

The Exceptional Child

Psychology 3434E Section 530

Provisional Outline 2015-2016

COURSE INFORMATION

INSTRUCTOR: Professor Katelyn Bryant, M.A.

TIME AND PLACE:

- **Lectures:** Tuesdays from 8:30am-11:30am—Brescia Mother St. James Building, Room 303 (BR 303)
- **Seminars:** Tuesday 11:30am-12:30pm (if the lecture ends early, the seminar will begin after a short break) –Brescia Mother St. James Building, Room 302A (BR 302A)

OFFICE: TBA

OFFICE HOURS: Tuesdays from 1pm-2pm, or by appointment

E-MAIL: kbryant6@uwo.ca

COURSE OWL Site: Students are encouraged to visit the course OWL site (owl.uwo.ca) at least weekly for announcements, abbreviated lecture slides, and supplementary materials. I will also post grades to the website.

REQUIRED TEXT: Winzer, Margret. Children with Exceptionalities in Canadian Classrooms (8th ed Toronto, Pearson Education Canada, 2008) *Students should not purchase texts earlier than the 8th edition.*

COURSE PREREQUISITES: There are no specific prerequisites for this course, however students are strongly advised to have taken Psychology 1000 previously. Students should be enrolled in the third or fourth year of an Honours Specialization in Psychology, or obtain permission of the Department or the Course Instructor.

ANTIREQUISITE(S): Psychology 2042A/B (Exceptional Children: Behavioural Disorders), Psychology 2043A/B (Exceptional Children: Developmental Disorders), Psychology 3320F/G (Child Psychopathology), Psychology 3434E (Exceptional Child)

COURSE DESCRIPTION

The purpose of this course is to provide students with a broad understanding of exceptional children, drawing insights from theory, research, and practice. The course will cover issues of etiology (causes), assessment and diagnosis, and characteristics of students with various exceptionalities, with a particular focus on high-incidence exceptionalities such as learning disabilities, intellectual disabilities, ADHD, and emotional/behavioural issues that interfere with learning and adjustment. Students will also be exposed to a range of interventions and will learn practical strategies for working with exceptional children in schools or other contexts.

3434E students will be expected to apply a critical and scientific lens to the study of children with exceptionalities. Seminars will focus on developing a more in-depth understanding of the topics discussed in lecture, as well as helping students to understand and apply the concept of evidence-based practice. Additional readings/preparation will be required for seminars, and students will be evaluated on their attendance and participation.

Note: Students are encouraged to take 3434E if they are enthusiastic learners who are intrinsically motivated to study exceptional children. Taking 3434E is also recommended for students who are considering pursuing graduate studies in a related field (e.g. clinical child psychology, education).

COURSE OBJECTIVES

By the end of this course, students will:

- Be familiar with the concept of evidence-based practice and be able to articulate the value of using research to understand children with exceptionalities
- Be able to compare approaches to defining, identifying, and studying “exceptional children”
- Be able to identify some of the complex and interacting factors that may cause exceptionality and demonstrate a foundational understanding of how the causes of exceptionality are researched
- Be aware of the fundamental characteristics of children with high-incidence exceptionalities (including ADHD, learning disabilities, ASD, intellectual disabilities, and emotional/behavioural issues), and be able to use research to understand these children in more depth
- Identify and evaluate a range of prevention and intervention strategies for exceptional children

In addition to these overall course objectives, learning objectives for each lecture will be presented in class. Exams will be designed to assess whether students have met these learning objectives.

METHODS OF EVALUATION

Methods of evaluation and weighting of marks are as follows:

- Exam #1: 15%
- Exam #2: 20%
- Exam #3: 20%
- In-Class Activities/Exit Tickets: 15%
- Seminar Attendance/Participation: 10%
- Evidence-Based Practice Paper: 20%

EXAMS

There will be three examinations. These examinations are assessments *of* learning, and are intended to evaluate students' knowledge of course concepts. The content of exams will be tied to the learning objectives of the course.

Exams may include true/false, multiple-choice, fill-in-the-blank, matching, and/or short answer questions. Exams will be non-cumulative. Dates and material to be covered are as follows:

Exam #1 – Tuesday November 3rd, 2015

- Chapters 1-3, lectures 1-6 (lecture 7 is covered on the final exam)

Exam #2—Tuesday February 9th, 2016

- Chapters 4, 5, 6, 9-15, lectures 8-17

Exam #3—Final Exam Period

- Chapters 7, 8, lectures 7, 18-24

IN-CLASS ACTIVITIES/EXIT TICKETS

Every class will require completion of one or more in-class activities or exit tickets that students will submit at the end of class. These activities are formative assessments, or assessments *for* learning, rather than summative assessments, or assessments *of* learning (Ontario Ministry of Education- Learning for All, 2013). Therefore they are intended to allow me to gain information about each student's developing understanding and adjust teaching strategies as necessary, not to "test" students on their knowledge. For each complete in-class activity/exit ticket that students submit (all questions answered or all parts complete), they will receive 1%. For any activity/ticket that is not handed in or is not complete, students will not receive credit. Therefore, students must submit 15 complete activities/exit tickets over the duration of the course in order to receive full credit. In-class activities and exit tickets must be completed in-class on the day they are assigned- there will be no opportunities to "make up" missed activities. Students can receive a maximum of 15% for completing in-class activities and exit tickets.

SEMINAR ATTENDANCE/PARTICIPATION

The 3434E seminar is an essential part of creating an advanced learning environment where students can engage in collaborative inquiry and critically discuss, debate, and come to a deeper understanding of course concepts. Student participation will be assessed using a rubric that takes into account attendance, preparation, and participation. The rubric will be presented in seminar. Students will be encouraged to self-evaluate their participation throughout the course, with the instructor assigning the final grade.

EVIDENCE-BASED PRACTICE ESSAY

Full-year (1.0) essay courses at Brescia/Western require written assignments that total **a minimum of 5000 words**. (All students must complete 2.0 essay courses to graduate, with at least one being a senior-level course such as 3434E).

To pass the essay component of this course, 3434E students will write a minimum 5000 word final paper that addresses an issue of evidence-based practice with children with exceptionalities. Grading of this essay will be based on a rubric that will be shared in seminar. Papers should be written according to American Psychology Association guidelines (www.apastyle.org). Students should be careful to write their essay in their own words, and are encouraged to consult with the instructor if they are unsure about how to paraphrase or cite properly. **Final papers are due on Tuesday, April 5th 2016 by 1:30pm.** Students are encouraged to work on their paper throughout the course and to submit the paper ahead of the deadline.

*Please note that grades **cannot** be adjusted on the basis of need. Your mark in the course will be the mark that you earn. Tests and exams cannot be re-written to obtain a higher mark. There are no extra credit assignments.*

For questions regarding missed tests or exams, see Brescia Academic Policies (below).

LECTURES AND REQUIRED READINGS

Please come prepared to each lecture having read the assigned readings. All chapters are from the required text. Links to any articles or other readings will be posted on OWL.

Lectures will review material covered in the readings, as well as clarifying concepts and adding additional information.

Important: Seminar topics and readings have not been set because student interest and feedback will be taken into account. Topics and readings will be posted at least a week in advance of each seminar.

Please note that this schedule and the assigned readings are tentative and subject to

change. Changes and updates will be discussed in class and posted on OWL.

Class # & Date		Topic	Readings
Class #1	September 15 th	Introduction to Exceptional Children	Ch 1
Class #2	September 22 nd	Approaches to Understanding Exceptional Children	
Class #3	September 29 th	Risk/Protective Factors	Ch 3
Class #4	October 6 th	Assessment & Diagnosis	-Rethinking Classroom Assessment p. 1-67, p.85
Class #5	October 13 th	Prevention & Intervention	
Class #6	October 20 th	Exceptional Children in the School System	Ch 2 -Special Education, A Guide (p. A18-A20) -Learning for All (p. 7-24)
Class #7	October 27 th	Introduction to Behaviour Management	-Kern & Clemens (2007)
	November 3 rd	EXAM 1	
Class #8	November 10 th	Speech and Language Disorders	Ch 4
Class #9	November 17 th	Intelligence Testing and Gifted Children	Ch 9
Class #10	November 24 th	Intellectual Disabilities	Ch 6
Class #11	December 1 st	Learning Disabilities	Ch 5
Class #12	December 8 th	Learning Disabilities	
Class #13	January 5 th	Autism Spectrum Disorders	Ch 14
Class #14	January 12 th	Hearing and Vision	Ch 10/11
Class #15	January 19 th	Health Conditions	Ch 12
Class #16	January 26 th	Neurological Disabilities	Ch 13
Class #17	February 2 nd	Severe & Multiple Disabilities	Ch 15
	February 9 th	EXAM 2	
	February 16 th	READING WEEK- No Class	
Class #18	February 23 rd	ADHD	Ch 8 -What Works- Educational Implications of ADHD (Tannock, 2007) -Memorandum Dec 2011
Class #19	March 1 st	Emotional/Behavioural Disorders	Ch 7
Class #20	March 8 th	Emotional/Behavioural Disorders	TBA
Class #21	March 15 th	Child Abuse, Trauma, and Attachment Disturbances	TBA
Class #22	March 22 nd	Behaviour Management I	-Simonsen et al. (2008)

Class #23	March 29 th	Behaviour Management II	TBA
Class #24	April 5 th	Closing Remarks/Review	
	Final Exam Period	FINAL EXAM	

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2015/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she

may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.html> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.