

## 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: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>2. Seminar presentation</td> <td></td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Individual term paper</td> <td style="text-align: center;">50%</td> <td></td> </tr> <tr> <td>0% Examination</td> <td></td> <td></td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar participation	10%	10%	2. Seminar presentation		30%	3. Individual term paper	50%		0% Examination		
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<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>																		
<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 making informal identification of 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>																	

<b>Subject Synopsis/ Indicative Syllabus</b>	<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. Definitions, prevalence and demographics of different types of children exceptionalities</li> <li>3. Etiology and identification of different types of children exceptionalities</li> <li>4. Contemporary models in understanding learning disorders and other special educational needs.</li> <li>5. Interactions among learning environments.</li> </ol>																															
<b>Teaching/Learning Methodology</b>	<p><b>Lectures &amp; Presentations</b></p> <p>The lectures and seminars are designed to introduce the students to the relevant issues in this subject. They also provide a student forum to discuss these issues. There will be opportunities for small group discussions, assignment, and presentations to explore these issues in greater depth.</p> <p>This subject adopts team teaching in order to operationalize multidisciplinary collaboration in teaching and practice. The curriculum and learning activities will reflect the blending of key learning elements and practices drawn from different disciplines within the department of APSS, and from School of Optometry and Rehabilitation Sciences. Teaching members from different disciplines within FHSS will contribute, to different extent, to the design and delivery of the subject content.</p> <p><b>Seminars</b></p> <p>The students will be given opportunities to work on some cases of exceptional children and lead some discussion over a series of seminar sessions.</p>																															
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 30%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 15%;">% weighting</th> <th colspan="3" style="width: 55%;">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 18.33%;">a</th> <th style="width: 18.33%;">b</th> <th style="width: 18.33%;">c</th> </tr> </thead> <tbody> <tr> <td>1. Seminar participation</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>2. Seminar presentation</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>3. Individual term paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. Seminar participation	20 %	✓	✓	✓	2. Seminar presentation	30 %	✓	✓	✓	3. Individual term paper	50%	✓	✓	✓	Total	100%			
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	<ol style="list-style-type: none"> <li>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.</li> <li>2. Each group will be arranged to discuss on some cases or readings about children exceptionalities over a series of <u>seminar sessions</u>. Each group is expected to develop a comprehensive understanding of the needs of the student and to present the case in later sessions. Seminar participation will be reflected in terms of students' responses in individual and group exercises that help to motivate in-class participation and exchanges among students. The class discussions and exercises are designed to help students learn and engage their attention to the relevant issues discussed. Feedbacks and related supplementary information will be given to enrich the learning experiences.</li> <li>3. Students will be required to write an <u>individual paper</u> of around 3000 words, on an integrative literature review of several academic journal articles or book chapters on a particular topic about children with exceptionalities or an in-depth and critical review of at least two or more reading on children with learning disorders or other exceptionalities.</li> </ol>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lectures (<i>Involves mainly professionals from Psychology and Educational Psychology</i>)</li> </ul>	27 Hrs.
	<ul style="list-style-type: none"> <li>▪ Seminars (<i>Seminar will include sessions of around 8 hours conducted by invited professionals from disciplines other than Psych namely RS, CBS and SO</i>)</li> </ul>	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>Medium of Instruction</b>	English supplemented with Chinese	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<u>Essential</u> Hulme, C. & Snowling, M. J. (2009). <i>Developmental disorders of language learning and cognition</i> . Chichester, UK: Wiley-Blackwell. Lerner, J. W., & Johns, B. H. (2012). <i>Learning disabilities and related mild disabilities: Teaching strategies and new directions</i> . Belmont: Wadsworth	

Cengage Learning.

Supplementary

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- 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 & Y. C. Luo (Ed.), *Reading Development and Difficulties in Monolingual and Bilingual Chinese Children Literacy Studies 8* (pp.103-124). Netherlands: Springer.
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- Van Weerdenburg, M., Verhoeven, L., & van Balkom, H. (2006). Towards a typology of specific language impairment. *Journal of Child Psychology and Psychiatry, 47*(2), 176-189.