Psyc 353: Atypical Development: Jeffrey 126
Mondays 2:30-3:50 and Thursdays 4:00- 5:20

Instructor: Dr. Beth Kelley
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Office Hours: Monday 1-2 and Wednesdays 2:30-3:30 Humphrey Hall, Room 351

Your TA is Kyla Mayne kem23@queensu.ca This is Kyla's first time TAing this course, so you are probably better off e-mailing me about your content questions (or coming to my office hours for long questions) and just e-mailing her about the logistics of the course.

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 through the E-reserves. I will summarize these in lecture, but a critical component of making sure that you understand the material will be the submitted discussion questions, described in more detail below. I will also be adding a lot of content to the lectures that is not covered in the readings so you are strongly encouraged to come to lectures.

Grading Scheme

Midterm exam (take-home)	**30%**
Final Exam (take-home)	**30%**
Article Review Assignments(Best 2 of 3)	**40%**
	100%

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 will be placed in OnQ 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). Each of these article reviews will have its own due date listed in the class schedule and will not be accepted late. If you can't get it in on time, you will have to do another one unless you have accommodations. 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.

Midterm Exam (30%) The midterm exam is a take-home exam due on Sunday, February 10th at 11:59 pm. It will consist of short and medium-sized essay questions on the first (roughly) half of the course. You are free to work on these exams together to pool ideas, but you will each need to hand in your own written exam. The exam will be posted the first week of class and will be discussed on January 24th. I STRONGLY suggest that you work on it as we go along as each question will be tied to a specific article for the most part. 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. For each 12-hour period that it is late (unless you have accommodations), 1% of your grade will be deducted. That is, if you would have received a 30/40 on your exam, but you handed it in on Wednesday at 11 am, you will receive a grade of 25/40. All midterms will be handed into a dropbox in OnQ but will pass through Turnitin.

Final Exam (30%): The final exam is a take-home exam due on Wednesday, April 17th at 11:59 p.m. It will consist of short and medium-sized essay questions on the second half (roughly) of the 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 November, 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. For each 12-hour period that it is late (unless you have accommodations), 1% of your grade will be deducted. That is, if you would have received a 30/40 on your exam, but you handed it in on Saturday at 11 am, you will receive a grade of 25/40. All final exams will be handed into a dropbox in OnQ but will pass through Turnitin.

Academic Considerations for Students in Extenuating Circumstances
Sometimes students miss required work for a variety of reasons. The Faculty of Arts and Science now has a centralized process for reporting missed work due to extenuating circumstances that standardizes the process for students. Please read below for directions on how to apply for academic consideration for missed work, or work that you expect to miss:

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: http://www.queensu.ca/artsci/accommodations

If you require academic consideration for missed work due to extenuating circumstances, please go to the link above to apply for consideration. Instructors no longer review individual documentation, this is now all centralized through the academic considerations portal

Accommodations for Students with Disabilities

If you need accommodations, you should contact me in order to obtain them. In order to obtain special accommodations, you **MUST** have a note from Student Wellness Services detailing precisely what accommodations you require.

Note that accommodations may also be extended to those individuals who are experiencing serious mental health issues. If you are under a lot of stress and feeling too anxious or depressed or overwhelmed to function to your full potential, please contact Student Wellness as SOON as you begin to feel this way.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Student Wellness Services and register as early as possible. For more information, including important deadlines, please visit the Student Wellness Services website at: http://www.queensu.ca/studentwellness/home. ***Please note that it is important to contact Student Wellness Services as early as possible in Fall Term to allow time for you to be registered for special needs consideration.***

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.

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

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 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.

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

January 7-Course Introduction and Discussion of Syllabus.

January 10 -General Issues in Neurodevelopmental Disorders and Psychopathology

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

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

January 14- General Issues in Neurodevelopmental Disorders and Psychopathology (cont.)

Pennington, B. F. (2002). *The development of psychopathology: Nature and Nurture.* New York, NY: Guilford Press. (Fundamental Issues Chapter)

January 17- 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

January 21- Cultural Issues in Assessment and Diagnosis of Neurodevelopmental Disorders

Norbury, C. F., & Sparks, A. (2013). Difference or disorder? Cultural issues in understanding neurodevelopmental disorders. *Developmental Psychology, 49,* 45-58. DOI: 10.1037/a0027446

January 24- How to Read and Critique an Article, Brief Discussion of Plagiarism; Discussion of Midterm

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)

January 28 -Introduction to Specific Language Impairment

Leonard, L. B. (2000) *Children with Specific Language Impairment.* Cambridge, MA: MIT Press. (introductory chapter)

January 31- Understanding the Spectrum of Language Impairment

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.

February 4- Social Functioning in Specific Language Impairment

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 7- Introduction to Dyslexia

Pennington, B. F., Peterson, R. L., & McGrath, L. M. (2009). Dyslexia. In B. F. Pennington (Ed.) *Diagnosing learning disorders: A neuropsychological framework.* (pp.45-82). New York, NY: Guilford Press.

February 10-MIDTERM EXAM due at 11:59 pm

February 11-Social Functioning in Dyslexia and Other Learning Disabilities

Elbaum, B., & Vaughn, S. (2003) Self-concept and students with learning disabilities. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.) *Handbook of learning disabilities.* New York, NY: Guilford Press.

February 14-article review assignment on Specific Language Impairment due at 11:59 pm

February 14- Introduction to 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

February 25- Linguistic and Cognitive Ability in Williams Syndrome; Going over Article Review Assignment on SLI

Nazzi, T., Gopnik, A., & Karmiloff-Smith, A. (2005). Asynchrony in the cognitive and lexical development of young children with Williams syndrome. *Journal of Child Language, 32,* 427-438. doi:10.1017/S0305000904006737

February 28-article review assignment on Dyslexia due at 11:59 pm

February 28- Social Functioning in Williams Syndrome

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 4- Discussion of Final Exam

March 7-Introduction to Down Syndrome

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.

March 11- Cognition in Down Syndrome

Silverman, W. (2007). Down Syndrome: Cognitive phenotype. *Mental Retardation and Developmental Disabilities Research Reviews, 13,* 228-236. DOI: 10.1002/mrdd.20156

March 11- article review assignment on Williams Syndrome due at 11:59 pm

March 14- Introduction to Attention-Deficit/Hyperactivity Disorder

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 18-Executive Functioning in ADHD

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

March 18- article review assignment on Down Syndrome due at 11:59 pm

March 21- NO CLASS; Dr. Kelley at a conference

March 25- Social functioning in ADHD

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

March 28-Introduction to 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.

April 1- Social functioning in ASD

Chevallier, K., Kohls, G., Troiani, V., Brodkin, E.S., & Schultz, R.T. (2012). The social motivation theory of autism. *Trends in Cognitive Sciences, 16*, 231-239. doi:10.1016/j.tics.2012.02.007

April 4- Language in ASD; also, further discussion of the final exam

Kelley, E. (2011). Language in ASD. In D. A. Fein (Ed.) *The neuropsychology of autism.* (pp.123-137). New York, NY: Oxford University Press.

April 4- article review assignment on Attention-Deficit/Hyperactivity Disorder due at 11:59 pm

April 11- article review assignment on Autism Spectrum Disorder due at 11:59 pm

April 17-Final Exam Due 11:59 p.m