

EDC 501

Child Development

Assignments Fall 2010



Participation (2pts. each week): Students will be assessed relative to their participation in the class in three primary ways:

Group Wikis: These are often listed as activities in the course calendar/assignments. A task will be provided on the wiki page (which is located in Amvonet/Moodle) and all students in the class will contribute to the page (usually a table) individually by building off of one another's responses. Students should put their initials next to any contribution they make. While a grade will not be provided for student responses, student participation in each wiki is a portion of the participation grade.

Attendance: This is an asynchronous class so attendance at a specific time is not required. However, for the culminating project it is strongly encouraged that students/groups consider providing a presentation in Amvonet in the Live Session space. The instructor will be available to discuss how this is done for interested students/groups.

Completion of weekly activities: A portion of the participation grade, this refers to students making an attempt to complete all assigned weekly activities.

Activities with Point Values

Discussion Prompts (2 pts. each): The instructor will provide prompting questions each week that relate to course material. At times you may be asked to locate relevant outside resources, or you may simply use content that is provided either by the text or supplemental resources. This will always be specified to you. Some discussion prompts will require citing sources in APA format (5th or 6th edition), and some may ask that you reply to your peers. Directions will be explicitly provided for each prompt given during each week of the course.

Reflective Blogging (2 pts. each): On most weeks, students will blog (in the blog space within Amvonet), or write, about their experience in the class for the week. Students should attempt to tie what they have learned to news they have read or experiences they have had. Information related to how to be successful at reflective blogging is located in Amovnet/Moodle.

Products One and Two: Webquest

Points: 25 points each (50 total)

Due Date: Individual Review due 10/04/10 at noon

Group Review due 10/18/10 at noon

Webquest: This is a two-part assignment. In the first portion of this assignment, students will take on the role of a stakeholder (i.e., theorist, interventionist, parent, etc.), identify an age group (i.e., infants, toddlers, preschoolers, etc.) and examine child development theoretical perspectives through the chosen lens. Students will sign up for these roles in the Amvonet/Moodle space. The means of representation (how you demonstrate what you have learned) are largely based upon how you feel you can best share that information, though a written component with citations must be included. In the second portion of the assignment (with a staggered, separate due date), students will work together in a group to provide a written review (again, the means of representation may vary), combining what they have learned. The review will focus on the relevancy or non-relevancy of various perspectives for the age group that had been reviewed. Attention will be paid to each theory's utility for planning and revising instruction, and will be based upon a consensus from team members and a review of the literature.

Purpose: When planning instruction, individual and groups of children's needs must be assessed, sorted and sequenced prior to instruction. Sorting and sequencing children's skills as well as determining patterns and trends among the group helps the teacher to implement a tiered model of service delivery. ECIS graduates should have extensive knowledge regarding the theoretical perspectives, the interrelatedness of domains of development, and typical/atypical development in order to individualize children's learning.

Brief Description: Each student is required to gather information on at least one theoretical perspective in their assigned age group. Students will combine their information into one group presentation to share their findings with the class.

DIRECTIONS

Challenge (in brief)

- Take on a role (see team member options below)
- Create an individual review of common theoretical perspectives from the perspective of assigned role and the relevant age group.
- Create a combined written review of the age group that include recommendations for use (or non-use) for planning and revising instruction based upon a consensus of each team members' perspective and review of the literature

Members

- Theorist - What is the larger theory or the theories that underly the pertinent theories and what are the implications for practices? Is the theory widely accepted in ECI and/or for children with atypical developmental patterns?
 - Researcher - What is the evidence base for using the theories constructs? Has it been validated for given population and purposes? Focus on Treatment validity.
 - Family member – Do the theories chosen have social validity? How are they applicable to families?
 - Interventionist – How do the theories concur or not concur with current recommended practices? Is the theory considered relevant in today's society? Why or why not?
 - School Psychologist (psychometrician) – Do the theories have documented validity and reliability? Is the theory biased, particularly toward children with diverse abilities?
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- As a group, discuss implications for current practices. How does the relevant or not so relevant theoretical perspectives view atypical development? How could the underpinnings of the theoretical perspective(s) be implemented when sorting and sequencing skills for all children? Share the results in the media form of your choice (i.e., PowerPoint, optional live session, wiki page development, etc.)

Product Three: Culminating Project

Points: 50 Points

Due Date: 12/06/10 at noon

Culminating Project: This assignment is also two-pronged. The first portion of this project involves observing a child in their natural environment. A curriculum-based assessment may need to be used to ensure accuracy and depth of observations. Students may work individually or in groups. The first piece that will be submitted is documentation of the observation. The second part of the assignment involves analyzing the observation/assessment information and interpreting that information, including making suggestions for the child's instructional needs. Once more, multiple means of representation are acceptable, as long as a written component is included.

Purpose

The purpose of the project is to allow students to explore the developmental, pedagogical, and logical order of development specifically related to the scope and sequence element of the curriculum framework.

General Overview

- Select an age group and a case child-may be one from videos or one from your current settings.

- Collect and document typical information for the given child. You may need to choose a CBA and conduct if you do not have the information.

- Submit documentation (assessment information); submit findings (answers to questions below), supply resources and references, and evaluate resources (may use a graphic organizer). *Resources will include a CBA or other system used to collect observational data.*

Students may work in pairs; however, division of labor should be highly collaborative and visible.

1. Collect observational data (may need to select and use a CBA)

2. Summarize (first determine and evaluate whether you have enough information – enough SCOPE and enough SEQUENCE)...so you might need to critique the CBA that was used in your Case study

§ Analyze

- Trends
- Patterns (emphasize patterns related to sequence)
- Interpret by sorting child's need

3. What common concepts and skills are to be covered/taught/addressed?

- –*State standards*
- –*Federal outcomes*
- –*Big Ideas*
- –*Items from an assessment*

4. Is another related skill/concept related to the child's need

- Desired concepts and skills that are emerging (stalled but not missing)
- Concurrent skill/concepts
- Means of expression
- Verbal
- Non-verbal
- Components or portions of the larger concept or skill are missing
- Has some of the desired responses but is not as sophisticated as one would expect for age and context

5. Are there concepts and skills which are keeping the child from *accessing, participating, and making progress* in the general curriculum/daily activities?

- –Barriers/Underlying issues
- –Missing prerequisite or foundational skills

•Examples

- a. –Barriers, underlying issues or concerns (e.g., behaviors that get in the way of a child achieving a particular objective or developmental milestone, such as challenging behavior, quality of movement, intensity of action, another language, etc.)
- b. –Foundational or prerequisite behaviors (e.g., behaviors needed to achieve a particular objective or developmental milestone such as joint attention, imitation, vocalizations, manipulation of objects, functional use of objects, etc.)

6. List and evaluate the resources you used in order to make your decisions. (May be completed through a graphic organizer)

General Requirements:

Select a child (may be a child whom you are currently working with or may be a child whom you have assessed for another class or through an educational experience). You must be able to have and/or collect enough information to fully develop the assignment (if you are having difficulties, please contact the instructor and I will help you).

- Collect and document typical information for the given child. You may need to choose a CBA and conduct if you do not have the information.
- Submit documentation (assessment information); submit findings (answers to questions below), supply resources and references, and evaluate resources (may use a graphic organizer).

*******Assignment can be fulfilled through multiple means of representation. Does not have to be a paper but can be. A rubric for the assignment will be posted.***