

Rutgers University
Graduate School of Education
Department of Educational Psychology, Special Education



15.293.525

Psychology of the Exceptional Child

On-line Section

(8/16/2013 Revision)

Fall 2014

Instructor: Dr. Susan Fread Albrecht, Ed.D., NCSP

On-line

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Office Hours: M, W, Th; 6:00 – 9:00 p.m.

3 credits

Note: To reach me, you will be most successful using email.

COURSE DESCRIPTION

This course develops foundational knowledge in the characteristics, identification, educational needs, and development of students with exceptionalities with specific focus on students with disabilities. Content includes the influence of exceptionalities on the cognitive, educational, communication, motor, and social development of individuals with disabilities and other exceptionalities. The legal and ethical basis for comprehensive programs for exceptional children and adults is discussed.

COURSE OBJECTIVES

Upon completion of this course, candidates can expect to:

1. Identify and describe the historical milestones, legal basis, and current issues in educational programs for students with exceptionalities;
2. Understand key controversial issues in current special education policy and practice, including LD identification, RTI, and disproportionality;
3. Identify the psychological and educational characteristics of students with mild to moderate disabilities (e.g., learning disabilities, emotional and behavioral disabilities, cognitive impairments, speech and language impairments);
4. Identify the psychological and educational characteristics of students with moderate to severe disabilities (e.g., sensory impairments, autism, traumatic brain injury, multiple handicaps);
5. Identify the psychological and educational characteristics of students with giftedness
6. Identify the characteristics and effects of the cultural and environmental influences on a child and family including cultural and linguistic diversity, socioeconomic status, abuse/neglect, and substance abuse;
7. Describe the differential characteristics of individual students with disabilities including level of severity and multiple exceptionalities across the lifespan;

8. Articulate the continuum of educational placements for students with exceptionalities and the benefits and drawbacks of each;
9. Identify the impact of exceptionality on the family;
10. Be familiar with agencies, professional organizations, and related Web resources for information relevant to support of special education students.
11. Be familiar with national advocacy groups addressing needs of students at risk for, or with disabilities, as well as resources, processes, and means to help these students address social and institutional barriers that impede equal access to services and supports that facilitate success in school, home, and the community.
12. Understand the current status of evidence-based research and practice standards in special education

2014 NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS

| | Standard | Description | Course Objective Alignment | Course Assignment Alignment |
|---------------------------------|---------------------------------------|--|----------------------------|----------------------------------|
| The Learner and Learning | 1. Learner Development | The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | 3, 4, 5 | EBI assignment |
| | 2. Learning Differences | The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential. | 6, 7 | Child Statistics assignment |
| | 3. Learning Environments | The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation. | 8 | Exam essay |
| Content | 4. Content Knowledge | The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners. | 1 | Tool kits Pioneers reflection |
| | 5. Innovative Applications of Content | The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues. | | Weekly discussions |
| Instructional Practice | 6. Assessment | The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction. | 2 | |
| | 7. Planning for Instruction | The teacher draws upon knowledge of content areas, cross disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting | 12 | Willowbrook reflection |

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|-----------------------------|-----------------------------------|--|-----------|--|
| | | rigorous learning goals. | | |
| | 8. Instructional Strategies | The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information. | 12 | Individual Project |
| Professional Responsibility | 9. Reflection & Continuous Growth | The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner. | | Individual Project Weekly discussions |
| | 10. Collaboration | The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being. | 9, 10, 11 | Course reflections |

OVERVIEW OF COURSE ACTIVITIES

The course includes substantial weekly readings, structured interactive review of readings and additional content, announced quizzes on the readings, discussions in the on-line discussion tool, a Website resource review project, a major project, and a final exam.

COURSE MATERIALS

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2015). *Exceptional Learners: An Introduction to Special Education (13th Ed.)*. Boston: Allyn and Bacon. (Referred to as **HKP** in reading assignments)

Required readings available online and as referenced

MAJOR COURSE REQUIREMENTS

1. Student discussion: Students will participate in on-line discussions of the assigned readings. Unlike a traditional class where participation may be judged by attendance, in a distributed environment participation is documented by communiqués and information exchange among the class participants. The substance, function, and nature of these communiqués (e.g., relevance, clarity, and insightfulness) become indicators of a learner’s conceptual and procedural growth. Quality of responses will be evaluated based on the hierarchy of thinking (i.e. Bloom’s Taxonomy) expressed. A sample of this response hierarchy is posted in the Doc Sharing tool of eCollege. You are encouraged to back up your statements with cited resources from your assigned readings.

On-line discussions of the assigned readings will be facilitated by the instructor through the posting of prompts in the Threaded Discussion tool of eCollege. Students will respond to the prompts by posting one initial (original) response to the prompt and by responding to at least two comments by colleagues. The **initial essay responses are to be posted by noon on Saturday** following the posting of the prompt(s). Discussion of each set of prompts is to be completed by **10:00 PM (Eastern Time) on Monday** following the posting of the prompt. The reflections will be graded according to the Assessment Rubric for Asynchronous Discussions posted in the Doc Sharing tool of eCollege.

There are no discussion prompts for units 4, 8, and 13.

2. Website review fact sheets: Students will prepare fact sheets describing each pertinent websites identified and listed by the instructor. The fact sheets will include the following information, formatted on the template provided in the Doc Sharing tool:

1. Website name and URL address, date, name of student author;
2. Background information, including website sponsor and extent of research base reported;
3. Content: purpose, main topics, example(s) of depth of information included;
4. Format and ease of navigation; and
5. Your evaluation: Specific recommendations and cautions, usefulness.

Fact sheets are to be submitted through the eCollege and will be posted there in a shared folder. **Due: Tuesday, October 14 at 10:00 p.m.**

3. Individual project: Through this project, students will create an authentic assessment (i.e. your own project) indicating your *knowledge* (what should the professional know?), *skills* (what should the professional be able to do?) and *dispositions* (how should the professional behave?), representing the student's proficiencies at the end of the course. Projects will be identified between the student and the instructor to address one of the four focus topics covered in the course, centered on application to students with disabilities:

1. IDEA 2004 and the intersection of IDEA and NCLB;
2. Disproportionality in special education;
3. Response to Intervention and evidence-based evolving views of LD; and
4. Behavior management, school-wide discipline, and violence/disruption prevention.

In addition, the student will create an assessment rubric for this project using the form provided by the instructor. ***Each cell*** of the rubric is to be filled in, specifying in behavioral terms the expectations for the designated level of proficiency with each cell containing increasingly rigorous criteria for a higher rating. The "exemplary" rating will reflect satisfaction of at least one of the course objectives listed in this syllabus.

Authentic assessment is characterized by its application of a concept or principle to real-life situations. It is student-structured rather than a traditionally teacher-structured assessment and demonstrates the student's evidence of objective mastery through application in performing a task. Formats for this demonstration of mastery may include creating a Power Point presentation, an integrated thematic unit, classroom library, class blog, parent newsletter, tutorial module, Podcast, etc. The project is to give you an opportunity to demonstrate your knowledge and understanding of one of our focus topics in a non-traditional way. First, decide who your audience is – for example, a staff inservice, parent training, a report to the board of education, a tutorial unit, etc. Then, think about how you would communicate your knowledge of this topic to that audience. Finally, narrow your topic as to the content of your presentation. You will also identify which course objective listed in the syllabus your project satisfies, and references are to be cited in the project.

The individual project is to be submitted through the Drop Box tool of eCollege. **Due: Monday, December 8 at 10:00 p.m.**

4. Assignments: Your instructor may require assignments in various formats such as the opportunity to reflect on the course materials and discussion, analyze a case study prompt, or apply information

learned to a real-life scenario. Criteria for satisfactory completion of the assignments will be posted with the assignment as well as information about the due date and time.

PROFESSIONAL DEMEANOR

Communication

Prompt and effective communication is essential to the learning and teaching process. The eCollege computer network will be employed in this course to:

- Discuss, evaluate, and summarize content and context of reading assignments;
- Share resources, ideas, and make suggestions; and
- Discuss and clarify class activities.

Your instructor is readily available through email most of the time. In addition, I am available during the office hours posted above for scheduled conferences through Instant Messaging or Skype and other times as needed, including weekends.

Guidelines for Email correspondence

- Use a descriptive subject heading
- Follow acceptable e-mail etiquette; and
- Be concise, write short sentences, and use bulleted lists.

Code of Ethics

Students of the university must conduct themselves in accordance with the highest standards of academic honesty and integrity. Plagiarism or violations of copyright policies are a form of academic dishonesty and are treated as ethics violations. The University Code of Student Conduct covers student rights and responsibilities, student complaint procedures, student misconduct, student disciplinary procedures, and other related information.

The Rutgers University Code of Student Conduct can be accessed at:
<http://studentconduct.rutgers.edu/university-code-of-student-conduct>

For information on the Rutgers University academic integrity policy, please go to:
<http://studentconduct.rutgers.edu/academic-integrity>

Related policies and procedures may also be found in the Rutgers Graduate School of Education Catalog:
http://catalogs.rutgers.edu/generated/gse_current/pg32.html

For any and all assignments and class activities, including quizzes, tests, papers, projects, PowerPoints, and any other class related work, **no copying of any kind is allowed**, unless copied text is placed within quotations and the author/source is appropriately cited. Excessive use of quoted material in essay assignments, quizzes, and tests is strongly discouraged, and this will tend to result in lower grades as candidates need to express themselves using their own language. Clear evidence of extensive plagiarism will likely result in a grade of F for the assignment AND the course.

Quizzes and tests are open-note, open-book, and open-resource. Again, sources of information must be cited in any essay-type responses. Students are strongly encouraged to form study groups and email your instructor about parts of the readings for which you have questions.

Equity and Inclusion

All written, graphic, and aural communications must conform to guidelines for non-sexist and non-racist language. Consult the most recent edition of a professional style guide for specific guidelines such as the *Publication Manual of the American Psychological Association* (6th Ed.). **Reference citations in discussion essays and the final exam essay are to be listed in the text (Author, date) with a full citation in a reference list at the end of the essay in APA format.**

As current and future teaching and allied field professionals, students are expected to present themselves and act in the asynchronous learning environment as they would in a professional meeting in the school district where they work. This applies to several dimensions of professional conduct:

- Students are expected to be respectful of divergent beliefs and opinions that may be voiced in class discussions, offering constructive questioning and feedback as appropriate.
- Except where otherwise customary (e.g., deaf community terminology), students are expected to use **person-first** language when speaking of students with disabilities (e.g., **student with a learning disability, NOT, LD student**), and never use demeaning terms such as **retard**. Students should avoid terminology that objectifies human beings as “things” of pity, such as, **wheelchair-bound, confined to a wheelchair, or suffers a disability**.

LATE ASSIGNMENTS POLICY

All assignments are expected on time. Late assignments will receive a reduced grade, generally the equivalent of 10% of the total possible project grade per day late (or part thereof). Students with bona fide emergencies should contact the instructor as soon as possible to discuss special arrangements in order to avoid grade penalties. The instructor will work constructively and collaboratively with students who communicate early regarding special problems completing assignments on time but will not be supportive of last minute requests for extensions on project due dates. **No late submissions for the final exam components will be accepted.**

ACCOMMODATIONS FOR DISABILITIES

Rutgers University welcomes students with disabilities into all of the University’s educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://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 website at: <https://ods.rutgers.edu/students/registration-form>.

COURSE GRADING PLAN

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|--|--|
| 1. Discussion: 30 points | 5. Quizzes: 40 points |
| 2. Website review fact sheets: 30 points | 6. Final exam: 65 points |
| 3. Individual project: 50 points | 7. Final exam essay: 20 points |
| 4. Assignments: 50 points | 8. Final course reflections: 15 points |

Course Grades: (out of 300 possible points)

| GRADE | PERCENT | POINTS |
|-------|-----------------|---|
| A | 93.00 – 100.0 % | Point totals will be converted to percentages. Any mid-course modification of course assignments that result in changes to possible point totals will be reflected accurately as percentage of total possible points earned. |
| B+ | 87.00 – 92.99 % | |
| B | 81.00 – 86.99 % | |
| C+ | 77.00 – 80.99 % | |
| C | 70.00 – 76.99 % | |
| F | Under 70 % | |

GRADING REQUIREMENTS: ADDITIONAL DETAILS

Quizzes will be announced periodically and will be completed by students during a specified time period. Quizzes and the open window for taking them will be announced in advance.

Final exam: Students are responsible for all material covered for the final comprehensive exam. The exam will contain three sections:

- (1) Test of Specific Knowledge (approx. 25-30 T-F and/or Multiple Choice items),
- (2) Applying and Extending Knowledge to Problem-Solving: Given school-based scenarios, candidates will describe possible answers/solutions and discuss key issues (one long essay response: 3 pages).
- (3) Reflections on the Course: Knowledge, Engagement, Expertise

SCHEDULE OF WEEKLY READINGS AND CONTENT COVERAGE

Students are expected to keep pace with the posted schedule of readings, discussions, and assignments. Tuesday is considered the first day of the week for this course.

All Readings other than HKP are posted in eCollege.

| Session | Date | Topic | Activity |
|---------|-------------|--|--|
| 1 | 9/2 – 9/8 | Overview of course and requirements Overview of special education Evidence-based practices | <ul style="list-style-type: none">• HKP Chapter 1• Identifying and Implementing Educational Practices Supported by Rigorous Evidence (2003). |
| 2 | 9/9 – 9/15 | FOCUS TOPIC: IDEA 2004 and the intersection of IDEA and NCLB | <ul style="list-style-type: none">• Yell Chapters 5 (IDEA) and 8 (NCLB)• Education Policy Brief on Impact of NCLB on Students with Disabilities (C. Cole, 2006) |
| 3 | 9/16 – 9/22 | Inclusion and support for success Multicultural issues | <ul style="list-style-type: none">• HKP Chapters 2-3 |
| 4 | 9/23 – 9/29 | FOCUS TOPIC: Disproportionality in special education | <ul style="list-style-type: none">• HKP pages 59-60• Artiles et al. article on over-identification (2002)• Justifying and Explaining Disproportionality (2010)• Discipline Policies, Successful Schools, and Racial Justice (Losen, 2011) |

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|----|---------------|---|--|
| 5 | 9/30 – 10/6 | Working with families Child well-being | <ul style="list-style-type: none"> • HKP Chapter 4 • A.E. Casey Foundation report • Child Welfare League of America data tables |
| 6 | 10/7 – 10/13 | Cognitive/Intellectual Disabilities | <ul style="list-style-type: none"> • HKP Chapter 5 • Students with Disabilities as Citizens in the Classroom (Kliewer, 1998) |
| 7 | 10/14 – 10/22 | Learning Disabilities | <ul style="list-style-type: none"> • HKP Chapter 6 • Handbook of LD, Chapter 2 • Rethinking LD, Chapter 12 <p>Website review fact sheets due on October 14 at 10:00 p.m.</p> |
| 8 | 10/23 – 10/27 | FOCUS TOPIC: Response to Intervention and evolving views of LD | <ul style="list-style-type: none"> • RTI: Definition, evidence, and implications • Fuchs and Fuchs: RTI blueprint • RTI NJCLD Report, June 2005 • Fuchs et al.: Blurring of Special Education (2010) • Smart RTI (Fuchs et al., 2011) |
| 9 | 10/28 – 11/3 | ADHD | <ul style="list-style-type: none"> • HKP Chapter 7 • Pfiffner, Barkley, and DuPaul, Chapter 15 • 80+ Classroom Accommodations for ADHD |
| 10 | 11/4 – 11/10 | Emotional Behavioral Disorders | <ul style="list-style-type: none"> • HKP Chapter 8 • Handbook of Research in EBD, Chapter 3 • A National Perspective of Children with EBD (Bradley et al., 2004) |
| 11 | 11/11 – 11/17 | FOCUS TOPIC: Behavior management, school-wide discipline, and violence/disruption prevention | <ul style="list-style-type: none"> • How Can We Improve School Discipline? (Osher and Sprague, 2010) • CTPSV Fact Sheets |
| 12 | 11/18 – 11/24 | Communication Disorders Deafness/Hard-of-hearing | <ul style="list-style-type: none"> • HKP Chapters 10-11 • NCLB Effects on Deaf and Hard of Hearing Students (AERA, 2007) |
| 13 | 11/25 – 12/8 | Autism and Developmental Disabilities Low Incidence and Severe Disabilities | <ul style="list-style-type: none"> • HKP Chapters 9 and 13 • Problem behavior interventions for children with autism: research synthesis • Effective practices for students with Asperger's Syndrome |
| 14 | 12/9 – 12/15 | Visual Disability/Blindness Physical Disabilities and Other Health Impairments Giftedness | <ul style="list-style-type: none"> • HKP Chapters 12, 14-15 <p>Individual Project due on December 8 at 10:00 p.m.</p> |
| 15 | 12/15 | Final Exam components available | |
| | 12/19 | Final Exam components due by noon | |

Due dates and times for assignments and quizzes
Fall, 2014

- Session 1: Assignment (scenario on EBI, RTI): due Monday, Sept. 8 at 10:00 p.m.
- Session 2: No assignment or quiz
- Session 3: No assignment or quiz
- Session 4: Quiz released on Thursday, Sept. 25 at noon; due by Monday, Sept. 29 at 10:00 p.m. You can take as long as you wish and save as you go, but you can submit the quiz only once.
- Session 5: Assignment (Child Statistics Hunt): due Monday, Oct. 6 at 10:00 p.m.
- Session 6: Assignment (reflection on "Willowbrook"): due Monday, Oct. 13 at 10:00 p.m.
- Session 7: Website reviews due Tuesday, Oct. 14 at 10:00 p.m.
- Session 8: Quiz released on Thursday, Oct. 23 at noon; due by Monday, Oct. 27 at 10:00 p.m. You can take as long as you wish and save as you go, but you can submit the quiz only once.
- Session 9: No assignment or quiz
- Session 10: Assignment ("Pioneers"): due Monday, Nov. 10 at 10:00 p.m.
- Session 11: No assignment or quiz. Submit project proposal.
- Session 12: Watch video clip from "Sound and Fury" from link on PPT slide 30.
- Session 13: No assignment or quiz
- Session 14: Individual Project due on Monday, Dec. 8 at 10:00 p.m.
- Session 15: Final exam components released on Sunday, Dec. 15 at 8:00 a.m.
Final exam components due on Thursday, Dec. 19 at noon