

Psyc 353: Atypical Development: Mac Corry B201
Tuesdays 4-5:20 and Thursdays 2:30-3:50

Instructor: Dr. Beth Kelley

Instructor Contact Information: kellyyb@queensu.ca or 613-533-2491 (email highly preferred)

Office Hours: Thurs 1-2 (dedicated to 353), Thurs 4-5, and Fridays 1:30-2:30: Humphrey Hall, Room 351

Your TA is Victoria Della Cioppa (vdc1@queensu.ca)

PLEASE only e-mail Victoria with your questions as she has TA'd this course multiple times and knows all the answers! ☺

For the most part, you should only be e-mailing me to send me your discussion questions (see below). Victoria will answer all course content questions and questions about grading (other than the discussion questions). If she feels that she cannot answer a question, she will pass it on to me.

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

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

Discussion Questions (4 questions X 5 marks =20%): Over the course of the semester you will submit four discussion questions out of 5. Extra questions will not be graded (although you are always welcome to email me clarification questions which won't be graded but are helpful if you don't understand the article).

Each question will be graded by me, and will be graded using the following rubric:

0=not submitted

2.5 =very basic question of clarification

3.75=good question that gets at important points and goes beyond the basics of the article

4.25=excellent that gets at important points and ties into larger theory

5=incredible insight, outstanding question that absolutely knocks my socks off!

I will post some examples of each level of question for the first topic in OnQ to give you an idea of what is required. Your scores on the individual questions will be added to be a grade out of 20. The list of dates due for discussion question by last name is under the course schedule as well as later in the syllabus in OnQ.

Because I will be using these questions to help gear my lectures to what you all find most confusing/interesting discussion-worthy, I will need them a little ahead of time. Thus, they are **due by 6 pm the night before the class** (i.e., Monday night or Wednesday night). If you get them in after 6 pm but before 8am the day of class (i.e., Tuesday or Thursday) I will grade them, but take .5 off of the grade. If they are submitted after 8 am, they will not be graded. I'm not trying to be a hard-ass, but I really do want them ahead of time to gauge where the class is at, in order to tailor the lectures to the class. If you don't understand why you have gotten a certain grade on the discussion question, then please come to my office hours. I will not answer questions about discussion question grades over e-mail.

Please submit them to the appropriate dropbox or else I may not see them!!

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. 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 a dropbox in OnQ but will pass through Turnitin.

Final Exam (40%): The final exam is a take-home exam due on Monday, December 11th at 11:59 p.m. 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 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, 2% 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 24/40. All final exams will be handed into a dropbox in OnQ but will pass through Turnitin.

All students must write the final exam. If you have a documented serious illness or death in the immediate family, you *may* be given an extension, but this is at the discretion of the professor. Please contact me directly (not Victoria) if you need an extension.

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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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.

Accommodations Statement

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 Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Please do not wait until the last minute to make any special accommodation arrangements or we may not be able to accommodate you. If your accommodation allows for you to have extra time for out-of-class assignments, please contact the professor as soon as possible to discuss this. You will be allowed extra time for the first few weeks of discussion questions, but given the flexibility of the other assignments, it is likely there will be no extensions on these but we can discuss this in my office hours.

Course Schedule

September 12-Course Introduction and Discussion of Syllabus.

September 14-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

September 18- discussion question for September 19th reading due at 6 p.m.

September 19- 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)

September 20-discussion question for September 21st reading due at 6 pm

September 21- 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

September 25- discussion question for September 26th reading due at 6 pm

September 26- 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

September 27- discussion question for September 28th reading due at 6 pm

September 28- How to Read and Critique an Article, Brief Discussion of Plagiarism

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)

October 2- discussion question for October 3rd reading due at 6 pm

October 3 -Introduction to Specific Language Impairment

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

October 6- NO CLASS-Dr. Kelley at a meeting-also no office hours Thursday or Friday

October 9-discussion question for October 10th reading due at 6 pm

October 10- 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.

October 11- discussion question for October 12th readings due at 6 pm

October 12- 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

October 16- discussion question for October 17th reading due at 6 pm

October 17- 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.

October 18- discussion question for October 19th reading due at 6 pm

October 19-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.

October 19-article review assignment on Specific Language Impairment due at 11:59 pm

October 23- discussion question for October 24th reading due at 6 pm

October 24- Introduction to Williams Syndrome; Going over Article Review Assignment on SLI

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

October 25- discussion question for October 26th reading due at 6 pm

October 26- Linguistic and Cognitive Ability in Williams Syndrome;

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

October 26-article review assignment on Dyslexia due at 11:59 pm

October 30- discussion question for October 31st reading due at 6 pm

October 31- 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

November 2- Discussion of Final Exam

November 6- discussion question for November 7th reading due at 6 pm

November 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.

November 8- discussion question for November 9th reading due at 6 pm

November 9- 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

November 9- article review assignment on Williams Syndrome due at 11:59 pm

November 13- discussion question for November 14th reading due at 6 pm

November 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.

November 15- discussion question for November 16th reading due at 6 pm

November 16-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

November 16- article review assignment on Down Syndrome due at 11:59 pm

November 20- discussion question for November 21st reading due at 6 pm

November 21- 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

November 22- discussion question for November 23rd reading due at 6 pm

November 23-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.

November 27- discussion question for November 28th reading due at 6 pm

November 28- Social functioning in ASD

Chevallier, K., Kohls, G., Troiani, V., Brodtkin, 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

November 29- discussion question for November 30th reading due at 6 pm

November 30- 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.

November 30- article review assignment on Attention-Deficit/Hyperactivity Disorder due at 11:59 pm

December 7- article review assignment on Autism Spectrum Disorder due at 11:59 pm

December 11-Final Exam Due 11:59 p.m