

Psyc 353: Atypical Development

LAND ACKNOWLEDGEMENT: Let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to live, learn and play on these lands. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. To read more about the history of the land, see the Queen's Encyclopedia at <http://www.queensu.ca/encyclopedia/t/traditional-territories>.

EQUITY, DIVERSITY AND INCLUSION STATEMENT: Queen's is committed to counteracting discrimination in this institution and developing a climate of educational equity that recognizes and respects the equal dignity and worth of all who seek to participate in the life, work and mission of the University. Such a climate is created and maintained by developing a university-wide commitment to and understanding of educational equity, supported by policies, programs, curricula, practices and traditions that facilitate individuals - and equity-seeking groups- free, safe, and full participation.

POSITIONALITY STATEMENT: The instructor would like to acknowledge that she is coming from the positionality of a white, cisgender, heterosexual female, and that she cannot begin to be able to experience what life for those with different positionalities might be like. She would encourage all students to think about their positionality, and to respect the positionality of everyone in the class by encouraging different opinions and perspectives.

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 in the Course Schedule (Under Contents, then Course Description and Requirements). Everything that you need (other than this syllabus) will be available in the Course Schedule including lecture slides, reading assignments and links to the readings, and dropboxes for all of your assignments and the final exam.

Grading Breakdown

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

Midterm Exam (20%) The midterm is available for you to look at from the first day of class and we will discuss it the first day of class. Your midterm exam is due on **February 7th at 11:59 pm** to the dropbox on OnQ (passing through Turnitin). If you have accommodations for extra time on assignments you may hand this exam in up to February 14th at 11:59 pm without penalty. However, you will need to let Tara (the psyc accommodations person) know at psyc.accom@queensu.ca so she can extend your dropbox. If you are sick then you can get a three-day extension through the academic portal-please still email Tara (psyc.accom@queensu.ca) in this case to get your dropbox extended.

If you do not hand it in on time and do not have approved academic considerations, you will lose 2.5% 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 11th 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 five 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 out of the six 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 seven extra days to hand in these article reviews, but you will need to contact Tara at psyc.accom@queensu.ca to get the dropbox window extended if you need the extension. For all other students, the same late policy applies as the midterm-that is, you will lose 2.5% of your overall grade on them for each day that it is late if you do not have academic considerations.

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 this has been a serious problem in previous classes. Use Turnitin to look at your similarity report ahead of time and if it is anything above 10%, make sure that you do not have any sentences from the articles in there. It is not enough just to change a few words in a sentence-Turnitin will pick up on the sentence structure.

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 seven 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 right after reading week, 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 12th at 11:59 pm**, and those with accommodations will be given seven extra days, depending on your accommodation. You will still need to contact Tara at psyc.accom@queensu.ca to get your dropbox extended. If you need longer, you will need documentation provided by the academic considerations portal discussed below. Please note that if you get a three-day academic consideration, you will be given a three-day extension, that is your final will be due on April 15th. If you are late from the final exam due date and you do not have approval from academic considerations, you will lose 2.5% 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 four days late you will get a 75% grade. All final exams will be handed into a dropbox in OnQ but will pass through Turnitin.

Academic Consideration for Students in Extenuating Circumstances

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the [portal where a request can be submitted](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

For guidance on **submitting requests**, please see refer to the Resource Guides available on the [Academic Consideration website](#) under "Applying for Academic Consideration."

N.B: The COVID-19 pandemic is an evolving situation. If you have symptoms or are deemed a close contact of someone with COVID, please access our **COVID-Related Absence Reference Guide** on the [Academic Consideration website](#). This guide will provide you with information on applying for consideration, the types of documentation (including non-medical documentation) you can use to support your request, as well as insight into how the Faculty office will assess these requests.

If you need to request academic consideration for this course, you will be required to provide the following name and email address to ensure it reaches our team accordingly:

Instructor/Course Coordinator Name: Tara Karasewich

Instructor/Course Coordinator email address: psyc.accom@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been verified. Any delay in contact may limit the Consideration options available.

Please follow up with me using kellyb@queensu.ca within 24 hours of receiving verification of your Consideration request.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

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>

Please note that if it is determined by the professor that you have plagiarized, you will receive a zero on that assignment/exam and your plagiarism will be reported to your Faculty. Each Faculty has a different policy, but for the Faculty of Arts and Science you get one time's plagiarism with no penalty other than that of the course instructor-the second time you run the risk of being expelled. Given that I make the similarity reports available though, there is no reason for you to get charged for plagiarism. Just make sure to get your assignment in early enough for the similarity report to be generated-if you hand it in at the last minute you may not get the similarity report in time.

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.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here:

<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 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

In this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend in class or lab/tutorial, studying course material, and completing weekly homework or preparing for your larger assignments and exams. You are encouraged to use a term at a glance and a weekly study schedule (visit [SASS](#)) that distributes the 8-10 hours per week and avoid 'cramming'. This way you will be more likely to complete the course successfully and remember what you learned longer.

Important University Dates

Key dates (first day of class, tuition due date, last day to add/drop courses) are important to your academic success. Please find them at [Important Dates](#).

Equity, Diversity and Inclusivity Statement

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect and systemic discrimination exists within our institutional structures, policies and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith and socioeconomic status, among other examples. During class discussions, please be respectful and inclusive of all perspectives of your classmates.

Course Announcements

Throughout the semester, I may email you with important updates or information. You are responsible for checking your email on a regular basis to remain abreast of these updates.

Course Schedule

January 9

Course Introduction and Discussion of Syllabus, Plagiarism, and Midterm Exam.

January 12

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

Cuthbert, B. N., & Insel, T. R. (2013). Toward the future of psychiatric diagnosis: The seven pillars of RDoC. *BMC Medicine*, 11, 126. DOI:10.1186/1741-11-126

January 16

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

January 19

Russo, N., Kaplan-Kahn, E. A., Wilson, J., Criss, A., & Burack, J. A. (2021). Choices, challenges, and constraints: A pragmatic examination of the limits of mental age matching in empirical research. *Development and Psychopathology*, 33, 727-738.
DOI:10.1017/S09545794200001480

January 23

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 26

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)
Discussion of article critiques

January 30

Leonard, L. B. (2014). Specific language impairment across languages. *Child Development Perspectives*, 8, 1-5. DOI:10.1111/cdep.120534

February 2

Discussion of midterm exam

February 6

Snowling, M. J., Nash, H. M., Gooch, D. C., Hayiou-Thomas, M. E., Hulme, C., & Welcome Language and Reading Project Team. (2019). Developmental outcomes for children at high risk of dyslexia and children with developmental language disorder. *Child Development*, 90, e548-e556. DOI:10.1111/cdev.13216

February 9

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

Midterm Exam Due Thursday, February 9th at 11:59 pm

February 13

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

February 16th -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

February 16

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>

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

February 27

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

March 2

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

March 5th -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.

March 6

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 9

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.

March 9th - article review assignment #3 on Williams Syndrome due at 11:59 pm

Gillooly, A. E., Riby, D. M., Durkin, K., & Rhodes, S. M. (2021). Peer relationships in children with Williams syndrome: Parent and teacher insights. *Journal of Autism and Developmental Disorders*, 51, 169-178. <https://doi.org/10.1007/s10803-020-04503-6>

March 13

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>

March 16

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 20th - article review assignment #4 on Down Syndrome due at 11:59 pm

Barisnikov K, Lejeune F (2018) Social knowledge and social reasoning abilities in a neurotypical population and in children with Down syndrome. *PLoS ONE* 13(7): e0200932.
<https://doi.org/10.1371/journal.pone.0200932>

March 20

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 23-NO CLASS-DR. KELLEY AT A CONFERENCE

March 27

Kessler, P. B & Ikuta, T. (2023). Pragmatic deficits in attention-deficit/hyperactivity disorder: Systematic review and meta-analysis. *Journal of Attention Disorders*.

DOI:10.1177/10870547231161534

disorder: Systematic review and meta-analysis. *Journal of Attention Disorders*.
DOI:10.1177/10870547231161534

March 30

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 3

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 5th - 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 6th -guest speaker on living with an autistic child

April 10th - article review assignment #6 on Autism Spectrum Disorder due at 11:59 pm

Cardillo, R., Mammarella, I. C., Demurie, E., Giotre, D., & Roeyers, H. (2021). Pragmatic language in children and adolescents with autism spectrum disorder: Do theory of mind and executive functions have a mediating role? *Autism*, 14, 932-945. DOI:10.1002/aur.2423

Final Exam due April 25th at 11:59 pm