



University of Waterloo

Spring 2013

COURSE NUMBER: PSYCH 213R
Course Name: Exceptional Children

Instructor: Virginia Nusca, Ph.D., C.Psych.
Telephone: 519-570-0003 ext. 4536
Email: vmnusca@uwaterloo.ca

Class Location: REN 0104

Class Time: 6:30 - 9:20 pm

Class Dates: Wednesdays May 8 - July 24, 2013

Office Hours: 5:30 - 6:30 before class; REN 0104

Course Description:

Exceptional Children is an introduction to current practice in understanding and addressing the needs of students who are identified as exceptional learners, that is, students who receive special education services. The course will discuss important physical, cognitive, academic, behavioural, social, and emotional factors associated with the range of exceptionalities as well as evidence-based classroom practices to address the needs of exceptional learners. A particular emphasis will be given to how special education needs are identified and responded to within the context of the Ontario educational system.

Course Objectives:

- Develop a critical understanding of how exceptional learners are identified in Ontario (e.g., the difference between diagnosis of a developmental disorder and identification as an exceptional learner)
- Understand the theoretical, research-based, and diagnostic features associated with a range of exceptionalities
- Gain an appreciation of the social and educational barriers faced by exceptional learners (e.g., attitudes about inclusion, perceptions of peers and adults, access to appropriate accommodations and technology, etc.)
- Understand a variety of evidence-based practices (e.g., classroom strategies, use of technology, special education programming, etc.) that address the needs of exceptional learners
- Apply knowledge of exceptional learners and their needs to case studies or examples
- Identify strategies and resources (e.g., organizations, websites, journals, etc.) that Psych 213R students can use in their current and future work with exceptional learners or individuals with disabilities

Text:

Hallahan, D. P., Kauffman, J. M., McIntyre, L. J., & Mykota, D. (2010). *Exceptional Learners: An Introduction to Special Education - Canadian Edition*. Toronto, ON: Pearson Canada.

Recommended Reading:

Filter, K.J. & Alvarez M.E. (2012). *Functional Behavior Assessment: A Three-Tiered Prevention Model*. New York, NY: Oxford University Press.

Effective Educational Practices for Students with Autism Spectrum Disorders: A Resource Guide (2007) Ontario Ministry of Education. www.edu.gov.on.ca.

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2011). Ontario Ministry of Education. www.edu.gov.on.ca.

Special Education: A Guide for Educators (2001). Ontario Ministry of Education. www.edu.gov.on.ca.

The Individual Education Plan: A Resource Guide (2004). Ontario Ministry of Education. www.edu.gov.on.ca.

SYLLABUS

Week	Date	Topics	Reading
1	Wed. May 8	Introduction to Special Education and Exceptionalities	Ch. 1 Ch. 2
2	Wed. May 15	Intellectual Disabilities Giftedness	Ch. 5 Ch. 15
3	Wed. May 22	Learning Disabilities	Ch. 6
4	Wed. May 29	Attention Deficit Hyperactivity Disorder	Ch. 7
5	Wed. June 5	Emotional and Behavioural Disorders	Ch. 8
6	Wed. June 12	TEST ONE	
7	Wed. June 19	Communication Disorders Multicultural and Bilingual Factors	Ch. 9 Ch. 3
8	Wed. June 26	Deaf or Hard of Hearing	Ch. 10
9	Wed. July 3	Autism Spectrum Disorders Parents and Families	Ch. 12 Ch. 4
10	Wed. July 10	Blind and Low Vision Case Study Discussions	Ch. 11
11	Wed. July 17	Low Incidence, Multiple & Severe Disorders/Physical & Health Disorders	Ch. 13 Ch. 14
12	Wed. July 24	TEST TWO	

Course Requirements and Grading:

There will be TWO tests, one group assignment, and one individual assignment. More detailed information about the tests and assignments will be covered in lecture.

Due Date	Type of Assessment	Description	Grading
June 12	TEST ONE - in class test	<ol style="list-style-type: none">1. Multiple choice questions based on text readings and lecture.2. Essay question: Apply functional behaviour analysis (FBA) to a case example.	<ol style="list-style-type: none">1. 25%2. 10%
June 27 - July 5 July 8	Case Study	<ol style="list-style-type: none">1. Students participate in a LEARN discussion group2. Students complete written case study assignment - submitted via LEARN drop box	<ol style="list-style-type: none">1. 5%2. 20%
July 10 July 19	Comparing Case Studies	<ol style="list-style-type: none">1. Students participate in small discussion groups in class to compare case studies2. Students complete a written assignment comparing strengths and needs of different exceptionalities	<ol style="list-style-type: none">1. 3%2. 12%
July 24	TEST TWO - in class test	Multiple choice questions based on text and lecture material from June 19 to July 17	25%

IMPORTANT COURSE INFORMATION

Final Examination Policy

For Spring 2013, the established examination period is April 6-17, 2013. The schedule will be available in June. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see:

<http://www.registrar.uwaterloo.ca/exams/finalexams.html>).

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, an academic advisor, or the Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>. In addition, consult <http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes> for the Faculty of Arts' grievance processes.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>.

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities:

Note for students with disabilities: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.