

University of Guelph
Department of Family Relations and Applied Nutrition
FRHD*2110: Exceptional Children and Youth

Fall 2015 Course Outline

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Lectures: Mondays, Wednesdays and Fridays 12:30 - 1:20 pm

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. Electronically chapters via <http://store.vitalsource.com/search?q=9781483377186> which contains 5 Chapters: Chpt 6 Disorders of Childhood; Chpt 8 Mood disorders; Chpt 10 Anxiety and OCD (Ray); AND Chpt10 Substance use disorders and Chpt12. Trauma related disorders (Weis)

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, etiology, long-term outcomes, and impact on the child and family

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.

Grades will be based on the “Grading Procedures” outlined in the Undergraduate Calendar <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds.shtml>

Academic Misconduct will be reported. Please refer to the Undergraduate Calendar <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

<u>Evaluation:</u>	Mid-term Test	25%
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	Final Exam	50%

25% Midterm Tests: Two in-class, 40-minute midterm tests will be held on October 2 and November 4, 2014. The format is multiple-choice and short answer*. The midterm will cover all course material including lectures, text book, electronic chapters and any additional materials.*See next page.

Final Exam: Friday December 18, 2015 2:30PM - 4:30PM (2015/12/18)

The final is a two-hour cumulative, multiple choice exam covering the **text, electronic chapters 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 (see Undergraduate Calendar).

Tentative Schedule

Course Schedule	Readings
Week 1: Definitions of Exceptionality	Chapter 1 (Chapter = Hallahan text)
Week 2: Trends and Multicultural Aspects	Chapters 2 & 3
Week 3: Family; Disorders of Childhood overview	Chapter 4, Chpt 6 (Chpt = electronic)
Week 4: Intellectual disabilities	Chapter 5
Week 5: Learning disabilities	Chapters 6
MID-TERM Test (Fri Oct 2)	
Week 6: ADHD & EBD	Chapters 7 & 8
Week 7: Mood & Anxiety	Chpt 8, Chpt 10*
Week 8: Communication & Hearing impairments	Chapter 9 & 10
Week 9: Visual impairments	Chapters 11
Week 10: Autism Spectrum Disorders	Chapter 12
MID-TERM Test (Wed Nov 4)	
Week 11: Multiple and severe disabilities & Physical disabilities	Chapters 13 & 14
Week 12: Trauma & Substance Use	Chpt 10** & Chpt 12
Week 13: Giftedness & Review	Chapters 15

*Chpt from electronic source Chpt 10*Anxiety & OCD; ** Chpt 10** Substance Use

Note: 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. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Note: Appropriate documentation of your inability to meet that in-course requirement is necessary. The course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade.

Learning Outcomes achieved in this course:

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

*Undergraduate Calendar: Learning objective: Literacy: "Literacy is the base on which all else is predicated. The ability to read and write and, in general, to communicate properly is a fundamental intellectual tool. With it, students can learn to think clearly and to some purpose. Without it, they cannot analyze properly nor develop an independence of thought."