

TEACH ED 329
Early Adolescent Development and Intervention
Fall 2010
Thursday 4:00-6:50
303 Annenberg Hall

Instructor: Lisa Barbe, M.Ed.
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Course description

This course will focus on the interaction and interdependence of physical well-being, mental and emotional health, and the surrounding social environment of middle school students. We will discuss the developmental characteristics of early adolescents and the role of the middle school teacher in assessment, coordination and referral of students to health and social services. This course is required for middle school endorsement.

Participation

My preference is to have a dynamic, engaged class. Please be here on time, ready to go. Please turn off your cell phones and limit your internet use to things that are relevant to our class.

Our classroom will be a place where all students will feel welcomed, included, and will be safe from derogatory remarks or gestures about race, religion, sexual orientation, dress, skin color, gender, ability, etc. We will all work to respect and listen to the opinions of others in a non-judgmental and respectful way. If you feel at any time that this is not the case, either because of my behavior or that of your classmates, I hope you will let me know. I try to be aware of what goes on in class, but especially when I am focused on teaching I don't always see, hear, or understand all that transpires. I believe it is crucial that we strive to provide an inclusive learning environment and I hope you will each help me make that a reality in this classroom.

Services for Students with Disabilities

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the office of Services for Students with Disabilities (SSD) at 467-5530 or ssd@northwestern.edu. SSD is located in the basement of Scott Hall. SSD also has an excellent web site, which is viewable at: <http://www.northwestern.edu/disability/>
Any student with a documented disability which the SSD has approved accommodations should contact the instructor at the beginning of the quarter

(preferably within the first two weeks of class) to discuss any special arrangements required. All discussions will remain confidential.

Scholastic Dishonesty

Students in this course are expected to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". All papers submitted for credit in this course must be sent as email attachments as well as delivered in printed form. Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, visit: <http://www.northwestern.edu/uacc/>. If you need a copy of the brochure visit the SESP Student Affairs Office.

Requirements and Grading

- Class attendance and participation count! Come to class every week, prepared. Participate in weekly blackboard discussion responding to follow-up questions posed by the instructor. Blackboard Site for discussion groups: <https://courses.northwestern.edu> (10%)
- Lead a class discussion on one of the assigned articles. Article discussion will be lead by groups of 2 to 3. Each person will submit a one page, thoughtful, summary and personal response to the article on the day you present. (10%)
- Student will research a topic, present the information, propose thoughtful, creative solutions and lead a class discussion on the topic. Topics may be presented with a classmate. (25%)
- Research paper. (25%)
- Final exam. (30%)

Course Packet available at Quartet Copies, 825 Clark St. Readings are also available on-line and links will be provided on blackboard.

Research Paper (5 to 7 pages excluding references).

- 1) Choose a topic that impacts children's lives today. Ideas are provided or you may choose another topic. All research topics must be pre-approved.
- 2) Students may choose the same topic as their presentation or a different topic.
- 3) Locate child development research and knowledge based articles to help you understand this real-world issue or problem. Review at least 3 recent empirical research papers on the topic that are published in peer-reviewed academic journals (publication date must be after 2000).
- 4) Define the issue as it presents in a middle school classroom. Identify the factors that impact the issue and how this issue impacts student development.
- 5) What are responses at the classroom level? At the school or system level?
- 6) Reference page must site the three reference papers you are summarizing.
- 7) Papers are to be done individually.

Schedule

Week 1: September 23

- Introductions
- Review syllabus, course requirements
- Sign up to lead class discussion based on an article

Week 2: September 30

- Developmental Characteristics of Early Adolescents
- The interaction of developmental areas: physical, social, emotional, and cognitive.

Reading: Young Adolescents' Developmental Characteristics. (April 2007), NMSA.

Assignments due

- * Choose classroom discussion topic and sign up for date
- * Submit topic for research paper.

Week 3: October 7

- Societal factors impacting the classroom
 - Multicultural factors
 - Societal and community expectations
 - Socio-Economic Status

Reading:

- Brinegar, K. (2010). "I Feel Like I'm Safe Again:" A Discussion of Middle Grades Organizational Structures from the Perspective of Immigrant Youth and Their Teachers. *RMLE Online: Research in Middle Level Education*. 33(9), 1-14.
- Neal, L. V. I., McCray, A. D., Webb-Johnson, G., & Bridgest, S. T. (2003). The Effects of African American Movement Styles on Teachers' Perceptions and Reactions. *Journal of Special Education*. 37(1), 49-57.

Week 4: October 14

- Identifying risk factors in students
 - Indications of internalized social-emotional difficulties including depression, anxiety, eating disorders

Reading:

- Cash, R. E. (2003). When it Hurts to Be a Teenager. *Principal Leadership Magazine*. 4(2).

- Stemmler, M., & Petersen, A. C. (2005). Gender Differential Influences of Early Adolescent Risk Factors for the Development of Depressive Affect. *Journal of Youth and Adolescence*. 34(3), 175.

Week 5: October 21

- Identifying risk factors in students
 - Indicators of externalized difficulties including drug/alcohol use

Reading:

- Suldo, S. M., & Shaffer, E. J. (2008). Looking beyond Psychopathology: The Dual-Factor Model of Mental Health in Youth. *School Psychology Review*. 37(1), 52-68

Week 6: October 28

- Referral to school based supports: Class-wide responses to social issues and concerns including bullying, cyberbullying,
 - Health and social service interventions within the classroom
 - Building coping strategies and resiliency in students
 - Encouraging healthy lifestyle

Reading:

- Devlin-Scherer, R., & Zaccone, P. R. (2004). Initiating Preservice Education Majors in the Integration of Health Instruction in Middle Schools. *Clearing House*. 77(4), 148.
- Young, A., Hardy, V., Hamilton, C., Biernesser, K., Sun, L.-L., & Niebergall, S. (2009). Empowering Students: Using Data to Transform a Bullying Prevention and Intervention Program. *Professional School Counseling*. 12(6), 413-420.

Week 7: November 4

- Referral to school based supports
 - Health and social services interventions for individual students

Reading:

- Scales, P. C. (2005). Developmental Assets and the Middle School Counselor. *Professional School Counseling*. 9(2), 104-111

Week 8: November 11

- Referral for formal/legal systems in school and out
 - Response to Intervention and Special Education and the teachers role
 - Recognizing signs of neglect/abuse and reporting to DCFS

Reading:

- Miller, N. J. (2008). Pyramid of Interventions: Results of a School Counselor's Action Research Study at One Suburban Middle School. *Georgia School Counselors Association Journal*. 1(1), 16-26.
- Online review – websites to be provided

Week 9: November 18

- So, how do I teach kids reading, writing and math when I have to think about all of this?
- Improving academic performance by fostering physical and emotional health

Reading:

- Adolescent Health, Wellness and Safety. (October 2006), NMSA.
- This We Believe: Keys to Educating Young Adolescents. – chart available online.
- Harvey, V. S. (January, 2007). School-Wide Methods for Fostering Resiliency. *Principal Leadership*. 10-14.

Week 10: December 2

- Catching up
- Review for final

Assignments due: Research papers

December 9 – final exam

Potential topics for paper and/or classroom discussion

**Remember: Topics must be preapproved.*

**Topic choices are due the 2nd week of class.*

- Obesity
- Eating disorders
- Motivation
- Executive functioning
- Resiliency
- Depression
- Anxiety disorders
- Special education
- Gifted education
- Bullying
- Homework
- GLBTQ
- Impact of poverty
- Special education/Response to Intervention
- Victims of violence
- Moral/ethical development
- Racial ethnic differences in education
- Cross cultural comparison -
- Other topic of your interest