The goal of this quarter course is to introduce participants to the concepts of risk and resiliency in the context of children’s developing lives and schooling. Through readings, class discussions and experiences, issues such as substance abuse, violence, sexuality, depression, and media influences will be examined. Participants will also be introduced to remedies that include systemic, curricular, and instructional perspectives.

Course Expectations:

**Attendance and class participation (30%)**: The core of this course is class participation. If, for some reason, you will be unable to attend a class, please notify me ASAP via e-mail. You will be responsible for a reflective summary of all the readings for the class you miss. The summary must be turned in at the beginning of the next class if credit is expected.

**Journals (20%)**: Each week you will write a reflective e-journal entry about a self selected discussion, activity or reading. The journal entry will address the following three questions: What was said? What was unsaid? In what ways might this affect you as a teacher?

**Final Project (50%)**: With other members of the class, select a risk behavior you wish to explore in depth. The final project consists of three distinct, yet inter-related portions: 1. A proposal that identifies a risk area and presents a rational for further investigation and remediation, 2. An in-depth description of the risk area that includes a description, data, impact on education, previous attempts to remediate, and current thoughts about remediation; and 3. A well thought out and documented remedy. Your project must be supported by no less than 20 references.


Additional articles as assigned.
Week 1 (9/29): Introduction to the Course: Developmental Theories; Risk and Resiliency; Curriculum Commonplaces. (1,2,6,8)

Rutter, M. (1989, Pathways from childhood to adult Life.
Werner, E. (1998), Children of the garden
Scales, P. (1999) Great places to learn 5-63
Berk: Chap. 1

Week 2 (10/6): Elementary Physical Development. Brain Based Teaching: The Connection between Emotions and Learning. (6C, 9C)

**Proposals due tonight

Kohn, A. (1996), What to look for in a classroom
Fay, J. (1999), Rebuild the foundation for achievement
Berk: Chap. 8

Week 3 (10/13): Elementary Cognitive Development. MI Theory, 4-MAT (8B, 9, 9 D)

Gardner, H. (1999). The disciplined mind Ch. 4
Jensen, E. Teaching with the brain in mind Ch. 8
Berk: Chap. 9

Week 4 (10/20): Elementary Social/Emotional Development. ATOD, Referral processes. (6C, 9G)

Russac, R & Weaver, S. (1994), Fine-tuning the prevention message
Berk: Chap. 10
(9B, 9C, 9G)  
**Risk Factor Literature Review due tonight**

Fennimore, B. (1996), Equity is not an option in public education.  
Anym, J. (1981), Social class and school knowledge.  
Banks, J. Integrating the curriculum with ethnic Content: Approaches and guidelines.  
Berk: Chap 11  

Week 6 (11/3):  Middle School Cognitive Development: Attachment  
(8B, 9A, 9D, 9J)  

Tiberius, R: The why of teacher/student relationships.  
Berk. Chap. 12  

Week 7 (11/10):  Middle School Social and Emotional Development. Bullying and Teasing, Violence in Schools  
(6C, 6D, 6 H)  

Garbarino, J. (1999). Lost boys: why our sons turn to violence and how we can save them.  
Slaby, R. Preventing youth violence through research guided intervention.  
School Safety Update (2001). Breaking the code
of silence.
The problem of juvenile bullying.
Hostile Hallways: AAUW survey on sexual
harassment in American schools- key
findings.

Week 8 (11/17)  High School Physical Development: Media Influences
(9C, 9G, 9H)

statement: Media violence.
and self-reported hostility in adolescents.
representation of gender-role stereotypes.
Shifrin, D. (1998) 3 year study documents nature
of T.V. violence.
Berk. Chap. 14

Week 9 (11/24)  High School Cognitive Development: Gender, Sexuality
Relational Development.
(8B, 9D, 9E)
** School-Based Remedy due tonight

at the schoolroom door.
Tatar, M. (2001). Teachers’ perceptions of their
students’ gender roles.
Ophelia: Rethinking questions of gender and
power in school.
Resilient: Strategies to help gay and lesbian
adolescents.
Berk: Chap. 15.
Week 10 (12/1)  High School Social and Emotional Development:  
Development of self; depression and suicide;  
SAP models.  
(6C, 8B)

McConville, B. Depression and suicide in  
Children and adolescents.  
suicidal behavior during adolescence.  
Youth in community settings: Personal  
Challenges and mental health problems  
Likona, T. The neglected heart.  
-----What is depression  
Berk. Chap. 16.

Week 11 (12/8)  Program Colloquium  
(1, 2, 6, 8A, 9, 15)  
***Complete Final Project due tonight
Proposals will be due on October 6
One page maximum (based upon your current knowledge)
Identify a risk factor: clearly defined, narrow enough to investigate
develop a remedy within the time frame of the term.
Rationale: a statement of your current understanding of 1. why this
topic is of interest to you, and 2. what impact might this risk
e factor have upon teaching/learning

Section One: Risk Factor (based upon research) due October 27 5-10 pages
This is an in-depth description of your topic that will address:
Expanded definition: behavior, etiology of risk and protective
factors. How long has this topic been a concern
educators?
Optimal Development: Situate this along the developmental
continua for social/emotional, cognitive, and physical
development
Impact: extent of the problem, signs and symptoms typically
seen in the classroom, demographics, impact on learning
and development.
Practice: In what ways has education addressed this topic to
reduce the risk factors and/or increase the protective
factors?
Gaps: What do you think has not been tried? What’s gone
missing?
Statement: A short statement of your proposed remedy

Section Two: Remedy (also based upon research) 8-10 pages First draft
due November 24: Final edited paper due December 8. Must present a
program/intervention with multiple sessions that will occur over time. This
section will address:
Introduction: Overall expected outcomes, targeted group
Obj/Activities: Program outline; sessions, activities connected
to the role of the teacher, student, community
Evaluation: Methods used to assess your program and whether
it achieved your stated outcomes

Abstract 100-150 words brief summary of the project. Due with edited full
project on December 8.
PROJECT ASSESSMENT TEMPLATE

Topic

Team Members

<table>
<thead>
<tr>
<th>Person responsible:</th>
<th>Assessment</th>
</tr>
</thead>
</table>

**LIT REV**


Risk Factor

Impact

Current Practice

Gaps

**REMEDY**

Introduction

Plan:

- Goals/obj.
- Activities
- Evaluation

**PROJECT ABSTRACT**

**REFERENCES**