

## Subject Description Form

<b>Subject Code</b>	APSS 5057			
<b>Subject Title</b>	Attentional Control and Social Adaptation			
<b>Credit Value</b>	3			
<b>Level</b>	5			
<b>Pre-requisite / Co-requisite/ Exclusion</b>	NIL			
<b>Assessment Methods</b>	100%	Continuous Assessment	Individual Assessment	Group Assessment
		1. Term Paper	30%	--
		2. Seminar Group Participation	20%	--
		3. Quiz	50%	--
	0%	Examination	--	--
		<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</li> </ul>		
<b>Objectives</b>	<p>The subject aims to enable students:</p> <ol style="list-style-type: none"> <li>1. To enhance awareness of the significance of attention and social adaptation problems and their impacts in learning and educational settings.</li> <li>2. To develop understanding of the identifying features of Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum Disorder (ASD).</li> <li>3. To understand the underlying neurobiological as well as socio-environmental factors that contribute to the manifestations ADHD and ASD.</li> <li>4. To learn the various major intervention approaches including classroom management and parent training.</li> <li>5. To develop skills in the formulation of multi-level intervention/management programs to facilitate the educational and behavioral goals of these children in school settings together with ways to work with families and mental health providers.</li> <li>6. To develop skills to evaluate interventions through problem-based learning.</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>Be aware of the significance of the impact of attention and social adaptation problems on learning and education</li> <li>Have a thorough understanding of the identifying features of ADHD and ASD and related problems</li> <li>Appreciate the complexities of the interaction of personal and contextual characteristics in the manifestations of these problems</li> <li>Have knowledge of the major current research-based intervention approaches</li> <li>Be able to design and formulate intervention programs in classroom management and/ or parent training</li> <li>Possess skills to evaluate these interventions and make improvement on existing practices</li> </ol>																														
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>Identification for major attention and social adaptation problems and possible related conditions</li> <li>Knowledge of the organization and experience of care for these conditions</li> <li>Knowledge of the multi-dimensional models and the interactions among possible etiological factors</li> <li>Knowledge of current research-based treatment options including ecological treatment options, pharmacological options, educational management, psychological interventions and parent training</li> <li>Implementation of intervention skills in multi-level contexts of collaborating with schools and families</li> <li>Program evaluation skills</li> </ol>																														
<b>Teaching/Learning Methodology</b>	<p>Theories, concepts and factual knowledge will be delivered through lectures. Discussion, reflection, and exploration of contemporary human capital development issues will be discussed through seminar presentations and discussions. Case studies will also be adopted as a component of the teaching and learning process.</p>																														
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td>30 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td>√</td> </tr> <tr> <td>2. Seminar</td> <td>50 %</td> <td>√</td> <td>√</td> <td>√</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	d	e	f	1. Term Paper	30 %	√	√	√	√		√	2. Seminar	50 %	√	√	√	√	√	√
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	3. Quiz	20 %		√	√	√		√
	Total	100 %						
<b>Student Study Effort Expected</b>	Class contact:							
	▪ Lectures		27 Hrs.					
	▪ Seminars		12 Hrs.					
	Other student study effort:							
	▪ Term Paper		24 Hrs.					
	▪ Seminar presentation and participation		24 Hrs.					
	▪ Self-directed studies: reading		42 Hrs.					
	Total student study effort		129 Hrs.					
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Reynolds, C. R., &amp; Gutkin, T. B. (2008). <i>Handbook of School Psychology</i> (4<sup>th</sup> ed.). John Wiley &amp; Sons Inc</p> <p><b><u>Supplementary</u></b></p> <p>Barkley, R. A. (2000). <i>A New Look at ADHD: Inhibition, Time, and Self-Control</i>. New York: The Guilford Press.</p> <p>Charlop-Christy, M. H., Carpenter, M., Le, L., LeBlanc, L. A., Killet, K. (2002). Using the picture exchange communication system (PECS) with children with autism: Assessment of PECS acquisition, speech, social-communicative behavior, and problem behavior. <i>Journal of Applied Behavior Analysis, 35</i>, 213-231.</p>							

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- Kerr, M., & Nelso, C. (2002). *Addressing behavior problems* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Kirk, S. A., Gallgher, J. J., Coleman, M. R., & Anastasiow, N. J. (2011). *Educating Exceptional Children* (13<sup>th</sup> ed.) Boston, New York: Houghton Mifflin Company.
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- Myles, B. S. & Simpson, R. L. (2003). *Asperger syndrome: A guide for educators and parents*. Austin, TX: ProED.
- Root, R.W., & Resnick, R. J. (2003). An update on the diagnosis and treatment of attention-deficit/hyperactivity disorder in children. *Professional Psychology: Research and Practice, 34*, 34-41.
- Rubin, K. H., Bukowski, W. M., Parker, J.G., Eisenberg, N., Damon, W., & Lerner, R. M. (2006). Peer interactions, relationships, and groups. In W. Damon, R. M. Lerner, & N. Eisenberg (Eds.), *Handbook of child psychology* (pp. 571-645). New York: John Wiley.
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	<p>on social story interventions for children with autism spectrum disorders. <i>Focus on Autism and Other Developmental Disabilities</i>, 19, 194-204.</p> <p>Shiple-Benamou, R., Lutzker, J. R., &amp; Taubman, M. (2002). Teaching daily living skills to children with autism through instructional video modeling. <i>Journal of Positive Behavior Interventions</i>, 4, 165-175.</p> <p>Sugai, G., &amp; Horner, R. (2002). <i>Special Issue: Functional Behavioral Assessment. Exceptionality</i>, 8, 1145-230.</p> <p>Terpstra, J. E., Higgins, K., &amp; Pierce, T. (2002). Can I play? Classroom-based interventions for teaching play skills to children with autism. <i>Focus on Autism and Other Developmental Disabilities</i>, 17, 119-126.</p> <p>Tobin, R. M., Schneider, W. J., Reck, S. G. &amp; Landau, S. (2008). Best practices in the assessment of children with attention deficit/hyperactivity disorder: Linking assessment to response to intervention. In A. Thomas, &amp; J. Grimes (Eds.) <i>Best Practices in School Psychology - V</i>. Bethesda: NASP.</p>
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