

Psychology 442: Psychology of Exceptionality
University of Rhode Island
Winter 2022

Instructor: Allyson Marsh, M.S.

This is a hybrid class with 25% of the instruction hours being delivered in person and 75% being delivered online.

In person classes will meet on:

Tuesday, January 4th

Tuesday, January 18th

Start Time-End Time: 10:30AM- 3:00PM

Room: Swan Hall Room

Email: Allyson.E.Marsh@gmail.com

AEEsposito@URI.edu

Office Hours: Contact me to set up a time to meet

Course Description:

Welcome to Psychology 442—Psychology of Exceptionality! In this course, we will examine exceptionalism as it relates to the contemporary context that we live in through the use of film. This includes looking at exceptionalism throughout history, including legislation surrounding civil rights for individuals with exceptionalities, as well as present day issues surrounding exceptionalism. We will also discuss many different areas of exceptionalism and how these exceptionalities are perceived by the exceptional individuals, their friends and family, and society in general.

Course Objectives:

Specific learning objectives include:

-Develop an understanding of:

- What the term “exceptionality” encompasses
- Exceptionality as a social construct
- The impact of labeling
- Legislation and history of educational equality for exceptional students
- Educational placements/accommodations for exceptional students and transitioning services

-Specific Exceptionalities:

- Physical Disabilities
 - Speech and Language Disorders
 - Visual Impairments
 - Hearing Impairments
 - Health Disabilities
 - Attention Deficit/Hyperactivity Disorder
 - Emotional Impairments/Mental Health Disorders
 - Autism Spectrum Disorder
 - Specific Learning Disabilities
 - Intellectual Disabilities
 - Low Incidence Disabilities
 - Gifted and Talented
- Exceptionality and the Family
- Stigma and Exceptionality

Readings:

There is no textbook for this class. All readings are provided through links on the syllabus or on Brightspace. However, you will need to watch several films at home and some of these films will need to be purchased. The films can all be rented through Amazon for \$3.99 or less. All PowerPoint lecture slides for the entire semester are available on Brightspace under Content.

Course Organization:

We have a number of advantages that promise to make this an exciting and valuable learning experience for all of us. As upper level students, you are coming to this course with a background in psychology and with some knowledge of and interest in the subject matter. Given that exceptionality is a daily presence in our environment, we are also coming to this course with a set of experiences, beliefs, and values that will inform and enrich our discussions. I have selected readings and films that I think are interesting and that will provide a solid groundwork for learning about exceptionalities.

Policies and Procedures:*Academic Accommodations:*

Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office at 330 Memorial Union, 401-874-2098 (<https://web.uri.edu/disability/>) or the Academic Skills Center, 239 Shepard Building, Alan Shawn Feinstein Providence Campus, 401-277-5221 (<https://web.uri.edu/ceps/academic-skills-center/>).

Academic Honesty:

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another's academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors

Academic Assistance:

This is a challenging course. Success requires that you keep pace with the work, understand course concepts, and study effectively. The Academic Enhancement Center helps URI students succeed through three services: Academic Coaching, Tutoring, and The Writing Center. To learn more about any of these services, please visit <https://web.uri.edu/aec/> or call 401-874-2367 to speak with reception staff. In Providence, the Academic Skills Center (ASC) is at 239 Shepard

Building, (401) 277-5221. Hours are posted each semester at <https://web.uri.edu/ceps/academic-skills-center/>

Bias Response Team:

Each member of the University community has the responsibility to foster an environment of acceptance, mutual respect, and understanding. If you are a target or a witness of a bias incident, you are encouraged to contact the URI Bias Response Team <http://www.uri.edu/brt/> where you will find people and resources to help.

URI Email

Throughout the semester, I will send emails with updates related to the course. It is your responsibility to check your URI email at least once every day for course messages. “I didn’t check my email” is not an acceptable excuse for missing important course information.

Grading (based on points):

315-350 **A range**

280-314.9 **B range**

245-279.9 **C range**

210–244.9 **D range**

209.9 and below **F range**

Assignments & Grading:

No late assignments will be accepted

(Except for cases of medical or family emergency with documented proof)

1.) Attendance and Postings (9 x 20 points = 180 points) → Submitted on Brightspace under Discussion Tool

Attendance: Attendance is mandatory and will be recorded each class. You also need to be on time. Absences will be excused, with documented proof, only in the case of official university events or medical or family emergencies.

Postings: Students are expected to complete the required readings and watch the assigned video clips/films and then post a response to questions and respond to at least two posts from fellow course participants using the Brightspace online course Discussion Tool.

The postings should answer the questions listed, but participants are welcome to include additional information to their posts, including relevant personal or professional experiences. The quality, quantity and understanding of the material will be considered as part of the assessment process for postings.

Remember - Participation alone is not enough; a thoughtful and meaningful approach in your posts is required. Summarizing the films or readings will result in a significant reduction in points.

Minimum Criteria for Posts:

Your post includes...

- Reflective, thoughtful, and relevant answers to all assigned questions (Avoid summarizing the films/video clips and readings)
- Understanding of the films/video clips and readings
 - Generally, all longer films should be referenced at least twice and shorter video clips should be referenced once (in the cases when there are many shorter video clips, you may choose a couple to reference instead of all)
 - Readings do not have to be referenced specifically, but your post should show that you read all and have an understanding of the material.
- Connections to the course readings and discussions
- Correct use of terminology and use of people first language
- Organized thoughts and ideas
- Minimum Length – 1 -2 pages in length if typed into a word processing program (Times New Roman Font, Double Spaced, Size 12)
 - *This is the minimum length required. However, all questions are supposed to be answered thoroughly and to do this, you may need to write more than the minimum.
- No grammatical, spelling, and punctuation errors

Minimum Criteria for Responses:

Your responses...

- Extend discussions already taking place or poses new possibilities or opinions not previously voiced (Avoid just agreeing or disagreeing and other posts that do not enrich the discussion)
- Quantity - Respond to 2+ other participants' posts

- Minimum Length - ¼ of a page to a ½ page in length if typed into a word processing program (Times New Roman Font, Double Spaced, Size 12).
- Exhibit respect for all students

2.) **Research Paper/ Presentation (70 points)**

- **Research Paper - Submitted on Brightspace under Assignments**
- **Presentation - Presented in Class on 1/18 and posted to Brightspace under Discussions (prior to presentation)**

Each student will complete a Research Paper about a topic that will be randomly assigned. You will also complete a presentation aimed at disseminating information about the specific disability to the class.

Presentation

You need to present an overview of the disability using a PowerPoint presentation (or a similar format). The information in the presentation should come solely from the information in peer-reviewed articles/books or research-based websites (WebMD and Wikipedia should NOT be used). In previous semesters, I have allowed some students to use specific websites. If you are going to use a website, you need to email me the link so that I can approve it.

Minimum requirements of presentation:

- Approximately 5 Minutes in length (*no minimum/maximum number of slides*)
- **Make sure to practice the presentation prior.*
- Provide everyone access to your presentation through Brightspace
- **Post your presentation to Brightspace under Discussions prior to presentations.*
- Summary of the key points of the disability - *Please do not just read the DSM-V criteria – You can include the criteria but make sure you explain the disability so others will understand it.*
- Introduction and Conclusion
- List of references (*You do NOT need citations within the slides*)
- Use of correct spelling, punctuation, capitalization, and grammar
- Information obtained from at least 2 peer-reviewed journal articles/books or approved research-based websites (WebMD and Wikipedia should not be used). If your presentation is on an Emotional Disorder/Mental Health Disorder, then the DSM-V will be the best source for information. Website to access the DSM-V on the URI Library website.
-<https://login.uri.idm.oclc.org/login?url=http://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596>
- You may include a short video if you would like, but you do not have to – just remember to keep the entire presentation to approximately 5 minutes

Research Paper

You need to present your findings about the topic in a 5-page APA or MLA style paper (the title page and reference page do not count towards the page number).

Minimum Criteria for Research Paper

Your research paper includes:

- Summary of the key points of the disability

- Introduction and Conclusion
- Information obtained from at least 2 peer-reviewed journal articles/books or approved* research-based websites (WebMD and Wikipedia should not be used).
- 5 pages (not including the title page and reference page)
- Title page
- Reference Page
- APA or MLA Style Citations within the text (all information obtained from references should be cited, not just quotes)
- Page numbers
- No personal pronouns (“I” or me”)
- Use of correct spelling, punctuation, capitalization, and grammar
- Transitions from one topic to the next
- One-inch margins on each side of the paper
- Times New Roman Size Twelve Font
- Double Spaced

3.) **Final Take Home Exam (100 points) – Submitted on Brightspace under Assignment**

The Final Take Home Exam is an essay exam that relates to the class lectures, readings, and films. **You need to cite the source that you got your answer from – all information should be from the readings, films, and PowerPoint lecture.** You will receive no points for answers that do not include a citation.

You need to cite EVERYTHING.

For each question - If your answer comes from multiple sources then cite after every sentence (or however much comes from that source – maybe two or three sentences). If all information in an answer comes from the same source, then you can cite at the end of the paragraph. You will receive no points for answers that do not include a citation(s).

Examples of how to cite:

Attention Deficit Hyperactivity Disorder is a disorder characterized by... (DSM-V Criteria).

Boys are more likely to be diagnosed with ADHD because... (PowerPoint Lecture)

***Disclaimer: Please remember while watching the video clips that all documentaries are to some extent biased. You are watching the documentaries to understand the symptoms of the disabilities, not because I expect/want you to agree or disagree with the opinion of the filmmaker.**

****The course *schedule* is tentative, and may need to be adjusted during the semester**

January 3rd - Prior to class on the 4th - Sign on to Brightspace, Post an Introduction, Review Syllabus, and Read Assigned Materials

- Sign into Brightspace. If you need assistance accessing Brightspace, contact the help desk at 1-401-874-4357.
- Complete an Introduction Post on the Brightspace Discussion – Include your name, major, your reason for taking this course, any relevant personal/professional experiences, and any other information the class should know about you.
- Read:
 - Special Education vs. 504:
 - <http://www.ldonline.org/article/6086/>
 - Developmental Delay:
 - <http://www.parentcenterhub.org/repository/dd/>
 - Supports, Modifications, and Accommodations:
 - <http://nichcy.org/schoolage/accommodations>
 - A Brief History of the Disability Rights Movement
 - <https://www.adl.org/education/resources/backgrounders/disability-rights-movement>
 - Specific Learning Disabilities
 - http://www.ldonline.org/article/Learning_Disabilities%3A_An_Overview
 - Click on links throughout the article to learn more about learning disabilities: reading (dyslexia), mathematics (dyscalculia), and written expression (dysgraphia)

January 4th – In-Person Class - Introduction to Course and Course Themes; Overview of Brightspace; Defining Exceptionality; Exceptionality as a social construct; Labeling, Legislation, Educational placements/accommodations for exceptional students AND Specific Learning Disabilities

January 5th – Attention Deficit Hyperactivity Disorder

- Read:
 - DSM-V Diagnostic Criteria for ADHD
 - Website to access the DSM-V on the URI Library website. ->
 - <https://login.uri.idm.oclc.org/login?url=http://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596>
 - Directions: Enter Login information, Click – Section II Diagnostic Criteria and Codes, Click – Neurodevelopmental Disorders, Click – Sections, Click – Attention Deficit/Hyperactivity Disorder, Read all information

- o Conners and BRIEF rating forms – Take a look at forms used for determining if a person has symptoms of ADHD and executive functioning difficulties
 - Find under Content in Brightspace
- o Does ADHD Exist?
 - <http://www.pbs.org/wgbh/pages/frontline/shows/medicating/experts/exist.html>
 - *This is an older article but this debate still continues!
- o Treatment
 - <https://www.cdc.gov/ncbddd/adhd/treatment.html>
- Watch Powerpoint Lecture
- Watch:
 - o Explanation of ADHD
 - <https://vimeo.com/68604218>
 - o Misunderstood Minds – Lauren
 - <http://www.youtube.com/watch?v=lpX7yoBUUnKk> (start at 2:19 - end of clip)
 - <http://www.youtube.com/watch?v=L028JpezlvI> (entire clip)
 - o Living with ADHD – BBC Documentary
 - <https://www.bing.com/videos/search?q=documentary+adhd&qpv=d+documentary+adhd&view=detail&mid=78727DAC5C755E32791478727DAC5C755E327914&FORM=VRDGAR>
 - o Medicating Kids - Nicholas’s Story (3:28 – 8:15) & Robin’s Story (46:17-54:34)
 - <http://www.pbs.org/wgbh/pages/frontline/shows/medicating/watch/>
 - These episodes highlight the use of medication to treat ADHD.
- Post answers to the following discussion questions by 11:59 PM on 1/5. Comment on at least two people’s answers by 11:59 PM on 1/6.
 - o Did you learn anything about ADHD that you did not previously know? What did you learn?
 - o Other than attention and hyperactivity, explain two areas of difficulty that individuals with ADHD may exhibit. Provide details and make connections to the videos.
 - o There are some who do not believe that ADHD exists, but rather it is just typical behavior of children. What are your thoughts?
 - o What are your thoughts regarding medication for individuals with ADHD?
 - *This can be a heated subject, so please be respectful of others opinions.*

January 6th – Speech and Language Disorders

- Read:
 - o Speech and Language Disorders/Communication Disorders:
 - Important terms: <https://www.asha.org/public/speech/development/Speech-and-Language/>

- o Child Speech Language Disorders:
 - <http://www.asha.org/public/speech/disorders/ChildSandL.htm> (Click on the links and read about the Speech Disorders and Language Disorders)
 - *Do not read about Selective Mutism. We will cover that topic when we discuss Emotional and Behavioral Disorders.
 - o Adult Speech Language Disorders
 - <http://www.asha.org/public/speech/disorders/AdultSandL/> (Click on the links and read about the Speech Disorders and Language Disorders)
 - o Pragmatics/Social Communication:
 - <http://www.asha.org/public/speech/development/Social-Communication/>
 - o Auditory Processing Disorders
 - <https://www.asha.org/public/hearing/understanding-auditory-processing-disorders-in-children/>
- Watch PowerPoint Lecture
 - Watch:
 - o Articulation Disorder:
 - <http://www.youtube.com/watch?v=yXsf6k5F2I0&feature=related> (start to 0:57)
 - o Voice Disorder
 - <https://www.youtube.com/watch?v=JXkGvItFSxw>
 - o Fluency Disorder – Stuttering
 - https://www.youtube.com/watch?v=2Jk3AtlfWKQ&feature=emb_logo
 - o Apraxia of Speech
 - <https://www.youtube.com/watch?v=8zGy9khtPgk>
 - https://www.youtube.com/watch?time_continue=2&v=P22D44j7d8E&feature=emb_logoCentral
 - o Auditory Processing disorder
 - https://www.youtube.com/watch?time_continue=3&v=iabuAiYZVxI&feature=emb_logo
 - Post answers to the following discussion questions by 11:59 PM on 1/6. Comment on at least two people's answers by 11:59 PM on 1/7.
 - o What did you learn about speech and language disorders?
 - o What were you surprised about?
 - o Choose one Child or Adult Speech/Language Disorder from the ASHA website and explain that disorder
 - *Do not choose Selective Mutism. We will cover that topic when we discuss Emotional and Behavioral Disorders.

January 7-9th – Autism Spectrum Disorder

- Read:
 - o DSM-V Diagnostic Criteria for Autism Disorder
 - Website to access the DSM-V on the URI Library website. ->

- <https://login.uri.idm.oclc.org/login?url=http://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596>
 - Directions: Enter Login information, Click – Section II Diagnostic Criteria and Codes, Click – Neurodevelopmental Disorders, Click – Sections, Click – Autism Spectrum Disorder, Read all information including clicking the table to show severity levels
 - o Symptoms of Autism:
 - <https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd/index.shtml>
 - o Autism and Vaccines:
 - <http://healthland.time.com/2011/01/06/study-linking-vaccines-to-autism-is-fraudulent/>
 - o Picture Exchange Communication System (PECS)
 - <https://www.youtube.com/watch?v=HGtZNY0PcVw>
 - o Visual – Behavior visuals
 - <http://theautismhelper.com/58903-2/>
- Watch PowerPoint Lecture
 - Watch “Autism the Musical”
 - o <https://www.youtube.com/watch?v=SVMEplWNgHM>
 - Post answers to the following discussion questions by 11:59 PM on 1/9. Comment on at least two people’s answers by 11:59 PM on 1/10.
 - o What did you learn from this program that was surprising or new for you?
 - o Choose two of the children in the film and explain how their behaviors in the film relate to the DSM-V diagnostic criteria for Autism (be specific with the DSM-V criteria).
 - o Explain how the film showed the spectrum of severity of individuals with disabilities. Choose two children in the film and indicate what severity level you think they fall under and why. (Use the severity level table to answer this question)
 - o What did you think about the family dynamics? How can having a child with a disability impact a relationship?

January 10th – Intellectual Disabilities

- Read:
 - o DSM-V Criteria
 - Website to access the DSM-V on the URI Library website. ->
 - <https://login.uri.idm.oclc.org/login?url=http://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596>
 - Directions: Enter Login information, Click – Section II Diagnostic Criteria and Codes, Click – Neurodevelopmental Disorders, Click – Sections, Click – Intellectual Disability, Read all information including clicking the table to show severity levels
 - o Intellectual Impairment
 - <http://www.parentcenterhub.org/repository/intellectual/>
 - o R-Word – Spread the Word to End the Word

- <http://www.r-word.org/r-word-take-action.aspx#.VRm7reHptL8> (Read about the campaign)
 - Snapshot – Lily, Roger, Becky
 - Find under Content in Brightspace
 - Vineland Rating Form – Take a look at a form used for measuring adaptive behavior
 - Find under Content in Brightspace
- Watch PowerPoint Lecture
- Watch
 - PSA
 - http://www.youtube.com/watch?v=T549VoLca_Q
 - Monica and David:
 - <https://www.youtube.com/watch?v=9JUMeLg7Lkw>
Important to remember: Monica and David have parents who have the ability to provide for them, especially financially, which is not possible for many families.
- Post answers to the following discussion questions by 11:59 PM on 1/10. Comment on at least two people's answers by 11:59 PM on 1/11.
 - What did you learn from this program that was surprising or new for you?
 - Explain how Monica and David's behaviors in the film relate to the DSM-V diagnostic criteria for Intellectual Disability (Be specific with the diagnostic criteria).
 - What severity level do you think they fall under and why (be specific!)?
 - How did Monica and David challenge your personal assumptions about people with disabilities? What scene or moment surprised you the most?
 - What are your thoughts about the Spread the Word to End the Word Campaign?

January 11th – Physical Disabilities, Other Health Disabilities, and Low-Incidence Disabilities; Advocating for People with Disabilities

- Read:
 - Other Health Impairments (a very heterogeneous category)
 - <http://www.parentcenterhub.org/repository/ohi/>
 - Deaf-Blindness
 - <http://www.parentcenterhub.org/repository/deafblindness/>
 - Multiple Disabilities:
 - <http://www.parentcenterhub.org/repository/multiple/>
 - Physical Disabilities/ Orthopedic Impairments:
 - <http://www.projectidealonline.org/v/orthopedic-impairments/>
 - Traumatic Brain Injury:
 - <http://www.parentcenterhub.org/repository/tbi/>
- Watch PowerPoint Lecture
- Watch
 - Cerebral Palsy - Severe
 - <http://www.youtube.com/watch?v=dsXIPdipR5Q>
 - Cerebral Palsy -less severe

- http://www.youtube.com/watch?v=1dxRYY_qbP0&feature=related
 - o Spina Bifida
 - <http://www.youtube.com/watch?v=zUqqfoRUsMA&feature=related>
 - o Spina Bifida
 - <http://www.youtube.com/watch?v=FSKgPMv4QPQ> (3:00-5:49)
 - o Duchenne’s Muscular Dystrophy
 - <http://www.youtube.com/watch?v=KA8W5Ufe4ts&feature=related>
 - *The clothes in this video clip are worn to show the muscle loss.*
 - o Traumatic Brain Injury – MTV True Life – I have a Traumatic Brain Injury
 - <https://www.mtv.com/episodes/yzodim/true-life-i-have-a-traumatic-brain-injury-season-2010-ep-14> - *watch first 14 minutes*
 - **If the website above is not working, you will need to buy the episode on Amazon for 1.99. →*
https://www.amazon.com/gp/product/B003L3IW9O/?tag=tvg_aiv_eptab-20&ref_=asc_tvg?type=episode
 - o “Including Samuel”
 - Rent for \$1.99 on Amazon
 - <http://www.amazon.com/Including-Samuel-Dan-Habib/dp/B0052WC5MW>
- Post answers to the following discussion questions by 11:59 PM on 1/11. Comment on at least two people’s answers by 11:59 PM on 1/12.
 - o What did you learn from these video clips and the film that was surprising or new for you? Did this film change the way you think about people with disabilities? If so, how?
 - o Which person’s story made the greatest impact on you? Why?
 - o In the film, Keith Jones said, “You can’t box people up in a room, 20 by 20, eight hours a day, then ship them off into the world and expect them to have social interaction skills.” Why do adults often separate children with disabilities? What do you think young people learn—or don’t learn—by being separated?

**January 12th – Visual Impairments; Hearing Impairments; Gifted and Talented
This week you will be covering three different disability categories.**

Visual Impairments

- Read:
 - o *Visual Impairments*
 - <http://www.parentcenterhub.org/repository/visualimpairment/>
- Review this website to find out about different types of visual impairments:
 - o <http://www.richmondeye.com/simulations-of-eye-disorders/>
- Watch PowerPoint Lecture
- Watch:
 - o Visual Impairment Intro
 - <https://www.youtube.com/watch?v=FYS8PciljB8>
 - o Orientation and Mobility Training
 - <https://www.youtube.com/watch?v=CHnE3Q-Yd9o>

Hearing Impairments

- Read:
 - *Hearing Impairments:*
 - <http://www.parentcenterhub.org/repository/hearingloss/>
- Watch PowerPoint Lecture
- Watch
 - Examples of Hearing Impairment
 - <http://www.youtube.com/watch?v=1EJ4g3J6cJM&feature=related>
 - “Sound and Fury”
 - Rent for \$1.99 on Amazon ->
<https://www.amazon.com/Sound-Fury-Jaime-Leigh-Allen/dp/B00KUI42YC>
 - Rent for \$3.99 on iTunes
 - A documentary about two families who are making the decision whether or not to get cochlear implants for their children. This is an older film and cochlear implants have become more popular since this film was created.
 - Ted Talks - Heather from “Sound and Fury”
 - <https://www.youtube.com/watch?v=jhm5OaXJVMQ>

Gifted and Talented

- Read:
 - <http://nagc.org/resources-publications/resources-parents>
 - Gifted at a Glance
 - Definitions of Giftedness
 - Frequently Asked Questions
 - Myths about Gifted Students
 - Is My Child Gifted?
 - Identification
 - Common Characteristics of Gifted Individuals
- Watch PowerPoint Lecture
 - After watching lecture, review state statistics and policies regarding Gifted and Talented Education:
 - <https://www.nagc.org/resources-publications/gifted-state/rhode-island>
 - <https://www.nagc.org/resources-publications/gifted-state/connecticut>
 - <http://www.nagc.org/sites/default/files/key%20reports/2014-2015%20State%20of%20the%20Nation.pdf>
- Watch:
 - Learning Matters: Gifted Education
 - <https://www.youtube.com/watch?v=oPdZqZklELg>
 - The “G” Word
 - <http://www.youtube.com/watch?v=sD4azls3Jdc>
 - Twice Exceptional
 - <https://www.youtube.com/watch?v=oiQKhHs04J0>

- <https://www.youtube.com/watch?v=KD5vm9dubi0>
 - <https://www.youtube.com/watch?v=qFenn8BFExM>
 - <https://www.youtube.com/watch?v=83oy2XsKAXs>
- Post answers to the following discussion questions by 11:59 PM on 1/12. Comment on at least two people's answers by 11:59 PM on 1/13.
 - Visual Impairments: Think about basic activities you participate in independently on a regular basis. Examples of activities could be having food for dinner (food shopping and cooking) and getting from home to school/work (driving, crossing the street, finding your classroom). What types of support may a person with a visual impairment require in order to participate in these same activities?
 - Hearing Impairments: Discuss your thoughts about "Sound and Fury." If you were working with the family, how would you handle the situation? If you were a parent with a deaf child looking for answers, what effect did this movie have upon you? What reactions did you have? What information was helpful or not helpful?
 - Gifted and Talented: If you were superintendent and determining the budget for a school, would you supply funds for gifted education? Why or why not? In order to find gifted education other things may not be able to be funded or will be less funded, where would you take money from?
 - Twice Exceptional: Have you heard the term "Twice Exceptional" prior to this class? What is your reaction to this term? Do you think educating these students would be more difficult than educating students who are just gifted or just have a disability? Explain why or why not.

January 13th - 16th

Prior to class on 1/18:

- Read
 - Emotional Impairment
 - <http://www.parentcenterhub.org/repository/emotionaldisturbance/>
- Watch Emotional Impairment PowerPoint Lecture

Work on Research Paper and Presentation

January 17th – Martin Luther King , JR Day

January 18th – Emotional Impairment - In-Class Presentations

- **Presentations in class**
 - Submit on Brightspace under Discussion Tool
- **Research paper due** – Submit on Brightspace under Assignments (You can submit early if you would like)
- Final Exam will be emailed after class

January 19th – Exceptionality and the Family

- Read:
 - Siblings of Individuals with Disabilities-
 - <http://www.ldonline.org/article/6054/>
 - “Welcome to Holland” and poem in response to “Welcome to Holland”
 - <https://i.pinimg.com/736x/59/c9/d4/59c9d43df1e843634f9dd13ac708ff1f.jpg>
 - *I know a lot of people who have a child with a disability who really like the poem “Welcome to Holland.” However, I believe that this link is important to share to understand that everyone’s experience is different.*
<http://not-hothead-yet.livejournal.com/703116.html>
- Watch PowerPoint Lecture
- Watch:
 - The Sandwich Kids
<https://www.youtube.com/watch?v=1bMg-dGzVeU>
 - Supporting Siblings of Children with Disabilities
 - <https://www.youtube.com/watch?v=qCZra0eJqoE#action=share>
- Post answers to the following discussion questions by 11:59 on 1/19. **You do not need to comment on anyone else’s post for this assignment.**
 - While taking this class, did you ever consider the siblings of the kids? How can having a sibling with a disability impact a person?
 - How can having a child with a disability impact a person, a couple’s relationship, and a family? (Think about all the films throughout semester)
 - Reflect on what you have learned from this class. How will it impact your personal and/or professional life? Did you have any stereotypes about people with this disability before learning this course? How has this class changed your views?

January 20th - Final Exam Due by 11:59PM – Submit on Brightspace under Assignments