

Grand Valley State University

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

Fall 2021

Instructor: Kristen Schrauben, Ph.D. Course Time: Tu/Th – 2:30–3:45 PM
Psychology Department Course Location: 2120 ASH
Office: 2135 Au Sable Hall
Phone: (616) 331-2336
E-mail: schrakri@gvsu.edu (Preferred way to reach me)
Office Hours: Drop-in hours Tu/Th 1-2pm; or by appointment (in-person or virtual)
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

- GVSU SAVE Program will provide required text (access via Blackboard): Heward, W. L., Alber-Morgan, S., & Konrad, M. (2016). *Exceptional children: An introduction to special education*, 11th Edition. Upper Saddle River, New Jersey: Pearson. Alternatively, you can opt-out and purchase a hard copy from on [Amazon](#) or [Pearson](#).
- Selected additional readings will be placed on Blackboard as PDF files.

Course Delivery

This course will be taught in a face-to-face format, with no option to complete the course online. Masks are required for all face-to-face class sessions (<https://www.gvsu.edu/lakerstogether/face->

[covering-policy-27.htm](#)), until the university states otherwise. Students should complete assigned readings prior to class. Class sessions will involve a combination of lectures, discussions, and activities. Any student who anticipated missing class due to an excused or COVID-19 related absence should contact me as soon as possible. Note that there are two dates when the class will NOT meet face-to-face and students should watch their classmates' recorded presentations instead (see schedule).

Technology Requirements & Assistance

You will need a laptop or tablet with internet access to use during class sessions (this includes face-to-face sessions). However, the use of technology for personal reasons (e.g., checking e-mail or using social media) during class is inappropriate and disrespectful to other students and myself. Please silence and put away all cell-phones during class unless directed to use it for an activity. 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.

In addition, you will need access to the following in order to complete remaining course requirements:

- High-speed internet access
- Computer with ability to watch videos & operating system that meets current Blackboard requirements; Google chrome is the recommended browser
- Microsoft Word & program to read pdf files
- Video camera & microphone (built into computer or external)

While tablets, smartphones and other mobile devices may allow for the completion of some coursework, they are not guaranteed to work in all areas. Please ensure you have a Windows or Mac based computer available to complete coursework. This computer must have programs to read PDF and Microsoft Word documents. Please submit any assignments as Microsoft Word files as I will not accept incompatible programs. As a GVSU student, you have access to Microsoft Office 365 for free (<https://www.gvsu.edu/it/downloading-office-365-from-microsoft-223.htm>).

To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your log in and password. Check the current [technical requirements](#) to use Blackboard and preferred browser information. Use of Blackboard is integral to this course. If you experience technical problems with Blackboard, contact the IT (it@gvsu.edu or 616-331-2101. The help website is <https://www.gvsu.edu/it/>.

General Course Policies

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

Accommodations for Students with Disabilities

If you are in need of accommodations due to a learning, physical, or other disability, please provide me with your memo from Disability Support Resources (DSR) indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (4015 JHZ) by calling 331-2490 or email to dsrgvsu@gvsu.edu. In addition, it can sometimes be helpful to discuss together the support you will need to be successful; these discussions will remain confidential. 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, I will contact you regarding plans for the course and any updates to the course schedule.

Academic Integrity and Plagiarism

The materials presented in this class are copyright protected and may not be used without my prior consent. 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. Specifically:

1. No student shall knowingly, without authorization, procure, provide, or accept any materials which contain questions or answers to any examination or assignment.
2. No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
3. No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
4. No student shall knowingly plagiarize or copy the work of another person and submit it as his or her own.
5. No student shall submit work that has been previously graded or is being submitted concurrently to more than one course without authorization from the instructor(s) of the class(es) to which the student wishes to submit it.

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 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 exam, please contact 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 if you have any questions.

If you cannot attend a class session with an activity for university-defined “excused absence” (e.g., university sports, religious holidays, conference), please contact me *as soon as possible*. In addition, you should connect with a classmate to obtain notes from the session. Refer to this [page](#) for the complete list of excused absences. COVID-19 related absences will also be excused. If you have symptoms, are quarantining due to exposure to the virus, or have tested positive, please e-mail me *prior* to your absence so we can make necessary arrangements.

Grading

<u>Coursework:</u>	<u>Points:</u>	<u>Grading Scale</u>	
Midterm Exam	100	94 above	A
Final Exam	100	90-93	A-
Critical Issue Group Presentation	50	87-89	B+
Research Summary Paper	50	83-86	B
<u>Activities (BB shows running total)</u>	<u>60</u>	80-82	B-
Total Points:	360	77-79	C+
		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.

Exams (2 exams, 100 points each = 200 points)

- Exam format - There will be two exams for this course (a midterm and a final), each covering different content. 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. A study guide will be provided prior to each exam to provide students with more information and help them prepare.
- Make-up exams –Requests for makeup exams will be considered on an individual basis for those with a valid excuse and who contact the professor at least 24 hours in advance. Make-up exams must be completed outside of regular class time.
- COVID-19 Considerations – Contact me in advance if you will miss an exam due to COVID-19 illness or quarantine so we can schedule a make-up. If a significant number of students require make-up exams, I may determine it is necessary to move to an online administration.

Critical Issue Group Presentation (50 points)

- Description - The critical issue group presentation requires that your small group work together to research and present on a critical issue in the field. As a group, you will research your topic as well as identify and integrate two internet-based resources and two research articles on the topic. Together you will write a script for the presentation and 1+ group members will record the presentation using Panopto (<https://www.gvsu.edu/elearn/help/panopto-68.htm>). More information about this assignment is available on Blackboard.
- Plagiarism – Please refer to the “Academic Integrity” section summarized previously in the syllabus.
- Submitting Assignment – Each group member will be responsible for submitting a copy of the presentation, the link(s) to the Panopto presentation(s), and a completed group rating form by your group’s deadline (see schedule).
- COVID-19 Considerations – Decide as a group whether you would like to meet in person or virtually to work on the project. Given the presentation is recorded and submitted, there should be no concerns regarding absences.

Research Summary Paper (50 points)

- Description – There will be one paper for this course. This paper will be a summary of two research studies of classroom interventions for children with disabilities; one research study will be provided, and you will be responsible for finding the second study that meets specific criteria. I anticipate this paper will be approximately 6 pages long. Further details about this paper will be available on 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, 7th edition. Paper is due Thursday November 4th at 2:30pm and must be turned in as a Microsoft Word document 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 Thursday, work will be accepted through Sunday. Late assignments must still be submitted on Blackboard.
- COVID-19 Considerations – Given the paper is submitted on Blackboard, there should be no concerns regarding absences.

Activities (14 activities, 5 points each = 60 points + 10 possible extra credit points)

- Description – Most weeks (14 weeks total), I will conduct activities to stimulate class discussion and clarify information related to course topics. These may include brief written responses, video follow-up questions, or small group activities. Activities and any necessary resources will be provided electronically to access during class sessions. There will be 70 points available across the semester, but you are only graded out of 60 which means you have the opportunity to earn 10 bonus points. Activities that will be missed due to university excused absences can be made up for credit if you contact me in advance to make arrangements. You can keep track of the 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.
- Plagiarism – Please refer to the “Academic Integrity and Plagiarism” section summarized previously in the syllabus. I have the right to not award you points for a given activity if you plagiarize.
- Submitting Activities – Activities completed in class sessions will utilize Google docs (links will be provided in class). Consult with me regarding how activities completed outside of class sessions due to excused absences will be accessed and submitted.
- COVID-19 Considerations – Activities that will be missed due COVID-19 related absences can be made up for credit if you contact me in advance to make arrangements to complete them individually.

Course Schedule

Schedule is subject to change. An updated course schedule will be provided if changes are made.

(Week) Date	To Do BEFORE Class	Class Session Topic/Activity
(1) 8/31	Complete introductory survey	Syllabus; Course Introduction
(1) 9/2	Read Chapter 1	Foundations Activity: Trends & Labeling Discussions
(2) 9/7	Read Chapter 2	Foundations Activity: Processes of Special Education
(2) 9/9	Review Chapters 1 & 2	Foundations Activity: IEPs
(3) 9/14	Read Chapter 3 Review Critical Issue Group Presentation directions	Foundations Introduce Critical Issue Group Presentation
(3) 9/16	Read 1 pdf reading on Blackboard Review Research Summary paper directions	MTSS & Research Activity: Research Discussion Introduce Research Summary Paper
(4) 9/21	Read 1 pdf reading on Blackboard	Assessment
(4) 9/23	Not applicable	Assessment Activity: Assessment Recall
(5) 9/28	Read Chapter 14	Early Childhood Special Education Activity: Research Studies
(5) 9/30	E-mail possible Research Summary article to professor for review	Early Childhood Special Education
(6) 10/5	Read Chapter 5	Learning Problems (Specific Learning Disabilities) Activity: Labeling
(6) 10/7	Not applicable	Learning Problems (Specific Learning Disabilities)
(7) 10/12	Read Chapter 4	Intellectual Disabilities
(7) 10/14	Organize midterm exam questions Turn in Critical Issue Group Presentation (Groups 1-4)	Intellectual Disabilities Activity: Task Analysis

(Week) Date	To Do BEFORE Class	Class Session Topic/Activity
(8) 10/19	Set up appointment with professor if needed	No face-to-face class Watch group presentations
(8) 10/21	Study for midterm exam	MIDTERM EXAM
(9) 10/26	Not applicable	No class – FALL BREAK
(9) 10/28	Read Chapter 6	Behavior Problems (Emotional Impairments) Activity: Eligibility Criteria
(10) 11/2	Not applicable	Behavior Problems (Emotional Impairments)
(10) 11/4	Turn in Research Summary Paper	Behavior Problems (Emotional Impairments) Activity: FBA
(11) 11/9	Read Chapter 8	Communication Disorders (Speech/Language Impairments)
(11) 11/11	Not applicable	Communication Disorders (Speech/Language Impairments) Activity: SLP Session
(12) 11/16	Read section of Chapter 11 (ADHD)	Attention-Deficit/Hyperactivity Disorder (ADHD)
(12) 11/18	Turn in Critical Issue Group Presentation (Groups 5-8)	Attention-Deficit/Hyperactivity Disorder (ADHD) Activity: Helping Students
(13) 11/23	Set up appointment with professor if needed	No face-to-face class Watch group presentations
(13) 11/25	Not applicable	No class – THANKSGIVING RECESS
(14) 11/30	Read Chapter 7	Autism Spectrum Disorder (ASD)
(14) 12/2	Not applicable	Autism Spectrum Disorder (ASD) Activity: Social Stories Hunt
(15) 12/7	Read Chapter 13	Gifted & Talented Activity: Reflection
(15) 12/9	Organize final exam questions	Gifted & Talented Final Exam review time
(Exam Week) 12/16	Study for final exam	FINAL EXAM Thursday 12/16 2-3:50 PM