

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. Indigenous communities in Kingston/Katarokwi continue to reflect the area's Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and First Peoples from other Nations across Turtle Island present here today. To read more about the history of the land, see the [Queen's Encyclopedia](#) and to learn more about land acknowledgements, see the [Office of Indigenous Initiatives](#).

EQUITY, DIVERSITY AND INCLUSION 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. In this class I will work to promote an anti-discriminatory, anti-racist and accountable environment where everyone feels welcome. Every member of this class is asked to show respect for every other member.

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.

Instructor: Dr. Beth Kelley

Instructor Contact Information: kellyb@queensu.ca

Office Hours: Mondays 1:00-2:00 and Thursdays 1:00-2:00 in Humphrey 351

Questions about the content of the course should be directed to the instructor at kellyb@queensu.ca

Questions about the logistics of the course should be directed to the head TA, S

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%
Article Review Assignments(Best 2 of 3)	40%
	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 8th 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 15th 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 considerations 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% 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 79%. 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% 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% 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 77% grade. All final exams will be handed into a dropbox in OnQ but will pass through Turnitin.

Policy Review of Graded Work

Requests for assignment regrading may be made to your instructor (kellyb@queensu.ca) a minimum of 24 hours after you have received the marked copy of your assignment, but no more than 5 days later. Be sure to read your TA's feedback carefully before you submit a review of graded work. To request that your assignment be reviewed, please include the following in your email:

- Your reason for the request:
 - The specific aspects of your assignment that you believe were not sufficiently awarded, referring to the categories of the rubric.
 - Why you believe that your assignment meets the criteria for a higher mark for each of the categories of the rubric that you indicated above. Please make explicit reference to the detailed descriptions of each category provided in the rubric.

If a review of graded work results in only a slightly different final grade, the original grade will stand. Should we find an error where marks were not assigned when they should have been or were missed in adding up the total score or were added up incorrectly resulting in a higher score than earned, the grade will be changed so that it is accurate. Grades would only increase or decrease if there was evidence of an error in marking, not simply because the regrader interprets or applies the rubric slightly differently than the original grader. I will be doing the regrading and you need to know you take the risk of losing grades by having me regrade.

Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.

- [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking *Access Ventus* button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

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 any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see [Academic Consideration](#) webpage for details (<https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>)

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. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the Academic Consideration. 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 the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant.

For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

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

Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Each core value of academic integrity, as defined in the [Senate Academic Integrity Policy](#), gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors "show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals" ("[The Fundamental Values of Academic Integrity](#)", 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – "the capacity to act in accordance with one's values despite fear" ("[The Fundamental Values of Academic Integrity](#)", 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another's material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University's policies and practices.

Use of GenAI tools is not allowed in any part of student work for this course. Submitting AI-generated content constitutes a departure from academic integrity as defined by university Academic Integrity procedures.

Queen's [Student Academic Success Services](#) (SASS) offers a self-directed, online academic integrity module which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

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/section of the 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 two time's plagiarism with no penalty other than that of the course instructor-the third 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

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

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 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 plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence ([AI-generated text](#)). These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. 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 Policy](#), [Acceptable Use Policy](#) and [End-User License Agreement](#), which govern 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

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, 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.

Class Attendance

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. I expect that you attend class regularly, participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

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.

Building a Classroom Community

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safer, more respectful classroom community for learners by following these guidelines:

- Make a personal commitment to learn about, understand, and support your peers.
- Assume the best of others and expect the best of them.
- Recognize and value the experiences, abilities, and knowledge each person brings to the course.
- Acknowledge the impact of oppression on other people's lives and make sure your words and tone are respectful and inclusive.
- Encourage others to develop and share their ideas.
- Pay close attention to what your peers say/write before you respond. Think through and re-read what you have written before you post online or send your comments to others.
- Be open to having your ideas challenged and challenge others with the intent of facilitating growth.
- Look for opportunities to agree with one another, building on and intentionally referencing peers' thoughts and ideas; disagree with ideas without making personal attacks, demeaning, or embarrassing others.

Fostering Accessibility

All of us have a shared responsibility for reducing barriers to learning and fostering accessibility and promoting meaningful inclusion of those with disabilities. The [Accessibility Hub](#) at Queen's University's Human Rights & Equity Office offer a host of [tutorials](#) that provide us all with practical tips for:

- creating accessible documents, e.g., to submit to your teaching team or share with peers in peer feedback activities/in a presentation,
- emails, e.g., while communicating with group members or your teaching team, and
- meeting practices (e.g., in tutorials/labs/seminars or virtual meetings).

Name/Pronoun

If, for whatever reason, you wish to change how your name appears in onQ and/or on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter the name you would like to appear in onQ and/or on class lists.
7. Click Save.

Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen's University.

Course Schedule

January 5

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

January 8

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

January 12

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

Mareva, S., the CALM team, and Holmes, J. (2019). Transdiagnostic associations across communication, cognitive and behavioural problems in a developmentally at-risk population: A network approach. *BMC Pediatrics*, 19: 452. <https://doi.org/10.1186/128870-019-1818-7>

January 15

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 19

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 22

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 26

Bishop, D. (2017). Why is it so hard to reach agreement on terminology? The case of developmental language disorder (DLD). *International Journal of Language and Communication Disorders*, 52, 671-680. <https://doi.org/10.1111/1460-6984.12335>
Further discussion of midterm exam

January 29

Wieczorek, K., DeGroot, M., Madigan, S., Padov, P., Gansham, H., & Graham, S. (2024). Linking language skills and social competence in children with developmental language disorder: A systematic review and meta-analysis. *American Journal of Speech-Language Pathology*, 33, 505-526.
https://doi.org/10.1044/2023_AJSLP-22-00406

February 2

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 5

Hulme, C., & Snowling, M. J. (2016). Reading disorders and dyslexia. *Current Opinion in Pediatrics*,

28, 731-735. DOI:10.1097//MOP00000000000000411

Midterm Exam Due Sunday, February 8th at 11:59 pm

February 9

López-Zamora, M., Porcar-Gozalbo, N., López-Chicheri García, I., & Cano-Villagrasa, A. (2025). Linguistic and Cognitive Abilities in Children with Dyslexia: A Comparative Analysis. *European Journal of Investigation in Health, Psychology and Education*, 15(3), 37. <https://doi.org/10.3390/ejihpe15030037>

February 12-NO CLASS, HAPPY EARLY READING WEEK!!!

February 15th -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!!!!

February 23

Going over Article Review Assignment on SLI

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 26

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 5

Discussion of Final Exam

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

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 12

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 12th - 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 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 19

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 19th - 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 23

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

March 26

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.

March 28th - 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

March 30

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

Go over final exam again

April 2

Pascoe, M. I., Forbes, K., de la Roche, L., Derby, B., Psaradellis, E., Anagnostou, E., Nicolson, R., Georgiades, S., & Kelley, E. (2023). Exploring the association between social skills struggles and social communication difficulties and depression in youth with autism spectrum disorder. *Autism Research, 16*, 2160-2171.
<https://doi.org/10.1002/aur.3015>

April 7th - 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 12th at 11:59 pm