

Developmental Standards Project

Kelsey Sachleben

Ball State University

EDPS 250

1 December 2013

Purpose:

The purpose of this project is to describe the challenges children may go through that could have an effect on their education. I will address through this paper how children may act when dealing with different scenarios that may go on in their lives. This information will better my understanding of what a child may go through by the way they may be acting in my classroom. In my instructional decisions, I will address how I will try to guide my students as much as I can throughout the struggles they may come across while they are in my classroom.

INTASC 2, *The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.* I have decided to research the following topics:

1. Teen Pregnancy
2. Sexual Abuse
3. Physical Abuse
4. Emotional Abuse
5. Adoption
6. Bullying
7. Learning disability
8. Divorce
9. Eating disorders

Ball State University Conceptual Framework:

This framework contains three themes: engagement, expertise, and context.

Engagement: In my profession, I would be the one to guide the students through different learning activities in the classroom. I would provide activities that each student can do and to make sure that they are all engaged into the learning activity. As a teacher, I have to provide different learning styles because not all students learn the same way. Also, in the classroom, I will provide activities that students can work together on because that will help them contain different information from other people and will help them work as a team. What a

teacher does in a classroom may help a student even outside of the classroom; for an example, working in a group builds responsibility and will help them focus on other people's perspectives and not just their own. As a teacher, I have to support each child individually. It would be a great decision to talk to each student one-on-one throughout the year to make sure that they are understanding what is going on into the classroom and that I am there to help them if they are having any difficulty. Also, engagement proposes how I should engage the student and the parent on what is going on in the classroom. It is important that the parent knows what the student is learning so that the parent can work with the student outside the classroom as well. Parents involved with the students education may increase the student's engagement in school, therefore as a teacher I would make sure in parent-teacher conferences to talk with the parent and to see if they have any questions or concerns about what is going in the classroom or about their child. As a teacher, I cannot segregate anybody in my classroom and to make sure that each student is included with every activity. Also, it is important to have an accepting atmosphere because then the students will know that they can trust you and will be more engaged into the classroom activities. (AG 3)

Expertise: To become an expert in special education, I need to be fully dedicated into learning about what it takes to become a great teacher. Ball State gives students a chance to go out into classrooms so that the students have the full effect of what to expect in a classroom. I am not going to become an expert right when I get into the field it takes time and practice. I need to be organized by making lesson plans and activities of what my students will learn. All students learn in different ways, therefore I need to be able to teach in many different ways so that each student can achieve successfully. In special education, each student is looked at individually, therefore to become an expert in my field, I need to provide accommodations if needed or to be

able to handle different disabilities. I like in the article how it explains how "teacher education matters" because that is the most significance of becoming a teacher because in order for the children to learn, I have to be able to be successful in my career. I have to be up to date on what is going on in education and to expect the unexpected. Therefore, as I go through classes, I have to want to learn about my career and to become an expert in all aspects of how to become a great teacher. (AG 2)

Context: As a teacher, it is important to know the different learning styles. Students may learn visual while other students may learn hands-on. By using all of this in a classroom, students get more experience about the content and are able to learn in different ways. Also, applying activities that children may enjoy could increase their attention span and become more involved in their education. In Special Education, each child is focused on individually because of each of them has an IEP explaining their goals, present levels, related services, involvement with gen. ed, and etc. Therefore, as a teacher, I have to make sure that each child is receiving support that is written within its IEP. Also, it is good to communicate with other adults within the school system to be on the same page with students because as a special education teacher, students may need services that are provided by different adults. As a teacher, I have to communicate with the parent to make sure that students are also receiving support outside of school because that will help in the long run. The main point of context is as a professional is to provide different learning styles within the content and to also provide activities to have the students actively involved. (AG 1)

Developmental Research Topic:

Teen Pregnancy:

According to the article, *Teenage Pregnancy and the Achievement Gap Among Urban Minority Youth*, teenage pregnancy keeps rising in the United States. Education seems to become less important to female teens that get pregnant. Female teens that become pregnant face challenges even if they do try to stay in school due to money issues. “Teen mothers are 10-12% less likely to complete high school and have 14-29% lower odds of attending college” (Basch, 2011). By this quote, people are able to perceive that teenage pregnancy has become a major factor of why teens may drop out of school. This article proposes how schools are working on trying to prevent pregnancy by educating students about sex by providing different programs that will benefit them. (Basch, 2011).

Instructional Decision: As an educator, I shall emphasize the importance of getting an education and how people nowadays need to have a job to be able to function in the real world. When a student comes to me for help, I need to provide positive advice and to provide information that could give guidance. (AG 2.4, 1.3) It is important to have positive relationships with the students so that they can gain my trust because then they will believe what type of advice I will provide to them.

Sexual Abuse:

Children who have been sexually abused are affected cognitively and socially. *Traumatic Symptoms in Sexually Abused Children: Implications for School Counselors* proposes how children may show different signs and that is how teachers can perceive a sign of abuse that may have occurred in the child. Children can face a hard time trying to socialize with peers in the classroom because they could have trust issues or feel depressed. Also, this article proposes how children may remember the actions that were taken during the abuse and could display the actions in the classroom. Sexually abused children could display violence in the classroom or try

to act out to seek attention because they may feel as if they have been neglected. This article is mostly towards school counselors and how they should mentor a child that has been sexually abused, but it is important to know the different behaviors children may demonstrate in a classroom. (Brown, 2008).

Instructional Decision: As an educator, it is important to understand the behaviors that children may display if they have been sexually abused. My responsibility to display good behavior in a classroom and to make sure that the students know that they are in a safe environment. (AG, 5.1). If a child is acting out in my classroom or displays certain behaviors, I may try to talk to the child one-on-one to see why they may be acting out and to provide support as much as I can. If the situation is a serious matter, I may consult with the principal or the school counselor.

Physical Abuse:

Attention Problems Mediate the Association Between Severity of Physical Abuse and Aggressive Behavior in a Sample of Maltreated Early Adolescents presents a study done where children were interviewed on how bad they have been physically abused. Also, the children were taken out of the home and the caregiver that have them in the present were interviewed as well on how the children acted in the home. The results displayed that no matter how severe the abuse was, children displayed attention problems. Also, children that have been physically abused can display aggressive behavior. Physical abuse can also affect children socially, behaviorally, and cognitively and that will have an effect on the child's education (Garrido, 2011).

Instructional Decision: It is important to acknowledge that factors may come into play that could effect children's education. (AG, 2. 10) I need to seek on how to help a child when facing different challenges and to make sure that I provide support when needed. If a child is

displaying signs of aggressive behavior, I can have the students model on how to act towards their peers. (AG, 2.3) The students need to know how to interact with each other which will create a healthier environment and will allow them to be more successful.

Emotional Abuse:

“In 2007, suicide was the 11th leading cause of death for all ages in the United States.” (Hanley, 2011). Andrea Hanley and a few others did a report on children that were in fourth and fifth grade; the report focused on how children may be verbally victimized and that could lead to depression. This article proposes how children may feel a sense of hopelessness as they go through school or feel a sense of not belonging. Examples of the abuse the children experienced were humiliation, teasing, and rejection; this can lower children’s self-esteem and this can also affect children cognitively. This article also describes how children that may be verbally victimized can take part in negative events or it may lead into the adult life where even worse actions could be taken (Hanley, 2011).

Instructional Decision: This is another factor where I need to support children and know that they have a sense of belonging to the world. I may have students provide their goals that they want to achieve in the future or even in my classroom (AG, 1.3) I can provide certain activities that could help the students individually with their goals where they can see that they are capable of achieving something if they set their minds to it. Also, it will be good for the students to work together as well because that helps them with teamwork and will benefit them socially (AG, 2.9, 5.2).

Adoption:

There was a study done to compare students that have been adopted internationally and students that have been institutionalized. The study focused towards how these students are with

peers and how they may socially interact with others. The students that have been institutionalized have been moved out of homes because of different issues like abuse or neglect. Results shown that these children that were institutionalized may have more problems interacting with peers because of certain experiences they have went through. This article proposes how international adopted children may less likely be ignored because their peers may be able to tell that they are adopted so therefore children are able to perceive that these students are different. Rather than institutionalized students, international students may display different features or speak differently where it is visible that they may be adopted from another country. (Palacios, 2013).

Instructional Decision: In my classroom, I want everyone to socialize with everyone because I think that helps children grow together. As an educator I want to provide activities to where students work together which allow them to learn from each other. It is important for children to socialize with one another to see how everyone is different in their own way, which makes everyone unique. Children will be able to learn to work with different people, which will help them in the future when trying to be successful in their career. I could also provide activities that could help students learning about the different cultures and different features that make us different. (AG, 1.4)

Bullying:

As students tend to get into middle school and high school, there is a wide range of diversity, which clicks begin to form between the students. There was a study done to express the harassment or bullying different ethnicities or genders may receive. Bullying and harassment can have a major effect towards students emotionally. Students were interviewed about bullying and the harassment that is displayed within the school; the students resulted back the different jokes

about were made about different ethnicities. Students resulted how there is slang or stereotypical jokes towards the ethnicities, which exposed an unhealthy environment that was going on in the school. Also, the students expressed how boys would harass girls in a sexual way because of what they may have worn or acted. This article proposed how there has been education programs made to make a stop to this harassment and bullying that is happening within the schools. The programs speak about the impact bullying and harassment has on students and to help students learn about the different ethnicities. (Wessler, 2006).

Instructional Decision: As an educator, I want to have a healthy environment in my classroom and to make sure that no student is getting bullied or harassed. If a student is being harassed or bullied, I can give them support on how to handle the situation. Also, I will talk to the one that is bullying and to see how I can guide them into better behavior. I will provide activities where students can work together and to educate the students on different ethnicities. It is important to be a good role model for the students so that they can learn to how to act with one another.

Learning Disability:

In education, students learn differently and some learn more quickly than others. A study was done focusing on children with a learning disability and children without a learning disability. Students who have a learning disability gradually learn throughout school with more support that is needed. This article proposes that students with a learning disability lack positive social behavior unlike students without a learning disability. This can effect how students act in a classroom and play an effect into their education because they may feel as if they are not good enough. Students with a learning disability need extra guidance through school and to feel supported because it will help them grow and succeed socially and cognitively. It is important for

students with a learning disability to proceed to receive an education and to interact with other students because it can allow them to have a positive outlook on their selves and what they are capable of achieving (Yukay Yuksel, 2013).

Instructional Decision: As I want to branch my career towards special education, this content will be significant when dealing with children that have learning disabilities. I need to remember that all kids learn differently, therefore I need to provide different learning styles that can help each of my students become successful. (AG, 2.5) As an educator I need to provide support to students that may need that extra help and to work with students one-on-one with what they may be struggling in. It is also important that students are receiving support inside and outside of school because that will help them in the long run. In my classroom, I do not want students to feel secluded therefore I will make sure that each of my students are participating in class discussion and socializing with their peers.

Divorce:

Mothers and Their Children After Divorce is an article focusing on the impact divorce can have on mothers and their children. It proposes how some mothers tend to stop concentrating on their children after divorce because they tend to start focusing on starting all over with relationships. On the other hand, some mothers tend to suffer financially or fall into depression when going through a divorce. This can have a major effect on children because not only are the mother and father going through the emotions, so are the children. Children tend to have attachment issues and start to lose trust within the parents because if they stop coming around or stop showing them attention. Then as children get older, results have shown that they start partaking in negative actions such as drinking or drugs. Divorce can be difficult for children and teenagers because additional family like a stepmother or stepfather come into play and can cause

confusion on who to listen to and can trust. Some children try to seek out attention because of a parent may leave or both the parents stop focusing towards the child; divorce can effect a child psychologically which will lead to different factors that can hurt a child academically and socially. (Wallerstein, 2013).

Eating Disorders:

Self-image is a big factor that can contribute to depression and how people can feel about their selves. Eating disorders such as anorexia or bulimia has increased in younger teenagers that range from 15-20 years old. Girls are the ones to worry the most when focusing on their body and comparing themselves to celebrities or their friends. As for boys, they tend to focus on how big their muscles can become which will lean them towards steroids, which can become dangerous as well. People tend to try to fit in with the crowd and to feel a sense of belonging; therefore negative actions are taken to feel as if they fit in with what the “perfect” image should be. This article presents how obesity is another disorder that students have hard time struggling with because of both health and social reasons and how those students are afraid of being teased of how they look. People’s health is in danger when they are partaking in bad dieting or starving their selves. This article proposes how it would be a good idea to have programs in schools that speak about the different eating disorders because this will help students become more open-minded on what they may doing to their body and how it is not healthy. (Carney, 2012).

Reflection:

Through this project I was able to broaden my perspective of INTASC 2 and how it relates standards 1, 2, and 5 with context, expertise, and engagement. Context goes with standard 1 and how to have the knowledge of the diversity of the different students that will be in the classroom. It is also important with context on how students will learn differently so the teacher

needs to provide activities that promotes the different learning styles for all students to succeed. Expertise on the other hand goes with standard 2 and that focuses towards how to broaden children's learning processes. Also, with becoming an expert in my career, it is also significant to interact with the students and to be able to support them as they are in my classroom. Becoming an expert in my career takes time and I can broaden my perspective of different learning instructions throughout my teaching career. Engagement goes with standard 5 and that focuses towards how children need to feel safe in their learning environment because that will make them want to learn. Performance will increase if the children are more engaged in the classroom and it is significant that each child participates in the class discussion and the activities provided to them.

I plan to keep broadening my personal knowledge about the teaching career by taking more classes through Ball State University and starting my practicum. I plan to graduate with my bachelor's degree and hope to teach early childhood special education. This project helped me realize how children develop in different ways and face many challenges as they go through school; therefore I need to keep an open mind when children are struggling academically and socially. Also, as an educator, I need to provide guidance and to be a good role model for these children because they need that support when trying to reach to their best potential. It is important children to be able to perceive their achievements because then that will motivate them through school and may take their minds off of what is going on outside of school.

Works Cited

- Basch, C. E. (2011). Teen Pregnancy and the Achievement Gap Among Urban Minority Youth. *Journal Of School Health, 81*(10), 614-618. doi:10.1111/j.1746-1561.2011.00635.x
- Brown, S. D., Brack, G., & Mullis, F. Y. (2008). Traumatic symptoms in sexually abused children: Implications for school counselors. *Professional School Counseling, 11*(6), 368-379. doi:10.5330/PSC.n.2010-11.368
- Carney, J., & Scott, H. (2012). Eating issues in schools: Detection, management, and consultation with allied professionals. *Journal Of Counseling & Development, 90*(3), 290-297. doi:10.1002/j.1556-6676.2012.00037.x
- Garrido, E. F., Taussig, H. N., Culhane, S. E., & Raviv, T. (2011). Attention problems mediate the association between severity of physical abuse and aggressive behavior in a sample of maltreated early adolescents. *The Journal Of Early Adolescence, 31*(5), 714-734. doi:10.1177/0272431610373102
- Hanley, A. J., & Gibb, B. E. (2011). Verbal victimization and changes in hopelessness among elementary school children. *Journal Of Clinical Child And Adolescent Psychology, 40*(5), 772-776. doi:10.1080/15374416.2011.597086
- Palacios, J., Moreno, C., & Román, M. (2013). Social competence in internationally adopted and institutionalized children. *Early Childhood Research Quarterly, 28*(2), 357-365. doi:10.1016/j.ecresq.2012.08.003
- Wallerstein, J., Lewis, J., & Packer Rosenthal, S. (2013). Mothers and their children after divorce: Report from a 25-year longitudinal study. *Psychoanalytic Psychology, 30*(2), 167-184. doi:10.1037/a0032511.
- Wessler, S. L., & De Andrade, L. L. (2006). Slurs, Stereotypes, and Student Interventions: Examining the Dynamics, Impact, and Prevention of Harassment in Middle and High School. *Journal Of Social Issues, 62*(3), 511-532. doi:10.1111/j.1540-4560.2006.00471.x
- Yukay Yüksel, M. (2013). An investigation of social behaviors of primary school children in terms of their grade, learning disability and intelligence potential. *Kuram Ve Uygulamada Eğitim Bilimleri, 13*(2), 781-793.

All Grades Standards Work Cited

Standard 1: Student Development and Diversity

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:

- 1.1** major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades P–12, and factors in the home, school, community, and broader environment that influence student development
- 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
- 1.3** typical developmental challenges for students from early childhood through grade 12 (e.g., in relation to independence, self-esteem, peer interactions, physical development, self-direction, decision making, goal setting, involvement in risky behaviors, and identity formation) and the ability to help students address these challenges
- 1.4** knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs
- 1.5** knowledge of types of exceptionalities, including high ability and twice exceptional; their characteristics; and their implications for development, teaching, and learning; and the ability to use this knowledge to promote learning and development for students with exceptionalities
- 1.6** processes of second-language acquisition and the ability to use differentiated strategies based on assessment data to support learning for English Learners

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:

- 2.1** knowledge of major theories and concepts related to the learning process, and the ability to apply this knowledge to enhance student learning in varied educational contexts, including project-based learning contexts

- 2.2 processes by which students construct meaning and acquire skills, including critical- and creative-thinking skills, and the ability to facilitate these processes for students with diverse characteristics and needs
- 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
- 2.5 knowledge of how student learning is influenced by different types of instructional practices and teacher behaviors, and the ability to use this knowledge to promote learning for all students
- 2.6 procedures for making instruction rigorous and relevant to students and for linking new learning to students' experiences and prior knowledge, and the ability to use these procedures to facilitate student learning
- 2.7 strategies for promoting students' independent thinking and learning, reflection, and higher-order thinking, and the ability to use these strategies to promote students' growth as learners
- 2.8 strategies for engaging students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work
- 2.9 strategies for promoting students' organizational and time-management skills and sense of responsibility for their own learning, and the ability to use these strategies to promote student success
- 2.10 knowledge of how various individual factors (e.g., prior learning and experiences, interests, talents) and factors in the home, school, and community influence learning processes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes
- 2.11 knowledge of how digital-age tools and environments influence learning processes and outcomes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes
- 3.16 knowledge of factors and situations that tend to promote or diminish student engagement in learning, and the ability to apply skills and strategies for promoting students' active engagement and self- motivation

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:

5.1 the ability to create safe, healthy, supportive, and inclusive learning environments, including indoor and outdoor environments, that encourage all students' engagement, collaboration, and sense of belonging

5.2 the ability to apply skills and strategies for establishing a culture of learning that emphasizes high expectations for all students, promotes self-motivation, and encourages students' sense of responsibility for their own learning

5.3 the ability to plan and adapt developmentally appropriate learning environments that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each student; and promote all students' development and learning

5.4 knowledge of the characteristics and benefits of virtual learning environments, online environments, face- to-face environments, and hybrid environments, and the ability to work effectively in different types of environments to ensure student learning and growth

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

5.6 the ability to apply skills and strategies for managing class schedules and transitions and for organizing the physical environment to maximize student learning time and meet student learning needs

