

Loyola University Chicago
School of Education
Department of Curriculum, Instruction, and Educational Psychology (CIEP)
Fall 2011
Developmental Theory and Disabilities
CIEP 511 Section 001

Instructor: Kelly L. Morrissey, Ph.D.

Office hours by appointment

E-Mail: kcarne1@luc.edu

Mobile: (614) 571 – 9364

Class Meetings:

Tuesdays

7-9:30 pm

Information Commons Room 112

The Mission of the Loyola University Chicago, School of Education:

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within the context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Course Description:

The purpose of this course is to study the stages of physical, cognitive, social and emotional development of infants, toddlers, young children, and adolescents with special attention to the similarities and differences among individuals with and without disabilities. The influence of sensory, cultural, and environmental issues on the developmental needs of children and adolescents will be explored. The Council for Exceptional Children (CEC) Ethical Standards for Special Educators and Teacher Preparation Standards will also be addressed.

For more information about CEC standards, go to

<http://www.cec.sped.org/>

Conceptual Framework:

The conceptual framework at Loyola University Chicago's, School of Education is "Professionalism in the Service of Social Justice." This framework is rooted in four particular dimensions, which is intended to be a guide for the development of the curriculum, instruction and assessment of this course.

Service -A commitment to service implies a lifetime commitment of reflection in each possible decision: how does my action serve others?

Skills – A professional can never have "enough" skills and strives to be a lifelong learner.

Knowledge – A professional must be able to benefit from all the research and practice that has gone before them and use that knowledge to make reasoned decisions about their actions.

Ethics – Both knowledge and skill must be tempered with a capacity to make reasoned decisions about what is just (Loyola University of Chicago, M. Ed. Student Handbook, 2002).

The conceptual framework is exemplified in this course through an emphasis on social justice and exceptionalities. Students will gain knowledge and skills related to the development of children and adolescents, and focus on the needs of those who develop atypically. The proposed philosophy of social justice for working with individuals with exceptionalities is adapted from TASH (a national organization for individuals with disabilities). Teachers should use innovative educational strategies, cutting-edge research, and support grassroots, personal, and collaborative advocacy for people with disabilities. These are the qualities that have come to symbolize TASH's work (<http://www.tash.org/>). Described by many as pioneers of social change for persons with disabilities who have been underserved and undervalued

in our society, the members of TASH are strong advocates of people who have traditionally been denied access to education, work, and community living. In course discussions and in your writing, please adhere to the recommendations in the TASH “People first Language” article (available upon request).

Conceptual framework standards

- CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
- CF3: Candidates demonstrate an understanding of issues of social justice and inequity.
- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
- CF5: Candidates demonstrate technological knowledge and skills which enhance education.
- CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.
- CF8: Candidates apply ethical principles in professional decision-making.

Course Objectives:

At the conclusion of this course the students will:

1. Understand how developmental levels impact the cognitive, physical, social, emotional, and communication development of an individual (CC2, LBSI2).
2. Understand how disabilities impact the cognitive, physical, social, emotional, and communication development of an individual (CC2, LBSI2).
3. Understand how to provide opportunities that support the intellectual, social, and personal development of students with and without disabilities (CC2, LBSI2).
4. Understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners (CC 4N, CC4Q, LBSI4T).
5. Understand how to use a variety of instructional strategies to encourage the development of critical thinking, problem solving, and performance skills; and create learning experiences that make content meaningful to all student based upon their developmental level through activities such as curriculum-based assessments (CC6A, LBSI6C, LBSI6F, LBSI6G).
6. Understand the effects of family and community on child and adolescent development and be able to use this knowledge to foster collaboration and supportive interaction among professionals, parents, paraprofessionals, students, and community members (CC7E, LBS3I, LBS6F).
7. Understand personal and cultural biases that impact one’s teaching and interactions with others (CC8A, CC8B, CC8D, LBS5A-B).
8. Use an understanding of child development to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (CC5B & LBSI5B)
9. Be a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community (CC9D, LBS4B, LBS5C).

Textbooks:

Berk, L. E. (2008). *Infants, Children, and Adolescents*. 7th Ed., Boston: Allyn and Bacon.
(REQUIRED)

Technology/Communication/Electronic Etiquette

Students are expected to check the course page on Blackboard weekly for any important communications regarding this class. Supplemental readings and assignments will be posted electronically. All email communication will occur through the Loyola email system. A student tutorial on Blackboard is located on the Loyola website. If you are unsure how to use this system, please see the instructor.

Technology is increasingly becoming an integral part of our lives. Although it can be a vital tool, technology can also be an unnecessary distraction. The uses of electronic tools are encouraged in this class, as a means of augmenting the understanding of course content. When the technology interferes with classroom functioning, technology is a deterrent. It is the expectation that members of the class are focused on the course content and actively contributing to the class.

Applications (instant messaging, emailing, text messaging, and phone calls during class) that detract from classroom functioning are highly discouraged. Use of these applications during class time could impact the participation grade. In addition, please allow the instructor 3 business days to respond to e-mails.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:

<http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:

<http://webapps.luc.edu/biasreporting/>

Diversity

Throughout the course issues of diversity in education will be discussed and analyzed in terms of best practices. Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. This course builds on foundational knowledge related to typical child and adolescent development. However a substantial portion of the course talks about how the development of some children deviates from the "norm" and the implications for educators in classrooms and clinics. Emphasis is put on the fact that although a child may be dealing with a specific syndrome or be on the autism spectrum, the outcome for each child may be different because of familial and community factors. Children and families should be looked at individually.

Evaluation Procedures (see Blackboard for additional information and grading checklists):

Attendance/ Participation (200 points)

Students are expected to be actively participating during class. Evidence of this includes providing positive contributions to classroom discussions and asking/answering questions based on the readings/topics of the class, as well as completing any in-class activities. Because of the interactive nature of this class, students are expected to be in class on time and ready to participate. Missing class will have an adverse impact on earning the points for Attendance/Participation. A student cannot earn an "A" in this course with more than two absences or with frequent tardiness.

Guided Group Discussions (GGD) (200 points total)

During ten of the class sessions, students will be divided into pairs or groups for guided discussion of the reading assigned for the day. Each group will submit notes from discussion. Discussion guides will include questions such as: What were the most important concepts presented in the text? What were the most confusing concepts? Was the group able to work together to understand them better? What implications for best practice can be made from today's reading? What questions do you have for the instructor/ class as a whole? Did any topics in the reading spark interest in a debatable or thought-provoking question? Discussion guides will also include a scenario for application to practice that students will complete and present to the rest of the class.

Case Study Disability Presentation (CSDP) (250 points)

You will each choose a disability category (based on IDEA) from the course outline of topics below. You will be responsible for becoming the "expert" on this type of disability by reviewing scholarly journals, textbooks, reliable websites and any other valuable sources, in preparation for a mock IEP meeting. Based on the information you have gathered, you will create a hypothetical case study of a child who falls into this disability category. One week prior to the presentation, a report should be submitted to the rest of the class, who will be acting as the IEP team in need of expertise regarding "a newly enrolled student" who has a disability the team is unfamiliar with. The report should include a concise overview of this type of disability (with sources cited and a reference page included), and a brief case study of the hypothetical student. The day of your presentation, you will spend some time teaching the "IEP team" about the type of disability to supplement your report, being sure to emphasize the key elements but also highlighting the wide degree of variations in individuals. You are welcome to make the presentation as dynamic as you like (e.g. you can bring in short video clips or online sources to make the information more meaningful). You will spend the rest of your time presenting your student, sharing: a brief history of the student and family, important information about the student's current developmental stage, strengths, needs, interventions that have worked well and those which have not, and your recommendations for a possible goal and accommodations needed to help the child reach the goal. *The instructor will model a presentation on the third week of class.*

Weekly Quizzes (200 points)

Six weekly quizzes will be given to check for understanding of the concepts presented in the text. The lowest quiz grade of the semester will be dropped.

Presentation: Ideal learning environment (150 points)

Pairs of students will select one of the developmental stages we will be covering in the course. Each pair will design an ideal learning environment (within the context of an ideal school) for typically and atypically developing children within the age range of this stage of development. Each pair will present their learning environment to the class, highlighting the universally designed physical, social-emotional, and cognitive aspects of the environment. Students should focus on the way they incorporated their knowledge of development and the needs of diverse atypically developing learners into their design.

Course Grade:

Course grades will be calculated by dividing the total number of points earned by 1000 (the total number of possible points).

Points Range	Percentage Range	Grade
935 - 1000	100-94	A
905- 934	91-93	A-
865 - 904	87-90	B+
835 - 864	84-86	B
805 - 834	81-83	B-
765 - 804	77-80	C+
735 - 764	74-76	C
695 - 734	70-73	C-
694 and below	69 and below	F

Course outline – Tentative – Check Blackboard weekly for updates!

Date	Focus: Stages of Development	Topic/readings for today	Assignments due/activities
8/30/2011	Intro/overview	Introduction to course – preview topics, assignments, expectations. <i>Possibly begin overview</i>	
9/06/2011		Chapter 1: History, Theory, and Research Strategies	Quiz1 GGD 1
9/13/2011	Pre/Postnatal Development	Chapters 2 and 3 <i>Multiple disabilities</i>	GGD 2
9/20/2011		Chapters 4	Quiz 2 GGD 3
9/27/2011	Infancy and toddlerhood	Chapters 5 and 6	GGD 4 CSDP – Intellectual Disabilities and TBI - Dave
10/04/2011		Chapter 7 <i>Autism/Developmental Delay</i>	Quiz 3 GGD 5
10/11/2011		No class	
10/18/2011	Early childhood: Ages two to six	Chapters 8 and 9	GGD 6 CSDP - Speech or language impairment -Morgan
10/25/2011		Chapter 10	Quiz 4 CSDP – Sensory Impairments (deafness, blindness) - Kristin
11/01/2011	Middle childhood: Ages six to eleven	Chapters 11 and 12 <i>Specific Learning Disability</i>	GGD 7
11/08/2011		Chapter 13	Quiz 5 CSDP - Other health impairment (ADHD, Tourettes, Asthma, etc.)- Meghann
11/15/2011	Adolescence	Chapters 14 and 15	GGD 8
11/22/2011		Chapter 16	GGD 9 CSDP - Emotional disturbance - Bridget
11/29/2011	Emerging adulthood	Chapter 17	Quiz 6 GGD 10 CSDP - Orthopedic impairment - Denise
12/06/2011		Presentations and course evaluations/wrap up	Presentations: Ideal Learning Environment
12/13/2011		TBD – final exam day	