EXCEPTIONAL CHILDREN IN THE SCHOOLS, FAMILY, AND COMMUNITY
18:826:555
Summer 2023

Instructor:
Kayla Owens, Psy.D.
Email: kayla.owens@rutgers.edu
Office hours: By appointment

Course Time and Location:
Mondays and Wednesdays, 9:00 a.m. – 12:45 p.m.
Room: A317

Course Description and Objectives:
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, emotional/behavioral disability, special education services, and personal and family impact.

By the end of this course, 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
   - emotional / behavioral 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 in-class assignments

2. Reaction Paper: Watch both the film documentary Camp Crip A Disability Revolution available to watch on Netflix then write a reaction paper (3-5 pages) answering the following prompts:

   **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?

   **Due date: June 14, 2023**

3. Interview an individual or family with an exceptional (using categories above) child, adolescent, or adult. The goal of the interview is to familiarize and sensitize you to the impact of the exceptionality for the individual in their lives. You may complete the interview in any manner you choose (i.e., in person, video conference, via phone). Write a reaction paper (4-8 pages) about your experience using the following framework.

   First, describe your interview. Next, reflect on your reactions to the experience. Coordinate your experiences with the experiences that others have memorialized in books, articles, essays, movies, or other documents/media. 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 Date: June 21, 2023 by end of class (1:00 p.m.)**
4. Select an article from the list of assigned readings to lead a class discussion in class. Be prepared to give a brief overview of the article and prepare several prompts to lead a class discussion.

5. Participate in debate about special education. Group assignment in class.

**Texts and Readings**

**Text:** Hallahan, D. & Kauffman, J. (2023). Exceptional Learners. (15th ed.) Boston: Pearson. Additional readings can be found through the Rutgers library, or on Canvas.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic, Readings, &amp; Assignments</th>
</tr>
</thead>
</table>
| 5.15 | Overview of the course  
Introduction to the topic of exceptionality and disability  
Special Education, Part 1: Overview, History, & Purpose |
|      | Readings:  
• Hallahan, Chapters 1-2.  
| 5.17 | Special Education, Part 2: Referral to Services  
Disproportionality in Special Education  
Self-determination in Special Education |
|      | Readings:  
• Hallahan, Chapters 1-2.  
<table>
<thead>
<tr>
<th><strong>Educational Psychology</strong>, 7(sup1), 137-144. <a href="https://doi.org/10.1080/21683603.2018.1457581">https://doi.org/10.1080/21683603.2018.1457581</a></th>
</tr>
</thead>
</table>

Additional Resources:

| • New Jersey Special Education Code: [https://www.state.nj.us/education/code/current/title6a/chap14.pdf](https://www.state.nj.us/education/code/current/title6a/chap14.pdf) |
| • Wrightslaw.com |

5.22 Individualized Education Programs

Family Considerations

Readings:

5.24 Learning Disabilities (SLD)
Physical Disabilities & Other Health Impairments (TBI, cerebral palsy, epilepsy, cancer)

Readings:
- Hallahan, Chapters 6, 14 & 13 (TBI)

Additional Resources:
- www.cdc.gov/ncbddd/dd/ddcp.htm

5.29 Memorial Day – No Class

5.31 Communication / Linguistic Disabilities
Autism

Readings:
- Hallahan, Chapters 9 & 10
<table>
<thead>
<tr>
<th>6.5</th>
<th>Sensory Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
</tr>
<tr>
<td>• Hallahan, Chapter 11</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.7</th>
<th>Visual Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Disabilities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
</tr>
<tr>
<td>• Hallahan, Chapter 12, Chapter 13 (Pages 310-314)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.12</th>
<th>Emotional / Behavioral Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 6.14 | Intellectual Disability  
Down Syndrome and other genetic disorders  
Guest Speaker: Dr. Tori Cedar  
Reflection Papers Due – Camp Crip |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Resources:</td>
<td>• <a href="http://www.dss.org">www.dss.org</a></td>
</tr>
<tr>
<td>6.19</td>
<td>Gifted, Talented, Creative</td>
</tr>
</tbody>
</table>
| Readings: | • Hallahan, Chap. 15.  
| 6.21 | Interview Papers Due  
Debate Preparation |
| 6.26 | Debate  
Reflection of the course |
Debate: Controversial issues in special education.

- What are the rights of the mainstreamed students?
- Should all students be educated in the mainstream?
- Should the RTI model replace the current approach to the education of all students?
- What is the school’s responsibility in supporting families?

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