**Special psychology**

PSY – 209.1

ID 4224

**Spring 2023**

**Instructors:** Olga Yarova, MA, BCBA

**Office:** Psychology Department

**Course time:** Lecture: Thursday, 9:25- 10:40, Seminar: Tuesday, 9:25-10:40

**Credit hours:** 6

**Course status:** Elective

**Office hours:** Tuesday, Thursday 12.15 – 13.15

**Pre-requisites:** General psychology or Introduction to Psychology

**E-mail:** yarova\_o@auca.kg, o.yarova@gmail.com

**Phone:** 663309

**Enrollment Key:** special2023

**Required textbooks**:

Textbook: Hardman M., Egan W., Drew C. (2016). “Human Exceptionality: School, Community and Family”, 12th edition.

Internet resources:

<https://www.teachspeced.ca/teaching-strategies-students-special-needs>

<https://www.ed.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html>

<https://www.thoughtco.com/special-education-resource-room-3110962>

<https://www.mayoclinic.org/>

**Information Briefs**

* Attention Deficit/Hyperactivity Disorder
<http://www.parentcenterhub.org/adhd/>
* Autism Spectrum Disorders: Autism Navigator
<http://www.parentcenterhub.org/autism-navigator/>
* Deaf-Blindness
<http://www.parentcenterhub.org/deafblindness/>
* Deafness and Hearing Loss
<http://www.parentcenterhub.org/hearingloss/>
* Emotional Disturbance
<http://www.parentcenterhub.org/emotionaldisturbance/>
* Epilepsy
<http://www.parentcenterhub.org/epilepsy/>
* Down Syndrome
<http://www.parentcenterhub.org/downsyndrome/>
* Intellectual Disabilities
<http://www.parentcenterhub.org/intellectual/>
* Learning Disabilities
<http://www.parentcenterhub.org/ld/>
* Multiple Disabilities
<http://www.parentcenterhub.org/multiple/>
* Other Health Impairment
<http://www.parentcenterhub.org/ohi/>
* Orthopedic Impairment: Cerebral Palsy
<http://www.parentcenterhub.org/cp/>
* Orthopedic Impairment: Spina Bifida
<http://www.parentcenterhub.org/spinabifida/>
* Special Education Is Not a Place
<http://www.paulakluth.com/readings/inclusive-schooling/special-education-is-not-a-place/>
* Speech and Language Impairments
<http://www.parentcenterhub.org/speechlanguage/>
* Visual Impairment, Including Blindness
<http://www.parentcenterhub.org/visualimpairment/>
* Traumatic Brain Injury
<http://www.parentcenterhub.org/tbi/>

**Course Description:** The course aims at providing an introduction to the terminology, identification, and issues commonly encountered when addressing the needs of diverse students with disabilities. Emphasis is placed on diversity issues, foreign policies, assessments, parental involvement and individualized educational plans; and professional practice and foundations in special education. It also reviews different disorders that affect learning, the support that children with special educational needs should receive in class. Course will include varied instructional techniques (i.e., lecture, small/large group activities and discussion, issue investigation, article reviews, observations etc).

**Learning Objectives:**

After completing course requirements students are expected to be able to:

* Understand how different types of social attitudes shape our vision of “disability”
* Analyze what is a role of social and family policies in creating boundaries between “normal” and “abnormal”
* Define the full range of possible psychological problems faced by people with different types of disabilities (and their families)
* Get a basic understanding of “interventions” for resolving psychological problems of disabled people at the individual and micro-group (including families) level
* Get a basic practical skills of communication with disabled people and their families

**Resources to Support Student Learning**

• Library Help, eReserves and research tools: <https://library.auca.kg/>

• Writing Center: <https://warc.auca.kg/>

• Academic Advising Office: <https://auca.kg/en/academic_advising/>

• Psychological Counseling Services: <https://auca.kg/en/psycons/>

• AUCA Student Code of Conduct <https://auca.kg/uploads/Students_life/Docs/Code%20of%20Students%202019.pdf>

• AUCA Bylaws of the Academic Appeals Committee <https://auca.kg/uploads/Faculty%20Senate/Academic%20Appeals%20Committee%20Bylaws.pdf>

Accommodation policy (for students with special educational needs)

<https://auca.kg/en/p5732652484/>

**Academic Honesty**

Students are expected to follow the AUCA ACADEMIC HONESTY code. All types of plagiarism are strictly prohibited. “Papers may appear to be plagiarized if students: occasionally use the words of another scholar without quotation marks and proper reference, with the result that it appears that the words are the student’s own; occasionally use the ideas of another scholar without proper reference; inadequately paraphrase the words or ideas of another scholar; or fail to include the bibliographic citation for all sources used in the process of completing the assignment. Self-plagiarism is also dishonest, it is not appropriate to hand in the same work for assignments given in more than one class, without the permission of every instructor”[[1]](#footnote-1).

If a student fails to observe this requirement, the instructor may assign an “F” for the work or an “F” for the whole class, depending on the type of assignment and relevant circumstances. Students are expected to read and follow the section on Student Academic Dishonesty of the AUCA Code of Student Rights, Responsibilities and Conduct.

● On the first occasion you are caught plagiarizing, you fail that assignment.

● The second time, you fail the course.

● The third time, you may be subject to more severe penalties.

The Registrar, your academic advisor, and the FYS Director will all be informed of your plagiarism. You will also be required to arrange a session with a WARC tutor, who will review your paper with you and help you avoid making the same mistake in the future.

**Course requirements:**

1. **Attendance (20 points)**

In this course you are expected to attend each class. And because the experience shows that your final grade is highly correlated with your attendance try not to miss classes. In the case when more than 6 classes were missed the Withdrawal from the course is recommended. In case you are not able to come, please inform me about it before the class starts. I will also highly appreciate if you come to the class on time. **Your attendance will be counted only if your web camera is turned on and you are working at the table.**

1. **Participation (20 points)**

An important requirement is your active participation in class discussions. Strong participation can be built only on the bases of devoted preparation for the class. Please, be prepared for each class having read the required reading assignments and performed homework exercises.

Basically, for each seminar you should be able to:

* Understand the main concepts and key terms of the topic
* Understand the main ideas of additional readings
* Relate the main points to your own experience
* Come up with own examples of the concepts discussed during lecture
1. **Discussion forums (20 points, 5 points each)**

There will be 4 cases/discussion questions/articles posted on the e-course or another platform with prompts for your answer with different deadlines. Please, make sure to contribute to the discussion forum before the deadline and take into consideration the following grading criteria:

Rubric for discussion facilitation

|  |  |  |  |
| --- | --- | --- | --- |
|  | 0 | 0.5 | 1 |
| Expression within the post | Posts after the deadline | Posts after the deadline | Posts responses before the deadline |
| Understanding of psychological concepts and theories | Does not express opinion or idea clearly Minimal awareness about concepts discussed in class | Some ability to conceptualize essential ideas and relate theory to practice Some | Clear post, outstanding ability to grasp concepts and Relate theory to practice |
| Relevance of the postAnd peer responsiveness | Makes short or irrelevant remarks, asks no questions, no comments to peers | Posts are extended and relevant to the discussion topic | Posts are extended and related to the discussion topic, comments peers or asks meaningful extending questions |
| Grammar and Spelling | Poor grammar and spelling | Several grammar errors are noted | Grammatically correct posts with rare misspellings |
| Application/analysis | Lacks evidence of critical analysis, no references to another source | Some evidence of genuine analysis | Demonstrates the ability to analyze and synthesize material, provides references to other sources related to topic |

1. **Seminar Presentation (20 points)**

For this assignment you are expected to make a presentation on a very narrow issue relevant to the topic that you have chosen during the first class of the course. In the case when student’s presentation covers a lot of different issues and duplicates any information discussed during the lecture, the presenter automatically receives 0 points. In order to avoid such situation please, inform me about the topic that you have chosen at least one week before your presentation.

If you decided to talk about special disability, please include the following:

1. Definition of disability
2. Characteristics of disability (Both physical and behavioral)
3. Strategies, adaptations, and modifications to use in the classroom
4. Website URLs that provide good information about your topic.
5. Equipment or special technology useful for students with the disability

Grading criteria for material presentation are the following (4 points each):

* Interesting, relevant and maximal exposition of the topic
* Visual aids appropriate for the presentation (power point, handouts, video)
* Delivery within an assigned time (15 minutes)
* Ability to provoke active critical discussion by addressing min 2 questions to the audience
* Ability to answer relevant questions
1. **Group Project. Child portfolio (30 points)**

For this project you can work in pairs. Steps for completing the projects:

* 1. Find a child that is eligible for inclusive education or a child that has special education needs.
	2. Collect information for the portfolio

-interview a parent

-get samples of child’s writing, math, drawing etc.

-get photos of a child in related settings

* 1. Put together a portfolio in Russian (if school is Russian speaking) or in English (if a school is English speaking) which should include the following sections:
* Everything about me information (see the form on the e-course)
* My family and friends
* My strengths
* Words from people who know me
* My dreams, vision, future
	1. Make a design for portfolio that will include photos of a child, sample of his/her academic works and the main information.
	2. Present your portfolio in class

Grading criteria:

1. The portfolio is in language a child receives education (5)
2. The portfolio includes all sections (10)
3. The portfolio elicits positive feelings and smiles (5)
4. It has appealing design and photos of a child (5)
5. Presentation is clear and informative (5)
6. **Individual written assignment. Interview[[2]](#footnote-2) (35 points)**

**ONE** Interview with /about persons with disabilities. Your paper must be typed, double-spaced (font 12) and no more than 5 pages. For this project you can interview a person with disability or a parent of child with a disability.

You paper should include three parts:

 (1) introduction The introduction provides information about the interviewee (e.g. personal information about the interviewee, interviewee‘s background, language, communication style, date and location of the interview conducted, etc).

 (2) analysis of your interview questions and answers . In the second part, you are required to ask at least 10 questions during the interview. Prepare for the questions before the interview. For the second part write your analysis of the interview, outlining the main 5 topics that came out during the interview. In the annexes add the script of the interview in question-and-answer format after the interview.

 and (3) your personal reaction to the interview. In the third section, describe your personal reactions to the information learned through the interview. (i.e., What did you learn from the interview? What is your attitude towards disabilities? How do you think of special education and inclusion? etc.).

(4) the presentation of your paper in class

**Grading criteria:**

-interview script attached separately to paper **-5 points**

-research questions (at least 3) clearly defined**- 5 points**

-demographic characteristics of the participant provided**- 5 points**

-the paper structured around research questions, not interview questions**- 5 points**

-proper references (at least 5 sources used) **- 5 points**

-grammar, clear structure **- 5 points**

-presentation clear and informative **- 5 points**

1. **Report on autism screening assessment (10 points)**

For this assignment you need to contact a parent of a typically developing child 18-30 months old and do M-Chat autism screening test, which is uploaded in the e-course. After calculating the results please write a report that includes:

-demographics about a child (no real name needed)

-score from the test, explanation about the meaning of this score (what is the level of the risk)

- strengths of the child: description of social, verbal and play skills (only based on the test) that the child possesses;

-weaknesses of the child: description of social, verbal and play skills (only based on the test) that the child does not have developed yet;

-recommendations, following the screening test) – does a child need to be referred for further assessment or not, what skills the child needs to work on

1. **Final exam (40 points)**

During the exam you will receive multiple-choice questions and essay questions based on the home readings. The final exam is going to be cumulative: it will cover the first and second part of the course.

**Grading**

**Course evaluation criteria:**

Attendance (20 points)

Participation (20 points)

Discussion forums/homework (20 points)

Presentation (20 points)

Group Project. Child’s portfolio (30 points)

Individual written assignment. Interview (35 points)

Autism screening assessment (10 points)

Final exam (40 points)

Total: 195 points

**Grading system:**

|  |  |
| --- | --- |
| **Grade** | **Percentage Score Range** |
| A | 95-100 |
| A- | 90-94 |
| B+ | 85-89 |
| B | 80-84 |
| B- | 75-79 |
| C+ | 70-74 |
| C | 65-69 |
| C- | 60-64 |
| D | 55-59 |
| D- | 50-54 |
| F | 0-49 |
| I | Case-by-case decision; Incomplete grade is usually assigned because of health issues |
| W | Student may request Withdrawal grade from the course grade to avoid failure or low grade |
| X | X grade specifically denotes non-attendance; X grade cannot be requested by students and is only given at the discretion of a faculty member; |

**Class rules**

* **Come on time.** Please come before the class starts not to distract the attention of your colleagues and instructor. If you are late than 15 min this will be counted as absence.
* **Find a clean, quiet space and dress appropriately.**
* **Inform your housemates about your classes.** Make sure your housemates do not walk behind you during the class.
* **Turn off/silence cell phone and close other windows on your computer.**
* **Pay attention! Maintain eye contact with the speaker on the screen.**
* **Be prepared to take notes.**
* **Use the chat only to discuss things related to class topic.**
* **Have light on and sit in a way that your face can be seen.**

|  |  |  |
| --- | --- | --- |
|  Date |  Topic | Seminar Presentation |
| Week 1  | Exceptional students – who they are? | Chapter 1 |
| Week 2  | Inclusive education | Chapter 3 |
| Week 3  | Transition and family collaboration | Chapter 6 |
| Week 4  | Assessment and IEP process | TBP |
| Week 5   | Adaptation and modification of curriculum | Universal design for learning |
| Week 6  | Strategies to support kids in class. Developing and Teaching Rules | TBP |
| Week 7  | Learning disabilities  | Chapter 7 |
| Week 8  | ADHD |  TBP |
| Week 9  | Classroom rules presentations |  |
| Week 10  | Autism spectrum disorder | Chapter 11 |
| Week 11  | Intellectual disabilities | Chapter 9 |
| Week 12  | Physical disability and Sensory disability | Chapter 14  Chapter  |
| Week 13  | Gifted and talented students | Chapter 15 |
| Week 14  | Interview presentations |  |
| Week 15 | Final exam |  |
|  |  |  |
|  |  |  |

1. AUCA Student Handbook [↑](#footnote-ref-1)
2. Adopted from https://kremen.fresnostate.edu/about/cctc2014/documents/nurse/SPED120.pdf [↑](#footnote-ref-2)