

***Psychology 3850
Applied Child and Adolescent Development
July 2007***

Overview

This course will examine selected aspects of atypical development in childhood and adolescence, with particular emphasis on atypical cognitive development and its implications for other aspects of psychological functioning. Selected topics may include learning disabilities, language impairment, hearing loss, autism spectrum disorders, intellectual disabilities, epilepsy and acquired brain injury. A tentative schedule, along with required readings, is outlined below. It is expected that students will allocate the necessary time to complete assigned readings prior to each class. The content of examinations will be based both on assigned readings and content presented in class.

Evaluation

The following methods will form the basis for student evaluation:

Written Assignment	20%
Test 1	30%
Test 2	30%
Student Project with Presentation	20%

Marks may be adjusted upward, at the discretion of the instructor, based on class participation.

Instructor

Janet Olds, Ph.D.

Office: D853

Office Hours: Monday to Thursday 12:30-1:05 (after class) or by appointment
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Grading System

Grades will be assigned according to the following scheme:

A+	90 -100%	B+	77 – 79%	C+	67 – 69%	D+	57 - 59
A	85 - 89%	B	73 – 76%	C	63 – 66%	D	50 - 56
A-	80 - 84%	B-	70 – 72%	C-	60 – 62%	F	< 50

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Tentative Course Outline and Required readings:

Week 1 July 3 to 6, 2007

1 Conceptual Overview : Atypical Development

Morgan, W. P. (1896) A case of congenital word blindness. *British Medical Journal*, ii, 1378.

Hinshelwood, J. (1895) Congenital word blindness. *Lancet*, 2, 1564-1570.

Munakata, Y., Casey, B.J., Diamond, A. (2004) Developmental cognitive neuroscience: Progress and Potential. *Trends in Cognitive Sciences*, 8 (3), 122-128.

2 Sources of Data and Methods of Investigation

Mash, E. J. & Wolfe, D.A. (2005) *Abnormal Child Psychology: Third Edition*.

Chapter 4: Assessment, Diagnosis, and Treatment (pages 73 – 107)

Chapter 3: Research (pages 50 – 72) *on reserve*

3 Specific Reading Disabilities / Developmental Dyslexia

Fletcher, J. M., Lyon, G.R., Fuchs, L.S. & Barnes, M.A. *Learning Disabilities: From Identification to Intervention*. New York: Guildford, 2007.

Chapter 5: Reading Disabilities: Word Recognition

4 Specific Language Impairment

Rapin, I. (1966) Practitioner Review: Developmental language disorders: A clinical update. *Journal of Child Psychology and Psychiatry*, 37 (6), 643-655.

***** Assignment 1 Due on Monday July 9, 2007 *****

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Week 2: July 9 to 13, 2007

***** Assignment 1 Due on Monday July 9, 2007 *****

5 Childhood Hearing Loss

Kelly, L.P. & Barac-Cikoja, D. (2007) The comprehension of skilled deaf readers: The Roles of word recognition and other potentially critical aspects of competence. In K. Cain & J. Oakhill (eds) *Children's Comprehension Problems in Oral and Written Language: A Cognitive Perspective*. New York: Guilford.

6 Hydrocephalus and Spina Bifida

Dennis, M., Barnes, B.A. & Hetherington, C.R. Congenital hydrocephalus as a model of neurodevelopmental disorder. In H. Tager-Flusberg (ed) *Neurodevelopmental Disorders*. Cambridge, MA: MIT Press. Pages 505 – 532.

7 Turner Syndrome

Rovet, J. & Buchanan, L. (1999) Turner Syndrome: A cognitive neuroscience approach. In H. Tager-Flusberg (ed) *Neurodevelopmental Disorders*. Cambridge, MA: MIT Press. **Exam 1** (to end of class 6)

8 Exam 1

9 Intervention

Fletcher, J. M., Lyon, G.R., Fuchs, L.S. & Barnes, M.A. *Learning Disabilities: From Identification to Intervention*. New York: Guildford, 2007.

Chapter 5: Reading Disabilities: Word Recognition (pages 129-173).

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Week 3: July 16 to 20, 2007

10 Epilepsy in Childhood and Adolescence

Hiemenz, J.R., Hynd, G.W. & Jiminez, M. Seizure Disorders (1999). In R.T. Brown (ed) *Cognitive Aspects of Chronic Illness in Children*. New York: Guilford. Pages 238-250

Elliott, I.M., Lach, L & Smith, M.L. (2005) I Just Want to be Normal: A qualitative study exploring how children and adolescents view the impact of intractable epilepsy on their quality of life. *Epilepsy and Behavior*, 7, 664-678.

STUDENT PRESENTATIONS

11 Acquired Brain Injury

Donders, J. (2006) Traumatic brain injury. In J.E. Farmer, J. Donders, Warschausky (eds) *Treating Neurodevelopmental Disabilities: Clinical Research and Practice*. New York: Guilford. Pages 23-41.

Barnes, M.A., Dennis, M., & Wilkinson, M. (1999). Reading after closed head injury in childhood: Effects on decoding, fluency, and comprehension. *Developmental Neuropsychology*, 15, 1-24.

STUDENT PRESENTATIONS

12 Autism

Walden, T.A. & Hurley, J.J. (2006) A developmental approach to understanding atypical development. In T. Charman & W. Stone (eds) *Social and Communication Development in Autism Spectrum Disorders*. New York: Guilford Press.

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13 Down Syndrome

Sigman, M. (1999) Developmental deficits in children with Down Syndrome. In H. Tager-Flusberg (eds) *Neurodevelopmental Disorders*. Cambridge, MA: MIT Press.

STUDENT PRESENTATIONS

14 Williams Syndrome

Tager-Flusberg, H. & Skwerer, D.P. (2007) Williams Syndrome. In D. Coch, G. Dawson, & K.W. Fischer (eds) *Human Behavior, Learning and the Developing Brain: Atypical Development*. New York: Guilford.

STUDENT PRESENTATIONS

Last Week : July 23 and, 24, 2007

15 Review

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16 Final Exam