

George Mason University
Graduate School of Education and Human Development
Early Childhood Program-UTEEM

UNDERSTANDING DIVERSE YOUNG LEARNERS (BIRTH - AGE 3):
Universality and Diversity in Child and Family Development

EDUT 521 (3 Credits)
COURSE SYLLABUS
Spring 2005

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Before and After Class

Course Purpose and Relationship to Program:

This course is offered as one of the strands in the Unified Transformative Early Education Model (UTEEM), a teacher training model providing an integrated approach to preparing teachers to work with culturally, linguistically, and ability diverse young children, their families and their community. Teachers are prepared to work with young children with diverse learning needs in a variety of inclusive community settings. This strand is offered in conjunction with three other courses linked to a full-time field placement with diverse young children. This course enables them to continue their study of development and to increase their skills as observers and interpreters of the behavior of very young children as it is seen in family and community contexts.

Course Description and Format:

This course provides students with knowledge of the development of infants and toddlers in family/cultural contexts. Students will explore the role of the family, community, and the early childhood educator in providing frameworks for understanding and interpreting behavior of children birth through age three. Students will examine the research on overall development and, in particular, the role of attachment on the development of socio-emotional well being. Students will discuss the factors that place infants and toddlers at developmental risks and examine the means for preventing some of these risk factors. They will learn about various disabilities and about the ways in which risk factors and disabilities affect the functional capacities of very young children. Students will explore issues of social justice as they impact the family and community. An appreciation of the critical role of families and culture in supporting the development of infants and children and overcoming societal and personal challenges will be integrated throughout the course. Students will be given the opportunity to explore their own early development and the effects it has on their work with young children.

This class will meet for seven days, approximately every other week over the course of the semester. This enables students to continuously link their internship experiences with the knowledge they are acquiring in the classroom. The course is structured as a seminar and active participation is expected of all students. Activities will include small group discussions and presentations, whole class sharing, and reflection through journaling and quick writes. Students are expected to utilize their course readings during class sessions to respond to questions and engage in productive learning and to integrate course readings and class information into their written assignments to demonstrate content knowledge. In addition, as a member of a group, students will plan and lead a seminar on a topic pertinent to the early care and education of very young diverse children and their families. It is expected that the group presentation will contribute to their understanding of the key theories, research, and practices related to the overall development of very young children and their families. Guests, films, and other experiential learning activities will be included in the seminar to facilitate student learning.

Overall Student Outcomes:

At the completion of this course, students will be able to:

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At the completion of this course, students will be able to:

1. Describe and critically examine the major theories, constructs, and research related to development as they apply to the lives of culturally, linguistically, and ability diverse infants and toddlers and their families.
2. Examine the transactional nature of overall development of infants and toddlers in the context of the family, community, socioeconomic conditions, and culture.
3. Demonstrate knowledge of the developmental process of parenting during the infant-toddler period of child development.
4. Understand the role of culture in child-rearing practices and its role in describing and making meaning of the behavior of infants and toddlers.
5. Identify typical developmental milestones of diverse children from the prenatal period to age three and their cultural variations.
6. Observe and describe overall development, including the social emotional domain, as it occurs in natural environments and through play.
7. Identify environmental and biological/physical/medical at risk factors that can contribute to possible developmental risk and atypical development across domains.
8. Discuss the etiology of major disabilities and demonstrate the skill to select culturally and linguistically appropriate resources to use with diverse families and their very young children.
9. Identify culturally and linguistically responsive and research-based professional practices that facilitate development in various domains and promote family-centered practices in natural environments.
10. Plan and present a professional development session for adult learners on developmental issues that impact diverse infants and toddlers and support family-centered practices.
11. Provide critical and constructive feedback to peers on issues related to development

and diversity.

12. Demonstrate the professional knowledge, skills, and dispositions, understandings of social justice issues, and the use of critical reflection in the work with culturally, linguistically, and ability diverse infants and toddlers and their families.

Relationship to Professional Standards:

This course is aligned with the following integrated standards of the Council For Exceptional Children and National Association for the Education of Young Children.

- Human growth and development (birth through adolescence):
 - Demonstrate an understanding of the physical, social emotional, and intellectual development of children and the ability to use this understanding in guiding learning experiences;
 - Demonstrate an understanding of the nature and characteristics of major disabling and at-risk conditions, including social-emotional development issues;
 - Demonstrate an understanding that children's development occurs in the sociocultural context of family and community;
 - Develop an understanding of medical aspects of young children with disabling and at-risk conditions and the management of neurodevelopmental and motor disabilities, including emergency care and the role of health care professionals in the lives of individuals with disabilities;
 - Develop an understanding of the theories and techniques of family-centered intervention, including the role of culture, language, and disability;
 - Develop an understanding of the role that economic, social, racial, ethnic, religious, physical, and mental factors may play on development issues related to but not limited to attention deficit disorders, substance abuse, child abuse, and family disruptions;
 - Develop an understanding of the linguistic, sociological, cultural, cognitive, and psychological basis of language and literacy development;

Required Texts:

American Psychological Association. Publication manual of the American Psychological Association.

Batshaw, M.L. (2001) *When your child has a disability*. Baltimore, MD: Paul H. Brookes. ISBN: 1557664722

Brazelton, B. T & B. G. Cramer. *Earliest Relationship: Parents, Infants, and the Drama of Early attachment*. Perseus Publishing. ISBN: 0201567644

Gowen, J. W. & Nebrig, J. B. (2002). *Enhancing early emotional development*. Baltimore, MD: Paul H. Brookes. ISBN: 1-55766531-1 (Book also used in Curriculum class)

Shonkoff, J. P. & Phillips, D. A. (2000). *Neurons to neighborhoods: The science of early childhood development*. Washington, DV: National Academy Press. ISBN: 0309069882.
Continued from Fall semester

Trawick-Smith, J. (1997). *Early childhood development: A multicultural*

perspective. Upper Saddle River, NJ: Prentice Hall. ISBN: 0-13-046576-3.
Continued from Fall semester.

Required Readings on Reserve

Galinsky, E. (1987). *The six stages of parenthood*. Reading, MA: Persus Books.

Recommended Texts:

Bowley, J. (1969). *Attachment. Volume I*. New York: Basic Books. ISBN: 0465005438

Small, M. (1997). *Our babies ourselves: How biology and culture shape the way we parent*. New York: Anchor Books. ISBN: 0385483627

Sterling Honig, (2002) A. *Secure Relationships: Nurturing Infant/Toddler Attachment in Early Care Settings*. Washington, DC: NAEYC. ISBN: 1928896030

Course Requirements, Performance-based Assessment, and Evaluation Criteria:

1. Blackboard Discussions on Development (10%)

Students will be required to log-on to the blackboard discussion. They are expected to describe their observations of young children's development and the social justice issues impacting development, pose their questions and concerns, and participate in on-going discussions linked to readings and understandings of development. Students will be graded for participation, information and content shared as well as responsiveness to peers in the small group discussions. General guidelines for the discussion are provided below. More details for the format will be provided in class. All students must obtain and use an electronic mail account with access to the Internet. GMU makes such accounts available and provides training at no cost to the student.

Evaluation Criteria: Rubrics used to evaluate presentations and written assignments are developed directly from assignment descriptions found in syllabus. Rubric can be found as an attachment. **(Outcome 1, 2, 4, 5, 6, 9, 11, 12)**

2. Group Observation (20%)

This assignment involves 2-3 team members observing one child. The focus of this observation will be on children's play skills, behavior, and overall development. In addition, you are to share in class a specific issue that helped you better understand the transactional nature of development.

Evaluation Criteria: Rubrics used to evaluate written assignments are developed directly from assignment descriptions found in syllabus. The grading checklist/rubric for this assignment is found in the assessment packet. Additional criteria for written assignments is included in the following section **(Outcome 1, 2, 5, 6)**

3. Autobiography (10%)

4. Tell your birth story. This paper will help you consider your own family and cultural influences on childrearing practices and beliefs. Encourage relatives, siblings, friends to help you gather a full birth story including gathering the stories that describe your parents' understanding of their roles, family and community beliefs about raising infants

and toddlers, the role of extended family, and other issues that may have impacted your birth such as immigration or loss. Use Gowen & Nebrig as a resource to help you explore your family story.

Evaluation Criteria: Rubrics used to evaluate presentations and written assignments are developed directly from assignment descriptions found in syllabus. Rubric can be found as an attachment. Additional criteria for written assignments are included in the following section. **(Outcome 2, 3, 4, 12)**

NOTE: This is one of a three part assignment considered as the major Performance-Based Assessment for this course.

5. Cultural Research Paper (20%)

The purpose of this paper is to develop a research-based understanding of development and child rearing practices and the impact of culture. Identify a culture other than your own that you want to examine more in-depth. Write a research paper that is both reflective of the culture you have chosen and integrates all reviewed topics within child development. The paper should synthesize the cultural influences and beliefs as it relates to child rearing practices and development. In addition, describe how you gained first hand knowledge from your family and how their insight compared/contrasted to the research literature. Also address how you would advocate for families from this cultural group in an early care and education setting.

Evaluation Criteria: Rubrics used to evaluate written assignments are developed directly from assignment descriptions found in syllabus. The grading checklist/rubric for this assignment is found in the assessment packet. Additional criteria for written assignments are included in the following section. **(Outcome 1, 2, 4, 5, 9, 12)**

NOTE: This is one of a three part assignment considered as the major Performance-Based Assessment for this course.

6. Autobiographical/Cultural Reflection (5 %)

After the completion of all other assignments, reflect and consider how an understanding of your own cultural background influences your understanding of other cultures. Think about all of the course discussions, readings, and assignments, as well as your journal entries, as you reflect upon the influence of culture on development and childrearing practices. Examine your own thoughts about culture and development and how these may have changed or evolved over the semester. Also, discuss how your own cultural influences and beliefs and your understanding of the impact of social justice on diverse young children and their families affect your teaching practices and interactions with children and families.

Evaluation Criteria: Rubrics used to evaluate written assignments are developed directly from assignment descriptions found in syllabus. The grading checklist/rubric for this assignment is found in the assessment packet. Additional criteria for written assignments are included in the following section.

NOTE: This is one of a three part assignment considered as the major Performance-Based Assessment for this course.

7. Group Presentation of Family-Practitioner Information Project (25%)

In small groups, research your assigned topic and plan and implement an interactive, hands-on, and creative one (1) hour presentation. Obtain information about this topic and about available resources that you might use as an early interventionist/educator. Develop a presentation that will explain the nature of the disability, risk factors, or issue, how it affects children's development, and ideas/resources for professionals working with children with this special need/issue. Present a display of resource materials you received/collected on your topic, as well as information related to your experiences in contacting/talking/visiting with agencies while preparing your information file. **In addition, as an individual**, you will include your own reflection of the project, focusing on your thoughts on researching and accessing materials, and reflections of the impact this topic had on you. You will also provide reflection on the group process, and your participation as a group member.

Evaluation Criteria: Rubrics used to evaluate presentations and written assignments are developed directly from assignment descriptions found in syllabus. The rubric for this presentation can be found in the assessment packet. Additional criteria for written assignments are included in the following section. (**Outcome 1, 2, 3, 7, 8, 9, 10**)

8. Preparation for and participation in class (10%)

Students are expected to attend all class sessions (unless prior arrangements have been made with the instructors). They will be prepared for class by completing all assigned readings and actively participating in all small and large group discussions and activities. All assignments are expected to be submitted on time. Modifications needed due to disabilities or special circumstances to meet course requirements as outlined in syllabus must be discussed with instructor. Students are expected to become familiar with Blackboard. Blackboard is an online resource that will be used throughout the semester. To access Blackboard-GSE enter the URL <http://blackboard.gmu.edu> into your browser location field.

Evaluation Criteria: evidence of comments directly related to the readings, critical reflection of own assumptions, regular and thoughtful participation in in-class discussions and experiential learning activities, and sharing of observations and learnings connected to experiences with children, families, community and internship site.

Outcome 1,2, 3, 9)

Criteria for Evaluation of Written Assignments

- All written assignments will be evaluated for content and presentation as graduate-level writing. The American Psychological Association (APA) style (5th edition) will be followed for all written work. Portions of the APA manual appear at the Style Manuals link on the GMU library web guide at <http://library.gmu.edu/resources/edu/>.

All written assignments must be completed on a word processor and should be proofread carefully. The University Writing Center (Robinson A114) 703-993-1200 is a free writing resource open to all GMU students, including graduate students. The Writing Center offers individual, group, and online tutoring sessions in a comfortable, supportive. The English Language Institute also offers help to graduate students who are second language learners.

Expectations

- Present ideas in a clear, concise, and organized manner. Remember that longer is not necessarily better.
- Develop points coherently and thoroughly. Ensure that points are clearly linked to topic.
- Refer to appropriate readings, studies, and examples to document and support your statements. Citations must adhere to APA guidelines. Avoid judgmental statements.
- Use correct capitalization, punctuation, spelling, and grammar.

Grading Scale:

A	95-100	B+	87-89	C	70-79
A-	90-94	B	84-86	F	below 70
		B-	80-83		

College of Education and Human Development (CEHD) Statement of Expectations:

The CEHD expects that all students abide by the following:

- Students are expected to exhibit professional behavior in class and at internship sites, with professors, peers, families, community members, guest presenters, and with the children.
- **The Virginia Department of Education and the National Council for Accreditation of Teacher Education** promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community.
- The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:
 - Commitment to the profession
 - Commitment to honoring professional ethical standards
 - Commitment to key elements of professional practice
 - Commitment to being a member of a learning community
 - Commitment to democratic values and social justiceSee page 8 for a detailed listing of the dispositions promoted by CEHD.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Graduate School of Education
Dispositions for Students in Teacher Education

- **Commitment to the profession**
 - Promoting exemplary practice
 - Excellence in teaching and learning
 - Advancing the profession
 - Engagement in partnerships
 - **Commitment to honoring professional ethical standards**
 - Fairness
 - Honesty
 - Integrity
 - Trustworthiness
 - Confidentiality
 - Respect for colleagues and students
 - **Commitment to key elements of professional practice**
 - Belief that all individuals have the potential for growth and learning
 - Persistence in helping individuals succeed
 - High standards
 - Safe and supportive learning environments
 - Systematic planning
 - Intrinsic motivation
 - Reciprocal, active learning
 - Continuous, integrated assessment
 - Critical thinking
 - Thoughtful, responsive listening
 - Active, supportive interactions
 - Technology-supported learning
 - Research-based practice
 - Respect for diverse talents, abilities, and perspectives
- Authentic and relevant learning
- **Commitment to being a member of a learning community**
 - Professional dialogue
 - Self-improvement
 - Collective improvement
 - Reflective practice
 - Responsibility
 - Flexibility
 - Collaboration
 - Continuous, lifelong learning
 - **Commitment to democratic values and social justice**
 - Understanding systemic issues that prevent full participation
 - Awareness of practices that sustain unequal treatment or unequal voice
 - Advocate for practices that promote equity and access
 - Respects the opinion and dignity of others
 - Sensitive to community and cultural norms
 - Appreciates and integrates multiple perspectives

Proposed Course Schedule

<i>Date</i>	<i>Topic, Learning Experiences, Readings & Assignments</i>
Jan. 25	UTEEM Orientation: 9- 4:00 PM. NCBI Workshop, Johnson Center Rm G. Workshop facilitated by Barbara Davis, Dennis Webster and members of

Cohort 9

Jan 26 1: 00 PM – 4:00 PM UTEEM Orientation, Johnson Center Rooms G. Beginning a journey of critically reflective practice surrounding the sensitive issues of self-identity, race, culture, and ethnicity related to Plaus' *Understanding Prejudice*.

8:00-10:00 PM, *Open the Doors, Virginia*, a play about Brown vs Topeka.

Jan 27 10: 00- 4:00 PM, UTEEM Orientation SUB II. Brown vs Topeka and the role of race in today's early care and educational settings.

Feb 4 Own Cultural Influences: Understanding self; learning/interaction style; "ghosts in the nursery" or own perception of children; and overview of Course Syllabus

Video: *The First Years Last Forever*

Feb 15 The Adult-Child Dyad: Pregnancy/Childbirth and Culture; Newborn babies-reflexes, crying; Role of Culture: Childrearing practices, biology and culture, parenting/ caregiving

Selection of Group Project Topics: Early Brain Development, Maternal Depression and Other Risk Factors, Premature and Medically Fragile Infants and Toddlers, and Play & Floortime

Visit With: Librarian & Writing Center

Guest Speaker: Birth Story

Video: *Contrasting Perspectives*

Reading: Trawick-Smith, Part 2, Ch 4-5
Shonkoff

DUE: Journal Entry on Visualization of Infancy and Toddlerhood

Mar 1 Socio-emotional Development: Attachment, Infant Mental Health and Family Systems, Earliest Relationship and emotional development, Temperament, Play

Group Presentation: Play & Floortime

Guest Speaker: *Judy Martens, Attachment/Infant Mental Health Specialist*

Video: *Getting in Tune: Creating Nurturing Relationships with Infants and toddlers*

Reading: Brazelton & Cramer.
Trawick-Smith, Part 2, Ch 9
Shonkoff

DUE: Autobiography, including Birth Story

- Mar 15 ***SPRING BREAK: NO CLASS***
Please note: You are entitled to only one week of spring break during the semester. If your site takes a formal spring break at another time, you are to go to your site this week.
- Mar 22 Typical Development: Physical growth and motor development; Brain development and play; Cognition and culture, Poverty
- Group Presentation:** Early Brain Development & Play
Reading: Trawick, Part 2, Ch 6-7
Shonkoff
- DUE: Bring and Share Research Articles from Library Search and Draft Outline of Paper**
- Mar29 ***NO CLASS-FULL TIME INTERNSHIP***
-Apr 22
- Apr 26 Atypical Development: Getting the diagnosis; Growing up with a disability; Nutrition and Feeding, Motor development; Positioning, Disability and culture.
- Guest Speaker:** *Physical Therapist*
Group Presentation: Premature and Medically Fragile Infants and Toddlers
Reading: Batshaw, Ch 3, 6-8
Young Exceptional Children, Summer 2001, p. 2-9
Shonkoff
- DUE: Group Observation of Infant-Toddler**
- May 3 Working with Vulnerable Families; Homelessness, Poverty, Mental health; Understanding Sociohistorical context & impact on development
- Guest Speaker:** Fairfax County, Child Welfare/Foster Care
Group Presentation: Maternal Depression and Other Risk Factors and
Reading: Gowen & Nebrig (From Curriculum class)
Shonkoff
- DUE: Cultural Research Paper & Sharing in Class**
- May 11-12 Family Stories
- DUE: Autobiographical/Cultural Reflection**

May 13 Program Evaluation/Reflections

DESCRIPTION OF ASSIGNMENTS

1. Blackboard Discussions

10 points

The purpose of these assignments is to promote reflection, dialogue and sharing among students. Students will be required to log-on to the blackboard discussion to respond to readings, provide ideas, and participate in on-going discussions. General guidelines for the discussion are provided in assessment packet, more details for the format will be provided in class. Students will be graded for their own participation, in terms of information and content, as well as their responsiveness to peers in the small group discussions.

- Developmental Red Flags and Activities (whole class posting)

As part of our discussion on developmental domains, you will need to identify developmental red flags, and activities which would help to facilitate development for **one** area of development discussed (cognitive development, social/emotional development, or motor development). You will be expected to post these prior or immediately after the class session the topic will be discussed. (3 points)

- Self Regulation/Behavior and/or Issues of Attachment/Social Emotional Well-Being (small group discussion)

Each student will be assigned to a small group to participate in an on-going discussion via Blackboard. Students will be expected to participate in dialogue regarding children's self-regulation and socio-emotional well-being. Students will share observed behaviors, and each group will discuss specific developmental and cultural factors and social justice issues that may be impacting children's behavior. Students will also consider various intervention strategies, specifically linked to developmental issues. You will be graded based on your own postings, as well as your participation and responses in the group format. You must provide evidence of links to your readings, especially of Shonkoff, during your discussion. (7 points)

DUE: Ongoing

2. Group Observation

20 Points

As part of a small group, you will observe an infant or toddler at a site of your choosing. You are expected to observe a child and describe their overall development. You must address their cognitive, motor, social/emotional development, including their play with toys and families/caregivers. You are expected to write an individual paper, but are expected to discuss your observations and links to the research with each other when you debrief on your observation. As part of your paper, you are to include your personal reflections on how your group experience affected your understanding of development. Also include activity ideas/recommendations for each observed area of development. The specific format for the observation and paper will be discussed in class. Use Trawick, Shonkoff, Brazelton, Gowen & Nebrig, Batshaw, and other readings to help you

understand your observations.

DUE: April 26, 2005

3. Cultural Influences and Development

(a) Autobiography

10 points

This paper will help you consider your own family and cultural influences on childrearing practices and beliefs. Tell your birth story, but also explore your sociohistorical-cultural context. Encourage relatives, siblings, friends to help you gather a full birth story including gathering the stories that describe your parents' understanding of their roles, family and community beliefs about raising infants and toddlers, the role of extended family, and other social, historical, political, economical issues that may have impacted your birth and early years of development such as immigration or loss/trauma. Find family and community members who can help you reconstruct the social, political, cultural, economic, and historical context when you were born. Ask "what was it like in "those" days?" What was going on in the country? How did it affect the family? Explore your grandparents' sociohistorical context. Think back to your earliest memories, and what you have been told about your birth and how you were as an infant/toddler. Also, consider your impressions of how babies and children are treated in your family today. Write a description of how various childrearing and developmental issues, including the various roles played by family members, are practiced in your family and community based on cultural and family beliefs, gender roles, routines and rituals. Reflect on issues of social justice that may have impacted your family and community. Consider also how emotion and care was demonstrated to young children in your family and by whom. Use Gowen & Nebrig, Brazelton & Cramer, Trawick-Smith as a resources to help you explore your family story.

Due: March 1, 2005

(b) Cultural Research Paper

20 points

The purpose of this paper is to develop a research-based understanding of development and child rearing practices and the impact of culture.

Identify a culture other than your own that you want to examine more in-depth. Ideally, this is the culture of your focus child and family, as well as the culture you are studying for the other strands. Write a research paper that is both reflective of the culture you have chosen and integrates all reviewed topics within child development, including language and literacy development. The paper should synthesize the cultural influences and beliefs as it relates to child rearing practices and development. In particular, you will consider issues related to:

feeding, sleeping, and toileting behaviors

temperament and attachment
developmental domains and issues
language and literacy development
views of disability
family influences and factors
historical, political, and social cultural context
social justice issues
behavior & guidance/discipline

The cultural research paper should incorporate and synthesize the child development research studies related to this cultural group and also address the cultural community's unique childrearing practices. In addition, describe in a separate section how you gained first hand knowledge from your family and how their insight compared/contrasted to the research literature. Also address how you would advocate for families from this cultural group in an early care and education setting.

Use your course readings and information, as well as information from your own research. Incorporate at least **FIVE RESEARCH BASED JOURNAL ARTICLES** as part of your comparisons, examples and/or references. Follow APA guidelines.

Due: May 3, 2005

(c) Autobiographical/Cultural Reflection

5 points

After the completion of all other assignments, reflect and consider how an understanding of your own cultural background influences your understanding of other cultures. Think about all of the course discussions, readings, and assignments, as well as your journal entries, as you reflect upon the influence of culture on development and childrearing practices. Examine your own thoughts about culture and development and how these may have changed or evolved over the semester. Also, discuss how your own cultural influences and beliefs and your understanding of the impact of social justice on diverse young children and their families affect your teaching practices and interactions with children and families. Be specific in describing examples of how your understanding of the role of culture, social justice, own cultural upbringing, societal cultural beliefs and practices has, and will continue to, influence you as an early educator/interventionist and advocate. What concerns do you still have? What else would you like to know and learn? What will you do to continue growing and reflecting in this area to help you as a teacher?

DUE: May 11, 2005

4. Group Presentation of Family-Practitioner Information Project:

25 points

Working in small groups, research your assigned topic and plan and implement an interactive, hands-on, and creative one (1) hour presentation. Obtain information about this topic and about available resources that you might use as an early interventionist/educator. Schedule a meeting with the instructor **before** beginning your research to discuss the focus of your topic and presentation.

You should develop a presentation that will explain the nature of the disability, risk factors, or issue, how it affects children's development, and ideas/resources for professionals working with children with this special need/issue.

The purpose of your class presentation will be to inform your classmates about the topic. Consider what they need to know, as professionals, about this issue. Prepare a handout that will be of use to them in their future work with young children.

Your group presentation should include: (1) an overview/description and research related to the topic; (2) the impact on a child and family's development; (3) cultural views and influences related to the topic; and (4) information for professionals to work with the child. You should provide a handout to your classmates, which includes (at a minimum): (1) a description of the disability/special need or issue; (2) practical information for working with children; (3) information related to cultural issues and variations; and (4) a listing of resources/references. Be creative in presenting this information to the class.

You must bring any sample brochures or other resource materials you received/collected on your topic, as well as information related to your experiences in contacting/talking/visiting with agencies while preparing your information file. **Be sure to contact agencies and organizations early in the semester to allow time for items to be mailed.**

Due: Ongoing (20 points)

In addition, as an individual, you will include your own reflection of the project, focusing on your thoughts on researching and accessing materials, and reflections of the impact this topic had on you. You will also provide reflection on the group process, and your participation as a group member. Submit this reflection **on the following class session** after your presentation.

Due: One Class Session after Presentation, Ongoing (5 points)