

Grand Valley State University

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

Spring 2018

Instructor: Kristen Schrauben, Ph.D. Course Time: M/W – 8:30 -11:50 AM
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Office Hours: By appointment

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, students 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

Additional Required Readings:

Selected additional readings will be placed on Blackboard.

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 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 think you will need assistance evacuating the classroom and/or building in an emergency situation, please contact me so a plan to assist you can be developed.

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

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 in advance 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. If you miss a class, it is your responsibility to download the posted powerpoint slides, obtain notes from a classmate, and set up a meeting with me 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.

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 also 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 me 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 posted powerpoints. 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

<u>Coursework:</u>	<u>Points:</u>	<u>Grading Scale</u>
Quizzes	100	94 above A
Final Exam	100	90-93 A-
Critical Issue Discussions	30	87-89 B+
Research Comparison Paper	40	83-86 B
In-Class Activities*	<u>30</u>	80-82 B-
	Total Points: 300	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.

*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 quizzes (one per week) for this course. Quizzes will consist of a combination of multiple choice, true/false, fill-in-the-blank, and 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. The exam 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 Discussions (30 points)

- *Description* – The critical issue discussions require that you lead and participate in discussions on key topics. You will be assigned to lead one discussion (15 points). Leading the discussion will involve finding two resource (e.g., article and website) related to the topic to share with your classmates in preparation for class and coming up with guiding questions to facilitate an approximately 15-minute discussion in class. You are also required to participate in the discussions led by your classmates throughout the semester (15 points); participation includes reviewing the resources provided by your classmates and being prepared to share your thoughts on the topic. More information about this assignment will be made available to you in class and via Blackboard.
- *Submitting Assignments* – You must e-mail your resources and your guiding discussion questions to me. These are both due 4 days prior to your discussion date.

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 5-6 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 2 days beyond the due date with a 25% deduction in points (i.e., if the deadline is Monday, work will be accepted through Wednesday). 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 may 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 should be completed by the day noted. Schedule is subject to change.

(Week) Date	Seminar Topics/ Reading Assignments	Test/Assignment Due
(1) 5/7	<u>Topic:</u> <ul style="list-style-type: none"> • Syllabus; Intro Survey; Course Introduction • Foundations Readings due: <ul style="list-style-type: none"> • Chapter 1 	
(1) 5/9	<u>Topic:</u> <ul style="list-style-type: none"> • Foundations Readings due: <ul style="list-style-type: none"> • Chapters 2 & 3 	
(2) 5/14	<u>Topic:</u> <ul style="list-style-type: none"> • RTI/MTSS • PBIS • Evidence-Based Practices/Interventions Readings due: <ul style="list-style-type: none"> • 2 readings on Blackboard (Week 2 folder) 	Quiz 1 (Foundations)
(2) 5/16	<u>Topic:</u> <ul style="list-style-type: none"> • Research Comparison Paper • Assessment Readings due: <ul style="list-style-type: none"> • 1 reading on Blackboard (Week 2 folder) • Review pp 41-43 	Critical Issue Discussion 1 Bring a laptop/tablet to class
(3) 5/21	<u>Topic:</u> <ul style="list-style-type: none"> • Early Childhood Special Education Readings due: <ul style="list-style-type: none"> • Chapter 14 	Quiz 2 (RTI/MTSS, PBIS, Evidence-Based Practices/Interventions, Assessment) Critical Issue Discussion 2

(3) 5/23	<p><u>Topic:</u></p> <ul style="list-style-type: none"> • Learning Problems (Specific Learning Disabilities) <p>Readings due:</p> <ul style="list-style-type: none"> • Chapter 5 	<p>Critical Issue Discussion 3</p> <p>Critical Issue Discussion 4</p>
(4) 5/28	<u>NO CLASS- UNIVERSITY HOLIDAY</u>	
(4) 5/30	<p><u>Topic:</u></p> <ul style="list-style-type: none"> • Intellectual Disabilities <p>Readings due:</p> <ul style="list-style-type: none"> • Chapter 4 	Critical Issue Discussion 5
(5) 6/4	<p><u>Topic:</u></p> <ul style="list-style-type: none"> • Communication Disorders (Speech/Language Impairments) <p>Readings due:</p> <ul style="list-style-type: none"> • Chapter 8 	<p>Quiz 3 (Early Childhood Special Education, Learning Problems, Intellectual Disabilities)</p> <p>Critical Issue Discussion 6</p>
(5) 6/6	<p><u>Topic:</u></p> <ul style="list-style-type: none"> • Behavior Problems (Emotional Impairments) <p>Readings due:</p> <ul style="list-style-type: none"> • Chapter 6 	<p>Research Comparison Paper</p> <p>Critical Issue Discussion 7</p> <p>Critical Issue Discussion 8</p>
(6) 6/11	<p><u>Topic:</u></p> <ul style="list-style-type: none"> • Attention-Deficit/Hyperactivity Disorder (ADHD) <p>Readings due:</p> <ul style="list-style-type: none"> • pp. 359 - 367 • 1 reading on Blackboard (Week 6 folder) 	<p>Quiz 4 (Communication Disorders Behavior Problems)</p> <p>Critical Issue Discussion 9</p>
(6) 6/13	<p><u>Topic:</u></p> <ul style="list-style-type: none"> • Autism Spectrum Disorder (ASD) <p>Readings due:</p> <ul style="list-style-type: none"> • Chapter 7 	<p>Critical Issue Discussion 10</p> <p>Bring a laptop/tablet to class</p>
(7) 6/18	<p><u>Topic:</u></p> <ul style="list-style-type: none"> • Gifted & Talented <p>Readings due:</p> <ul style="list-style-type: none"> • Chapter 13 	<p>Quiz 5 (ADHD, ASD)</p> <p>Critical Issue Discussion 11</p>
(7) 6/20	Final Exam (Cumulative)- Study Guide will be provided on Blackboard	