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 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. There is a choice for this assignment: Either watch the film documentary Camp Crip-A Disability Revolution available to watch on Netflix OR watch the following Ted Talks:
   a. The View From Here: My Path to Disability Advocacy
   b. Why I Work to Remove Access Barriers for Students with Disabilities
   c. Disability and Work: Let’s Stop Wasting Talent
   d. Disability Advocacy: Reaching for an Accessible Future
   e. I’m Not Your Inspiration, Thank You Very Much
   f. The Disability Conversation
   g. Making Education Accessible to Deaf Children

   After you watch the Camp Crip write a reaction paper (3-5 pages) based upon the following:
   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?

   OR

   After you watch the Ted Talks, write a reaction paper (3-5 pages) based upon the following:
   1. Analysis of your expectations, feelings, and reactions to the speakers (i.e., what were you thinking or feeling prior to watching the talks)
   2. What your views of disability are? Are they different or the same from the speakers?
   3. What your reaction was to their ways of advocating/self-advocating?
   4. What your post reactions were?
   5. What societal factors influence advocacy and progress in the disability community?
   6. How do you envision your role as a future clinical/school psychologist regarding allyship, advocacy, and ableism?
This paper is due June 30th 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.
Due Date: July 1, 2020.

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 23rd. Group assignment in class.

Text:

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

Topical Outline and Reading Assignments

I. May 19: Introduction to topic of exceptionality and overview of course
   A. Discussion about disability

II. May 20: 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
B. New Jersey Core Curriculum Standards: www.state.nj.us/njded/cccs

III. May 26: Intellectual Disability I: Guest Speaker: Dr. Alison O’Conner, Psy.D.
   B. Hallahan, Chap. 5.

IV. May 27: Intellectual Disability II: Guest Speaker: Tori Cedar
   A. Down Syndrome and other genetic disorders
   B. www.dss.org
   DOI:10.117/0741932513485448 *

V. June 2: Gifted, Talented, Creative I-History and current issues: Presenter: Shoshana
   A. Hallahan, Chap. 15.
among academically accelerated secondary school students. *Gifted Child Quarterly, 58, 2,111-118. DOI: 10.1177/0016986214522858 *

VI. **June 3:** Gifted, Talented, Creative II-Models  
B. Assessment models for gifted and talented and creative.

VII. **June 9:** Linguistic and Physical Disabilities  
A. Hallahan, Chaps. 13-14.
C. [www.cdc.gov/ncbddd/dd/ddcp.htm](http://www.cdc.gov/ncbddd/dd/ddcp.htm)
F. Preparing for the debate

VIII. **June 10 Sensory disabilities:** Presenter: Shoshana  
A. Hallahan, Chapter 11  

IX. **June 16:** Visual Disability: Presenter: Shoshana  
A. Hallahan, Chapter 12, Chapter 13 (Pages 310-314)

X. **June 17:** Use this class to either watch Camp Crip or Ted Talks and to work on your debate.

XI. **June 23:** 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 24:** Family issues

**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.