

Loyola University Chicago  
School of Education  
CIEP 511, Section 001: Development Theory and Disabilities  
(Typical and Atypical Development)  
Tuesdays, 5:00-7:30  
Lake Shore Campus, Life Science Room 412

**Instructor:** Don Sibley, NCSP  
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**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/>

**Textbook:**

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

**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 contest of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teacher, administrators, psychologists, and researchers; by conducting research on issues of professional practice and justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

**Conceptual Framework and Conceptual Framework Standards:**

The conceptual framework at Loyola University Chicago's School of Education is "Professionalism in the Service of Social Justice". This conceptual framework — through its components of service, skills, knowledge, and ethics — guides the curricula of School of Education programs in the preparation of "professionals in service of social justice." These dimensions of the conceptual framework also serve as the foundation to the School of Education standards that are explicitly embedded in major benchmarks across all SOE programs.

- **Service.** Our programs emphasize service to others. This implies a life-long commitment of reflection on each possible professional decision: how does my action serve others? In being taught how to critically evaluate their own social realities as well as the social realities of those different from them, professionals form moral and ethical convictions.
- **Skills.** Professionalism implies practice in the use of relevant skills at a level of competency and developing expertise. Each professional field has a set of skills, termed variously methods, interventions, or treatments that all professionals in the discipline must be able to provide. Often a regulatory body specifies these skills or credentialing agency and these requirements inform our performance expectations. Our programs emphasize developing a repertoire of skills and being able to modify and adapt these skills for diverse settings and clients. In addition competence with rapidly changing technologies is part of each professional's skill set.
- **Knowledge.** Professionals have a strong, knowledge base grounded in research. This requires not only the understanding of a current body of literature, but also knowing how to critically evaluate new practices and research and a commitment to life-long learning. We believe that the professional's depth of knowledge must exceed minimum standards for competent functioning. We place particular emphasis on expanded knowledge for working with diverse populations and the ways technology can enhance education.
- **Ethics.** Both knowledge and skills must be accompanied by a capacity to make reasoned decisions about what is just and an understanding of ethical principles. Development of a professional ethical sense is essential to the School of Education's learning community and a component of each program. All members of our community are to be life-long learners about the complex issues of what is just. ([www.luc.edu/education/mission/](http://www.luc.edu/education/mission/))

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 infants, 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 are encouraged to use innovative educational strategies, cutting-edge research, and support grassroots, personal, and collaborative advocacy for people with disabilities/exceptionalities. 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.

### **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 that 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 student will:

1. Understand how developmental levels impact the cognitive, physical, social, emotional, and communication development of an individual (CC2, LBS12).
2. Understand how disabilities impact the cognitive, physical, social, emotional, and communication development of an individual (CC2, LBS12).
3. Understand how to provide opportunities that support the intellectual, social, and personal development of students with and without disabilities (CC2, LBS12).

4. Understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners (CC4N, CC4Q, LBS14T).
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 students based upon their developmental level through activities such as Curriculum-Based Assessments (CC6A, LBS16A, LBS16F, LBS16G).
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, and community members (CC7E, LBS31, 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, LBS15B).
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).

### **IDEA Objectives for the Faculty Information Form:**

To facilitate the process for online course evaluations, please include on your syllabus 3 – 5 objectives that you identify as an essential or important objective for the course. Multiple sections of the same course should have the same essential and/or important objectives (check with your Program Chair to see if your course is in this category). Be sure to rate these objectives as essential or important on your *Faculty Information Form* (FIF) for the IDEA online course assessment, and to rate the remaining objectives as minor. The 12 possible objectives you will select from are listed below. Those that are essential to the course are boldfaced.

- 1. Gaining factual knowledge (terminology, classifications, methods, trends)**
- 2. Learning fundamental principles, generalizations, or theories**
- 3. Learning to apply course material (to improve thinking, problem solving, and decisions)**
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

### **Dispositions:**

Candidates will be assessed throughout the course on the following professional dispositions: Professionalism, Fairness, and the Belief that All Students can Learn. Please see LiveText for the rubrics that will be utilized for ratings at the end of the semester.

## **Diversity:**

Throughout the course issues of diversity in education will be discussed and analyzed in terms of best practice. 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, in this course, 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 "normal" and the implications this holds 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.

## **Technology/Communication/Electronics Policy and Etiquette:**

Students are expected to check the course page on Sakai weekly for any important communications, including changes to the syllabus or schedule, regarding his course. Supplemental readings and course assignments will be posted on Sakai. In general, all email communications will occur through the Loyola email system. However, if you have a preferred alternate email I am happy to use that. Important communications relative to this course will be done through Sakai announcements.

Technology continues to become an integral part of our personal and professional lives. Although it can be a vital tool, technology can also be an unnecessary and unwelcome distraction, particularly in classrooms. The use of electronic tools for learning is encouraged in this course, as a means of augmenting the understanding of course content. When technology interferes with classroom activities it is a deterrent. It is the expectation that members of the class are focused on course content and actively contributing to the class. **Applications of technology during class that detract from classroom functioning (instant messaging, texting, emailing, and phone calls) are strongly discouraged. Use of these applications during class time will impact your participation grade.**

I will do my best to respond to emails as quickly as possible, however, please allow 3 business days for me to respond. Do not count on email responses during the weekend. If there is a matter that is urgent and requires an immediate response from the instructor you may send a text message to my cell phone.

## **Addendum**

You are encouraged to visit the following website which provides information related to academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies:

[www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

## **Special notes:**

- Descriptions of assignments on the course Sakai page will contain more details about each assignment. The descriptions below are merely overviews. **You must see Sakai for specifics.**
- The instructor reserves the right to deduct 5% of the points for an assignment for each day it is late, unless special arrangements have been made with the instructor in advance, or documentation of an emergency verifies that the assignment absolutely could not be turned in on time.
- It is expected that you will have completed the assigned readings prior to arriving for class and that you will be prepared to participate fully in all classroom activities. In case of emergency or illness, please notify me prior to class if possible. Similarly, if I experience an emergency or sudden illness that prevents me from holding class I will make every effort to notify you as soon as possible that class is cancelled.
- In the case of inclement weather we will follow university guidelines/recommendations. If we experience inclement weather, and classes have not been officially cancelled, I will leave it to you to determine if it is safe for you to travel to attend class. You will not be penalized in any way should you determine that it is not safe for you to travel to attend class.
- *Student dispositions* will be assessed on the School of Education dispositions for teaching throughout the course using the rubric found in student LiveText accounts. Student behaviors, discussion comments, coursework, and communication will be utilized to determine dispositional ratings related to: professionalism, fairness, and the belief that all students can learn. Factors related to some of these dispositions may also be reflected in student participation grades (see below).

## **Evaluation Procedures:**

### **1. Attendance and participation in class activities (45 Points):**

Candidates must be on time and able to stay for the whole class. More than one absence or frequent tardies to class or after breaks jeopardizes a candidate's chances of earning an "A". Up to 3 points per class may be earned for participating fully in all class activities. Unexcused absence will result in a score of 0 for that class. Tardiness will automatically result in a score of 2. Up to one missed class will be excused for illness or unavoidable emergency IF the instructor is notified of the illness or emergency within 24 hours of the class meeting date. Additional missed classes will need to be made up by proposing and completing learning activities to address the content, and meet the objectives, of that particular class.

### **2. Guided Group Discussions (GGD) (30 points each, 60 points total)**

During five of the class sessions, students will be divided into pairs for guided discussion of the reading assigned for the day. Each student will participate in 2 GGD activities. Each pair will submit notes from their discussion. Discussion guides will include questions such as: What were the most important concepts presented in the text? What were 5 major "take aways" from the reading? 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.

### 3. **Case Study Disability Mock IEP Meeting (CSD) (150 points)**

You will choose a disability category (based on IDEA) from the course outline of topics below (italicized). You will be responsible for becoming the “expert advocate” on this type of disability by reviewing scholarly journals, textbooks, reliable websites and any other 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 rest of the IEP team. You will share your 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 facilitating an IEP meeting for your student from the perspective of an advocate. First share: a brief history of the student and family, important information about the student’s current developmental stage, strengths, needs. Next, discuss (hypothetical) interventions that have worked well and those that have not. Finally, give recommendations for two possible goals (with three benchmarks each) and accommodations needed to help the child make academic and/or social-emotional progress. You will help out the other groups as well by acting out other roles for their meetings: Parents, teachers, specialists, etc. You are responsible for organizing the team information, assigning roles, and ensuring everyone has access to the information they need about your student. During the meeting, the rest of the class will act as additional IEP team teachers, adding questions or comments as needed/appropriate. Remember for this project, you should be connecting everything to development: which milestones are affected by the child’s disability, what types of accommodations would be developmentally appropriate, etc.

### 4. **Weekly Quizzes (10 points each, total of 140 points possible)**

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.

### 5. **Presentation: Ideal learning environment (50 points)**

Pairs or groups 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 REQUIREMENTS & EVALUATION PROCEDURES

Assignments must be completed on time and submitted by 5 pm on the dates noted. Ten percent of the total points possible may be deducted for each day past the due date, ***unless you have made an alternative arrangement with me at least 1 week prior to the due date***. Alternative arrangements will be considered for circumstances that are clearly beyond your control. All written assignments

(unless otherwise specified) must be word-processed and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6th edition (<http://www.apastyle.org> and <http://classroom.synonym.com/format-apa-style-2444.html>). All written assignments are to be submitted electronically on Sakai.

<b>Course Requirement</b>	<b>Individual/Pair</b>	<b>Possible Points</b>
Attendance and Participation	Individual	45
Guided Group Discussions (GGD)	Pair (Each GGD worth 30 points, each pair does two)	60
Mock IEP Meeting	Individual	150
Weekly Quizzes	Individual (10 points each, lowest grade dropped)	110
Ideal Learning Environment Presentation	Pair/Group	50
<b>Total Points Possible</b>		415

Grades in the course will be assigned as follows:

<b>Total Points Earned</b>	<b>%</b>	<b>Grade</b>
390-415	94-100	A
378-389	91-93	A-
361-377	87-90	B+
349-360	84-86	B
336-348	81-83	B-
319-335	77-80	C+
307-318	74-76	C
290-306	70-73	C-
<290	<69	F

**Course Schedule:**

Please note that this schedule is subject to change! The most current version will be posted on Sakai. It is your responsibility to check the schedule regularly. You will be given notice, in class and/or via Sakai announcements, of changes to the course schedule.

Date	Topic/Stages of Development	Assigned Readings	Assignments Due/Activities
Week 1 Aug 25	Introductions  Course Introduction review syllabus, preview course assignments and expectations		
Week 2 Sep 1	<b>Intro/Overview</b>	<b>Text:</b> •Chapter 1: History, Theory, and Research	Quiz 1
Week 3 Sep 8	<b>Pre/Postnatal Development</b>	<b>Text:</b> • Chapters 2 & 3 • <i>Multiple Disabilities</i>	Quiz 2  GGD 1, Chapter 2: <b>Christian, Mary</b>
Week 4 Sep 15		<b>Text:</b> • Chapter 4	Quiz 3
Week 5 Sep 22	<b>Infancy and Toddlerhood</b>	<b>Text:</b> • Chapters 5 & 6 • <i>Intellectual Disabilities</i>	Quiz 4  GGD 2, Chapter 5: <b>Julie, Elizabeth</b>
Week 6 Sep 29		<b>Text:</b> •Chapter 7 • <i>Autism/Developmental Delay</i>	Quiz 5
Week 7 Oct 6	<b>CLASS WILL NOT MEET - LOYOLA FALL BREAK</b>		



Week 8 Oct 13	<b>Early Childhood: Ages 2 to 6</b>	<b>Text:</b> • Chapters 8 & 9 • <i>Sensory Impairment (Deafness, Blindness)</i>	Quiz 6  GGD 3, Chapter 9: <b>Jenny, Christian</b>
Week 9 Oct 20		<b>Text:</b> • Chapter 10 • <i>Speech/Language Impairment</i>	Quiz 7
Week 10 Oct 27	<b>TBD: Class will not meet. Alternative activity will be developed and assigned</b>		
Week 11 Nov 3	<b>Middle Childhood: Ages 6 to 11</b>	<b>Text:</b> • Chapters 11 & 12 • <i>Specific Learning Disability</i>	Quiz 8  GGD4, Chapter 11: <b>Mary, Julie</b>
Week 12 Nov 10		<b>Text:</b> • Chapter 13 • <i>Other Health Impairment</i>	Quiz 9
Week 13 Nov 17	<b>Adolescence</b>	<b>Text:</b> • Chapters 14 & 15	Quiz 10  GGD 5, Chapter 15: <b>Elizabeth, Jenny</b>
Week 14 Nov 24		<b>Text:</b> • Chapter 16 • <i>Emotional Disturbance</i>	Quiz 11
Week 15 Dec 1	<b>Emerging Adulthood</b>	<b>Text:</b> • Chapter 17 • <i>Orthopedic Impairment</i>	Quiz 12
Week 16 Dec 8	<b>Presentations and Course Evaluations Wrap up</b>		Presentations: Ideal Learning Environment