

EXCEPTIONAL CHILDREN IN THE SCHOOLS, FAMILY, AND COMMUNITY
18:826:555

Instructors: Kenneth Schneider, Ph.D. and Shoshana May, Psy.D.
Summer 2022

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 in the mainstream.
7. examine her/his/their own thoughts and feelings about exceptional citizens.
8. explain ableism and cite examples where they can be allies and take action to challenge ableism.
9. explain the concept of self-determination as it relates to instruction, assessment, self-advocacy and interpersonal growth.

Course requirements:

1. Readings and assignments
2. Reaction Paper: Watch both the film documentary *Camp Crip-A Disability Revolution* available to watch on Netflix **AND** *CODA* available to watch on Apple TV, then write a reaction paper (5-7 pages) answering the following prompts for **both movies**:

Prompts to Respond to Regarding *Camp Crip*:

1. Populations served, services offered, ambiance of setting,
2. Analysis of your expectations, feelings, reactions to the setting, (i.e., what did you think/feel prior to watching the movie?)
3. What were you thinking feeling while watching the film?
4. What was your post movie reaction? What was it about the camp that the campers found so positive?
5. What factors influenced the social hierarchy of the camp?
6. How do you envision your role as a future clinical/school psychologist regarding allyship, advocacy, and ableism?

Prompts to Respond to Regarding *CODA*:

1. Analysis of your expectations, feelings, reactions to the movie (i.e., what were you thinking or feeling prior to watching the movie?)
2. Analysis of the Rossi's family structure, dynamics, and roles?
3. How do you make sense of Ruby's struggle between helping her family (i.e., as an interpreter) and developing a sense of independence, in the context of Dr. May's talk on deafness and the Deaf Community?
4. What your post reactions were?
5. Did it shift your views/perceptions of d/Deaf and Hard-of-Hearing people? If so, how?
6. How do you envision your role as a future clinical/school psychologist regarding advocacy, allyship, and cultural sensitivity?

Due date: June 20, 2022 by noon.

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. Given the Covid-19 crisis, it is expected that these interviews will be conducted via video or audio conferencing. 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. 3-5 pages.

Due Date: June 27, 2022

4. Class report on use of web resources for understanding domains of disability and exceptionality. Explanation in class.
5. Lead a discussion in class based upon assigned readings. Assignment in class.
6. Participate in debate on June 22nd. Group assignment in class.

****PLEASE SEND PAPERS/ASSIGNMENTS TO BOTH DRS. SCHNEIDER AND MAY****

Text:

Hallahan, D. & Kauffman, J. (2019). *Exceptional Learners*. (14th ed.) Boston: Pearson.

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 16: Introduction to topic of exceptionality and overview of course
 - A. Discussion about disability
- II. May 18: Neuropsychological Assessments and the School. Presenter: Dr. May
 - A. Spano, P., Katz, N., DeLuco, T., Martin, C. O., Tam, H., Montalto, D., & Stein, C. R. (2021). Parent perceptions of pediatric neuropsychological evaluations: a systematic review. *Child Neuropsychology*, 1-27.
 - B. Gelbar, N. W., & Bray, M. (2019). School psychologists' perceptions of neuropsychological assessment: A pilot study. *International Journal of School & Educational Psychology*, 7(sup1), 137-144.
 - C. Cleary, M. J., & Scott, A. J. (2011). Developments in clinical neuropsychology: Implications for school psychological services. *Journal of School Health*, 81(1), 1-7.
- III. May 23: The Special Education Enterprise/Self Determination and Special Education. Presenter: Dr. Schneider
 - A. Hallahan, Chaps. 1-2.
 - B. New Jersey Special Education Law and Code-PRISE: www.state.nj.us/njded/code
 - B. New Jersey Core Curriculum Standards: www.state.nj.us/njded/cccs

- C. Kauffman, J.M. (2007). Conceptual models and the future of special education. *Education and Treatment*, 30(4), 1-18.*
- D. Skiba, R., Simmons, A., Ritter, S., Gibb, A., Rausch, M.K., Cuadrado, J., Chung, C. (2008). Achieving equity in special education: History, status, and current challenges, *Exceptional Children*, 74,3,262-268.*
- E. 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.*

IV. May 25: Gifted, Talented, Creative I- History and Current Issues: Presenter: Dr. May

- A. Hallahan, Chap. 15.
- B. King, E. W. (2005). Addressing the social and emotional needs of twice-exceptional students. *Teaching Exceptional Children*, 38(1), 16-21.
- C. Wilson, H., Siegle, D., McCoach, B., Little, C., Reis, S. (2015). A model of academic self-concept: Perceived difficulty and social comparison among academically accelerated secondary school students. *Gifted Child Quarterly*, 58, 2,111-118. DOI: 10.1177/0016986214522858 *
- D. Johnsen, S., Parker, S. & Farah, Y. (2015). Providing services for students with gifts and talents within a response to intervention framework. *Teaching Exceptional Children*, 47,4,226-233.*

IV. June 1: Sensory disabilities: Presenter: Dr. May

- A. Hallahan, Chapter 11
- B. Reesman, J. H., Day, L. A., Szymanski, C. A., Hughes-Wheatland, R., Witkin, G. A., Kalback, S. R., & Brice, P. J. (2014). Review of intellectual assessment measures for children who are deaf or hard of hearing. *Rehabilitation psychology*, 59(1), 99.
- C. DeLana, M., Gentry, A. M., & Andrews, J. (2007). The efficacy of ASL/English bilingual education: Considering public schools. *American Annals of the Deaf*, 152(1), 73-87.
- D. Antia, S. Jones, P., Luckner, J. Kreimeyer, K. & Reed, S. (2011). Social outcomes of students who are deaf and hard of hearing in general education classrooms. *Exceptional Children*, 77,44,489-504.*

IV. June 6: Intellectual Disability I: Guest Speaker: Dr. Tori Cedar

- A. Down Syndrome and other genetic disorders
- B. www.dss.org
- C. Cosier, M., Causton-Theoharis, J. & Theoharis, G. (2013). Does access matter? Time in general education and achievement for students with disabilities. *Remedial and Special Education*, 34,6,323-332
DOI:10.1177/0741932513485448 *
- D. Fuchs, D. & Fuchs, L. (2015). Rethinking service delivery for students with significant learning problems: Developing and implementing intensive instruction. *Remedial and Special Education*, 36,2,105-111.*

- E. Kleinert, H., Towles-Reeves, E., Quenemoen, R., Thurlow, M., Flegge, L., Wesemen, L. and Kerbel, A. (2015). *Exceptional Children*, 81,3,312-328.

VI. June 8: Gifted, Talented, Creative II- Models and Intellectual Disability II -
Presenter: Dr. Schneider

- A. Gibson, S. & Efinger, J. (2001). Revisiting the school-wide enrichment model. *Teaching Exceptional Children*, 33, 48-53.*
- B. Assessment models for gifted and talented and creative.
- C. Nina, Y., Adams, C., Clarke, L., Jones,. (2015) Applying an RTI model for students with learning disabilities who are gifted. *Teaching Exceptional Children*, 46,3,42-52.*
- D. Moore, J. L., Ford, D. & Millner, H. (2005). Recruitment is not enough: Retaining African American students in gifted education. *Gifted Child Quarterly*, 49, 51-67.*
- E. Anastasiou, D. & Kauffman, J. (2011). A social constructionist approach to disability: Implications for special education. *Exceptional Children*, 77, 3, 367-384.*
- F. Hallahan, Chap. 5.
- G. Wehmeyer, M., Shogren, K., Palmer, S., Williams-Diehm, K., Little, T. & Boulton, A. (2012). The impact of the self-determination learning model of instruction on student self-determination. *Exceptional Children*, 78,2,135-153.*
- H. Deshler, D.(2015). Moving in the right direction but at what speed, and how smoothly? *Remedial and Special Education*, 36,2,72-76.*

IX. June 13: Visual Disability: Presenter: Erin Rosenberg

- A. Hallahan, Chapter 12, Chapter 13 (Pages 310-314)
- 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.*
- C. Botsford, K. (2013). Social skills for youth with visual impairments: A meta-analysis. *Journal of Visual Impairment and Blindness*, 107,6,497-508.*

VII. June 15: Linguistic and Physical Disabilities. Presenter: Dr. Schneider

- A. Hallahan, Chaps. 13-14.
- B. Lin, Shu-Li, (2000). Coping and adaptation in families of children with cerebral palsy. *Exceptional Children*. (66) 201-218.*
- C. www.cdc.gov/ncbddd/dd/ddcp.htm
- D. Scifter, L. (2011). High school graduation of students with disabilities: How long does it take. *Exceptional Children*, 77,4,409-422.
- E. Carter, E., Moss, C., Hoffman, A. Yun-Ching, C. & Sisco, L. (2011). Efficacy and social validity of peer support arrangements for adolescents with disabilities. *Exceptional Children*, 78,1, 107-125.*

F. Preparing for the debate

- X. June 20: Use this class to watch Camp Crip and CODA and to work on your debate.
- XI. June 22: Debate: 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?
- XII. June 27: Family issues
- D. Fox, L. Vaughn, B. Wyatt, M. & Dunlap, G. (2002). We can't expect other people to understand : Family perspectives on problem behavior. *Exceptional Children*, 68,437-450.*
 - B. Lessenberry, B. & Rehfeldt, R. (2004). Evaluating stress levels of parents of children with disabilities. *Exceptional Children*, 70, 231-244.*
 - C. Edwards, C. & Da Fonte, A. (2012). The five point plan: Fostering successful partnerships with families of students with disabilities. *Teaching Exceptional Children*. 44,3, 6-13. *

ACADEMIC DISHONESTY AND UNPROFESSIONAL CONDUCT:

Students are expected to abide by the APA Ethical Principles and Code of Conduct and the ethical code of conduct and policies regarding academic dishonesty/plagiarism. The University's academic integrity policy, to which this class will adhere, can be reviewed at:

academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

DISABILITY STATEMENT:

Rutgers University–New Brunswick welcomes students with disabilities into the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office, participate in an intake interview, and provide documentation (ods.rutgers.edu/students/documentation-guidelines). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the

ODS web site at: ods.rutgers.edu/students/registration-form. These accommodations must be consistent with course requirements.

Recommended Media:

Movies:

- Sound of Metal
- Concrete Cowboy
- Camp Crip webinars
- Theory of Everything
- Children of a Lesser God
- My Left Foot
- A Quiet Place
- The Elephant Man
- Nemo

Books:

- Haben
- Disability Visibility