Grand Valley State University
PSY 304-01: Psychology and Education of the Exceptional Child
Spring/Summer 2016

Instructor: Kristen (Girard) Schrauben, Ph.D.  
Psychology Department  
Office: 2135 Au Sable Hall
Phone: (616) 331-2336 (But E-mail is the preferred way to reach me)
E-mail: schrakri@gvsu.edu
Office Hours: Tuesdays & Thursdays 12-1:00 PM; or by appointment
Prerequisites: PSY 101; PSY 301

Course Time: Tu/Th – 8:30 -11:50 AM  
Course Location: 2119 ASH

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Course Summary
Psychology 304 is a survey course in the broad field of exceptionality. This course will introduce both a psychological and educational perspective to the study of exceptionality in children, and will cover topics ranging from disabilities to giftedness. Over the course of the semester, you will be exposed to various terminology and approaches used when working with exceptional children. In addition to reviewing different disabilities, this course will emphasize evidence-based practices, school-wide prevention models, and other current issues in the field of exceptionality.

Readings
Required Text:  

Additional Required Readings:  
Selected additional readings will be placed on Blackboard.

Course Website
Many course materials (e.g., syllabus, presentation slides, readings, assignment rubrics, and additional supplemental materials) will be made available through Blackboard, an online course management system. You can access the materials by going to the following website: https://mybb.gvsu.edu/, and providing your GVSU username and password. If you have problems accessing materials through this system, you can call the IT Help Desk at 855-435-7488 or E-mail bbadmin@gvsu.edu for assistance.

Accommodations for Students with Disabilities
If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources (DSR) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Furthermore, if you have a physical disability and thinks you will need assistance evacuating the classroom and/or building in an emergency situation, please contact me so I can develop a plan to assist you.
Canceled Classes

If classes are canceled at the university, any exam or activity missed due to cancellation will take place at the next class meeting.

Academic Integrity and Plagiarism

It is your responsibility as a student to maintain academic integrity and not give any appearance of a violation. You will do original work and will not take or receive the efforts of another person on any test or assignment, use unauthorized resources on quizzes or tests, plagiarize, or give/sell other students papers or assignments not authorized by me. You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. To that end, be sure to familiarize yourself with the GVSU Student Code [Section 223.01] related to academic integrity. Furthermore, be sure to reference sources in all assignments. If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see me as soon as possible so we can eliminate any uncertainty. There is no harm in asking if you are not sure if you are plagiarizing. There is harm in plagiarizing and then telling me afterwards that you did not know you did anything wrong.

Attendance and Participation

Attendance at lectures is highly recommended, but not required. Since not all material covered during lectures is in your text, your quiz and exam performance is very likely to improve if you attend, pay attention, take notes, and actively participate during class sessions. Please come to class prepared to fully attend and participate. As course attendance is not mandatory, please do NOT e-mail me to explain absences or ask what was missed. If you miss a class, it is your responsibility to download the class presentation slides, obtain notes from a classmate, and then meet with me during office hours if you have any questions about content you missed. Even if you have a valid excuse for why you missed class, you will not be allowed to make up any in-class activity or critical issue discussion points. When course grades are within one percentage point of the next higher grade, at my discretion, the higher grade will be awarded to students who showed active participation in class (i.e., participation in discussions, attentiveness during lectures, and engagement in group activities).

Exceptions: Student absences due to participation in university athletics will be accommodated. Please let me know within the first week of the semester so arrangements can be made. Student absences due to religious holidays will be accommodated per the GVSU policies on inclusion. If a conflict exists between the course and a religious observance, you must request a religious accommodation from the instructor within the first week of the semester or as soon as possible so alternative arrangements can be made.

Technology Use

You are welcome to use computers/tablets during class to take notes and to follow along with me. However, the use of technology for personal reasons (e.g., checking E-mail or using Facebook) during class is highly inappropriate and disrespectful to other students and myself. Please silence and put away all cell-phones during class. I will use my discretion in reducing grades for those students who are using computers or other technology in a disrespectful manner when class is in session.
Grading/Coursework

Coursework: Points: Grading Scale
Quizzes 100 94 above A
Final Exam 100 90-93 A-
Critical Issue Presentation 30 87-89 B+
Research Comparison Paper 40 83-86 B
In-Class Activities* 30 80-82 B-
Total Points: 300 77-79 C+

To calculate your final grade, add up the points you have earned (and those you expect to earn), divide by total points, multiply by 100, and compare to the grading scale.

*You can keep track of the In-Class Activity points you have earned by looking on Blackboard. The grade on Blackboard is a running total of the points you have earned thus far. I will add points to your Blackboard grade as activities are completed throughout the semester.

Quizzes (5 quizzes, 20 points each = 100 points)

- **Quiz format** - There will be five weekly for this course. Quizzes will consist of a combination of multiple choice, fill-in-the-blank, short-answer questions drawn from the textbook, other readings, and from information provided during lectures from the previous week. Some questions on the quizzes will be drawn specifically from lectures, even if those concepts are not covered in your text. As well, quizzes may include material from the textbook that has not been discussed during lectures.

- **Make-up quizzes** – All students are expected to take quizzes at the scheduled times. If you miss a quiz due to illness, you must provide a doctor’s excuse within 24 hours. If you must miss a quiz for any reason other than illness, you MUST email me with a valid excuse at least 24 hours in advance to schedule a make-up. Failure to notify me in advance will result in a zero on the quiz. Please note that make-up quizzes must be completed outside of regular class time.

Final Exam (100 points)

- **Exam format** - The final exam will be cumulative and will consist of a combination of multiple choice, matching, fill-in-the-blank, true/false, and short-answer questions drawn from the textbook, other readings, and from information provided during lectures. Some questions on the exam will be drawn specifically from lectures, even if those concepts are not covered in your text. As well, exams may include material from the textbook that has not been discussed during lectures. A study guide will be provided prior to the exam to provide you with more information and help you prepare.
Critical Issue Presentation (30 points)

- **Description** – The critical issues assignment requires that groups of 2-3 students work together to research and present (approximately 20 minutes) on a given topic. As a group, you will be required to identify and integrate two high-quality internet-based resources and two journal articles on the topic you choose and present this information to the class. More information about this assignment will be made available to you in class and via Blackboard.

- **Plagiarism** – Please refer to the “Academic Integrity” section summarized previously in the syllabus.

- **Submitting Assignments** – A copy of the presentation or handout is due at the start of class on the day of the presentation. One group member should be responsible for turning in the material(s) on Blackboard.

Research Comparison Paper (40 points)

- **Description** – There will be one research paper for this course. This paper will be a comparison of two research studies of classroom interventions for children with disabilities. This paper will be approximately 5 pages long. Further details about this paper will be made available to you in class and via Blackboard.

- **Plagiarism** – Please refer to the “Academic Integrity and Plagiarism” section summarized previously in the syllabus. I have the right to fail you on an assignment or fail you for the course for plagiarism.

- **Submitting Assignments** – Paper MUST be double-spaced and typed in 12-point Times New Roman font with 1-inch margins on all sides. References should follow APA style, 6th edition. Paper is due at the start of class on the due date and should be turned in as hard copy in class AND electronic copy on Blackboard. Papers turned in after the start of class will be considered late. Late assignments will be accepted up to 3 days beyond the due date with a 25% deduction in points (i.e., if the deadline is Tuesday, work will be accepted through Friday). Late assignments should still be submitted via hard copy AND Blackboard.

In-Class Activities (30 points)

- **Description** – Throughout the semester I will offer a number of in-class activities to reward class attendance, stimulate class discussion, and to clarify information related to course topics. These may include brief written responses to introduce an issue or encourage critical thinking, video follow-up questions, or small group activities that will be completed during the class period. **There will be NO makeup points for these activities.** If you are not in class on the day of an activity, you will NOT receive credit. These points are meant to reward students who attend and participate in class activities. Even if you have a valid excuse for why you missed class, you will not be allowed to make up these points. There will be more than 30 in-class activity points available during the semester to allow you to earn extra credit during the semester or earn the full 30 points even if you miss a class.
Course Schedule

Readings are due the day the lecture topic begins unless otherwise noted. Additional readings will be announced and posted on Blackboard. It is possible that this schedule will change, as some weeks we will move more rapidly, and some more slowly. However, general deadlines will remain the same unless otherwise indicated.

<table>
<thead>
<tr>
<th>(Week) Date</th>
<th>Seminar Topics/ Reading Assignments</th>
<th>Test/Assignment Due</th>
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<tbody>
<tr>
<td>(1) 6/28</td>
<td>Topic: Syllabus; Intro Survey; Course Introduction</td>
<td>Test/Assignment Due</td>
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<td>Readings due: Chapter 1</td>
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<td>(1) 6/30</td>
<td>Topic: Foundations</td>
<td>Test/Assignment Due</td>
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<td>Readings due: Chapters 2 &amp; 3</td>
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<tr>
<td>(2) 7/5</td>
<td>Topic: Positive Behavior Interventions &amp; Supports (PBIS)-Guest Lecture by Dr. Jennifer James</td>
<td>Quiz 1 (Foundations)</td>
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<td>(2) 7/7</td>
<td>Topic: RTI/MTSS</td>
<td>Quiz 2 (PBIS, RTI/MTSS, Evidence-Based Practices/Interventions)</td>
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<td>Evidence-Based Practices/Interventions</td>
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<td>Mini-Lessons for Research Comparison Paper</td>
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<td>Readings due: 3 readings on Blackboard (Week 4 folder)</td>
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<tr>
<td>(3) 7/12</td>
<td>Topic: Early Childhood Special Education</td>
<td>Quiz 2 (PBIS, RTI/MTSS, Evidence-Based Practices/Interventions)</td>
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<td>Assessment</td>
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<td>Readings due: Chapter 14</td>
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<td>1 chapter on Blackboard (Week 5 folder)</td>
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<td>(3) 7/14</td>
<td>Topic: Learning Problems (Specific Learning Disabilities)</td>
<td>Quiz 3 (Early Childhood Special Education, Assessment, Learning Problems)</td>
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<td>Readings due: Chapter 5</td>
<td>Critical Issues Presentation 1</td>
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<td>(4) 7/19</td>
<td>Topic: Intellectual Disabilities</td>
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<td>Readings due: Chapter 4</td>
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<td>Date</td>
<td>Topic</td>
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<td>7/21</td>
<td><strong>Communication Disorders (Speech/Language Impairments)</strong></td>
<td>• Chapter 8</td>
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<td>7/26</td>
<td><strong>Behavior Problems (Emotional Impairments)</strong></td>
<td>• Chapter 6</td>
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| 7/28    | **Attention-Deficit/Hyperactivity Disorder (ADHD)** | • pp. 390-395  
• 1 reading on Blackboard (Week 13 folder) | Critical Issues Presentation 3               |
| 8/2     | **Autism Spectrum Disorder (ASD)**              | • Chapter 7                               | Quiz 5 (Behavior Problems, ADHD)             |
| 8/4     | **Gifted & Talented**                           |                                           | Critical Issues Presentation 4               |
| 8/9     | Final Exam                                      | • Cumulative (see Study Guide)            | FINAL EXAM  
TUESDAY 8/9  
8:30-11:50 AM |