



## Wilmington University College of Education

### Elementary & Secondary School Counseling Graduate Program

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COURSE NUMBER: MEC 7503      COURSE TITLE:      Special Education Law & the School

#### College of Education Program Attributes

*The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of content and discourse of disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality, and collaboration; (5) facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one's daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; (8) and ensuring that programs promote the effective use of technology.*

#### Wilmington University Graduation Competencies

Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in the

1. Oral Communication
  - a. Appraise the needs of diverse audiences and then speak in a clear, confident and succinct manner.
  - b. Research, construct and deliver professional presentations using a variety of communication tools and techniques.
2. Written Communication
  - a. Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).
  - b. Exhibit competence in writing for specific purposes, diverse audiences, and genres.
  - c. Correctly and ethically present scholarly writings utilizing the selected citation and writing style study.
3. Disciplined Inquiry
  - a. Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.
4. Information Literacy
  - a. Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.
5. Ethics
  - a. Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession.

## Expectations for School Counseling Candidates:

1. Read the assigned chapters ~~and~~ complete the assigned tasks



**COURSE DESCRIPTION:**

This course will review special education law, including relevant statutes, cases, and regulations. Candidates will receive training in the development, monitoring, and implementation of IEPs and 504 Plans as related to school counseling. The course will also address professional issues related to the school role in the evaluation, referral, monitoring, and consultation of students with special needs. In and beliefs as they relate to counseling students with special needs and their families.

**MAJOR INSTRUCTIONAL GOALS:**

GOAL 1: Demonstrate knowledge of federal and state special education laws and regulations. (ASCA comp B-PA 2.c, B-PF 3, 3.a, 3.bB)







### **The School Counselor's Role**

School counselors provide direct and indirect services to students in the least restrictive environment (as determined by each individualized education plan [IEP]) and in inclusive settings when possible (Tarver-Behring, Spagna & Sullivan, 1998). School counselor responsibilities may include, but are not limited to:

- providing school counseling curriculum lessons, individual and/or group counseling to students with special needs within the scope of the comprehensive school counseling program
  - providing short-term, goal-focused counseling in instances where it is appropriate to include these strategies as a part of the IEP or 504 plan
  - encouraging family involvement in the educational process
  - consulting and collaborating with staff and families to understand the special needs of a student and understanding the adaptations and modifications needed to assist the student
  - advocating for students with special needs in the school and in the community
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- comprehensive school counseling program to identify students who may need to be assessed to determine special education or 504 plan eligibility
  - collaborating with other related student support professionals (e.g., school psychologists, physical therapists, occupational therapists, special education staff, speech and language pathologists) in the delivery of services
  - providing assistance with developing academic, transition and postsecondary plans for students

Administrative

to

conduct

the

## References

ADA Amendments Act of 2008, Pub. L. No. 110-325, 122 Stat. 3553 (2008). Retrieved from <https://www.congress.gov/110/plaws/publ325/PLAW-110publ325.pdf>.

Individuals with Disabilities Education Act. Public Law 108-446 108th Congress  
<http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm>.

Rock, E., & Leff, E. (2007). The professional school counselor and students with disabilities. In B. T. Erford, *Transforming the School Counseling Profession* (2nd ed.), 314-341.

Tarver-Behring, S., Spagna, M. E., & Sullivan, J. (1998). School counselors and full inclusion for children with special needs. *Professional School Counseling*, 1(3), 51-56.

## Resources

Oesterreich, H. A., & Knight, M. G. (2008). Facilitating transitions to college for students with disabilities from culturally and linguistically diverse backgrounds. *Intervention in School and Clinic*, 43, 300-304.

Redmond, S. M., & Hosp, J. L. (2008). Absentee rates in students receiving services for CDs, LDs, and EDs: A macroscopic view of the consequences of disability. *Language, Speech, and Hearing in the Schools*, 39, 97-103.



Responsiveness	Rarely responds to either faculty or classmate contributions in class or online	Minimally engages in dialogue with colleagues during class sessions. Logs onto Bb once or twice a week offers minimal responses to others postings.	Engages in group and class discussion, responding appropriately to others contributions. Logs onto Bb on at least 3 separate occasions during the week and actively engages in discussions.	Actively engages in group and class discussions. Responds to others with both support and critical analysis. Logs onto Bb on at least 4 separate occasions during the week and actively engages in discussion	Actively, insightfully and creatively engages in group and class discussions. Responds to others with both support and helpful critical analysis. Logs onto Bb on at least 5 separate occasions during the week and responds to the posted group and class discussion.	
Communication Skill	Poor oral & written comm. skills. Below par for someone aspiring to a school counselor role.	Limited ability to convey ideas and/or persuade others. In need of significant improvement. Errors noted in grammar, pronunciation, spelling, and punctuation	Able to present ideas; ability to persuade is limited. Communication skills need some development and refinement. Makes minor grammatical, pronunciations, spelling, and punctuation errors.	Presents ideas clearly and persuasively. Demonstrates competent oral and written leadership communication skills but in need of minor refinement.	Highly skilled oral and written communicator with persuasive leadership skills. Exemplifies professionalism and respect for others.	

Effective School  
 Counselor  
 Behavior  
 Contribution

Wilmington University  
Research Article Critique

EVALUATION CRITERIA	1 Unsatisfactory	2 Poor	3 Emerging	4 Accomplished	5 Exemplary	SCORE
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Wilmington University

MEC 7503

**Classroom Counseling Lesson Plan**

Assignment: Successful delivery of classroom counseling curriculum is essential to the school counseling core curriculum. The importance of lesson planning cannot be overstated. It is important to think about what curriculum will be delivered; to whom, how it will be delivered and what evaluation methods will be used. You are to develop TWO lesson plans, one at the elementary level and one at the secondary level to improve social integration of students with disabilities. The lesson may include such topics as tolerance and respect, empathy, self-esteem, anger management, diversity, or cooperation. Be sure to align the ASCA Mindsets and Behavior Standards with your topic. Use the lesson plan template that is included in this syllabus.

CRITERIA	1 Unsatisfactory	2 Poor	3 Emerging	4 Accomplished	5 Exemplary	SCORE
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Lesson plan included less  
than five of the following:

Lesson plan  
structure-  
Secondary







<p>4.                  Individualized                  Transition Goal</p> <p>WU Grad                  Comp: 3</p>	<p>no mention of some type of individualized transition plan.</p>	<p>little mention of some type of individualized transition plan.</p>	<p>some mention of some type of individualized transition plan.</p>	<p>general mention of some type of individualized transition plan.</p>	<p>specific mention of some type of individualized transition plan.</p>
<p>5. Meeting                  Student Needs</p> <p>WU Grad                  Comp: 3</p>	<p>not contain a coordinated set of activities that reasonably assist the student in reaching his/her post-school outcomes. Progress monitoring is not mentioned.</p>	<p>There is limited evidence that the transition goal contains a coordinated set of activities that reasonably assist the student in reaching his/her post-school outcomes. Progress monitoring is mentioned, but no basis for measurement is given.</p>	<p>There is some evidence that the transition goal contains a coordinated set of activities that reasonably assist the student in reaching his/her post-school outcomes. Progress monitoring is mentioned, with some attempt at measurement.</p>	<p>There is general evidence that the transition goal contains a coordinated set of activities that reasonably assist the student in reaching his/her post-school outcomes. Progress monitoring is addressed, although time factors may not be specific.</p>	<p>There is strong evidence that the transition goal contains a coordinated set of activities that reasonably assist the student in reaching his/her post-school outcomes. Progress monitoring is addressed, with objective, measurable, and time-specific factors.</p>

Total Rubric Score= 100  
 25 points x 4

# Lesson Plan

School Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Activity: \_\_\_\_\_

Grade(s): \_\_\_\_\_

ASCA Mindsets & Behaviors for Student Success (Domain/Standard/Competencies):

Learning Objective(s):

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Materials: \_\_\_\_\_

Procedure: \_\_\_\_\_

P17JET/EMC /P ACID 2 n/EMC /P 9