



Department of Family Relations and Applied Nutrition
FRHD*2110: Children and Youth with Exceptionalities

Fall 2018 Course Outline

Calendar Description:

This course provides an overview of childhood exceptionalities including intellectual differences, communication disorders, sensory impairments, developmental and behaviour disorders, and health problems. Issues faced by the exceptional child as well as the parents and siblings are discussed.

Pre-Requisite(s): FRHD*1020, [1 of FRHD*2060, FRHD*2260, FRHD*2280, (FRHD*2270 or PSYC*2450)]

Co-Requisite(s): None

Restriction(s): None

Method of Delivery: Lectures Mondays, Wednesdays and Fridays 4:30 - 5:20 pm

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Teaching Assistant: Hannah O'Reilly
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Required Readings:

1. Hallahan, D.P., Kauffman, J.M., McIntyre, L.J., & Mykota, D. (2010). *Exceptional learners: An introduction to special education*. Canadian Edition. Toronto, ON: Pearson Education
2. Additional readings are available electronically via library Ares Course Reserve that includes 5 Chapters: Chpt 6 Disorders in children; Chpt 8 Mood disorders; Chpt 10 Anxiety and OCD; AND Chpt10 Substance use disorders and Chpt12. Trauma related disorders, one journal article, Social (pragmatic) communication disorders and autism spectrum disorder by Baird and Norbury, 2016; and one document by the American Psychiatric Association on Changes from DSM IV to 5.

If at any point during the course you have difficulty accessing reserve materials, please contact Reserve Services staff at: Tel: 519-824-4120 ext. 53621 Email: libres2@uoguelph.ca Location: McLaughlin Library, First Floor, University of Guelph <http://www.lib.uoguelph.ca/find/find-type-resource/course-reserves-ares/how-get-course-reserve-material>

Course Description:

This course is a foundational course in the study of children and youth with exceptionalities and their families. A wide range of exceptionalities will be examined in terms of their characteristics, aetiology, long-term outcomes, and impact on the child and family. One main learning outcome is the demonstration of knowledge, comprehension, and analytic and professional writing abilities under conditions that require organization and forward planning. Students will be invited to reflect on the lived experiences of exceptionalities for children, youth and families, children's holistic development

and responsiveness to children's observed abilities, interests and ideas. Students will gain knowledge of inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families. Students will have the opportunity to practice professional skills of self-regulation and maintaining attention. (Course credit 0.5).

Course Requirements:

The course consists of three lectures per week. The lectures are designed to explore themes based on course readings, and relevant emerging themes that may be outside the text. Also, many issues covered by the text are not considered in the lectures. Students are responsible for both the text and the lectures.

Evaluation: 3 Mid-term Tests and in class writing assignments 20% each (60%)
Final Exam 40%

Midterm Tests and writing assignments (20% each): Three in-class tests and short answers to case study questions will be held on October 3, November 2 and November 19. The tests and assignments will be prepared so that they can be completed in ~40-minutes to allow time for set up and collection of tests within the 50 minutes (the length of time we have the classroom). The format is multiple-choice and short answer. The midterms will cover all course material including lectures, text book and any additional materials.

Final Exam (40%): December 4, 2018 2:30pm - 4:30pm (2018/12/04) Location: TBA

Format: Multiple choice covering **both text and lectures**. Students are responsible for ensuring that they do not have a time conflict with examinations in other courses. You are not permitted to enrol in this course if you have a time conflict with another course.

Tentative Schedule

Course Schedule	Readings
Week 1: Definitions of Exceptionality	Chapter 1
Week 2: Trends and Multicultural Aspects	Chapters 2 & 3
Week 3: Family; Disorders of Childhood overview	Chapter 4 & Chpt* 6 (Disorders of Childhood)
Week 4: Intellectual disabilities	Chapter 5; APA* Changes to DSM
Week 5: Learning disabilities MIDTERM (Oct 3)	Chapters 6
Week 6: ADHD & EBD	Chapters 7 & 8
Week 7: Mood & Anxiety	Chpt* 8 (Mood), Chpt*10 Anxiety)
Week 8: Hearing and visual impairments	Chapter 10 & 11
Week 9: Communication disorders MIDTERM Nov 2	Chapters 9
Week 10: Autism Spectrum Disorders	Chapter 12; JA*Social Comm. Dis
Week 11: Multiple and severe disabilities & Physical disabilities	Chapters 13 & 14
Week 12: Trauma & Substance Use (MIDTERM Nov 19)	Chpt* 12 (Trauma)
Week 13: Giftedness & Review	Chpt* 10 (Substance Use); Chapters 16 & 17

*Chapters, document and journal article available in Ares Course Reserve

No class on Oct 5, 26, Nov 23 in lieu of online discussion opportunity of case studies

When you cannot meet course requirement: When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor in writing with your name, address and email contact.

University Policies: As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations by which you must abide. Please consult the Undergraduate Calendar for the rules, regulations, curricula, grading procedures, programs and fees. <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/index.shtml>
Please note: “Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.” Please view University of Guelph’s policies on academic misconduct.
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Recording of Materials: Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Learning Outcomes achieved in this course:

1. Critical & Creative Thinking: Reflect on the various complexities and factors that directly and indirectly influence children with exceptionalities, their families and their relationships
2. Literacy: Clearly articulate knowledge of exceptionalities
3. Communicating: Develop skills to communicate as professionals
4. Professional & Ethical Behaviour: Critically reflect on ethical and professional issues in interaction with people

By the end of this course you should be able to:

1. Identify a wide range of exceptionalities for children and youth with knowledge of the characteristics, aetiology, short- and long-term developmental outcomes, and impact on the family of the exceptionalities
2. Understand how learners with exceptionalities are identified, including the difference between diagnoses of exceptionalities and identification as learners with exceptionalities
3. Demonstrate knowledge of the needs of children and youth with exceptionalities, including the social and educational barriers they face through discussion of case studies;
4. Demonstrate awareness of a variety of evidence-based practices that address the needs of learners with exceptionalities;
5. Identify strategies and resources that can be utilized in current and future work with exceptional children and youth;