

Psychology Club Minutes

October 26, 2010

- Dr. Geltner stopped by to discuss children and learning disabilities. An attachment of some of the topics she discussed is attached. There is also a link to RTI podcast if interested.
- Would like to thank everyone that came out to volunteer for “Make A Difference Day” this past Saturday.
- T-shirts sales have been extended for another week. They are \$10 and if you would like to purchase one please contact Kacie Franklin (229)416-5221 or sign-up sheets are available outside the break room and the psychology class rooms
- Unfortunately the bake sale that was scheduled for **October 28th-29th** has been cancelled.
- **Saturday, November 13th** is the Progressive dinner
 - Sign-up sheets are available for everyone that would like to attend or if you need any additional information please email me with any questions.
- **Tuesday, November 23th** will be our Thanksgiving feast. If you will be attending we ask that you bring at least one item which can be dropped off in the break room, sign-up sheets for what you would like to contribute will be available outside the psychology classrooms and break room.
- Psych club is now on facebook so everyone join to get the latest news about any upcoming events. If you login and then paste the following link into your browser it will take you directly to the page where you can join the group.
 - http://www.facebook.com/home.php?#!/home.php?sk=group_157600247607122&ap=1

Any questions/suggestions do not hesitate to email the Psychology Club.

Have a great weekend & hope to see you next Tuesday 10/26!

Who are *Learners with Exceptionalities*?

Special education: over 6 million children served in public school

Classification provides services however.....labels can impact students (+ and -).

1975 – Public Law 94-142 passed: Individuals with Disabilities Act (IDEA)

assured all children with disabilities had access to public education / special education services designed to fit their needs

Learning Disability (diagnosis based upon meeting three criteria)

- Severe discrepancy between student's intellectual ability (IQ) and performance / academic achievement
- Absence of any other cause
- Need for special education services

90% of those identified as having learning disabilities are referred to special education because of reading problems

Potential signs:

Change with age, subject area, and by student – each case is very different. Look for a marked difference in comparison to others of the same age.

Rights of students / adults with exceptionalities

Those with a diagnosed learning disability are eligible for accommodation services within all public schools settings, preK through graduate school.

IEP- Individualized Educational Program – plan with needs, goals and procedures for each students, reviewed yearly, with shared decision making involving school staff, parents and students when appropriate.

Americans with Disabilities Act (1990) also mandates employers also make accommodations for employees with disabilities when reasonable.

Reference:

Tuckman, B. W. & Monetti, D. M. (2011). Educational Psychology. Belmont, CA: Wadsworth, Cengage Learning.

History of Special Education in Schools

- 1973 – Section 504 of Rehabilitation Act of 1973
- 1974 – Public Law 93-380 – Education of the Handicapped Amendments of 1974
- 1975 – *Public Law 94-142 – Individuals with Disabilities Act*

Special Education in School **VS.** Diagnoses in Mental Health Settings

Categories of Special Education in schools (DSM* category titles in plain text)

- *Gifted*
- *Specific Learning Disabilities* (reading disorder, mathematics disorder, disorder of written expression, learning disorder not otherwise specified (nos))
- *Emotional Disturbance*
- *Mental Retardation* (developmental disability)- mild (50/55-70), moderate (35/40-50/55), severe (20/25-35/40), profound (below 20/25)
- *Physical Impairments*
 - Orthopedic impairments: cerebral palsy, congenital anomalies, muscular dystrophy, too many to list, can be temporary conditions as well
- *Neurological impairments*
 - Autism, traumatic brain injury, Asperger's syndrome, other health impairment
- *Multiple disabilities*
- *Attention Deficit / Hyperactivity Disorder* (predominately inattentive type, predominantly hyperactive-impulsive type, combined type)
- *Communication Disorders*- phonological disorder

DSM categories differ – broad categories are:

- Mental retardation (IQ of 70 or below onset before age 18)
- Learning disorders- reading disorder, mathematics disorder, disorder of written expression, phonological disorder
- Motor skills disorder
- Communication disorder – expressive language disorder, stuttering, expressive language disorder
- Pervasive developmental disorders- autism (symptoms identified by age 3, onset prior to age 3), Asperger's, nos, etc.
- Attention-deficit and disruptive behavior disorders –ADHD, conduct disorder, oppositional defiant disorder

- Feeding and eating disorders of infancy and early childhood – rumination disorder, pica (not anorexia or bulimia included with kids)
- Tic disorders – tourette’s disorder, etc.
- Elimination disorders- encopresis, enuresis
- Other disorders of infancy, childhood or adolescence: separation anxiety disorder, selective mutism, attachment disorders, stereotypic movement disorder, nos

****Examine each person from a strengths perspective****

References:

American Psychological Association (2000). Diagnostic and Statistical Manual of Mental Disorders, fourth edition revised.

Geltner, J.A. & Leibforth, T. (2008) Advocacy in the IEP process: Strengths-based school counseling in action. *Professional School Counseling, 12 (2), 162-165.*

Jill Geltner

jageltner@bellsouth.net

RTI link- <http://counselorudiosource.net/Archive/archive.html>