

BSCS

Data of courses form

Lecturer's name: Zsófia Borsos(a), Judit Csákvári(b), Bence Kas(c), Renáta Mlinkó(d)

Position: assistant lecturer, psychologist(a); assistant professor, psychologist(b); associate professor, linguist, speech and language therapist(c);

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Homepage: <https://barczil.elte.hu/en/>

Title of the course: Cognitive Disorders

Detailed syllabus of the course, with topics addressed in each 90 minutes lecture (less than 2 pages):

Autism spectrum disorder: 1. Overview of autism spectrum disorder: the definition of the spectrum disorder, the core areas of the impairment, identifying the causes behind behaviours, how autism is diagnosed. 2. Developmental Differences in Autism Across the Lifespan, Patterns of Strengths and Weaknesses. 3. Practical session: Identify behaviours of autism spectrum: video demonstration (Zsofia Borsos)

Intellectual Developmental Disability/Disorder (IDD): 1. Introduction to IDD: definitions and criteria according to DSM-5 and ICD-11. 2. The human functioning model framework and relevance in IDD, etiological background, frequency. 3. Assessment of intellectual and adaptive functioning, video demonstration of IQ functioning in moderate level. 4. Empirical findings with eye tracking technique in Down syndrome. (Judit Csakvari)

Developmental Language Disorder (DLD): 1. The history of research into the evolution and correspondences of language and thought. 2. Introduction to DLD: classic definitions and developmental pathways. 3. Theories of language acquisition and explanations for language disorders (etiological background, cognitive and perceptual deficits). 4. Cross-linguistic comparison of symptoms in the acquisition of grammar in DLD. 5. Principles of clinical assessment and intervention for DLD. (Bence Kas)

Assessment: Theory and Practice in the National Resource Centre for Special Education Support Service, Eötvös Loránd University

Our institution receives clients from all over the country. Our task is to assess learning abilities. Our clients are children and adults, we examine their educational needs, and propose educational methods in complex, contentious matters. In the course we present some legal background and a theoretical model of our work followed by a demonstration of the assessment procedure including videos, case reports, of the in frontal and small group forms of assessment. (Renáta Mlinkó)

Background information on the web (optional):

On the moodle site

Short CV (less than half page):

(1) Zsófia Borsos

Since 2011 I have been working as an assistant lecturer at Eötvös Loránd University, Bárczi Gusztáv Faculty of Special Needs Education.

I teach the following psychological subjects: developmental psychology, social psychology, psychology of disabilities; collaboration with family and other professionals, psychology and psychodiagnosis of Autism Spectrum Disorders, collaboration with family and other professionals on autism spectrum disorders, psychodiagnosis in practice of autism spectrum disorder.

I am a member of two research groups:

Social Serious Game – Social Development Project (SHAKES Project)

<http://gyorimiklos.web.elte.hu/shakes.htm>

The ‘Autism in Education’ Research Group of the Hungarian Academy of Sciences (HAS) – ELTE University

<http://maszk.elte.hu/index.php/en/welcome/>

Since 2011 I am a psychologist at the Autism Foundation Ambulance. I work in the diagnosis of autism spectrum disorders, family care, and outpatient counselling.

In 2015 I participated in the clinical and research training of Autism Diagnostic Interview (ADI-R) and Autism Diagnostic Observation Scheme (ADOS).

Since 2015 I have been working at the Family Therapy Service of the Hand-in-Hand Foundation, where we provide family therapy and counselling for families or couples with disabilities.

Currently I am doing my PhD studies at the ELTE Doctoral School of Psychology, my research topic is early screening of the autism spectrum disorder, and autonomic facial recognition analysis.

(2) Judit Csákvári:

Since 2004 I have been working as an assistant professor at Eötvös Loránd University, Bárczi Gusztáv Faculty of Special Needs Education.

I teach the following psychological subjects: Educational psychology, Psychology of disabilities; Collaboration with family and other professionals, Psychology and assessment of IDD, IDD and associated disorders, Cognitive behaviour therapy, Psychopathology in special education, System-approach therapies.

I am a member of the research groups Digital Autonomy support in the Autism spectrum (DATA Project)

<http://data.aosz.hu/kutatas-fejlesztes-elte/>

I am the leader of Helping HANDS Erasmus+ Project http://helping-hand.hu/index_en.html

Education:

1997 Special education teacher (intellectual disability/visual impairment)

1998 Psychologist

2004 Clinical psychologist

2012 CBT therapist

2013 PhD

Work experience:

1998-currently Psychologist private praxis

1998-2004 Psychologist at the School for the low vision children

2004-currently Eotvos Lorand University

Participant in several different project on curriculum development and service development in education and social care system

(3) Bence Kas:

Education

2001 – special education teacher BA (speech and language therapy, hearing disabilities)

2006 – theoretical linguist MA

2014 – PhD in cognitive psychology

Working experience

2008- (ongoing) senior research fellow, Research Institute for Linguistics, Hungarian Academy of Sciences

2003- (ongoing) associate professor, Eötvös Loránd University, Bárczi Gusztáv Faculty of Special Needs Education

2005–2008 junior research fellow, Budapest University of Technology, Department of Cognitive Science

Important publications (5-10):

Győri, M., Borsos Zs., Stefanik, K. (2015). Evidence-based development and first usability testing of a social serious game based multi-modal system for early screening for atypical socio-cognitive development. In: Sik-Lányi, C; Hoogerwerf, E-J; Miesenberger, K (szerk.) *Assistive Technology: Building Bridges : 13th European AAATE conference Amsterdam, Hollandia : IOS Press*, (2015) pp. 48-54.

Győri M., Borsos Zs., Stefanik K. & Csákvári J. (2016). Data quality as a bottleneck in developing a social-serious-game-based multi-modal system for early screening for ‘high functioning’ cases of autism spectrum condition. In: K. Miesenberger, K., Bühler, C. & Penaz, P. (Eds.), *Computers Helping People with Special Needs, ICCHP 2016, Part II. Lecture Notes in Computer Science 9759* (p. 358-366). New York, NY: Springer.

Borsos, Zs. & Gyori, M. (2017). Can Automated Facial Expression Analysis Show Differences Between Autism and Typical Functioning? In Peter Cudd, Luc de Witte, eds, *Harnessing the Power of Technology to Improve Lives*. Amsterdam: IOS Press. pp. 797-804.

Győri M., Borsos Zs., Stefanik K., Jakab Z., Varga F. & Csákvári J. (2018). Automated vs Human Recognition of Emotional Facial Expressions of High-Functioning Children with Autism in a Diagnostic-Technological Context: Explorations via a Bottom-Up Approach. In: Miesenberger, K. & Kouroupetroglou, G. (Eds.), *Computers Helping People with Special Needs: 16th International Conference, ICCHP 2018 Linz, Austria, July 11–13, 2018 Proceedings, Part I*. Lecture Notes in Computer Science 10896, (pp. 466-473.). New York, NY: Springer.

Győri M., Borsos Zs., Stefanik K., Jakab Z., Varga F. & Csákvári J. (2018). Automated vs Human Recognition of Emotional Facial Expressions of High-Functioning Children with Autism in a Diagnostic-Technological Context: Explorations via a Bottom-Up Approach. In: Miesenberger, K. & Kouroupetroglou, G. (Eds.), *Computers Helping People with Special Needs: 16th International Conference, ICCHP 2018 Linz, Austria, July 11–13, 2018 Proceedings, Part I*. Lecture Notes in Computer Science 10896, (pp. 466-473.). New York, NY: Springer.

Gyori, M., Csákvári, J., Molnár, M., Havasi, Á., Varga, F., Stefanik, K., Virányi, A. (2018) Assessing Support Needs for Developing an App-Based Assistive System for Enhancing Independence in the Autism Spectrum: Results from a Mixed-Mode Study In: Miesenberger, K; Kouroupetroglou, G (szerk.) *Computers Helping People with Special Needs: 16th International Conference, ICCHP 2018 Linz, Austria, July 11–13, 2018 Proceedings, Part I*. New York, Amerikai Egyesült Államok : Springer International Publishing, pp. 474-477.

Győri M., Borsos Zs., Stefanik K. & Csákvári J. (2016). Data quality as a bottleneck in developing a social-serious-game-based multi-modal system for early screening for ‘high functioning’ cases of autism spectrum condition. In: K. Miesenberger, K., Bühler, C. & Penaz, P. (Eds.), *Computers Helping People with Special Needs, ICCHP 2016, Part II. Lecture Notes in Computer Science 9759* (p. 358-366). New York, NY: Springer.

Csákvári, J., Győri, M. (2015) Applicability of standard eye-tracking technique in people with intellectual disability: methodological conclusions from a series of studies In: Sik-Lányi, C; Hoogerwerf, E-J; Miesenberger, K (szerk.) *Assistive Technology: Building Bridges: 13th European AAATE conference Amsterdam, Hollandia IOS Press*, (2015) pp. 63-70. Paper: 10.3233/978-1-61499-566-1-63 , 8 p.

Csákvári, J., Cs., Ferenczi S., Tánczos, É. (2015) Social cognition, social competence and early intervention In: Ferit, Uslu (szerk.) *Proceedings of INTCESS15: 2nd International Conference on Education and Social Sciences Istanbul, Törökország: International Organization Center of Academic Research (OCERINT)*, pp. 1252-1256.

Lukács Á., Leonard, L. B., Kas B. és Pléh Cs. (2009) The use of tense and agreement by Hungarian-speaking children with language impairment. *Journal of Speech, Language, & Hearing Research*, 52 (1), 98-117.

Kas, B. & Lukács, Á. (2012) Processing relative clauses by Hungarian typically developing children. *Language and Cognitive Processes*, 27/4, 500-538.

Kas B. & Lukács Á. (2013) Focus sensitivity in Hungarian adults and children. *Acta Linguistica Hungarica* 60/2, 217-245.

Lukács Á., Kas B. & Leonard, L. B. (2013) Case Marking in Hungarian Children with Specific Language Impairment. *First Language* 33/4, 331-353.

Ladányi, E., Kas, B., & Lukács, Á. (2017). The role of cognitive control in anaphor resolution in children with specific language impairment. *Applied Psycholinguistics*, 38 (5), 1173-1199. IF: 1,836

Anything else (course requirements, readings list, etc):

Readings list:

Autism spectrum disorder:

Lord, C., Elsabbagh, M., Baird, G., & Veenstra-Vanderweele, J. (2018). Autism spectrum disorder. *The Lancet*, 392(10146), 508–520. doi:10.1016/s0140-6736(18)31129-2.

Stefanik, K., Prekop Cs. (2018). Autism Spectrum Disorders. In: Balázs, J., Miklósi, M. (eds.), *Textbook of Child, Adolescent and Youth Mental Disorders*, pp. 51-58. Budapest: Semmelweis Publisher.

Open video glossary: Early signs of autism in toddlers. Uses side-by-side video clips showing behaviors that are typical in contrast with those that are red flags for autism.

<http://resources.autismnavigator.com/>

Intellectual Developmental Disability/Disorder:

Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013. pp. 31-41.

Saleem, M., Beail, N., & Roache, S. (2019). Relationship between the Vineland Adaptive Behaviour Scales and the Wechsler Adult Intelligence Scale IV in adults with intellectual disabilities. *Journal of Intellectual Disability Research*.

Schalock, R. L., Borthwick-Duffy, S. A., Bradley, V. J., Buntinx, W. H., Coulter, D. L., Craig, E. M., ... & Shogren, K. A. (2010). Intellectual disability: Definition, classification, and systems of supports. American Association on Intellectual and Developmental Disabilities. 444 North Capitol Street NW Suite 846, Washington, DC 20001.

Recommended:

Csákvári, J., & Gyori, M. (2015). Applicability of standard eye-tracking technique in people with intellectual disability: methodological conclusions from a series of studies. *Stud. Health Technol. Inform*, 217, 63-70.

Developmental Language Disorder:

Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013. pp. 31-41.

Leonard, L. B. (2014). *Children with specific language impairment*. MIT press.

Conti-Ramsden, G., Durkin, K., Toseeb, U., Botting, N., & Pickles, A. (2018). Education and employment outcomes of young adults with a history of developmental language disorder. *International journal of language & communication disorders*, 53(2), 237-255.