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, 2016.

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 28th, 2016.

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 21th.

**Text:**

Readings may be found either through RU library or at sites listed or SAKAI. 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 18 The Special Education Enterprise/Self Determination and Special Education
   A. Hallahan, Chaps. 1-2.
   B. New Jersey Special Education Law and Code-PRISE
      www.state.nj.us/njded/code
   C. New Jersey Curriculum Standards
      www.state.nj.us/njded/cccs

III. May 24 Intellectual Disability I-History and current issues
   B. Hallahan, Chap. 5.

IV. May 25 Intellectual Disability II-The distribution of IQ
   A. Down Syndrome and other genetic disorders
      www.dss.org
      DOI:10.117/0741932513485448

V. May 31 Gifted, Talented, Creative I-History and current issues
A. Hallahan, Chap. 15.

VI. June 1 Gifted, Talented, Creative II- -Caroline Kleeman Redshirting
A. Caroline Kleeman-Redshirting

VII. June 7-Gifted, Talented, Creative III-Models, Assessment
A. Assessment models for gifted and talented and creative
B. Profoundly gifted

VII. June 8 Linguistic and Physical Disabilities-
A. Hallahan, Chaps. 13-14.
C. www.cdc.gov/ncbddd/dd/ddcp.htm
F. Preparing for the debate

VIII. June 14 Sensory disabilities-visual disabilities
A. Hallahan, Chaps. 10-11.
B. Connors, E., Curtis, A., Emerson, R., & Dormitorio, B. (2014). Longitudinal analysis of factors associated with successful outcomes for
transition age youths with visual impairment and blindness. Journal of visual impairment and blindness. 108,2, 95-106.*


IX. June 15 Sensory disabilities-auditory disabilities


X June 21 Controversial issues in special education.

A. What are the rights of the mainstreamed students?
B. Who shall pay for students with special education needs?
C. Should all students be educated in the mainstream?
D. Should the RTI model replace the current approach to the education of all students?

XI. June 22 Family issues


**Accommodation Procedures for Persons With Disabilities:** To help fully include persons with disabilities in this course, please notify the professor if special
accommodations in instruction or assessment are needed. To request academic accommodations, students must first submit documentation to the Office of Disability Services for Students.

**Academic Honesty**: Students are expected to abide by the APA Ethical Principles and Code of Conduct and the ethical code of conduct and policies regarding academic honesty. Written assignments for this class must represent original, independent work of each student. Any reference utilized must be cited, whether the student is quoting, or paraphrasing/summarizing the ideas from the source. When asserting a fact, it must be supported with a citation that provides the foundation for this statement. Submission of work previously or simultaneously submitted in another course is prohibited. Academic dishonesty or unprofessional conduct may result in failure of an assignment, failure of the entire course, one grade deduction in the course, and/or disciplinary action up to and including dismissal from the program.