

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

Instructor:

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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.

Date	Topic, Readings, & Assignments
5.15	<p>Overview of the course Introduction to the topic of exceptionality and disability Special Education, Part 1: Overview, History, & Purpose</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hallahan, Chapters 1-2. • Andrews, E. E., Forber-Pratt, A. J., Mona, L. R., Lund, E. M., Pilarski, C. R., & Balter, R. (2019). #saytheword: A disability culture commentary on the erasure of “disability”. <i>Rehabilitation Psychology</i>, 64(2), 111–118. https://doi.org/10.1037/rep0000258 • Kauffman, J.M. (2007). Conceptual models and the future of special education. <i>Education and Treatment</i>, 30(4), 1-18. https://doi.org/10.1353/etc.2007.0024 • Anastasiou, D. & Kauffman, J. (2011). A social constructionist approach to disability: Implications for special education. <i>Exceptional Children</i>, 77, 3, 367-384. • Deshler, D. (2015). Moving in the right direction but at what speed, and how smoothly? <i>Remedial and Special Education</i>, 36 (2), 72-76.
5.17	<p>Special Education, Part 2: Referral to Services Disproportionality in Special Education Self-determination in Special Education</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hallahan, Chapters 1-2. • 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. <i>Exceptional Children</i>, 74(3), 262-268. https://doi.org/10.1177/001440290807400301 • Sullivan, A. L., Sadeh, S., & Hourii, A. K. (2019). Are school psychologists’ special education eligibility decisions reliable and unbiased?: A multi-study experimental investigation. <i>Journal of School Psychology</i>, 77, 90-109. https://doi.org/10.1016/j.jsp.2019.10.006 • Gelbar, N. W., & Bray, M. (2019). School psychologists’ perceptions of neuropsychological assessment: A pilot study. <i>International Journal of School &</i>

Educational Psychology, 7(sup1), 137-144.

<https://doi.org/10.1080/21683603.2018.1457581>

- Turnbull, H., Turnbull, A., & Cooper, D. (2018). The Supreme Court, Endrew, and the appropriate education of students with disabilities. *Exceptional Children*, 84(2), 124-140. <https://doi.org/10.1177/0014402917734150>
- Morgan, P., Farkas, G. Cook, M., Strassfeld, N., Hillemeie, M., Pun, W. H., & Schussler, D. (2017). Are black children disproportionately overrepresented in special education? A best-evidence synthesis. *Exceptional Children*, 83(2), 181- 1908. <https://doi.org/10.1177/0014402916664042>
- 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.

Additional Resources:

- New Jersey Special Education Code: <https://www.state.nj.us/education/code/current/title6a/chap14.pdf>
- New Jersey Parental Rights in Special Education: [https://www.nj.gov/education/specialed/parents/docs/RevisedParentalRights\(PRISE\).pdf](https://www.nj.gov/education/specialed/parents/docs/RevisedParentalRights(PRISE).pdf)
- Wrightslaw.com

5.22

Individualized Education Programs
Family Considerations

Readings:

- Yell, M., Katsiyannis, A., Ennis, R., Losinski, M., Christie, C. (2016). Avoiding substantive errors in individualized education program development. *Teaching Exceptional Children*, 49, 31-40. <https://doi.org/10.1177/0040059916662204>
- Rosetti, Z., Story, J. S., Bui, O., & Ou, S. (2017). Developing collaborative partnerships with culturally and linguistically diverse families during the IEP process. *Teaching Exceptional Children*, 49(5), 328–338. <https://doi.org/10.1177/0040059916680103>
- Yell, M., Conroy, T., Katsiyannis, A., Controy, T. (2014). Individualized education programs (IEP) and special education programming for students with disabilities in urban schools. *Fordham Urban Law Review*, 41, 669-684.
- Fox, L. Vaughn, B. Wyatte, M. & Dunlap, G. (2002). We can't expect other people to understand: Family perspectives on problem behavior. *Exceptional Children*, 68, 437-450. <https://doi.org/10.1177/001440290206800402>
- Lessenberry, B. & Rehfeldt, R. (2004). Evaluating stress levels of parents of children with disabilities. *Exceptional Children*, 70, 231-244. <https://doi.org/10.1177/001440290407000207>

5.24	<p>Learning Disabilities (SLD) Physical Disabilities & Other Health Impairments (TBI, cerebral palsy, epilepsy, cancer)</p> <p>Readings:</p> <ul style="list-style-type: none"> Hallahan, Chapters 6, 14 & 13 (TBI) Grigorenko, E. L., Compton, D. L., Fuchs, L. S., Wagner, R. K., Willcutt, E. G., & Fletcher, J. M. (2020). Understanding, educating, and supporting children with specific learning disabilities: 50 years of science and practice. <i>American Psychologist</i>, 75(1), 37–51. https://doi.org/10.1037/amp0000452 Fuchs, D. & Fuchs, L. (2015). Rethinking service delivery for students with significant learning problems: Developing and implementing intensive instruction. <i>Remedial and Special Education</i>, 36(2),105-111. Lin, Shu-Li, (2000). Coping and adaptation in families of children with cerebral palsy. <i>Exceptional Children</i>. (66) 201-218. <p>Additional Resources:</p> <ul style="list-style-type: none"> www.cdc.gov/ncbddd/dd/ddcp.htm
5.29	<p>Memorial Day – No Class</p>
5.31	<p>Communication / Linguistic Disabilities Autism</p> <p>Readings:</p> <ul style="list-style-type: none"> Hallahan, Chapters 9 & 10 Chen, J., Justice, L. M., Rhoad-Drogalis, A., Lin, T.-J., & Sawyer, B. (2018). Social Networks of Children With Developmental Language Disorder in Inclusive Preschool Programs. <i>Child Development</i>, 91(2), 471–487. https://doi.org/10.1111/cdev.13183 Carter, E., Moss, C., Hoffman, A. Yun-Ching, C. & Sisco, L. (2011). Efficacy and social validity of peer support arrangements for adolescents with disabilities. <i>Exceptional Children</i>,78,1, 107-125. Dyches, T. T., Wilder, L. K., Sudweeks, R. R., Obiakor, F. E., & Algozzine, B. (2004). Multicultural issues in Autism. <i>Journal of Autism and Developmental Disorders</i>, 34(2), 211–222. https://doi.org/10.1023/b:jadd.0000022611.80478.73

6.5	<p>Sensory Disabilities</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hallahan, Chapter 11 • 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. <i>Rehabilitation psychology, 59(1)</i>, 99. • DeLana, M., Gentry, A. M., & Andrews, J. (2007). The efficacy of ASL/English bilingual education: Considering public schools. <i>American Annals of the Deaf, 152(1)</i>, 73-87. • 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. <i>Exceptional Children, 77,44,489-504</i>.
6.7	<p>Visual Disability Multiple Disabilities</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hallahan, Chapter 12, Chapter 13 (Pages 310-314) • 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. <i>Journal of visual impairment and blindness. 108,2</i>, 95-106. • C. Botsford, K. (2013). Social skills for youth with visual impairments: A meta-analysis. <i>Journal of Visual Impairment and Blindness, 107,6,497-508</i>.
6.12	<p>Emotional / Behavioral Disorders</p> <p>Readings:</p> <ul style="list-style-type: none"> • Sullivan, A. L. (2017). Wading through quicksand: Making sense of minority disproportionality in identification of emotional disturbance. <i>Behavioral Disorders, 43(1)</i>, 244-252. https://doi.org/10.1177/0198742917732360 • Mitchell, B. S., Kern, L. & Conroy, M. A. (2019). Supporting students with emotional or behavioral disorders: State of the field. <i>Behavioral Disorders, 44(2)</i>, 70 – 84. https://doi.org/10.1177/0198742918816518 • Zaheer, I., Maggin, D., McDaniel, S., McIntosh, K., Rodriguez, B. J., & Fogt, J. B. (2019). Implementation of promising practices that support students with emotional and behavioral disorders. <i>Behavioral Disorders, 44(2)</i>, 117–128. https://doi.org/10.1177/0198742918821331

6.14	<p>Intellectual Disability Down Syndrome and other genetic disorders Guest Speaker: Dr. Tori Cedar Reflection Papers Due – Camp Crip</p> <p>Readings:</p> <ul style="list-style-type: none"> • Cosier, M., Causton-Theoharis, J. & Theoharis, G. (2013). Does access matter? Time in general education and achievement for students with disabilities. <i>Remedial and Special Education, 34,6,323-332</i>. DOI:10.117/0741932513485448 • Fuchs,D. & Fuchs, L. (2015). Rethinking service delivery for students with significant learning problems: Developing and implementing intensive instruction. <i>Remedial and Special Education,36,2,105-111</i>. • Kleinert, H., Towles-Reeves, E., Quenemoen, R., Thurlow, M., Flegge, L., Wesemen, L. and Kerbel, A. (2015). Where Students With the Most Significant Cognitive Disabilities Are Taught: Implications for General Curriculum Access. <i>Exceptional Children,81,3,312-328</i>. <p>Additional Resources:</p> <ul style="list-style-type: none"> • www.dss.org
6.19	<p>Gifted, Talented, Creative</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hallahan, Chap. 15. • King, E. W. (2005). Addressing the social and emotional needs of twice-exceptional students. <i>Teaching Exceptional Children, 38(1), 16-21</i>. • 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. <i>Gifted Child Quarterly, 58, 2,111-118</i>. DOI: 10.1177/0016986214522858 • Johnsen, S., Parker, S. & Farah, Y. (2015). Providing services for students with gifts and talents within a response to intervention framework. <i>Teaching Exceptional Children,47,4,226-233</i>. • Moore, J. L., Ford, D. & Millner, H. (2005). Recruitment is not enough: Retaining African American students in gifted education. <i>Gifted Child Quarterly, 49, 51-67</i>.
6.21	<p>Interview Papers Due Debate Preparation</p>
6.26	<p>Debate Reflection of the course</p>

Debate: Controversial issues in special education.
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- 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