CHAMINADE UNIVERSITY OF HONOLULU
PSY 500: School Counseling & Exceptional Children
Spring 2025

Instructor: Neal Sakaue, MSCP
Time: Wednesday, 5:30 – 9:30pm
Room: On-Line
Office Hours: By appointment
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Required Text:
McGinley, V.A. & Trolley, B. C. (2016). Working with Students with Disabilities:
Preparing School Counselors, Sage Publications, USA.

Tough, Paul (2016). Helping Children Succeed: What Works and Why, Houghton
Mifflin Harcourt, Boston.

Catalog Course Description
The scope of this course involves an examination of learning disabilities, emotional
impairment, speech language disabilities, behavioral disturbances, mental retardation,
physical and health impairments, visual and hearing disorders, early childhood learning
impairments, child abuse, and alcohol/substance abuse within the K-12 educational
context. The specific focus will be on the role and function of the school counselor in a
special education context. This includes, but is not limited to: assessment, intervention,
special educational referral and diagnostic process, program evaluation, and how to
effectively apply the social and emotional learning (SEL) knowledge within the
counseling context.

Course Description
This course develops and assesses the skills and competencies for the MSCP program
School Counseling emphasis student learning outcome of Exceptional Children and
Youth Within a School Counseling Context. In addition, this course also addresses the
MSCP core program student learning outcomes of: 1) Professional Issues and Ethics;
2) Research and Evaluation; and 3) Social and Cultural Foundations.

***It is imperative that students keep all syllabi from all courses taken while in the
MSCP program to facilitate the application process for licensing, certification,
doctorate school application, etc.***

Program Learning Outcomes (PLOs)
MSCP Program Learning Outcomes: Upon completion of the M.S. in Counseling Psychology, students will be able to: 1. Identify core counseling theories, principles, concepts, techniques and facts. 2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling. (the specific emphasis would be stated for each of the emphasis areas) 3. Facilitate the counseling process with clients. 4. Identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes (CLOs)
The scope of this course will be an examination of learning disabilities, emotional impairment, speech language disabilities, behavioral disturbances, mental retardation, physical and health impairments, visual and hearing disorders, early childhood learning impairments, child abuse, and alcohol/substance abuse within the K-12 educational context. The specific focus will be on the role of the counselor interventions, the special educational referral and diagnostic process, and the program evaluation.

Hawaii Teacher Standards Board Code of Ethic
Preface

The Hawaii Teacher Standards Board Code of Ethics supports the vision, core values, and mission of the board in fostering professional standards for teachers, not only with regard to academic rigor, but to include the highest ethical standards of professional conduct which foster commitment to students, the profession, and the community. This code is intended to advance the teaching profession, to guide the professional behavior of P-12 educators in the State of Hawaii, and to form the basis for disciplinary action taken by the Board, as authorized in Hawaii Revised Statutes 302A-807.

Principle I: Commitment to Students
Hawaii P-12 educators shall:
- Provide students with appropriate educational services based on research and accepted best practices
- Provide services to students in a nondiscriminatory manner
- Take all reasonable precautions to protect the health, safety and well being of students
- Maintain a respectful, professional relationship with students
- Keep information about students in confidence, unless disclosure is required by law or serves a professional purpose
- Nurture in students life-long respect and compassion for themselves and others
- Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential
- Not exploit professional relationships with students for personal gain.

Principle II: Commitment to the Profession
Hawaii P-12 educators shall:

- Exhibit behaviors which uphold the dignity of the profession
- Be fair and equitable in their treatment of all members of the profession in a nondiscriminatory manner
- Keep information about colleagues in confidence, unless disclosure is required by law or serves a compelling professional purpose
- Continue to study, apply, and advance the professional knowledge base for P-12 educators and maintain a commitment to professional education

Principal III: Commitment to the Community
Hawaii P-12 educators shall:

- Distinguish between personal and institutional views in communication to the public
- Be truthful in representing facts concerning educational matters
- Decline and gratuity, gift, or favor that would impair or influence professional decisions or actions
- Make information about education research and best practices available to students, parents, colleagues, and the public
- Be open and honest with students, parents, colleagues, and the public

Source: http://www.htsb.org/standards/code-of-ethics

<u>**Hawaii Counselor Standards**</u>
Standard 1. Foundational Knowledge. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

Standard 2. Core Theories and Concepts. Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques, and utilize relationship-building skills that are foundational to successful outcomes for students.

Standard 3. Instructional and School Counseling Interventions. Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social/emotional development of all students.

Standard 4. Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling Programs. Candidates use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions.

Standard 6. Professional Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.

Standard 7. Ethical Practice. Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

<u>Scientific Method Definitions</u>
The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

<u>Research Design And Counseling</u>
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES**

are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.
http://allpsych.com/researchmethods/replication.html

Marianist Educational Values
Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith
Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more **profound preparation for** both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education
In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual, and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice,
liberal and professional education. Our age has been deeply shaped by science and

technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction
between students and teachers. As Catholic Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit:
Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty, and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace*:*
The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights, and responsibilities of all people.

5. Educate for Adaptation to Change:
In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations, need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, *Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton.* Each of these characteristics is integrated, to varying degrees, in this course.

<u>**Native Hawaiian Values**</u>
Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ʻOlelo Noʻeau (Hawaiian proverbs) and Marianist core beliefs: 1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God. 2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau

1957) Acquire skill and make it deep. 3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship. 4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom. 5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Academic Honesty
Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website.

Assessment for Student Work
With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement
Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to

notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Title IX and Nondiscrimination Statement
Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotesthe dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination
Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website. On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES.

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:
https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

CUH Alert Emergency Notification
To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cell phone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Kōkua 'Ike: Tutoring & Learning Services
Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website for the latest times, list of drop-in hours, and

information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in a total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade. The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies. This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 48 hours in class, 25 hours completing course activities and participating in class discussions; 10 hours preparing chapter presentations, 20 hours completing quizzes; and 10 hours researching and writing the integrative paper. There will be an additional 22 hours of work required beyond what is listed here (course readings, homework assignments, etc.). This additional work will average about 2.2 hours a week.

ACA Ethical Guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the post-Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid-19 ever-changing and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program. ACA 2014 Code of Ethics Section C: Professional Responsibility Introduction … counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities. C.2.g: Impairment Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when

impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients. https://www.counseling.org/Resources/aca-code-of-ethics.pdf

Professionalism and Classroom Conduct
Each student will be expected to be on-time to class, prepared with necessary text and materials, actively engaged in the lesson or activity, and respectful of their peers. Please refer to the Student Handbook to the policies on plagiarism, classroom respect, student conduct, freedom of speech, and all academic policies regarding grading. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an F grade to expulsion from the University.

Attendance Policy and Participation:
Prompt and consistent attendance is expected and will reflect the MSCP program policies. Because of the accelerated semester, a student who misses more than one (1) class has missed a substantial portion of the material presented. Only one absence is allowed. No exceptions. If more than one class is missed, the student will fail the class (will be given a "C") and must re-take it the next time it is offered.

Tardies- Two (2) late arrivals (or leaving class early) will be recorded as one absence. If a student arrives to class one (1) hour after the start time or leaves one (1) hour prior to the dismissal time, it will be recorded as one absence. If an emergency or severe illness occurs, the student must inform the professor in advance of the class. If you are concerned about your progress in this course, please meet with me early, as very little can be done late in the course to address your potential concerns.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Course Grading

A = 90-100 pts
B = 80-89 pts
C = 0-79 pts

<u>**Course Requirements**</u>
Assignments are to be handed in to the Instructor on the due dates stated in the syllabus. ***No assignment will be accepted after the due date*** and will result in a zero for the total points of the assignment. All readings must be done prior to the class meeting.

1. **Disability Paper (20 points)-** In lieu of a final exam, **each student** will write a 8-10 page paper about one of the 13 disability categories under IDEA. The paper must consist of:

   - defining the disability;
   - presenting symptoms and possible behavior indicators;
   - (5) differentiating strategies to support the classroom teacher of this student with the disability; and
   - (3) guidance lessons you can use to support either the student, class, or teacher.
   - A minimum of 5 sources are required and to be cited APA style.

2. **Disability Presentation (20 points)-** Together **with a partner**, you will share with the class your disability in a presentation format. The partner presentation should summarize each of your disability papers and should be no longer than 20-25 minutes. Be creative, and you may use visuals, aids, videos, etc.

   A one-page handout must be shared with the class on the presentation day.
   (14 points oral presentation + 3 points handout + 3 point visual presentation = 20 points)

3. **Chapter Presentations (10 points)-** Each student will present a chapter(s) from the text, <u>Working with Students with Disabilities</u> by McGinley & Trolley **and** <u>Helping Children Succeed: What Works and Why</u> by Paul Tough. Students will present their chapters on the assigned days according to the syllabus. A 10-15 minute presentation will be done in Powerpoint, Keynote, Slides etc. A one-page chapter outline must be typed out for each member of the class including the instructor and shared in the class google folder.
   (6 points oral presentation + 2 points handout + 2 point visual presentation = 10 points)

4. **Quizzes (33 points)-** Students will be quizzed on material from required text and information presented in class. **(11 quizzes @ 3 pts. each = <u>33 points</u>)**

5. **Reflections (9 points)-** Students will write (9) one-page reflection papers each week.

6. **Class Participation and Attendance (8 points):** Each student will be expected to be on-time to class, prepared with necessary text and materials, actively engaged in the lesson or activity, and respectful of their peers. Cameras are to be kept on as much as possible.

PSY 500- TENTATIVE WEEKLY SCHEDULE

Date	Topics	Assignments for next week:
4/9 **Week 1**	Introductions & Expectations Course Syllabus **Presentation:** Why do schools need counselors? School Make-up and Performance: a DOE School Report Card	McGinley Chapters 1, 2 Reflection 1- Contact Sheet Reflection 2
4/16 **Week 2**	Chapter 1 and Chapter 2 Presentation & Quiz **Presentation:** Introduction to Response to Intervention / 13 Categories of Disability Under IDEA Law / 21st Century Educational Initiatives	McGinley Chapters 3, 4 Reflection 3
4/23 **Week 3**	Chapter 3 and Chapter 4 Presentation & Quiz **Presentation:** Response to Intervention: Counselor RTI Process (Level 1)	McGinley Chapters 5, 6 Reflection 4
4/30 **Week 4**	Chapter 5 and Chapter 6 Presentation & Quiz **Presentation:** Response to Intervention: Counselor RTI Process (Level 2)	McGinley Chapters 7, 8 Reflection 5
5/7 **Week 5**	Chapter 7 and Chapter 8 Presentation and Quiz **Presentation:** Response to Intervention: Counselor RTI Process (Level 3)	McGinley Chapters 9, 10, 11 Reflection 6
5/14 **Week 6**	Chapter 9, Chapter 10, Chapter 11 Presentation and Quiz **Presentation:** Response to Intervention: Counselor RTI Process (Level 3) / 504-Meeting	Tough Chapters 1-10 Reflection 7 Work on Partner Presentation
5/21 **Week 7**	Tough Chapter Presentations 1-10 Partner Presentation Work Time	Tough Chapters 11-22 Reflection 8
5/28 **Week 8**	Tough Chapter Presentations 11-22 Partner Presentation Work Time	Work on Disability Paper Reflection 9
6/4 **Week 9**	**Disability Partner Presentations 1-5**	Reflection 10 Work on Disability Paper
6/11 **Week 10**	**Disability Paper DUE-** NO CLASS	

Components for Disability Paper & Lesson Plan Template

Definition of the Disability (1 page)	Give an overview of the disability- history, prevalence, relevant information needed to understand the disability.
Presenting Symptoms (1 page)	How does the disability present? What behaviors occur in school and in other environments?
Differentiating Strategies (2-3 pages)	List and describe in depth at least **five** strategies you could give to a classroom teacher when working with a student with this disability?
Lesson Plans you can use with the student (3 lessons)	If you are the school counselor for this student(s) what skills would you teach? Please come up with **three** lessons that would help to develop skill(s) for a student with this disability. Please follow the sample lesson plan attached to syllabus.
Resources (1 page)	List 5 sources in APA style that you used to research your disability.

Lesson Title

a. Hawaii Counselor Standard

b. ASCA National Standard

c. Lesson Target

d. Materials Needed
   1.
   2.
   3.

e. Lesson Instructions- List step by step
   1.
   2.
   3.
   4.

f. Assessment- How will you assess your effectiveness of your lesson (i.e. discussion, pre-test, post-quiz, rubrics, exit pass, etc.)?

Rubrics for Chapter Presentations points

Rubrics for Chapter Presentations points

Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points	• Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection	• Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection	• Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/Organization	• Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence	• Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions	• Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence	• Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/Audience Awareness	• Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject	• Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points	• Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points	• Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic
Comments				

PSY 500 Contact Sheet

Name: _____

Phone: day_____ night_____

E-mail: _____

Experience working in schools:

Please let me know anything I may need to know to support you throughout this term:

Of the 13 IDEA eligibility categories, is there a particular category you have an interest in studying more about? Please list your top 3.

https://www.understood.org/en/articles/conditions-covered-under-idea

1.

2.

3.