unit guide

Developmental Disorders

PSY_3_DVD

See also Blackboard site

Faculty of Arts and Human Sciences

2007-2008

become what you want to be

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1. UNIT DETAILS

Unit Title:	Developmental Disorders
Unit Level:	3
Unit Reference Number:	PSY_3_DVD
Credit Value:	1
Student Study Hours:	150
Contact Hours:	40
Private Study Hours:	110
Pre-requisite Learning (If applicable):	Cognitive Psychology, Developmental Psychology
Co-requisite Units (If applicable):	None
Course(s):	Psychology UG Scheme GDip Psychology
Year and Semester	2007/2008, Semester 2
Unit Coordinator:	Dr. Lucy A. Henry
UC Contact Details (Tel, Email, Room)	Department of Psychology Room E333, Extension Block, BR henrylc@lsbu.ac.uk 020 7815 5715
Teaching Team & Contact Details (If applicable):	Dr. Lucy A. Henry
Subject Area:	Psychology
Summary of Assessment Method:	1 x 2500 word essay (40%) 1 x 2-hour unseen exam (60%)

2. SHORT DESCRIPTION

Many children have developmental disorders that affect their cognitive, social or physical development. This unit provides the opportunity to examine some common and rare developmental disorders.

As well as looking at the presenting characteristics of these disorders, students will be introduced to two major theoretical approaches to the potential causes of these disorders. We will consider the extent to which impairments in *executive functioning* can explain the difficulties experienced by individuals with autism, attention deficit hyperactivity disorder, Tourette syndrome and conduct disorder. We will also consider whether impairments in *working memory* might cause the cognitive impairments found in those with specific language disorder, Down syndrome and William's syndrome. Throughout, there will be an emphasis on the experimental work used to evaluate the theoretical claims.

This unit will be useful for any student wishing to specialise in the fields of education, clinical psychology or educational psychology

3. AIMS OF THE UNIT

The unit aims to provide students with:

- The opportunity to acquire a working knowledge of the main clinical features of a range of developmental disorders
- An understanding of how theoretical models taken from cognitive psychology and neuropsychology can be used to help understand the impairments found in these developmental disorders

- Further training in how to critically appraise the experimental research studies that attempt to test these models
- A working knowledge of how to assess and critically evaluate executive functioning and working memory

4. <u>LEARNING OUTCOMES</u>

4.1 Knowledge and Understanding

At the end of the unit students will be able to:

- Describe the main clinical features of a range of developmental disorders.
- Explain what executive functioning is and how it is measured.
- Evaluate the extent to which executive functioning impairments contribute to the impairments seen in individuals with autism, attention deficit hyperactivity disorder, Tourette syndrome and conduct disorder.
- Provide an account of the working memory model and the tasks used to measure the main components of working memory.
- Compare and evaluate the working memory deficits characteristic of those with specific language disorder, Down syndrome and William's syndrome.
- Comment on the educational implications of working memory impairments.

4.2 Intellectual Skills

At the end of the unit, students will be able to:

- Handle primary source material critically
- Employ evidence-based reasoning and examine the issues associated with different approaches
- Apply multiple perspectives to psychological issues
- Integrate across multiple perspectives and recognise distinctive approaches

They should also have the skills to:

- Critically assess experimental research into developmental disorders for theoretical and methodological rigour.
- Compare and contrast cognitive deficits in a range of developmental disorders.
- Write persuasively about methodological and theoretical issues in clinical developmental psychology.

4.3 Practical Skills

At the end of the unit, students will have:

- Used or seen a variety of psychometric instruments and tests
- Retrieved and organised information effectively

4.4 Transferable Skills

Students at the end of the unit will be able to:

- Retrieve and organise information effectively
- Comprehend and use data effectively
- Problem-solve and reason scientifically
- Make critical judgements and evaluations
- Communicate effectively verbally
- Communicate effectively using written language
- Operate as independent and pragmatic learners

5. <u>ASSESSMENT OF THE UNIT</u>

This unit will have the following components for assessment:

(1)   Students will be expected to write a 2500 word essay. There will be one coursework question presented near the beginning of the Semester. Coursework is due in at the end of Week 8. Coursework counts for 40% of the overall Unit mark.

(2)   Students will also be expected to sit a 2-hour unseen examination. This will take to form of 6 questions, of which two must be answered. The examination will be divided into two parts: Part A on Executive Functioning (3 questions); Part B on Working Memory (3 questions). Students must answer **one question from each part of the course**. The examination mark will comprise 60% of the total Unit mark.

NOTES ABOUT SUBMITTING COURSEWORK

Coursework deadlines are published on Psychology notice boards. It is your responsibility to ensure that you are aware of these dates. All coursework must be submitted to the School Office in Borough Road (B203).

1. When handing in coursework, you must:

- complete the coursework submission form and attach it to the front of your coursework;
- take the coursework to the School Office. Your submission form will be date stamped and a receipt issued. Please keep all receipts.

You must not hand coursework to your unit co-ordinator or other lecturer.

2. Unless you have obtained a formal extension from your year tutor, coursework submitted:

- <u>up to two weeks</u> after the deadline date will receive a maximum mark of the pass mark (40%);
- <u>more than two weeks</u> after the deadline will not be marked.

3. Extensions are only granted for valid reasons (see Course guide). Concrete evidence (e.g. medical certificate) will normally be required by the Year Tutor. If you want an extension of the deadline date, you must:
- get a copy of the form for late submission from the School Office;
- fill in Part A of the form, giving reasons why you cannot meet the existing deadline date;
- supply the Year tutor with relevant documentary evidence;

- ask the Year Tutor to fill in Part B – the decision whether to agree the request rests with the Year Tutor;
- attach the form to the front of your coursework when you submit it (keep a copy for your records).
- each extension form is only valid for one piece of coursework.

The maximum extension is two weeks.

The Faculty Office is at times very busy, especially when course work is due to be submitted or handed back. Staff in the Office endeavour to do their best to give support and answer individual student requests. In return, it is expected that students exercise patience and behave courteously whilst waiting at the counter.

In all social exchanges in the classroom and in the university as a whole, students and staff are expected to follow the guidelines of acceptable behaviour as outlined in the University Equal Opportunities Document. A copy of this document is available for reference in the Faculty office and the Student Handbook contains a summary of its core principles.

6. FEEDBACK

Feedback will normally be given to students 20 working days after the submission of an assignment.

7. INTRODUCTION TO STUDYING THE UNIT

7.1 Overview of the Main Content

This unit provides students with the opportunity to learn about selected developmental disorders and how the impairments seen in these disorders may be explained using two key theoretical approaches derived from neuropsychology and cognitive psychology. The the courts is organised into two parts. In Part A, we will consider the role of executive functioning in a range of developmental disorders; in Part B, we will consider the role of working memory in a range of other developmental disorders.

PART A: EXECUTIVE FUNCTIONING
WEEKS 1-2; (WEEK 3 IS READING WEEK); AND WEEKS 4-6

The unit begins by presenting the first theoretical approach, a consideration of the role of *executive functioning* in cognition. A linked workshop will provide a practical focus for the theoretical concepts, looking at ways in which psychologists have measured executive functioning abilities in adults and children. Students are given hands-on experience and demonstrations of executive functioning measures, as well as discussion time.

Building on the theoretical and practical underpinnings of the first lecture/workshop, the extent to which executive functioning impairments are the cause of several developmental disorders will be considered next. Lectures on autism, attention deficit hyperactivity disorder, Tourette syndrome and conduct disorder will begin with descriptions of the main clinical features and presenting complaints of each disorder. These will be followed by

critical evaluations of the experimental evidence for or against the presence of executive functioning impairments. In some cases (e.g. ADHD) deficits in executive functioning have become the focus for sophisticated theories about underlying causes of the disorder.

Each lecture in weeks 2, 4, 5 and 6 will be followed by a linked seminar. Seminars will be directly linked to lecture material and will focus on enhancing student understanding of the information presented. A variety of formats will be adopted. These will include small group discussions, reading articles and discussing them in small groups, watching relevant programmes, summarising data and reading/discussing case studies or particular relevant issues. A mixture of small group work, small group discussions and whole group discussions will be used in order that ideas are pooled and evaluated. Students will always have the chance during seminars and lectures to ask questions.

Week 3 is a reading week. Please use this time to read all of the papers that you have been given to date – you should spend between half a day and one full day on this.

PART B: WORKING MEMORY
WEEKS 7-10

A lecture on the second major theoretical approach, the working memory model (Baddeley, 1986), will be presented during week one, followed by a workshop that considers the best ways of measuring working memory skills. Hands-on experience and demonstrations of the tasks will be provided, together with the opportunity to discuss particular issues such as using working memory tasks with children.

Following this, working memory impairments in those with each of three developmental disorders will be considered: Down syndrome; William's syndrome; and specific language impairment. The main clinical features of each developmental disorder will be discussed first, followed by a critical evaluation of the experimental evidence for or against particular working memory impairments in each disorder. In many cases, working memory impairments are complementary across disorders (e.g. William's syndrome, Down syndrome) and students will be encouraged to compare and contrast patterns seen across disorders. We will also consider the educational implications of working memory impairments in each of these disorders.

Each lecture in weeks 7 to 10 will be followed by a seminar. Seminars will be directly linked to lecture material and will focus on enhancing student understanding of the information presented. A variety of formats will be adopted. These will include small group discussions, reading articles and discussing them in small groups, summarising data and reading/discussing case studies or particular relevant issues. A mixture of small group work, small group discussions and whole group discussions will be used in order that ideas are pooled and evaluated. Students will always have the chance during seminars and lectures to ask questions.

REVISION: WEEKS 11-12

Two interactive revision seminars are used to teach students to evaluate and use the experimental material critically, and to build up cogent arguments in support (or not) of theoretical positions. Essay writing skills are discussed using student-generated examples of essay plans that build on lecture material and extra reading.

Indicative Content

Week	Lecture	Seminar/Workshop
1	Executive functioning and how it is measured	Workshop on measures of executive functioning
2	Executive function impairments and autism	Seminar on autism and discussion
3	**Reading Week**	
4	Executive function impairments and ADHD	Seminar on ADHD and discussion
5	Executive function impairments and conduct disorder	Seminar on conduct disorder and discussion
6	Executive function impairments and Tourette syndrome	Seminar on Tourette syndrome and discussion
7	Working memory and how it is measured	Workshop on measures of working memory
8	Working memory and Down syndrome	Seminar on Down syndrome and discussion
9	Working memory and William's syndrome	Seminar on William's syndrome and discussion
10	Working memory and specific language impairment	Seminar on specific language impairment and discussion
11 12	Revision Sessions	Revision, study skills and essay writing skills

7.2   Overview of Types of Classes

For each of the two theoretical approaches considered (Part A and Part B), lecture material will be supplemented by a workshop that focuses on assessment methods (one concerns how to assess executive functioning, the other concerns how to assess working memory).

For each developmental disorder considered, lecture material will be supplemented by a seminar which involves small group work or group discussions. Each seminar expands, integrates and builds on lecture content (e.g. looking at case studies from internet sourced materials; viewing videos about particular developmental disorders; discussions of key experimental issues).

7.3   Importance of Student Self-Managed Learning Time

It is essential that the core reading and the optional reading (if possible) is completed for this course. Many of the papers recommended are experimental studies that are vital for gaining an insight into providing critical commentaries on experimental work. Therefore, as well as the scheduled class contact time, student managed learning should be prioritised. You should be spending at least one half day per week reading the set texts and papers. Revision should also account for a substantial amount of the total self-managed learning time.

You will be given a reading week in Week 3.

7.4   Employability

Students who are considering careers in clinical psychology, educational psychology, teaching or the caring professions will find this course useful. It should provide valuable clinical insights as well as theoretical background on developmental disorders.

7.5   Equality and Diversity

This unit addresses equality and diversity issues by focusing on individuals with a variety of developmental disorders. Through studying and understanding in greater depth the strengths and difficulties of individuals with a range of disorders, students will engage with important practical and theoretical issues of direct relevance to equality and diversity.

8.

PART A: EXECUTIVE FUNCTIONING

Week 1   Executive Functioning and how it is Measured

Format - Lecture followed by a linked workshop.

AIMS OF LECTURE/WORKSHOP

- To look at the functions of the frontal lobes of the brain
- To examine the types of executive functioning deficits caused by frontal lobe lesions
- To examine a range of executive functioning tasks used with adults and children

This lecture describes the functions of the frontal lobes of the brain, the impairments caused by lesions to the frontal lobes, and the types of tasks that have been used to measure these functions. These tasks are known as tests of executive function and we will look at several of them in detail during the workshop.

LEARNING OUTCOMES

- To describe the functions of the frontal lobes and the types of deficits seen after frontal lobe damage
- To discuss whether measures of central executive function are adequate tests of frontal lobe functioning
- To have a working knowledge of a range of tests of executive functioning and an understanding of whether they are appropriate for children and/or adults

Reading for Week 1

Core reading

Pennington, B.F. & Ozonoff, S. (1996). Executive functions and developmental psychopathology. *Journal of Child Psychology and Psychiatry*, *37(1),* 51-87. THIS PAPER IS ABSOLUTELY ESSENTIAL AND MUST BE READ BEFORE LECTURE 2. (provided, Blackboard?).

Baddeley, A.D. (1997). *Human Memory: Theory and Practice* (Revised Edition). Psychology Press Ltd.: Hove, East Sussex. Chapter 6. (in library open shelves and short loan 153.12BAD, Blackboard?)

Anderson, V. (1998). Assessing executive functions in children: Biological, psychological and developmental considerations. *Neuropsychological Rehabilitation, 8*, 319-349. (Blackboard).

Further reading

Baddeley, A.D. (1996). Exploring the central executive. *Quarterly Journal of Experimental Psychology*, *49A*, 5-28.

Baddeley, A.D. (1997). Dual-task performance in dysexecutive and nondysexecutive patients with a frontal lesion. *Neuropsychology*, *11(2)*, 187-194.

Welsh, M.C., Pennington, B.F. & Grossier, D.B. (1991). A normative-developmental study of executive function: A window on prefrontal function in children. *Developmental Neuropsychology, 7(2),* 131-149.

Weeks 2, 4, 5 and 6 Executive Function and Developmental Disorders

Format - Lectures followed by linked seminars.

Aims of lectures/seminars

- To examine whether there is evidence for deficits in executive functioning in a range of developmental disorders:
- (1) autism
- (2) attention deficit hyperactivity disorder
- (3) conduct disorder
- (4) Tourette syndrome
- To have a critical approach to discussing experimental studies of executive impairment in these four developmental disorders

These four lectures explore whether there are impairments in performance on tests of executive function in children with a range of developmental disorders. For each disorder, we review the main symptoms and presenting complaints to get an understanding of the disorder. Then, the experimental evidence for central executive impairments in each disorder is considered and discussed.

Learning Outcomes

- To be able to briefly describe the main clinical features of each of the developmental disorders
- To have a clear understanding of and ability to critically evaluate the evidence for or against executive functioning impairments in each disorder
- To have a good understanding of the relative strengths and weaknesses of different types of tests of executive function in children

Reading for Weeks 2 to 6

Book Chapters on the Developmental Disorders

Core Reading

Rutter, M. & Taylor, E. (2002). *Child and Adolescent Psychiatry*, 4th Edition. Blackwell
      Science: Oxford. (in library on open shelves and short loan 618.9289CHI)
          Chapter 25. Syndromes of hyperactivity and attention deficit
          Chapter 26. Conduct and oppositional disorders
          Chapter 36. Tic disorders
          Chapter 38. Autism spectrum disorders

Further and alternative reading

The following book is also useful for *three* of the four disorders in this section and can be
      used instead of Rutter and Taylor:

Wicks-Nelson, R. & Israel, A.C. (2006). *Behavior Disorders of Childhood*, 6th Edition. Upper
      Saddle River, New Jersey: Pearson Education Inc. (in library 618.9289WIC)
          Chapter 8. Conduct Disorders
          Chapter 9. Attention-deficit Hyperactivity Disorder
          Chapter 12. Autism and Schizophrenia (just read the first part on autism)

The following is useful for Autism:

Volkmar, F.R., Lord, C., Bailey, A., Schultz, R.T. & Klin, A. (2004). Autism and pervasive
      developmental disorders. *Journal of Child Psychology and Psychiatry, 45 (1),* 135-
      170 (Journal in library – hard copy)

Experimental Papers

AUTISM:

Core Reading

Hughes, C., Russell, J. & Robbins, T.W. (1994). Evidence for executive dysfunction in
      autism. *Neuropsychologia, 32(4),* 477-492. (online journal article from library)

Ozonoff, S., Pennington, B.F. & Rogers, S. (1991). Executive function deficits in high-
      functioning autistic individuals: Relationship to theory of mind. *Journal of Child
      Psychology and Psychiatry, 32(7),* 1081-1105. (Journal in library – hard copy,
      Blackboard?)

Further Reading

Turner, M.A. (1999). Generating novel ideas: Fluency performance in high-functioning and
      learning disabled individuals with autism. *Journal of Child Psychology and Psychiatry,
      40*(2), 189-201. (Journal in library – hard copy, Blackboard?)

Hill, E.L. (2004). Evaluating the theory of executive dysfunction in autism. *Developmental
      Review, 24*, 189-233. (online from the library)

ADHD:

Core reading

Shue, K.L. & Douglas, V.I. (1992). Attention deficit hyperactivity disorder and the frontal lobe syndrome. *Brain and Cognition, 20*, 104-124. (provided)

Berlin, L., Bohlin,G. & Rydell, A-M. (2003). Relations between inhibition, executive functioning, and ADHD symptoms: A longitudinal study from age 5 to 8.5 years. *Child Neuropsychology, 9*, 255-266. (provided)

Relevant papers comparing developmental disorders:

Ozonoff, S. & Jensen, J. (1999). Specific executive function profiles in three neurodevelopmental disorders. *Journal of Autism and Developmental Disorders, 29(2),* 171-177. (provided)

Guerts, H.M., Verte, S., Oosterlaan, J., Roeyers, H. & Sergeant, J.A. (2004). How specific are executive functioning deficits in attention deficit hyperactivity disorder and autism? *Journal of Child Psychology and Psychiatry, 45 (4),* 836-854. (Journal in library – hard copy, Blackboard?)

Further reading

Kalff, A.C., et al. (2003). Low- and high-level controlled processing in executive motor control tasks in 5-6-year-old children at risk of ADHD. *Journal of Child Psychology and Psychiatry, 44(7),* 1049-1057. (Journal in library – hard copy, Blackboard?)

Berlin, L. et al. (2004). How well do measures of inhibition and other executive functions discriminate between children with ADHD and controls? *Child Neuropsychology, 10(1),* 1-13.

CONDUCT DISORDER:

Core reading

Clark, C., Prior, M. & Kinsella, G.J. (2000). Do executive function deficits differential between adolescents with ADHD and oppositional defiant/conduct disorder? *Journal of Abnormal Child Psychology, 28(5)*, 403-420. (provided)

Toupin, J., Dery, M., Pauze, R., Mercier, H. & Fortin, L. (2000). Cognitive and familial contributions to conduct disorder in children. *Journal of Child Psychology and Psychiatry*, *41*, 333-344. (hard copy of journal in library, Blackboard?)

Seguin, J.R. et al. (1995). Cognitive and neuropsychological characteristics of physically aggressive boys. *Journal of Abnormal Psychology, 104(4),* 614-624. (online journal in library)

Hughes, C., Dunn, J. & White, A. (1998). Trick or treat?: Uneven understanding of mind and emotion and executive dysfunction in "hard-to-manage" preschoolers. *Journal of Child Psychology and Psychiatry, 39(7),* 981-994. (Journal in library – hard copy, Blackboard?)

Further reading

Relevant papers comparing developmental disorders:

Van Goozen, S.H.M. et al. (2004). Executive functioning in children: a comparison of hospitalised ODD and ODD+AHDH children and normal controls. *Journal of Child Psychology and Psychiatry, 45:2*, 284-292. (Journal in library – hard copy, Blackboard?)

Oosterlaan, J., Scheres, A. & Sergant, J.A. (2005). Which executive functioning deficits are associated with AD/HD, ODD/CD and Comorbid AD/HA+ODD/CD? *Journal of Abnormal Child Psychology, 33(1),* 69-85. (online journal in library)

TOURETTE SYNDROME:

Core reading

Channon, S., Pratt, P. & Robertson, M.M. (2003a). Executive function, memory, and learning in Tourette's syndrome. *Neuropsychology, 17*, 247-254. (provided)

Crawford, S., Channon, S. & Robertson, M.M. (2005). Tourette's syndrome: performance on tests of behavioural inhibition, working memory and gambling. *Journal of Child Psychology and Psychiatry, 46:12*, 1327-1336. (online journal in library)

Further reading

Baron-Cohen, S., Cross, P. Crowson, M. & Robertson, M. (1994). Can children with Gilles de la Tourette syndrome edit their intentions? *Psychological Medicine, 24*, 29-40.

Channon, S., Crawford, S., Vakili, K. & Robertson, M.M. (2003b). Real-life-type problem solving in Tourette syndrome. *Cognitive and Behavioral Neurology, 16*, 3-15.

Relevant papers comparing developmental disorders:

Ozonoff, S., Strayer, D.L., McMashon, W.M. & Filloux, F. (1994). Executive function abilities in autism and Tourette Syndrome: An information processing approach. *Journal of Child Psychology and Psychiatry, 35 (6)*, 1015-1032. (hard copy of journal in library, Blackboard?)

Week 3   Reading Week

This week is designed for you to make sure that you have completed all of the readings you have been given to date. These readings are critical for your understanding of the next few week's lectures. You could also use this time to start some preparation for your coursework essay, due in at the end of Week 12. Bearing in mind all of your commitments this term, it is essential that you spend between one half and one full day on reading and planning for *this* course.

PART B: WORKING MEMORY

WEEK 7 WORKING MEMORY AND HOW IT IS MEASURED

Format - Lecture followed by a linked workshop.

AIMS OF LECTURE/WORKSHOP

- To examine the key features of the working memory model (Baddeley, 1986; 1997) and the evidence used to support it
- To look at how working memory is measured in children and adults using standard measures from the literature
- To try out a range of working memory tests during the workshop

We will examine the working memory model (Baddeley, 1986; 1997; 2007) together with the main evidence to support it. We will examine the types of tasks used with children to obtain measures of the different components of working memory and consider their strengths and weaknesses. Everyone will have a chance to try out the tests themselves.

LEARNING OUTCOMES

- To have a good understanding of the working memory model and be able to describe its main components
- To have a knowledge of suitable working memory tests for children
- To be able to evaluate of the methodological advantages and disadvantages of various children's tests of working memory

Core Reading

Baddeley, A.D. (1997). *Human Memory: Theory and Practice*, Revised Edition. Hove, East Sussex: Psychology Press. (in library open shelves and short loan 153.12BAD)
Chapter 4
Chapter 5
Chapter 6

Gathercole, S.E. & Alloway, T.P. (2006). Short-term and working memory impairments in neurodevelopmental disorders: diagnosis and remedial support. *Journal of Child Psychology and Psychiatry, 47(1),* 4-15. This paper is absolutely **vital** and must be read before next week's session (online journal from library)

Further Reading

Baddeley, A.D. (1986). *Working Memory*. Oxford: OUP. (book in library 153.12BAD)

Baddeley, A.D. (2007).

Baddeley, A.D., Lewis, V.J. & Vallar, G. (1984). Exploring the articulatory loop. *Quarterly Journal of Experimental Psychology*, *36*, 233-252.

WEEKS 8, 9 AND 10   WORKING MEMORY AND DEVELOPMENTAL DISORDERS

Format - Lectures followed by linked seminars.

AIMS OF THE LECTURES/SEMINARS

- To understand the major features of several developmental disorders including: specific language impairment (SLI); William's syndrome; and Down syndrome.
- To examine and compare the extent of working memory impairments typically found in each of these disorders.
- To examine the cognitive implications of the working memory deficits in these disorders.

There is evidence that working memory might be impaired in several developmental disorders. We will consider the evidence for such working memory deficits, comparing patterns of impairment across three disorders.

LEARNING OUTCOMES

- To be able to critically evaluate the research looking at working memory impairments in a range of developmental disorders.
- To be able to describe briefly the main characteristics of several disorders (e.g. Down syndrome, Williams syndrome, SLI).
- To understand how working memory impairments might impact on developmental and educational outcomes.

Reading for Weeks 8 to 10

Book Chapters on the Developmental Disorders

Core Reading

Rutter, M. & Taylor, E. (2002). *Child and Adolescent Psychiatry*, 4th Edition. Blackwell Science: Oxford. (in library on 2 week or 24hr loan 618.9278CHI)
> Chapter 13, pages 226-228 on Down syndrome
> Chapter 13, pages 218-220 on William's syndrome
> Chapter 39, pages 669-672 on specific language impairment

Alloway, T.P. & Gathercole, S.E. (2006). *Working Memory and Neurodevelopmental Disorders*. Edited volume. Hove: Psychology Press. (in library on 2 week and 24hr loan, 618.928WOR)
> Chapter 7 – Archibald & Gathercole: STM in SLI
> Chapter 11 – Jarrold, Purser & Brock: STM in DS
> Chapter 12 – Rowe & Mervis: STM in WS

Further and alternative reading

The following books are also useful for SLI and can be used **instead** of Rutter and Taylor:

Wicks-Nelson, R. & Israel, A.C. (2006). *Behavior Disorders of Childhood*, 6th Edition. Upper Saddle River, New Jersey: Pearson Education Inc. (in library 618.9289WIC)
> Chapter 10 - Language and learning disorders

Hegde, M.N. & Maul, C.A. (2006). *Language Disorders in Children: An evidence-based approach to assessment and treatment*. Boston: Pearson Education.
Chapter 3 – Children with specific language impairment

For a detailed and clearly written look at a large study on Down syndrome:

Hulme, C. & Mackenzie, S. (1992). *Working memory and severe learning difficulties*. Hove, Sussex: Lawrence Erlbaum. (in library 155.412.HUL)

Experimental Papers:

DOWN SYNDROME:

Core Reading

Numminen, H., Service, E., Ahonen, T. & Ruoppila, I. (2001). Working memory and everyday cognition in adults with Down's syndrome. *Journal of intellectual Disability Research, 45(2)*, 157-168. (online journal from library, Blackboard)

Jarrold, C. & Baddeley, A.D. (1997). Short-term memory for verbal and visuospatial information in Down Syndrome. *Cognitive Neuropsychiatry, 2(2),* 101-122. (provided)

Further Reading

Brock, J. & Jarrold, C. (2005). Serial order reconstruction in Down syndrome: evidence for a selective deficit in verbal short-term memory. *Journal of Child Psychology and Psychiatry, 46(3),* 203-316. (online journal from library)

Jarrold, C., Baddeley, A.D. & Hewes, A.K. (2000). Verbal short-term memory deficits in Down Syndrome: A consequence of problems in rehearsal? *Journal of Child Psychology and Psychiatry, 41(2),* 233-244. (Journal in library – hard copy, Blackboard?)

WILLIAMS SYNDROME:

Core reading

Jarrold, C., Baddeley, A.D. & Hewes, A.K. (1999). Genetically dissociated components of working memory: Evidence from Down's and Williams syndrome. *Neuropsychologia, 37*, 637-651. (online journal from library)

Wang, P.P. & Bellugi, U. (1994). Evidence from two genetic syndromes for a dissociation between verbal and visual-spatial short-term memory. *Journal of Clinical and Experimental Neuropsychology, 16*, 317-322. (provided)

Further Reading

Jarrold, C., Baddeley, A.D. & Hewes, A.K. (1998). Verbal and nonverbal abilities in the Williams Syndrome Phenotype: Evidence for diverging developmental trajectories. *Journal of Child Psychology and Psychiatry, 39*, 511-523. (Journal in library – hard copy, Blackboard?)

Klein, B.P. & Mervis, C.B. (1999). Contrasting patterns of cognitive abilities of 9- and 10-year-olds with Williams syndrome or Down syndrome. *Developmental Neuropsychology, 16(2),* 177-196.

Dvenny, D.A., Krinsky-McHale, S.J., Kittler, P.M., Flory, M., Jenkins, E. & Brown, W.T. (2004). Age-associated memory changes in adults with Williams syndrome. *Developmental Neuropsychology, 26*, 691-706.

SPECIFIC LANGUAGE IMPAIRMENT:

Core Reading

Bishop, D.V.M., North, T. & Donlan, C. (1996). Nonword repetition as a behavioural marker for inherited language impairment: Evidence from a twin study. *Journal of Child Psychology and Psychiatry, 37 (4)*, 391-403. (Journal in library – hard copy, Blackboard?)

Montgomery, J.W. (2002). Understanding the language difficulties of children with specific language impairments: Does verbal working memory matter? *American Journal of Speech-Language Pathology, 11*, 77-91. (provided)

Further Reading

Gathercole, S.E. & Baddeley, A.D. (1990). Phonological memory deficits in language disordered children: Is there a causal connection? *Journal of Memory and Language, 29*, 336-360.

Ellis Weismar, S., Evans, J. & Hesketh, L.J. (1999). An examination of verbal working memory capacity in children with specific language impairment. *Journal of speech, Language and Hearing Research, 42*, 1249-1260.

And finally, a very useful paper comparing two of the developmental disorders (DS, SLI):

Laws, G. & Bishop, D.V.M. (2004). Verbal deficits in Down's syndrome and specific language impairment: a comparison. *International Journal of Language and Communication Disorders, 39*, 423-451.

Weeks 11 and 12   Revision and Essay Writing Skills

Format   Revision sessions.

Aims

- To review the content and detail of the delivered course
- To discuss examination technique and revision planning
- To prepare sample essay plans based on examination questions
- To identify areas within the Unit that require specific reappraisal and revision

Learning Outcomes

At the end of the sessions, students will:

- Have an understanding of the breadth of the Unit content
- Have an understanding of basic examination technique and ideas about how to tackle examination questions
- Have discussed any areas within the Unit that require further explanation or elaboration

There will be no readings assigned for this session. However, students are encouraged to prepare by thinking about specific areas/issues that they would like to be covered.

9.   LEARNING RESOURCES

9.1 Core Materials
These are all listed in the previous sections

NOTES
Please use this space for your own notes