This course is designed to introduce the student to the topics of human disability and exceptionality. The areas emphasized are normalization, stigma, inclusion, intellectual disability, intellectual superiority, sensory impairment, physical disability, special education services, and personal and family impact.

**Course objectives:**

The student will:

1. compare and contrast trends and issues which impact exceptional individuals and society.

2. become knowledgeable about federal, state, and local laws, regulations and practices as they pertain to exceptional individuals.

3. learn cognitive and behavioral strategies for the assessment of exceptional individuals.

4. define and compare the following categories of exceptionality:
   - intellectual disability
   - gifted, talented, creative
   - communication disability
   - sensory disability
   - physically disability

5. evaluate the impact of an exceptional child/adult upon the family.

6. evaluate educational practices as they relate to students who are exceptional and the mainstream.

7. examine her/his own thoughts and feelings about exceptional citizens.
Course requirements:
1. Readings and assignments

2. Three visitations to settings which offer services to groups listed above (4). One of the visitations must be to a setting that serves individuals with severe or profound retardation or significant physical disability or some combination of retardation and physical disability. One visitation must be to a setting that serves individuals with a sensory disability and one to a parent group that is concerned with one of the disabilities or individuals with very superior intellectual capabilities. After you complete your visitations write a compare and contrast reaction paper (3-5 pages) based upon the following: Population served, range of services offered, ambiance of setting, role and function of psychologist in the setting, analysis of your expectations, feelings, reactions to the setting, i.e., what did you think/feel prior to the visitation? What were you thinking feeling while in the setting? What was your post setting reaction? Which setting, if any, did you prefer and why and which did you least prefer and why? This paper is due June 22\textsuperscript{nd}, 2009.

3. Interview a family with an exceptional child, (using categories above) or adolescent or adult. The interview should familiarize and sensitizze you to the impact of the exceptionality. In order to complete this assignment, as intended, you will need to spend sufficient time with the family or with the exceptional individual so that you can educate yourself about the family or individual. After you complete your time with the family or individual, prepare a typewritten paper about your experience. The paper has two parts. Part one is descriptive and details your experiences. Part two is about you and your reactions to this experience. Coordinate your experiences with the experiences that others have memorialized in books, articles, essays, movies or other documents. What are your feelings, thoughts, images about the particular type of exceptionality that you investigated? Using any framework that has attempted to explain the social-affective reactions of the individual and/or the family with an exceptional individual, explain your reactions to the exceptional individual and the exceptionality. Due July 1\textsuperscript{st}, 2009.

4. Class report on use of web resources for understanding exceptionality.

5. Lead a discussion in class based upon assigned reading.

6. Participate in debate on June 22\textsuperscript{nd}.

Text:

Topical Outline and Reading Assignments

I. May 18 Introduction to topic of exceptionality and overview of course
   Discussion about disability

II. May 20 The Special Education Enterprise
   A. Hallahan, Chaps. 1-2.
   B. New Jersey Special Education Law and Code-PRISE
      www.state.nj.us/njded/code
   C. New Jersey Core Curriculum Standards
      www.state.nj.us/njded/cccs
   D. Finn et al 1-110
      Education and Treatment, 30(4), 1-18.

III. May 27 Intellectual Disability I
   D. Finn et al 111-182.
   E. Hallahan, Chap. 5.

IV. June 1 Intellectual Disability II
   A. Down Syndrome and other genetic disorders
   B. www.dss.org

V. June 3 Guest-
A. Other forms of intellectual disability
   see www.ccc.sped.org.ericc.htm
B. Assessment of individuals with intellectual disability
   Read Sattler on testing children with intellectual disability
   and the other disabilities as they are discussed in class.

VI. June 8 Gifted, Talented, Creative I
A. Hallahan, Chap. 15.

VII. June 10 Gifted, Talented, Creative II
B. Assessment models for gifted and talented and creative.

VIII. June 15 Physical Disabilities-
A. Hallahan, Chaps. 13-14.

C. www.cdc.gov/ncbddd/dd/ddcp.htm

**IX. June 17 Sensory disabilities**
A. Hallahan, Chaps. 10-11.

**X. June 22 Controversial issues in special education.**
A. Who shall be included in mainstream classes for at least 80% of the school day? What are the rights of the mainstreamed students?
B. Who shall pay for students with special education needs?

**X. June 24 Family issues**