

Psyc 353: Atypical Development

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Office hours through Zoom-Mondays 10-11

Please do not hesitate to contact me with any questions about the course. However, if it is a question about the logistics of the course that can be found in the course syllabus, I will refer you back to the syllabus, so it's best just to look here first.

Course Description

One way to better understand typical developmental processes is to examine cases of development gone awry. Although we will be studying what are considered to be clinical disorders in this class, the focus will be on how development has proceeded in an atypical manner in children with developmental disorders. Thus, we will maintain a developmental focus, and continue to refer back to typical developmental processes throughout the class (which is why Developmental Psychology is a pre-requisite for this course). In the first section we will discuss what we mean by atypical development and how gaining a better understanding of atypical development allows us to better understand typical development and vice versa. We will then cover six developmental disorders in greater detail: Specific Language Impairment, Dyslexia, Down Syndrome, Williams Syndrome, Attention- Deficit/Hyperactivity Disorder, and Autism Spectrum Disorder.

Intended Student Learning Outcomes

Upon completion of this course, a successful student should be able to:

- Describe the basic phenomenology of Specific Language Impairment, Dyslexia, Down Syndrome, Williams Syndrome, Attention-Deficit/Hyperactivity Disorder and Autism Spectrum Disorder
- Compare and contrast the cognitive/linguistic and social profiles of these disorders
- Explain the developmental course of these disorders
- Interpret new research findings in these fields
- Evaluate research methods and weaknesses of individual research studies in these fields

Textbooks/Readings

Because there is no available textbook for this course, you will be reading summary chapters and original articles which will be available on OnQ. I will summarize these in the online lectures, but please don't hesitate to contact me if you have any questions about the articles. All readings are available on the course homepage on the right hand side as well as in the Course Schedule (Under Contents, then Course Description and Requirements).

Grading Breakdown

Midterm Exam (take-home)	20%
Final Exam (take-home)	40%
<u>Article Review Assignments(Best 2 of 3)</u>	40%
	100%

Midterm Exam (20%) The midterm is available for you to look at from the first day of class and we will discuss at the beginning of the third week of class. Your midterm exam is due on February 5th at 11:59 pm to the dropbox on OnQ (passing through Turnitin). If you have accommodations, or if you have extenuating personal circumstances, you may hand this exam in up to Monday, February 8th at 11:59 pm without penalty.

Just to clarify, you do not need to contact me if you are handing it in before February 8th-I will assume you had some sort of personal or health or technical issue if you don't have accommodations, and if you do have accommodations, this gives you three extra days (This is similar to the policy you had in Psyc 100 and is done for the purposes of Universal Design).

Should you have a documented request for more than 72 hours, please do use the academic considerations portal described below. Please use the portal at or before February 8th in order for it to be accepted.

If you do not hand it in before the 8th at 11:59 pm, and do not have a documented excuse, you will lose 5% of your overall grade for each day that it is late. For example, if you were going to get 85% on your midterm, but you handed it in on the 10th of February, you would only get a grade of 75%. The midterm is given to you at the beginning of the semester, so you will have four weeks to work on it-do not leave it until the last minute! If you do have to hand it in late, you will need to e-mail me to extend your submission window in OnQ but you can't just e-mail me your exam, as it has to go through Turnitin (embedded in OnQ).

Article Review Assignment (40%-best two out of three): You will read three of the articles provided for the assignments and answer a number of questions (which will be provided with each article) on that article which will ask you to summarize the content, critique the methods, identify limitations of the research, and comment upon how that particular study fits within the larger literature on that topic, etc.. The articles and questions on them are available in OnQ, however, I advise you to wait to look at them until after we have discussed how to complete an article review. You will only write three of these article reviews, though there will be a choice of 6 articles (1 for each disorder we will be studying. Those with accommodations will be given three extra days automatically to hand in these article reviews. For all other students, if you do not get them done on time you will simply need to do another one-they will not be accepted late because you are given so many opportunities to do them.

We will spend the better part of one class talking about how to read primary source articles with a critical eye and how to situate them within the larger literature. We will also spend some time talking about plagiarism, as many people in last year's class lost a significant proportion of their grades because of (many times inadvertent) plagiarism.

Each assignment will be worth 30 points and will be multiplied by .67 to be worth 20% of your final grade. It is not mandatory that you do three, but highly suggested. Your top two grades will be added together to make a grade out of 40%. If you only complete one of these assignments, you will automatically lose 20%, without exception. These assignments will be handed into the appropriate dropbox in OnQ but will pass through Turnitin.

Final Exam (40%): The final exam is a take-home exam which you will be given approximately six weeks to write. It will consist of short and medium-sized essay questions on the entire course. You are free to work on these exams together, but will each need to hand in your own written exam. The exam will be posted in the first week of March, and will be discussed in class after being posted, as well as on the last day of class. I

STRONGLY suggest that you not leave it until the exam period to get started on it. If you leave it to the last minute, you will not do very well. Please do your very best to get the exam in on time. The due date is **April 15, 2021 at 11:59 pm**, and you will all be given a three day extension without need for documentation, whether you have accommodations, or you have a personal, health, or technical issue. If you need longer than these three days, you will need documentation provided by the portal discussed below. If you are more than three days late from the final exam due date and you do not have documentation, you will lose 5% of your overall grade for each 24 hours that you are late. That is, if you were going to get an 85% on your exam but you hand it in two days late you will get a 75% grade. All final exams will be handed into a dropbox in OnQ but will pass through Turnitin.

Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.

NAVIGATING THE ACADEMIC CONSIDERATIONS & ACCOMMODATIONS PROCESS IN THE FACE OF ADVERSE CIRCUMSTANCES, INCLUDING SOCIAL INJUSTICE

If you are experiencing extenuating circumstances that affect your ability to complete your schoolwork

Extenuating circumstances may impact your ability to meet deadlines in this class, including those that may arise from instances of social injustice, as well as sudden physical or mental illness, serious injury or required treatment, bereavement, traumatic event, or participation in significant event such as varsity championship). Please know that:

1) You can request an extension for up to 3 days *without supporting documentation* once per semester. To do so: a. Complete the Request for Academic Consideration form online at :

<https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students>

This extension would be applicable only to the midterm exam and the final exam, and would be for beyond the three day extension you already can have without documentation.

2) If an event happens a second time and you do not have supporting documentation available, you can connect with the Associate Dean's office to sign a formal "attestation document" as a form of supporting document. a. To do so, click on "Submit Request" at the link above.

b. In "Step One", select "No, I do not have supporting documentation". Then, select "Learn how to fill out a Formal Attestation form". After answering a question about enrollment, you will be able to download the form.

c. Please note that the details of these requests are not shared with your instructors. Instructors only receive notice that academic consideration adjustments are appropriate, and they will receive suggestions for how they might be able to help support you. Because your personal circumstances are not shared, it might feel like your instructor doesn't care about your situation. Please know that this is not the case—they are not aware of what is happening, and this is done to protect your privacy. (You can still choose to share with them if you'd like, but you don't have to and it is not the expectation that you would.)

3) If you require more than a 3-day extension, you should fill in a Request for Academic Consideration at the link above, using the paperwork for "longer than 3 days".

In all these cases, you should submit Requests and/or documentation as soon as possible. Three-day extension requests should be entered within 1 day of the end of the extension period; long-term extension requests should be entered before the course ends.

More details about Academic Consideration requests (for extenuating circumstances) can be found at

<https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students>.

If you are seeking accommodations for a disability

Navigating the accommodations process can be made more difficult by the experience of social injustice. To alleviate any confusion about the process of obtaining accommodations for disabilities, here is information about the steps to take to connect with Queen's Student Accommodations Services (QSAS). Follow these steps if you have a confirmed and documented disability.

1) If you have never registered with QSAS before: <https://www.queensu.ca/studentwellness/accessibility-services/how-register/new-students>

2) If you have previously registered with QSAS: <https://www.queensu.ca/studentwellness/accessibility-services/how-register/returning-students>

3) Documentation requirements can be found at: <https://www.queensu.ca/studentwellness/accessibility-services/information-students/documentation-requirements#requirements>

4) If you have questions about the process, contact Intake Coordinator at QSAS (qsas.intake@queensu.ca)

If you are experiencing extenuating circumstances that affect your ability to complete your schoolwork

Student Wellness Services provides a range of programs that could be helpful, including emergency help, after-hours supports, and same-day clinic appointments, among many other services. Visit <https://www.queensu.ca/studentwellness/home> to see a few options of places to get help.

For support and problem solving of personal and academic concerns: Counselling Services: <https://www.queensu.ca/studentwellness/counselling-services>

For peer support: AMS Peer Support Centre: <http://amspeersupport.com/>

For health services (including services related to immunizations, IUDs, HPV infection, depression and suicide risk, transgender care, etc.): Health Services:

<https://www.queensu.ca/studentwellness/health-services>

For mental health services (including help with stress, anxiety, low mood, depression, etc.):

Mental Health Services: <https://www.queensu.ca/studentwellness/mental-health>

For counselling support for Black and Racialized students: Request counselling/set up appointment by emailing counselling.services@queensu.ca

For services and supports for Indigenous students: Four Directions:

<https://www.queensu.ca/fourdirections/home>

For services and supports for international students: Queen's International Centre:

<https://quic.queensu.ca/>

For information about groups, programs, resources and initiatives surrounding inclusivity at Queen's: Inclusive Queen's : <https://www.queensu.ca/inclusive/content/home>

For help with academic skills: Student Academic Success Services: <https://sass.queensu.ca/>

Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Academic Integrity

Academic Integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>

Copyright of Course Materials

This material is designed for use as part of PSYC 353 at Queen's University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

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<http://library.queensu.ca/copyright>.

Materials generated by instructors of this course may not be posted to commercial course material sites without permission. However, they may be used and adapted, with attribution, for noncommercial purposes.

Accessibility Statement

Queen's is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. The material for this course is available in an accessible format or with appropriate communication supports upon request from the professor.

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment.

A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process. Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's University Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy: Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

Web Browsers

onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

SUGGESTED TIME COMMITMENT

Students can expect to spend approximately 10 hours a week (114 hours per term) in study, listening, attending lectures, attending learning labs, and participating in online activity for PSYC 353.

Course Schedule

Week 1- General Issues in Neurodevelopmental Disorders

Course Introduction and Discussion of Syllabus and Plagiarism.

Karmiloff-Smith, A. (1998). Development itself is the key to understanding developmental disorders. *Trends in Cognitive Sciences*, 2, 389-398. doi:10.1016/S1364-6613(98)01230-3

Week 2-General Issues (cont.)

Insel, T. R., & Cuthbert, B. N. (2009). Endophenotypes: Bridging genomic complexity and disorder heterogeneity. *Biological Psychiatry*, 66, 988-989. doi:10.1016/j.biopsych.2009.10.008

D'Souza, H., & Karmiloff-Smith, A. (2017). Neurodevelopmental disorders. *WIREs Cognitive Science*, 8:e1398. DOI:10.1002/wcs.1398

Week 3-Assessment of Neurodevelopmental Disorders

Burack, J. A., Iarocci, G., Bowler, D., & Mottron, L. (2002). Benefits and pitfalls in the merging of disciplines: The example of developmental psychopathology and the study of persons with autism. *Development and Psychopathology*, 14, 225-237. doi:10.1017/S095457940200202X

Norbury, C. F., & Sparks, A. (2013). Difference or disorder? Cultural issues in understanding neurodevelopmental disorders. *Developmental Psychology*, 49, 45-58.

Week 4- How to Read and Critique an Article, SLI

Guerts, H. M., & Embrechts, M. (2008). Language profiles in ASD, SLI, and ADHD. *Journal of Autism and Developmental Disorders*, 38, 1931-1943. DOI: 10.1007/s10803-008-0587-1 (this article is the one we will critique but you will also be responsible for it on the final exam)

Leonard, L. B. (2014). Specific language impairment across languages. *Child Development Perspectives*, 8, 1-5. DOI:10.1111/cdep.12053

Midterm Exam Due Friday, February 5th at 11:59 pm

Week 5-SLI (cont.)

Weismer, S. E. (2007). Typical talkers, late talkers, and children with Specific Language Impairment: A language endowment spectrum? In R. Paul (Ed.) *Language disorders from a developmental perspective*. (pp. 83-101). Mahwah, NJ: Lawrence Erlbaum.

Mok, P. L. H., Pickles, A., Durkin, K., & Conti-Ramsden, G. (2014). Longitudinal trajectories of peer relations in children with Specific Language Impairment. *Journal of Child Psychology and Psychiatry*, 55, 516-527. Doi: 10.1111/jcpp.12190

February 12th -article review assignment #1 on Specific Language Impairment due at 11:59 pm

Nilsson, K. K., & de Lopez, K. J. (2016). Theory of mind in children with specific language impairment: A systematic review and meta-analysis. *Child Development*, 87, 143-153. DOI:10.1111/cdev.12462

Reading Week-Have a wonderful break everyone!!!!

Week 6-Dyslexia

Hulme, C., & Snowling, M. J. (2016). Reading disorders and dyslexia. *Current Opinion in Pediatrics*, 28, 731-735. DOI:10.1097/MOP0000000000000411

Cardillo, R., Garcia, R. B., Mammarella, I. C., & Cornoldi, C. (2018). Pragmatics of language and theory of mind in children with dyslexia with associated language disabilities or nonverbal learning disabilities. *Applied Neuropsychology:Child*, 7, 245-256.

<https://doi.org/10.1080/21622965.2017.1297946>

February 26th -article review assignment #2 on Dyslexia due at 11:59 pm

Thompson, P. A., Hulme, C., Nash, H. M., Gooch, D., Hayiou-Thomas, E., & Snowling, M. J. (2015). Developmental dyslexia: Predicting individual risk. *Journal of Child Psychology and Psychiatry*, 56, 976-987. DOI:10.1111/jcpp.12412.

Week 7-Williams Syndrome

Martens, M. A., Wilson, S. J., & Reutens, D. C. (2008). Research review: Williams syndrome: A critical review of the cognitive behavioral, and neuroanatomical phenotype. *Journal of Child Psychology and Psychiatry*, 49, 576-608. doi:10.1111/j.1469-7610.2008.01887.x

Going over Article Review Assignment on SLI

Week 8-Williams Syndrome (cont.)

Van Den Heuvel, E., Manders, E., Swillen, A., & Zink, I. (2016). Developmental trajectories of structural and pragmatic language skills in school-aged children with Williams syndrome. *Journal of Intellectual Disability Research*, 60, 903-919. DOI:10.1111/jir.12329

Klein-Tasman, B. P., Li-Barber, K. T., & Magargee, E. T. (2011). Honing in on the social phenotype in Williams syndrome using multiple measures and multiple raters. *Journal of Autism and Developmental Disorders*, 41, 341-351. DOI: 10.1007/s10803-010-1060-5

March 12th - article review assignment #3 on Williams Syndrome due at 11:59 pm

Riby, D. M., Hanley, M., Kirk, H., Clark, F., Little, K., Fleck, R., ...& Rodgers, J. (2014). The interplay between anxiety and social functioning in Williams Syndrome. *Journal of Autism and Developmental Disorders*, 44, 1220-1229. DOI:10.1007/s10803-013-1984-7

Week 9-Down Syndrome

Discussion of Final Exam

Fidler, D. J., & Danhauer, L. A. (2011). Down Syndrome: General overview. In P. Howlin, T. Charman, & M. Ghaziuddin (Eds.) *Sage handbook of developmental disorders*. (pp. 9-28). Thousand Oaks, CA: Sage Press.

Week 10-Down Syndrome (cont.) and ADHD

Naess, K-A. B., Nygaard, E., Ostad, J., Dolva, A-S., & Lyster, S-A. H. (2017). The profile of social functioning in children with Down syndrome. *Disability and Rehabilitation*, 39, 1320-1331. <https://doi.org/10.1080/09638288.2016.1194901>

Nigg, J. T., & Barkley, R. A. (2014). Attention-Deficit/Hyperactivity Disorder. In E. J. Mash & R. A. Barkley (Eds.) *Child psychopathology*. New York, NY: Guilford Press.

March 26th - article review assignment #4 on Down Syndrome due at 11:59 pm

Roberts, L. V., & Richmond, J. L. (2015). Preschoolers with Down syndrome do not yet show the learning and memory impairments seen in adults with Down syndrome. *Developmental Science*, 18, 404-419. DOI:10.1111/desc.12225

Week 11-Attention-Deficit/Hyperactivity Disorder

Toplak, M. E., Bucciarelli, S. M., Jain, U., Tannock, R. (2009). Executive functions: Performance-based measures and the Behavior Rating Inventory of Executive Function (BRIEF) in adolescents with Attention Deficit/Hyperactivity Disorder (ADHD). *Child Neuropsychology*, 15, 53-72.
doi:10.1080/09297040802070929

Staikova, E., Gomes, H, Tartter, V., McCabe, A., & Halpern, J. M. (2013). Pragmatic deficits and social impairment in children with ADHD. *Journal of Child Psychology and Psychiatry*, 54, 1275-1283.doi: 10.1111/jcpp.12082

Week 12-Autism Spectrum Disorder

Troyb, E., Knoch, K., & Barton, M. (2011) Phenomenology of ASD: Definition, syndrome, and major features. In D. A. Fein (Ed.) *The neuropsychology of autism*. (pp.9-33). New York, NY: Oxford University Press.

Eigsti, I-M., de Marchena, A., Schuh, J. M., & Kelley, E. (2011). Language acquisition in autism spectrum disorders: A developmental review. *Research in Autism Spectrum Disorders*, 5, 681-691.
doi:10.1016/j.rasd.2010.09.001

April 9th - article review assignment #5 on Attention-Deficit/Hyperactivity Disorder due at 11:59 pm

Marton, I., Wiener, J., Rogers, M., & Moore, C. (2012). Friendship characteristics of children with ADHD, *Journal of Attention Disorders*, DOI:10.1177/1087059712458971

April 16th - article review assignment #6 on Autism Spectrum Disorder due at 11:59 pm

Sedgewick, F., Hill, V., Yates, R., Pickering, L., & Pellicano, E. (2015). Gender differences in the social motivation and friendship experiences of autistic and non-autistic Adolescents. *Journal of Autism and Developmental Disorders*, 46(4), 1297-1306. doi:10.1007/s10803-015-2669-1

Final Exam Due Date TBA