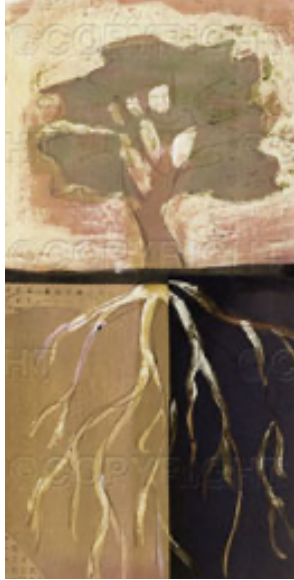


Lewis and Clark College  
Graduate School of Education and Counseling  
School Psychology Program

Fall 2022

*SPSY 506: Development & Learning*



**Peter Mortola, Ph.D.**

Professor of School and Counseling Psychology

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Class meeting time: 1:00-4:15 pm, Thursdays, 9/8-12/15

Office hours: Thursdays, 12:00-1:00 & 4:30-5:30pm by appointment

3 Semester Credits

“What do we do when we raise a child, teach a student, or educate a person as a member of society? All these forms of pedagogy require painful yet exhilarating departures from home and encounters with otherness. Like the swimmer who plunges into the river’s current to reach the opposite bank, the person who wishes to learn must risk a voyage from the familiar to the strange...Do teachers realize that they only fully taught those they thwarted, or rather, completed, those they forced to cross? Certainly, I never learned anything unless I left, nor taught someone else without inviting them to leave their nest.”

Michel Serres (1997)

**General Course Information**

**Required Readings**

- 1) Burke Harris, N., (2018), *The deepest well: Healing the long-term effects of childhood adversity*, Houghton Mifflin Harcourt, NY (The goal of this reading is to gain an understanding of the roots of trauma, how it influences development, and the consequential importance of facilitating regulation in children).
- 2) Greene, R.W., (2014) *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*, Scribner, NY (The goal of this reading is to gain an understanding of the limits of the punishment/reward model and the importance of a more relational approach based on learning).
- 3) Steinberg, L. (2014), *Age of Opportunity: Lessons from the new science of adolescence*, Houghton, Mifflin, Harcourt Publishing Company, NY (The goal of this reading is to gain an understanding of the central processes of adolescent development and the importance of facilitating regulation with teens).

## **Catalogue Description and Course Goals**

This course focuses on developmental theory and research as applied to the process of learning and education, age three to twenty-one. Emphasis will be placed in the following areas: students gaining knowledge to both differentiate and integrate multiple theoretical views on development; students gaining a better conceptual understanding of commonalities and differences in development; and students gaining a better practical understanding of how to help children and adolescents address the developmental challenges they face, particularly in the school setting.

Through this course, students will develop **knowledge** that will enable them to:

- Understand developmental difference and commonality in human experience
- Differentiate and integrate developmental theories and research with particular focus on ages 3-21
- Recognize how differing contexts (e.g. families, peers, schools, prejudice, inequality) impact development

Through this course, students will develop **skills** that will enable them to:

- Apply developmental theory to the process of learning and the practice of school psychology
- Write clearly and succinctly, linking developmental theory and research with observation of children
- Facilitate and contribute to small group discussions involving relevant course content

Through this course, students will develop **dispositions** that will enable them to:

- Reflect on one's own experiences in development to better help and understand the development of others
- Demonstrate professional communication, attitudes and demeanors in the classroom & educational contexts
- Connect understanding of developmental theory and research to the role as an educator for social justice

## **Course Assignments and Expectations**

### **Quiz and Exams (4 total, dates listed on page 4)**

At four points in the term, students will take an in-class quiz or exam composed of multiple choice, short answer, and T/F questions. The quiz will be on the opening day of class and the content of that quiz is based on the information described in this syllabus (in particular, the information on pages 2, 3 & 6) The content of (and study materials for) the 3 exams will have been discussed by the professor in the weeks leading up to the exam. Quiz and exams will be graded on a curve.

### **Papers (3 total, due dates listed on page 4)**

During the term, students will compose three academic papers. Overall, the goal of these papers is to provide practice in having research and theory inform your observations of and work with children and adolescents so that you can effectively promote healthy development. Each of the three papers should adhere to the criteria listed below:

Each paper is included on the same Google Doc (entitled ***D&L 22 Your Last Name***) and shared with the instructor by **5pm** on the due date. Each paper is between 800-1000 words, includes paper number, title and author, is well-organized, clearly structured, is concise and error free in terms of spelling, word usage, sentence structure and punctuation, and reflects integrative and thoughtful writing. Each paper should include the following headings, structure, and content:

#### Introduction

Provides a clear and concise **overview** of what is to follow and what you hope to communicate in the paper.

#### Theoretical Reflections

Provides direct, substantial, and theoretically-related **quotes** from the lecture/slides and provides your own reflection on the quotes, including why you chose them and how they hold new, important or helpful information. Use within-text citations (e.g. Steinberg, 2007). Lengthy quotations (and observations below) are indented ½ inch (**example provided on page 11**).

#### Descriptive Observations

Provides specific, detailed, descriptive **observations** from either 1) personal experience, 2) practicum experience, or 3) class texts. The expectation is that each of these areas should be covered in one of your three papers, though this is negotiable if clearly explained in your paper (e.g. why you are writing about your pre-practicum site twice).

#### Linking Theory and Experience

Provides explicit **links** between the theoretically related quotes and ideas and the descriptive data you provided. Include how the theory is **helpful in explaining** the reality observed and how what you have learned **can help your practice** as a developmentally-informed, equity-focused educator. You may also include ways the theory does not fit the data. **Restate** what has been covered, what you have learned and whatever questions may remain for you.

### Presentations & Facilitations (5 total, due dates on page 4)

During the term, students are expected to present to the whole class or facilitate discussions in small groups five times in total. The goal of these presentations is to gain experience speaking on relevant topics in professional contexts as well as practice gaining small group facilitation skills.

#### Presentation #1

The first presentation (on the first day of class) is a reading to the whole class of two brief paragraphs that you have composed prior to the first class and shared **by 5pm on 9/7** with the instructor on a shared Google Doc (***D&L 22 Your Last Name***). The first paragraph is entitled “***What I bring to the profession: Interests, values and relevant experience...***” The second paragraph is entitled “***When I think about development, learning, and social justice...***” Your two paragraphs should be about 250 words altogether and your reading of these paragraphs should take 2 minutes total.

#### Presentations #2 & #3

The second and third presentations are facilitations of small group discussions regarding the course readings due that week. Upon completing the facilitation of this discussion, group members will evaluate the leader based on the criteria below. By 5pm on the day before the next class, the leader will add an entry in their document shared with the instructor (***D&L 22 Your Last Name***) in which they **1) create a table in which they present the average grades for each item below, 2) describe what was learned from the data and experience in terms of strengths and challenges for both task and process leadership, and 3) set goals for future facilitations.**

- Leader accomplished the following in terms of **tasks**:
  - 1) facilitated a go-round of introductions based on a question posed by leader
  - 2) presented 2-3 quotations from the reading and reflections on how they relate to development & social justice
  - 3) facilitated a go-round in which others presented their highlighted quotes and reflections
  - 4) asked follow-up questions and invited others to do so
  - 5) highlighted themes or salient points from the discussion & kept the whole discussion between 20-25 minutes.
  
- Leader accomplished the following in terms of **process**:
  - 1) set an appropriate tone (warm, engaging and friendly but also serious, academic and thoughtful)
  - 2) demonstrated a grasp on the material reflective of an appropriate amount of preparation
  - 3) asked good questions with follow-ups and engaged group members well in discussion
  - 4) demonstrated "door opening and door closing" skills, helping high and low talkers effectively participate
  - 5) was respectful to the content, issues of diversity, and the audience members.

One area of strength and one suggested "growing edge" include:

#### Presentation #4 (Assignments listed on page 7 & 8)

The fourth presentation consists of leading the class in **either** a "***Mindful Opening***" **or** a "***Closing Reflection***", both to be modeled during the first week of class. The criteria for a successful **Mindful Opening** include 1) that it be experiential, calming and embodying (e.g. mindful breathing, stretching, body scan, etc.), 2) that it be followed by a few statements about how this exercise could be used/adapted with youth in schools, and 3) that it last for 3-5 minutes. The criteria for a successful **Closing Reflection** include: 1) two or three of your own "take-aways" reflecting new learning or greater understanding from class that day, 2) a statement of gratitude or appreciation for someone or something important that happened that day, 3) the facilitation of 2 or 3 others to share additional take-aways or appreciations, and 4) that it last 3-5 minutes.

#### Presentation #5

The last presentation (on the last day of the course) is a 3 minute reading to the class of two paragraphs (250 words total): 1) “***How my developmental thinking has developed this term...***” and 2) “***How my practice will be developmentally informed and equity focused...***” These paragraphs should be shared to the shared Google Doc (***D&L 22 Your Last Name***) by **5 pm on 12/14** and include specific examples of overall take-aways from the class and how they may differ from what you came into the class thinking about development. Please also share (in the ***D&L Shared Photos*** folder) an image that relates to the paragraphs you have written (e.g. inspired by lectures, texts, a drawing you made in class or for this assignment, etc.).

### OSPA Reflection

This year's virtual fall conference runs from Thursday, 10/13, through Friday, 10/14. Given the importance of this organization for professional development, there is a program expectation that students will become on-going members (at the student rate) and attend this conference for at least one day (Information at: <https://oregonschoolpsychologists.com/>). There will be no class on 10/13. Instead, students are expected to add a paragraph (~200 words) to the shared Google Doc (***D&L 22 Your Last Name***) describing 1 or 2 sessions attended and how this content related to their future practice as a school psychologist and child development in general. This paragraph is due **by 5 pm on 10/19** and will be shared in class on 10/20.

### **Midterm Reflection**

In addition to the OSPA Reflection, also **due by 5 pm on 10/19** is a two-paragraph (~200 words) Midterm Reflection which addresses the following two prompts: “**Something that is helpful to my learning in this class is...**” and “**Something that could be more helpful to my learning in this class is...**” plus whatever additional comments you would like to make. Additionally, students are expected to be direct, timely and respectful if they have concerns with the class and are invited to set up a time to meet with the professor at any point in the term.

### **Weekly Course Outline**

<b>Date</b>	<b>Lectures</b>	<b>Readings</b>	<b>Assignments</b>
<b>1 9/8</b>	Play & Reality	Syllabus	Quiz #1 (on this Syllabus) Student Presentation #1 (due 5pm 9/7)
<b>2 9/15</b>	Integration & Differentiation	Burke-Harris, 1-5	
<b>3 9/22</b>	Universal & Unique	Burke-Harris, 6-9	Paper #1 due (A-J students) due 5pm on 9/21
<b>4 9/29</b>	Equilibrium & Disequilibrium	Burke-Harris, 10-Epi.	Paper #1 due (L-Z students) due 5pm on 9/28
<b>5 10/6</b>	Support & Risk		Exam #1 (on slides from weeks 1-4)
<b>6 10/13</b>	OSPA Conference – No class		
<b>7 10/20</b>	Contact & Withdrawal	Greene, 1-3	OSPA & Midterm reflection due 5pm on 10/19
<b>8 10/27</b>	Self & Others	Greene, 4-6	Paper #2 (A-J students) due 5pm on 10/26
<b>9 11/3</b>	Challenge & Skills	Greene, 7-9	Paper #2 (L-Z students) due 5pm on 11/2
<b>10 11/10</b>	Fluid & Crystalized		Exam #2 (on slides from weeks 5-9)
<b>11 11/17</b>	Childhood & Adulthood	Steinberg, 1-3	
<b>11/24</b>	Thanksgiving – No class		
<b>12 12/1</b>	Status & Affiliation	Steinberg, 4-6	Paper #3 (A-J students) due 5pm on 11/30
<b>13 12/8</b>	Gas Pedal & Brakes	Steinberg, 7-9	Paper #3 (L-Z students) due 5pm on 12/7
<b>14 12/15</b>			Exam #3 (on slides from weeks 10-13) Student Presentation #5 due 5pm 12/14

## Course Evaluation & Grading

The assignments below will be used to assess the student's professional dispositions, engagement in the course, and success at fulfilling course expectations. The first six items are a sub-set of overall Professional Standards listed in the *School Psychology Program Handbook*. All assignments are worth either 5 or 10 points graded to reflect these evaluations: 10/5 (advanced), 9/4 (very good), 8/3 (proficient), 7/2 (developing), 6/1 (insufficient). An overall average of B- is required to pass the class. At the end of the term, the instructor will add appropriate comments and goals that will facilitate further professional development of the student.

	<b>Professional Standards and Skills</b>					
1	The student is thoughtfully, positively, and effectively engaged in the course, timely with assignments and class attendance.	10	9	8	7	6
2	The student demonstrates consistently effective skills in verbal, nonverbal, and written communication.	10	9	8	7	6
3	The student demonstrates ability to relate to peers/professor in a respectful, ethical and appropriate manner. Particularly in relation to cultural, familial, and individual differences relating to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	10	9	8	7	6
4	The student demonstrates a continuing capacity for humility and openness to points of view, theories, experiences and perspectives different from their own and the ability to receive, address, and utilize feedback from peers and the instructor.	10	9	8	7	6
5	The student demonstrates appropriate emotional self-regulation and conflict resolution in interpersonal relationships with peers, supervisors, faculty, and others and is able to provide feedback in respectful and effective ways.	10	9	8	7	6
6	The student is concerned with their own personal/professional growth and is able to consistently demonstrate professionalism in professional educational contexts.	10	9	8	7	6
	<b>Course Assignments</b>					
7	The student demonstrates an ability to meet the requirements of Quiz #1	5	4	3	2	1
8	The student demonstrates an ability to meet the requirements of Test #1	10	9	8	7	6
9	The student demonstrates an ability to meet the requirements of Test #2	10	9	8	7	6
10	The student demonstrates an ability to meet the requirements of Test #3	10	9	8	7	6
11	The student demonstrates an ability to meet the requirements of Paper #1	10	9	8	7	6
12	The student demonstrates an ability to meet the requirements of Paper #2	10	9	8	7	6
13	The student demonstrates an ability to meet the requirements of Paper #3	10	9	8	7	6
14	The student demonstrates ability to meet the requirements of Midterm Reflection	5	4	3	2	1
15	The student demonstrates an ability to meet the requirements of OSPA Reflection	5	4	3	2	1
16	The student demonstrates an ability to meet the requirements of Presentation #1	5	4	3	2	1
17	The student demonstrates an ability to meet the requirements of Presentation #2	5	4	3	2	1
18	The student demonstrates an ability to meet the requirements of Presentation #3	10	9	8	7	6
19	The student demonstrates an ability to meet the requirements of Presentation #4	5	4	3	2	1
20	The student demonstrates an ability to meet the requirements of Presentation #5	10	9	8	7	6
21	The student demonstrated learning and improvement through the term	10	9	8	7	6
	Total points possible	180				

### Course Grading

<b>Advanced</b> A (95%+)	<b>Very Good</b> A- (90%+)	<b>Proficient</b> B (85%+)	<b>Developing</b> B- (80%+)	<b>Insufficient</b> C (75%+)
180-170	169-159	158-148	147-137	136-126

**Graduate School Grading Policy:** "The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade."

## Relevant Course, Departmental and NASP Policies

### **Course & Classroom Expectations**

Graduate education is preparation for professional practice. Accordingly, all interactions in the course context need to be seen as opportunities to demonstrate professional and respectful communication and dispositions. For example, email communications to the professor should be thoughtfully and professionally composed. Students can expect to receive feedback to help them improve their knowledge, skills and dispositions. Such feedback will be both direct and respectful and is expected to be received, considered, and addressed in future interactions. Students are expected to balance confidence and humility, to be open to learning, and to be engaged and present (i.e. limiting multi-tasking, side conversations, and checking cell phones during class time). Assignments are expected to be complete, timely, and adhering to requirements. No revisions to assignments will be accepted, though specific and applicable feedback will be given that can be applied to the next assignment. In this way, improvement throughout the course will be taken into consideration in the final grading.

### **Make-Up Assignment**

Regular and timely attendance is expected during the course, as it would be in any professional context. Any missed class time of significance will require an additional ~1000-word entry entitled *Make up Assignment/Date of class missed* in your shared Google Doc (*D&L 22 Your Last Name*). Such assignments are due before the next scheduled class. Include in this entry the following headings and content:

#### **1) Interviews**

A description of what you learned from interviewing at least two individuals who attended the class time you missed.

#### **2) Lecture Notes**

An overview of the week's lecture slides and video having watched the make-up lecture (found in class folder) including at least 3 relevant quotes linked to statements of new learning or questions raised.

#### **3) Readings**

Your reflections on the week's readings including relevant quotes, statements of new learning, and questions.

### **CTSP Department Attendance Policy**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of overall class time may result in failure to complete the class. This would be 4.5 hours of a 45-hour class (3 credits). In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

### **Disability Services Statement**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

### **Applicable NASP Domains/Standards**

#### **Domain 4: Mental and Behavioral Health Services and Interventions**

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning.

- School psychologists recognize risk and protective factors and use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social-emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making.
- School psychologists...provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social-emotional learning programs, positive behavioral supports, and parent education and support.
- School psychologists demonstrate an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.

• School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. They use assessment data to select and implement evidence-based mental and behavioral health interventions.

### **Discussion Groups & Leadership Assignments Per Week**

To facilitate community-building in our cohort, to learn from each other's areas of experience and expertise, and to practice small group leadership, the following chart will be used on a weekly basis to organize our small group discussions in class. Underlined names represent the individuals responsible for leadership of reading discussions that week. Names with **(O)** represent individuals responsible for the *Mindful Opening*, and names with **(C)** are those responsible for the *Reflective Closing*. Each student will lead two reading discussions during the term. Each student will also lead either an opening or closing activity once, as assigned.

<b>Wk 2</b> <b>9/15</b>	<b>G 1</b> <u>1 Killian C</u>	6 Diana D	11 Jenessa H <b>(O)</b>	16 Jasmine L	21 Lexia S
	<b>G 2</b> <u>2 Keiko A</u>	7 Chris E	12 Audrey H <b>(C)</b>	17 Summer V	22 Kara S
	<b>G 3</b> <u>3 Emma B</u>	8 Meaghan W	13 Chantell J	18 Trent M	23 Catherine T
	<b>G 4</b> <u>4 Alycia B</u>	9 Rylie G	14 Cathy L	19 Elizabeth R	24 Leigha U
	<b>G 5</b> <u>5 Emily C</u>	10 Tori H	15 Anneliese L	20 Kara S	25 Vienna V
<b>Wk 3</b> <b>9/22</b>	<b>G 1</b> 1 Killian C	<u>10 Tori H</u>	14 Cathy L <b>(O)</b>	18 Trent M	22 Kara S
	<b>G 2</b> 2 Keiko A	<u>6 Diana D</u>	15 Anneliese L	19 Elizabeth R	23 Catherine T
	<b>G 3</b> 3 Emma B	<u>7 Chris E</u>	11 Jenessa H	20 Kara S	24 Leigha U
	<b>G 4</b> 4 Alycia B	<u>8 Meaghan W</u>	12 Audrey H	16 Jasmine L	25 Vienna V
	<b>G 5</b> 5 Emily C	<u>9 Rylie G</u>	13 Chantell J <b>(C)</b>	17 Summer V	21 Lexia S
<b>Wk 4</b> <b>9/29</b>	<b>G 1</b> 1 Killian C	9 Rylie G	<u>12 Audrey H</u>	20 Kara S	23 Catherine T
	<b>G 2</b> 2 Keiko A	10 Tori H	<u>13 Chantell J</u>	16 Jasmine L	24 Leigha U
	<b>G 3</b> 3 Emma B	6 Diana D <b>(O)</b>	<u>14 Cathy L</u>	17 Summer V	25 Vienna V
	<b>G 4</b> 4 Alycia B	7 Chris E <b>(C)</b>	<u>15 Anneliese L</u>	18 Trent M	21 Lexia S
	<b>G 5</b> 5 Emily C	8 Meaghan W	<u>11 Jenessa H</u>	19 Elizabeth R	22 Kara S
<b>Wk 5</b> <b>10/6</b>	1 Killian C <b>(O)</b>				
	2 Keiko A <b>(C)</b>				
<b>Wk 6</b> <b>10/13</b>	OSPA				
<b>Wk 7</b> <b>10/20</b>	<b>G 1</b> 1 Killian C	8 Meaghan W <b>(C)</b>	15 Anneliese L <b>(O)</b>	<u>17 Summer V</u>	24 Leigha U
	<b>G 2</b> 2 Keiko A	9 Rylie G	11 Jenessa H	<u>20 Kara S</u>	25 Vienna V
	<b>G 3</b> 3 Emma B	10 Tori H	12 Audrey H	<u>19 Elizabeth R</u>	21 Lexia S
	<b>G 4</b> 4 Alycia B	6 Diana D	13 Chantell J	<u>18 Trent M</u>	22 Kara S
	<b>G 5</b> 5 Emily C	7 Chris E	14 Cathy L	<u>16 Jasmine L</u>	23 Catherine T
<b>Wk 8</b> <b>10/27</b>	<b>G 1</b> 1 Killian C	7 Chris E	13 Chantell J	19 Elizabeth R	<u>24 Leigha U</u>
	<b>G 2</b> 2 Keiko A	8 Meaghan W	14 Cathy L	20 Kara S	<u>25 Vienna V</u>
	<b>G 3</b> 3 Emma B	9 Rylie G <b>(O)</b>	15 Anneliese L	16 Jasmine L	<u>21 Lexia S</u>
	<b>G 4</b> 4 Alycia B	10 Tori H <b>(C)</b>	11 Jenessa H	17 Summer V	<u>22 Kara S</u>
	<b>G 5</b> 5 Emily C	6 Diana D	12 Audrey H	18 Trent M	<u>23 Catherine T</u>

<b>Wk 9</b>	<b>G 1</b>	<u>1 Killian C</u>	6 Diana D	11 Jenessa H	16 Jasmine L	21 Lexia S
<b>11/3</b>	<b>G 2</b>	<u>2 Keiko A</u>	7 Chris E	12 Audrey H	17 Summer V	22 Kara S
	<b>G 3</b>	<u>3 Emma B</u>	8 Meaghan W	13 Chantell J	18 Trent M (O)	23 Catherine T
	<b>G 4</b>	<u>4 Alycia B</u>	9 Rylie G	14 Cathy L	19 Elizabeth R (C)	24 Leigha U
	<b>G 5</b>	<u>5 Emily C</u>	10 Tori H	15 Anneliese L	20 Kara S	25 Vienna V
<b>Wk 10</b>		3 Emma B (O)				
<b>11/10</b>		4 Alycia B (C)				
<b>Wk 11</b>	<b>G 1</b>	1 Killian C	<u>10 Tori H</u>	14 Cathy L	18 Trent M	22 Kara S (O)
<b>11/17</b>	<b>G 2</b>	2 Keiko A	<u>6 Diana D</u>	15 Anneliese L	19 Elizabeth R	23 Catherine T
	<b>G 3</b>	3 Emma B	<u>7 Chris E</u>	11 Jenessa H	20 Kara S	24 Leigha U
	<b>G 4</b>	4 Alycia B	<u>8 Meaghan W</u>	12 Audrey H	16 Jasmine L	25 Vienna V
	<b>G 5</b>	5 Emily C (C)	<u>9 Rylie G</u>	13 Chantell J	17 Summer V	21 Lexia S (C)
<b>11/24</b>		<b>Thanksgiving</b>				
<b>Wk 12</b>	<b>G 1</b>	1 Killian C	9 Rylie G	<u>12 Audrey H</u>	20 Kara S (O)	23 Catherine T
<b>12/1</b>	<b>G 2</b>	2 Keiko A	10 Tori H	<u>13 Chantell J</u>	16 Jasmine L	24 Leigha U (C)
	<b>G 3</b>	3 Emma B	6 Diana D	<u>14 Cathy L</u>	17 Summer V	25 Vienna V
	<b>G 4</b>	4 Alycia B	7 Chris E	<u>15 Anneliese L</u>	18 Trent M	21 Lexia S
	<b>G 5</b>	5 Emily C	8 Meaghan W	<u>11 Jenessa H</u>	19 Elizabeth R	22 Kara S
<b>Wk 13</b>	<b>G 1</b>	1 Killian C	8 Meaghan W	15 Anneliese L	<u>17 Summer V</u>	24 Leigha U
<b>12/8</b>	<b>G 2</b>	2 Keiko A	9 Rylie G	11 Jenessa H	<u>20 Kara S</u>	25 Vienna V (O)
	<b>G 3</b>	3 Emma B	10 Tori H	12 Audrey H	<u>19 Elizabeth R</u>	21 Lexia S
	<b>G 4</b>	4 Alycia B	6 Diana D	13 Chantell J	<u>18 Trent M</u>	22 Kara S
	<b>G 5</b>	5 Emily C	7 Chris E	14 Cathy L	<u>16 Jasmine L</u>	23 Catherine T (C)
<b>Wk 14</b>	<b>G 1</b>	1 Killian C	7 Chris E	13 Chantell J	19 Elizabeth R	<u>24 Leigha U</u>
<b>12/15</b>	<b>G 2</b>	2 Keiko A	8 Meaghan W	14 Cathy L	20 Kara S	<u>25 Vienna V</u>
	<b>G 3</b>	3 Emma B	9 Rylie G	15 Anneliese L	16 Jasmine L (O)	<u>21 Lexia S</u>
	<b>G 4</b>	4 Alycia B	10 Tori H	11 Jenessa H	17 Summer V (C)	<u>22 Kara S</u>
	<b>G 5</b>	5 Emily C	6 Diana D	12 Audrey H	18 Trent M	<u>23 Catherine T</u>



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### Evaluation of Small Group Discussion Facilitation

Name of Leader:

Date:

Please use the following criteria and **circle** one rating per question to evaluate the leader's demonstration of skill today:

	Leader accomplished the following in terms of <u>tasks</u> :	A	A-	B	B-	C
1	facilitated a go-round of introductions based on a question posed by leader	10	9	8	7	6
2	presented 2-3 quotations, reflected on how they relate to development & social justice	10	9	8	7	6
3	facilitated a go-round in which others presented their highlighted quotes and reflections	10	9	8	7	6
4	asked follow-up questions and invited others to do so	10	9	8	7	6
5	highlighted themes, kept the whole discussion between 20-25 minutes.	10	9	8	7	6

	Leader accomplished the following in terms of <u>process</u> :	A	A-	B	B-	C
6	set an appropriate tone (warm, engaging, friendly and serious, academic, thoughtful)	10	9	8	7	6
7	demonstrated a grasp on the material reflective of an appropriate amount of preparation	10	9	8	7	6
8	asked good questions with follow-ups and engaged group members well in discussion	10	9	8	7	6
9	demonstrated "door opening and door closing" skills, helping both high and low talkers	10	9	8	7	6
10	was respectful to the content, issues of diversity, and the audience members.	10	9	8	7	6

Please complete the following sentence stems on the back of this paper:

**One particular area of strength the leader demonstrated was:** (e.g. "The leader nicely balanced a clear leadership role with a warm and welcoming demeanor." Or "The leader made me think about the text in a more complex way than previously considered." Or "The leader was really good at noting how we had differing opinions in the group and acknowledging how respectful we were in speaking about them.")

**One specific and practical "growing edge" suggestion for the leader is:** (e.g. "The leader might limit their own contributions in order to facilitate more verbal involvement from participants." Or "The leader could 'open the door' to quieter members more often as the discussion was dominated by only a few participants." Or "The leader has really good comments, but could increase their volume when speaking.")

### Evaluation of Small Group Discussion Facilitation

Name of Leader:

Date:

Please use the following criteria and **circle** one rating per question to evaluate the leader's demonstration of skill today:

	Leader accomplished the following in terms of <u>tasks</u> :	A	A-	B	B-	C
1	facilitated a go-round of introductions based on a question posed by leader	10	9	8	7	6
2	presented 2-3 quotations, reflected on how they relate to development & social justice	10	9	8	7	6
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	Leader accomplished the following in terms of <u>process</u> :	A	A-	B	B-	C
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7	demonstrated a grasp on the material reflective of an appropriate amount of preparation	10	9	8	7	6
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## D&L Paper Example

### ***D&L 22 Mortola***

#### ***Paper #1: Linking Developmental Theory to Counseling Practice***

##### Introduction

My goal with this paper is to show how aspects of the developmental theory we have discussed in class helps to inform and make sense of my practice in the role of a counselor with middle school students. To accomplish this, I will first provide a set of theoretical reflections using quotations from class lectures in order to clarify which aspect of developmental theory I found most helpful in writing this paper. I will then provide an example from my counseling practice, including a specific transcript detailing an interaction that took place in one session. Lastly, I will work to make clear how my use of the dialectical concept of “integration and differentiation” from developmental theory has helped me not only clarify the goals of my group practice, but also provides me conceptual frame to create effective interventions in my group work.

##### Theoretical Reflections

The focus of the class lecture for week three was “integration and differentiation.” While this dialectical concept has many relevant connections to multiple aspects of human development (e.g. embryonic development, physiological function, brain development, etc.) my focus in this paper will be how the concept of integration and differentiation relates to social development, specifically within a group counseling context. The need to belong and be integrated within a social context as well as the need to be unique and differentiated, especially in adolescence, is described by Stosny (2014):

Human beings are unique among animals in the need to balance two opposing drives. The drive to be autonomous – able to decide our own thoughts, feelings, and behavior - must compete with an equally strong drive to connect to others.

Another aspect of integration and differentiation was noted by Siegel (2013) in the lecture. He states, “...integration takes place inside you and between you and others. This is where the mind is—within us and between us. The mind is both embodied and it is relational.” With this statement, I see Siegel highlighting how there is not only a developmental challenge to integrate ourselves with others, to make important connections with significant others in our lives, but also to integrate multiple aspects of our own identity within ourselves. We are successful at this “internal” integration when we can both identify (differentiate) important aspects of our identity and also accept and “own” (integrate) these aspects into our own healthy internal ecosystem. Thus, integration and differentiation is something that happens not only between ourselves and others, but within ourselves as well. In the next two sections of this paper, I first provide an example from my counseling practice before making links to the theory I have described in this section.

##### Descriptive Observations

In our group counseling practice at a local middle school, we use an activity called the "*60-Second Autobiography*" as a way for our sixth-graders to playfully introduction themselves to each other in the first of our nine sessions together. We introduce it in this way:

Okay, now we are going to tell our whole life story in just sixty seconds! Impossible right? It will go like this: We will go around and start by sharing our name, our symbol drawing, and some things about our lives like our names and pronouns, if we have any pets, who's in our family, what schools we have attended, where we were born, what languages we might speak, and anything else about our identity we might want to share. I've listed those topics here on this sheet of paper. We will have a time keeper and we will also ask you questions if you have any time left over at the end... We really have to listen to each other. Got it?"

In the following transcript, one student, Julio, provides his short version of the "*60-Second Autobiography*":

Leader: Are you ready, Julio?

Julio: Um...ok. I have been playing guitar for two years, and I am currently the youngest in my family. My mom is currently pregnant with twins and I, um, am gay and speak two languages too. That's five things right? Is my time up?

Leader: Ha, yes, that's five things. And, no, your time is not up yet. Who has questions for Julio?

Jayda: What two languages?

Julio: English and Spanish...and a little of Korean because I studied it for a month.

Leader: Where did you study Korean?

Julio: Um, cuz I was in my room and I saw an ad with subtitles in Korean and I was like, 'I do not know what it is.' Then I watched a Korean anime and I never understood, I always needed the subtitles and I just wanted to learn a little bit.

Leader: Yeah, that's fun. That sounds really interesting. Thank you for sharing. It is so exciting that your Mom is expecting twins...and I really appreciate you sharing about your identity about being gay, very brave.

### Linking Theory and Experience

In the theoretical reflections portion of this paper above, I highlighted how “integration & differentiation” is a developmental challenge that happens both outside a person (e.g. connecting to helpful peers) as well as inside a person (e.g. being able to accept and own differing aspects of our own identity). This concept of “integration & differentiation” has been helpful in reflecting on my practice in a number of ways. First, the dialectical concept helps me see the importance of including activities like the "*60-Second Autobiography*" in our curriculum where we ask students to “take the stage” in order to let them differentiate from their peers (e.g. Julio saying he speaks Korean) and in that process get better integrated within that group (e.g. group members now know that Julio speaks Korean, loves anime, and is gay). Next, I can see how important it was to include (to integrate) “identity” as one of the prompts for the "*60-Second Autobiography*" because it seems to have helped Julio take the risk of identifying as gay within the challenging middle-school environment. Lastly, the fact that Julio was able to state that he was gay points toward the level of his own internal “integration” of identity development. Additionally, the fact that it was received in the group without question is a good sign that group members will continue to help each other become both better differentiated as well as integrated as the group proceeds. In these ways, I hope to have shown in this paper how the concept of “integration & differentiation” is a theoretical concept that has applicability in my counseling practice with youth.