

**Learning Disabilities Teacher Consultant (LDTC)
Practicum in Special Education
15:293:636:01
Fall 2013**

Syllabus may be subject to minor changes.

Instructor: Dr. Edith Ferris

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Office hours: Tuesday & Thursday 2:30 to 4:30 or by appointment

Text: Mather, N., & Jaffe, L. E. (2002). *Woodcock Johnson III: Reports, Recommendations, and Strategies*. New York: John Wiley & Sons.

New Jersey Administrative Code – Title 6A, Chapter 14 Special Education
(Available in your school's Child Study Team office or online at
www.state.nj.us/education)

Parental Rights in Special Education – also found in the Child Study Team Office
or online.

Class Meeting: Location: GSE 347

Time: Tuesdays 4:50– 7:30 pm

Course Description:

The purpose of the internship program is to prepare students to assume the professional responsibilities of a Learning Disabilities Teacher Consultant. During the internship students will increase their understanding of student evaluation and the responsibilities inherent in the position of a LDTC and will participate as a member of an interdisciplinary team. Students are required to spend a minimum of 90 hours in the field (under the supervision of a certified LDTC) and are expected to prepare four student evaluations. These evaluations should include both initial evaluations and reevaluations and, if possible, include students varying in age, grade or severity of disability. Only one student evaluation may be a preschool student. Participation in IEP and discipline meetings is strongly encouraged. Students are expected to adhere to the Code of Ethics of the Council of Exceptional Children

In addition, students will extend their assessment skills and discuss professional issues in class sessions. Classes will be structured to allow for open discussion of student on-site observations and presentations of cases and an in-service topic. The professional responsibilities of a LDTC, in addition to assessment, will be discussed in detail.

Course Objectives:

Upon completion of this course the participants will be able to:

- Evaluate students in accordance with the New Jersey Administrative Code;
- Prepare evaluation reports in accordance with the requirements of the New Jersey Administrative Code;
- Interpret both academic and cognitive test results to determine eligibility for special education and related services;
- Identify patterns of test results that indicate specific learning disabilities;
- Utilize assessment results to develop Individual Education Plans that meet state requirements and address students' strengths and weaknesses;
- Implement state required directives for students with discipline concerns;
- Share educationally relevant information with other professionals to foster their understanding of special education and students with disabilities;
- Practice effective case management strategies with parents, students and other professionals, as well as outside agencies and schools;
- Prepare students for transition to adult life.

Assignments and Grading:

1. Case Study Presentation	100 points
2. 3 Other Evaluations	150 points
3. In-service presentation	50 points
4. Class participation	50 points *
5. Portfolio	<u>50 points</u>
Total	400 points

* Each absence -10 points class participation

Assignment Submission Policy:

- Additional assignments will be given out at the beginning of class. If late to class students will be responsible for checking with other students.
- Late assignments are accepted only at the discretion of the instructor and will, if accepted, be penalized 5% of their total worth for each day they are late. There will be no exceptions. If you are absent the day an assignment is due, you must email the instructor or the assignment will be counted as late and points will be deducted.
- Students should review and be familiar with the Policy on Academic Integrity. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism, handing in someone else's work, work obtained on the internet, or work written for another professor's course are all reasons for failure of this course and dismissal from this university.

- **Terminology:** Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as “students with learning disabilities” or “individuals who have mental retardation” are preferred over adjectival constructions such as “mentally retarded people.” Because *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as “intellectually average students” or “students without learning disabilities” should be used. See the APA Manual for more information on person-first terminology.
- All assignments should be typed, double spaced, and neat. *Edit your work before handing it in*, as attention to grammar, spelling, and organization count. Please use 12-point font in a traditional/professional font (e.g., Times New Roman). All assignments must be completed using APA Format (5th Edition). In particular, references should be noted in the body of your work.
- You must demonstrate better than satisfactory writing skill. If you are planning to teach students with disabilities (or any students) you must model mastery of the subjects you teach.
- Page recommendations refer to the *actual text* of the paper (not including title page, references, or attachments).
- Papers will be graded within 14 days of their due date.

Due Dates:

Case Study will be due on sign up date.

The first evaluation is due on 10/15/2013, the second on 11/12/2013. The remaining evaluation may be handed in when completed – final acceptance date – 12/3/2013.

In-service topic is due on 12/10/2013

Portfolios will be checked on 12/10/2013, but can be presented earlier if ready.

Students are required to bring to the final class a letter from their LDTC supervisor outlining the activities they have participated in during their practicum experience. Each student will complete a statement that they have completed 90 hours of work during their internship. This work will include attending meetings, testing, report writing, interviews, etc.

Course Outline: *

Date	Topic
9/3	State requirements and collecting data for an evaluation. Functional evaluations & Review of assessment practices Review of report writing & administration of the WJIII Homework – how does your district organize their paperwork - forms, student records etc.? What is done to preserve student confidentiality? Reading in the Mather book to page 51
9/10	Referral and Initial Determination process – timeline, (WIAT ?) Homework – how does your district determine if a student is eligible for classification? Read on Sakai – “How should students with LD be identified ?” And “LD Enrollment Drops After Long Climb”
9/17	(Review of WIAT ?), Different meetings and their purpose Working with parents, mediation and due process Testifying in court, Parental Rights and your responsibility Guest speaker on advocacy
9/24	On-line – IEP writing – readings & assignment See Sakai for assignment and accommodations
10/1	The administration & interpretation of the Wechsler IQ Determination of eligibility –procedures, program planning and educational recommendations, classification conference.
10/8	WJIII cognitive battery – administration & interpretation
10/15	Comparison of the WJIII and the Wechsler Interpreting standardized test scores and developing background information, Classification conference. Types of discrepancies and how they should be interpreted. Report due
10/22	On-line – How does your district implement Transition practices On Sakai read the Transition court case and work through the Teleconference regarding Transition.
10/29	Returning students, Assessment of students with specific needs, patterns of test results that indicate learning disabilities, autism, etc.
11/5	On-line – Case study review and classification determination

- 11/12 Discipline for classified students and the Learning Consultant's responsibility
Behavior – doing a Functional Behavior Assessment and developing a Behavior Intervention Plan, Writing a Manifest Determination
Report due
- 11/19 Develop an intervention plan for a student
- 11/26 No class
- 12/3 Functioning of the team and case manager responsibility **Report due**
State agencies, Placing students in out-of-district placements
Requirements for licensure, Private practice, Insurance, Job interview questions
- 12/10 Staff development presentations **Portfolios due**
- 12/17 Final exam

* The course outline is subject to change depending on student needs.