

ED 736
Atypical Cognitive and Social Development
Prof. Addison Stone
Friday 9-12 Room 2232

Office hours: By appointment
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Course Objectives:

1. Analysis of the strengths and weaknesses of alternative theoretical frameworks for conceptualizing atypical patterns of development.
2. Familiarity with major research findings regarding atypical patterns of cognitive and social development.
3. Analysis of research related to the impact of atypical development on informal and formal learning activities, and vice versa.
4. Development of a personal perspective regarding the causes and consequences of atypical development.

Course Format:

The course will be a combination of lectures and discussion. Lectures will highlight issues cutting across the readings and/or introducing issues/research findings that supplement the readings. Discussions will focus on analysis of selected readings from theoretical and/or methodological angles. Emphasis will be placed on the development of a critical appraisal of current assumptions and knowledge regarding atypical development and its implications for children's school success.

Course Readings:

Miller, P. H. (2002). *Theories of developmental psychology, 4th ed.* New York: Worth Publishers.
Gallimore, R, et al. (Eds.), *Developmental perspectives on children with high-incidence disabilities*, Mahwah, NJ: Lawrence Erlbaum Assocs
Course packet at Excel copies.

Course Requirements:

1. Critical analysis of assigned readings prior to associated course meeting and active participation in class discussions. (25%)
2. Occasional essays (5 total, each 2-3 pages) focused on issues raised in the assigned readings. (30%)
3. Research review (approx. 20 pages) on a topic of relevance to the course (35%). The paper topic must be approved in advance. The paper can take the form of either:
 - An analysis of what is known about the status of a single aspect of cognitive or social development within a specific atypical population (e.g., theory of mind in children with autism; semantic organization in children with specific language impairment) OR

- An analysis of theory and research on the social interactional origins and/or impact of a specific cognitive or social deficiency (e.g., the role of maternal depression in atypical attachment patterns; impact of language disorders on classroom engagement).

In either case, the paper should include a comprehensive summary and critical analysis of the relevant literature, and it should conclude with an analysis of the current state of knowledge, along with a brief characterization of the type of research needed to push our understanding further along.

4. Class presentation and discussion based on the topic of your term paper (10%)

Course Schedule and Required Readings

UNIT I: FOUNDATIONAL ISSUES IN CONCEPTUALIZING ATYPICAL DEVELOPMENT

In this unit, we will explore major paradigms that have been used in conceptualizing and studying atypical cognitive and social development. These paradigms include: Constructivism, Information Processing, Socioculturalism, (Social) Learning Theory, and Bioadaptation. In addition, we will consider societal expectations regarding 'typicality' and the role of social institutions in identifying and responding to atypical developmental patterns.

Week 1: Preliminary Issues

Overview of the course & participant responsibilities
Theories of development as normative frameworks
Atypicality as a statistical heuristic and as a value judgment
Exceptionality categories as natural syndromes and as necessities for policy and practice

Miller, P. H. (2002). Introduction. In *Theories of developmental psychology*.

Week 2: Frameworks for the Study of Cognitive and Social Development: Metaphors, Mechanisms, and Milestones

Miller, P. H. (2002). Chapters on constructivism, information processing, and sociocultural theory. In *Theories of developmental psychology*

Week 3: Frameworks (cont'd)

Miller, P. H. (2002). Chapters on social learning theory and ethology. In *Theories of developmental psychology*.

Week 4: Developmental Expectations and Atypicality

[Issues of normative and 'age-graded' expectations, readiness, deficit, compensation]

Waldman, I. D., & Lilienfeld, S. O. (1995). Diagnosis and classification. In M. Hersen & R. T. Ammerman (Eds.), *Advanced abnormal child psychology* (pp. 21-36). Hillsdale, NJ: Erlbaum.

MacMillan, D. L., & Speece, D. L. (1999). Utility of current diagnostic categories for research and practice. In R. Gallimore, et al. (Eds.), *Developmental perspectives on children with high-incidence disabilities* (pp. 111-133). Mahwah, NJ: Lawrence Erlbaum Assocs.

Keogh, B. K., & Weisner, T. (1993). An ecocultural perspective on risk and protective factors in children's development: Implications for learning disabilities. *Learning Disabilities Research & Practice*, 8, 3-10.

Werner, E. E. (1999). Risk and protective factors in the lives of children with high-incidence disabilities. In R. Gallimore, et al. (Eds.), *Developmental perspectives on children with high-incidence disabilities* (pp. 15-31). Mahwah, NJ: Lawrence Erlbaum Assocs.

Geary, D. C., & Bjorklund, D. F. (2000). Evolutionary developmental psychology. *Child Development*, 71, 57-65.

Steinberg, L., & Avenevoli, S. (2000). The role of context in the development of psychopathology: A conceptual framework and some speculative propositions. *Child Development*, 71, 66-74.

UNIT II: MANIFESTATIONS OF ATYPICAL COGNITIVE & SOCIAL DEVELOPMENT

In this unit, we will review major research that has identified atypical cognitive and social behaviors at major points in the lifespan. Included will be issues related to perceptual organization, memory, concepts of physical and social causality, problem-solving, formation of social relationships, self-awareness and self-regulation, and social inferencing.

Week 5: Infancy

[Auditory & visual perceptual organization; Causality and person perception; Parent-child interactional synchrony]

- Gauvin, M. (2001). Acquiring knowledge: Intersubjectivity, joint attention, and social referencing. In M. Gauvin, *The social context of cognitive development* (pp. 67-101). New York: Guilford Press.
- Sigman, M., et al. (1991). Continuity in cognitive abilities from infancy to 12 years of age. *Cognitive Development*, 6, 47-57.
- Crnic, K. A., Ragozin, A. S., Greenberg, M. T., Robinson, N. M., & Basham, R. B. (1983). Social interaction and developmental competence of preterm and full-term infants during the first year of life. *Child Development*, 54, 1199-1210.
- Landry, S. H., Smith, K. E., Swank, P. R., & Miller-Loncar, C. (2000). Early maternal and child influences on children's later independent cognitive and social functioning. *Child Development*, 71, 358-375.

Week 6: Early Childhood 1

[Attachment: Patterns and implications; Representational systems; Early concepts; Activity level & temperament]

- Lewis, M., & Feiring, C. (1989). Infant, mother, and mother-infant interaction behavior and subsequent attachment. *Child Development*, 60, 831-837.
- van der Veer, R., & van IJzendoorn, M. H. (1988). Early childhood attachment and later problem solving: A Vygotskian perspective. In J. Valsiner (Ed.), *Child development within culturally structured environments, vol 1.: Parental cognition and adult child interaction* (pp. 215-246). Norwood, NJ: Ablex.
- Smith, D. E., Landry, S. H., & Swank, P. R. (2000). Does the content of mothers' verbal stimulation explain differences in children's development of verbal and nonverbal cognitive skills? *Journal of School Psychology*, 38, 27-49.
- Wellman, H. M., & Gelman, S. A. (1998). Knowledge acquisition in foundational domains. In W. Damon, D. Kuhn, & R. Siegler (Eds.), *Handbook of child psychology, 5th ed., vol 2: Cognition, perception, and language* (pp. 523-573). New York: Wiley.
- Rothbart, M. K., & Jones, L. B. (1999). Temperament: Developmental perspectives. In R. Gallimore, et al. (Eds.), *Developmental perspectives on children with high-incidence disabilities* (pp. 33-53). Mahwah, NJ: Lawrence Erlbaum Assocs.

Week 7: Early Childhood 2

[Social comparison and self-concept; Peer relationships and collaboration; Self-regulation of attention and memory]

- Berk, L. E., & Landau, S. (1993). Private speech of learning disabled and normally achieving children in classroom academic and laboratory contexts. *Child Development*, *64*, 556-571.
- Lemerise, E. A., & Arsenio, W. F. (2000). An integrated model of emotion processes and cognition in social information processing. *Child Development*, *71*, 107-118.
- Heyman, G. D., & Dweck, C. S. (2000). Children's thinking about traits: Implications for judgments of the self and others. *Child Development*, *71*, 391-403.
- Vaughn, S., & Elbaum, B. (1999). The self-concept and friendships of students with learning disabilities: A developmental perspective. In R. Gallimore, et al. (Eds.), *Developmental perspectives on children with high-incidence disabilities* (pp. 81-107). Mahwah, NJ: Lawrence Erlbaum Assocs.
- Kistner, J., Haskett, M., White, K., & Robbins, F. (1987). Perceived competence and self-worth of LD and normally achieving students. *Learning Disability Quarterly*, *10*, 37-44.

Week 8: Late Childhood and Adolescence

[Metacognition; Social inferencing and stereotyping; Identity and future orientation; Theory-spinning and experimentation; Peer culture]

- Butler, D. L. (1998). Metacognition and learning disabilities. In B. Y. L. Wong (Ed.), *Learning about learning disabilities*, 2nd ed. (pp. 277-307). San Diego: Academic Press.
- Stone, C.A., & Forman, E.A. (1988). Differential patterns of approach to a complex problem-solving task among learning-disabled adolescents. *Journal of Special Education*, *22*, 167-185.
- Bosacki, S., & Astington, J. W. (1999). Theory of mind in preadolescence: Relations between social understanding and social competence. *Social Development*, *8*, 237-255.
- Spekman, N. J., Goldberg, R. J., & Herman, K. L. (1992). Learning disabled children grow up: A search for factors related to success in the young adult years. *Learning disabilities Research & Practice*, *7*, 161-170.

UNIT III: ATYPICAL DEVELOPMENT AND SOCIETAL EXPECTATIONS

In this unit, we review research on the impact of specific atypical developmental patterns on a child's ability to respond appropriately to social expectations in everyday and formal learning settings.

Week 9: Social Engagement Challenges In and Out of School

[Establishing productive family & peer relations]

- Stone, C.A., Bradley, K., & Kleiner, J. (in press) The role of parental perceptions in the creation of learning opportunities for children with language/learning disabilities.

To appear in B.Y.L. Wong & M. Donahue (Eds.), *The social dimensions of learning disabilities*. Mahwah, NJ: Lawrence Erlbaum Assocs.

Donahue, M., & Prescott, B. (1988). Reading-disabled children's conversational participation in dispute episodes with peers. *First Language*, 8, 247-258.

Stromquist, V. J., & Strauman, T. J. (1991). Children's social constructs: Nature, assessment, and association with adaptive versus maladaptive behaviors. *Social Cognition*, 4, 330-358.

Tur-Kaspa, H., & Bryan, T. (1994). Social information-processing skills of students with learning disabilities. *Learning Disabilities Research & Practice*, 9, 12-23.

Pearl, R., & Bryan, T. (1990). Learning disabled adolescents' vulnerability to victimization and delinquency. In H. L. Swanson & B. Keogh (Eds.), Learning disabilities: Theoretical and research issues (pp. 139-154). Hillsdale, NJ: Erlbaum.

Week 10: Social Engagement Challenges In and Out of School (cont'd)

[Cooperative learning groups; Classroom engagement (participation structures; teacher-child interactions)]

Renninger, K. A. (1998). Developmental psychology and instruction: Issues from and for practice. In W. Damon, I. E. Sigel, and K. A. Renninger (Eds.), *Handbook of child psychology, 5th ed.: Child psychology in practice* (pp. 211-274). New York: John Wiley.

Vaughn, S., & Schumm, J. S. (1996). Classroom ecologies: Classroom interactions and implications for inclusion of students with learning disabilities. In D. L. Speece & D. K. Keogh (Eds.), Research in classroom ecologies: Implications for inclusion of children with learning disabilities (pp. 107-124). Mahwah, NJ: Erlbaum.

Stone, C.A. (in press). Promises and pitfalls of scaffolded instruction for students with language learning disabilities. In K. Butler & E. Silliman (Eds.), *Speaking, reading, and writing in children with language learning disabilities: New paradigms for research and practice*. Mahwah, NJ: Lawrence Erlbaum Assocs.

Montague, M. & Rinaldi, C. (2001). Classroom dynamics and children at risk: A followup. Learning Disability Quarterly, 24, 75-83.

O'Connor, R. E., & Jenkins, J. R. (1996). Cooperative learning as an inclusion strategy: A closer look. *Exceptionality*, 6, 28-51.

Week 11: Learning Challenges in Formal Educational Settings

[Mastering basic literacy skills and practices; Phonological awareness and reading; Lexical access, reading and math]

Torgesen, J.K. (1999). Reading disabilities. In R. Gallimore, et al. (Eds.), *Developmental perspectives on children with high-incidence disabilities* (pp. 157-181). Mahwah, NJ: Lawrence Erlbaum Assocs.

Manis, F. R., Doi, L. M., & Bhadha, B. (2000). Naming speed, phonological awareness, and orthographic knowledge in second graders. *Journal of Learning Disabilities*, 33, 325-333, 374.

Palincsar, A. S., Klenk, L., et al. (1991). Exploring zones of proximal development for literacy acquisition with young children identified as learning disabled. Exceptionality Education Canada, 1, 105-125.

Jordan, N. C., & Montani, T. O. (1997). Cognitive arithmetic and problem solving: A comparison of children with specific and general mathematics difficulties. *Journal of Learning Disabilities*, 30, 624-634, 684.

Week 12: Learning Challenges in Formal Educational Settings (cont'd)
 [Self-organization & learning (study skills, learning strategies, comprehension strategies); Mastering content knowledge; Semantic networks; Memorization processes]

Wong, B. Y. L. (1999). Metacognition in writing. In R. Gallimore, et al. (Eds.), *Developmental perspectives on children with high-incidence disabilities* (pp. 183-198). Mahwah, NJ: Lawrence Erlbaum Assocs.

Swanson, H. L., Cooney, J. B., & O'Shaughnessy, T. E. (1998). Learning disabilities and memory. In B. Y. L. Wong (Eds.), *Learning about learning disabilities, 2nd ed.* (pp. 107-162). San Diego: Academic Press.

Baker, J. G., Ceci, S. J., & Herrmann, D. (1987). Semantic structure and processing: Implications for the learning disabled child. In H. L. Swanson (Ed.), *Advances in learning and behavioral disabilities: Memory and learning disabilities* (pp. 83-109). Greenwich, CT: JAI Press.

Meltzer, L., & Montague, M. (in press). Strategic learning in students with learning disabilities: What have we learned? In D. Hallahan & B. K. Keogh (Eds.), *Research and global perspectives in learning disabilities: Essays in honor of William J. Cruickshank*. Mahwah, NJ: Lawrence Erlbaum Assocs.

Palincsar, A. S., Magnusson, S. J., Collins, K. M., & Cutter, J. (2001). Making science accessible to all: Results of a design experiment in inclusive classrooms. *Learning Disability Quarterly*, 24, 15-32.

Week 13: Implications for Prevention and Intervention

Gersten, R. (1998). Recent advances in instructional research for students with learning disabilities: An overview. *Learning Disabilities Research & Practice*, 13, 162-170.

Licht, B. (1993) Achievement-related beliefs in children with learning disabilities: Impact on motivation and strategic learning. In L. Meltzer (Ed.), *Strategy assessment and instruction for students with learning disabilities: From theory to practice* (pp. 195-220). Austin, TX: Pro-Ed.

Gallagher, J. J. (1999). Knowledge versus policy in special education. In R. Gallimore, et al. (Eds.), *Developmental perspectives on children with high-incidence disabilities* (pp. 245-259). Mahwah, NJ: Lawrence Erlbaum Assocs.

Gallimore, R., Bernheimer, L. P., & Weisner, T. S. (1999). Family life is more than managing crisis: Broadening the agenda of research on families adapting to childhood disabilities. In R. Gallimore, et al. (Eds.), *Developmental perspectives on children with high-incidence disabilities* (pp. 55-80). Mahwah, NJ: Lawrence Erlbaum Assocs.