

**NOVA SOUTHEASTERN UNIVERSITY  
CENTER FOR PSYCHOLOGICAL STUDIES**

**COURSE OUTLINE**

**Course # & Title:** CGPY 585 Psychology of Exceptional and At-Risk Children

**Credit Hours:** 3

**Location/Section:** Ft. Lauderdale/MG3

**Dates:** July 18, 19, 20, 2008  
August 8, 9, 10, 2008

**Class Meeting Times:** Fridays 6:00 pm – 10:00 pm  
Saturdays 8:30 am – 6:00 pm  
Sundays 8:30 am – 5:30 pm

**Instructor:** M. Hal Silverman, Ed.D.  
Email: msilverm@nova.edu  
Office: (813) 503-3707

**Required Text:**

Heward, W.L., (2009) Exceptional children: An introduction to special education. (9<sup>th</sup> Ed.). Upper Saddle River, N.J.: Prentice-Hall, Inc. ISBN 0-13-514436-1

McWhirter, J.J., McWhirter, B.T., McWhirter, A.M., McWhirter, E.H. (2007). At-risk youth: A Comprehensive response (4<sup>th</sup> Ed.). Pacific Grove, CA: Brooks/Cole Publishing Co. ISBN: 0534272363.

**Course Description:**

This course covers the etiology and characteristics of exceptionalities and children at risk for underachievement and dropping out. Also, covered is the role of the guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals.

**Course Objectives:**

Students completing this course should be able to:

1. Demonstrate knowledge of the philosophy and historical development of the education of exceptional students, including the full continuum of programs and services available in the public schools.
2. Describe specific assessment, guidance and counseling strategies, interventions, and

- programs for working with exceptional and at-risk children.
3. Identify local community resources available for parents, teachers, and counselors or exceptional and other at-risk children.
  4. Demonstrate knowledge of the laws that effect the identification and educational programming of exceptional and other at-risk children.
  5. Discuss the definitions, characteristics and etiologies for the most prevalent exceptionalities.
  6. Describe the state's process for referring and identifying exceptional children.

### **Calendar of Assignments:**

1. Prior to the first class meeting on July 18, 2008 students will have read Chapters 1-12 in the text listed below.

#### **Week July 18, 19, & 20, 2008**

Heward, W.L., (2009) Exceptional children: An introduction to special education. (9<sup>th</sup> Ed.). Upper Saddle River, N.J.: Prentice-Hall, Inc. ISBN 0-13-514436-1

Chapter 1: Defining Special Education

Chapter 2: Planning and Providing Special Education Services

Chapter 3: Special Education in a Culturally Diverse Society

Chapter 6: Mental Retardation

Chapter 7: Learning Disabilities

Chapter 8: Emotional and Behavioral Disorders

Chapter 9: Communication Disorders

Chapter 10: Hearing Loss

Chapter 11: Blindness and Low Vision

Chapter 12: Physical Disabilities, Health Impairments, and Traumatic Brain Injury

2. Prior to the first class meeting on August 8, 2008 students will have read all the chapters below in their respective text books.

#### **Week of August 8, 9, & 10/2008**

McWhirter, J.J., McWhirter, B.T., McWhirter, A.M., McWhirter, E.H. (2007). At-risk youth: A Comprehensive response (4<sup>th</sup> Ed.). Pacific Grove, CA: Brooks/Cole Publishing Co. ISBN: 0534272363.

Chapter 2: Environmental/Societal Factors That Contribute To Risk

Chapter 3: Legal and Ethical Issues

Chapter 5: School Issues That Relate To At-Risk Children and Youth

Chapter 6: Individual Characteristics of High-Risk and Low-Risk Children and Youth

Chapter 7: School Dropout

Chapter 10: Antisocial Behavior, Delinquency, and Youth Gangs

Chapter 11: Youth Suicide

Chapter 13: Core Components of Programs for Prevention and Early Intervention

Chapter 14: Peer Interventions

Heward, W.L., (2009) Exceptional children: An introduction to special education. (9<sup>th</sup> Ed.). Upper Saddle River, N.J.: Prentice-Hall, Inc. ISBN 0-13-514436-1

Chapter 13: Autism and Severe Disabilities

Chapter 14: Giftedness and Talent

### **Examinations**

Midterm Examination                      July 20, 2008

Final Examination                         August 10, 2008

Each examination will cover **both** the reading material from the book and the information presented during the class (lecture material). The examination format will be multiple choice.

### **Grading Criteria:**

Midterm Examination                      40%

Final Examination                         40%

Participation                                20%

### **Attendance is Required**

### **Bibliography**

Anastropoulos, A., And Barkley, R. (1990). Counseling and training parents. In R.A. Barkley (ed.), Attention-deficit disorder: A handbook for diagnosis and treatment, pp. 397-413. New York: Guilford.

Barkley, R.A. (1990). Attention-deficit disorder: A handbook for diagnosis and treatment. New York: Guilford.

Dawson, G.C. (ed.). (1982). Autism: Nature, diagnosis, and treatment. New York: Guilford.

Gentleman, R. (ed.) (1986). Anxiety disorders in children. New York: Guilford.

Heward, W.L., (2006) Exceptional children: An introduction to special education. (8<sup>th</sup> Ed.). Upper Saddle River, N.J.: Prentice-Hall, Inc. ISBN 0-13-119170-5

Orton, G. L. (1997). *Strategies for counseling with children and their parents.* Pacific Grove, CA: Brooks/Cole Publishing Company.