

SPED 400: Developmental Differences: Implications in Special Education (3 units)
Semester year

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Conceptual Framework
California State University, Northridge
College of Education

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to ***Excellence through Innovation***. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework

1. We value academic **excellence** in the acquisition of professional knowledge and skills.
2. We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
3. We value ethical practice and what it means to become **ethical and caring professionals**.
4. We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
5. We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
6. We value **creative and reflective thinking** and practice.

I. Catalog Description:

This course is designed to help teacher candidates in the area of special education gain knowledge and understanding of typical and atypical development and the implications for educating students with disabilities. Candidates will gain knowledge related to the sources of developmental diversity including

both biological and environmental factors and how these factors can impact a child's development in the areas of social, cognitive, physical, emotional, and language skills. This information will be discussed within the larger context of the different theories of child development to help candidates view these factors from multiple perspectives. Throughout this discussion, the emphasis will be placed on the practical implications for special education and the role of the special educator and other members of the educational planning team in promoting a positive, supportive and healthy learning environment. This course will also provide special education candidates with knowledge of the legal requirements of special education as specified in the Individuals with Disabilities Education Act (IDEA) and other legislative mandates.

II. Teacher Performance Expectations - TPE

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. The TPEs are organized by the six CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

III. Course Objectives

Upon completion of the course, the students will be able to:

1. Identify personal strengths and challenges and the implications for the development of coping strategies in children and adults with and without disabilities.
2. Identify strengths and challenges and how to use this information in instructing students with disabilities in grades kindergarten through 12th grade.
3. Demonstrate knowledge of the multiple perspectives of developmental diversity (e.g., biological models, ecological models, developmental models).
4. Describe various factors contributing to exceptionality including heredity, environment, nutrition, physical, cognitive, and social factors.
5. Demonstrate knowledge of the developmental domains (e.g., physical, cognitive, and social/emotional) and how diversity within these domains aligns with the characteristics of students with disabilities across the spectrum (high/low incidence disabilities, different disability labels).
6. Demonstrates an understanding of "goodness of fit" whereby a child's traits in and of themselves are not a problem; rather, it is the interaction with the child's environment that determines the

"acceptability" of that trait.

7. Explain key terminology used in the field of Special Education which describe various placement options and orientations to students with disabilities (special education, inclusive education, mainstreaming, pull-out, dumping, ableism, least restrictive environment).
8. Describe key factors in the history of Special Education from Greek/Roman times through the current time, including critical legislation and belief systems.
9. Explain critical components of the Individuals with Disabilities Education Act (IDEA) including the provisions of eligibility categories, free appropriate public education (FAPE), individualized education plan (IEP), and individualized family service plan (IFSP).
10. Demonstrate the ability to recognize and respect individual differences in learning and behavioral patterns and to adjust instruction accordingly.
11. Describe the legal responsibilities of the special education teacher in creating a positive, healthy, and supportive learning environment.
12. Demonstrate an understanding of the role of the special educator as a member of the educational planning team.
13. Describe the general course of **physical motor development** in infancy through adolescence, along with factors that influence it including hereditary, environmental, and nutritional factors.
14. Describe diversity in physical development in the sensory areas of visual impairments/low vision along with etiologies, characteristics, prevalence, types/causes, factors that influence it including hereditary and environmental factors.
15. Describe diversity in physical development in the sensory areas of deaf/hard of hearing along with etiologies, characteristics, prevalence, types/causes, factors that influence it including hereditary and environmental factors.
16. Demonstrate an understanding that Deafness is not an impairment in processing language in general; it is specifically processing linguistic information through hearing. It is a mismatch between the way the society at large presents language and the open sense that a Deaf child has to receive language. If the world were different, this child would not be "disabled". If the "delivery" of language were shifted, the "problem" disappears.
17. Describe diversity in physical development in the physical disabilities, health impairments and attention-deficit/hyperactivity disorder (ADHD) along with etiologies, characteristics, prevalence, types/causes, factors that influence it including hereditary and environmental factors.
18. Describe the general course of **cognitive and language development** in infancy through adolescence, along with factors that influence it including hereditary, environmental, and nutritional factors.
19. Describe diversity in cognitive and language development in communication disorders in speech and language along with etiologies, characteristics, prevalence, types/causes, factors that influence it including hereditary and environmental factors.
20. Describe diversity in cognitive and language development in learning disabilities along with etiologies, characteristics, prevalence, types/causes, factors that influence it including hereditary and environmental factors.
21. Describe diversity in cognitive and language development in low-incidence disability areas including Severe/Multiple Disabilities, Deaf-Blindness, and Traumatic Brain Injury; along with etiologies, characteristics, prevalence, types/causes, factors that influence it including hereditary and environmental factors.
22. Describe the general course of **social-emotional development** in infancy through adolescence, along with factors that influence it including hereditary, environmental, and nutritional factors.

23. Describe diversity in social-emotional development in emotional or behavioral disorders along with etiologies, characteristics, prevalence, types/causes, factors that influence it including hereditary and environmental factors.
24. Describe diversity in social-emotional development in autism spectrum disorders along with etiologies, characteristics, prevalence, types/causes, factors that influence it including hereditary and environmental factors.

IV. Required Textbooks & Readings

- Keenan, Evans & Crowley (2016). *An Introduction to Child Development*. Sage Publications.
- Levine, M. (2002). *A mind at a time*. New York, NY: Simon & Schuster.
- Murawski, W.W. & Spencer, S.A. (2011). *Collaborate, communicate, and differentiate! How to increase student learning in today's diverse schools*. Corwin Press. pp: 1-26
- Expert faculty recorded videos (a total of 11 throughout the course)
 - History, landmark legislation, IEPs, inclusion
 - Diversity in physical development:
 - Physical disabilities/Health impairments
 - Deaf/Hard of hearing
 - Blind/Low vision
 - Deaf-blind
 - Diversity in cognitive/linguistic development
 - Speech or language disabilities
 - Learning disabilities
 - Intellectual disabilities
 - Severe & multiple disabilities
 - Diversity in emotional /social development
 - Autism spectrum disorders
 - Emotional and behavior disorders

V. Method of Student Evaluation

Students will be evaluated on the quality of their participation in all elements in the course, with particular attention to the assignments below:

1. Observation Report (50 points)

U1.1, U1.8, U2.1, U2.2, U2.5, U2.6, U3.3, U3.5, U3.8, U4.2, U4.4, U4.7, U6.1, U6.2, MM1.2, MM1.6, MM2.1, MM2.2, MM2.8, MM3.1, MM3.2, EX1.4, EX1.7, EX2.3, EX2.8, EX2.9, EX3.3, EX4.3, EX6.2, DHH1.3, DHH1.6, DHH2.1, DHH2.5, DHH2.8, DHH3.2, DHH3.7, DHH4.6,

Using a format provided, students will complete **one observation in a general educational setting serving students with and without disabilities**. Students will identify a **grade level in preschool -12th grade**. The focus of the assignment is on observing and describing the developmental diversity in children, with a focus on the physical development, cognitive development, language development, and

social/emotional development of the students in each observation. Detailed information about this project is included at the end of this syllabus.

2. 6 Reaction Papers to “A Mind at a Time,” by Dr. Mel Levine (8 points each = 48 points)

Students will complete a reaction paper to “A Mind at a Time.” Students will be responsible for reading chapters 1-9 and will provide a reflective analysis. Key topics will focus on each of the 9 chapters. Guiding questions will be provided to focus the discussion.

- Overview of neurodevelopment: A Mind at a Time (**Chapters 1 & 2 = reflection #1**)
 - Chapter 1: A Mind at a Time: Introduction
 - Chapter 2: The Ways of Learning
- Diversity in physical development: (**Chapter 7 = reflection #2**)
 - Chapter 7: Mind over Muscle: Our Motor System
- Diversity in cognitive/linguistic development (**Chapters 3-8 = reflection #3 & #4**)
 - Chapter 3: Conducting a Mind: Our Attention Control System
 - Chapter 4: Remembering to Learn and Learning to Remember: Our Memory System
 - Chapter 5: Ways with Words: Our Language System
 - Chapter 6: Making Arrangements: Our Spatial and Sequential Ordering Systems
 - Chapter 8: Some Peeks at a Mind’s Peaks: Our Higher Thinking System
- Diversity in emotional /social development (**Chapter 9 = reflection #5**)
 - Chapter 9: Relating to Relating: Our Social Thinking System
- Upon completion of the book (**overall final paper = reflection #6**)

3. 10 Topical Activities (5 points each = 50 points)

Most weeks, there will be a topical activity to complete related to the course content. These will range from a topical discussion, a creative representation, an interview on a specified topic, etc.

- Introduction
 - 1 – discussion of 2 articles
 - 2 – discussion of 1 article
- Diversity in physical development:
 - 3 – discussion: Put yourself in the shoes of another
 - 4 – creative representation: Child with physical disabilities – issues and NON-issues
- Diversity in cognitive/linguistic development
 - 5 – discussion: Infant capacities to evoke adult attention: goodness of fit
 - 6 – “man on the street” interview: How do children acquire language?
 - 7 – All Kinds of Minds: discussion of applications to attention and memory
- Diversity in emotional /social development
 - 8 – discussion – direct and indirect influences on emotional development
 - 9 – discussion – social skills required for family gatherings
- Upon completion of the course
 - 10 – creative representation: Most significant take-away concept

4. Quizzes (total of 4 quizzes = 160 points)

Your course instructor will be using class time to apply and enrich the concepts covered in the textbook. This requires that students have **completed the required reading prior to attending class**. Major points from the readings will be highlighted and discussed. Class time will not be used to restate the content from the text, but to expand upon and discuss the main ideas. Quizzes will serve as a mechanism to ensure student reading of the text along with comprehension of content covered in the expert faculty recorded videos.

Quiz 1 – Intro (text chapters 1 & 2) & expert faculty lectures

Quiz 2 – Physical development & diversity (text chapters 4 & 5) & expert faculty lectures

Quiz 3 – Cognitive/linguistic development & diversity (text chapters 6, 7, 8, 9) & expert faculty lectures

Quiz 4 – Social/emotional development & diversity (text chapters 10 & 11) & expert faculty lectures

5. Grading

Attendance & Participation	EXPECTED (<i>Expectations will be discussed with individual students should this become problematic</i>)
Observation Report	50 points
Reaction Papers	50 points
Topical Activities	50 points
Quizzes	160 points

Total = 310 points possible

Final course grades will be determined by your percentage of the total points earned. Grades will be assigned as follows:

A	94.0 to 100%	C	74.0 to 77.9%
A-	90.0 to 93.9%	C-	70.0 to 73.9%
B+	88.0 to 89.9%	D+	68.0 to 69.9%
B	84.0 to 87.9%	D	64.0 to 67.9%
B-	80.0 to 83.9%	D-	60.0 to 63.9%
C+	78.0 to 79.9%	F	less than 60%

Important Additional Information:

- All assignments must be word processed and submitted on or before the due date.
- As a student in an education course, you are expected to exhibit the behaviors of professional educator and student at all times. This includes active and positive participation in the online environment, and using respectful language in discussing students and their families.
- This is an upper division course and students are expected to turn in papers and assignments of upper division quality. In addition, written assignments are to be clear in sentence construction and proofread before they are submitted.
- All assignments must be submitted on the date due unless prior arrangements are made with the instructor. Late assignments will not be accepted.
- There will be no extra-credit assignments given. Put your energy into the work assigned. Related events and professional opportunities of interest will be shared in class.

- Students requiring accommodations or modifications of assignments due to a disability must speak with the instructor prior to submitting any assignments and PRIOR to taking any quizzes. All students requesting such accommodations must register with the office of Students with Disabilities Resources located in the Student Services building, Room 110, telephone 818 677.2684.

Weekly Course Schedule

MMS – Mild/Moderate Specialization Standard, EX – Extensive Support Needs Specialization Standard, DHH – Deaf/Hard of Hearing Specialization Standard

	• Topic	Readings	Activities
Week 1	<ul style="list-style-type: none"> • What is Special Education? • Disability Awareness & ableism • Critical terminology (special education, inclusive education, mainstreaming, pull-out, dumping, ableism) <p>U1.1, U2.1, U2.5, U4.2, U4.5, U6.2, MM2.8, MM3.2, MM3.3, MM6.3, DHH1.6, DHH2.1, DHH2.4</p>	<p>Murawski, W.W. & Spencer, S.A. (2011). <i>Collaborate, communicate, and differentiate! How to increase student learning in today's diverse schools</i>. Corwin Press. pp 17-26</p> <p><u>Articles:</u> Snow, K. <i>Disability Awareness vs Similarity Awareness</i> (2004). www.disabilityisnatural.com</p> <p>Fisher, T. (2013). "Same" and "Equal" are Not Congruent Terms. Education Week U1.1, U2.1, U2.5, U4.2, U6.2, MM2.8, MM3.2, MM3.3, MM6.3</p>	<p><u>topical activity #1:</u> article discussion</p>
Week 2	<ul style="list-style-type: none"> • What is Development? • Themes in Developmental Psychology • History and Landmark Legislation • IDEA eligibility categories, free appropriate public education (FAPE), IEP & IFSP, least restrictive environment • Inclusive practices <p>MM3.1, MM3.2, MM3.3, MM5.3, MM6.3, MM6.4, EX1.9, EX2.3, EX3.5, EX5.4, EX6.4, DHH1.5, DHH5.1, DHH5.2</p>	<p>TEXT Chapter 1 (Principles of Developmental Psychology)</p> <p>Murawski, W.W. & Spencer, S.A. (2011). <i>Collaborate, communicate, and differentiate! How to increase student learning in today's diverse schools</i>. Corwin Press. pp. 1-11</p> <p>Expert faculty recorded lecture (IDEA, IEPs, inclusive practices)</p> <p><u>Article:</u> Grieco, H. (2019). <i>Students with Disabilities Deserve Inclusion. It's Also the Best Way to Teach</i>. Educ Week MM3.1, MM3.2, MM3.3, MM5.3, MM6.3</p>	<p><u>topical activity #2:</u> article discussion</p>
Week 3	<ul style="list-style-type: none"> • Theories of Development (psychodynamic, psychosocial, developmental task, behaviorism & social learning theory, ecological model of development) • Cognitive Developmental Theories 	<p>TEXT Chapter 2 (Theories of Development)</p> <p>U1.3, U2.5, U4.2</p>	<p><u>reflection #1</u> - Mind at a Time chapters 1 (Intro) & 2 (Ways of Learning)</p>

	(Piaget, Vygotsky, Information processing) U1.3, U2.5, U4.2, U6.2		
Week 4	<ul style="list-style-type: none"> • Course of physical growth • Motor development • Genetics U1.1, U1.3, U1.8, U2.5, U4.2, U4.4, U6.2	<p>TEXT Chapter 4 (Biological Foundations of Development: Physical Growth, Motor Development & Genetics)</p> U1.1, U1.3, U1.8, U2.5, U4.2, U4.4, U6.2	<p><u>QUIZ #1</u> (Text chapters 1-2 & expert faculty lecture)</p> <p>U1.1, U1.3, U1.8, U2.5, U4.2, U4.4, MM3.1, MM3.2, MM3.3, EX2.3, EX3.5, EX5.4, EX6.4, DHH1.5, DHH5.1</p> <p><u>topical activity #3</u>: Put yourself in the shoes of another (discussion)</p>
Week 5	<ul style="list-style-type: none"> • The developing brain (micro & macro level structures) • Hemispheric specialization • Developmental neuroscience U1.1, U1.3, U1.8, U2.5, U4.2, U4.4, U6.2	<p>TEXT Chapter 5 (Biological Foundations of Development: The Developing Brain)</p> U1.1, U1.3, U1.8, U4.2, U4.4	
Week 6	<ul style="list-style-type: none"> • Diversity in Physical Development Physical disabilities Health impairments MM1.1, MM1.4, MM2.2, MM2.3, MM3.1, MM4.1, MM6.3, MM6.5, EX1.1, EX1.2, EX2.7, EX3.3, EX3.5	<p>Expert faculty recorded lectures (physical disabilities, health impairments)</p> MM1.1, MM1.4, MM2.2, MM2.3, MM3.1, MM4.1, MM6.3, MM6.5, EX1.1, EX1.2, EX2.7, EX3.3, EX3.5	
Week 7	<ul style="list-style-type: none"> • Diversity in Physical Development Deaf/hard-of-hearing Blind/low-vision Deaf-blind MM1.1, MM1.4, MM2.1, MM2.2, MM2.4, MM2.5, MM3.1, MM4.1, MM6.3, EX1.1, EX1.2, EX1.3, EX2.7, EX3.3, EX3.5, EX4.2, DHH1.1, DHH1.4, DHH1.7, DHH2.3, DHH2.7, DHH3.5, DHH4.2, DHH6.1, DHH6.7	<p>Expert faculty recorded lectures (DHH, blind/low vision, deaf-blind)</p> MM1.1, MM1.4, MM2.1, MM2.2, MM2.4, MM2.5, MM3.1, MM4.1, MM6.3, EX1.1, EX1.2, EX1.3, EX2.7, EX3.3, EX3.5, DHH1.1, DHH1.4, DHH1.7, DHH2.3, DHH2.7, DHH3.5, DHH4.2, DHH6.1, DHH6.7	<p><u>reflection #2</u> - Mind at a Time chapter 7 (Our Motor System)</p> <p><u>topical activity #4</u>: Child with physical disabilities: Issues and NON-issues (creative representation)</p>

<p>Week 8</p>	<ul style="list-style-type: none"> Developing perception and cognition Perceptual development Development of the senses Theories of cognitive development (Piaget, Vygotsky, Information processing) <p>U1.1, U1.3, U1.8, U2.5, U4.2, U4.4, U6.2</p>	<p>TEXT chapters 6 (Perception) & 7 (Theories of Cognitive Development)</p> <p>U1.1, U1.3, U1.8, U2.5, U4.2, U4.4, U6.2</p>	<p><u>QUIZ #2</u> (chapters 4 & 5 and expert faculty lectures)</p> <p>U1.1, U1.3, U1.8, U2.5, U4.2, U4.4, MM2.1, MM3.1, EX1.2, EX1.3, EX3.3, EX3.5</p> <p><u>topical activity #5</u>: Infant capacities to evoke adult attention: goodness of fit (discussion)</p>
<p>Week 9</p>	<ul style="list-style-type: none"> Development of language and communication Cognitive processes of attention, memory and problem solving Theories of language development Preverbal communication Phonological, semantic, grammatical, pragmatic development <p>U1.1, U1.3, U1.8, U2.5, U4.2, U4.4, U6.2</p>	<p>TEXT Chapters 8 (Cognitive Processes & 9 (Development of Language and Communication)</p> <p>U1.1, U1.3, U1.8, U2.5, U4.2, U4.4, U6.2</p>	<p><u>topical activity #6</u>: “Man on the street” – How do children acquire language? (interview)</p>
<p>Week 10</p>	<ul style="list-style-type: none"> Diversity in Cognitive & Linguistic Development <ul style="list-style-type: none"> Speech/language disabilities Learning disabilities <p>MM1.1, MM1.2, MM1.3, MM2.5, MM3.1, MM6.3, EX1.1, EX3.3, EX3.5, EX6.4, DHH1.4, DHH2.7</p>	<p>Expert faculty recorded lectures (speech/language, learning disabilities)</p> <p>MM1.1, MM1.2, MM1.3, MM2.5, MM3.1, MM6.3, EX1.1, EX3.3, EX3.5, EX6.4, DHH1.4, DHH2.7</p> <p><u>Book chapters</u>: Levine, M. (1993). <i>All Kinds of Minds: A Young Student’s Book about Learning Abilities & Learning Disorders</i>. Educators Publishing Service Inc. Chap 2: Eddie’s Kind of Mind – attention Chap 4: Bill’s Kind of Mind – memory</p> <p>MM1.4, MM2.4, MM3.1, EX3.3, EX4.2</p>	<p><u>topical activity #7</u>: All Kinds of Minds: discussion of applications to attention and memory (discussion)</p> <p><u>reflection #3</u> - Mind at a Time chapters 3 (Attention Control System), 4 (Memory System), 6 (Spatial & Sequential Ordering)</p>

Week 11	<ul style="list-style-type: none"> Diversity in Cognitive & Linguistic Development <ul style="list-style-type: none"> Intellectual disabilities Severe and multiple disabilities <p>MM1.1, MM1.2, MM1.3, MM1.6, MM2.5, MM3.1, MM4.1, MM4.3, MM6.3, EX1.1, EX1.2, EX1.3, EX2.3, EX2.5, EX2.8, EX3.1, EX3.3, EX3.5, EX6.4, DHH1.4, DHH2.7, DHH6.2</p>	Expert faculty recorded lectures (intellectual disabilities, severe & multiple disabilities and traumatic brain injury) <p>MM1.1, MM1.2, MM1.3, MM1.6, MM2.5, MM3.1, MM3.3, MM4.1, MM4.3, MM6.3, EX1.1, EX1.2, EX1.3, EX2.3, EX2.5, EX2.8, EX3.1, EX3.3, EX3.5, EX4.6, EX6.4, DHH1.4, DHH2.7, DHH6.2</p>	<u>reflection #4</u> - Mind at a Time chapters 5 (Language System) and 8 (Higher Thinking System)
Week 12	<ul style="list-style-type: none"> Emotional Development <ul style="list-style-type: none"> Development of emotional expression and understanding Emotional regulation Attachment Temperament Social Development <ul style="list-style-type: none"> Theories of social development Play and peer friendships Social cognitive development <p>U1.1, U1.3, U1.8, U2.1, U2.5, U4.2, U4.4, U6.2</p>	TEXT Chapters 10 (Emotional Development) & 11 (Social Development) <p>U1.1, U1.3, U1.8, U2.1, U2.5, U4.2, U4.4, U6.2</p>	<u>QUIZ #3</u> (chapters 9 - 12 and expert faculty lectures) <p>U1.1, U1.3, U1.8, U2.5, U4.2, U4.4, MM1.1, MM1.2, MM1.3, MM2.1, MM3.1, MM3.3, MM4.1, EX1.3, EX2.8, EX3.1, EX3.3, DHH1.4, DHH2.7, DHH6.2</p> <p><u>topical activity #8</u> direct and indirect influences on emotional development (discussion)</p>
Week 13	<ul style="list-style-type: none"> Diversity in Emotional and Social Development <ul style="list-style-type: none"> Autism spectrum disorders <p>MM1.1, MM1.2, MM1.6, MM1.7, MM2.5, MM2.6, MM2.10, MM3.2, MM3.3, MM4.3, MM6.3, MM6.6, EX1.2, EX1.4, EX2.3, EX3.5, EX6.4,</p>	Expert faculty recorded lectures (autism spectrum disorders)	<u>topical activity #9</u> Social skills required for family gatherings (discussion)
Week 14	<ul style="list-style-type: none"> Diversity in Emotional and Social Development <ul style="list-style-type: none"> Emotional and behavioral disorders <p>MM1.1, MM1.2, MM1.6, MM1.7, MM2.5, MM2.6, MM2.10, MM3.2, MM3.3, MM4.3, MM6.3, MM6.6, EX1.4, EX2.3, EX3.5, EX6.4</p>	Expert faculty recorded lectures (emotional & behavioral disorders)	<u>reflection #5</u> - Mind at a Time chapter 9 (Social Thinking System)
Week 15	<ul style="list-style-type: none"> Wrap-up 		<u>topical activity #10</u>

	<ul style="list-style-type: none"> Review – What have you learned about how neurodevelopment impacts learning? How will this impact your future career? U1.1, U1.3, U1.8, U2.5, U4.2, U4.4, U6.2, MM2.8, MM3.1, MM5.4, EX2.8, EX3.5, DHH1.4, DHH2.5 		What was your most significant take-away concept? (creative representation) <u>reflection #6</u> - Mind at a Time: end of book
Week 16			Observation Project <u>QUIZ #4</u> (chapters 10 & 11 and expert faculty lectures) U1.1, U1.3, U1.8, U2.5, U4.2, U4.4, MM1.1, MM1.2, MM1.7, MM1.5, MM2.10, MM3.2, MM3.3, EX1.4, EX2.3, EX3.5

Observation Project

U1.1, U1.8, U2.1, U2.2, U2.5, U2.6, U3.3, U3.5, U3.8, U4.2, U4.4, U4.7, U6.1, U6.2, MM1.2, MM1.6, MM2.1, MM2.2, MM2.8, MM3.1, MM3.2, EX1.4, EX1.7, EX2.3, EX2.8, EX2.9, EX3.3, EX4.3, EX6.2, DHH1.3, DHH1.6, DHH2.1, DHH2.5, DHH2.8, DHH3.2, DHH3.7, DHH4.6

Purpose: The purpose of this observation project is to develop your ability as a keen observer of the vast developmental diversity in children. There is not a discrete line that separates children who are “able” from children who are “disabled”. Rather, there are wide ranges of developmental abilities that children exhibit, some requiring a greater level of support/assistance than others. Children may appear “able” in one setting, but less “able” in another. Children may appear “able” in one subject area, and less “able” in another.

Logistics:

You will need to arrange an observation of at least 2 hours. You will select an age level to observe; **preschool/kindergarten, elementary, or secondary**. While at the school, you will need to span your 2-hour observation to include TWO settings: both a physical/interactive setting (PE, lunch, recess) and a classroom setting. In addition, the setting must include children both with and without disabilities.

What will you be watching for?

You will be watching and taking notes to illustrate and describe the diversity that you observe in Children’s abilities and styles in each of the three following areas:

- Physical development

- Cognitive and linguistic development
- Social/emotional development

The following guiding **questions** will assist you in focusing and organizing your observations:

<p>Physical Development</p>	<p>(physical growth) What differences do you see in the body/skeletal growth of all of the children that you observed?</p> <p>(gross motor skills) What differences do you see in children’s ability to run, jump, throw a ball, catch a ball, climb stairs, pull out a chair and scoot in a chair?</p> <p>(fine motor skills) What differences do you see in children’s ability to dress, draw pictures, print letters, write in cursive, include detail and depth dimension in drawings</p> <p>* Do you observe children receiving supports in any physical domain? If so, what do they look like?</p>
<p>Cognitive/Linguistic Development</p>	<p>(play) What differences do you see in children’s play behavior? One example of cognitive development is the ability to represent one thing as another (use a paper as a hat). Is there evidence of representational play? The ability to make a plan and act in an organized way are other examples of cognitive achievements. Do play activities seem planned and organized?</p> <p>(language & communication) What differences do you see in children’s ability to communicate effectively with the teacher? With one another? Notice differences in nonverbal communication and language use</p> <p>(attention & memory) What differences do you see in children’s ability to attend to activities? Are some children more distractible than others? Are some children better able to sit and attend for longer periods of time? Do you see any evidence of the relationship between attention and memory? Do the non-attenders remember information if asked? Do you see evidence of rehearsal strategies used by children?</p> <p>(cognition and academic learning) What differences do you see in children’s reading skills (fluency, decoding, and comprehension)? What differences do you see in children’s math skills (number sense, math facts, computation, problem solving)?</p> <p>• Do you observe children receiving supports in any physical domain? If so, what do they look like?</p>
<p>Social/Emotional Development</p>	<p>(self concept) What indicators do you see of the children’s developing self-concept? Do some children compare their own performance to that of their peers? How do they describe themselves? “I am good at....I don’t like...I like....”</p>

	<p>(empathy) What indicators do you see of the children’s developing sense of empathy for others? Do you see children comfort others? Do you see children taking sides with an underdog? Do you see children encourage others?</p> <p>(friendships) What differences do you see in children’s developing friendship behaviors? Are children generally alone? With a significant single friend? With groups of peers? With adults?</p> <p>*Do you observe children receiving supports in any social/ emotional domain? If so, what do they look like?</p>
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A. General comments

Describe the setting (name of school) that you observed including numbers of children, age/grade of children, numbers/roles of adults present in each setting. Include the amount of time that you observed each of the settings. If you are aware of the numbers/descriptions of children with disabilities included, please include that information. Provide a general overview of your observation time.

B. Physical Development (1 to 2 pages)

1. Describe the diversity observed. Be sure to support your observation with sufficient explanation to allow us to understand what you saw. Somehow stress the diversity within general education as well as looking for the “outliers” (for lack of better word) that would be identified as special education.
2. Describe any supports that you observed that were used to assist any of the children in accomplishing physical tasks.

C. Cognitive/Linguistic Development (1 to 2 pages)

1. Describe the diversity observed. Be sure to support your observation with sufficient explanation to allow us to understand what you saw.
2. Describe any supports that you observed that were used to assist any of the children in accomplishing cognitive/linguistic tasks.

D. Social/Emotional Development (1 to 2 pages)

1. Describe the diversity observed. Be sure to support your observation with sufficient explanation to allow us to understand what you saw.
2. Describe any supports that you observed that were used to assist any of the children in accomplishing social/emotional tasks.

E. Final thoughts

1. What did your observations lead you to believe about the diversity that is present in groups of typically developing children AND in groups of typically developing children and children with disabilities?
2. What practices did you observe that you felt were particularly helpful & why?

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TPE5-Universal: --	TPE5-DHH: 5.1-pg 8 5.2-pg 8	TPE5- MMSN: 5.3-pg 8	TPE5- EXSN: 5.4-pg 8
TPE6-Universal: 6.1-pg 4 6.2-pg 4	TPE6-DHH: 6.1-pg 9 6.2-pg 11 6.7-pg 9	TPE6- MMSN: 6.3-pg 8 6.4-pg 8	TPE6- EXSN: 6.2-pg 4 6.4-pg 8