

**Nova Southeastern University  
Center for Psychological Studies**

**Course Outline**

<b>Course # &amp; Title:</b>	CGPY 585 Psychology of Exceptional & At-Risk Children
<b>Credit Hours:</b>	3
<b>Location/Section:</b>	Tampa/TG3
<b>Dates:</b>	June 6, 7, 8, 2008 June 27, 28, 29, 2008
<b>Class Meeting Times:</b>	Fridays 6:00 am- 10:00 pm Saturdays 8:30 am- 6:00 pm Sundays 8:30 am- 5:30 pm
<b>Instructor:</b>	Robert Ivy, Ed.D. Cell: (904) 616-0573 Work: (904) 693-7942 Ext. 317 <a href="mailto:irobert@nova.edu">irobert@nova.edu</a> <a href="mailto:drivy1@comcast.net">drivy1@comcast.net</a>

**Required Text:**

Heward, W.L. (2006). Exceptional children. An introduction to special education (8<sup>th</sup> ed). Upper Saddle River, N.J.: Prentice-Hall, Inc. ISBN: 0131191705.

McWhirter, J.J., McWhirter, B.T., McWhirter, A.M., McWhirter, E.H. (2007). At-risk youth: A comprehensive response (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing Co. ISBN# 0534272363.

**Course Description:**

This course covers the etiology and characteristics of exceptionalities and children at-risk for underachievement and dropping out. Also covered is the role of the guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals.

**Course Objectives:**

The student completing this course will be able to:

1. Describe the philosophy and historical development of the education of exceptional students, including the full continuum of programs and services available in the public schools.
2. Demonstrate knowledge of the laws that effect the identification and educational programming of exceptional and other at-risk children.

3. Describe current issues and trends in special education
4. Discuss the definitions, characteristics, and etiologies for the most prevalent exceptionalities.
5. Describe the purpose and function of a child study team within the public school setting.
6. Describe the state's process for referring and identifying exceptional children.
7. Discuss both developmental and environmental causal factors that place an individual at-risk for underachievement and dropping out of school, as well as the resultant behaviors that are descriptive of this at-risk.
8. Identify organizations and publications pertaining to exceptional and other at-risk children.
9. Identify local community resources available for parent, teachers, and counselors or exceptional and other at-risk students.
10. Describe specific counseling strategies and programs for counseling exceptional children and other children at-risk.

### **Calendar of Assignments:**

Prior to the first class (Friday June 6<sup>th</sup>), students will have read Chapters 1 through 7 in the Heward textbook.

Friday, June 6	Introduction and orientation to class and assignments. Lecture chapters 1, 2, and 3
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Saturday, June 7	Lecture chapters 4, 5
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Sunday, June 8	Lecture chapter 6, 7, Mid-term exam
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Prior to the second weekend (June 27<sup>th</sup>), students will have read Chapters 8 through 13 in the Heward textbook.

Friday, June 27	Lecture chapters 8, 9
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Saturday, June 28	Lecture chapters 10, 11, 12, 13
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Sunday, June 29	Course Review FINAL EXAM
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### **Delineation of Assignments:**

1. Midterm Exam: Essay question format test based on Chapters 1-7 of the Heward text ( June 8<sup>th</sup> ).
2. Topics for the presentation will be selected on June 8th. Presentations will begin the second weekend of class. Details given in first class.
3. Final Exam: Essay question format test from Chapters 8 through 13 of the Heward text and comprehensive questions from the entire text (Sunday, June 29<sup>th</sup>).

### **Grading Criteria:**

Each assignment is worth a total of the following points:

Midterm Exam:	50 points
Final Exam:	50 points
Presentation:	50 points
Total	150 points

A Grade= 135 points –150 points

B Grade= 134 points –120 points

C Grade= 119 points –105 points

### **Attendance:**

Graduate students are expected to attend all classes and to be punctual. Absences due to an extenuating circumstance should be discussed with the instructor. Absences can affect the final grade. All assignments are to be completed and submitted on time to receive full credit. If a student is late by more than 10 minutes to class, the student will sign a tardy sheet. If a student accumulates two tardies during the course, the student will receive one letter grade reduction.

### **Presentation:**

Each student will research, plan, and present information pertaining to at-risk children to the class. Refer to list of topics on page 6. A relevant topic not listed may be used in your work as a school guidance counselor.

This assignment will be discussed in depth and topics will be selected on the evening of June 8<sup>th</sup>. Each student should select a different topic in order to compile a comprehensive “library” of materials to work with children at risk. A variety of resources should be used when gathering information. A detailed outline of the presentation, an annotated bibliography, a list of resources in the community, as well as brochures if available are to be provided to all class members. Students will present during the second weekend of class.

## Bibliography

Borders, D.L., & Drury, S.M. Comprehensive school counseling programs: A review for policymakers and practitioners. Journal of Counseling and Development, 70, 4, 487-498.

Campbell, C., & Myrick, R.D. (1990). Motivational group counseling with low-performing students. Journal for Specialists in Group Work, 15, 1, 43-50.

Diver-Stames, A.C. (1991). Assessing the effectiveness of an inner-city high school peer-counseling program. Urban Education, 26, 3, 269-284.

Gerler, E.R., Ciechalski, J.C., & Parker, L.D. (Eds.) (1990). Elementary school counseling in a changing world. Ann Arbor: ERIC/CAPS.

Gerler, E.R., Hogan, C.C., & O'Rourke, K. (1990). The challenging of counseling in middle schools. Ann Arbor: ERIC-CAPS.

Gladding, S.T., & Gladding, C. (1991). The ABC's of bibliotherapy for school counselors. School Counselors, 39, 4, 7-13.

Guthrie, S.H. (1992). Crisis intervention teaming: A participant's perspective. School Counselor, 40, 1, 73-76.

Gysbers, N.C. (1990). Comprehensive guidance programs that work. Ann Arbor, MI: ERIC-CAPS.

Hazler, R.J., Hoover, J. H., & Oliver, R. (1991). Student perceptions of victimization by bullies in school. Journal of Humanistic Education and Development, 22, 4, 143-150.

Hazouri, S.P., & Smith, M.F. (1991). Peer listening in the middle school: Training activities for students. Minneapolis, MN: Educational Media Corporation.

Johnson, W., & Kottman, T. (1992). Developmental needs of middle school students: Implications for counselors. Elementary School Guidance and Counseling, 27, 1, 3-12.

Kottman, T., & Wilborn, B.L. (1992). Parents helping parents: Multiplying the counselor's effectiveness. School Counselor, 40, 1, 10-14.

Krickeberg, S.K. (1991). Away from Walton Mountain: Bibliographies for today's troubled youth. School Counselor, 39, 1, 52-55.

Students can select their topics for their presentation/term paper from the list of possible topics:

- Teenage Pregnancy
- School Violence

- Substance Abuse
- Sexually Transmitted Diseases
- School Dropouts
- School Gangs
- Divorce
- Single Parent/Blended Families
- Delinquency
- Youth Suicide
- ADHD
- Eating Disorders
- HIV/AIDS
- Depression in children and adolescents
- School Phobia in children and adolescents
- Anxiety disorders in children and adolescents
- Posttraumatic Stress Disorder in children and adolescents
- Bipolar Disorders in children and adolescents
- Oppositional Defiant Disorders in children and adolescents
- Attachment Disorder in children and adolescents
- Emotional and Behavioral Disorders
- Traumatic Brain Injury
- Communication Disorders
- Gifted and Talent
- Autism
- Hearing Impairments/Visual Impairments
- Mental Retardation
- Specific Learning Disabilities
- Physical Impairments
- Families of Special Needs
- Federal and State Laws regarding Special Education
- Special Education Process (CST, IEP, etc.)

