Course Syllabus

Code - Course Title	**OSE502 - Twice Exceptional: Children with Gifted Autism Spectrum Dis.**
Course Type	II. SEMESTER
Laboratory + Practice	3+0
ECTS	**6.0**
Language of Instruction	Türkçe
Course Type	Elective Courses
Course Instructor(s)	DOÇ. DR. GÜLDEN BOZKUŞ GENÇ

Mode of Delivery	Face to face
Place of Delivery	On Campus
Used Educational Platforms	Face-to-face
Prerequisites	-
Courses Recomended	-

Recommended Resources	Adıgüzel, O. C. (2016). Eğitim programlarının geliştirilmesinde ihtiyaç analizi el kitabı. Ankara: Anı Yayıncılık.Altrichter, H., and Holly, M. L. (2005). Research diaries. B. Somekh and C. Lewin (Eds.), In Research methods in the social sciences (pp. 24-32). Thousand Oaks: Sage Publications.American Psychiatric Association (APA). (1994). DSM-IV: Diagnostic and statistical manual of mental disorders. Washington (DC): American Psychiatric Association.American Psychiatric Association (APA). (2013). DSM-V: Diagnostic and statistical manual of mental disorders. Washington (DC): American Psychiatric Association.Asperger, H. (1944). "Die autistischen psychopathen" im kindesalter. European Archives of Psychiatry and Clinical Neuroscience, 117(1), 76-136Assouline, S. G., Foley-Nicpon, M., Colangelo, N., and Ol'Brien, M. (2008). The paradox of giftedness and autism: Packet of Information for Professionals (PIP)--Revised (2008). Connie Belin and Jacqueline N. 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Sak (Ed.), Üstün yeteneklilerin tanılanması içinde (s. 1-14). Ankara: Vize Yayıncılık.Aydın, I. (2016). Akademik etik. Ankara: Pegem Akademi. 199Bae, Y. S., Chiang, H. M., and Hickson, L. (2015). Mathematical word problem solving ability of children with autism spectrum disorder and their typically developing peers. Journal Of Autism And Developmental Disorders, 45(7), 2200-2208.Baranek, G. T. (1999). Autism during infancy: A retrospective video analysis of sensory- motor and social behaviors at 9–12 months of age. Journal of Autism and Developmental Disorders, 29(3), 213-224.Beckley, D. (1998). Gifted and learning disabled: twice exceptional students. National Research Center on the Gifted and Talented. 1-6. https://eric.ed.gov/?id=ED424711 (Erişim tarihi: 27.05.2017).Betts, G. T., and Neihart, M. (1988). Profiles of the gifted and talented. Gifted Child Quarterly, 32(2), 248-253.Bianco, M., Carothers, D. E., and Smiley, L. R. (2009). Gifted students with Asperger syndrome: Strategies for strength-based programming. Intervention in School and Clinic, 44(4), 206-215.Bracken, B. A., and McCallum, R. S. (1998). Universal nonverbal intelligence test. Chicago: Riverside Publishing Company.Bracken, B. A., and McCallum, R. S. (2016). Universal nonverbal intelligence test online scoring and report system user's guide. https://www.proedinc.com/Downloads/UNIT2_OSRS_UserGuide.pdf (Erişim Tarihi: 15.05.2019).Burger-Veltmeijer, A. E., and Minnaert, A. E. (2011). The co-occurrence of intellectual giftedness and autism spectrum disorders. Educational Research Review, 6(1), 67- 88.Burger-Veltmeijer, A. E., Minnaert, A. E., and Van den Bosch, E. J. (2015). Assessments of intellectually gifted students with (out) characteristic (s) of ASD: An explorative evaluation among diagnosticians in various psycho-educational organisations. Electronic Journal of Research in Educational Psychology, 13(1), 5-26.Burger-Veltmeijer, A. 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ASD screening measures for high-ability youth with ASD: Examining the ASSQ and SRS. Gifted Child Quarterly, 62(2), 220-229.Centers for Disease Control and Prevention (CDC). (2016). Prevalence and characteristics of autism spectrum disorder among children aged 8 years. Autism and developmental disabilities monitoring network, 11 Sites, United States, 2012. Morbidity and Mortality Weekly Report Surveillance Summaries, 65(3), 1-23.Centers for Disease Control and Prevention (CDC). (2018). Data on autism: Five facts to know. https://www.cdc.gov/features/new-autism-data/index.html (Erişim Tarihi: 09.01.2019).Chamberlin, S. A., Buchanan, M., and Vercimak, D. (2007). Serving twice-exceptional preschoolers: Blending gifted education and early childhood special education practices in assessment and program planning. Journal for the Education of the Gifted, 30(3), 372-394.Charmaz (1996). The search for meanings-Grounded Theory. J. A. Smith, R. Harré and L. 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Work Placement	-
Aims of the Course	The aim of this course is to ensure that students understand the characteristics, diagnostic and assessment processes, educational requirements, and potential challenges of twice-exceptional individuals, where special talents and autism spectrum disorder coexist; and to enable them to examine differentiated instruction and support practices tailored to the needs of these individuals. Additionally, the course aims to develop students' skills in systematically reviewing scientific literature related to the subject, reading and summarizing scientific articles, critically evaluating research findings, and delivering academic presentations.

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1	LO-1 LO-5	Twice-Exceptionality: Conceptual and theoretical foundations of giftedness and developmental disabilities.	Lecture, Question & Answer, Discussion, Brain Storming, Research and Inquiry
Week - 2	LO-5	Giftedness and Attention Deficit Hyperactivity Disorder	Lecture, Question & Answer, Discussion, Research and Inquiry, presentation
Week - 3	LO-8	Giftedness and Special Learning Difficulties	Lecture, Question & Answer, Discussion, Research and Inquiry, presentation
Week - 4	LO-2	Giftedness and Autism Spectrum Disorder	Lecture, Question & Answer, Discussion, Research and Inquiry, presentation
Week - 5		Exam	
Week - 6	LO-2	Identification and Assesment Children with Giftedness and Autism Spectrum Disorders	Lecture, Question & Answer, Discussion, Research and Inquiry, presentation
Week - 7	LO-3	Educational needs of children with gifted autism spectrum disorders	Lecture, Question & Answer, Discussion, Research and Inquiry, presentation
Week - 8	LO-3	Educational needs of children with gifted autism spectrum disorders:: Cognitive needs, Social communication and interaction needs	Lecture, Question & Answer, Discussion, Research and Inquiry, presentation
Week - 9	LO-7	Educational needs of children with gifted autism spectrum disorders: Planning and organization problems, Sensory integration problems	Lecture, Question & Answer, Discussion, Research and Inquiry, presentation
Week - 10	LO-3	Educational needs of children with gifted autism spectrum disorders: Managing Special Interests	Lecture, Question & Answer, Discussion, Research and Inquiry, presentation

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 11	LO-3 LO-6	Differentiated Instruction for Gifted Children with Autism Spectrum Disorder	Lecture, Discussion, Research and Inquiry, presentation
Week - 12	LO-4	Systematic Review of Research Conducted on Children with Giftedness and Autism Spectrum Disorder	Research and Inquiry, Document/Text/Data Analysis, presentation
Week - 13	LO-6	Evaluating Scientific Research in the Field of Two-Point Discrimination and Sharing Research Findings Through an Academic Presentation	Research and Inquiry, presentation

Learning Outcomes

#	Learning Outcome
1	Explains the concept of twice exceptional.
2	Discusses the diagnosis and evaluation of students with giftedness and autism spectrum disorder.
3	Explain the approaches to the education of students with giftedness and autism spectrum disorder.
4	Writes a systematic review article from research on children with giftedness and autism spectrum disorder.
5	Defines special talents. Gains knowledge regarding classification, diagnosis, and characteristics.
6	The student will be able to critically evaluate scientific research in the field of differentiation and share the research findings through an academic presentation.
7	The student can discuss the educational needs and potential challenges (such as planning, organization, sensory integration, and management of areas of interest) of two different individuals.
8	The student can explain the concepts of giftedness and specific learning disabilities, as well as the fundamental characteristics of individuals who exhibit both of these traits concurrently.

Sustainable Development Goals

✓ Quality Education

Course Theme

✓ Educational Sciences and Educational Technologies

AKTS Workload

Activity	Duration (Hour)	Count	Workload
Teorik Derse Katılım	10.00	10	100
Sınıf Dışı Çalışma (Ön Hazırlık & Pekiştirme Amaçlı)	5.00	5	25
Ödevler	3.00	3	9
Proje - Rapor - Sunum Hazırlama	4.00	2	8
Ara Sınav Hazırlığı (sınav süresi dahil)	2.00	1	2

AKTS Workload

Activity	Duration (Hour)	Count	Workload
Final Sınavı Hazırlığı (sınav süresi dahil)	0.00	0	0
Uygulama (Laboratuvar, Müzik/Enstrüman Uygulaması, Atölye/Saha Çalışması vb.)	0.00	0	0
Staj Uygulaması	0.00	0	0
		Calculated ECTS	**6.0**

Assessment Method and Passing Requirements

✓ Multiple Choice Test ✓ Homework ✓ Presentation