



Renison University College
An affiliated college of the University of Waterloo
240 Westmount Road N, Waterloo, ON, Canada N2L 3G4
Phone: 519-884-4400 | Fax: 519-884-5135 | uwaterloo.ca/Renison

Winter 2016

Course Code: PSYCH 213R
Course Title: Exceptional Children

Class Times/Location: Wednesdays January 6 – March 30, 2016
6:30 – 9:20 pm in REN 2107

Instructor

Instructor: Virginia Nusca, Ph.D., C.Psych.
Phone: 519-570-0003 ext. 4536
Office Hours: by appointment or before/after class
Email: vmnusca@uwaterloo.ca

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 a range of exceptionalities as well as evidence-based 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.

The course integrates a variety of texts, Waterloo Learn modules, and in-class discussions/activities. Students can access important course content and concepts using text and Waterloo Learn resources. In class, important concepts will be reviewed, but the emphasis of each class will be on applying course concepts to case studies. In addition, reflective questions will be used to help students critically assess and apply course concepts. Students are encouraged to bring a laptop/tablet/mobile to class so that they can refer to online resources as needed.

Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

- A. Describe the theoretical, research-based, and diagnostic features associated with a range of exceptionalities
 - Understand how exceptional learners are identified in Ontario
 - Understand how exceptionalities affect individuals across the life span
- B. Describe evidence-based practices that address the needs of exceptional learners

- Identify instructional, environmental, and assessment strategies
 - Use a variety of Ministry of Education and other resources to determine appropriate strategies
- C. Apply knowledge of exceptional learners and accompanying strategies to case studies
- Apply Universal Design for Learning (UDL) to meet the diverse needs of different exceptionalities within a regular classroom setting
- D. Appreciate the social and educational barriers faced by exceptional learners
- Critically evaluate educational practices, e.g., inclusion

Required Texts/Resources

- 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.
- Waterloo Learn Modules for Psych 213R

Supplemental Reading

- 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. Chapter 4.
- Supporting Minds (2013). Ontario Ministry of Education. www.edu.gov.on.ca.
- Empower Reading (2006). The Hospital for Sick Children.
- Barnes, M.A. & Wade-Woolley, L. (2007). Where there's a will there are ways to close the achievement gap for children with learning difficulties. *Orbit*, 37(1), 9-13.
- Universal Design for Learning Guidelines (2011). CAST.

Suggested Resources

- 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.

Course Requirements and Assessment

Consult LEARN for more detailed instructions.

<u>Assessment</u>	<u>Date of Evaluation</u>	<u>Weighting</u>
Assignment One: Executive Functioning	January 29	10%
Test One	February 10	25%
Assignment Two: Adaptive Functioning	March 18	10%
Test Two	March 30	25%
Take Home Exam	TBD	30%
Total		100%

Tests One & Two

Multiple choice tests with questions based on the Hallahan et. al. text. Test One will be based on information covered between January 4 and February 3, 2016. Test Two will be based on information covered between February 24 and March 23, 2016.

Assignment One: Executive Functioning

Explain what executive functioning is and how it affects students with intellectual disabilities, learning disabilities, and Attention Deficit Hyperactivity Disorder. Describe FOUR different ways in which a teacher could use the principles of UDL and differentiated instruction to address the weak executive functioning abilities of the three different types of exceptionalities.

Assignment Two: Adaptive Functioning

Describe the THREE domains of adaptive functioning skills. Explain how one or more domains of adaptive functioning are affected for each of the following exceptionalities: ASD, EBD, HH, CD. Describe FOUR different ways in which a teacher could use the principles of UDL and differentiated instruction to address the weak executive functioning abilities of the four different types of exceptionalities.

Take Home Exam

This is a summative assessment requiring students to integrate information and apply knowledge to THREE different cases.

Course Outline

Week	Date	Topic	Readings Due
1	Jan 6	Introduction to Exceptional Learners; Instructional Approaches	Hallahan et. al., Ch. 1 & 2, Modules 1 & 2 Learning for All, Ch. 4
2	Jan 13	Intellectual Disabilities	Hallahan et. al., Ch. 5, Module 3
3	Jan 20	Learning Disabilities	Hallahan et. al., Ch.6, Modules 4 &5

Week	Date	Topic	Readings Due
4	Jan 27	Attention Deficit Hyperactivity Disorder	Hallahan et. al., Ch. 7, Module 6
5	Feb 3	Emotional and Behavioural Disorders	Hallahan et. al., Ch. 8, Module 7, Supporting Minds
6	Feb 10	TEST ONE	
	Feb 15-19	Reading Week	
7	Feb 24	Communication Disorders	Hallahan et.al., Ch. 9, Module 8
8	Mar 2	Deaf and Hard of Hearing	Hallahan et. al., Ch. 10, Module 9
9	Mar 9	Autism Spectrum Disorder	Hallahan et. al, Ch. 12, Module 10, Effective Practices for Students with Autism Spectrum Disorders
10	Mar 16	Blind and Low Vision	Hallahan et. al., Ch. 11, Module 11
11	Mar 23	Physical Disabilities, Other Health Problems, Special Gifts and Talents	Hallahan et. al., Ch. 14 & 15, Module 12
12	Mar 30	TEST TWO	

Late Work

Dr. Nusca will address requests for extensions on a case-by-case basis. Please discuss such requests PRIOR to the assignment deadline.

Electronic Device Policy

Please bring laptops/tablets/mobiles to class so that online resources can be accessed to support discussions and in-class activities.

Attendance Policy

The goal of classes is to bring course concepts alive through interactive discussions and activities. Students will apply texts and LEARN materials to case studies.

Final Examination Policy

For **Winter 2016**, the established examination period is **April.8-23 2016**. The schedule will be available in February. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: <https://uwaterloo.ca/registrar/final-examinations>)

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:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

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, academic advisor, or the Undergraduate Associate 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](#). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

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](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](https://uwaterloo.ca/secretariat-general-counsel/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](#) office, located on the first floor of the Needles Hall extension (NH 1401), 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.

Cross-listed course:

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

A respectful living and learning environment for all

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.
4. If you experience or witness either harassment or discrimination, you may contact the Renison University College Harassment and Discrimination Officer at c7mcmillan@uwaterloo.ca (519-884-4404, ext. 28723).