

Typical and Atypical Behavior

CIEP 330

Fall 08

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Academic Honesty:

Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care. It demands that the pursuit of knowledge be conducted with sincerity and care. Thus academic dishonesty including plagiarizing the work of others, cheating on tests, violating copyright laws, or conducting research on human subjects without IRB approval will make the individual subject to discipline which may range from failure on the assignment to dismissal from the university.

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. More information is available at: <http://www.luc.edu/sswd/register.shtml>

I wish to fully include individuals with disabilities in this course. Please let me know by the second week in class if you need any accommodation in the curriculum, instruction, or assessment of this course.

Harassment

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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: <http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

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 a 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.

Social Justice and Exceptionalities:

We strive to follow the proposed philosophy of social justice for working with individuals with exceptionalities. Used by TASH (a national organization for individuals with disabilities. See www.tash.org).

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. 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 for people who have traditionally been denied access to education, work, and community living.

Language:

In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. An article outlining those recommendations will be provided to you by your instructor.

Technology:

All students must access course materials on Blackboard, do database research in the library, and prepare power point presentations for class.

Diversity:

Loyola University and its faculty and staff serve the needs of a diverse population of students. We strive to be sensitive to issues related to race, language, culture, and social class. If the content of the course, the direction of classroom discussion, or interaction in the class between students and students/instructors are insensitive or inappropriate, first notify the faculty member and give them an opportunity to respond. If you do not get the response that you need, please contact Dean Bev Kasper.

Conceptual Framework:

The conceptual framework of the School of Education is "Professionalism in Service of Social Justice". This framework has been a guide for the development of the curriculum, instruction, and assessment of this course. The knowledge, skills, and professional dispositions of special educators outlined in this syllabus are scaffolded by a strong commitment to ethical teacher behaviors with a goal of providing equitable educational services to all students in our school communities. Discussion of the mission of the School of Education and the framework can be found online at: <http://www.luc.edu/schools/education/programs>

Framework Domains Include:

Context, Critical Thought and Reflection:

Students will develop their understanding of how context impacts exceptionality. Through activities and class discussions, students will discuss questions such as, "What does a teacher need to know in an urban school setting? What does a teacher need to know to teach in a suburban settings? Are there differences? What impact does race and social class or poverty have on schooling and on the identification of students with disabilities?"

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. Students will use their knowledge of typical/atypical development to design lessons, arrange learning environments, and select instructional strategies

to promote their students' learning and social-emotional development. 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/>

Required Textbook:

Berk, L. E. (2005). Infants, Children, and Adolescents. 6th Ed., Boston: Allyn and Bacon.

Objectives:

At the conclusion of this course the students will:

1. Understand how developmental levels impact the cognitive, physical, emotional, social, and communication development of an individual (CC2, LBSI2).
2. Understand how disabilities impact the cognitive, physical, emotional, social, 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)

Experience and Action:

Students will have the opportunity to apply the educational concepts they have learned and reflected upon during their formal course work through activities such as class role-plays, class presentations, and literature assessment.

Authentic Assessment:

Students will be provided with feedback from multiple sources (e.g., feedback from peers, course activities). The purpose of this type of assessment is to provide feedback to the student that accurately reflects their ability level, integration of social justice and the conceptual framework, and ultimately the effectiveness of the course. All four domains of the conceptual framework are embedded within the goals, objectives, activities, and course content areas to be discussed below.

Evaluation Procedures

Quizzes- The quizzes are listed on the Topic Outline. There are **three quizzes (30 points total)** scheduled throughout the semester. Quizzes will consist of multiple choice, true/false, and/or short answer. Quizzes may be open book/open note.

Participation/ Attendance (10 points)- Your regular attendance and active participation are expected. You are expected to keep up with weekly readings and come to class ready to contribute to an active conversation about those readings. The kinds of experiences you will receive in class are not ones that can be "made up" or compensated for by any amount of reading or writing of papers.

- Candidates will be expected to demonstrate **professionalism (10 points)** (e.g., attendance, participation) in-class. **No Late work** is accepted at any time (no credit will be given for late assignments). **Cell phones** must be set to **vibrate only** and computers may be used during class **only for taking notes**. Please do not text during class! These expectations are all part of professionalism and courtesy and are in place to minimize distractions and offer students an opportunity to fully participate in class discussions.

Attendance & Participation Rubric

Attendance	Misses 2 or more sessions OR frequently late for/leaves early from sessions 0-1	Misses 1 class session OR late for/leaves early for 2 sessions 2-3	Late for class OR leaves early for one occasion 4	Attends all class sessions from start to finish 5
Participation	Often not engaged in activities and/or detracts from group process 0-1	Often passive in class activities but makes some contributions to group processes 2-3	Actively contributes to activities and group dynamics 4	Strong idea generator and/or facilitator in class activities 5

Group Presentation (28 points)- A group project culminating in a classroom presentation. Your group will have a specific length of time for the presentation (which will be dependent upon the number of groups, but should be around 30 minutes). The groups should consist of two to three people. The presentation itself should provide integrated information on how youngsters at different developmental stages and genders- with and without disabilities- react to specific life issues. Some suggestions for topics are:

1. How does the birth of a child affect family members? Consider how the arrival of a new child affects the parents, siblings, grand parents ,and anyone else considered part of the family. You might think specifically about the impact of the birth of a student with a disability. You might contrast the consequences for two families who differ in some significant way, perhaps one set of parents in their twenties and another in their forties.

2. How does long-lasting parental conflict affect a family? Discuss how bad marriages can influence children and other relatives over time. How will parental conflicts affect the way their children act as parents later?

3. Look at sibling rivalry and how it changes across the life span. How do differences in gender, age, and abilities affect sibling relationships? How does a sibling with a disability affect other siblings in the family?
4. Explore the pros and cons of growing up as the only child in a household. Do parents and grand parents treat only children different from multiple offspring? Consider the case of China's national policy that limits family size to one child. What are the benefits and liabilities of this policy?
5. Many children today grow up in single parent homes. What are the positive and negative features of single parent homes? Does it matter is it is a female or male-headed household? How do finances, race, age, geography and presence of an extended family system influence the success of a single-parent home?
6. Death is an issue for people of all ages, not just the elderly. Consider the impact of the death of a family member on other relatives., perhaps a stillborn infant, a child with SIDS, or a child that suffers an accident. Or you might look at the impact of the death of a parent who succumbs to an illness. How does such an event change the lives of family members both in the short and long term?
7. What are the possible reasons for teenage pregnancy? Consider why teenagers choose to have babies or choose not to avoid becoming pregnant? What makes having a baby desirable for some young women? Discuss the differences in teenage pregnancy rates as a function of race, socioeconomic status, geography, history, or nationality.
8. What makes some children resilient in disadvantaged environments? Why can some children overcome the disadvantages of poverty, prejudice, immigration, foreign language, and hardships at home to succeed against the odds? What kind of public policies do we need to help disadvantaged children become more resilient?
9. Is America moving toward more or less gender equity? Take a life span perspective as you consider how boys and girls are treated as infants and children and adolescents? How does history, economics, and race influence the degree of gender differences in a family?
10. Non-native speakers of English comprise the majority of many large urban school districts. Discuss how bilingual education can foster or hinder academic success for these children. Which is a better way to teach children a new language, through language immersion or teaching the dominant language as a second language? What are the long-lasting consequences of multilingual education?
11. Select a non-traditional family unit and examine their family dynamics. This might be a single female who conceives a child through medical assistance. It might be a single parent who adopts a child. It might be grand parents raising one or more children. It may be same gender couples raising children, or it may be a family that adopts a child. How does each member contribute to the well-being of the family unit?

12. What factors lead to child abuse? What is the long term impact of abuse or violence in the family? What might help to reduce the incidence of abuse in society?

13. Throughout the world, children endure war, famine, and violence on a daily basis. Take an example from Kosovo, Rwanda, Hiroshima, Auschwitz, or another place to focus on the impact of war and destruction on children. Consider how the age, health, and family status of children affect their resiliency under these conditions?

14. Violence committed by children is on the rise in America. Why? Consider why children commit violent acts and what influences them, i.e. TV, imitation of others, drugs, anger, helplessness, etc. Discuss the roles of gangs in today's youth culture and consider what interventions may reduce violent crimes committed by young people.

15. Education is the main occupation of most children. Consider how schooling varies in different countries and how educational values and opportunities even vary across the United States. Contrast your own experiences with several other people who had different educational experiences. Consider the impact of schooling on your own development.

16. Many children display exceptional talent at an early age in athletics, music, art, etc. Consider child prodigies and how giftedness affects their own development and the lives of other people in their families. What kind of educational programs do extremely gifted students need in order to thrive?

17. What role does religion play in the development of children's sense of morality? How does religion affect family cohesion?

18. Identify critical turning points in your own life, some that you have already experienced and others that you are yet to experience. What has been the impact of each event on your life? How did these events transform you? Interview other people to identify their developmental stages and crises and turning points.

19. Examine the early development of children with autism. What are early indications that a student is dealing with this disability? What are some of the most widely used therapies for children on the autistic spectrum?

20. What are students with ADHD like? What do they have difficulty with? What are the most widely used therapies and medications for students with ADHD? What are some of the interventions used in classrooms to help these students?

21. What is a child's understanding of death and how does it change as they get older? How can families and teachers help children deal with the death of a significant other?

22. What causes bullying? What is the impact of bullies on their victims; what are their victims like? What is being done in schools to help both the bully and his/her victim?

23. What is the impact of a chronic illness on a child or adolescent and their family?
24. What is the role of friendship on the life of a grade school aged child or adolescent? How do friendships change over time?
25. What challenges do homosexual adolescents face in school, their families, and in society>
26. What are the genetic/environmental correlates of mental illness? What treatments are being used to help young people dealing with mental illness?
27. What is the transition to adulthood like for students with disabilities? What can families and schools do to make this transition smoother? What does IDEA say about transition?
28. What is the impact of temperament on child development? What can parents do as they raise children of different temperaments?
29. What is the impact of deafness on the early cognitive and language development of infants and children? What can parents and teachers do to help young children who are deaf to develop?
30. Impact of blindness on the development of young children
31. What is known about the process of forming an ethnic identity? How should middle and high schools respond ?

The topic the group selects needs to be approved by the instructor. No two groups can deal with the same topic. Be creative and have fun with this project.

Required Output: The group presentation as well as an annotated reference list (APA format) provided to the class and a list of websites/listserve related to the topic that have been previewed by the group. The class presentation will be scored based upon the following rubric:

Presentation Scoring Rubric

ATTRIBUTES	ABOVE STANDARD	AT STANDARD	STILL A GOAL
INTEGRATED INFORMATION	4	3 2	1 0
	Information was consistently integrated into stages of child development and addressed gender differences.	Information was not consistently integrated into stages of child development and/or gender differences were not addressed.	Information was not integrated with child development stages.
TOPIC DISCUSSION	3	2	1 0
	Informed when speaking (w/out references to notes) about material	Informed when speaking about the material while referencing notes	Unable to accurately discuss information related to topic – or simply read information from paper.
VISUAL & SUPPLEMENTARY MATERIALS	4	3 2	1 0
	Report included computer generated and or hand made visuals (clip-art, graphs, tables, charts) or hand outs and was presented with multimedia software that enhanced presentation.	Oral report included visuals that enhanced the presentation, but was not presented with multimedia software.	Oral report did not include visuals or materials used did not enhance presentation.
RESOURCE UTILIZATION	4	3 2	1 0
	Utilized a wide variety of resources (books, articles, web sites) beyond the text.	Utilized some resources beyond the text.	Utilized text but no other resources.
ORGANIZATION	3	2	1 0
	The presentation was organized, flowing from one topic to another with very little effort.	The presentation was organized but transitions at times were forced.	The presentation was disorganized with no transitions from one topic to another.
GROUP FUNCTIONING	3	2	1 0
	Group members appeared to each carry an equal portion of the burden of the presentation.	The balance of the presentation appeared to be by one or two members of the group.	Only one member of the group presented information.
TIME LIMIT	3	2	1 0
	The presentation was within the time limit with time allotted for questions.	The presentation was within time limit, but no time was allotted for questions.	The presentation was too short with too much time allotted for questions or the presentation was too long.
	4	3 2	1 0

ANNOTATED REFERENCE LIST	The annotated reference list was provided and completed in an organized manner that was easy to read. The list included multiple reference types such as web sites, videos, books, and journal articles.	The annotated reference list was provided but was poorly organized and/or hard to read. And/or the list did not include multiple reference types.	No annotated reference list was provided.
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Total Points Earned: _____/28

Choice Activity (20 points)- Choose one of the following:

- Observe an infant by himself, an infant interacting with a caregiver, two or more toddlers engaged in play, or an elementary age child(children) engaged in a sports activity. Record objective data using time and event sampling and then interpret what you saw
- Develop a lesson plan related to language pragmatics or social skills using the lesson plan format provided by your instructor
- Interview an adolescent with a learning disability or physical disability. Ask about their developmental history, what they have had to adapt or adjust to, the help provided by their parents and educators and therapists
- Create a pamphlet for expectant fathers that focuses on what to expect during pregnancy and childbirth. Cover how the baby develops in the first three to 6 months and what to expect from their partner/how to support their partner
- Visit <http://www.naeyc.org> and cfc-efc.ca to research standards for child care in the US and Canada. Specifically look at the requirements for the center director, caregiver-child ratios, space/ equipment issues, curriculum requirements, health and safety, transportation, child records, discipline, and parental rights. Write a 3-5 page narrative summarizing your findings.

Final (20 points)– Final exam will consist of short answer questions assessing knowledge and application of concepts learned throughout the semester.

Grades will be based on the following measures:

Quizzes	30 points
Attendance/Participation	10 points
Group Presentation	28 points
Choice Activity	20 points
Final	20 points

Total Possible 108 points

Grading Scheme:

A	101-108 points	C+	86- 85 points	F	Below 65 points
A-	100-98 points	C	84- 79 points		
B+	97- 94 points	C-	78-76 points		
B	93- 89 points	D	75- 71 points		
B-	88- 87 points	D-	70- 65 points		

TOPIC OUTLINE

The following topics will be covered in this sequence. This is a tentative schedule and might change so don't get too far ahead. Students are expected to have read the appropriate material prior to the class discussion.

Session Date	TOPIC	Read or turn in by this date
August 28	Introductions, Course Overview, History, Theory, and Research Strategies, Mini lecture on chapter 1	
September 4	Biological and Environment Foundations, Prenatal Development HAVE GROUP AND TOPIC FOR PRESENTATION SELECTED	Chapter 2 & 3
September 11	Birth and the Newborn Baby	Ch.4
September 18	Physical Development in Infancy and Toddlerhood	Ch.5 Quiz
September 25	Cognitive Development in Infancy and Toddlerhood	Ch. 6
October 2	Emotional and Social Development in Infancy and Toddlerhood	Ch. 7 Group Presents
October 9	Physical Development in Early Childhood	Ch. 8 Group Presents
October 16	Cognitive Development in Early Childhood	Ch. 9 Group Presents Quiz
October 23	Social and Emotional Development in Early Childhood	Ch. 10
October 30	Physical Development in Middle Childhood	Ch. 11 Group Presents
November 6	Cognitive Development in Middle Childhood	Ch. 12 Group Presents
November 13	Social and Emotional Development in Middle Childhood	Ch. 13 Quiz
November 20	Physical Development in Adolescence	Ch. 14 Choice Activity Due
November 27	No Class- Thanksgiving	
December 4	Cognitive, Social/Emotional Development in Adolescence	Jigsaw chapters

		15 & 16
December 11	FINAL EXAM	

**Selected readings with topics related to atypical development will be assigned throughout the semester