Foundations of Learning and Intervention  
EDST 212  
Course Syllabus  
Winter Term 2003  
Monday & Wednesday  
12:00-1:20 pm  
(Plus 1 Hr Per Week for Discussion Groups)

Course Instructor:  
Mark R. Shinn, Ph.D., Professor, Special Education  
Phone: 6-2144  
Office Location: 275 ED  
Office Hours: 10:00-11:00 Wednesday or by appointment  
Email: mshinn@oregon.uoregon.edu

Graduate Teaching Fellow (GTF) and Discussion Group Leader:  
Karina Kidd  
Phone: 6-3480  
Office Location: Trailer A  
Office Hours:  
Email: Karinakidd@aol.com

Because personal attention is important to learning, a number of graduate students in the College of Education are serving voluntarily as discussion group leaders for this class. Each of you will work with one of these discussion leaders for the quarter. The discussion leaders will coordinate weekly 1-hour group discussion sessions and will be responsible for reading and evaluating your Quizzes and Weekly Activity Reaction Logs (WARLS).

Additional Discussion Group Leaders & Discussion Group Schedule:

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<th>Name</th>
<th>Phone</th>
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<tr>
<td>Louise Bronaugh</td>
<td>6-3480</td>
<td><a href="mailto:lbronaug@darkwing.uoregon.edu">lbronaug@darkwing.uoregon.edu</a></td>
<td>TBA</td>
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<tr>
<td>Moira McKenna</td>
<td>6-3480</td>
<td><a href="mailto:mckenna@darkwing.uoregon.edu">mckenna@darkwing.uoregon.edu</a></td>
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<tr>
<td>Nicole Nakayama</td>
<td>6-3480</td>
<td><a href="mailto:nnakayam@darkwing.uoregon.edu">nnakayam@darkwing.uoregon.edu</a></td>
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<tr>
<td>Alli Pavek</td>
<td>349-8910</td>
<td><a href="mailto:apavek@gladstone.uoregon.edu">apavek@gladstone.uoregon.edu</a></td>
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Texts and Materials Required:


Class Resources:

- All course information including the syllabus, class notes, weekly advance organizers, and announcements will be posted on Blackboard. You should check this site regularly to receive class updates and important information that will enhance your learning. You can access the Blackboard system at the following address: blackboard.uoregon.edu

- There will be 1 copy of the Readings on reserve in the library. You can check out the copy for 2-hour intervals.
Formal Catalog Description:

Examination of the foundations of learning and intervention in a wide range of social systems, including schools, families, and both commercial and social organizations.

Real Course Description:

A body of knowledge exists that can help us facilitate learning and social development and prevent the development of problems in these areas. This course integrates this body of knowledge to practices and strategies for facilitating development in learning and social/emotional behavior.

Broad Goals:

This course is intended to:
1. *Disrupt your beliefs* and expand your perspective about human development and problems therein.
2. *Instill hope* that as a professional, you can facilitate healthy development and prevent problems.
3. Attempt to give you a *system(s) for sorting what works* from what is believed to work.
4. Provide you with an array of strategies available in the Education Undergraduate major in the areas of teaching, instruction and human services.

Big Ideas:

1. There is a body of knowledge about development relevant to learning.
2. This body of knowledge can be translated into practices and strategies to improve learning and development and prevent or reduce problems.
3. Development is an interaction of within-person and environmental variables.
4. Human “development” changes over time; that is, the within-person and environmental influences are different at different points in the life span.

Course Structure:

This course is designed to provide students with *integrated* information regarding human development and strategies to facilitate it. The course will integrate a series of *strategies or procedures* that are designed to facilitate development (i.e., “what to do”/“what works”) with *theory* (i.e., the body of knowledge that provides the “why” it works).

The course will be divided into three learning environments:
1. Class
2. Discussion Groups
3. Outside the Class Learning

Class time will be used for integrated lectures and presentations by me or recognized experts who are working to study and facilitate development.

Weekly Discussion groups will meet weekly with me or other discussion group leaders for 1-hour to discuss the readings, lecture/presentations, and their Weekly Activity Reaction Log. This format allows for more in-depth discussions and reactions to course content.
Outside the class learning will include reading, writing in the Weekly Activity Reactions Log, and studying for quizzes and exams.

**GRADING:**

Total Possible Points per term = 350

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<th>Grade</th>
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• The point totals do not reflect +/- (e.g., B+ or A-). However, +/- will be part of the grading system. For example, 80-83% likely will be a B-, 84-86% will be a B, 87-89% a B+.

• See attached Self-Monitoring Recording Form and Due Dates

**Attendance:** Attendance at class and discussion groups is required. Students will earn 5 points for each day of attendance. Attendance will be noted each session by a sign-in sheet.

**Class Rules:**

1. To ensure a positive learning environment for all students in the class, it is inappropriate to:
   1. Arrive late to class.
   2. Talk privately with other class participants while the class is in session.
   3. Leave the class before the end of the session.

2. Students are expected to come to all class activities and discussion thoroughly prepared. "Thoroughly prepared" is defined as:
   1. Having all materials needed for the class, discussion group, or test before entering the classroom.
   2. Having read the reading sufficiently to: Discuss ideas, concepts, issues, and practices from the readings.
   3. Relate current information to that previously read or discussed; and apply the information to problem situations.
   4. Formulating and presenting questions when information from readings and class presentations are unclear.

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Class Attendance points = 85
Discussion Group Attendance points = 45
Total possible Attendance points = 130
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Weekly Activity Reaction Logs (WARL): Each student will produce 6 Weekly Activity Reaction Logs (WARLs). The WARL must be typed and will consist of 2-3 pages per week of your reactions, responses, questions to lectures/presentations, readings, discussions, The WARL will be turned in weekly to your discussion group leader. Turning in a WARL will be worth (on average) 5 points but scores can range from 0 to 10. Discussion group leaders can award up to 5 discretionary bonus points for (1) linking your thoughts to class goals, big ideas of the class, lectures or readings, integrating information from readings, lectures, and activities to other things you encounter such as newspaper articles on education and human services, other classes, and (2) clarity of writing and thinking, and using information to support opinions. Conversely, scores lower than 5 can be given for lack of linkages, incomplete ideas, or simply repeating the course content without evidence of your own learning. Extreme low or high scores are rare and 5 represents the Expected Score you should receive each time.

Total possible WARL points = 30
(Does not reflect potential bonus points)

Quizzes: 6 short-answer 15-point quizzes will be given on during scheduled class times.

Total possible Quiz points = 90

Mid-Term: A mid-term will be given on High scorers on quizzes (greater than 90% of the correct quiz points or 40.5 points) will be awarded the full 50 points without completing the midterm. It is the student’s responsibility to keep track of their point total. Students who err and do not take the mid-term will not have an opportunity to “retake” the mid-term.

Total possible Mid-term points = 50

Final: A Final Exam will be given on the scheduled date: High scorers on quizzes (greater than 90% of the correct quiz points or 81 points) will be awarded the full 50 points without completing the final. Again, it is the student’s responsibility to keep track of their point total. Students who err and do not take the final will not have an opportunity to “retake” it.

Total possible Final Examination points = 50
OTHER POLICIES YOU NEED TO KNOW:

**Responsible Attendance:** Students who are responsible in attendance (i.e., no unexcused absences) may earn a “personal day.” The personal day provides a student with an excused absence where the student still earns 5 points. Three conditions for using personal days apply. First, the student still is responsible for the content of the day. Second, the instructors must be given signed written notice on a 3 x 5 card. Third, the personal day cannot be used on the day of a test or examination.

**Excused Absences for Tests:** Students must contact Dr. Shinn in case of illness or emergencies that would preclude taking the tests as scheduled. Messages can be left on the course coordinator's voice mail (6-2144) or email (mshinn@oregon.uoregon.edu) at any time night or day prior to class. If no prior arrangements have been made prior to class time, the absence will be unexcused.

1. **Sickness:** If a student is unable to take a test due to illness, Dr. Shinn should be notified prior to the time of scheduled class meeting. The absence will be excused when student presents verification from the Student Health Center, 13th Avenue at Agate Street, or a private physician or clinic.

2. **Emergencies:** If a student is unable to take a test due to personal and/or family emergency, the student should contact the course coordinator as soon as possible. On a case-by-case basis, the course coordinator will determine if the emergency will be considered an excused absence.

**Academic Misconduct:** Certain student behavior will result in the lowering of the course grade by at least one grade level and may result in an “F” grade for the course and may result in the student’s suspension or expulsion from the University. These behaviors include, but are not limited to:

A. Dishonesty, including cheating, plagiarism or knowingly furnishing false information (e.g., falsifying information or signatures on extra credit work).

B. Intentional disruption, obstruction or interference with the process of instruction.
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Total Possible = 350

A = > 315
B = 280 to 314
C = 245 to 279
D = 210 to 244
EDST 212: Foundations of Learning and Intervention
Winter 2003
Instructor: Mark R. Shinn, Ph.D.

Quiz Dates are in GREEN.  Major Test Days are in Yellow.

Monday, January 6:  Course Introduction

Course syllabus
Course information on Blackboard

I.  COURSE OVERVIEW:  SCIENCE AND PRACTICE

Wednesday, January 8:  Critical Thinking About What Works:  Information and Disinformation

Carnine, D.  Why educational experts resist effective practices: And what it would take to make education more like medicine.  Pages 11-28.

Monday, January 13:  Facilitating Development-What’s Believed and What’s Known

Students will discuss their own perceptions about commonly held “facts” and beliefs about interventions and “think” about the basis for their perceptions.  Students will observe and discuss Frontline program on Facilitated Communication.


Quiz # 1

Wednesday, January 15:  What is a Good Applied Developmental Theory?

Monday, January 20: No Class

**Wednesday, January 22: What is a Good Intervention**


II. DEVELOPMENT AND EARLY LEARNING BEFORE SCHOOLING

III. Monday, January 27: Developmental Theories: Genes, Environment, Nature-Nurture, Neither or Both


Quiz 2

**Wednesday, January 29: Early Parenting Can Make a Difference**


**Monday, February 3: Intelligence, and Learning—Just the Facts**


**QUIZ 3**
EDST 212: Fall 2002 Schedule of Lecture & Assignments

Wednesday, February 5:  First Steps: Successful Early Intervention for Problem Behavior

Presenter: Bonnie Seibert


Monday, February 10: MID-TERM EXAMINATION

III.

DEVELOPMENT AND LEARNING IN SCHOOL

Wednesday, February 12: Schooling and What It Looks Like—From Simple Descriptions to Analysis of Teaching and Learning  Part I


Monday, February 17: Schooling and What It Looks Like—From Simple Descriptions to Analysis of Teaching and Learning  Part II


QUIZ 4

Wednesday, February 19: Simple Ways of Assessing Growth and Development of Reading and Other Basic Skills: Curriculum-Based Measurement


Monday, February 24: Effective Behavioral Support: School-wide Discipline Programs

Presenter: George Sugai

### Quiz # 5

**Class 15: Wednesday, February 26: Beginning Reading: Launching Early Reading**


### Quiz # 6

**Class 16: Monday, March 3: The Invisible Curriculum: Study Skills**

Presenter: Keith Hollenbeck, Ph.D.


**Class 18: Wednesday, March 5: Setting Up Classrooms to Facilitate Learning and Appropriate Social Behavior**

Presenter: Randy Sprick, Ph.D.


**Class 19: Monday, March 10: Setting Up High Performing Schools**

Presenter: Ziggy Engelmann, Ph.D.


**Class 20: Wednesday, March 12: Final Examination Review**
Weekly Activity Reaction Log # 1

I believe that this class is going to be a bit different that I had imagined. I figured that it would be a challenge and that I would learn a large amount of information about education and solving problems related to the classroom, however, I had no idea that it would be as challenging as I think it is going to be. Regardless of that, I am really excited about this class. The sessions have already begun to make me think about educational issues that I had not even considered before. I had not thought much about research because I have not had to deal with it yet, being that I am only a Freshman in college. Also, the article by John Cleese has got me thinking about the mistakes that I have made and my mistakes that are to come. I suppose, though, that there is one issue that we discussed that has especially been making me think. It is the point about when it seems that a child is not reacting how you want them to in a given situation (a problem!), it is not their fault, but the practitioners.

I do not really know a great deal about the research that is being done on educational issues. I never thought that it affected me much, but now I realize that an abundance of the research done about everything in the world does affect me and that I should pay attention to it. Our sessions in class have opened my eyes to that fact. Since I want to become a Speech Pathologist, I understand that I might be relying a great deal on research to help me in my field. Because of the lectures on research, I am more aware that when I am actually practicing speech pathology, I cannot simply use the latest fads in research. I am actually going to have to do research of my own because I do not want to subject my patients to study findings that might
actually hurt them more than help them.

I have enjoyed John Cleese’s humor for as long as I could remember, and now I am
appreciating the more serious and philosophical side of him. We have all made mistakes; many we
cannot remember, many we cannot forget, and many we did not actually mind. People will never
stop making mistakes because we are not perfect. Notwithstanding, I have always been one of
those people that have thought, “I do not have to make mistakes,” however, that would mean that
I would never be able to take any chances in life. I am afraid that I will humiliate myself, and I get
embarrassed very easily. Only, Cleese said something that really spoke to me. He stated, “I
suggest that unless we have a tolerant attitude towards mistakes—I might almost say a positive
attitude towards them—we shall be behaving irrationally, unscientically, and unsuccessfully.” He
is completely correct. I, and the rest of the people out there that are afraid to make mistakes,
need to just buck up and take chances. I have done it in the past and I have always survived:
there is no place where I could never show my face again. This not only applies to my every day
life, but also to speech pathology, or any career for that matter. If I do not take chances in my
occupation, I might never rise to the highest level that I want to eventually be at.

I perpetually thought that if a child does not seem to be accomplishing anything in the
classroom, then there is something wrong with that child. I never thought that maybe it was the
practitioners that were in the wrong. This situation is both good and bad. On the former side,
this means that every child can learn and be helped. This is wonderful news because now
practitioners can have hope when a child is failing, instead of downheartedness that this child will
never get better. On the other side, what if a practitioner runs out of ideas to help a child? What
if this child really cannot be helped?

I feel that these are all intriguing subjects to think about and it is a good way to start out
January 13, 2002

WARL #1

This week began as an introduction to the course EDST 212 with Mark R. Shinn, Ph.D. In all honesty, I fear this term as I anticipate this to be my most challenging. Not only are all of my classes labor intensive but the outcome is of very crucial to my major. The first class was merely an informative to what the expectations of this class are and a viewing of the syllabus. We began lecture on defining a problem, which is defined as a discrepancy between what is expected and what is occurring in a given situation. This obviously makes sense as an example: a boy who cannot tie is shoe. So here we must ask, what is the expectant? We are expecting the boy to be able to tie his shoe... however, what is occurring is that the boy is unable to perform the set of tasks and skills related to tying a shoe thus creating a problem.

On the second day of class we discussed Critical Thinking about Science, Research, and Education. We focused on “information” and “disinformation (which this word is questionable as shouldn’t it be misinformation?).” Information is defined as?

Disinformation is defined as things for which there is replicable body of disconfirmatory evidence. The lecturer asked us if we believe in given Ritalin to hyperactive children. I do not believe in Ritalin based upon observatory evidence. My cousin, when he was only 5, was placed on this drug and we saw only a sluggish change in him. It brought him down and had a negative side effect. True that I do not know enough about this product

\[ \text{\small \text{\textcopyright \ 2023}} \]
This week I felt that I knew what was happening in class a little better. I organized all of my notes that I printed off blackboard and that I took from the lectures. I also studied for the quiz, but I am not sure yet how I did on it. I learned that when Dr. Shinn says we need to know something that we really do need to know it. I think that I could have done better on the quiz but that is part of my goal of always trying harder and doing better on the next one.

In the readings this week, I learned that different theories on education and falsifiability. I thought that the falsifiability chapter was really interesting and I think that it is really useful to know that information. I think that it was interesting to know that people, including myself can get so caught up in something and want it to work so badly that we don't see that it really doesn't work. I also really enjoyed the video that was a great example of the falsifiability. It is really bizarre that so many people could follow something that had not really been tested and believe it. It is also strange that because all those people wanted to believe that it worked that they subconsciously were doing the reading and the talking themselves instead of the autistic kids. I guess though, if I were in their shoes too, I would have probably done the same thing.

Also there was some review on what was discussed on the first lecture. We went over the big ideas and goals of the class again. I think that I am getting the hang of how the lectures work now. I was surprised how fast they went but I am really learning how to write down just the important stuff. I still have a hard time taking in the reading
though. I downloaded the advanced organizer and that helped some, but there is so much reading to do. Is there any tips on how to take in the really key and important points without having to read it more than once, since it is a good deal of information. I am a freshman and this is the hardest class that I have taken so far. I really like the challenge, which it is, and I think that it will really prepare me for other classes. It is really testing my study skills and how I organize the information I take in. I just wondered if maybe in discussion, Dr. Shinn could address a few more tips on how to critically read the material, so that I get the most out of it. I might be the only one that has a hard time with it, but any type of suggestion would help me greatly, since I would like to do well in the class.
EDST 212

Week Activity Reacting Log # 2
950-32-7170

October 1, 2001

The topic of the articles that we read about, to me, is related to the readings for last week in some aspects. We keep talking about the researches and how they deal with education. We already know that we need educational research which is solid and can be applied to solve practical problems, but we’re still lack of well-tested and validated education research.

In despite of the topic of research, I want to talk about something else that I find interesting in the article for this week, that is the polarities, two extremely different sides of an individual event or a thing. In the article "Science, Human Values, and Teaching-Integrating Polarities" (by Becker, W.C.), the author talked about one of his student tries to integrate two different points of view and translates back and forth between the Zen philosophy and behavioral principles. It’s like that you see one thing, but you don’t only see one side of it, you try to find out different aspects of this thing, and this is what we don’t really achieve in our real life.

And I think there’s something similar in another Chinese philosophy,
“Daw” (I’m not sure about the spelling, but that’s how we pronounce in Chinese). The person who developed the philosophy of Daw thought that Daw is the whole thing that work in the universe, it is too big for human beings to see all aspects of it, what we see in our life is just a small part of it but we think that’s all and give our own judgment. He tried to tell us that when we see the only side of one thing, don’t forget that there is always another side of it and we should never easily give any judgment or criticize to the tiny little part that we see. So when we are seeing something, never forget that this may be only a small part of the whole thing. What we need to do is to try to find out other parts of it, and it is very likely to what the article says, “integrating polarities”. I like this idea and this is what I always try to do.
Problem Solving

In the last three years I've been in college, I've heard many professor's lecture on the skills necessary to become an effective teacher or a professional in this field. However, none have dealt with the concern of scientific research and the possible outcomes that result. Many professors as well as others focus on their own ideology and theories they have about children in the aspects of how they learn and interact with other children. In many cases people are more interested in what they believe than what's actually proven. They are so locked in their beliefs they can't even see the evidence right in front of them.

As I continue the readings from this classroom I find this to be more evident. One article in particular caught my attention, "Why Education Experts Resist Effective Practices". This piece of writing deals with why professionals embrace teaching methods that don't work. For instance research strongly supports phonics as a tool for children to begin reading, especially those who are considered high risk. Yet the article points out the whole language approach is primary being taught in early elementary education.

I have experienced the whole language approach in one of the classrooms I have worked in. Two years ago I worked in a third and fourth grade classroom that integrated other students with severe learning disabilities. One boy in particular I worked with was slightly autistic and carried many other disabilities with him. His name was Nicky, most of the time Nicky wasn't in the classroom but was sent away to others for more help or disciplinary problems.

At the time I was in a practicum, which required a term project that some how dealt with children. As I continued to work in the classroom I was drawn to Nicky because he always
needed so much help. His teacher embraced the idea of whole language with him even though it was obviously not working. Nicky was eleven years old and didn’t even know his vowels. His teacher did not seem to be aware of this nor did she seem to care too much when I told her.

I decided to make Nicky my term project and integrate the ideals of phonics into a short segment of his reading with permission from his teacher. I used sandpaper to cut out the letters of the vowels and glued them on to a piece of paper. Each vowel was laid out in front of him, and he placed his finger on the sandpaper and sounded out the letter at the same time. I continued this process for the couple of months and integrated simple words with the same sounds. I kept a journal of his progress and all of us saw his improvement even Nicky. He began to get better grades on his spelling tests and grasped reading a whole lot more.

Nicky began to feel a lot more successful and cut down on his usage of expressions like I’m stupid and I don’t want to even try. I felt really good about myself and felt confident that phonics was much more effective than whole language concept. After my project was turned I figured the teacher would change her teachings of whole language concept or integrate more use of phonics, but she didn’t. After I finished my practicum several weeks later I went to visit the classroom. Nicky jumped out his chair to give me a hug. I was happy to see him but disappointed his teachers were not continuing the phonics program I had set up for him.

When I see articles reinforcing ideas of scientific research instead of a person’s ideology, I feel more confident things will change. (Although it’s very frustrating because I know it’s hard for people to accept, especially those who are older in age in set in their ways.) As a future teacher or a professional in the educational field I hope to find the most effective ways that work. Even though ideology is an important part of our everyday interactions with children and others, it should not be the only tool we rely on. It should be subject to change if necessary.
Weekly Activity Reaction Log #2

EDST 212

October 10, 2001

In all my years of schooling, it has become apparent to me that students are often divided into two different categories: "Good Students" and "Bad Students." Both are different sides of the same scale, and there quite often seems to be no middle ground.

I remember how the classroom interacted in my earlier years of schooling, everyone was aware of who was smart and who had problems. And it was these two groups that seemed to get the most attention from the teacher. I often wondered how I fit into this puzzle. I knew I was better at subjects like reading and spelling. But I often found that I had problems with some of the other subjects. I knew I was not the best student, but I also knew I was not the worst.

So I made my way through years upon years of schooling before I realized that I was just a normal learner. I think I finally came to that conclusion in high school. I was lucky to be able to learn most subjects relatively quickly, and I was able to seek out help for the subjects
that I needed it for. The biggest help I found was keeping up with all the work I had. Which allowed me to practice what I was being told.

Quite often in life, people are very determined to divide things into groups. We face it everyday, and in every part of our lives. These categories just affect everyone differently. And quite often we want to think that everything fits smoothly into these categories. Something that I found out was not true through my own experiences in education.

Looking back, I realize that I quite often felt over looked in class. I knew answers and I got things, but I was not one of the kids who had to answer every question or the one who never knew the answer. I was somewhere between the two extremes. I was always aware that I was not as smart as some of the other people I knew. My older brother was very smart and because he was my brother I always wanted to be like him. It took me a while to realize that we had many differences in how and what we learned. He did better in areas, and I was better in other areas.

When I become a teacher I know that I will notice that students learn at different paces, and I hope that I will acknowledge them all. I want to try my best to not put them into two different categories, but to realize that
there are many different levels in one group of people and to just teach at a pace where they can all learn. That is an important lesson that everyone should keep in mind when it comes to education.
This week's lecture's and reading tie in with my other education classes in dealing with what causes or puts children at risk. Also, discussing why labeling sometimes is a good thing in describing children in that it gets the child the help that is needed to work with the behavior that is a problem.

The article by Eddy, Reid, and Curry made a strong statement for early prevention and why it is the best answer to help potential kids at risk. They point out all of the different labels that many of the at-risk children become: ED (emotionally disturbed), CD (conduct disorder), and ODD (oppositional defiant disorder). Plus various treatment programs that are being implemented in working with the mothers and families of these children. They have proven, through testing that if children are helped in the very early years of life, that much delinquent behavior can be avoided in later years. One of the most interesting findings was done, through Parent Management Training, with expectant mothers who were at risk saw a nurse regularly throughout their pregnancy. They found that the mothers who saw the nurse regularly: "smoked less during their pregnancy, were less likely to have a premature birth and low birth weight baby, less likely to have a baby rated fussy at birth, provided more enriched and stimulating environments for their infants, and abused and neglected their children less during their early childhood's". The mothers were also more likely to be employed, have less babies later, and also their children were less antisocial than other mothers whose children were in a control group that was studied at the same time.
The readings on reinforcement by Patterson were very informative and quite easy and understandable to read. Rob Horner's Classroom Management class goes into this subject matter pretty deeply. Very interesting, but somewhat confusing stuff in regards to reinforcements versus punishments. And then add negative and positive to both. The negative reinforcement issue with the child and begging for candy at the grocery store at the end of the day is such a perfect example that we can all relate to. If I'm not mistaken, this is called negative reinforcement because we would be giving (reinforcing) the child something to stop an unpleasant (negative) situation. We would be neg. reinf.; the child is positively reinf.

The second chapter of Patterson's reading seemed to give us the big idea of "you get what you give". Boy, is that true! (Even though we don't like to agree with that when times are bad!) I watch my two daughters at this daily. The older one doesn't realize what a role model that she is to my 7 year old. At 14, there are some definite hormone issues happening - quite often, and she doesn't realize how 'ugly' her behavior is many days until she hears her sister retort back to her in the same phrase that she used on her the day before. And what really amazes me is when the 7 year old reasons with me like an adult. (We have good communication skills at our house!) But she models well what she's heard and seen.

Social reinforcers are a wonderful thing that we often overlook. We all do them every day, but do we look closely to see how they affect people? In a school setting or at a scout meeting it's great to hug or affectionately touch the child. Isn't it? How would you know that you are working with (with in reason!) But at a business meeting it's not appropriate to touch associates, outside of a handshake, that you're working with. There was a section about a wife having to bring up an important topic with her husband every night for a week to get his attention to the topic. And every night she'd have to listen to him talk about work first, just to get him to open up to conversation. But, she knew what it took to work with him. Most of us know how
WARL # 2

In last week's readings and discussions we talked about the importance of having research that is accessible, usable, and reliable. This week's readings are connected to the importance of research in that it implies the importance of testing and verifying ideas and concepts, the readings then continue to suggest processes in which to check these theories and concepts that have been devised.

A great deal of the readings, particularly chapter two, focuses a great deal on science, and the scientific way to evaluate information and theories. After reading example after example of ways in which scientists evaluate theories and the different ways a theory can be interpreted, I began to question how this relates to education and the subject of this class, Foundations of Learning and Intervention. Then I began thinking again about the theme from last week's readings, and the strong emphasis on how important educational research is and how valuable a tool it can be for teachers.

Remembering this theme and then relating it back to this week's readings, I began to realize why such readings about the scientific view could relate to educational studies. Unlike many other kinds of theorists, scientists are taught that making a mistake is not a sin, because that mistake can lead to an improvement on that theory. Observing many of the ways of scientists makes me recognize that it may be very beneficial for educational researchers and theorists to adopt some of the scientific ways. Because many theorists become attached to the concept they develop, they then become very defensive over their theory when other people try to critique it. Educational studies could greatly improve if those educational theorists adopted the idea that making mistakes are acceptable because
these mistakes can ultimately lead to greater advancement and progress in educational research and theories. Another guideline that scientific theorists use that would aide in educational theorists work is their falsifiability criterion scientists use when looking at any new theory or innovation. This criterion basically just suggests that all theories need to be testable. Therefore theories should be specific and have the possibility upon testing they can either be affirmed or rejected by those who are qualified to judge. If all educational theories were forced to be tested based on this falsifiability criterion, the fiasco that occurred because of the lack of testing of facilitated communication would never have been an issue. If educational researchers and theorists adopted some of these scientific guidelines, educational research would progress at a faster rate.

Many people are negatively affected by lack of research behind theories that are enthusiastically given out in the form of advice through self-help books. Eileen Gambrill talks about this problem in her article “Self-Help Books: Pseudoscience in the Guise of Science?” About two thousand self-help books are published each year, and consumers are rapidly grabbing them right off the shelf, in hopes of finding answers and guidance to numerous amounts of problems and personal issues. What many of these consumers don’t know is that these books may cause more harms than good. Gambrill reports that self-help books may increase rather than decrease incorrect views about self-change and how it can be accomplished. Many of the self-help books imply the “unrealistic view that life should be without problems.” Such a thought as this may cause a reader more distress thinking about any problems that one is dealing with, instead of actually dealing with the problems that inevitably will arise. Consumers as Rosen writes, are being “flooded with new untested do-it-yourself theories.” As shown in other examples, well-
intentioned advice or solutions that are not researched and thoroughly tested can cause a great deal of grief.

Because of so much havoc and hurt that can be caused by unsubstantiated ideas and theories, I believe that new policies should be made that no new theory or innovation can be introduced to the public without proper testing and research substantiating new concepts. Upon evaluating some of the ideas introduced in the reading, it seems that it would be helpful for educational researchers and theorists to adopt some of the guidelines and ideas used by scientists so as to avoid any innovations or new concepts being introduced into the classroom without proper thorough testing.

Diana,
you log showed that you have good understanding of the theme/big idea with the readings & lectures. Good job!
In the first week of class many new ideas were presented in the lecture as well as reading. I found that I had heard of some of the ideas prior to attending the class, but I had never and of course still do not completely understand what most of the ideas really mean to the full extent. For example, to me, a problem is just a problem. Something that simply said, needs to be fixed as soon as possible. In the lecture on Wednesday, September 26th we were given the definition of a problem as being the discrepancy between what is expected and what is occurring in a given situation. There are obviously the three degrees that go along with what a problem can be described as and to sum it up the formula P = E-O was provided. A problem equals what is expected minus what is occurring. I have to admit that concepts are not my best area, given the reason why I am not majoring in mathematics. But my reaction to reading and rereading my notes on what a defined problem is assists my gradual understanding of the whole picture.

Another area that was discussed on Wednesday’s class was that of critical thinking and what really works? The idea of critically thinking in the field of education is not an area I have thought much about or questioned. I have of course gone through school, but I never stopped along the way to question why my teachers chose to teach reading through phonics, or math with Fruit Loops. But with the topic of critical thinking along the lines of education and what works, makes me wonder if the ways I was and wasn’t taught growing up effects that areas that I now do well in versus the areas in which I struggle. Has there been extensive research done to prove whether certain likely!
teaching styles are better the others? My thought is leaning more toward no, do to the content and lack of agreement on what works in schools.

Diane Ravitch's article "What if Research Really Mattered?" brought up an interesting correlation between the medical field and education. She discussed the possible stipulations that could occur in an operating room if physicians were like educators, not able to agree on what's wrong and what needs to be done. Thankfully, when it comes to education it is not a life and death situation, but it is our children. The fact though is, children are not guinea pigs, and it is difficult to test new ideas on them and then find out something didn't work. Wouldn't that set that group of children back in not if well designed their schooling careers? What stumps me is the fact that the educational system has been around for thousands of years and still there is no agreement. I would assume that good structure would have surfaced years ago, and then as technology progressed, educators and administrators would add to that solid base. I guess my ideas are in somewhat of a utopian world. no, they are based on the idea of progressive science, knowledge...

After listening to and reading the letter "Professional Principles of Human Services," all I could think of was the saying wisdom comes with years of experience. The first point made saying "You as a teacher, control the conditions for learning, motivation, and success" stood out to me because I realize how often I myself use others as the scapegoat to my lack of motivation or failure. I have had the opportunity to observe many different classroom settings through volunteer work and have seen the proof to the statement. For example I saw teachers who had a lack of motivation for something they were teaching and it obviously rubbed off on their students. They had a lack of interest in the subject and in turn did not grasp the whole of the subject because of how did you know?
the teacher's lack of motivation. On the other hand when a teacher shows that they are excited to be there and into what they are doing, it as a positive effect on the students.

When I think of education, I think of the outsides of the puzzle, but never the inside. I see myself in the classroom teaching the children having a great time with no difficulty. Obviously this is far from reality. I have many concepts to learn and understand the first week of class has brought this to my attention. Thanks!