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 21st, 2010.

3. Interview a family with an exceptional child, (using categories above) or adolescent or adult. The interview should familiarize and sensitize 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 June 30th, 2010.

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 21st.

Text:

Readings may be found either through RU library or at sites listed. Many may be retrieved through CEC site www.cec.sped.org/bklec-jour.html

Topical Outline and Reading Assignments

I. May 17 Introduction to topic of exceptionality and overview of course
   Discussion about disability

II. May 19 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 24 Intellectual Disability I
    A. McLaughlin, M. (2010). Evolving interpretations of educational equity and 
      students with disabilities. Exceptional Children, 76, 3, 265-278.
      behavioral and psychiatric problems in children and adolescents with mental 
      archive
      developmental delays twenty years later: Where are they? How are they? 
      American Journal of Mental Retardation, 109, 219-230. www.aamr.org archive
    D. Finn et al 111-182.
    E. Hallahan, Chap. 5.

IV. May 26 Intellectual Disability II
    A. Down Syndrome and other genetic disorders
    B. www.dss.org
    C. Artiles, A., Kozleski,E., Trent, S., Osher, D., Ortiz, A. (2010). Justifying and 
      explaining disproportionality, 1968-2008: A critique of underlying views of 
      culture. Exceptional Children, 76,3, 279-299.
      students in special education: Academic, demographic, and economic 
      predictors. Exceptional Children, 70, 185-199. 

V. June 2
A. Other forms of intellectual disability
   see www.ccc.sped.org.ericcc.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 7 Gifted, Talented, Creative I
A. Hallahan, Chap. 15.

VII. June 9 Gifted, Talented, Creative II Guest
B. Assessment models for gifted and talented and creative.

VIII. June 14 Physical Disabilities-
A. Hallahan, Chaps. 13-14.
IX. June 16 Sensory disabilities
   A. Hallahan, Chaps. 10-11.

X. June 21 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? Who shall pay for special education?
   B. RTI v Discrepancy

X. June 23 Family issues