

Intersession 1998

EDUC 497 - *4 Special Topics: Kids at Risk

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* This course is worth 4 credit hours and not 3 as indicated in the tabloid. Students enrolled in this course will be switched to the appropriate credit hours at a later date.

E01.00

PREREQUISITE

Educ 401/402 or permission of instructor

COURSE DESCRIPTION

Elementary focus. Open to secondary student teachers.

Tues. 5:30- 9:20 MPX 8620; and 4 hrs./wk. field placement. *Runs 8 weeks.*

Four "Big Ideas" or major concepts underlie the content and the design of this course.

1. Children at risk may be empowered in their learning only after there is systematic attention to their social and emotional developmental needs.
2. Teachers will gain in their ability to empower children at risk through in-depth case study within a theoretical framework, and through opportunities to apply new skills-training in the field.
3. New specialty skills are best developed in a learning cycle of: understanding; practise; application; reflection; reapplication.
4. Examining "teacher as person" factors that arise when working with children at risk will enhance teacher effectiveness.

OBJECTIVES

Through their work in this course participants will:

- clarify and articulate values and beliefs related to teaching children at risk, and to perspectives regarding children's healthy social and emotional growth.
- establish understanding of human growth and behaviour principles and emotional needs theory, and their application to children at risk.
- develop diagnostic skills and resources-- toward specific competency in observing, analysing, and responding to the social, emotional, and behaviour difficulties of children at risk, in planful ways.
- increase understanding of the facility of teacher interactions and relationships with children, and their significance in promoting a child's healthy development.
- train in effective therapeutic interaction skills that promote social/emotional growth and create opportunity for children's successful learning.

REQUIREMENTS

1. Attendance and Participation

The course consists equally of: 1) on-campus study and training, and 2) in teams of 2, 3, or 4 students, a field placement in a school setting in direct association with children at risk. See Note *** below.) Students will participate fully in their fieldwork, including collaboration with other student-teacher members of their field placement team. Similarly, during seminar time students will work and train collaboratively, contributing to discussions and to the professional growth of others in the class.

2. Readings

You will read the three course texts: Meeting Children's Emotional Needs; Reclaiming Youth at Risk; and Human Relations Development. Two other readings will be chosen from the list of Recommended Readings, and articles may be assigned in preparation for campus sessions and seminar discussions. Other, optional readings, can be undertaken and described in a Readings Record. You can also recommend your additions to the current List.

3. Instructional Tasks

- An Action Research format will provide the framework to complete tasks that taken as a whole comprise a clinical case study.
- A sequenced series of skill development tasks will advance students' interpersonal, or interaction, skills.
- Students will complete one taped sample and transcript of their work to demonstrate their interaction skills development.

4. **Journal:** You are encouraged to maintain an up- to- date professional journal for reflection on theory and skills development.

5. **Keep Field Notes** to record observations, insights, questions.

6. **Maintain a Readings Record** which specifies and describes the selections you have examined, both required and optional.

EVALUATION

Final grades will derive from equal weighting of the Action Research (Clinical Case Study); the Interactions Skills tasks (includes Demonstration tape); Attendance and Participation (clinical practicum plus training and seminar activities); Another equally weighted category, Reflection and Analysis, incorporates Readings- Record, Journal, Field Notes, and Self- Evaluation together.

REQUIRED READINGS

Brendtro, L, Brokenleg, M. and Van Bockern, S. Reclaiming Youth at Risk: Our Hope for the Future. Bloomington, IN. National Education Service, 1990. ISBN 1-879639-05-X.

Gazda, George, F.R. Asbury, F.J. Balzer, W.C. Childers, and R.P. Walters. Human Relations Development: A Manual for Educators. (Fourth Edition) Boston, Allyn and Bacon, 1991. ISBN 0-205-12653-7.

ON RESERVE at SFU Library

Raths, L. E. Meeting the Needs of Children. Creating Trust and Security.

***** All course work occurring in the field placement will be conducted under the supervision of the course instructor and/or suitably qualified school district personnel-- who have made the necessary arrangements for such fieldwork with participating schools, teachers, and children.**