create a letter to introduce the program to parents. Explain the purpose, how it will affect their child, what will be expected of the student, etc. Be sure it is written at an appropriate reading level.
- Draw a connection between the identified factors and how that negatively impacts student learning to support the implementation of the program
- Remember: you are writing for parents so do NOT include technical jargon.

TENTATIVE SCHEDULE

Date	Topic	Readings/Assignments	CACREP	Objective
6/07 5:00- 10:00	Introduction to Course Lingo Special education assessment, planning, teaming	Trolley et al., 2009: Ch. 1, 2, 3, 5, 6	5.G.1.e 5.G.2.d	1, 2
6/08 9:00- 4:30 Meet Online	Impact of special education law Retention Atypical growth/development Accommodations in language, ability, IEPs, 504	Trolley et al., 2009: Ch 7 Geltner & Leiborth, 2008 NCPSE, 2000 Milsom, 2006 Jimerson, 2007 (NASP) ASCA, 2006 (Retention) McCall-Perez, 2000 Zetlin et al., 2011 Madaus & Shaw, 2008	5.G.2.d 5.G.2.g 5.G.2.m 5.G.3.h 5.G.3.o	2, 3, 5, 6, 8
6/14 5:00- 10:00	RTI (Response to Intervention) PBIS (positive behavior intervention supports) Special Education and school counseling	Buffum et al., 2010 ASCA, 2008 (RtI) Dimmitt et al., 2007; 1, 4 Cressey et al., 2015	5.G.2.d 5.G.2.g 5.G.2.m 5.G.3.h, n, o	2, 3, 5, 6, 7, 8
6/15 9:00- 4:30	Special Education and school counseling cont. Legal use of school records Data Based Decision Making Problem Solving Teams Effects of health, wellness and multicultural issues in learning Common medications	Dimmitt et al, 2007; 2, 7 Albrecht, 2014 Sullivan & Sadeh, 2015 Lloyd et al., 2016	5.G.2.h 5.G.2.m 5.G.3.h, n, o	4, 5, 6, 7, 8
6/21 5:00- 10:00	School counseling and testing PARCC Common Core Accountability and Using data Every Student Succeeds Act (ESSA)	Casas, 2003 ASCA 2014 (D2L Testing) NASSP 2013 (CC) http://www.parcconline.org/ Dimmitt et al., 2007; 3 Schmidt, 2003, chap 8 Common Core ESSA 2015 Sp Ed. Presentations	5.G.1.e 5.G.2.g 5.G.2.m 5.G.3.n 5.G.3.o	1, 3, 5, 7, 8
6/22 9:00- 4:30	Working with stakeholders for student empowerment Student achievement Factors that impact student development Data Analysis findings.	Sp Ed. Presentations Lock 2008 Hartline & Cobia 2012 Bemak & Chung 2008 NSCC, 2007; pp 1-9 SafeSchools	5.G.2.g 5.G.3.h 5.G.3.n 5.G.3.o	3, 6, 7, 8
6/23		Data Analysis Due 11:59pm		

Protocol for Evaluating Special Education Presentation (50 pts)

Name: _____

Date: _____

Criteria	Excellent	Average	Below Average
√ English Language and APA	5 pts Appropriate grammar, spelling, sentence structure, punctuation of any materials given or shown; few APA errors	3.5 pt Errors in grammar, spelling, sentence structure, punctuation of any materials given or shown; some APA errors	0 pts Not proof read; no APA attempt
√ Organization and length	5 pts Visual and content organization, clarity of rationale throughout; parent/teacher group adhered; approximately 20-25 minutes long	3.5 pts Inconsistent organization and disjointed rationale throughout presentation; switched group speaking to; less than 20 minutes long	0 pt No organization and clearly not thought out. No group organization; Minimal effort presented and less than 10 minutes long
√ Creativity	5 pts Keeps audience attention, unique, creative, useful for stakeholders, does not read from materials.	3.5 pts Moderate ability to keep audience attention, limited creativity, limited usefulness, often reads directly from materials.	0 pts Reads directly from materials, not engaging, not useful for stakeholders, little or no preparation evident.
√ Content	10 pts Demonstrates superior ability in communicating issue summary, background, definitions, and statistics; resources included	5 pts Demonstrates moderate ability in communicating issue summary, background, definitions, and statistics; resources included	0 pt Limited coverage in communicating issue summary, background, definitions, and statistics; resources not included
√ Strategies	10 pts Demonstrates superior ability in communicating what has been used in the past and what is effective based in research	5 pts Demonstrates moderate ability in communicating issue summary, background, definitions, and statistics	1 pt Limited coverage in communicating issue summary, background, definitions, and statistics
√ Handout	10 pts Superior handout that covers highlights of presentation, is useable, eye catching and includes references	5 pts Handout moderately covers highlights of presentation, not user friendly or eye catching and includes references	1 pt Poorly constructed handout with limited information
References	5 pts All references included and peer reviewed	3 pts Missing one to two articles, or not peer reviewed	0 pts No articles or none peer reviewed

Scoring Rubric for Data Analysis (75pts)

Criteria	Excellent	Average	Below Average	Not Evidenced
APA style	5 pts Serious attempt made for margins, headings, title page, font size & style, references; few errors	3.5 pts Moderate attempt for margins, headings, title page, font size & style, references; multiple errors made	2 pts Little attempt made for margins, headings, title page, font size & style, references; significant errors	0 pts No attempt made
English language	5 pts Serious attempt made for grammar, spelling, sentence structure, punctuation; few errors	3.5 pts Moderate attempt for grammar, spelling, sentence structure, punctuation; consistent errors	2 pts Little attempt made for grammar, spelling, sentence structure, punctuation; sig errors	0 pts No attempt made
Organization	5 pts Serious attempt made for intro, conclusion, transition statements, and thesis statement	3.5 pts Missing intro or concl; transition statements and/or thesis missing; organization mildly consistent	2 pts Missing intro or conclusion with missing thesis; no transitions.	0 pts No attempt made
Demographic Data	20 pts Superior ability to present conceptual framework supported with literature; name, grades, special populations, deficit to be covered, compared to literature presented.	15 pts Moderate ability to present conceptual framework, name, grades, special populations, deficit to be covered, compared to literature loosely presented	10 pts Superficial presentation of conceptual framework, name, grades, special populations, deficit to be covered, compared to literature not presented	0 pts Not presented
Program	20 pts Superior ability to present program identified, components, implementation, data review; supported by literature	15 pts Moderate ability to present program identified, components, implementation, data review; supported by literature; Some literature support	10 pts Superficial presentation program identified, components, implementation, data review; supported by literature. No literature support	0 pts Not presented
Parent letter	15 pts Demonstrates superior ability to speak to parents introducing program, providing purpose, affects for child, expectations; approp language used	10 pts Demonstrates moderate ability to speak to parents introducing program, providing purpose, affects for child, expectations; appropriate	5 pts Demonstrates poor ability to speak to parents introducing program, providing purpose, affects for child, expectations; appropriate	0 pts Not Presented
References	5 pts All references included and peer reviewed	3 pts Missing one to two articles, or not peer reviewed	1 pt. Five articles but none peer reviewed	0 pts No reference page

Rubric for Discussion Board Posts 25 points

Criteria	Excellent	Average	Below Average
√ Vignette Forum	5 pts. Excellent ability to articulate responses with connection to and support from the reading. Superior ability to analyze material and apply course concepts in responses.	3 pts Moderate ability to articulate responses with connection to and support from the reading. Superior ability to analyze material and apply course concepts in responses.	0 pts Minimal or no response; limited ability or no connection to corresponding reading.
√ Law Forum	5 pts. Excellent ability to articulate responses with connection to and support from the reading. Superior ability to analyze material and apply course concepts in responses.	3 pts Moderate ability to articulate responses with connection to and support from the reading. Superior ability to analyze material and apply course concepts in responses.	0 pts Minimal or no response; limited ability or no connection to corresponding reading.
√ Open process forum	5 pts. Excellent ability to articulate responses with connection to and support from the reading. Superior ability to analyze material and apply course concepts in responses.	3 pts Moderate ability to articulate responses with connection to and support from the reading. Superior ability to analyze material and apply course concepts in responses.	0 pts Minimal or no response; limited ability or no connection to corresponding reading.
√ Response to peers	10 pts. Responses to peers promote higher order thinking and are well thought out. Includes a minimum of two response to peers' posts	5 pts Responds to peers with minimal thought and does not promote critical thinking Responds to one peer post	0 pts Lack of insight or does not respond to peers

*Note that scores midway between the posted levels are possible for each criterion at instructor's discretion

Student score: _____

Special Education Research Presentation Topics

****Remember to think of the topic as it relates to counselors interacting with parents or teachers****

- Understanding Procedural Safeguards
- Oppositional Defiant Disorder
- Learning disability in math
- Learning disability in reading
- Behavior Modification for students with Autism
- Conduct Disorder
- ADHD and the impact on focus/learning
- Social Skills for children with Autism
- Transition Services- Post high school
- PBIS (positive behavior intervention supports)- Tier 2/3 (more intense levels of RTI (Response to Intervention) model)
- Disability areas (choose one of the areas of IDEA-I only listed 12 of 13)
 - Autism
 - Deaf-blindness
 - Deafness or hearing impairment
 - Developmental delay
 - Emotional disturbance
 - Intellectual disability
 - Learning disabilities
 - Orthopedic impairment
 - Other health impairment
 - Speech or language impairment
 - Traumatic brain injury
 - Blindness or visual impairment
- Counseling services for students in special education
- Psychotropic medication with children/adolescents
- Others that you may interested in?