

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

**Fall 2016  
Psychology of the Exceptional Child  
15:293:525:91  
3 credits**

<b>Instructor: Robert Mulligan Ph.D.</b>	<b>Email: <a href="mailto:rkmowl@rci.rutgers.edu">rkmowl@rci.rutgers.edu</a></b>
<b>Phone Number: By arrangement</b>	<b>Location: <a href="http://ecollege.rutgers.edu">http://ecollege.rutgers.edu</a></b>
<b>Office Hours: By arrangement</b>	<b>Prerequisites: none</b>
<b>Mode: Online</b>	<b>Permission Required: none</b>

**Learning Goals:**

Parenthetical information relates to New Jersey Professional Standards for Teachers.

Upon completion of this course, students can expect to:

1. Identify and describe the historical milestones, legal basis, and current issues in educational programs for students with exceptionalities (2014 New Jersey Professional Teaching Standard #4);
2. Understand key controversial issues in current special education policy and practice, including LD identification, RTI, and disproportionality (2014 New Jersey Professional Teaching Standard #6);
3. Identify the psychological and educational characteristics of students with mild to moderate disabilities (e.g., learning disabilities, emotional and behavioral disabilities, mental retardation, speech and language impairments) (2014 New Jersey Professional Teaching Standard #1);
4. Identify the psychological and educational characteristics of students with moderate to severe disabilities (e.g., sensory impairments, autism, traumatic brain injury, multiple handicaps) (2014 New Jersey Professional Teaching Standard #1);
5. Identify the psychological and educational characteristics of students with giftedness (2014 New Jersey Professional Teaching Standard #1);
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 (2014 New Jersey Professional Teaching Standard #2);

7. Describe the differential characteristics of individual students with disabilities including level of severity and multiple exceptionalities across the lifespan (2014 New Jersey Professional Teaching Standard #2);
8. Articulate the continuum of educational placements for students with exceptionalities and benefits and drawbacks of each (2014 New Jersey Professional Teaching Standard #3);
9. Identify the impact of exceptionalities on the family (2014 New Jersey Professional Teaching Standard #10);
10. Be familiar with agencies, professional organizations, and related Web resources for information relevant to support of special education students (2014 New Jersey Professional Teaching Standard #10);
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 (2014 New Jersey Professional Teaching Standard #10);
12. Understand the current status of evidence-based research and practice standards in special education (2014 New Jersey Professional Teaching Standard #7 & #8).

Course Catalog Description:

This course develops foundational knowledge in the characteristics, identification, educational needs, and development of 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.

Class Textbook & Additional Required Materials:

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

Other required readings available online in eCollege course site [Doc Sharing].

Supplemental Resources (SR):

SR 1. The IRIS Center  
<http://iris.peabody.vanderbilt.edu/index.html>

SR 2. NJAC 6A:14 New Jersey Special Education Regulations:

<http://www.state.nj.us/education/code/current/>

SR 3. NJAC 6A:15 New Jersey Bilingual Education Regulations:

<http://www.state.nj.us/education/code/current/>

SR 4. Parental Rights in Special Education (PRISE):

<http://www.state.nj.us/education/specialed/form/>

SR 5. The Right to Special Education in New Jersey (A Guide for Advocates) 2<sup>nd</sup> Edition.

[http://www.edlawcenter.org/assets/files/pdfs/publications/Rights\\_SpecialEducation\\_Guide.pdf](http://www.edlawcenter.org/assets/files/pdfs/publications/Rights_SpecialEducation_Guide.pdf)

### **Overview of Course Activities:**

This course includes substantial weekly readings, structured review, and discussion of readings and associated topics, quizzes on the readings, student-produced study guides, website resource review project, movie review, and a best professional practices guide booklet project.

Powerpoint Slides that highlight select content from each week's assigned textbook readings, reinforcing key concepts and providing a partial review, will be posted on the eCollege site.

Each week of the course will run from Monday morning through Sunday night (with the exception of the first week, which begins on Tuesday, September 6<sup>th</sup>. There will be no class activity during the Thanksgiving break – November 24<sup>th</sup> through November 27<sup>th</sup>. (Please note that Week # 12 runs from November 21<sup>st</sup> through December 14<sup>th</sup> so that Weeks #13 and 14 can maintain the Monday through Sunday pattern. **Students are encouraged to complete all or most of the assigned course readings during the week preceding week of the course.**

### **Q & A Forum:**

Students are encouraged to post questions they have about the more challenging parts of the assigned readings, as well as related topics the class covers, in the online QUESTION and ANSWER Forum. It is always a good idea to first try to answer your own questions by rereading content and conferring with fellow students. But if you cannot resolve the issue, post the question and the instructor will usually post an answer that day (or sometimes the next day, depending on when the question was posted). Chances are that if you are confused about part of the readings, some fellow students are also confused, so everyone can benefit from this feature of the course. **The Q&A Forum can and should also be used for general course housekeeping issues or questions about assignments, rubrics, exemplars, formation of study groups, etc.**

### **Professional Discourse:**

As current and future teaching and allied field professionals, students are expected to present themselves and act in the online class discussions 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 online 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 language that objectifies human beings as “things” of pity, such as, **wheelchair-bound, confined to a wheelchair, or suffers a disability**.

**Online Study Groups:**

**Students are encouraged to form online study groups.** All students who wish to exchange names and email addresses to help find study group partners should feel free to use the Q&A Forum (see above) for this purpose.

**Grading Policy:**

1. Class discussion / participation (4 points per class x 14 sessions = 56 points)
2. Quizzes (10 points per quiz x 12 quizzes = 120 points)
3. Student-produced study guide (20 points)
4. Best Professional Practices Guide (60 points)
5. Website Review Sheets (24 points)
6. Movie Analysis (20 points)

Course Grades: (out of 300 possible points)

GRADE	PERCENT	POINTS
A	93.00 – 100.0 %	Point totals will be converted to percentages. N.B. A grade of 86.99 earns a B, not a B+ Any mid-course modification of course assignments 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 %	

**Late Assignments Policy:**

All assignments are expected on time. (This includes Discussion Thread responses!). Late assignments will receive a reduced grade, generally, a flat reduction in grade equivalent to 10% of the total possible assignment 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, with no grade penalties in special situations where advance communication takes place and the circumstances are deemed reasonable, but will not be supportive of last minute requests for extensions on assignment due dates.

### **Assignments:**

**Participation.** Students are required to participate in online class discussions. For each unit, the instructor will post 2-3 discussion prompts. For each discussion prompt, each student is required to post an original contribution (about 5-6 sentences, or a bit more), and also at least one reply to another student's original posting or student's response to another student's original posting (also about 5-6 sentences). [See exemplars below]. Students will be graded on the thoughtfulness, meaningful and correctly cited connections to the readings and other course materials, originality, and overall quality of their postings/replies to others. Students must post all of their comments for the week by Midnight, Sunday. Students are required to read all other student postings as well as postings by the Instructor. This may require that you return to the Discussions after you have completed your own posts. Assume no qualitative or quantitative differences between your initial response to a prompt and your subsequent response to a classmate.

### **Discussion Prompt Responses / Exemplars:**

EXAMPLE DISCUSSION PROMPT: *Discuss what you see as potential promises and pitfalls associated with RTI.*

**EXAMPLE: high-quality posting (thoughtful & focused):** I believe that RTI is not a panacea, but rather, an unproven approach to LD identification and prevention of early reading problems that may hold promise. Using early screening and intervention for emerging reading problems, avoiding a “wait-to-fail” approach, RTI can help change the learning trajectory for many early elementary students for the better. But as Fuchs, Fuchs, and Compton (2012) suggest, to do this well would require a massive commitment of financial and human resources, professional development, staff buy-in, and administrative leadership in the schools. And the question remains, once a student receives remediation through multiple RTI tiers, and is subsequently referred, evaluated, and classified as having a learning disability, what types and intensities of academic services will they receive, compared to those in the RTI tiers to which they were not fully responsive? We also need to consider the new roles for both general and special education teachers under an RTI approach and the data management systems necessary to help make it all work well (Fuchs, Fuchs, & Stecker, 2010).

**EXAMPLE: low-quality posting (less than thoughtful & focused):** I like what Robert said about RTI and I agree with most of his points. His response was very thoughtful. I mean, you can't expect schools and teachers to solve all of the world's problems—there really are limits. And what about the parents? What are their responsibilities to help kids learn to read early on? Everybody needs to work together under an RTI model to help kids succeed.

**Quizzes.** The course includes 12 brief weekly quizzes (weeks 2–13) based on the assigned readings and other course materials, e.g., powerpoints. The quizzes are used for various learning purposes. Some quizzes are designed to help students engage in structured review of content from assigned readings. Students will be required to demonstrate a complete knowledge of key points and issues in the readings and also to apply this knowledge in conjunction with critical thought. Other quizzes involve complementary learning assignments linked to parts of the week’s assigned materials. Quizzes will be **open notes, open book**, but students are not allowed to consult with other people regarding the quiz questions. Any questions regarding the quizzes must be directed to the course instructor.

**Student-produced Study Guide.** Beginning with Week 2, one or two randomly selected students per week, will each upload to the Study Guide Folder in Doc Sharing, a 5-6 page, single spaced, outline form, bulleted study guide for a particular reading from that week. Each student will be assigned a different reading. The student-produced study guide will be available to all students enrolled in the course. A grading rubric will be posted on the site as well as an exemplar completed study guide assignment.

**Movie Analysis.** Students will view a movie related to the course content *from a list provided by the instructor* and submit a three (3) page analysis. Assignment information and grading rubric will be posted to Doc Sharing.

**Best Professional Practices Guide.** Students will create a 12-15 page research-based best practices booklet in one of the following topic areas:

Working with students with [you select one] Disability/Disorder (e.g., LD, EBD, ID, Autism, etc.)

Working with families of students with disabilities

Bullying and violence prevention (must devote sufficient attention to students with disabilities)

Disproportionality in special education identification

Classroom and school-wide behavior management

Teaching in an inclusive [elementary / middle school / high school] classroom

Early literacy supports and methods for non-responders (students not learning to read through typical instructional approaches)

Transition for high school student with disabilities

Other focus topic discussed with and **approved by instructor** (before student begins working on it)

Assignment is due by Midnight, Monday of Week 14. A project rubric / guidance sheet will be posted in Doc Sharing.

**Website Review Sheets.** Students will review 8 selected special education resource Websites, thoroughly evaluating and filling out a review sheet on each Website. Review sheets can be found in Doc Sharing. Students must complete the review sheets individually and **upload them any time in the semester, but they are due by the end of Week 10.**

### **Additionally:**

***Required Readings and Homework.*** Students should read, review, and digest required readings and activities, prior to each week's class and be prepared to ask questions and discuss the material. Anticipate your reading load by looking ahead in the Syllabus. Some weeks are heavier than others. Also, some readings are dense and require a second reading. A "second reading," by the way, can be a productive strategy to employ with many students; those with disabilities and those without!

***Submission of Written Work.*** All written work will be submitted through uploads to Dropboxes. Make sure to save your own copies! **Please submit documents in WORD FORMAT only and be certain to include your name on the document itself AND as part of the file name.**

**NO HANDWRITTEN ASSIGNMENTS WILL BE ACCEPTED!**

***Additional Course Resources.*** Please remember to carefully scrutinize all resources as you complete assignments, e.g., rubrics, exemplars, etc. Questions or confusions should be dealt with early rather than later through communication via the Q&A Forum. It is likely that the answer(s) to your question(s) will benefit others in the class!

***Email Connection and Response to Emails.*** It is critical to your success in this online environment that you have a working email that is **CONNECTED** to the class website. If you do not already have one, please see to this important detail immediately. Also, I **intend** to respond to all emails sent to me as long as the quantity is reasonable and the topics are pertinent. **Likewise, I would appreciate a response to all emails I send to you.** This pertains to those that accompany returned work, individual contacts, anything. I need to know that you are in continuous communication with me. A simple "I received this" or "I got the message" relieves my anxiety. If you don't receive a timely email response from me, try a second time! Please use my Rutgers email: [rkmowl@rci.rutgers.edu](mailto:rkmowl@rci.rutgers.edu)

### **Academic Integrity Policy:**

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

For any and all assignments and class activities, **no copying of any kind is allowed**, unless copied text is placed within quotations and 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. Students 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 course.**

### **Office of Disability Services:**

Rutgers University welcomes students with disabilities into all of 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 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 web site at: <https://ods.rutgers.edu/students/registration-form>.

## Course Schedule

SESSION #	CONTENT COVERAGE	ASSIGNMENTS & READINGS
<b>1</b> <b>9/6-9/11</b>	Syllabus Assignment Rubrics Introductions <ul style="list-style-type: none"> <li>• Overview of special education</li> <li>• Evidence-based practices</li> <li>• Professional Declaration of Intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 1 (HKP)</li> <li>• Identifying and Implementing Educational Practices Supported by Rigorous Evidence (2003)</li> <li>• The History of the Hippocratic Oath (Hulkower, 2010)</li> <li>• Thoroughly Review Doc Sharing Files (Assignment Rubrics, etc.)</li> <li>•</li> </ul>
<b>2</b> <b>9/12-9/18</b>	<ul style="list-style-type: none"> <li>• FOCUS TOPIC: IDEA 2004 and the intersection of IDEA and NCLB</li> </ul>	<ul style="list-style-type: none"> <li>• Yell Chapters: #5 (IDEA) &amp; #8 (NCLB)</li> <li>• Education Policy Brief on Impact of NCLB (Cole, 2006)</li> </ul>
<b>3</b> <b>9/19-9/25</b>	<ul style="list-style-type: none"> <li>• Current Practices</li> <li>• Multicultural Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 2 &amp; 3 (HKP)</li> </ul>
<b>4</b> <b>9/26-10/2</b>	<ul style="list-style-type: none"> <li>• FOCUS TOPIC: Disproportionality in special education</li> </ul>	<ul style="list-style-type: none"> <li>• Pages 58-61 (HKP)</li> <li>• Over-Identification of Students of Color (Artiles et al., 2002)</li> <li>• Justifying and Explaining Disproportionality (Artiles et al., 2010)</li> <li>• Discipline Policies, Successful Schools, and Racial Justice (Losen, 2011)</li> </ul>
<b>5</b> <b>10/3-10/9</b>	<ul style="list-style-type: none"> <li>• Parents and Families</li> <li>• Child Well-Being</li> <li>• Parental Rights in Special Education</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 4 (HKP)</li> <li>• A.E. Casey Reports</li> <li>• PRISE</li> <li>• NJAC 6A:14</li> <li>• The Right to Special Education in New Jersey</li> </ul>
<b>6</b> <b>10/10-10/16</b>	<ul style="list-style-type: none"> <li>• Intellectual &amp; Developmental Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 5 (HKP)</li> <li>• Students with Disabilities as Citizens in the Classroom (Kliwer, 1998)</li> </ul>
<b>7</b> <b>10/17-10/23</b>	<ul style="list-style-type: none"> <li>• Learning Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 6 (HKP)</li> <li>• A Brief History of the Field of Learning Disabilities (Hallahan et al., 2013)</li> <li>• Rethinking Learning Disabilities (Lyon et al., 2002)</li> </ul>
<b>8</b> <b>10/24-10/30</b>	<ul style="list-style-type: none"> <li>• FOCUS TOPIC: Response to Intervention and evolving views of Learning Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• RTI: Definition, Evidence, &amp; Implications (Fuchs et al., 2003)</li> <li>• RTI Blueprint (Fuchs &amp; Fuchs, 2001)</li> </ul>

		<ul style="list-style-type: none"> <li>• RTI &amp; LD (NJCLD, 2005)</li> <li>• The “Blurring” of Special Education (Fuchs et al., 2010)</li> <li>• Comprehensive Assessment and Evaluation of Students with LD (NJCLD, 2010)</li> </ul>
<b>9</b> <b>10/31-11/6</b>	<ul style="list-style-type: none"> <li>• Attention Deficit Hyperactivity Disorder</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7 (HKP)</li> <li>• Treatment of ADHD in School Settings (Pfiffner et al., 2006)</li> <li>• Rethinking ADHD &amp; LD in DSM5 (Tannock, 2013)</li> <li>• 80+ Classroom Accommodations for Children or Teens with ADHD</li> </ul>
<b>10</b> <b>11/7-11/13</b>	<ul style="list-style-type: none"> <li>• Emotional or Behavioral Disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 8 (HKP)</li> <li>• Classification and Definition of Emotional and Behavioral Disorders (Cullinan, 2004)</li> <li>• A National Perspective on Children with Emotional Disorders (Bradley et al., 2004)</li> </ul>
<b>11</b> <b>11/14-11/20</b>	<ul style="list-style-type: none"> <li>• FOCUS TOPIC: Behavior Management, school-wide discipline, and violence/disruption prevention.</li> </ul>	<ul style="list-style-type: none"> <li>• How Can We Improve School Discipline (Osher et al., 2010)</li> <li>• Rethinking Effective Bully and Violence Prevention Efforts (Cohen et al., 2015)</li> </ul>
<b>12</b> <b>11/21-11/23</b> <b>&amp;</b> <b>12/12-12/14</b>	<ul style="list-style-type: none"> <li>• Communication Disorders (11/21-11/24)</li> <li>• Deaf or Hard of Hearing (12/12-12/14)</li> </ul> <p>(Split Unit to Accommodate Thanksgiving Break)</p>	<ul style="list-style-type: none"> <li>• Chapters 10 &amp; 11 (HKP)</li> <li>• NCLB Effects on Deaf &amp; Hard of Hearing Students (AERA, 2007)  <a href="http://aer.sagepub.com/content/44/3/460.full.pdf+html">http://aer.sagepub.com/content/44/3/460.full.pdf+html</a></li> </ul>
<b>11/24-11/27</b>	<ul style="list-style-type: none"> <li>• Thanksgiving Break</li> </ul>	<ul style="list-style-type: none"> <li>• Thanksgiving Break</li> </ul>
<b>13</b> <b>11/28-12/4</b>	<ul style="list-style-type: none"> <li>• Autism Spectrum Disorders</li> <li>• Low Incidence, Multiple, and Severe Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 9 &amp; 13 (HKB)</li> <li>• Problem Behavior Interventions for Young Children with Autism (Horner et al., 2002)</li> <li>• Effective Practices for Students with Asperger Syndrome (Myles &amp; Simpson, 2001)</li> </ul>
<b>14</b> <b>12/5-12/11</b>	<ul style="list-style-type: none"> <li>• Blindness or Low Vision</li> <li>• Physical Disabilities and Other Health Impairments</li> <li>• Special Gifts and Talents</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 12, 14, &amp; 15 (HBK)</li> </ul>
<b>12/14</b>	<b>Course Ends</b>	
<b>12/15</b>	<b>Reading Days</b>	
<b>12/16-12/23</b>	<b>Final Exams</b>	

### Due Dates

Discussion Prompts / Responses	Sunday, Midnight
Quizzes	Sunday, Midnight
Study Guides	According to Posted Schedule
Movie Analysis	End of Week 6, Sunday, Midnight (10/16)
Website Reviews	End of Week 10, Sunday, Midnight (11/13)
Best Practices Booklet	Beginning of Week 14, Monday, Midnight (12/5)