

Psychology 457-Atypical Development
Watson Hall, Room 401; Tuesday 1-2:30, Thursday 11:30-1

Professor: Dr. Beth Kelley

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Office Hours: Tuesday 2:30-3:30, Wednesday 1-2 or by appointment

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(Please put your full name and Psych 457 in the subject line of the e-mail)

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 five developmental disorders in greater detail: Specific Language Impairment, Down Syndrome, Williams Syndrome, Attention Deficit Hyperactivity Disorder, and Autism Spectrum Disorder.

As is typical of a fourth-year seminar, the good bit of the class-time will be taken up by discussion. There will be lecture days in which I present material, discussion days where we talk about the material, and student presentation days. A list of all of the readings are farther down on the syllabus. We are no longer allowed to provide you with the articles but they will be accessible through the library. All book chapters will be accessible on through the library as well. The readings will not be gone over in excruciating detail in the class. Rather, the lectures will consist mainly of a discussion of the major points brought up in the articles, and an attempt to tie them all together and relate them to the larger literature. After you read the readings and have attended the lectures, you should have a good beginning understanding of the area discussed and so on the discussion days we can spend the majority of the time discussing the issues brought up by the article and how these issues tie into other areas of psychology and especially developmental psychology. I will ask you to design discussion topics/questions to submit to me by 9 am the morning of discussion class days-this will give me some time to see what people's issues are and print out the questions for the class. You can also include clarification questions if something in the article(s) was not clear to you, although these will not count toward your question grades.

Course Requirements

- 1. Discussion topics/questions-worth 10%.*** Twice in the semester, you will be asked to submit discussion topics/questions for our discussions. These questions should be as substantive as possible and make a real attempt to tie the readings/lecture into other things you have learned in psychology and especially developmental psychology. Think big picture, critical thinking, theoretical type of questions. You might also try to think of other ways that the issues under discussion might be addressed, that is, what sort of experimental design might be more appropriate, but please be sure to offer up constructive criticism, i.e., don't just talk about how the methodology in the paper sucks! . Again, I am happy to answer questions of clarification, but these will not count toward your mark. Each day's question will be worth 5 marks toward your overall grade. These questions are due by 9 a.m. on the day of the discussion so that I can organize them and print them off for you. I will post examples of what good questions look like on Moodle for you.

2. *Attendance and participation-worth 15%*. You will be expected to attend every class and be engaged in the discussion on discussion days. I know this is not always easy to do, but it is certainly not impossible! In the past I have actually taken attendance and made check marks for people every time that they contributed to a discussion, but I found that this led to people just agreeing with what had already been said, just for the sake of getting a check mark. Thus, this mark will be more of a holistic one (though I will take attendance at the beginning, more so that I can get to know your names more than anything else). Thus, if you miss a couple of classes but contribute substantially to the discussion on all the discussion days, your mark will remain a good one. I know that not everyone feels comfortable speaking up in class, so if you attend every class and only make the occasional substantial comment, your mark will also remain good. I will try to remain as fair as possible with this mark, and have attendance and participation weigh on it equally.
3. *Oral presentation-worth 35%*. Toward the end of the semester we will have presentation days in which each student will present on a topic for approximately 20-22 minutes each, leaving some time for questions and thus there will be three presentations each class. In the past I have had people do group presentations, but I think that sometimes this leads to unequal amounts of work and students getting equal grades for much less work put in. In the past I also have given articles to the students to have them present them-some people did a really good job of tying these articles into the larger literature and others didn't so that the class would learn a whole lot about a few specific articles, but not a lot about the topic at hand. So this year I would like you to do your own research on the topic and present it to the class.
4. *Research proposal-worth 40%*-I would like you to propose a research study related to some area discussed in class (you are allowed AND encouraged to write on what you have presented on-that way you will have a lot of the background done already). You should write this paper in APA format. Basically your paper needs to contain an Introduction (with a review of similar research conducted in this area and a justification for why your study needs to be done), a Methods section (with a very clear description of the populations you would test, the materials you would use to test them, and the procedure you would use to test them), and a section entitled "Expected Findings and Discussion" in which you discuss what you expect you would find and what contributions it would make to the field. A more thoroughly fleshed out description of this assignment is provided on Moodle. Once again it is recommended that you start to think about a possible research project early in the semester-again, I highly suggest that you do something at least somewhat related to your presentation topic. I also STRONGLY suggest that you come to at least one of my office hours to discuss your ideas-I will be more than happy to discuss these issues with you and steer you in a good direction. The trick with this project is to study something feasible, in an area that has not already been studied to death yet has some background literature out there already to help you focus your question.

These papers should be between 12-15 pages. This assignment is due by midnight on December 17th. If the paper is handed in late there will be two marks taken off per day unless a doctor's note is provided. The paper can be e-mailed to me as a **Microsoft Word** attachment or left in my mailbox-please do not try and slide it under my door. I don't have Microsoft Works on my computer so I won't be able to open any attachment sent to me in this programme. The grading for this paper will focus on your ability to synthesize the research in the given area, as well as your creativity in designing a study and the feasibility and experimental rigour of your design -just because others are sloppy in their research, this is no excuse for you! ☺ It is also important to tie your study into the existing research and explain how your research goes beyond this research and the impact it could have on the field.

Grading Summary

Discussion topics/questions-10%
Attendance and Participation 15%
Class Presentation 35%
Research Proposal 40%

due by 9 a.m. discussion class days

due December 17th at midnight

CLASS SCHEDULE

September 10

Introduction to class, “getting to know you”, go over syllabus, discuss expectations and grading

September 12- What is atypical development and what can it tell us about typical development?

Karmiloff-Smith, A. (1998). Development itself is the key to understanding developmental disorders. *Trends in Cognitive Sciences*, 2, 389-398.

Tager-Flusberg, H. (1999). An introduction to research on neurodevelopmental disorders from a cognitive neuroscience perspective. In H. Tager-Flusberg (Ed.) *Neurodevelopmental disorders*. (pp. 3-24). Cambridge, MA: MIT.

September 17-Understanding atypical development through good practice and assessment

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.

Toplak, M. E., West, R. F., & Stanovich, K. E. (2013). Practitioner review: Do performance-based measures and ratings of executive function assess the same construct? *Journal of Child Psychology and Psychiatry*, 54, 131-143.

September 19-Discussion Day on readings from September 15th & 17th

September 24 -General overview of SLI

Rapin, I. (1996). Practitioner review: Developmental language disorders: A clinical update. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 37, 643-655.

Bishop, D. V. M. (2006). What causes specific language impairment? *Current Directions in Psychological Science*, 15, 217-221.

September 26- General overview of Down syndrome

Sigman, M. (1999). Developmental deficits in children with Down syndrome. In H. Tager-Flusberg (Ed.) *Neurodevelopmental disorders*. (pp. 179-195). Cambridge, MA: MIT.

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

October 1-CLASS CANCELLED-away at a conference

October 3-Discussion Day on readings from September 24th and 26th

October 8- General Overview of Williams syndrome

Mervis, C. B., Morris, C. A., Bertrand, J., & Robinson, B. F. (1999). Williams syndrome: Findings from an integrated program of research. In H. Tager-Flusberg (Ed.) *Neurodevelopmental disorders*. (pp.65-110). Cambridge, MA: MIT. **ONLY READ UP TO P. 99**

Semel, E., & Rosner, S. R. (2003) *Understanding Williams Syndrome: Behavioral Patterns and Interventions* (Chapter 2 pp.15-58). Mahwah, NJ: Erlbaum

October 10- General Overview of Attention-Deficit/Hyperactivity Disorder

Barkley, R. A. (1997). Behavioral inhibition, sustained attention, and executive functions: Constructing a unifying theory of ADHD. *Psychological Bulletin*, 121, 65-94.

Castellanos, F. X., & Tannock, R. (2002). Neuroscience of Attention Deficit/Hyperactivity Disorder: The search for endophenotypes. *Nature Reviews, Neuroscience*, 3, 617-628.

Nigg, J. T. (2010). Attention-Deficit/Hyperactivity Disorder: Endophenotypes, structure, and etiological pathways. *Current Directions in Psychological Science*, 19, 24-29.

October 15-General Overview of Autism Spectrum Disorder

Volkmar, F. R., Lord, C., Bailey, A., Schultz, R. T., & Klin, A. (2004). Autism and pervasive developmental disorders. *Journal of Child Psychology and Psychiatry*, 45, 135-170.

Troyb, E., Knoch, K., & Barton, M. (2011). Phenomenology of ASD: Definition, syndromes, and major features. In D. Fein (Ed.) *The neuropsychology of autism*. (pp.9-25). New York, NY: Oxford University Press.

October 17-Discussion Day on Readings from October 8th, 10th, and 15th

October 22-Specific Language Impairment

Topics: 1) Cognitive Development Beyond Language 2) Dyslexia 3) Social Difficulties

October 24-Down Syndrome

Topics: 1) Developmental Trajectories 2) Language Development 3) Friendships and Relationships

October 29-Williams Syndrome Presentation Day One

Topics: 1) Executive Functioning 2) Language Development 3) Visuo-spatial Skills

October 31-Discussion Day on Presentations from October 22nd, 24th, and 29th

November 5- Williams Syndrome Presentation Day Two

Topics: 1) Over-familiarity with Strangers 2) Theory of Mind 3) Face Processing

November 7-Attention-Deficit/Hyperactivity Disorder Presentation Day One

Topics: 1) Attention Difficulties 2) Executive Function Difficulties 3) Academics

November 12-Attention-Deficit/Hyperactivity Disorder Presentation Day Two

Topics: 1) Positive Illusory Bias 2) Theory of Mind 3) Social Relationships

November 14-Discussion Day on Presentations from November 5th, 7th, and 12th

November 19- Autism Spectrum Disorder Presentation Day One

Topics: 1) Language Development 2) Executive Function Difficulties 3) Academics

November 21-Autism Spectrum Disorder Presentation Day Two

Topics: 1) Early Social Inattention 2) Theory of Mind 3) Social Cognition in Adolescence

November 26-Autism Spectrum Disorder Presentation Day Three

Topics: 1) Weak Central Coherence 2) Friendships 3) Bullying

November 28-Discussion Day on Presentations from Nov. 19th, 21st, and 26th

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see <http://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/senate/policies/princpri/>).

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. **See Academic Regulation 1 Academic Integrity** of the Arts & Science Calendar: <http://www.queensu.ca/artsci/academic-calendars/regulations>.

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.