

# Special Psychology: Introduction to Exceptional Children.

**PSY 315**  
**ID: 2645**

Fall 2010

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Course language: English

Classes: W. 9-25.

Office hours: by appointment

Prerequisites: PSY 122

Number of credits: 1,5

Course status: required

## **Course description:**

Special psychology is a course that provides knowledge of psychological, educational, social and legal approaches to understanding, correction and social inclusion of children with disabilities of different kind. Although the main focus of the course is educational inclusion of children, the course will be enriched with considerations of social inclusion issues, legal background, and perspectives for exceptional adults. The main objective of the course is to provide the students with the frame for understanding problems and needs of development of educational psychology for exceptional children.

## **Core course materials:**

**Wood, J. Lazzari, A. *Exceeding the Boundaries: Understanding Exceptional Lives*. LC4031 W656 1997**

**Mash, E.J., Barkley, R.A., eds., (1996). *Child psychopathology*. (to be distributed)**

**Wilmshurst, L. (2005). *Essentials of Child Psychopathology*. RG499 W54 2005 (to be distributed)**

## **Useful links:**

Special Education Resources on the Internet <http://seriweb.com/>

Resource room of exercises for Learning Disabilities <http://www.resourceroom.net/index.asp>

Learning Disabilities Online <http://www.ldonline.org/index.php>

Attention Deficit Disorder page <http://www.ldonline.org/adhdbasics>

ADHD basics resource <http://borntoexplore.org/index.html>

### **Course requirements and evaluation:**

1. **Attendance – 5%.** It is recommended that students attend all the classes (missing of more than 3 classes will effect this grade).
2. **Participation – 10%.** Classes of the course are designed to facilitate discussion of the material covered on the previous lecture in the first part of the class, and proceed with new material and/or presentation(s) in the final part of the class. Participation of students will help the class to master material and prepare for exams and essays. **Participation grade will consist of grades for reading mini-tests, small-group discussions and mini-projects that all will take place during the classes.**
3. **Presentation and discussion facilitation– 15%.** Students will be asked to do a **20 minutes** presentation on one of the topics listed in the syllabus and facilitate the discussion of the presented topic. Facilitation can take form of providing some questions or a mini-test after the presentation, or organizing group discussion or group tasks. **It is required that students consult with the instructor about their materials before they present.**

#### Presentations grading scale:

Informativity – 6

Understanding of the materials and ability to answer questions - 2

Comprehensible presentation of the topic - 2

Discussion facilitation – 2

Consulting with instructor before presenting - 2

Format – 1

4. **Essays – 30% (15% each of two).** Students will be asked to write **two argumentative essays** on provided topics. The below topics can be modified, students can write papers on topics of their interest, but in this case it is required that they consult with the instructor. **Format of the paper:** 4 pages, 1,5 font Times New Roman, standard indentation.

#### **Essay topics:**

1. *Positive and negative psychological effects of inclusive education on children with disabilities.*
2. *Role of psychologist in special education.*
3. *Challenges and benefits of parenting an exceptional child.*
4. *Giftedness: challenge and/or blessing?*

#### Essay grading scale:

Introduction of the topic – 1

Demonstration of knowledge of special education principles– 2

Number of arguments – 3

Deep analysis of argumentation – 3

Conclusions – 3

Personal opinion – 2

Format - 1

5. **Exams – 40% (20% each of two).** During the course students are required to take midterm and final exam, which will be based on the lecture and readings materials, and in part on materials of student presentations. The exams will be conducted in the form on multiple-choice questions and written tasks.

**Bonus points – up to 5% bonus points.** Students have an opportunity to get additional bonus points for their performance during the course. Bonus points will be provided for those who demonstrated activity during majority of sessions, creativity in their presentations and papers, and those who completed bonus tasks on exams. For single assignment no more than one bonus point will be provided.

**X grade policy.** X grade will be given to students only in the case of missing **more than 5 classes** without an excuse supported by an official note. In any other cases, including the cases of attending the classes but not completing the assignments, students will be graded according to the scale below.

**Grade conversion scale:**

A	91 – 100%	C	61 – 65%
A-	86 - 90%	C-	56 – 60%
B+	80 – 85%	D+	51 – 55%
B	75 – 79%	D	46 – 50%
B-	71 – 74%	D-	41 – 45%
C+	66 – 70%	F	40 and less % of the final grade.

**Class schedule:**

<b>Date</b>	<b>Topic:</b>	<b>Readings and resources:</b>	<b>Presentation topics:</b>
	<b>Introductory lecture:</b> Special psychology and inclusive education.	Wood, J. Lazzari, A. <i>Exceeding the Boundaries: Understanding Exceptional Lives. Chapter 1.</i>	
	<b>Discussion:</b> Legal issues. Inclusive education in Kyrgyzstan.	Richard F. Daugherty . <i>Special Education: A Summary of Legal Requirements, Terms, and Trends.</i> Bergin & Garvey, 2001. <b>Case:</b> <i>The Mills v. Board of Education of the District of Columbia.</i>	1. Case: <i>The Mills v. Board of Education of the District of Columbia.</i>  2. Inclusive education in Kyrgyzstan.
	<b>Lecture:</b> Learning disabilities.	1. Learning Disabilities Online site: <a href="http://www.ldonline.org/index.php">http://www.ldonline.org/index.php</a>	
	<b>Lecture:</b> Specific learning disabilities.	<u>Required:</u> 1. Coch, D., Fischer, K. W. Dawson, G. <i>Human Behavior, Learning, and the Developing Brain: Atypical Development. Chapter 5. (Ebrary resources)</i> 2. Fletcher, J. M. Lyon, G. R. Fuchs, L. S. <i>Learning Disabilities: From Identification to Intervention. Chapter 8, 9. (Ebrary resources)</i> <u>Recommended:</u> 2. Reid, G., Fawcett, A. Manis, F. <i>SAGE Handbook of Dyslexia. Chapter. 3 (Ebrary resources)</i> 3. Coch, D., Fischer, K. W. Dawson, G. <i>Human Behavior, Learning, and the Developing Brain: Atypical Development. Chapter 9. (Ebrary resources)</i>	1. Dyslexia: symptoms, causes, inclusion.  2. Dysgraphia: symptoms, causes, inclusion.  3. Dyscalculia: symptoms, causes, inclusion.
	<b>Discussion:</b>	1. Reid, G., Fawcett, A. Manis, F. <i>SAGE Handbook of Dyslexia. Chapter. 17. (Ebrary resources)</i>	Teaching and inclusion of

	Learning disabilities: treatment and teaching.	2. Resource room of <u>exercises</u> for Learning Disabilities <a href="http://www.resourceroom.net/index.asp">http://www.resourceroom.net/index.asp</a>	children with LD: main principles.
	<b>Lecture:</b> Attention Deficit/Hyperactivity Disorder (ADHD).	1. Sandberg, S. <i>Hyperactivity and Attention Disorders of Childhood</i> . <b>Chapter 8.</b> (Ebrary resources) 2. Nigg, J. T. <i>What Causes ADHD?: Understanding What Goes Wrong and Why</i> . <b>Chapter 3.</b> (Ebrary resources) 3. Attention Deficit Disorder page <a href="http://www.ldonline.org/adhdbasics">http://www.ldonline.org/adhdbasics</a> 4. ADHD basics resource <a href="http://borntoexplore.org/index.html">http://borntoexplore.org/index.html</a>	
	<b>Discussion:</b> Attention Deficit/Hyperactivity Disorder (ADHD).	<u>Required:</u> Holowenko, H. <i>Attention Deficit/Hyperactivity Disorder: A Multidisciplinary Approach</i> . <b>Chapters 4, 5.</b> (Ebrary resources) <u>Recommended:</u> Barrett, P. M., Ollendick, T. H. <i>Handbook of Interventions that Work with Children and Adolescents : Prevention and Treatment</i> . <b>Chapter 15.</b> (Ebrary resources)	Teaching and inclusion of children with AD/HD: main principles.
	<b>Midterm exam.</b> <b>Essay 1 deadline.</b>		
<b>Fall Break.</b>			
	<b>Lecture:</b> Autism and other Pervasive Developmental Disorders (PDD).	1. Bauman, M. L. Kemper, T. L. <i>Neurobiology of Autism</i> . <b>Chapter 3, 4.</b> (Ebrary resources) 2. Volkmar, F. R. Paul, R. Klin, A. <i>Handbook of Autism and Pervasive Developmental Disorders, V.1.</i> <b>Chapter 11.</b> (Ebrary resources)	
	<b>Lecture:</b> Other PDD: Asperger's syndrome, Rett's syndrome, PPD-NOS.	<u>Recommended:</u> Volkmar, F. R. Paul, R. Klin, A. <i>Handbook of Autism and Pervasive Developmental Disorders, V.1.</i> <b>Chapter 4, 5, 6.</b> (Ebrary resources)	Asperger's syndrome, Rett's syndrome, PPD-NOS: symptoms, cases, treatment and teaching.
	<b>Discussion:</b> Autism and other Pervasive Developmental Disorders (PDD).	1. Richer, J. Coates, S. <i>Autism: The Search for Coherence</i> . <b>Chapter 10.</b> (Ebrary resources) 2. Grandin, T. <i>Animals in Translation</i> . <b>(to be distributed)</b>	1. Approaches to teaching and socialization of children with autistic disorders. 2. Temple Grandin. " <i>Animals in Translation</i> ".
	<b>Lecture:</b> Emotional and behavioral disorders.	<u>Required:</u> 1. Wilmshurst, L. <i>Essentials of Child Psychopathology</i> . <b>Chapter 8.</b> (Ebrary resources) <u>Recommended:</u> 1. Wilmshurst, L. <i>Essentials of Child Psychopathology</i> . <b>Chapter 8.</b> (Ebrary resources) 2. Hill, J. Maughan, B. <i>Conduct Disorders in</i>	

		<i>Childhood &amp; Adolescence. Chapter 4. (Ebrary resources)</i>	
	<b>Discussion:</b> Emotional and behavioral disorders.	Hill, J. Maughan, B. <i>Conduct Disorders in Childhood &amp; Adolescence. Chapter 15. (Ebrary resources)</i>	Treatment, teaching and parenting children with EBD.
	<b>Discussion:</b> Gifted children and issues of inclusion.	Lovecky, D. V. <i>Different Minds : Gifted Children with AD/HD, Asperger Syndrome and Other Learning Deficits. Chapter 1. (Ebrary resources)</i>	Inclusion of twice-exceptional children.
	<b>Discussion:</b> Preparing to be exceptional adults. <b>Essay 2 deadline.</b>	<u>Required:</u> TBA <u>Recommended:</u> Reid, G., Fawcett, A. Manis, F. <i>SAGE Handbook of Dyslexia. Chapter. 23, 24. (Ebrary resources)</i>	
	<b>Final exam.</b>		