

Abuse and Disabilities

Elizabeth Silvey

EDPS 250

Swanson

Introduction

Learning about and advocating for children who suffer mental disabilities and/or have suffered from emotional trauma is something I am extremely interested in. I am a Severe Special Education and am extremely passionate about the field I am entering. Therefore, I have been doing a significant amount of research to show my understanding about INTASC Standard 1 about children with cognitive delays and issues with developing peer relationships.

Intasc 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Developmental Research**Physical Abuse and Cognitive Development**

Physical abuse includes numerous types of assaults. These can include shaking, kicking, biting, punching, or stabbing that cause physical injury. Shockingly, parents commit more than eighty percent of abusive occurrences. When a child experiences child maltreatment it impairs the development of emotional self-regulation, empathy and sympathy, self-concept, social skills, and academic motivation (Berk, 2012). Studies have shown how big of an impact major stress experienced early in life plays on brain development which commonly develops into depression, post-traumatic stress disorder, and other emotional disorders. There is a strong correlation between childhood trauma exposure and the development of cognitive dysfunction in children and whether they later have poor academic achievement. The current research that has been done has shown that there is memory deficits specifically related to childhood trauma exposure. Participants,

in this study, with higher levels of physical neglect showed longer responses of latencies in the Pattern Recognition Memory task. This is a test which that measures long-term memory. The observations through studies support that physical neglect in childhood, leads to difficulties in long- term and working memory later in adulthood (Majer, Nater, Lin, Capuron & Reeves 2010). In 2006, it was shown that a shocking sixteen percent of children were a victim of physical abuse in the United States. The characteristics of the abuse plays a role in how effected the individual will be later in life. These characteristics include the duration, frequency, and the survivors' relationship with the perpetrator. An aspect that makes a victim of physical abuse more resilient includes, social support. Resiliency is extremely important in a victim of physical abuse not develop problems with cognitive development (Wilson & Scarpa 2014).

Instructional Decision

Choosing to become a Severe Special Education major includes that I will come across students with emotional disorders and cognitive delays everyday. How I will help these students will vary from student to student. However, some ideas include, a student getting a sticker for every 30 minutes he/she has appropriate behavior. After 4 stickers the student gets 15 minutes of free time. Also, I will allow small breaks after my lessons throughout the day or after they complete an assignment to play games with their peers. This allows students to catch up if they need to along with students getting peer involvement. Another teaching style I will enforce is, giving incentives throughout the day to reward my students. Whether what the student completed is as big as helping a classmate or small as coming to school for the first time in weeks. It is very important to

enforce positive behavior and show that I am noticing and acknowledging this positive behavior (A.G. 5.5).

Developmental Research

Emotional Abuse and Peer Relationships

The laws in place today in several ways fail to protect youth from common forms of maltreatment from both family and peer relationships. Emotional abuse involves acts of damaging behavior to the behavioral, cognitive, affective, social and physiological functioning of the child. Often times, emotional abuse comes along with other forms of maltreatment, which include sexual and physical abuse. There are indirect forms of emotional maltreatment that are still significant however, not always considered. These include, in research, children witnessing and living with domestic violence. Emotionally abused individuals struggle with becoming close to other people because of the victimization. Victimization is defined as when children become targets of physical and verbal attacks or other types of abuse. Sadly, fifteen to thirty percent of children are frequently victimized (Berk, 2012). Because of this there are different ways that individuals resort to escaping the pain, which include: youth often resorting to drugs, alcohol, street life, suicide, and/or violent crimes. Individuals victimized by their peers in a social or school setting often drops out of school and society (Levesque 1998). Relationally oriented peer victimization includes both relational and reputational victimization. This is a type of victimization that is intended to harm an individual's relationship or reputation. This could include a number of things being manipulation, social exclusion, spreading rumors, or gossiping. Relationally oriented peer victimization is connected with symptoms of anxiety. These symptoms of anxiety fall under the

categories of physiological and social anxiety (Hamilton, Shapero, Stange, Hamlet, Abramson & Alloy, 2013).

Instructional Decision

Emotional abuse is not as easy to pick up on as physical abuse. As a future educator, it is my job to watch and be aware of the signs of emotional abuse. It is important that I do not overlook these signs of emotional abuse or of any abuse for that matter because they may not always be blatantly obvious. A couple of indicators of an emotionally abused child is being withdrawn, being unable to trust, detached, and passive-aggressive. As an educator, it is important to be consistent and predictable to all children and especially to children who emotionally abused. Emotionally abused children have a low self-esteem therefore; positive incentives to help the child know he/she is exceptional are excellent reinforcement. With emotional abuse, it is it is important to inform the student that they are able to communicate with me, being their teacher, and they are not alone. To reinforce this concept it is important to talk to the students with respect and listen to what they have to say both in and out of the classroom. Focusing and reinforcing the student's strengths and personal goals is important, so while getting to know my students individually I will ensure to recognize these things in them and make it known. Also, when an individual has a positive relationship with their peers it improves self-esteem. I plan to reinforce this concept in my classroom by having circle-time. This encourages students to have a period of time where they are all together and engaging in social behavior to build peer relationships. In this time, I will give them each a time to talk about a negative and positive part of their day. Along with, allowing the class to have a forum to discuss classroom issues and upcoming events. (A.G. 2.4)

Developmental Research**Down Syndrome and Peer Relationships**

Research tells that children's ideas and feelings about people with disabilities first develop around preschool and early elementary school years. These ideas are taught from adults, mainly caregivers and teachers. Also, sometimes, experiences settings that have included other children that have disabilities. Research that has taken place in inclusive classrooms has steadily shown that children with disabilities interact with their peers less frequently than children without disabilities (Guralinck 2002). Inclusive classrooms are classrooms in which students with learning difficulties learn together with students learning typically in a general education setting for part or all of the school day. This is designed to help students prepare for participation in society and fight preconceptions against people with disabilities (Berk, 2012). Children who are pre-school age with Down's Syndrome the majority of the time only have relationships with their siblings and friends of their siblings. Shockingly, only one fourth of children with Down Syndrome participate in organized activities while only one-third have no play contacts. Down's Syndrome is the most common chromosomal disorder. Surprisingly, Down's Syndrome occurs in 1 out of 770 live births. It is often called Trisomy 21 because in 95 percent of cases it is caused by the twenty-first pair of chromosomes to separate during meiosis. The results of Down's Syndrome can include mental retardation, memory and speech problems, limited vocabulary, and slow motor development (Berk, 2012). Children with this disability often have trouble initiating social interaction and play. The majority of the time, this stems from adults limiting the amount of social interaction children with Down's Syndrome have and the amount of object play they observe. It is

common that children who have Down's Syndrome often have a lack of task-motivation. This simply means that when tasks become difficult they quit. Therefore, maintaining play can become difficult for children who have Down's Syndrome. This is because even if the willingness to interact socially is there, if they rejected many times by other children this will make it hard for them to continue to want to reach out to others. (Innes & Diamond 1999)

Instructional Decision

While teaching students with Down's Syndrome it is vital to be encouraging and enthusiastic. Having a positive outlook on situations will help my student's to do so as well and to not get frustrated. As a future special educator, I plan on continuously trying to reach out to my students everyday by telling them giving them praise. This positive feedback could be through about how great they did on an assignment or whatever I view necessary about my student's day so they feel as if all of their hard work is paying off. For example statements I may tell them will include "We will try again tomorrow" or "I can't wait to see you tomorrow." Having this sense of positivity will ensure my students with Down's Syndrome will have the same outlook and not give up on the tasks they are frustrated with. A way that I plan to establish strong peer relationships in my classroom is dividing my students up into groups in class to work on assignments and activities. This will help the students get to know each other and develop relationships. When talking to others students in their groups my students will develop stronger communication skills by working together to complete the activity or assignment. Also, so I can go around and individually help students and groups who need the extra help and support. Like I have talked about before, showing my support is imperative in the classroom for students with

Down's Syndrome. Another instructional strategy I will emplace for my students is in the morning everyone having to say "Hello" or another form of greeting each other. We will spend five minutes where everyone has to greet at least one other person and if the student feels comfortable they have the opportunity to tell the class about how their morning has gone so far. This will enforce social interaction by making everyone say one thing along with giving them a forum to speak more if they prefer or feel comfortable (A.G. 2.3).

Developmental Research

Cerebral Palsy and Cognitive Development

Cerebral Palsy is a disorder that can be from either environmental or genetic causes. People that suffer from Cerebral Palsy may have a range of associated disabilities, which include: hearing and visual issues, nutritional and feeding problems, intellectual disabilities, respiratory infections, and epilepsy. This disorder has a very large range, which varies from mild tremors to severe crippling and mental retardation. One out of every five hundred children in America has this disability. Ten percent of individuals with disability experienced anoxia. This is an inadequate oxygen supply that happens during labor or delivery (Berk, 2012). A shocking one in ten people with Cerebral Palsy are blind while one in twenty-five are deaf. On top of this, one in fifteen individuals need to be tube fed. Muscle weakness and immobility is also common because of the bones, tendons, joints and muscle spasticity 1 in 5 have a sleep disorder. (Boyd, Jordan, Pareezer, Moodie, Finn, Luther, Guzzetta 2013) There was a study done that found that speech disorders found in twenty-one percent of the 129 children with cerebral palsy. Along with this shocking statistic, thirty-two percent of the children with this disability

were found to be nonverbal. Children who have Cerebral Palsy's speech ability is correlated with both their gross motor function and their cognitive level (Nordberg, Minisealco, Lohmander & Himmelmann 2013).

Instructional Decision

Even though students with Cerebral Palsy have a range of many associated disabilities and are often severely impaired they still enjoy the same things as general education. Examples of these include: music, extra-curricular activities, and spending time with peers. As a Severe Special Educator, it is important to help my students with disabilities with them transitions they come across throughout the day. Students with Cerebral Palsy may need more traveling time while arriving to class because of being in a wheelchair. Making sure they have the time needed in their day along with help finding their classes if they need is vital. Also, my student is having trouble finding their classes it may be helpful to put a schedule on their wheelchair. Therefore, it is important that I make time in my day to spend one on one time with my student to talk over things that we have learned and covered that day to make sure that he/she is fully up to speed. (A.G.1.2)

Developmental Research

Hearing Loss and Language Development

Children who experience hearing loss often will experience many different kinds of language difficulties. These can include delays in semantic, syntactical, phonological, morphological, and pragmatic aspects of language. However, there has only been a few studies done about children with hearing loss' narrative skills. One of these few studies was done with 87 eight and nine year olds with hearing loss and 28 eight and nine year olds that have normal hearing. The study showed that the children with normal hearing

produced organized stories that included conjunctions, a high point, a resolution, and evaluation statements. The children with hearing loss produced narratives that were similar in structure to the children with normal hearing. However, they used less orientation and more evaluation statements. Children that have no hearing loss can usually obtain stories as they are in social or academic settings. However, children with hearing loss cannot benefit from this sort of setting. Therefore, teaching story telling is often taught in speech therapy and the school setting. A form of communication for individuals with profound hearing loss is sign language. However, this does not always mean that the individual does not have issues with language development in the language of sign language. There was a case study done that showed that a deaf child with signing parents who had significant delay in both the production and comprehension of certain sign language grammatical constructions was consistent with specific language impairment. It is shown that children who are native users of American Sign Language thus, are exposed to this language since birth have atypical language development (Asad, Hand, Fairgray & Purdy 2103). Early intervention is critical for children wit hearing loss. The sooner it is detected the better the treatment results. There is evidence that proves that individuals with hearing loss experience if treatment starts at an early age. For example, research shows that children enrolled in the early intervention program prior to being six months of age have more significant language progress then children enrolled at or after being six months old (Meinzen-Derr, Wiley & Choo, 2011). There are three theories of language development, which are the behaviorist perspective, the nativist perspective, and the interactionist perspective. The behaviorist perspective states that language is acquired through operant conditioning. Then the nativist perspective argues

that all children have a language acquisition device. This is a system that contains rules common to all languages. This theory has been argued against a significant amount because the assumption of existing grammatical knowledge does not match the research of language development that there is today. The interactionist perspective states that there are interactions between inner capacities and environmental influences (Berk, 2012)

Developmental Research

Visual Impairments and Peer Relationships

Individuals who are visually impaired are often accompanied with lack of orientation, impaired mobility, and an overall sense of social competence. These are the reasons why people who are visually impaired often show problems in forming relationships. Studies show that adults with visual impairments often times have more difficulties making friends with sighted people, have smaller friendship networks, engage in fewer social activities with peers who are sighted, and spend more time alone. It has been shown that, the higher the vision loss the less positive social interactions with their peers. Another important aspect of individuals with visual impairments peer relationship is the role their parents play. It has been reported that parents of children and adults that have visual impairments often coddle and over assist their children. They do this because they are anxious about their child's safety or trying to over compensate for the fact that their child is visually impaired. Whether a child is over assisted or not, if they are visually impaired they are still somewhat reliant on their parent or caretaker. No matter what this reliance is still detrimental on the visually impaired children's peer relationships. This is because visually impaired children and adolescences are more reliant on the behavior and assistance of their parents. For example, whether the parents of a visually impaired child

is willing to drive him/her to a party (Pinquart & Pfeiffer 2011). Resilience is the ability to adjust successfully when being faced with threats to development (Berk, 2012).

Individuals who are considered to be legally blind often read braille. Becoming fluent in reading Braille is extremely difficult especially for individuals with late blindness. Late blindness is those who lost their sight at age six or older. Early blindness is considered to be individuals who were born blind or lost their sight before age six. Not being able to read quickly and efficiently is a disadvantage throughout life. Unfortunately some individuals who are blind struggle with this disadvantage (Kensuke, Tetsuya, Shigeru & Yasushi 2014).

Instructional Decision

The instructional decision that I make for my students with visual impairments needs to be appropriate to how visual impaired they are and if it is paired with another disability. A student with a visual impairment may need specialized equipment and materials. These may include a braillewriter, dark and/or raised line paper. As a special educator it is my job to provide my students with these resources as well as, making sure that they know how to use them correctly. Also, I need to modify the classroom to make sure that it accommodates to the student's specific visual impairment (A.G. 2.5). If a student of mine has a visual impairment and it is not paired with another disability it is probable that the student will be in General Education for the majority of the day and only in my classroom for a short time. If this occurs it is my job to have the proper accommodations for my student in my classroom as well as classrooms that are not mine. For example, receiving help while testing, proper instruction, and specialized equipment and materials listed

above. Also, if necessary depending on the level of impairment my student may need a paraprofessional to help him/her in classes throughout the day (A.G. 5.6).

Developmental Research

Emotional and Behavioral Disorders and Social Acceptance

Peer acceptance refers to the likability of a child; which is how a child is viewed by a group of agemates as a worthy companion. Children who are better accepted commonly have more friendships and positive relationships with those friends. There are four categories that play into peer acceptance. These categories include popular children, rejected children, controversial children, and neglected children. Rejected children are commonly anxious, unhappy, disruptive, and have low self-esteem. Children who are rejected in middle childhood have a stronger chance of dropping out, substance use, depression, and delinquency (Berk, 2012). Children who are diagnosed with emotional disorders reported having lesser social acceptance than children who have behavioral disorders. Children with behavior disorders have an overoptimistic self-perceived social acceptance during early and middle childhood. However, children who have emotional disorders tend to exhibit a negative self-perception of social acceptance. Furthermore, the negative perception of social acceptance have been linked to children's psychological function rather than genuine dislike by classmates. (Ekornås, Heimann, Tjus, Heyerdahl & Lundervold, 2011). It is important to be accepted by peers because it provides a sense of belonging. There are countless studies that show that being rejected by peers has detrimental effects on the mental and social development of adolescents. This puts them at risk for maladjustment later, specifically for externalizing problems. Also, it has been

argued that some consequences of the externalizing problems include, aggression and peer rejection (Kretschmer, Sents, Dijkstra & Veenstra 2014).

Developmental Research

Child Maltreatment and Cognitive Development

Research claims that child maltreatment results in difficulties in multiple levels of development. Going through child maltreatment results in damaging effects on behavioral, cognitive, and physiological regulatory systems (Oshri, Rogosch & Cicchetti 2013). Child abuse has different effects on children, which one possible explanation for this inconsistency may be conflicting levels of mentalization among children.

Mentalization is also called reflective functioning. This refers to the internal ability to attend to, hold in mind, and translate feelings and thoughts of self and others. As a multidimensional ability, mentalization includes being able to perceive, acknowledge, coherently make sense of oneself and others in terms of mental states, and attribute meaning to emotions. This is extremely important in self-organization and regulation.

The child's parents own security provides the groundwork for the child's development of mentalization capabilities (Ostler, Bahar, & Jessee, 2010). Ten out of every one thousand children were identified as victims of child maltreatment however, even though most cases go unreported. Child maltreatment falls under the following categories physical abuse, neglect, sexual abuse, and emotional abuse. Neglect reports for 60 percent of the cases, physical abuse for 20 percent, sexual abuse for 10 percent, and emotional abuse for 10 percent. Child maltreatment is rooted from adult physiological disturbance because even though an "abusive personality type" does not exist it is more common among parents who are disturbed (Berk, 2012).

Instructional Decision

In my classroom, if I suspect that a student is being mistreated it is vital that I report it right away. This is because if I suspected that my student was being mistreated and did not do anything about it, it is my fault if something horrible happens to that students like them dying or being in the hospital. A child who is being maltreated needs to be treated with extra care because they will often struggle socially, academically, and/or behaviorally. Therefore, it is important that I make sure that I pay extra attention to the student that I suspect is being mistreated. Children who have been maltreated often feel like they cannot trust adults. As well as reporting the abuse, I need to pull the student aside and make sure they know that I care and want the best for them. If my student decides to confide in me with information about the maltreatment it is vital that I report this as well. If my student is struggling academically, it is imperative that I work one on one with him/her on difficult assignments to help build a relationship with the student and ensure that they do their work. Also, it is important that I am continuously checking in one the student. Whether it is simply asking the student how their day is going or working with him/her on assignments. (A.G. 2.4)

Developmental Research**Sexual Abuse and Post-Traumatic Stress Disorder**

Sexual Abuse did not start being acknowledged until the 1970s. Sexual abuse is defined as fondling, intercourse, exhibitionism, commercial exploitation through prostitution, production of pornography, and other forms of sexual exploitation. This type of abuse can be committed against children of both sexes but it is most often committed against girls. Every story of abuse is different however, it most cases are reported in middle

childhood. Victims of sexual abuse have adjustment problems, which can include anxiety, depression, low self-esteem, mistrust of adults, and anger. (Berk, 2012)

Childhood sexual abuse has been reported to be a clearer predictor of Post-Traumatic Stress Disorder (PTSD) than trauma that occurs during adulthood. There was a study conducted about child physical abuse, child sexual abuse, and forced sexual trauma. The goal of this study was to find that participants with any of these three histories would have a higher chance at having PTSD, depression, and lower physical and mental health functioning. Participants of this study who were a victim of sexual abuse reported significantly higher severity of PTSD and depression. As well as, worsened mental health and physical functioning than the participants that were not abused. (Subica, 2013) Post-Traumatic Stress Disorder is extremely common in injecting drug users. Almost all injecting drug users report having a whole lifetime of traumatic events. PTSD drug use and drug abuse treatment-seeking. The larger amount of exposure to abuse creates a higher chance of being an injecting drug user. (Peirce, Brooner, Kolodner,, Schacht & Kidorf, 2013)

Goals**Engagement:**

As a future Special Educator, it is important to me to create lesson plans and develop classroom goals that meet the needs of all of my students. My students cognitive and physical needs will vary and it will be vital for me to be able to be able to engage all of my students in the classroom activities. (AG 5)

In my profession it will be fundamental for me to stimulate prior knowledge that my students have to help them continuously grow and maintain new knowledge. I plan to review new ideas and connect them to already familiar ones. Hands on experiences are a fantastic way to make connections. For example, if in class we are discussing how to read a menu and proper restaurant etiquette it would be an appropriate and a fun way to have a learning experience by taking my students out to eat at a restaurant for a field trip.

This semester I am completing my practicum at Northside Middle School. In the classroom I am observing in there is also a Teacher's Assistant who is extremely helpful to the teacher and students. Once a week I meet in a classroom setting to discuss what I have learned in my practicum. One of the weeks, in class, we discussed how important paraprofessionals are if used wisely in the classroom. They should be used utilized more than just making copies and the One Teach, One Observe in the Co-Teaching Model.

When I am a Special Educator, if I have a Teacher's Assistant, I plan on pairing them with a student who is having difficulties and needs one-on-one help if possible. This will help keep all my students up to speed.

Since I am only starting off as a Special Educator I think a weakness of mine is having a full understanding of every disability I will encounter. It is difficult to have a complete understanding because a specific disability may be different for one child than another. Having a complete understanding is important because I need to know exactly how help all of my students to learn and grow to the best of their potential. I can improve this weakness by reading academic journals about different disabilities. The Academic Journal that I found is The Journal of Special Education <http://sed.sagepub.com>. Continuously staying up to date by reading academic journals, such as this one is important.

Expertise:

Expertise means to me that I am fully educated and that I am continuously always striving to learn more in my field. Also, that I am experienced and active in my field. Sadly, I will not be an expert my first year of teaching but hopefully after years of teaching and learning how to handle every situation, I will be. It is vital that I fully understand my student's cognitive, physical, social, and emotional development to make an appropriate lesson plan and other instructional decisions that help all of my students learn to the best of their potential. These instructional decisions may be sensory rooms, transitional cues, or accommodations to my students with physical impairments. (AG 2)

Every student in the world is different and should not be lumped together by assuming they learn the same because they are in a General Education, Mild Disabilities, or any

classroom for that matter. I am completing my first practicum at Northside Middle School. One of my assignments was to create a lesson plan and teach it to the class. When I did this I truly learned that every student learns at different rates. I am in a Seventh Grade English Resource Classroom. For half of the class I presented a PowerPoint about different types of poetry and had a worksheet for them to follow along with. For the other half, I had the students make their own Haikus. Some of the students flew through this assignment because it was easy, some struggled, and a couple understood the material but wanted to spend time perfecting their Haiku. The students who flew the assignment immediately got bored while I was spending time helping other children merely get started. Even though they are all in the same Resource English class, all of the students learn differently.

However, even though I realize that every student is different it is difficult to create a lesson plan that can fully benefit all of my students. This is definitely a weakness of mine that I have learned. To help improve this weakness I would join the National Association of Special Education Teachers <https://www.naset.org/2701.0.html>. This would be beneficial to me because of to be apart of this Association you have to complete study hours that have exams at the end. Consistently updating my knowledge in the Special Education field by joining this Professional Development Course will be beneficial to learning how to best help my students learn and grow as individuals.

Context:

In my opinion, context means to fully understand my student's developmental and emotional needs and how I can help that student learn to the best of their ability. In my

future classroom, there will be students with a variation of abilities and disabilities and it is my duty to help them learn and develop the best that they can, by bringing out their strengths. Students learn the best by focusing on what interests them and what they are good at. There will be a diverse group of talents in my classroom and it is important to find strategies how to successfully teach all of them. By finding ways to effectively engage my students they will show growth and progress in self-confidence. (AG 1)

Every mistake is an opportunity for learning. If a student does not do something correctly then it is my job to ensure the student gets one-on-one time. This is so I can explain the concept to them again and ensure that they fully grasp it. This is an example of how I can implement the ecological approach into my classroom which a thoughtful way to promote errors as an opportunity for learning. Also, if a student of mine truly enjoys one specific thing it would be helpful if I incorporate it in the lesson plan. An example, of this is if one of my students loved trains so within the math word problems I used trains. I would do this to use the student's strengths and interests to relate it to the lesson and help him/her become more intrigued with what we are discussing.

I have no problem with finding my students strengths whether they are academic, behavioral, or another great thing about them. However, I have a difficulty finding ways to implement them. Therefore, my weakness for implementing context is creativity. What I am going to do for professional growth is attend The Creativity Workshop <http://www.creativityworkshop.com/professional-development-for-teachers.html>. This a workshop held all over the world that is dedicated to helping teachers become more creative. It is amazing workshop and perfect for me because it is aimed at changing the

perspective and helping you look at things in a different light! This will help me implement the strengths of my students in a creative way to help them grow and learn more successfully!

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All Grade Standard and Sub Standard References

Teachers of grades P–12 have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students, including:

1.2 knowledge of students' developmental characteristics and developmental variation, and the ability to use this knowledge to inform instructional decision making and promote student success

Standard 2: Learning Processes

Teachers of grades P–12 have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement, including:

2.3 knowledge of the important roles of play, social interaction, and hands-on experiences in young children's learning, and the ability to use these processes to help children construct knowledge and develop problem-solving and other skills

2.4 knowledge of the role of positive relationships and supportive interactions as a crucial foundation for working with children, with a focus on children's individual characteristics, needs, and interests

Standard 5: Learning Environment

Teachers of grades P–12 have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students, including:

5.5 knowledge of developmentally appropriate classroom management approaches and positive guidance techniques, including relationships between specific practices and student learning, attitudes, and behaviors, and the ability to use this knowledge to create an organized, positive, and productive learning environment that maximizes students' time on task; facilitates learning; and encourages student self-regulation, responsibility, and accountability