EDS 248 Research/Discussion Questions

The 12 research/discussion question responses (listed below) may focus on theoretical and/or applied issues and will typically be stimulated by the process of preparing for each class meeting. As time permits, these questions may be used during in-class discussions. Each question is due on the date indicated on the syllabus (however, early electronic submissions are appreciated). In writing these responses, special emphasis should be placed on the identification of cultural and/or environmental issues that influence development and learning, and how the class topic relates to special education and school psychology. Questions 1 through 6 do not have “assigned” reading. Thus, appropriate referencing (APA style) will be important in meeting the objectives of this assignment (i.e., providing evidence that the student is ready to benefit from in-class instruction/discussion. Each response should be about one paragraph in length and must be appropriately referenced.

1. September 10, 2008
   Research the concept of human development. From research write & turn in a response to the question: “What is ‘development’ & how is it studied?”

2. September 17, 2008
   Research pregnancy, birth, & infancy. From research write & turn in 3 discussion questions.

3. September 24, 2008
   Research autism. From research write & turn in a response to the question: “What are the early signs of autism?”

4. October 1, 2008
   Research early and middle childhood development. From research write & turn in 3 research/discussion questions.

5. October 8, 2008
   Research ADHD and mental retardation. From research write & turn in a response to the question: “What are the early signs of ADHD and intellectual disability?”

6. October 15, 2008
   Research adolescent development, eating disorders, and youth suicide. From research write & turn in a response to the question: “What are the signs of suicidal ideation?”

7. October 29, 2008
   Read Ormrod chapters 1, 2, & 3. Develop a list of unconditioned stimuli that elicit unconditioned responses.

   Read Ormrod chapters 4 & 5. Respond to the assigned writing prompt regarding the distinction between classical and operant conditioning.

   From readings (and personal experiences) write about when it is and is not appropriate to use reinforcers in the classroom.

    Read Ormrod chapter 6. From readings write & turn in 3 research/discussion questions.

    Read Ormrod chapters 7 & 8. From readings write & turn in 3 research/discussion questions (one for each chapter).

    Read Ormrod chapters 9 & 10. From readings write & turn in 4 research/discussion questions (two for each chapter).

    Read Ormrod chapter 15. From readings write & turn in 3 research/discussion questions.