

Grand Valley State University

PSY 304-01: Psychology and Education of the Exceptional Child

Fall 2019

Instructor:	Kristen Schrauben, Ph.D. Psychology Department	Course Time:	Tu/Th – 2:30–3:45 PM
Office:	2135 Au Sable Hall	Course Location:	2310 ASH
Phone:	(616) 331-2336		
E-mail:	schrakri@gvsu.edu (Preferred way to reach me)		
Office Hours:	To be determined; or by appointment		
Prerequisites:	PSY 101; PSY 301 or 364		

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.

Course Objectives

The following course objectives are from the syllabus of record and are therefore applicable for all sections of this course, regardless of the assigned instructor. Upon completion of this course, you will be able to:

- 1) Describe the purpose and goals of special education services.
- 2) Describe the term “exceptional children” and its relation to services in schools.
- 3) Compare and contrast different methods of assessment in schools.
- 4) Describe the diagnostic process in school settings.
- 5) Apply ethical and legal standards in Special Education to various scenarios.
- 6) Describe characteristics, contributing factors, and intervention strategies for a wide range of disabilities in school settings.
- 7) Critically evaluate research relevant to exceptional children.

Readings

- Required Text: Heward, W. L., Alber-Morgan, S., & Konrad, M. (2016). *Exceptional children: An introduction to special education*, 11th Edition. Upper Saddle River, New Jersey: Pearson. Note that the access code for online materials is not required. The book can be bought or rented from the university bookstore (<http://lakerstore.gvsu.edu/>).
- Selected additional readings will be placed on Blackboard as PDF files.

General Course Policies

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>.

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 contact the help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513.

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 think 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 unless you are told otherwise.

Academic Integrity and Plagiarism

The materials presented in this class are copyright protected and may not be used without the express prior consent of the instructor. Intentional misuse of the intellectual property of another may subject the user to penalties up to and including dismissal. 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 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. 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. In-class activity points can NOT be made up if you miss class. The only exception is for students who miss class for university-defined “excused absences” (e.g., university sports, religious holidays, conference; refer to this page for the complete list of excused absences <http://catalog.gvsu.edu/content.php?catoid=48&navoid=2406&hl=%22attendance%22&returnto=search>) If you anticipate an “excused absence”, please contact me as soon as possible so I can the necessary documentation and we can make any arrangements in advance.

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

<u>Coursework:</u>	<u>Points:</u>	<u>Grading Scale</u>	
Exam #1	100	94 above	A
Exam #2	100	90-93	A-
Exam #3	100	87-89	B+
Critical Issue Group Presentation	50	83-86	B
Research Summaries (2 @ 40 points each)	80	80-82	B-
In-Class Activities*	<u>30</u>	77-79	C+
Total Points:	460	73-76	C
		70-72	C-
		67-69	D+
		60-66	D
		59 & below	F

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.

Exams (3 exams, 100 points each = 300 points)

- Exam format - There will be three exams for this course. The final exam will be cumulative, however the majority of material will be selected from the final weeks of lectures. Exams 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. Lecture material is meant to supplement your understanding of concepts presented in the textbook; therefore some questions on the exams 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 each exam to provide students with more information and help them prepare.
- Make-up exams – All students are expected to take exams at the scheduled times. If you miss an exam due to illness, you must provide a doctor's excuse within 24 hours following the scheduled exam time. If you must miss an exam 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 exam. Failure to notify me in advance will result in a zero on the exam. Please note that make-up exams must be completed outside of regular class time. Because make-up exams are difficult to schedule, and administer, at my discretion, the student's score for the make-up exam may be reduced by up to 10%.

Critical Issue Group Presentation (50 points)

- Description – The critical issue assignment requires that groups of students work together to present on a critical issue in the field. The group must complete a 15-20-minute presentation and create a handout for the class. As a group, you will be required to identify and integrate two internet-based resources and two research articles on the topic you choose and include this information in your presentation. 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 (electronic via Blackboard) and handout (hard copy) are due at the start of class on the day of the presentation. One group member should be responsible for turning in the group’s materials via Blackboard.

Research Summaries (2 @ 40 points each = 80 points)

- Description – There will be two research summary assignments for this course. If you receive 34 or more points out of 40 on the first of these assignments, you do not need to complete the second research summary assignment, and I will double the score you received on the first summary. These research summaries will be based on articles related to various topics in the field of exceptionality. Summaries will be approximately 3 pages in length, and due dates are listed in the course schedule. Further details about these assignments 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 – Papers MUST be double-spaced and typed in 12-point Times New Roman font with 1-inch margins on all sides. For all papers, references should follow APA style, 6th edition. Assignments are due at the start of class on the due date. Assignments should be turned in as hard copies in class AND electronically via Blackboard. Assignments 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 also 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. Sometimes the dates of these activities are announced in advance, and other times they are not. 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 couple classes.

Course Schedule

Readings are due the day the lecture topic begins unless otherwise noted. Schedule is subject to change.

(Week) Date	Topic & Readings	Assignments due
(1) 8/27	<u>Topic:</u> <ul style="list-style-type: none"> Syllabus; Course Introduction 	
(1) 8/29	<u>Topic:</u> <ul style="list-style-type: none"> Foundations Readings due: <ul style="list-style-type: none"> Chapter 1 	
(2) 9/3	<u>Topic:</u> <ul style="list-style-type: none"> Foundations Readings due: <ul style="list-style-type: none"> Chapter 2 	
(2) 9/5	<u>Topic:</u> <ul style="list-style-type: none"> Foundations 	
(3) 9/10	<u>Topic:</u> <ul style="list-style-type: none"> Foundations Readings due: <ul style="list-style-type: none"> Chapter 3 	
(3) 9/12	<u>Topic:</u> <ul style="list-style-type: none"> RTI/MTSS/Research Research Summary 1 Paper Readings due: <ul style="list-style-type: none"> 2 Readings on Blackboard (Week 3 folder) 	
(4) 9/17	<u>Topic:</u> <ul style="list-style-type: none"> Assessment Readings due: <ul style="list-style-type: none"> 1 reading on Blackboard (Week 4 folder) Review pp 41-43 	
(4) 9/19	<u>Topic:</u> <ul style="list-style-type: none"> Assessment 	Critical Issue Presentation (Group 1)
(5) 9/24	<u>Topic:</u> <ul style="list-style-type: none"> Early Childhood Special Education Readings due: <ul style="list-style-type: none"> Chapter 14 	
(5) 9/26	<u>Topic:</u> <ul style="list-style-type: none"> Early Childhood Special Education 	Critical Issue Presentation (Group 2)

(6) 10/1	<u>Exam Topics:</u> <ul style="list-style-type: none"> Foundations; Assessment; RTI/MTSS/Research; Early Childhood Special Education 	Exam 1
(6) 10/3	<u>Topic:</u> <ul style="list-style-type: none"> Learning Problems (Specific Learning Disabilities) Readings due: <ul style="list-style-type: none"> Chapter 5 	Critical Issue Presentation (Group 3)
(7) 10/8	<u>Topic:</u> <ul style="list-style-type: none"> Learning Problems (Specific Learning Disabilities) 	
(7) 10/10	<u>Topic:</u> <ul style="list-style-type: none"> Intellectual Disabilities Readings due: <ul style="list-style-type: none"> Chapter 4 	Research Summary 1 due
(8) 10/15	<u>Topic:</u> <ul style="list-style-type: none"> Intellectual Disabilities 	Critical Issue Presentation (Group 4)
(8) 10/17	<u>Topic:</u> <ul style="list-style-type: none"> Communication Disorders (Speech/Language Impairments) Readings due: <ul style="list-style-type: none"> Chapter 8 	
(9) 10/22	NO CLASS (FALL BREAK)	
(9) 10/24	<u>Topic:</u> <ul style="list-style-type: none"> Communication Disorders (Speech/Language Impairments) 	
(10) 10/29	<u>Topic:</u> <ul style="list-style-type: none"> Behavior Problems (Emotional Impairments) Readings due: <ul style="list-style-type: none"> Chapter 6 	
(10) 10/31	<u>Topic:</u> <ul style="list-style-type: none"> Behavior Problems (Emotional Impairments) 	Critical Issue Presentation (Group 5)
(11) 11/5	<u>Topic:</u> <ul style="list-style-type: none"> Behavior Problems (Emotional Impairments) 	Critical Issue Presentation (Group 6)
(11) 11/7	NO CLASS (PROFESSOR AT CONFERENCE)	
(12) 11/12	<u>Exam Topics:</u> <ul style="list-style-type: none"> Learning Problems; Intellectual Disabilities; Communication Disorders; Behavior Problems 	Exam 2
(12) 11/14	<u>Topic:</u> <ul style="list-style-type: none"> Attention-Deficit/Hyperactivity Disorder (ADHD) Readings due: <ul style="list-style-type: none"> pp. 359-367 1 reading on Blackboard (Week 12 folder) 	

(13) 11/19	<u>Topic:</u> <ul style="list-style-type: none"> • Attention-Deficit/Hyperactivity Disorder (ADHD) 	Critical Issue Presentation (Group 7)
(13) 11/21	<u>Topic:</u> <ul style="list-style-type: none"> • Autism Spectrum Disorder (ASD) Readings due: <ul style="list-style-type: none"> • Chapter 7 	Research Summary 2 due
(14) 11/26	<u>Topic:</u> <ul style="list-style-type: none"> • Autism Spectrum Disorder (ASD) 	Critical Issue Presentation (Group 8)
(14) 11/28	NO CLASS (THANKSGIVING RECESS)	
(15) 12/3	<u>Topic:</u> <ul style="list-style-type: none"> • Gifted & Talented Readings due: <ul style="list-style-type: none"> • Chapter 13 	Critical Issue Presentation (Group 9)
(15) 12/5	<u>Topic:</u> <ul style="list-style-type: none"> • Gifted & Talented • Final Exam Review Time 	
(Exam Week) 12/12	<u>Final Exam Topics:</u> <ul style="list-style-type: none"> • ADHD; ASD; Gifted & Talented; plus some cumulative information 	FINAL EXAM THURSDAY 12/12 2-3:50 PM