WILMINGTON UNIVERSITY
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
BASIC COURSE INFORMATION

COURSE TITLE: Psychology of the Exceptional Child
COURSE NUMBER: PSY 333

I. RATIONALE:

Special education is no longer the exclusive domain of special educators. With an increased emphasis on inclusion of exceptional students in the classrooms, most teachers will have such students in their classrooms at some point in time. Also as the general population becomes more familiar with exceptionalities, they are better able to interact with exceptional individuals.

As Psychology professionals, we recognize that reactions to trauma come in many forms. The content of this course, and discussions about children and trauma from different perspectives, may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

II. MAJOR INSTRUCTIONAL GOALS:

GOAL A:
The student will understand the differences and identify characteristics inherent to various handicapping conditions.

Learning Outcomes: The student will:

A-1 Describe various handicapping conditions and exceptionalities such as mental retardation, giftedness, learning disabilities.
A-2 Identify and explain the inherent characteristics of each exceptionality.
A-3 Discuss its specific impact upon the individual and the family.

GOAL B:
The student will recognize characteristics of and diagnostic techniques commonly used
to assess individuals during early childhood.

**Learning Outcomes:** The student will:

- B-1 Identify various primary prevention techniques (genetic counseling and prenatal care), as well as diagnostic tests (PKU, APGAR) used during early childhood for assessment.
- B-2 Identify various early intervention programs for families and their children.

**GOAL C:**
The student will understand the role of each team member involved in diagnosis and treatment of children with developmental disabilities.

**Learning Outcomes:** The student will:

- C-1 Identify each team member such as, parent, child, teacher, and psychologist.
- C-2 Identify the role of the individual with the team and how that changes overtime.
- C-3 Explain his/her specific function and involvement with the child.
- C-4 Describe the team development of an IEP.

**GOAL D:**
The student will demonstrate an understanding of developmental theory as it applies to the education of exceptional learners.

**Learning Outcomes:** The student will:

- D-1 Explain developmental theory of education as applied to non-exceptional learners.
- D-2 Explain how learning ability, as well as method of education is altered for exceptional learners.

**GOAL E:**
The student will demonstrate an understanding of current state and federal regulations which govern the practice of special education.

**Learning Outcomes:** The student will:

- E-1 Identify key legislation pertaining to special education.
- E-2 Understand the impact of legislation upon school resources and special education programs.
- E-3 Explain impact of activism upon legislation.
GOAL F:
The student will demonstrate an awareness of the impact of community and society upon individuals with exceptionalities.

Learning Outcomes: The student will:
F-1 Identify community resources that are available and how to access them.
F-2 Identify common beliefs in specific segments of society concerning exceptionalities.

GOAL G:
The student will demonstrate ability to observe and assess children with exceptionalities.

Learning Outcomes: The student will:
G-1 Observe and record findings
G-2 Distinguish between observed behavior and inferred behavior.
G-3 Draw inferred from observation.
G-4 Write a case study of a child

GOAL H:
The student will use appropriate written and oral communication skills.

Learning Outcomes: The student will:
H-1 Communicate information orally in a logical and grammatical manner.
H-2 Present written information using standard APA style.