

## Subject Description Form

<b>Subject Code</b>	APSS 5055														
<b>Subject Title</b>	Psychology of Exceptional Children														
<b>Credit Value</b>	3														
<b>Level</b>	5														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar participation and responding to presentation</td> <td style="text-align: center;">10%</td> <td></td> </tr> <tr> <td>2. Group project presentation</td> <td></td> <td style="text-align: center;">40%</td> </tr> <tr> <td>3. Individual paper</td> <td style="text-align: center;">50%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned.</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> <li>Every student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar participation and responding to presentation	10%		2. Group project presentation		40%	3. Individual paper	50%	
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<b>Objectives</b>	<p>The subject aims to enable students:</p> <ol style="list-style-type: none"> <li>1. examine a number of contemporary issues and controversies associated with the complex construct of learning disorders and other special educational needs.</li> <li>2. study different conventions in the conceptualization of the issues with reference to recent advances in research, assessment and instructional interventions of learning disorders and other special educational needs.</li> <li>3. develop the sensitivity to the systemic interaction between individuals and environments in the understanding of learning disorders and special educational needs.</li> </ol>														
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. develop an understanding of the complexity of the nature of exceptional children;</li> <li>b. integrate some knowledge and skills in recognizing different types of learning disorders and exceptionalities;</li> <li>c. critically reflect on current claims and popular practices related to the children exceptionalities.</li> </ol>														

<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p>This course will introduce the core features of different types of children exceptionalities and examines a number of contemporary issues and controversies associated with the complex construct of children exceptionalities. The importance of understanding children exceptionalities as the interaction across individuals, environments will also be addressed. It will cover the following areas:</p> <ol style="list-style-type: none"> <li>1. History and contemporary trends</li> <li>2. Analysis of the definitions, prevalence, and demographics of various exceptionalities through the lens of psychological theories and diagnostic criteria.</li> <li>3. Examination of the biological, environmental, and psychological factors contributing to exceptionalities, and the processes for their identification and assessment.</li> <li>4. Discussion on cognitive, behavioral, and neurodevelopmental models in understanding learning disorders and other special educational needs.</li> <li>5. Strategies for implementing inclusive education and classroom management, informed by evidence-based psychological practices.</li> <li>6. Application of developmental psychology and cognitive theories to understand and support the learning and development of exceptional children.</li> </ol>
<p><b>Teaching/Learning Methodology</b></p>	<p><b>Lectures &amp; Presentations</b></p> <p>Lectures will be delivered through blended learning; utilizing online learning and outside specialized speakers, students will establish an understanding of the current ideology of exceptional children. Students will participate in interactive lectures, review selected case studies, present their work in small groups, conduct rigorous reviews of the current literature regarding exceptional children; culminating in a specialization towards helping parents or teachers.</p> <p>Students are encouraged and expected to have critical discussions, self-reflection, analyses, syntheses and evaluation of issues surrounding exceptional children. Ideologies are examined through students' literature reviews of research-based studies, practice-based project experience, seminar presentations and their active participation in class discussions including practical activities. A written 2,500 word individual paper, based on a rigorous review of the literature, is required to make clear to what extent the students understand exceptional children. A small group presentation of their project enhances learning through collaboration.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)		
			a	b	c
	1. Seminar participation and responding to presentation	10%	✓	✓	✓
	2. Group Project Presentation	40%	✓	✓	✓
	3. Individual term paper	50%	✓	✓	✓
	Total	100%			
	<p>1. Students' works will be assessed on the extent to which students can proactively and appropriately incorporate and apply knowledge from different professional disciplines in critical thinking and problem solving processes.</p> <p>2. Small student groups will be required to hold a 30-min presentation on a particular topic of children exceptionalities (For examples. <i>learning needs of children with ADHD; social-emotional needs of children with physical impairments</i> etc.). Each group will be required review articles and elaborate on the critical themes and issues from the selected readings in the presentation. Each group needs to prepare ahead some questions for class discussion. Each group presentation will be peer reviewed. For graduate students, effective communication skills are highly important. Peer review is an optimum mode for assessing effective communication.</p> <p>3. Class discussions and exercises are designed to help students learn and engage their attention to the relevant issues discussed. Feedback and related supplementary information will be given to enrich the learning experiences.</p> <p>4. Students will be required to write an <u>individual paper</u> of around 2,500 words, on an integrative literature review of several academic journal articles or book chapters on a particular topic about children with exceptionalities. Students may select their population (e.g ADHD) with regard to the implications of the exceptionality towards either parenting or education.</p>				
Student Study Effort Expected	Class contact:				
	▪ Lectures ( <i>Involves mainly professionals from Psychology and Educational Psychology</i> )		27 Hrs.		
	▪ Seminars ( <i>Seminar will include sessions of around 4 hours conducted by invited professionals from disciplines other than Psych: genetics and speech and language</i> )		12 Hrs.		
	Other student study effort:				

	<ul style="list-style-type: none"> <li>▪ Term Paper</li> </ul>	24 Hrs.
	<ul style="list-style-type: none"> <li>▪ Seminar presentation and participation</li> </ul>	24 Hrs.
	<ul style="list-style-type: none"> <li>▪ Self-directed studies: reading</li> </ul>	20 Hrs.
	Total student study effort	107 Hrs.
<b>Reading List and References</b>	<p>Chao, C. N. G., Sze, W., Chow, E., Forlin, C., &amp; Ho, F. C. (2017). Improving teachers' self-efficacy in applying teaching and learning strategies and classroom management to students with special education needs in Hong Kong. <i>Teaching and Teacher Education</i>, 66, 360-369.</p> <p>Cheung, K. K., Wong, I. C., Ip, P., Chan, P. K., Lin, C. H., Wong, L. Y., &amp; Chan, E. W. (2015). Experiences of adolescents and young adults with ADHD in Hong Kong: treatment services and clinical management. <i>BMC psychiatry</i>, 15(1), 95.</p> <p>Darling-Hammond, Flook, L., Cook-Harvey, C., Barron, B., &amp; Osher, D. (2020). Implications for educational practice of the science of learning and development. <i>Applied Developmental Science</i>, 24(2), 97–140.  <a href="https://doi.org/10.1080/10888691.2018.1537791">https://doi.org/10.1080/10888691.2018.1537791</a></p> <p>Fairthorne, J., de Klerk, N., &amp; Leonard, H. (2016). Brief report: burden of care in mothers of children with autism spectrum disorder or intellectual disability. <i>Journal of autism and developmental disorders</i>, 46(3), 1103-1109.</p> <p>Gallagher, J. J., Coleman, M. R., &amp; Kirk, S. A. (2023). <i>Educating exceptional children</i>. (15<sup>th</sup> ed.). Cengage.</p> <p>Galloway, D. M., Armstrong, D., &amp; Tomlinson, S. (2013). <i>The assessment of special educational needs: Whose problem?</i>. Routledge.</p> <p>Giofrè, D., Toffalini, E., Altoè, G., &amp; Cornoldi, C. (2017). Intelligence measures as diagnostic tools for children with specific learning disabilities. <i>Intelligence</i>, 61, 140-145.</p> <p>Ho, C. S. H, Wong, H. Y.-K., Lo, C.-M, Chan, D. W., Chung, K. K.-H. and Lo, S. C (2014). Helping Children with Reading Disability in Chinese: The Response to Intervention Approach with Effective Evidence-Based Curriculum. In X. Chen, Q. Wang &amp; Y. C. Luo (Ed.), <i>Reading Development and Difficulties in Monolingual and Bilingual Chinese Children Literacy Studies 8</i> (pp.103-124). Netherlands: Springer.</p> <p>Kirk, S., Gallagher, J., &amp; Coleman, M. (2015). <i>Educating exceptional children</i> (14th ed.). Stamford, CT: Cengage Learning.</p> <p>Lee, F. L. M., Yeung, A. S., Tracey, D., &amp; Barker, K. (2015). Inclusion of children with special needs in early childhood education: What teacher characteristics matter. <i>Topics in Early Childhood Special Education</i>, 35(2), 79-88.</p>	

Obiakor, Festus E, Banks, Tachelle, & Rotatori, Anthony F. (2017). *Leadership Matters in the Education of Students with Special Needs in the 21st Century* (Contemporary perspectives in special education). Charlotte, NC: Information Age Publishing, Incorporated.

Swanson, H. L. (Ed.) (2013) *Handbook of Learning Disabilities*, The Guilford Press.

Toffalini, E., Pezzuti, L., & Cornoldi, C. (2017). Einstein and dyslexia: Is giftedness more frequent in children with a specific learning disorder than in typically developing children?. *Intelligence*.