



ROSEMONT COLLEGE  
1400 MONTGOMERY AVENUE  
ROSEMONT, PA 19010

**Course Title:** Counseling the Exceptional Learner  
**Course Number:** CNS-6093  
**Course Date:** Fall 2020  
**Course Meeting Times:** Tuesdays, 7:30 P.M. - 9:30 P.M.  
**Course Location:** Good Counsel Hall - Room 210  
**Course Designation:** Level II Course (Required for the School Counseling Program) & Level II Elective (Clinical Mental Health Counseling Program)  
**Semester Hours:** 3  
**Prerequisites:** None  
**Limitation on Enrollment:** 18

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**Office Hours:** T (1:00 P.M. – 5:00 P.M.)  
W (1:00 P.M. – 4:00 P.M.)  
• Or by appointment

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**Course Description:** The course is designed to prepare school counselors to effectively provide academic, behavioral and emotional guidance to the exceptional learner in individual and group

counseling settings. A historical overview of special education, including legislation and litigation issues will be explored as well as an examination of current practices in the field of special education. Students will review evidenced based strategies for exceptional learners and competencies to be culturally sensitive to the identified populations.

**Rosemont Mission Statement:** Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

**Professional Performance Evaluation:** Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course

content, planned scheduled of classes and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

**Note:** The instructor reserves the right to adjust the course schedule and content during the semester to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

## **I. Student Learning Outcomes**

Upon completion of this course, students will be able to:

- A. Comprehend how exceptionalities may interact with development and learning to provide individuals experiencing exceptionalities opportunities to promote healthy academic, social, and emotional functioning
- B. Understand how to create safe, inclusive, culturally responsive learning environments so that individuals experiencing exceptionalities become active and effective learners
- C. Recognize the importance of consultation and collaboration with various school constituencies and community mental health personnel as a means to support the development of exceptional learners
- D. Incorporate ethical decision-making when conducting assessment for individuals experiencing exceptionalities to minimize bias and identify areas for improvement at the individual and programmatic level
- E. Implement and evaluate a variety of strategies and techniques validated by evidenced-based practices to advance learning and development of students with exceptionalities in individual, group, and career settings.
- F. Advocate for individuals experiencing exceptionalities through treatment and intervention as well as knowledge and awareness of policy in education and standards of practice

## **II. Course Content**

### **A. Through the Lifespan**

- a. Understanding Exceptionalities in the 21<sup>st</sup> Century
- b. Education for All
- c. Inclusion and Multidisciplinary Collaboration in the Early Childhood and Elementary School Years

- d. Secondary Education and Transition Planning
- e. Transitioning to Adulthood
- B. Perspectives on Diversity and the Family**
  - a. Cultural and Linguistic Diversity
  - b. Exceptionalities and Families
  - c. Support for Family Involvement
  - d. Methods of Home-School Communication
  - e. Current Issues and Trends
- C. People Who are Exceptional**
  - a. Learning Disabilities
    - i. Definitions
    - ii. Characteristics
    - iii. Prevalence
    - iv. Causes
    - v. Assessment
    - vi. Educational Placement Alternatives
    - vii. Current Issues and Future Trends
  - b. Emotional/Behavioral Disorder
    - i. Definitions
    - ii. Characteristics
    - iii. Prevalence
    - iv. Causes
    - v. Identification and Assessment
    - vi. Educational Approaches
    - vii. Educational Placement Alternatives
    - viii. Current Issues and Future Trends
  - c. Intellectual and Developmental Disabilities
    - i. Definition of IDEA
    - ii. Identification and Assessment
    - iii. Characteristics
    - iv. Prevalence
    - v. Causes and Preventions
    - vi. Educational Placement Alternatives
    - vii. Current Issues and Trends

- d. Communication Disorders
    - i. Definitions
      - 1. Normal Development of Speech and Language
    - ii. Screening and Diagnosis
      - 1. Screening and Teacher Observations
      - 2. Evaluation Components
    - iii. Prevalence
    - iv. Causes
    - v. Educational Approaches and Alternative Placements
    - vi. Current Issues and Trends
  - e. Severe and Multiple Disabilities
    - i. Severe Disabilities
    - ii. Profound Disabilities
    - iii. Multiple Disabilities
    - iv. Deaf Blindness
    - v. Characteristics
    - vi. Prevalence
    - vii. Educational Approaches
  - f. Sensory Disabilities: Hearing and Vision Loss
    - i. Definitions
      - 1. The Nature of Sound
    - ii. Characteristics
    - iii. Prevalence
    - iv. Types and Causes
    - v. Identification and Assessment
    - vi. Technologies and Supports
    - vii. Educational Approaches
    - viii. Current Issues and Future Trends
  - g. Physical Disabilities and Other Health Disorders
    - i. Definitions, Characteristics, Prevalence
    - ii. Types and Causes
    - iii. Educational Approaches, Placements, Alternatives
    - iv. Current Trends and Issues
- D. Exceptional Gifts and Talents**

- a. Gifted, Creative, and Talented
  - b. Definitions
  - c. Characteristics
  - d. Prevalence
  - e. Identification and Assessment
  - f. Educational Approaches
  - g. Current Issues and Future Trends
- E. Autism Spectrum Disorder**
- a. Definitions
    - i. DSM-V
    - ii. Educational Definition of IDEA
  - b. Characteristics
    - i. Impaired Social Relationships
    - ii. Communication and Language Deficits
    - iii. Intellectual Functioning
    - iv. Responses to Sensory Stimuli
    - v. Behavior/Emotional Reactions
  - c. Screening and Diagnosis
  - d. Prevalence
  - e. Causes
  - f. Educational Approaches. Alternatives, Placements
  - g. Current Trends and Future Issues
- F. Purpose and Promise of Special Education**
- a. Labeling and Eligibly for Special Education
  - b. Laws Governing the Education of Exceptional Children
    - i. An Exclusionary Past
    - ii. Separate is not Equal
    - iii. Equal Protection
  - c. The Individual with Disabilities Education Act
    - i. Six Major People of IDEA
    - ii. Provisions of IDEA
    - iii. Key Features
    - iv. Legal Challenges
    - v. No Child Left Behind

- vi. The Every Student Succeeds Act
- d. Current and Future Challenges
- G. Planning and Providing Special Education Services**
  - a. The Process of Special Education
  - b. Collaboration and Teaming
  - c. Individualized Education Program (IEP)
  - d. Least Restrictive Environment (LRE)
  - e. Inclusive Education

### **III. Methods of Instruction**

- A.** Lecture and Discussion
- B.** Assigned Readings
- C.** Application of Skills and Feedback
- D.** Case Studies

### **IV. Methods of Assessment**

| <b>Assessment</b>   | <b>Points</b>     |
|---|-------------------|
| Field Experience  | 20-Points         |
| Individuals with Disabilities Education Act (IDEA) Review | 5 X 6 = 30-Points |
| PaTTAN Website Review                                     | 25-Points         |
| School District Review                                    | 25-Points         |
| <b>Total</b>  | <b>100-Points</b> |

- A. Field Experience Reflection:** Students will identify a community or educational setting that children and/or adolescents experiencing exceptionalities attend for academic, social, or emotional development. This activity is not meant to focus on regular education settings. Instead students should focus their search on alternative placement settings and after school community activities. A list of such facilities can be found through the following website: <http://phillyfamily.com/resources-for-families-with-special-needs-in-philadelphia/>. Once students have identified a site, they must schedule to take a tour of the program to better understand what resources, activities, and supports the facility

offers to their intended population. It is encouraged to consider a list of questions that may be asked during the tour. Students will be required to write a 3-5 page paper reflecting on their experience at the facility, the services offered by the facility, and what could potential be improved to enhance the mission of the facility.

**Student Learning Outcomes:** A, B, E, F

**Total Points:** 20-Points

- B. Individuals with Disabilities Education Act (IDEA) Review:** From Weeks 2-7 students will attend class sessions prepared to discuss how the 6 main principles of IDEA apply to the profession of school counseling and can be utilized to support the needs of students experiencing exceptionalities. The 6 main principles of IDEA are the following: (1) Free appropriate public education, (2) Appropriate evaluation, (3) Individualized Education Program (IEP), (4) Least Restrictive Environment (LRE), (5) Parent and student participation in decision-making, and (6) Procedural safeguards. Students will be required to understand how each principle is defined within IDEA and how it may be applied to the roles and functions of school counselors. Students should arrive to each class session prepared to submit a 1-page document outlining each principle.

**Student Learning Outcomes:** A - F

**Total Points:** 5 X 6 = 30-Points

- C. PaTTAN Website Review:** The Pennsylvania Training and Technical Assistance Network (PaTTAN) works in concert with the Bureau of Special Education and Pennsylvania Department of Education to offer information and resources to education, counselors, and parents. For this assignment, students will work in groups of 1-2 and access the PaTTAN website - <https://www.pattan.net/> - to review and understand material offered by PaTTAN regarding one exceptionality. Under the “Disabilities” tab on their homepage PaTTAN lists the following exceptionalities: Autism, Blind-Visual Impairment, Deaf and Hard of Hearing, Deaf-Blind, Intellectual Disabilities, Speech Language, and Traumatic Brain Injury. It will be the students’ responsibility to select one of these categories and learn about all information and resources available to present within a presentation to the class. Your selected category will need to be approved by the



instructor. Students are encouraged to review all information for their selected exceptionality to create the most comprehensive presentation.

**Student Learning Outcomes:** A, B, C, E, F

**Total Points:** 25-Points

- D. School District Website Review:** School District websites offer a plethora of information describing efforts to support the needs of special education students and gifted education students. Students will work in groups of 1-2 and be responsible for selecting a school district and reviewing information pertaining to both of these demographics of students. Students should consider information on assessment, supports, inclusion, services, parent involvement, planning etc. Students will compare and contrast this information with the knowledge gained from the PaTTAN Website Review and the IDEA Review assignments in an effort to understand how legislation is being adhered to, evidenced-based practices are be implemented, and how to potentially improve offered services or modify strategic plans. Students are encouraged to review all information for their selected school district to create the most comprehensive presentation.

**Student Learning Outcomes:** A - F

**Total Points:** 25-Points

## **V. Final Grade Scale**

**Note:** All students in the Graduate Counseling Program MUST receive a grade of “B” or higher. If a student fails to do so, he or she must repeat the course before continuing in the program.

Graduate Counseling Handbook for additional information about course grades and academic integrity: Rosemont Handbook)

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

|     |              |
|-----|--------------|
| A   | 100 – 93     |
| A-  | 90 – 92      |
| B+  | 87 – 89      |
| B   | 83 – 86      |
| *B- | 80 – 82      |
| *C+ | 77 – 79      |
| *C  | 73 – 76      |
| *C- | 70 – 72      |
| *F  | 70 and Below |

Students are responsible to become familiar with and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

**Attendance Policy:** Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). Official notice that a student has presented documentation for an absence is sent from the Office of the Dean of Students to faculty on a timely basis. In cases of a documented absence from a class, the student has both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This amounts to three absences for a class that meets on MWF schedule, two classes for courses meeting either on a TR or MW schedule, and one class for labs and classes that meet only once a week. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Class attendance is required, and roll is taken each period. Serious tardiness may result in a failure of the course.

**Academic Integrity:** Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

**Class Assignments:** Assignments that are not completed by the stated deadline will not be accepted, excepting that submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

**Communications:** Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

**Disability Statement:** If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

**Student Concerns:** Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

**Cell Phone Use:** In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or receive text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for internet purposes unless related to class assignments and instruction.

**Use of Laptops or Other Electronic Devices:** The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

**Recording Lectures:** Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

**Inclement Weather:** The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

**Course Website:** Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

**Submitting Papers Electronically:** Writing assignments for this course are to be submitted electronically via the course website.

**Rosemont College 2018-2019 Graduate Academic Calendar:**

[https://rosemont.edu/\\_resources/site-pdfs/registrar/2018-2019\\_sgps\\_academic\\_calendar.pdf](https://rosemont.edu/_resources/site-pdfs/registrar/2018-2019_sgps_academic_calendar.pdf)

**VI. Suggested Texts and Equipment**

- A. Hardman, M. L., Drew, C. J., & Egan, M. W. (2014). *Human exceptionality: School, community, and family*. (12<sup>th</sup> ed.). Belmont, CA: Wadsworth Publishing.
- B. American Counseling Association. (2014). 2014 ACA Code of Ethics. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

**VII. Tentative Course Schedule**

| <b>Date</b>           | <b>Unit Topic</b>   | <b>Activity/Assessment</b>       |
|-----------------------|---|----------------------------------|
| Week 1:<br>09/04/2018 | Introduction to the Roles of School Counselors Working With Students<br>Experiencing Multiple Dis/Abilities       | Introductions<br>Syllabus Review |
| Week 2:<br>09/11/2018 | Hardman Ch. 1: Understanding Exceptionalities in the 21 <sup>st</sup> Century<br>Hardman Ch. 2: Education For All | <b>IDEA Principles (1)</b>       |
| Week 3:<br>09/18/2018 | Hardman Ch. 3: Inclusion and Multidisciplinary Collaboration in the Early Childhood and Elementary School Years   | <b>IDEA Principles (2)</b>       |
| Week 4:<br>09/25/2018 | Hardman Ch. 4: Secondary Education and Transition Planning  | <b>Field Experience</b>          |
| Week 5:<br>10/02/2018 | Hardman Ch. 5: Cultural and Linguistic Diversity<br>Hardman Ch. 6: Exceptionalities and Families                  | <b>IDEA Principles (3)</b>       |
| Week 6:<br>10/09/2018 | Hardman Ch. 7: Learning Disabilities  | <b>IDEA Principles (4)</b>       |

|                        |   |                               |
|------------------------|---|-------------------------------|
| Week 7:<br>10/16/2018  | Hardman Ch. 15: Gifted, Creative, and Talented  | <b>IDEA Principles (5)</b>    |
| Week 8:<br>10/23/2018  | Hardman Ch. 8: Emotional /Behavioral Disorders  | <b>IDEA Principles (5)</b>    |
| Week 9:<br>10/30/2018  | Hardman Ch. 9: Intellectual and Developmental Disabilities                                    | <b>PaTTAN Review</b>          |
| Week 10:<br>11/06/2018 | Hardman Ch. 11: Autism Spectrum Disorders<br>Hardman Ch. 12: Severe and Multiple Disabilities | <b>PaTTAN Review</b>          |
| Week 11:<br>11/13/2018 | Hardman Ch. 13: Sensory Disabilities: Hearing and Vision Loss                                 | <b>PaTTAN Review</b>          |
| Week 12:<br>11/20/2018 | Thanksgiving Holiday – No Class   |                               |
| Week 13:<br>11/27/2018 | Hardman Ch. 14: Physical Disabilities and Other Health Disorders                              | <b>School District Review</b> |
| Week 14:<br>12/04/2018 | Class Termination   | <b>School District Review</b> |

## VIII. Bibliography

### A. Print Resources

Downing, C. J. (1977). Teaching children behavior change techniques. *Elementary School Guidance & Counseling, 11*, 277- 283.

Gysbers, N.C. (1990). *Comprehensive guidance programs that work*. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse.

Hart, P. J., & Jacobi, M. (1992). *From gatekeeper to advocate: Transforming the role of the school, counselor*. New York: College Board.

- Herr, E. L. (1982). *Why counseling?* Falls Church, VA: American Personnel and Guidance Association.
- Holmgren, V. S. (1996). *Elementary school counseling: An expanding role*. Needham Heights, MA: Allyn & Bacon.
- Kerr, B. A., & Ghrist-Priebe, S. L. (1988). Intervention for multipotentiality: Effects of a career counseling laboratory for gifted high school students. *Journal of Counseling and Development, 66*, 366-369.
- Krivatsy-O'Hara, S., Reed, P., & Davenport, J. (1978). Group counseling with potential high school dropouts. *The Personnel and Guidance Journal, 56*, 510-512.
- McDowell, W. A., Coven, A. B., & Eash, V. C. (1979). The handicapped: Special needs and strategies in counseling. *The Personnel and Guidance Journal, 58*: 228-132.
- Milsom, A. (2002). Students with disabilities: School counselor involvement and preparation. *Professional School Counseling, 5*(5), 331-338. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42732373>.
- Milsom, A. (2006). Creating positive school experiences for students with disabilities. *Professional School Counseling, 10*(1), 66-72. Retrieved from <http://jstor.org.rosemont.idm.oclc.org/stable/42732503>.
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- Omizo, M. M., Hershberger, J. M., & Omizo, S. A. (1988). Teaching children to cope with anger. *Elementary School Guidance & Counseling, 22*, 241-245.
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- Omizo, M. M., & Omizo, S. A. (1987b). Effects of parents' divorce group participation on child-rearing attitudes and children's self-concept. *The Journal of Humanistic Education and Development, 25*, 171-179.
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- Scarborough, J., & Gilbrude, D. (2006). Developing relationships with rehabilitation counselors to meet the transition needs of students with disabilities. *Professional School Counseling, 10*(1), 25-33. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42732498>.
- Sheridan, S. M., Eagle, J. W., Cowan, R. J., & Mickelson, W. (2001). The effects of conjoint behavioral consultation: Results of a 4-year investigation. *Journal of School Psychology, 39*, 361-385.
- Sheridan, S. M., Kratochwill, T. R., & Bergan, J. R. (1996). *Conjoint behavioural consultation: A procedural manual*. New York: Plenum.
- Taub, D. (2006). Understanding the concerns of parents of students with disabilities: Challenges and roles for school counselors. *Professional School Counseling, 10*(1), 52-57. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42732501>.
- 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.
- Thompson, R. A. (1987). Creating instructional and counseling partnerships to improve the academic performance of underachievers. *The School Counselor, 34*, 289-296.
- Training school counselors to work with students with handicapping conditions.
- Thompson, R., & Littrell, J. (1998). Brief counseling for students with learning disabilities. *Professional School Counseling, 2*(1), 60-67. Retrieved from <http://jstor.org.rosemont.idm.oclc/stable/42731637>.
- Tucker, R. L., Shepard, J., Hurst, J. (1986). Training school counselors to work with students with handicapping conditions. *Counselor Education and Supervision, 26*(1), 56-60.

Wilkinson, L. A. (2005). An evaluation of conjoint behavioural consultation as a model for supporting students with emotional and behavioural difficulties in mainstream classrooms. *Emotional and Behavioural Difficulties*, 10, 119–136.

Wilson, N. S. (1986). Counselor interventions with low-achieving and underachieving elementary, middle, and high school students: A review of the literature. *Journal of Counseling and Development*, 64, 628- 634.

### A. Non-Print Resources

Basic Education Circulars (BECS):

<https://www.education.pa.gov/Pages/Codes%20and%20Regulations/Basic-Education-Circulars.aspx>

National Association for Special Education Teachers: <https://www.naset.org>

Office of Special Education and Rehabilitative Services (OSERS):

<https://www2.ed.gov/offices/OSERS/index.html>

Pennsylvania Training and Technical Assistance Network: <https://www.pattan.net>

Pennsylvania Department of Education: <https://www.education.pa.gov/Pages/default.aspx>

The Council For Exceptional Children: <https://www.cec.sped.org>

## IX. CACREP Standards Assessment Crosswalk

| CACREP Standard   | Assessment  | Student Learning Outcome |
|---|---|--------------------------|
| The multiple professional roles and functions of counselors across specialty areas, and their relationships with human services and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation ( <b>1b. Professional Counseling Orientation and Ethical Practice</b> ). | Field Experience, PaTTAN Website Review, School District Review | (B) (C) (D) (E) (F)      |
| The role and process of the professional counselor advocating on behalf of the profession ( <b>1d. Professional Counseling Orientation and Ethical Practice</b> ).  | IDEA Review, PaTTAN Website Review, School District Review      | (B) (C) (D) (E) (F)      |



|  |  |                        |
|--|--|------------------------|
| Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients <b>(1e. Professional Counseling Orientation and Ethical Practice)</b> .   | Field Experience, IDEA Review, PaTTAN Website Review, School District Review | <b>(C) (D) (E) (F)</b> |
| Ethical standards of professional counseling organizations for credentialing bodies, and applications of ethical and legal considerations in professional counseling <b>(1i. Professional Counseling Orientation and Ethical Practice)</b> . | IDEA Review, PaTTAN Website Review   | <b>(D)</b>             |
| Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally <b>(2a. Social and Cultural Diversity)</b>  | IDEA Review  | <b>(A) (B) (E) (F)</b> |
| Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy <b>(2b. Social and Cultural Diversity)</b>   | IDEA Review  | <b>(D) (E) (F)</b>     |
| Help-seeking behaviors of diverse clients <b>(2f. Social and Cultural Diversity)</b>   | IDEA Review, PaTTAN Website Review   | <b>(A) (B) (E)</b>     |
| Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination <b>(2h. Social and Cultural Diversity)</b>   | Field Experience, IDEA Review, PaTTAN Website Review, School District Review | <b>(D) (E) (F)</b>     |
| Theories of learning <b>(3b. Human Growth and Development)</b> .   | PaTTAN Website Review  | <b>(A) (B)</b>         |
| Theories of normal and abnormal personality development <b>(3c. Human Growth and Development)</b> .  | PaTTAN Website Review  | <b>(A) (E)</b>         |
| Systemic and environmental factors that affect human development, functioning, and behavior <b>(3f. Human Growth and Development)</b> .  | Field Experience, PaTTAN Website Review                                      | <b>(A) (B) (C)</b>     |
| A general framework for understanding differing abilities and strategies for differentiated interventions <b>(3h. Human Growth and Development)</b> .  | IDEA Review  | <b>(A) (B) (F)</b>     |
| Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan <b>(3i. Human Growth and Development)</b> .   | Field Experience, IDEA Review, PaTTAN Website Review, School District Review | <b>(D) (E) (F)</b>     |

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| Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy ( <b>4g. Career Development</b> ) | IDEA Review, PaTTAN Website Review, School District Review | (A) (E) (F)         |
| Strategies for facilitating client skills development for career, educational, and life-work planning and management ( <b>4h. Career Development</b> )               | IDEA Review, PaTTAN Website Review, School District Review | (A) (E)             |
| A systems approach to conceptualizing clients ( <b>5b. Counseling and Helping Relationships</b> )  | IDEA Review, PaTTAN Website Review                         | (A) (B) (C)         |
| Counselor characteristics and behaviors that influence the counseling process ( <b>5f. Counseling and Helping Relationships</b> )                                    | Field Experience, IDEA Review                              | (B) (C) (D) (E) (F) |
| Essential interviewing, counseling, and case conceptualization skills ( <b>5g. Counseling and Helping Relationships</b> )  | PaTTAN Website Review                                      | (A) (C) (F)         |
| Developmentally relevant counseling treatment or intervention plans ( <b>5h. Counseling and Helping Relationships</b> )  | IDEA Review  | (A) (E) (F)         |
| Development of measurable outcomes for clients ( <b>5i. Counseling and Helping Relationships</b> )   | School District Review                                     | (A) (D)             |
| Evidence-based counseling strategies and techniques for prevention and intervention ( <b>5j. Counseling and Helping Relationships</b> )                              | IDEA Review, PaTTAN Website Review                         | (E)                 |
| Strategies to promote client understanding of and access to a variety of community-based resources ( <b>5k. Counseling and Helping Relationships</b> )               | IDEA Review, PaTTAN Website Review, School District Review | (C) (F)             |
| Types of groups and other considerations that affect conducting groups in various settings ( <b>6f. Group Counseling and Group Work</b> )                            | Field Experience, School District Review                   | (E)                 |
| Use of assessments for diagnostic and intervention planning purposes ( <b>7e. Assessment and Testing</b> )   | IDEA Review, PaTTAN Website Review, School District Review | (D) (E) (F)         |
| Use of environmental assessments and systematic behavioral observations ( <b>7j. Assessment and Testing</b> )  | PaTTAN Website Review, School District Review              | (A) (B) (C) (D)     |

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| Use of assessment results to diagnose developmental, behavioral, and mental disorders <b>(7l. Assessment and Testing)</b> | IDEA Review, PaTTAN Website Review, School District Review | <b>(A) (D)</b>         |
| Needs assessments <b>(8c. Research and Evaluation)</b>  | PaTTAN Website Review, School District Review              | <b>(D)</b>             |
| Evaluation of counseling interventions and programs <b>(8e. Research and Evaluation)</b>                                  | IDEA Review, PaTTAN Website Review, School District Review | <b>(B) (D) (E) (F)</b> |

| <b>CACREP Specialty Standards (School Counseling)</b>  | <b>Assessment</b>  | <b>Student Learning Outcome</b> |
|--|--|---------------------------------|
| <b>1. Foundations</b>  |  |                                 |
| E. Assessments specific to P-12 education  | IDEA Review, PaTTAN Website Review, School District Review                   | <b>(D)</b>                      |
| <b>2. Contextual Dimensions</b>  |  |                                 |
| A. School counselor roles as leaders, advocates, and systems change agents in P-12 schools                               | IDEA Review, PaTTAN Website Review, School District Review                   | <b>(B) (C) (D) (E) (F)</b>      |
| B. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies | Field Experience, IDEA Review, PaTTAN Website Review, School District Review | <b>(B) (C) (F)</b>              |
| C. School counselor roles in relation to college and career readiness  | IDEA Review, PaTTAN Website Review, School District Review                   | <b>(A) (B) (E)</b>              |
| F. Competencies to advocate for school counseling roles  | IDEA Review, PaTTAN Website Review, School District Review                   | <b>(C) (F)</b>                  |
| G. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders       | PaTTAN Website Review  | <b>(A)</b>                      |
| L. Professional organizations, preparations standards, and credentials relevant to the practice of school counseling     | IDEA Review, PaTTAN Website Review   | <b>(D)</b>                      |

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|--|--|--------------------------------|
| M. Legislation and government policy relevant to school counseling   | IDEA Review  | <b>(D)</b>                     |
| N. Legal and ethical considerations specific to school counseling  | IDEA Review  | <b>(D)</b>                     |
| <b>3. Practice</b>   |  |                                |
| B. Design and evaluation of school counseling programs   | IDEA Review, PaTTAN Website Review, School District Review | <b>(A) (B) (C) (D) (E) (F)</b> |
| C. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies | IDEA Review, PaTTAN Website Review, School District Review | <b>(B) (E)</b>                 |
| D. Interventions to promote academic development   | IDEA Review, PaTTAN Website Review, School District Review | <b>(B) (E)</b>                 |
| E. Use of developmentally appropriate career counseling interventions and assessments  | IDEA Review, PaTTAN Website Review                         | <b>(D) (E)</b>                 |
| K. Strategies to promote equity in student achievement and college access  | IDEA Review, PaTTAN Website Review                         | <b>(A) (B) (E)</b>             |
| L. Techniques to foster collaboration and teamwork within schools  | IDEA Review, PaTTAN Website Review, School District Review | <b>(C)</b>                     |
| M. Strategies for implementing and coordinating peer intervention programs   | PaTTAN Website Review, School District Review              | <b>(A) (E)</b>                 |
| O. Use of data to advocate for programs and students   | IDEA Review, PaTTAN Website Review, School District Review | <b>(D) (F)</b>                 |

| <b>CACREP Specialty Standards<br/>(Clinical Mental Health Counseling)</b>   | <b>Assessment</b>  | <b>Student Learning Outcome</b> |
|---|--|---------------------------------|
| <b>1. Foundations</b>   |  |                                 |
| E. Psychological tests and assessments specific to clinical mental health counseling  | PaTTAN Website Review, School District Review              | <b>(D)</b>                      |
| <b>2. Contextual Dimensions</b>   |  |                                 |
| B. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders  | IDEA Review, PaTTAN Website Review                         | <b>(A) (E)</b>                  |
| D. Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) | IDEA Review, PaTTAN Website Review                         | <b>(D)</b>                      |
| J. Cultural factors relevant to clinical mental health counseling   | IDEA Review  | <b>(A) (B) (E) (F)</b>          |
| <b>3. Practice</b>  |  |                                 |
| B. Techniques and interventions for prevention and treatment of a broad range of mental health issues   | IDEA Review, PaTTAN Website Review, School District Review | <b>(A) (C) (D) (E)</b>          |
| E. Strategies to advocate for persons with mental health issues   | IDEA Review, PaTTAN Website Review, School District Review | <b>(A) (C) (D) (F)</b>          |