

Module specification

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| Module code | PSYON717 |
| Module title | Additional Learning Needs and Giftedness |
| Level | 7 |
| Credit value | 15 |
| Faculty | Faculty of Social and Life Sciences |
| Module Leader | Dr Dagmar Corry |
| HECoS Code | 100496 |
| Cost Code | GAPS |

Programmes in which module to be offered

| | |
|----------------------------|---|
| Programme title | Is the module core or option for this programme |
| MSc Educational Psychology | Core |

Pre-requisites

None

Breakdown of module hours

| | |
|--|----------------|
| Learning and teaching hours | 15 hrs |
| Placement tutor support | 0 hrs |
| Supervised learning e.g. practical classes, workshops | 0 hrs |
| Project supervision (level 6 projects and dissertation modules only) | 0 hrs |
| Total active learning and teaching hours | 15 hrs |
| Placement / work based learning | 0 hrs |
| Guided independent study | 135 hrs |
| Module duration (total hours) | 150 hrs |

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|------------------------------|-------------------------------------|
| For office use only | |
| Initial approval date | 18.5.21 |
| With effect from date | September 21 |
| Date and details of revision | October 2022 – Reading List updated |
| Version number | 2 |

Module aims

This module covers special needs and giftedness. Theory, empirical evidence, and vignettes illustrate how educational psychologists can address special needs and giftedness within the school environment. Students will become familiar with best practice in identifying and supporting students with special needs and / or giftedness against the background of special education policies and practices, and learn how to help pupils develop their talents and achieve their full potential.

The module furthers understanding, identifying, evaluating, and managing of high cognitive potential. Theoretical perspectives and case studies from different contexts (e.g., school and family) illustrate challenges and demonstrate implementation strategies to use in the school context.

Students will learn about the inclusion of students in decision making relative to their education, the multidisciplinary approach to special educational needs, and about diagnosing and profiling additional learning needs through the use of checklists based on current research and refined in consultation with key health professionals.

Module Learning Outcomes - at the end of this module, students will be able to:

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|---|---|
| 1 | Critically discuss the role of executive functions in gifted children. |
| 2 | Compare and contrast two enrichment and gifted programmes and their application in educational settings. |
| 3 | Understand how to apply standardised checklists to facilitate diagnosis of special needs and disorders. |
| 4 | Evaluate the relationship between additional learning needs children and school with respect to psychological health and wellbeing. |

Assessment

Indicative Assessment Tasks:

1. Critical appraisal of evidence base for educational interventions in special needs & giftedness. 1500-word Essay. (50%)
2. Multiple choice questionnaire. (25%)
3. Presentation (10 mins): Compare and contrast two enrichment and gifted programmes and their application in educational settings. (25%)

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) |
|-------------------|-----------------------------|--------------------|---------------|
| 1 | 1, 2, 4 | Written Assignment | 50% |
| 2 | 1, 2, 3, 4 | In-class test | 25% |
| 3 | 2, 4 | Presentation | 25% |

Derogations

None

Learning and Teaching Strategies

The overall learning and teaching strategy will include a series of lectures with accompanying media devices. There will be a mix of supporting notes/along with directed study for students to complete as they work through the material and undertake the assessment tasks. The use of a range digital tools within the virtual learning environment together with additional sources of reading will also be utilised to promote breadth and depth of learning.

Indicative Syllabus Outline

- Cognition and Learning.
- Communication and Developmental Disorders.
- Autism Spectrum Disorder
- Social, emotional, and mental health
- Sensory Disorders
- Understanding Giftedness
- Learning for gifted students is not so easy
- Supporting gifted students in school

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Frederickson, N., Cline, T. (2015). *Special Educational Needs, Inclusion and Diversity* (3rd ed.). Oxford: Blackwell's.

Other indicative reading

Hannel., G. (2019). *Identifying Special Needs*. London: Routledge.

Zanetti, M.A., Gualdi, G., Cascianelli, M. (Eds.) (2019). *Understanding Giftedness: A guide for parents and educators. Understanding atypical development*. Oxford: Blackwells.

Indicative journals

Journal of Special Education
Journal of Research in Special Educational Needs
Topics in Early Childhood Special Education
Focus on Autism and Other Developmental Disabilities
Journal of Early Intervention
British Journal of Special Education
Learning Disability Quarterly
Intervention in School and Clinic
Communication Disorders Quarterly
Remedial and Special Education
Support for Learning
Child: Care, Health, and Development
Journal for the Education of the Gifted

Exceptional Children
Teaching Exceptional Children
Young Exceptional Children
American Education Research Journal
Gifted Child Quarterly
American Psychologist
School Psychology Review
Gifted Child Today

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication