

Psyc 350: Special Topics in Developmental Psychology: Neurodevelopmental Disorders
Jeffrey Hall, Room 126, Mondays 2:30-3:50 and Thursdays 4-5:20

Instructor: Dr. Beth Kelley

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

Office Hours: Wednesdays 3-4 and Thursdays 2:30-3:30, Humphrey Hall, Room 351

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

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. 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)	50%
<u>Article Review Assignments(Best 2 of 3)</u>	<u>30%</u>
	100%

Discussion Questions (20%): Over the course of the semester you will submit four discussion questions. 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

4.5=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 news forum 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 somewhat ahead of time. Thus, they are due by 6 pm the night before the class (i.e., Sunday night or Wednesday night). If you get them in after 6 pm but before 8am the day of class (i.e., Monday 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. I will be putting the grades on OnQ. 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 e-mail me the discussion questions with PSYC 350 and the date that the discussion question is due in the subject line of the e-mail-this will allow you to send them ahead of time if you wish to work ahead. Please just type or paste your question into the e-mail so I don't have a whole bunch of documents to open and later close. Also, PLEASE use your Queen's e-mail to send them – I have my spam settings set quite high so I may not get the e-mail if you use a gmail or other account. And finally, don't forget the extra "e" in my last name. Somewhere out there is a kellyb who is unwilling to reply to e-mails they know they're not supposed to be getting.

Article Review Assignment (30%-best two out of three): You will read three of the articles provided 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 a little later in the semester. 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. I highly suggest that you do the first assignment as 'practice'. This one will be taken up in class.

Each assignment will be worth 30 points and will be divided by two to be worth 15% 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 30%. If you only complete one of these assignments, you will automatically lose 15%, without exception. These assignments will be handed in on Turnitin.

Final Exam (50%): The final exam is a take-home exam due on Monday, December 12th 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 on Turnitin. 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 40/50 on your exam, but you handed it in on Wednesday at 11 am, you will receive a grade of 34/50. All final exams will be handed in on 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 a 10-day extension, but this is at the discretion of the professor.

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 15-General Issues in Neurodevelopmental Disorders

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

September 18- discussion question for September 19th reading due at 6 p.m. (Amarin to Connelly)

September 19- General Issues in Neurodevelopmental Disorders (cont.)

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

September 21-discussion question for September 22nd reading due at 6 pm (Cress to Goodchild)

September 22- 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 (Gordon-MacDonald)

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 28- discussion question for September 29th reading due at 6 pm (Martinez-Sims)

September 29- General Patterns of Language Functioning across Disorders

McDuffie, A., & Abbeduto, L. (2009). Language disorders in children with mental retardation of genetic origin: Down Syndrome, Fragile X Syndrome, and Williams Syndrome. In R. G. Schwartz (Ed.) *Handbook of child language disorders*. (pp. 44-66). New York, NY: Psychology Press.

October 2- discussion question for October 3rd reading due at 6 pm (Smith-Wylie)

October 3 General Patterns of Language Functioning across Disorders (cont.)

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

October 5- discussion question for October 6th reading due at 6 pm (Amarin-Connelly)

October 6- Social Cognition across Disorders

Happé, F., & Frith, U. (2014). Annual research review: Towards a developmental neuroscience of atypical social cognition. *Journal of Child Psychology and Psychiatry*, 55, 553-577.
Doi:10.1111/jcpp.12162

October 10- No Class! Happy Thanksgiving!!!!

October 12- discussion question for October 13th readings due at 6 pm (Cress-Goodchild)

October 13- Introduction to Specific Language Impairment

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

October 16- discussion question for October 17th reading due at 6 pm (Gordon-MacDonald)

October 17- The Spectrum of Language Functioning; also, discussion of article review assignments

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 19- discussion question for October 20th reading due at 6 pm (Martinez-Sims)

October 20- Social Functioning in SLI

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 23- discussion question for October 24th reading due at 6 pm (Smith-Wylie)

October 24- 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 24-article review assignment on Specific Language Impairment due at 11:59 pm

October 26- discussion question for October 27th reading due at 6 pm (Amarin-Connelly)

October 27- Social and Self-concept in Students with Learning Disabilities; Going over Article Review Assignment on SLI

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 30- discussion question for October 31st reading due at 6 pm (Cress-Goodchild)

October 31- introduction to Williams Syndrome

Semel, E., & Rosner, S. R. (2003). *Understanding Williams Syndrome: Behavioral patterns and interventions*. Mahwah, NJ: Lawrence Erlbaum (introductory chapter)

October 31-article review assignment on Dyslexia due at 11:59 pm

November 2- discussion question for November 3rd readings due at 6 pm (Gordon-MacDonald)

November 3- Face Processing in Williams Syndrome

Karmiloff-Smith, A., Thomas, M., Annaz, D., Humphreys, K., Ewing, S., Brace, N., VanDuuren, M., Pike, G., Grice, S., & Campbell, R. (2004). Exploring the Williams syndrome face-processing debate: The importance of building developmental trajectories. *Journal of Child Psychology and Psychiatry*, 45, 1258-1274. doi:10.1111/j.1469-7610.2004.00322.x

November 6- discussion question for November 7th reading due at 6 pm (Martinez-Sims)

November 7- 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 9- discussion question for November 10th reading due at 6 pm (Smith-Wylie)

November 10- 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 10- article review assignment on Williams Syndrome due at 11:59 pm

November 13- discussion question for November 14th reading due at 6 pm (Amarin-Connelly)

November 14- 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 16- discussion question for November 17th reading due at 6 pm (Cress-Goodchild)

November 17- 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 20- discussion question for November 21st reading due at 6 pm (Gordon-MacDonald)

November 21- article review assignment on Down Syndrome due at 11:59 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 23- discussion question for November 24th reading due at 6 pm (Martinez-Sims)

November 24-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 (Smith-Wylie)

November 28- article review assignment on Attention-Deficit/Hyperactivity Disorder due at 11:59 pm

November 28- Social functioning in ASD

Channon, S., Charman, T., Heap, J., Crawford, S., & Rios, P. (2001). Real-life-type problem-solving in Asperger's syndrome. *Journal of Autism and Developmental Disorders*, 31, 461-469. doi:10.1023/A:1012212824307

December 1- Language in ASD; also, 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.

December 8- article review assignment on Autism Spectrum Disorder due at 11:59 pm

December 12-Final Exam Due 11:59 p.m