

Grand Valley State University
PSY 304-01: Psychology and Education of the Exceptional Child
Winter 2021

Instructor:	Kristen Schrauben, Ph.D. Psychology Department	Course Time:	Group A Tu 2:30-3:45pm Group B Th 2:30-3:45pm
Office:	2135 Au Sable Hall	Course Location:	2302 ASH (Tuesdays) Online (Thursdays)
Phone:	(616) 331-2336		
E-mail:	schrakri@gvsu.edu (Preferred way to reach me)		
Office Hours:	Make an appointment with me on SignUpGenius Appointments will be held on Zoom unless other arrangements are made		
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. This book can be bought from the university bookstore (<http://lakerstore.gvsu.edu/>), purchased as an ebook from Pearson (<https://www.pearson.com/store/p/exceptional-children-an-introduction-to-special-education/P100001123325/9780134201351>), or rented from RedShelf (<https://redshelf.com/book/600232/exceptional-children-600232-9780134201313-william-l-heward-sheila-alber-morgan-moira-konrad>).
- Selected additional readings will be placed on Blackboard as PDF files.

Course Delivery

This course will utilize a staggered hybrid format with both face-to-face and online options. Group A will attend the class face-to-face at the scheduled time on Tuesdays and Group B will attend the class online at the scheduled time on Thursdays. Students will be able to switch groups week-to-week as needed as long as face-to-face room capacities are not exceeded. Masks are required for all face-to-face class sessions (<https://www.gvsu.edu/lakerstogether/face-covering-policy-27.htm>). There will be online requirements to complete on other days when we do not meet; these will have deadlines, but can be completed at a time convenient for you. We will use Blackboard for most online activity. Please also refer to the technology requirements below. Each week you will have reading and video lecture(s) to complete *prior* to attending your session. Class sessions will be utilized to review content, answer questions, have discussions, and complete activities (worth points). Following some class sessions, you will have to take an online quiz. In addition, you will write one paper and complete one group presentation over the course of the semester. The face-to-face sessions on Tuesdays could switch to fully virtual if needed (i.e., class quarantine or stay-home order). Class lectures may be recorded. These video/audio recordings are for educational purposes and may be made available to other students presenting enrolled in the course.

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 help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513. The help website is <https://www.gvsu.edu/it/>.

Communication

E-mail is the preferred way to reach me. I respond to e-mails as soon as possible, but within 24 hours. All official GVSU e-mail goes to your student (Gmail) account, including any e-mail sent from Blackboard. It is very important that you check your GVSU Gmail account on a regular basis. In addition, you should plan to check our Blackboard page on a regular basis (2+ times per week). I will often post reminders, tips, and general information as Blackboard announcements.

General Course Policies

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

COVID-19 Considerations

General information/updates: <https://www.gvsu.edu/lakerstogether/current-students-29.htm>

Self-Assessment: You are required to complete a self-assessment every day of the semester (<https://www.gvsu.edu/hro/selfassessment-login.htm>). If the self-assessment indicates you should not come to campus on a class day, do NOT come to a face-to-face class session. E-mail me and we will work together to ensure you can still meet class requirements.

Financial Hardship: GVSU remains committed to supporting you because of the impacts of the pandemic and is here to help you in times of financial need, including technology requirements. Financial hardship funds are available to help you meet basic needs and cover educational costs (such as housing, food, and textbooks) that you otherwise pay out of pocket. Please visit [Special Circumstance & Financial Hardship Requests](#) for more information.

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 quiz, 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 for class sessions is recommended, but not required. Given that class sessions will be utilized to review content, answer questions, have discussions, and complete activities (worth points), your understanding of course content and quiz performance will likely improve by attending class sessions. Please come prepared to pay attention, take notes, and actively participate in whichever format you attend.

If you cannot attend either class session in a given week for university-defined “excused absence” (e.g., university sports, religious holidays, conference), please contact me *as soon as possible* so we can make arrangements for you to complete the activities you will miss. 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. Any COVID-19 related absences are also 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. Ideally students will be able to join the online Thursday session while in quarantine but other arrangements will be made for students who are ill and cannot attend either class session in a given week.

During this course, I ask that you are professional in your face-to-face and electronic communications. All students should maintain a professional attitude and manner of discussion. While spirited debate is welcome, unprofessional behavior is not tolerated. Remember words often come across “more directly and harshly” in this written form of communication and facial expressions will not be visible when wearing masks. Your contributions online and in-person should not be overly negative or personal in nature.

Coursework Requirements & Grading

<u>Coursework:</u>	<u>Points:</u>	<u>Grading Scale</u>	
Quizzes	125	94 above	A
Critical Issue Group Presentation	30	90-93	A-
Research Comparison Paper	30	87-89	B+
<u>Activities (BB shows running total)</u>	<u>45</u>	83-86	B
Total Points:	230	80-82	B-
		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.

Quizzes (5 quizzes, 25 points each = 125 points)

- *Description* - There will be five quizzes 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 and information provided during lectures. Some questions on the quizzes will be drawn from lectures, even if those concepts are not covered in your text and quizzes may include material from the textbook that has not been discussed during lectures. You may use your class resources when completing the quizzes, but you must work independently. In addition, quizzes will have a time limit (60 minutes) and can only be completed once.
- *Deadline* - Quizzes must be completed in the 4+ day window provided (Thursday afternoon-Monday night). Quizzes not taken before the deadline will be graded as a 0 and will not be reopened for make-ups.

Critical Issue Group Presentation (30 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 the deadline (see attached schedule).

Research Comparison Paper (30 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; 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 though length varies depending on the complexity of the article you find. 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 Assignment – 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 by the deadline (see attached schedule) must be turned in as a Microsoft Word document on Blackboard. Any paper turned in after the deadline 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 must still be submitted on Blackboard.

Activities (11 in-class sessions, 5 points each = 45 points + 10 possible extra credit points)

- Description – Each week we have content scheduled (11 weeks total), I will conduct activities to stimulate class discussion and 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. Activities and any necessary resources will be provided electronically to access during class sessions. There will be 55 points available across the semester, but you are only graded out of 45 which means you have the opportunity to earn 10 bonus points. Activities that will be missed due to excused absences including COVID-19 related absences can be made up for credit if you contact me in advance. 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.

Course Schedule

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

(Week) Dates	Topic	To Do BEFORE your scheduled Class	To Do AFTER your scheduled Class
(1) 1/19 & 1/21	Syllabus; Course Introduction	Complete survey sent out via E-mail	Review syllabus and Blackboard page
(2) 1/26 & 1/28	Foundations	Read Chapters 1 & 2 Watch 2 video lectures	Not applicable
(3) 2/2 & 2/4	Foundations	Read Chapter 3 Watch 1 video lecture Review Research Comparison Paper assignment	Take Quiz 1 (Between 2/4 @ 4pm – 2/8 @ 11:59pm)
(4) 2/9 & 2/11	RTI/MTSS Assessment	Read 2 pdf readings on Blackboard Watch 2 video lectures	Not applicable
(5) 2/16 & 2/18	Early Childhood Special Education	Read Chapter 14 Watch 1 video lecture Review Critical Issue Group Presentation assignment	Take Quiz 2 (Between 2/18 @ 4pm – 2/22 @ 11:59pm)
(6) 2/23 & 2/25	Learning Problems (Specific Learning Disabilities)	Read Chapter 5 Watch 1 video lecture	Work on Research Comparison Paper
(7) 3/2 & 3/4	Time for paper & group project	Review assignment descriptions as needed Bring questions for professor or group members+	Turn in Research Comparison Paper- due on Blackboard Thursday 3/4 @ 11:59pm
(8) 3/9 & 3/11	Intellectual Disabilities	Read Chapter 4 Watch 1 video lecture	Take Quiz 3 (Between 3/11 @ 4pm – 3/15 @ 11:59pm)

(9) 3/16 & 3/18	Communication Disorders (Speech/Language Impairments)	Read Chapter 8 Watch 2 video lectures	
(10) 3/23 & 3/25	Behavior Problems (Emotional Impairments)	Read Chapter 6 Watch 1 video lecture	Take Quiz 4 (Between 3/25 @ 4pm – 3/29 @ 11:59pm)
(11) 3/30 & 4/1	No class MENTAL HEALTH BREAK	Not applicable	
(12) 4/6 & 4/8	Attention-Deficit/Hyperactivity Disorder (ADHD)	Read section 1 of Chapter 11 (on ADHD) Watch 1 video lecture	Not applicable
(13) 4/13 & 4/15	Autism Spectrum Disorder (ASD)	Read Chapter 7 Watch 1 video lecture	Not applicable
(14) 4/20 & 4/22	Gifted & Talented	Read Chapter 13 Watch 1 video lecture	Take Quiz 5 (Between 4/22 @ 4pm – 4/26 @ 11:59pm) Finish Critical Issue Group Presentation
(Exam Week) 4/26 – 4/30	No class EXAM WEEK	Turn in Critical Issue Group Presentation- due on Blackboard <u>Thursday 4/29 @ 2:00pm</u>	