

University of Oregon
Foundations in Early Childhood / Early Intervention
Syllabus – Fall 2008

SPED 680 - CRN #15021 Wed. 1:00 pm - 3:50 pm, Room 145, Clinical Services Building

Instructors:

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Texts:

- Berk, L. (2008). *Infants & children* (6th ed.). Boston, MA: Allyn & Bacon.
 Sandall, S., Hemmeter, M. L., Smith, B., & McLean, M. (2005). *DEC recommended practices*. Denver: DEC.
 Shore, R. (1997). *Rethinking the brain*. NY: Families and Work Institute.

Articles in Reading Packet

- Barrera, I. (2004). Honoring differences: Essential features of appropriate ECSE services for young children from diverse socio-cultural environments. In *Young Exceptional Children Monograph Series, 5 Family Based Practices* (pp. 27- 38). Longmont, CO: Sopris West.
- Barrera, I., & Corso, R. M. (2003). Cultural competency as skilled dialogue. *Topics in Early Childhood Special Education, 22*(2), 103-113.
- Bavosa, A. (2002). The face of the world: Atypical movement patterns can indicate developmental disability in children. *Advance for Physical Therapists & PT Assistants*, 11-13.
- Bowe, F. G. (2007). *Birth to Eight: Early Childhood Special Education*. Chapter 3: How are we doing? Research in ECSE. (pp. 67-96). Clifton Park, NJ: Delmar. **ON RESERVE IN EIP OFFICE**
- Bowe, F. G. (2007). *Birth to Eight: Early Childhood Special Education*. Chapter 4: The IDEA (pp. 97-146). Clifton Park, NJ: Delmar. **ON RESERVE IN EIP OFFICE**
- Carlson, V. J., & Harwood, R. L. (December 1999/January 2000). Understanding and negotiating cultural differences concerning early developmental competence: The six raisin solution. *Zero to Three*, 19-24.
- Dunst, C. J. (1993). Implications for risk and opportunities factors for assessment and intervention practices. *Topics in Early Childhood Special Education, 12*, 143-151.

- Fewell, R. R., & Kaminski, R. (1988). Play skills development and instruction for young children with handicaps. In S. L. Odom & M. B. Kernes (Eds.) *Early Intervention for Infants and Children with Handicaps*. pp. 145-158. Baltimore: Paul Brookes.
- Goldman, L. (2005). Child health and the environment: A review of the evidence. *Zero to three*, 2, 11-19.
- Hemmeter, M., Santos, R., Snyder, P., Hyson, M., Harris-Solomon, A., Bailey, D., Farrell, A., Bricker, D., & Fewell, R. (2005). Young children with, or at risk for, developmental disabilities. In K.C. Lakin & Ann Turnbull (Eds), *National Goals and Research for People with Intellectual and Developmental Disabilities*. (pp. 15-37). Washington D.C: American Association on Mental Retardation.
- Odom, S. L. & Wolery, M. (2003). A unified theory of practice in early intervention / early childhood special education: Evidence based practices. *Journal of Special Education*, 37, 164-173.
- Odom, S. L., McConnell, S. R., & Brown, W. H. (2008). Social competence of young children. In W. H. Brown, S. L. Odom, & S R. McConnell (Eds.), *Social Competence of Young Children: Risk, Disability, & Intervention*. (pp. 3 – 29). Baltimore: Paul Brookes.
- Ramey, C. T., & Ramey, S. L. (1998). Early intervention and early experience. *American Psychologist*, 53(2), 109-120.
- Ryan, S., Murphy, B., Harvey, S., Nygren, K., Kinavey, E., & Ongtooguk, P. (2006). The way of the human being: Supporting Alaska native families who have a child with a disability. *Young Exceptional Children*, 9(2), 12-19.
- Siegel, D. H. (1999). Relationships and the developing mind. *Child Care Information Exchange, Beginnings Workshop*, Redmond, WA.
- Werner, E. (2000). Protective Factors and individual resilience. In J. P. Shonkoff & S. J. Meisels (Eds). *Handbook of Early Childhood Intervention* (pp. 115-132). Cambridge: Cambridge University Press.

Optional Articles

- Bowe, F. G. (2007). *Birth to Eight: Early Childhood Special Education*. Chapter 12: Physical Development (pp.325-347). Clifton Park, NJ: Delmar. **ON RESERVE IN EIP OFFICE**
- Bryant, D. & Maxwell, K. (1997). The effectiveness of early intervention for disadvantaged children. In M. J. Guralnick (Ed.), *The Effectiveness of Early Intervention* (pp. 23-46). Baltimore, MD: Brookes.
- Ostrosky, M. M. & Lee, W. (2005). Developing culturally and linguistically responsive teams for early intervention: promising practices. In *Young Exceptional Children Monograph Series, 6 Interdisciplinary Teams* (pp. 21-31). Longmont, CO: Sopris West.

Course Objectives

1. Gain knowledge of historical perspectives, and legal and philosophical bases of Early Childhood/Early Intervention.
2. Discuss current trends and culturally sensitive practices in Early Intervention.
3. Relate links between program philosophy, program goals, assessment, intervention, and evaluation.
4. Demonstrate knowledge of recent brain development research and its implications for early development.
5. Demonstrate knowledge of typical development of infants, toddlers, and preschoolers.
6. Demonstrate knowledge of risk factors and cultural variability in child development.
7. Present information on developmental sequences through age 8.
8. Gain knowledge of atypical development and effects of disabling and at-risk conditions.
9. Demonstrate understanding of the role of early interactions between the developing child and the environment, including cultural influences, on early development.

Course Requirements

1. Complete reading assignments prior to each class session; read carefully and be prepared to discuss in class.
2. Be present and participate in class discussions. (You may miss 1 class; please let one of us know in advance if you won't be there, if possible.)
3. Contract for, and complete designated assignments on time, incorporating knowledge of theory, practice, development and law in early childhood and early intervention.

Early Intervention Course Competencies

- 1.1 Demonstrates knowledge of the legal basis of early intervention including IDEA, related litigation, and the impact of public policy on the delivery of services to children.
- 1.2 Discusses state and local regulations which affect services in EI.
- 1.3 Identifies and discusses roles, responsibilities and goals of EI.
- 1.5 Demonstrates knowledge of federal, state, and local resources important to the

advancement of the profession of early intervention and the improvement of services to young children and their families.

- 2.1** Demonstrates knowledge of biological and environmental factors associated with perinatal development.
- 2.2** Demonstrates knowledge of the range of typical child development.
- 2.3** Identifies medical conditions, and biological and environmental risk factors.
- 2.4** Recognizes etiology and characteristics of common developmental disabilities.
- 2.5** Recognizes potential impact of risk factors on developmental domains.
- 4.3** Identifies and discusses cultural, socioeconomic, ethical, historical factors, and personal values affecting the development of the family and the child.
- 5.2** Demonstrates sound professional decision making in determining EI service model.
- 6.1** Demonstrates knowledge of development and learning theories applied to children.
- 9.1** Demonstrates the ability to conduct a literature review using appropriate reference materials.
- 10.1** Understands the educational, health, and social trends that have implications for early intervention programs.
- 10.2** Understands eligibility criteria for children at-risk or with disabilities and their families based on federal, state, and local regulations.
- 10.3** Determines the philosophy and goals for an early intervention program.

Foundations in Early Childhood/Early Intervention - Course Schedule - Fall 2008

Date	Topic	Texts/Reading Packet <i>(Readings listed in italic are optional resources.)</i>
10/01	What is Early Intervention?	DEC Intro & Chap. 1
10/08	Historical and Theoretical Perspectives Parents' Perspectives	Carlson & Harwood article Odom and Wolery article Berk, pp. 12-31 <i>Berk:</i> <i>Piaget, pp. 208-212, 316-328</i> <i>Vygotsky, pp. 328-332</i> <i>Erickson, pp. 250-51, 358</i> <i>Ecological systems theory, pp. 71-82</i> <i>Behaviorism, 183-187, 373-375</i>
10/15	Legal and Legislative Foundations IDEA Cultural Diversity in EI Oregon EI/ECSE Assignment #1 due: Observation of Theories in the Classroom	Bowe- Chap. 4 The IDEA DEC, Appendix B, pp. 289-293 Barrera article Ryan et al article Barrera & Corso article <i>Ostrosky et al. article</i>
10/22	Mental Health Disabilities and Early Intervention (Dr. Debra Eisert)	DEC Chapters 4 & 5 Hemmeter et al. chapter
10/29	Motor Development Diane Hrubec, PT Assignment #2 due: Summary: What is EI/ECSE?	Bavosa article <i>Berk Chapters 5 & 8</i> <i>Bowe Chapter 12</i>

Date	Topic	Texts/Reading Packet (<i>readings listed in italic are optional resources</i>)
11/05	Brain development Adaptive Functioning & Feeding (Molly Pierce, OTR)	Shore, pp. 1-56 Berk, pp. 168-177, Berk, pp. 258-274, 388-395 Siegel article <i>Optional resources: Berk, Chap. 7 and 10</i>
11/12	Language Development (Dr. Heather Moore) Social Development Play Development Assignment #3 due: Observation of Typical and Atypical Children	Berk, pp. 235-244, 348-353. Odom, McConnell & Brown article Fewell & Kaminski article
11/19	Cognitive development Environmental and Biological Risk Assignment #4 – part 5 due: Disability Reference Folder	Berk, Chap. 9, pp. 215-232 Berk, Chap. 6, pp. 209-217 Berk, pp. 106-121, 140-146 Goldman article Ramey & Ramey article Werner article
11/26	Poster presentations – Group 1 Class ends at 2:30 today! Assignment #5 distributed in class: Take Home Exam	DEC Chapters 10 & 11 Bowe- Chapter 16 <i>Bryant & Maxwell</i>
12/3	Poster Presentations – Group 2 Assignment #5 Take Home Exam due on or before December 8th	

ASSIGNMENTS

READINGS HOMEWORK

A short homework assignment will be due each week to help guide students to focus on important issues in the readings. **Homework will be due at the start of each class. To earn an A grade students must complete 8 out of 9 assignments.**

PAPERS

All papers should be typewritten and double-spaced.

#1: OBSERVATION - Developmental Theories in the Classroom. Students will conduct observations at their practicum site for evidence of the developmental theories described in the readings and class lecture. A handout will be given in class with instructions on how to complete the assignment.

The paper will be graded on:

- A. Content (35 points): Does the paper cover the basic areas with adequate detail?
- B. Synthesis (40 points): Has the paper been written in a manner that interprets and synthesizes information?
- C. Form (25 points): Does the paper adhere to APA writing standards, with correct citation of references and use of headings?

Due on October 15th in class.

#2: SYNTHESIS PAPER - Summary: What is Early Intervention/Early Childhood Special Education? Students will write a synthesis paper describing the theoretical, historical, and legal foundations of EI/ECSE, including current preferred practices. The first four weeks of lectures and readings should be summarized. Two outside (library) references should be used as well as course readings. Paper should be no longer than 8 typewritten pages. **Due October 29th.**

The synthesis paper will be graded on:

- A. Content (35 points): Does the paper cover the basic areas with adequate detail?
- B. Synthesis (40 points): Has the paper been written in a manner that interprets and synthesizes information?
- C. Form (25 points): Does the paper adhere to APA writing standards, with

correct citation of references and use of headings?

#3: OBSERVATION: Typical and Atypical Children. Compare and contrast two observations (one on an atypically developing child, one on a typically developing child)

1. Students will complete a narrative real-time observation on their target child, or another child in their classroom who is developing atypically, for approximately 10 minutes.
2. Students will complete a narrative real-time observation on a typically developing child for approximately 10 minutes. Choose a child who is either the same ability level or same chronological age as the atypically developing child observed above in #1. You may observe a child you are familiar with or do an observation in a public place such as a park or mall.
3. Students will write a 2-3 page narrative comparing and contrasting the two observations. In the narrative, reflect on the quality of language, movements and overall developmental repertoires of the two children. The narrative should focus on comparisons and contrasts between the abilities of the two children, with examples from your observations. *Describe the child's behaviors and actions.* For example, instead of: "Daniel loved the train set." Write: "Daniel engaged with the train set for all 15 minutes of my observation. He moved the train back and forth on the tracks. He lined up the trains on the track. He did not respond to a peer's request for a train."

Turn in your observation notes with the assignment. **(Due November 12th).**

The paper (part 3) will be graded on:

- A. Content (35 points): Does the paper cover the basic areas with adequate detail?
- B. Synthesis (40 points): Has the paper been written in a manner that interprets and synthesizes information?
- C. Form (25 points): Does the paper adhere to APA writing standards, with correct citation of references and use of headings

PRESENTATIONS

#4: POSTER PRESENTATIONS - Students will work in groups of 3-4 students who are working with target children who have similar disabilities. With your group, you will plan and present a five-part poster on a disability within an assigned domain of behavior (e.g., communication, gross motor, adaptive) and age range (e.g., birth to three years, three to five years).

Part 1: Typical Development within the Assigned Domain (Handout).

Provide a **WRITTEN** description of the abilities typical children of the same age and domain should have. What are the range of activities a typical child would be doing in this domain at this age? This should be summarized as a 2 page written summary and handed out to students at the beginning of the presentation. You can make copies of this and other handouts on our copier; however, you need to give handouts to me by the preceding Tuesday at noon.

Part 2: General Description of the Disability/Disorder. The disability should be described as comprehensively as possible, including its cause (if known), the history of research that has been conducted on it (e.g., when it was discovered, what has become known about it), and its characteristics in a range from mild to severe. This piece should comprise 1 page of the handout. What are the likely outcomes for children who have this disability as they enter public school, adolescence, and adulthood?

Part 3: Intervention Strategies. Describe the most important and effective intervention strategies that have been used to work with this disability.

Part 4: Prepare a Disability / Intervention Handout. Prepare the 2 page handout (preferably two sides of one sheet of paper) for the other students in the class summarizing a description of the disability and intervention strategies that you have presented in class.

Part 5: Create a Disability Reference Folder. **DUE NOVEMBER 19th.** Prepare a folder or binder where you can place all handouts from your peers for future reference. Handouts should be well organized for future use. You should use this folder to organize other handouts and information you receive regarding EI/ ECSE throughout the year.

For this poster presentation, you are encouraged to use outside references including web resources (2 to 3 only). You can decide how you want to present this information and are encouraged to be creative and original. Multi-media equipment including video cameras, playback machines, tape players, slide projectors, overheads, and role plays have been used as presentation strategies. **Poster Presentations will be given November 26th and December 3rd**, as indicated on the course schedule.

FINAL EXAM

#5 TAKE-HOME EXAM. A written examination covering readings, discussions and lectures from the entire term will be **distributed on November 26th**. Students will choose 3 questions of their choice and **turn in the exam on or before December 8th**. Exams should be approximately 10-12 pages, word processed/type written, and double-

spaced. Each answer should have an introduction, main body, and conclusion and be edited for spelling and grammar. Exams will be graded on form, content, and synthesis.

Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Grading

Graduate students are considered “professionals-in-training” and professional behavior is expected at all times, including listening to fellow students, professors, lecturer with respect (including not talking with neighbors), arriving on time prepared for class, attending for the duration of the class, not reading other materials, books, newspapers in class, and **turning off all cell phones and pagers**. We ask that you do not take notes using lap top computers without instructor permission.

Attendance and participation are required. If you are unable to attend each class, please contact the instructor to make alternate arrangements. Your contracted grade can be dropped as much as one grade if you do not attend and participate. You must make up missing more than 1 class period.

Students will contract for a letter grade for the course. Terms of the contract are discussed below. An email with your contract option is due to Dr. Squires or Dr. Barton on or before October 12.

Added supports will be available for students with disabilities. **If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Please request that the Counselor for Students with Disabilities, (ph: 346-1155), send a letter verifying your disability. For more information, see "<http://ds.uoregon.edu>"<http://ds.uoregon.edu>**

Grade	Assignment
A	All 5 assignments with an A average (90 – 100%) Complete 8 of 9 weekly reading assignments. Assignments completed on or before due date.
B	4 assignments graded with a B average (80 – 89.9%) Complete 5 weekly reading assignments Assignments completed on or before due date: Observation #1 Synthesis Paper, #2 Take Home Exam, #5

Grades on individual papers can be dropped as much as one letter grade if they are late (a paper turned in after the due date is considered late).

Grades of C are not considered passing in Graduate School. Students are permitted re-do all assignments one time and the two 2 grades will be averaged.

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**Email the grade you would like to contract for to : [ebarton@uoregon.edu](mailto:ebarton@uoregon.edu)**

### **GRADE CONTRACT**

I, \_\_\_\_\_ would like to contract for a grade of \_\_\_\_\_.

To earn this grade, I will do all assignments, readings and participate, as indicated in the syllabus.

### **Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://www.uoregon.edu/~conduct/>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

### **CONFLICT RESOLUTION**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact Joe Stevens, Associate Dean for Academic Affairs, at 346-2445 or [stevensj@uoregon.edu](mailto:stevensj@uoregon.edu) or Surendra Subramani, Diversity Coordinator, at 346-1472 or [surendra@uoregon.edu](mailto:surendra@uoregon.edu).

Outside the College, you can contact:

UO Bias Response Team: 346-1139 or

<http://bias.uoregon.edu/whatbrt.htm>

Conflict Resolution Services 346 -0617 or

<http://studentlife.uoregon.edu/programs/crs/>

Affirmative Action and Equal Opportunity: 346-3123 or

<http://aaeo.uoregon.edu/>

### **Grievance Policy**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (<http://education.uoregon.edu/feature.htm?id=399>) or enter search: student grievance.

### **Inclement Weather Policy**

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main homepage (in the "News" section) at <http://www.uoregon.edu>. College of Education students should contact their program department for further information.

## Study Questions to Guide Readings

### **Wednesday, 10/1 (due 10/8)**

#### DEC Intro and Chapter 1

1. What are the fundamental values of DEC?
2. What are children with disabilities first of all?
3. What are your core, fundamental values about education young children with disabilities?

### **Wednesday, 10/8**

#### Carlson & Harwood

1. Why it is important to understand and respect your own and family's values around parenting practices?
2. What are the theoretical and philosophical underpinnings that have contributed to your current beliefs about how children learn and develop? In what ways have these contributed?

#### Odom and Wolery

List four theories from which early intervention practices draw upon.

What is the fundamental supposition of early intervention, and how does this shape current practices?

List three evidence based practices for early intervention and how they can be applied within the home or classroom.

List two ways children learn through acting on and observing their environment.

List one way adults mediate children's experiences to promote learning.

List two transitions children and families in early intervention experience

#### Berk

1. How can you group developmental theories by their similarities?
  - a) Which theories focus on emotional development? Social development? Cognitive development?
  - b) Which theories focus on social support?
  - c) Which are learning theories, and which focus on developmental stages?
2. Think back to your own early childhood. To which philosophical underpinnings and historical viewpoints did your primary caretaker adhere? Think of some specific examples. Are any of these beliefs, attitudes, or practices related to your family's culture?

### **Wednesday, 10/15**

#### Bowe, Chapter 4 and DEC Appendix B

1. Discuss the historical roots of IDEA.
2. What are changes you would legislate or shortcomings that you see in Part C of IDEA?
3. What are some ways to make IFSPs truly family friendly?

#### Barrera

1. What are the four main intervention concerns in serving children from diverse socio-cultural environments?
2. What are the six variables in children's characteristics that need to be addressed?
3. What are the four intervention approaches developed in the CROSSROADS project?

#### Barrera & Corso

1. What are the three beliefs that round the Skilled Dialogue approach?
2. Describe what is meant by respect, reciprocity, and responsiveness.
3. What is Anchored Understanding and 3<sup>rd</sup> Space?

#### Ryan et al

1. What are the core values (list at least 9) of the Alaskan culture?
2. How do these core values affect the ways EI \_ ECSE services are provided?
3. How might you apply the recommendations presented by the Alaskan families to the way you provide services to families in Oregon? Discuss at least three recommendations.

### **Wednesday, 10/22**

#### DEC, Chapter 4

1. What are the three guiding principles of EI mentioned in this Chapter?
2. List three recommended practices you have used in your practicum experiences this term or in the past with specific detail.
3. List three recommended practices you have not yet used in your practicum experiences this term or in the past and provide a specific plan for how you might implement.

#### DEC, Chapter 5

1. What is meant by strengths and assets based practices?
2. What are the two guiding principles of this chapter?

#### Hemmett et al.

1. Summarize 3 national research goals for EI/ECSE.

### **Wednesday, 10/29**

#### Bavosa

1. How can understanding normal motor development help in the treatment of motor disabilities?
2. List three appropriate motor goals for a young child with disabilities. How might these be embedded into a preschool curriculum?

### **Wednesday, 11/5**

#### Shore

1. What technical breakthroughs have allowed brain research to advance tremendously during the last 8-10 years?
2. Describe the effect of the environment on early development.
3. Give 3 examples of poor social/caretaking environments and what outcomes might be

expected.

4. What social environment would you suggest as ideal for a developing child?

Berk, pp. 169-177, 290-293

1. What is the relationship between brain growth and plasticity and the production of synapses?
2. Discuss appropriate and inappropriate stimulation.
3. In what ways does prenatal care affect and impact later development?

Berk, pp. 258-274, 388-395

1. Describe the “goodness of fit” model.
2. What factors affect attachment security?
3. Is there an “abusive personality type”?
4. Define emotional self regulation.

Siegel

1. How does the attachment relationship build a child’s sense of well-being and emotional competence?
2. What basic elements of interpersonal relationships nurture well-being and psychological resilience?

**Wednesday, 11/12**

Berk, pp. 236-246; 355-361

1. What are the 3 theories of language development?
2. Describe the growth of language in the first 2 years of life.
3. What is fast mapping?

Odom, McConnell & Brown article

1. List and describe four ways of assessing social competence in children.
2. How might brain development affect a child’s social competence?
3. How might parenting style affect a child’s social competence?
4. How might culture affect a child’s social competence?
5. What implications for practice are described at the end of the chapter?

Fewell & Kaminski article

1. List four characteristics of play.
2. How might play be different from exploration?
3. Describe the development of play (from presymbolic to symbolic play) with **observable characteristics.**
4. List & describe four ways to assess play in young children.

**Wednesday, 11/19**

Berk, pp. 104-127, 138-145

1. Discuss links between the prenatal environment and health in later life.
2. Describe so called “double jeopardy” that some infants face, exposed to both biological risks such as alcohol and environmental risks, such as poverty.

Ramey & Ramey

1. What are Ramey & Ramey's six psychosocial priming mechanisms?
2. What are the six principles that support evidence of the effectiveness of Early Intervention?

## Goldman article

1. What is the number one childhood cause of death?
2. What does the term 'windows of vulnerability' refer to in this article?
3. How does the WHO define health? Why is this important for children in the US?
4. What are some (list at least four) effects of environmental exposure on children?

## Werner article

1. What do the terms resilience, risk factors, and protective factors refer to in this article?
2. List six protective and six risk factors.
3. What are three protective factors within the family?
  - a. How might you, as an EI practitioner work with a family to strengthen these factors?
4. What are three protective factors within the community?
  - a. How might you, as an EI practitioner work with a family to strengthen these factors?
5. What are four implications for EI that we can draw from the longitudinal studies of resilient children?

Berk, 208-217; 220-235

1. How is mental retardation defined?
2. What has research shown about preventing mental retardation?
3. How are highly structured programs and direct instruction beneficial in working with children with cognitive delays?

**Wednesday, 11/26**

## DEC Chapters 10 &amp; 11

1. What are three "take home messages" that might guide a program director to ensure the program implements recommended practices?

## Bowe- Chapter 3

1. What evidence do we have demonstrating EI is effective?
2. What evidence do we have demonstrating family involvement helps?
3. What evidence do we have demonstrating inclusion benefits children with disabilities?

## **Assignment #1**

### **Observation of Developmental Theories in the Classroom**

After reading about developmental theories, observe in your practicum classroom for evidence of the theories. You are not required to, but may use the following questions as a guide, or you may focus on other theories you find interesting from the readings. If you use theories that are not listed here, please identify the theorists they come from. **You are required to write on three different theorists.**

Write a 2-4 double-spaced, typed paper on your findings. Give specific examples from your classroom that show the theories in action. Your writing should be in a formal, 3<sup>rd</sup> person style. For example, instead of writing “I saw...”, you should describe the classroom in more formal terms such as, “Vygotsky’s theories are in evidence in the UO Head Start classroom in the way teachers scaffold learning by...”

#### **1. Piaget / Cognitive Developmental Theory**

What proportion of the day is set aside for children to interact with toys independently and discover for themselves? Is this the primary way teachers allow children to learn, or do they also spend time teaching children directly? Do children seem more engrossed and interested in one way of learning than the other?

Ask children questions (if they are verbal) about how they see their world. The questions can be very simple. Do their answers agree with how Piaget says they will respond?

#### **2. Vygotsky / Sociocultural Theory**

How do teachers assist children in learning culturally valuable lessons? Are teachers nearby and ready to provide verbal explanations, demonstrations and verbal prompts to assist children’s learning? Is their assistance at the right level that children can benefit from?

Do teachers group children with different abilities and encourage or provide opportunities for them to interact and teach each other?

Describe what kinds of make-believe play you see children engaged in. Do children appear to be following social rules of behavior in their make-believe play?

Do children in the class talk aloud to themselves as they play? Do they seem to talk more when the activity they are doing is more difficult? What do you think is the purpose of the self-talk?

### **3. Erikson /Psychoanalytic Theory**

Do children appear to trust or mistrust the classroom environment? How do you know? What is occurring to increase children's trust of the classroom environment?

How do children in the classroom exhibit attempts to be autonomous and independent, and how do adults respond? Do adults have reasonable expectations for children's abilities to control their impulses? Can you describe a child in the classroom who appears to have healthy self-confidence?

How do families from different cultures in your classroom differ in their expectations of their children's behavior and their expectations about self control and exploration?

### **4. Transactional**

Choose two children in the classroom and contrast how their physical attributes, personality, and abilities may affect how adults behave toward them.

During the first few weeks you have been in the classroom, have you noticed how children have adapted to the classroom routine, and how the routine may have changed to accommodate children?

What is the quality of social "transactions" that go on between adults and children in the classroom? Do adults tend to respond to children's initiations, or is there more of an atmosphere of shaping children to follow adult guides and rules?

### **5. Bronfenbrenner/Ecological Systems Theory**

Children in your classroom are in what Bronfenbrenner calls the mesosystem, in which they and their families are directly interacting with a system outside the home. Is there a focus in your classroom on learning about children's families, what their living situations are like, and what kinds of supports they may need?

### **6. Behaviorism / Social Learning Theory**

What kinds of behavior management or behavior modification do adults use in the classroom? What makes the methods effective or ineffective?

Do children watch and listen to each other and then exhibit "observational learning" by imitating each other's behavior? Do children sometimes wait until the next day (or longer) to imitate behaviors?

How do teachers in the classroom use "shaping" to help children learn new skills?