

Childhood and Development Disorders

Handout Due: End of class on Thursday, November 26th

Presentations: Monday, November 30th

We have been looking at development. We have discussed generally the three key debates in psychology: nature vs. nurture, stability vs. change, continuity vs. discontinuity. We have also looked at a few key thinkers and theories regarding development.

Your task is to apply these concepts to a childhood and developmental disorder.

- 1) We will pick names for first choice from which you will choose a disorder. You may work with a partner or alone.

- 2) You will research your disorder and:
 - a. Provide general information about your disorder including:
 - i. How is it defined
 - ii. What the symptoms are
 - iii. How common is the disorder

 - b. Address/explain the impact of nature and/or nurture
 - i. Are you born with the disorder, does it develop based on your surroundings and experiences, is it a mixture of both?

 - c. Address/explain the impact of stability and/or change
 - i. Is the disorder something that is stable or can it be changed?
 - ii. Is the disorder something that can be altered (i.e. medication)?

 - d. Address/explain the impact of continuity and/or discontinuity
 - i. Is the disorder something that comes on slowly or quickly based on life experiences?

- 3) You will teach the class about your research
 - a. You will be expected to teach the class about the disorder (aiming for about 5 minutes for an individual and 10 minutes for a partnership) regarding the research above

 - b. A visual aid (e.g. powerpoint or prezi) and class handout (can be completed or have blanks/student requirements) are required

*Monday November 23rd – Wednesday November 25th are your work periods.
We will be in the classroom using the nextbooks.*

Success Criteria

	Level 4	Level 3	Level 2	Level 1
Knowledge/ Understanding - Content: Have you gathered reliable and complete information?	Demonstrates thorough knowledge of the disorder	Demonstrates considerable knowledge of the disorder	Demonstrates some knowledge of the disorder	Demonstrates limited knowledge of the disorder
Thinking -Organization: Do your presentation and handout flow together in an organized manner?	Uses planning skills with a high degree of effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with some effectiveness	Uses planning skills with limited effectiveness
Application -Questions: Have you fully and coherently explained the connection to the three big questions?	Applies the three key questions of psychology to the disorder with a high degree of effectiveness	Applies the three key questions of psychology to the disorder with considerable effectiveness	Applies the three key questions of psychology to the disorder with some effectiveness	Applies the three key questions of psychology to the disorder with limited effectiveness
Communication - Visual: Does your handout contain the key information, is it easy to follow, and free of errors. Is your visual aid clear and easy to see, does it contain only key points? - Oral: Do you speak clearly, enunciate, and make eye contact?	Communicates visually and orally with a high degree of effectiveness. Uses conventions, vocabulary, and terminology with a high degree of effectiveness.	Communicates visually and orally with considerable effectiveness. Uses conventions, vocabulary, and terminology with considerable effectiveness	Communicates visually and orally with some effectiveness. Uses conventions, vocabulary, and terminology with some effectiveness	Communicates visually and orally with limited effectiveness. Uses conventions, vocabulary, and terminology with limited effectiveness