

Impact of Poverty and Stress on Young Learners

Course number: PRDV 72925
Meeting Dates & Times: January 22 – February 16
Title: Impact of Poverty and Stress on Young Learners
Credit: 1
Location: Online
Visiting Instructor: Katherine Kaczynski
kkaczynski@framingham.edu
Cell: 508-574-9485

Note: When contacting me by email, please state the course name in the subject area.

Course Overview

Course Description:

This course is designed for the infant, toddler, preschool and kindergarten teachers and specialists. Each module, with its special topics, examines the complexities and the effects of poverty and stress, on child development. Participants will learn how poverty and stress, affects child development and lifelong learning. Participants will explore the resources cited in each of the weekly assignments, have completed all readings (Read, Watch, Listen) prior to the online discussions. Participants will come prepared for in depth discussions and ready to participate actively in the online discussion forum, from the start to the completion of the week. A final project is required.

Course Content:

Week 1:

Module 1 - The Effects of Poverty on Child Development

Week 2:

Module 2 - What Stress Does to the Learning, and Achievement of Young Children

Week 3:

Module 3 - Neglect and Three Core Concepts

Week 4:

Module 4 - How Educators/Specialists Can Help

Student Outcomes

Students will be able to:

- identify how poverty and stress impacts child development
- describe and discuss the impact of neglect on child development
- examine how to apply this information to their teaching
- discuss and analyze our own misconceptions about children, learning and poverty

Grading Components:

80%= the readings (tied to the number of quality posts (see Discussion Board Rubric)

20% = Final Project: PowerPoint, Prezi, Podcast or Paper

100%

Impact of Poverty and Stress on Young Learners

Grading/Grade Points

A, A- (95-100 A, 90-94 A-) Indicates that the level of work is of superior quality and exceeds specific guidelines in one or more ways. Work and discussion posts exceed expectations.

B+, B, B- (87 - 89 B+, 83 - 86 B, -80 – 82, B-) Indicates that the course work has met the requirements and was judged acceptable. Work and discussion posts meet expectations.

C+, C, C- (77 – 79 C+, 73-76 C, 70-72 C) indicates that the level of work did not adequately meet the requirements. D+ 69-67 D 66-63 D- 62-60 F 59-0

How to use the *Tables* and Guiding Questions

The information found in the *Tables*, are presented in a variety of formats (Read, Watch and Listen) so that participants can best meet their learning needs. Each weekly discussion will be based on the required readings/viewings. Each weekly Discussion Board will begin with one or more questions, referred to as *Guiding Questions or GQ*. Discussions boards run week to week, once a week closes, posts cannot be made up. Please see the **Rubric for Asynchronous Discussion Participation**.

Week 1

Module 1 - The Effects of Poverty on Child Development

| Information Format | Title | Retrieved from: |
|---------------------|--|---|
| Watch, Listen | (2011), Brain Hero, Center on the Developing Child at Harvard University | http://www.youtube.com/watch?v=s31HdBeBgg4 |
| Read, Watch, Listen | (2011), The Impact of Adversity on Child Development, Center on the Developing Child at Harvard University | http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief_series/inbrief_impact_of_adversity |
| Read | Duncan, G. J., Gunn, G. B. (1997), Vol. 7. No. 2. Summer/Fall. The Future of Children, Children & Poverty | http://www.princeton.edu/futureofchildren/publications/docs/07_02_03.pdf |

Week 2

Module 2 - What Stress Does to the Learning, and Achievement of Young Children

| Information Format | Title | Retrieved from: |
|--------------------------|--|---|
| Read | (2012), Stresses of poverty may impair learning ability in young children | http://www.nih.gov/news/health/aug2012/nichd-28.htm |
| Watch the Overview Video | The Spectrum of Neglect, Center on the Developing Child at Harvard University | http://developingchild.harvard.edu/resources/multimedia/interactive_features/four_types_of_unresponsive_care |
| Read | Jensen, E. (2013). Volume 70. Number 8. Faces of Poverty Pages 24-30. How Poverty Affects Classroom Engagement | http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/How-Poverty-Affects-Classroom-Engagement.aspx |

Impact of Poverty and Stress on Young Learners

Week 3

Module 3 - Three Core Concepts and Neglect

| Information Format | Title | Retrieved from: |
|--|---|---|
| Read/Watch/Listen (PlayAll) | (2014), Three Core Concepts in Early Development., Center on the Developing Child at Harvard. | https://www.youtube.com/playlist?list=PL0DB506DEF92B6347 |
| Watch/Listen – Note: Watch video then download 2 page PDF - InBrief: The Science of Neglect | Neglect: Importance of Serve and Return. Center on the Developing Child at Harvard. | http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_neglect |
| Read/Listen See bottom of article – (An extended interview as MP3 audio file and transcript.) | (2013). González, S. M., Growing up poor and stressed impacts brain function as an adult | http://news.uic.edu/growing-up-poor-and-stressed-as-a-child-impacts-brain-function-as-an-adult |

Week 4

Module 4 - Our Misconceptions, What Have We Learned and How we can help?

| Information Format | Title | Retrieved from: |
|--------------------|--|---|
| Watch & Listen | Shonkoff, J. (2011). Building Adult Capabilities to Improve Child Outcomes: A Theory of Change | http://developingchild.harvard.edu/resources/multimedia/videos/theory_of_change |
| Read | Firth, P. (2014). Innovating Toward Academic Success: Empowering Students Who Are Homeless or Living with Toxic Stress. | http://firesteelwa.org/2014/09/innovating-toward-academic-success-empowering-students-who-are-homeless-or-living-with-toxic-stress/ |
| Read | King K., Ohlsson, S. & Walker, M. T. (2016.) Toxic stress' in the classroom: How a public health approach could help. The Washington Post. | https://www.washingtonpost.com/news/education/wp/2016/06/06/toxic-stress-in-the-classroom-how-a-public-health-approach-could-help/ |
| Read | Benson, P. L., Leffert, N., Scales, P. C. & Blyth, D. A. (2012). Beyond the “Village” Rhetoric: Creating Healthy Communities for Children and Adolescents, Applied Developmental Science. 16(1), 3–23. | https://kennisnetjeugd.nl/?file=186&m=1370597248&action=file.download |

Discussion Board Rubric for Asynchronous Discussion Participation

A Quality of Postings Indicator

Asynchronous discussion enhances learning as participants share their ideas, perspectives, and experiences with the class. Participants develop and refine their thoughts through the writing process, plus broaden their classmates’ understanding of the course content. Each weekly discussion is organized around the Guiding Questions, which participants must respond to.

Post your thoughts and provide supporting evidence using the readings, viewings and listenings (RVL). DO NOT just give the facts. Posts MUST reflect how the RVLs have impacted upon your thinking and the work that you do.

Participants will use the following feedback to improve the quality of their discussion contributions.

Grading Discussion Board Posts

Discussion postings that meet all criteria for a grade level will receive the highest points possible at that level. Postings that meet mixed levels of criteria will receive a score within the point range of the appropriate levels.

Participation in discussion activities can only be measured by the date on the discussion posting. For example, participating 3 times during the week is measured by postings on 3 different days; there may actually be 5-6 postings, but participation only occurred 3 times during the week.

Discussion Board Rubric

| | Criteria | Excellent 4 Points | Good 3 Points | Acceptable 2 Points | Unacceptable 1-0 Points |
|---|--|---|---|--|--|
| 1 | Initial Posting: Guiding Question (GQ) | Post fully addresses the topic and Guiding Question/s (GQ). Post demonstrates a proficient understanding. | Post addresses the topic, GQ and shows above average understanding. | Post addresses the topic, GQ and shows adequate understanding. | Posts not tied to the topic, GQ, or no post at all. |
| 2 | Additional postings throughout the weekly discussions | Builds on other's posts & comments analytically. <u>Quotes directly from other's posts.</u> | Builds on others posts & comments analytically <u>w/o direct quotes.</u> | Posts lacks depth & respond to others posts, <u>w/o quoting directly or indirectly.</u> | Posts are not relevant to the discussion. |
| 3 | Details in postings | Posts offer information that is highly detailed & correct. <u>Quotes 3 or more times from</u> | Posts offer information that is detailed & correct. Quotes 1 to 2 times from readings/videos to | Posts offer information that is somewhat detailed & correct. Does not quote but refers to readings/videos. | Post responds to others with few details or facts. No quotes or references from readings/videos. |

Impact of Poverty and Stress on Young Learners

| | | | | | |
|---|---|--|---|---|--|
| | | readings/videos to support statements. | support statements. | | |
| 4 | Information | Posts refer to what others have written, provides details from information gathered within the course, and encourages new ideas. | Posts refer to what others have written, provides some details from information gathered within the course. | Posts refers only to what others have written, does not provide information gathered within the course. | Posts does not refer to what others have posted. |
| 5 | Frequency of weekly discussion posts | Post often, at least 7-8 times <u>throughout the week.</u> | Posts at least 5-7 times <u>throughout the week.</u> | Posts at least 3-4 times <u>throughout the week.</u> | Posts 0-2 times. |

Note:

All Discussion Board rubric points are evaluated on a 4-3-2-1-0 basis. The highest score for each Discussion (4) would be 20 points, or a total of 80 points.

IMPORTANT - What to Consider when posting

Initial post must:

- Address the Guiding Question/s (GQ)
- Refer to at least two specific points, from the article or reading.
- Conveying new information
- Contrasting earlier information learned in the course of new information (after week1).
- Convey information from the read, watch, listen to information gathering, to personal experiences.

Following the Initial Post your posts should:

Bring the discussion to a **critical level*, by not just giving back facts from information gathered, but rather provides supporting evidence (see below).

- Discussion at a **critical level*, means discussing, for example, the following:
 - Opinion of the facts gathered or facts mentioned by others in the discussion group
 - Analyzing why the opinion is held
 - What is wrong with the fact/s mentioned
 - Are the points, facts, opinions, consistent and or inconsistent with the material presented so far
 - What are the implications for the future, consistencies, and or inconsistencies within the readings or videos?
 - Consider the importance of your final post to the weekly Discussion board

Note: Participants will review readings/viewings, by analyzing the content of information, what is interesting, and what is new, what is considered honest and/or bad aspects of the information. Participants should justify the analysis, provide their own opinions, not just quote information.

Final Project – Due on or before the last day of class

Participants are required to create a Final Project. The Final Project should address how the course content has influenced their thinking. The Final Project can be a tool to be used by them, a presentation

Impact of Poverty and Stress on Young Learners

or an activity. It should be short, for example, no more than 20 slides, concise, and cite from course content. DO NOT provide an overview of the course content. I want your thoughts on how the material supports your work.

*Format choices:

1. PowerPoint (Visual & Audio) might be useful if the intent is to share the information.
2. A Prezi (instead of a PowerPoint)
3. A Podcast may be useful to create a report, much like a newscast. Note: If a participant chooses to create a Podcast, a summary of the podcast and sources cited, using APA style guidelines is required.
4. Writing a 10-page double-spaced APA style paper. One page of the paper may include a Wordle.
5. Or any other application that you choose to create your Final Project.

Rubric for the Final Project

| Criteria | Excellent 4 Points | Good 3 Points | Acceptable 2 Points | Unacceptable 1-0 Points |
|---|--|---|---|---|
| 1. Question | Directly relates to the course topic | Somewhat relates to the topic | Indirectly relates to the topic | Does not directly relate to the topic |
| 2. Information – *Cite Sources | Information is highly detailed & correct | Information is somewhat detailed & correct | Information has some detail & and somewhat correct | Information lacks detail, and is not correct |
| 3. Analytical | Information is analytical and demonstrates a proficient understanding. | Information is analytical and demonstrates above average understanding. | Information is analytical and demonstrates an adequate understanding. | Information is not analytical and demonstrates a poor understanding |
| 4. *Using quotes to support assertions | 4 quotes or more are used to support statements | 3 quotes or more are used to support statements | 2 quotes or more are used to support statements | 1 quote is used to support statements |
| 5. Encourages new thinking | Responds to misconceptions, GQ and encourages new ideas. | Responds to misconceptions encourage somewhat new ideas | Responds to misconceptions does little to encourage new ideas | Responds to misconceptions does not encourage new ideas |

Grading Criteria

80 points= the readings (Response to the Guided Question (GQ), and the number of quality posts (see Discussion Board Rubric)

20 points = Final Project: PowerPoint, Prezi, Podcast or Paper

100 points

Grading/Grade Points

Impact of Poverty and Stress on Young Learners

A, A- (94-100 A, 90-93 A-) Indicates that the level of work is of superior quality and exceeds specific guidelines in one or more ways. Exceed expectations.

B+, B, B- (87 - 89 B+, 83 - 86 B, -80 – 82, B-) Indicates that the course work has met the requirements and was judged acceptable. Meets expectations.

C+, C, C- (77 – 79 C+, 73-76 C, 70-72 C) indicates that the level of work did not adequately meet the requirements.

Disability/Access Services

<https://www.framingham.edu/academics/center-for-academic-success-and-achievement/disability-access-services/index>

College Policy Regarding Academic Honesty

Integrity is essential to academic life. Consequently, students who enroll at Framingham State College agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty.

Refer to *FSU Graduate Catalog, Student Conduct section, page 7 at:*

<http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf>.

Research

Additional supporting information can be researched at the Framingham State University Online Library. Just logon to you FSU My Campus account, and go to the tab that says Library.

Academic Accommodations Policy

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at: <https://www.framingham.edu/academics/center-for-academic-success-and-advising> or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or lbridges@framingham.edu.

Copyright

The course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material.

Note: Syllabus is subject to change with notice. Check Blackboard regularly for updates.