

**Special Needs Populations in Schools/SCED 512**  
**June 6/17, 19, 24, 26 (Tu. TH) 5:30-9:00pm in Miller Center Rm 205**  
**June 21 & 28 (Sat.) 8:00am-4:00pm in Miller Center Rm 205**

**Instructor information:**

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**Required Texts and Films:**

Levine, M. (2002) *A mind at a time*. Simon and Schuster, New York.

Rodis, P., Garrod, A., Boscardin, M. L. (2000) *Learning disabilities & life stories*. Allyn & Bacon. Needham Heights, MA

Siegel, L. M. (2007) *IEP guide: learning disabilities*. 3<sup>rd</sup> Edition Nolo. Berkeley, CA

Delisle, J., Galbraith, J. (2002) *When gifted kids don't have all the answers: How to meet their social & emotional needs*. Free Spirit Publishing. Minneapolis, MN.

Webb, J.T., Amend, E.R., Webb, N.E., Goerss, J., Beljan, P., Olenchak, F.R. (2005) *Misdiagnosis & dual diagnoses of gifted children & adults*. Great Potential Press, Inc. Scottsdale, AZ

1989 *My left Foot*. A movie about a boy with cerebral palsy

1991 *Little Man Tate* A movie about a highly gifted boy and his mom

**Course Description:**

This course will provide candidates with an overview of the special needs populations in today's schools and the knowledge and skills to better advocate on behalf of the student. Candidates will have the opportunity to explore a variety of exceptionalities to include: communication disorders, learning disabilities, mental retardation, emotional disturbance, behavioral disorders, orthopedic impairments, traumatic brain injuries, hearing and vision impairments and gifted and talented. Candidates will review the criteria for Special Need Populations outlined in the Oregon Administrative Rules.

**Course Goals/Objectives. Upon course completion, the candidate will be able to:**

1. Identify qualifiers for special need students (e.g. IDEA and 504);
2. Identify qualifiers for gifted and talented students;
3. Advocate on behalf of special needs students for learning accommodations;
4. Advocate on behalf of special needs students and their families for community resources and assistance.

**Course Requirements:**

As the instructor of this course I see myself as a counselor and educator. It is my responsibility to provide the "conditions for learning". This course is intended to challenge you to explore, read, discuss and observe special needs students and what they need to thrive in the school setting. I offer my experience and knowledge of the counseling profession. It is your responsibility to take charge of your own learning. I will provide guidance, criticism, directions, suggestions and support.

**Attendance:**

Since classroom interactions are vital to this course students are expected to attend all classes and to fully participate in class discussions, and oral reports. Missing four or more hours of class time constitutes an automatic failure for the course, according to college and TSPC regulations.

**Reading Assignments, Movies**

The texts and websites are great resources and paramount to understanding the course. It is expected that you will read the required chapters and web articles prior to class. Two movies will be assigned and you need to watch these prior to the day they are discussed in class.

### **Written and Oral Assignments:**

After each assignment of a paper I will give you a suggested length. I am primarily interested in your reactions/reflections to the material and how you will use it in your practice as a counselor. If you find the material is not helpful then tell me why. As you read and then write your reflection papers keep asking yourself how does this fit into my philosophy of counseling. What new concepts am I learning, what concepts am I reinforcing, what concepts am I rejecting. Since I have read the articles and books I do not need you to tell me what you read but how you reacted to the reading. If you use other sources be sure to cite them. If you have any questions before the beginning of class email or call me.

All written assignments are due on the scheduled date. You will find an explanation of each assignment in the Course Schedule section. **My preference is for you to turn in your papers by email.** The writing to be completed includes:

- June 17 Introductory paper (2-4 pages) **Due June 17**
- June 21 Reaction/Reflection paper (1-2 pages) on 6 articles from June 17 **Due June 21**
- June 24 Reaction/Reflection paper on chapters (2-4 pages) from *LD & Life Stories* **Due June 24**
- June 28 Reaction/Reflection paper (1-2 pages) on the articles from June 24 **Due June 28**
- July 1 Final paper (4-8 pages) **Due July 10**

### **Oral Reports include:**

- June 19 Report on a DSM IV mental disorder and share resources electronically – See class schedule for instruction  
Report on a Specific disability and share resources electronically - See class schedule for instruction
- June 21 Report on Life Stories
- June 24 Group presentations on gifted issues
- June 26 Group presentation on a chapter from *When Gifted Kids...*
- June 28 Group presentation on a chapter from *Misdiagnosis...*

### **Department and Graduate School Statement**

This course embodies the philosophy found in the conceptual framework of the Graduate School of Education at Lewis & Clark College in these ways:

- ❖ Engages students in critical thinking, creative problem solving, collaboration, thoughtful reflection and inquiry;
- ❖ Prepares students to address the challenges, conflicts, and ambiguities they will face in their professional lives;
- ❖ Challenges and supports students within a climate of care, respect, and open inquiry;
- ❖ Addresses issues of race, gender, class, ability, sexual orientation, and other issues in an increasingly diverse and pluralistic society and stresses a commitment to equity and diversity;
- ❖ Teaches collaboration among professionals, parents, students, schools, agencies, and communities; and
- ❖ Gives high priority to consultation, advocacy, use of technology, and the importance of student outcomes as the primary method of measuring our effectiveness.

### **Evaluation:**

A number of studies indicate that grades are likely to lead to less interest in learning, less desire to do challenging learning, and an emphasis on fact based learning instead of conceptual learning. (Kohn, 1999) I want you to focus on the information and skills you will be learning through texts, writings and class discussions. The intent of this course is for you to develop skills and knowledge in the school-counseling field. I realize that I will be giving you a final grade.

You will rate yourself on a continuum from unsatisfactory to distinguished at the beginning of the class and also at the end of the class.

### **Grades:**

Grading is based upon the following

1. Class participation (this includes attendance) – 40%
2. Readiness to discuss assigned readings – this is an aspect of class participation, being prepared is your responsibility and crucial for your understanding of the course.
3. Assignments – 60%

**Distinguished (A)** indicates a self-directed learner that demonstrates **mastery on all levels**. You come prepared for each class with all reading and assignments completed. You demonstrate leadership in class discussions and your thoughts reflect understanding of course material. Your writing displays a depth of knowledge and mastery of the material. Your fellow classmates are able to learn from your contributions to the class.

**Proficient (B)** indicates a motivated learner that demonstrates a **level of competency at all levels**. You are prepared when you come to class; you have read the material and completed the assignments. You actively participate in class discussions. Your writings are well written and demonstrate your understanding of the material. You are able to use what you have learned.

**Progressing (C)** indicates that you are not always prepared when you come to class. You have limited or minimal understanding of some of the concepts. You do not participate in discussion or add to the understanding of the material presented in class. In some cases you may attempt to take over or dominate group discussions. Your writings do not show understanding of key concepts.

**Unsatisfactory** is an indication that either you do not have the will or the ability to complete the assignments. You are either not participating in the class or are a distraction to classroom discussions. Your writings are either missing or poorly written.

At the end of the class I will evaluate you on the four goals and the 19 specific evidences. These goals are considered the beginning performance level for an initial license. The grade that you receive will be based on your participation in class and your writings. You will earn a letter grade for each assignment. Since class participation is a vital part of your learning 25% of your grade is based on your attendance and participation. Specific assignments and due dates will be found under class schedule.

**Goal/Objective 1:**

Identify qualifiers for special need students (e.g. IDEA and 504)

Evidence:

- Class discussions regarding qualifiers for special needs students.
- Examination of relevant school materials, referrals and recommendation forms.
- Small group response to case studies focusing on qualifiers for special needs students & development of an IEP, you will not write an IEP but you will participate in making an appropriate placement decision.
- Develop a 504 plan for a student, this will be a small group project in class
- Written reflections from readings, visitation, and online resources.
- Portfolio of laws, policies and relevant forms related to special need students and their families.

**Goal/Objective 2:**

Identify qualifiers for gifted and talented students

Evidence:

- Class discussions regarding qualifiers for talented and gifted students.
- Examination of relevant school materials, referrals and recommendation forms.
- Written reflections from readings and online resources.
- Portfolio of laws, policies and relevant forms related to talented and gifted students and their families.
- Class discussion and written reflection of “twice gifted” – student who is both gifted and learning disabled.

**Goal/Objective 3:**

Advocate on behalf of special needs students for learning accommodations (remember this includes special needs students at both ends – special ed and gifted plus the student who is both special ed and gifted).

Evidence:

- Class discussions regarding advocacy for learning accommodations of special need population.
- Examination of relevant school materials, referrals and recommendation forms.
- Written reflections from readings and online resources.
- Portfolio of laws, policies and relevant forms related to special need students and their families.

#### **Goal/Objective 4:**

Advocate on behalf of special needs students and their families for community resources and assistance (again remember this includes special ed, gifted and twice gifted)

#### Evidence:

- Class discussions regarding community resources.
- Class discussion focusing on special needs populations and their families.
- Written summary of an “exceptional” life story, which includes impact on family.
- Written summary of how the DSM-IV may impact special needs students and their family.

You may use additional ways to demonstrate competence in the above four goals.

**Class Schedule:** If you have a laptop I would recommend that you download the material and also bring your computer with you it will help you discover new resources and share what you have discovered

#### **June 17 Introductory paper** (2-4 pages)

**Self-introduction and initial look at special needs population.** Prior to reading any books or articles I want you to write about your first remembered experience with a student with a handicap or learning disability and then a gifted student. How did classmates and teachers treat them? Did they have special treatment go to different classes? What would it have been like if you were that student, would you trade places with that student? If you were gifted or had an IEP talk about how it felt and what services you received. What is your background with special needs students – as a teacher, a parent, sibling or friend? I want you to write a definition of special needs students. Be prepared to discuss what you wrote with your classmates.

**Read the following articles prior to class and be ready to discuss.**

[http://www.wrightslaw.com/advoc/articles/alessi\\_problems\\_blame.html](http://www.wrightslaw.com/advoc/articles/alessi_problems_blame.html) Who's to blame?

<http://www.hoagiesgifted.org/enabling.htm> Enabling our children

<http://www.gt-cybersource.org/Record.aspx?NavID=&rid=11326> In praise of elitism

[http://www.geocities.com/josh\\_shaine/delisle.html](http://www.geocities.com/josh_shaine/delisle.html) - Dealing with the Stereotype of Underachievement.

[http://www.geocities.com/josh\\_shaine/insideout.html](http://www.geocities.com/josh_shaine/insideout.html) - Underachievement from the Inside Out.

<http://www.ldonline.org/article/6292> Understanding Children's Hearts and Minds Emotional Functioning and Learning Disabilities

The above articles will give you a good beginning on the topic of special needs students. Be prepared to discuss your reactions and any experiences you have with schools, parents, and students in regards to what you read. Do you agree or disagree with the articles. Was the information new, surprising, or familiar?

**Write a 1-2 page reflection paper that is due by Sat. June 21** (a good reflection paper concentrates on your reaction to what is written and how you plan on incorporating the article into your counseling practice.) How did the class discussion affect your views on the articles?

You will select and sign up for a chapter from *Learning disabilities and Life Stories*.

You will select and sign up for a chapter from *When Gifted Kids Don't Have All the Answers*

You will select and sign up for a chapter from *Misdiagnosis & Dual Diagnosis of Gifted Child & Adults*

You will sign up for a group based on the following topics: Perfectionism; Introversion; Gifted Girls; Twice Exceptional; Autism and Aspergers; ADD – gifted or LD or both.

**June 19 Oral report on one DSM IV mental disorder.** Include resources for parents, students and teachers. Each student will select a disorder to research and present to the class (pick something you are interested). Plan on about 5 minutes for your oral report and also plan on emailing your resources to your fellow students. Your report should describe how you would deal with the disorder if you encounter it in a school setting and what resources you found. The following web sites are excellent sites for finding information on disorders and resources. Do not limit yourself to these web sites: (*This will be done in small groups*)

<http://www.behavenet.com/capsules/disorders/dsm4TRclassification.htm>

<http://www.mentalhealth.com/>

<http://www.familyvillage.wisc.edu/specific.htm>

<http://amby.com/educate/SLD.html>

**Oral Report on a specific disability.** There are 12 specific disabilities that are recognized by both state and federal statute. You will be responsible for presenting one of these disabilities (your choice). Plan on about 5 minutes and be sure to identify resources that can help parents deal with the disability and share it with your fellow students via email or paper. The web site is from Oregon Department of Education and list the 12 disabilities. I will let you be creative and find resources on your own; there are a lot of web sites, books and other materials for all 12 disabilities.

<http://www.ode.state.or.us/policy/federal/idea/specifdisabil/specdis.aspx>

Bring *Nolo's IEP Guide: Learning Disabilities* with you to class. We will spend more time on Saturday but for today focus on Section 504 pgs. 326-332.

A great resource on Section 504 can be found at:

<http://www.pps.k12.or.us/directives-c/pol-reg/504manual.pdf> This is PPS special ed resources site. Here you will find forms, examples of forms filed out and specific classroom accommodations. Print out at least pages 25-35 and pages 41-45.

June 21 Today we focus on IDEA. For those of you who are currently or in the past have taught or been in a classroom in some capacity I want you to think back on students that had IEPs, bring case examples of students and how they added to the class and how they subtracted from the class. How did your school "handle" those students? Did it work for the student with the IEP? Did it work for the other students in the class? What type of relationship did you have with the parent? What type of assistance did specialists provide?

**Read chapters 1, 2, 7, 9, 11 and 12** of *Nolo's IEP guide: learning disabilities*. Note that the appendix of this book has the actual law. Pages 242-326 contain the complete latest IDEA law. You do not need to read it but look it over to get an idea of how it reads and how confused a parent, teacher or anyone would be just trying to read the law. **Read appendix 4**, pages 361-363. This will either confuse you more or help to understand how a student is eligible for an IEP. Appendix 5 pages 369-393 have sample IEP forms become familiar with these forms.

**The following sites are resources** and you do not need to read or download these but you may find them helpful in the future. You can find state IEP and eligibility forms at:

<http://www.ode.state.or.us/search/page/?id=1163> Additional sites from ODE:

<http://www.ode.state.or.us/pubs/sped/publications.aspx> Every Acronyms you could ever want to know, forms and more forms

<http://www.ode.state.or.us/search/results/?id=319> Check out the link to RTI and PBS

[http://www.ode.state.or.us/gradelevel/pre\\_k/eiecse/stateresources.aspx](http://www.ode.state.or.us/gradelevel/pre_k/eiecse/stateresources.aspx) SPED State Resources

These sites compare Section 504 and IDEA laws

<http://www.wrightslaw.com/info/sec504.summ.rights.htm> Discussions of Section 504, ADA & IDEA

<http://www.ldonline.org/article/6086> 504 & IDEA

**RTI – Response to Intervention** - The new way to determine LD. Both of these sites have a lot of information on RTI. <http://www.ode.state.or.us/initiatives/idea/rti.aspx> I will use the one power point: Why RTI, RTI Defined, and RTI on the Ground (from the first site)

<http://www.ode.state.or.us/search/page/?id=315>

**Present** your selected story from *Learning Disabilities & Life Stories*. Take 4-7 minutes to describe the learning disability. If you had been this student's counselor how would provide support and services? Chapters 14-18, the "Scholarly Perspectives" can be a guide so be sure to read these chapters. (A **reflection paper, 2-4 pages**, based on the discussion of the 13 stories, the 5 scholarly chapters and your action plan will be due on **June 24**.) Take the story of your student and apply what you read to that person. Did you find the scholarly perspectives helpful? Could you take the information and make a difference if the person had been your student? How does the scholarly perspectives fit into your counseling philosophy? For the teachers of this group how did hearing the story affect your perception of you, as a teacher of special needs student? What do you think your students would write 5 to 10 years from now about you as their

counselor? You will lead a discussion about your student in a small group to get ideas about what you could do to assist this student.

I will provide you with a comprehensive evaluation of a real student. The class will break into small groups and each will read different parts of the evaluation and then come together to determine what is an appropriate placement would be for this student.

If we have time remaining we will discuss the movie *My Left Foot*. This ends the first half of the class, next week we will look more into gifted and twice gifted. At some point during the day each person needs to sign up for a small group presentation on Tuesday. The groups focus different issues of giftedness these groups are: 1. Perfectionism; 2. Introversion; 3. Gifted Girls; 4. Twice Exceptional; 5. Autism and Aspergers; 6. ADD – gifted or LD or both. You will have time to meet today to plan for your presentation.

Enjoy what is left of your weekend.

**June 24** Group presentations on specific topics in gifted education. I will give the groups a chance to meet together to organize their presentations for class tonight. The following websites will provide information for your group.

**Perfectionism:** [http://www.gt-cybersource.org/Record.aspx?NavID=2\\_0&rid=11271](http://www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11271) Profoundly gifted guilt. <http://www.hoagiesgifted.org/perfectionHG.htm> Perfectionism and the Highly Gifted Child. <http://www.ctd.northwestern.edu/resources/socemoachieve/perfectionism.html> The Courage to Be Imperfect. <http://www.hoagiesgifted.org/perfectionism.htm> This is a list of other articles on perfectionism – bookmark but you do not need to read the links.

**Introversion:** <http://www.giftedservices.com.au/StartingPoints/Introverts.html> The gifted introvert. [http://www.sengifted.org/articles\\_social/BurrussKaenzig\\_IntroversionTheOftenForgotten.shtml](http://www.sengifted.org/articles_social/BurrussKaenzig_IntroversionTheOftenForgotten.shtml) Introversion: The Often Forgotten Factor Impacting the Gifted. <http://talentdevelop.com/articles/GiftIntro.html> The Gifted Introvert. <http://talentdevelop.com/intensities.html> intensity - sensitivity.

**Gifted Girls:** [http://www.gt-cybersource.org/Record.aspx?NavID=2\\_0&rid=11388](http://www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11388) Gifted girls. [http://www.gt-cybersource.org/Record.aspx?NavID=2\\_2&rid=11184](http://www.gt-cybersource.org/Record.aspx?NavID=2_2&rid=11184) Why are there so few? (Creative women: Visual artists, mathematicians, scientists, musicians). [http://www.gt-cybersource.org/Record.aspx?NavID=2\\_2&rid=11379](http://www.gt-cybersource.org/Record.aspx?NavID=2_2&rid=11379) Gender and genius. <http://www.hoagiesgifted.org/gender.htm> A list of gender and giftedness. When you hear the word “bossy” which gender do you think of? And why?

**Twice Gifted:** [http://www.gt-cybersource.org/Record.aspx?NavID=2\\_0,2\\_0&rid=14155](http://www.gt-cybersource.org/Record.aspx?NavID=2_0,2_0&rid=14155) Accommodating 2e students. <http://2enewsletter.com/Understanding%20and%20Educating%20the%202e%20Child.htm> The 2e Dilemma: Understanding and Educating the Twice-Exceptional Child. <http://2enewsletter.com/LCN%20journal%20article.htm> What Can We Learn from a Tale of Two Cities? <http://www.ldonline.org/article/6069> Diamond in the Rough. <http://www.ldonline.org/article/5914> Gifted Children with Learning Disabilities: A Review of the Issues. <http://consult.uniquelygifted.org/> Resources for Gifted Children with Special Needs.

**Autism and Aspergers:** [http://www.wisconsinmedicalsociety.org/savant\\_syndrome/](http://www.wisconsinmedicalsociety.org/savant_syndrome/) Savant Syndrome – Islands of Genius. [http://www.wisconsinmedicalsociety.org/savant\\_syndrome/savant\\_profiles/kim\\_peek](http://www.wisconsinmedicalsociety.org/savant_syndrome/savant_profiles/kim_peek) Kim Peek - the real Rainman. [http://www.autismtoday.com/articles/Teaching\\_Flexibility.htm](http://www.autismtoday.com/articles/Teaching_Flexibility.htm) Temple Grandin. <http://www.news.cornell.edu/stories/March07/Temple.Grandin.html> Professor Temple Grandin discusses the most personal issue of her life: autism. <http://www.grandin.com/inc/visual.thinking.html> THINKING IN PICTURES. <http://www.donnawilliams.net/autism0.0.html> Donna Williams, be sure to explore all the links on the left side of the page, <http://www.autism.org/> Autism Collaboration.

**ADD – Gifted, LD or both?:** Chapter 2 in your book *Misdiagnosis* has a lot of information. [http://www.thomhartmann.com/index.php?option=com\\_content&task=view&id=145&Itemid=58](http://www.thomhartmann.com/index.php?option=com_content&task=view&id=145&Itemid=58) Why Do So Many Smart Children With ADD Fail In Our Public Schools? [http://www.thomhartmann.com/index.php?option=com\\_content&task=view&id=363&Itemid=58](http://www.thomhartmann.com/index.php?option=com_content&task=view&id=363&Itemid=58) Hunters in Our Schools and Offices: The Origin of ADHD. [http://www.thomhartmann.com/index.php?option=com\\_content&task=view&id=155&Itemid=58](http://www.thomhartmann.com/index.php?option=com_content&task=view&id=155&Itemid=58) Could

Someone with ADD have Survived in a Primitive Hunting Society?

[http://2enewsletter.com/sample\\_article.htm](http://2enewsletter.com/sample_article.htm) Twice-Exceptional and Attention Deficit Disordered. Yes I do have a bias on ADD and ADHD.

If there is any time left the groups based on the chapters of *When Gifted Kids Don't Have All the Answers* can meet to plan for Thursday. It is more likely that we will not finish all the above and carry this over to Thursday.

**June 26** Group presentations on the *Gifted Kids* book – groups will have time to meet prior to presenting. Your job in presenting is to present to the class as if they are a group of gifted students – you can select the age and grade level.

Either as a class or in small groups we will discuss the Foreword, Preface, Introduction, chapter one and ten of *Misdiagnosis*. Understanding the following terms are essential: **Asynchronous Development**, **Overexcitability**, and the difference between **Auditory-Sequential versus Visual-Spatial** learning styles.

The following websites provide additional information:

[http://www.sengifted.org/articles\\_directorcorner/Goerss\\_Aug05.shtml](http://www.sengifted.org/articles_directorcorner/Goerss_Aug05.shtml) Asynchronous development

[http://www.sengifted.org/articles\\_social/Lind\\_OverexcitabilityAndTheGifted.shtml](http://www.sengifted.org/articles_social/Lind_OverexcitabilityAndTheGifted.shtml) Overexcitability and the gifted - Dabrowski's Theory of Positive Disintegration.

<http://www.giftedchildren.org.nz/national/article4.php> I think in pictures, you teach in words:

The gifted visual-spatial learner

For additional resources on Visual-Spatial go to this site: <http://janzeiger.com/blog/category/learning-styles/> and <http://www.visual-learners.com/index.html>

**June 28 Paper** (1-2 pages) reflections on Tuesday and Thursday class.

Group presentations on *Misdiagnosis* book - groups will have time to meet prior to presenting. This presentation will assume that you, a counselor(s) will provide information to teachers on how to deal with the gifted student described in your chapter. Remember students can be both gifted and have a disability. A teacher's preconceived ideas about students affect their attitudes about how students learn. Incorporate the information from the discussion on Thursday into your presentations.

We will look at and discuss some articles that are directed to counselors.

<http://www.gifted.uconn.edu/nrcgt/newsletter/fall02/fall022.html> Counseling Gifted and Talented Students

[http://www.hoagiesgifted.org/light\\_up\\_the\\_world.htm](http://www.hoagiesgifted.org/light_up_the_world.htm) School Counselors Light-Up the Intra- and Inter-Personal Worlds of Our Gifted

<http://www.counselingthegifted.com/articles/counselingissues.html> Exceptional Children Require An Exceptional Approach

[http://www.hoagiesgifted.org/we\\_have\\_learned.htm](http://www.hoagiesgifted.org/we_have_learned.htm) What We Have Learned About Gifted Children 1979 – 2002

<http://www.roeperconsultation.com/Articles/Reflections%20on%20Counseling%20Gifted%20Adults.htm> Reflections on Counseling Gifted Adults

We will view some clips from and discuss the movie *Little Man Tate*.

Next we will discuss the book *A mind at a time* by Mel Levine. Read chapters 1, 2, 9, 10, and 11. Be sure to understand: **Demystification**, **Break down Points**, **Neurodevelopment View**, **Management-by-Profile**, **Bypass Strategies (Accommodations)** and **Strengths**.

Additional information can be found at the following websites:

[http://www.allkindsofminds.org/about\\_process.aspx](http://www.allkindsofminds.org/about_process.aspx)

[http://www.allkindsofminds.org/about\\_neuroprofile.aspx](http://www.allkindsofminds.org/about_neuroprofile.aspx)

We will end with evaluating what we learned, what we missed, what we wished we had done and what we need to do as counselors when we are working with students, parents and teachers.

To finish you will **write a paper** (4-8 pages) based on your readings discussions, and insights that will focus on your views of the role of the counselor with special need students. How will you integrate your philosophy of

counseling into your view of special needs students? How have you changed your views of special needs students over the last 12 days? This paper will be due by **July 10**. Attach your paper to an email.