

DOCUMENT RESUME

ED 102 157

95

SP 008 943

AUTHOR Gromfin, Annette M.; And Others
TITLE Curriculum Development: Strategies for Change CD 001.
(USC-U). Delinquency: Causation, Learning and
Curriculum CD 001.01 (USC-U).
INSTITUTION University of Southern California, Los Angeles.
School of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher
Corps.
PUB DATE Nov 71
NOTE 32p.
EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE
DESCRIPTORS *Curriculum Development; Delinquency Causes;
*Delinquents; Learning Theories; Performance Based
Teacher Education; Preservice Education; Youth

ABSTRACT

This module is the first in a curriculum development component. It is designed to enable prospective teachers to develop curricula for delinquency prone youth. The prospective teacher is presented with an overview of learning theory after an exploration of delinquency causation providing him/her with greater insight as a basis for curriculum planning. The module itself includes steps for completing the module, a preassessment, a description of enabling elements, a postassessment, and a remediation. There is also a bibliography. (PB)

BEST COPY AVAILABLE

IX

COMPETENCY-BASED TEACHER EDUCATION

KANSAS STATE COLLEGE
TEACHER CENTER
RESOURCE CENTER
ITEM NO. 602
FOR INSPECTION ONLY

ED102157

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

BEST COPY AVAILABLE

TEACHER CORPS-URBAN
UNIVERSITY OF SOUTHERN CALIFORNIA
SCHOOL OF EDUCATION

SP108 943

BEST COPY AVAILABLE

Component: Curriculum Development:
Strategies for Change
CD 001. (USC-U)

Module: Delinquency: Causation, Learning
and Curriculum
CD 001.01 (USC-U)

Principal Authors:

Annette M. Gromfin, Director
Teacher Corps-Urban

Vida Van Brunt, Assistant Director
Teacher Corps-Urban

Cycle V Corpsmen
Cycle V Faculty

Technical Assistant:

John A. Savage

Teacher Corps-Urban
University of Southern California
Los Angeles, California 90007

November, 1971

BEST COPY AVAILABLE
SAMPLE MODULE FROM CYCLE V

Experimental Component-Curriculum Development: Strategies
For Change CD 001 (USC-U)

Initial Competency Based Effort

This module represents our first effort as a project to begin a competency based program here at the University of Southern California. As a first effort, we were able to initially complete the module presented here, working as a team involving interns, team leaders, Teacher Corps staff and regular faculty who became involved through the Curriculum Committee in assuming responsibility for developing this module, as well as objectives and plans for five others, namely:

- CD 001.02 (USC-U) Self Assessment
- CD 001.03 (USC-U) Inquiry
- CD 001.04 (USC-U) Media Techniques
- CD 001.05 (USC-U) Learning and Development Theory
- CD 001.06 (USC-U) Legal and Environmental Influences on Curriculum

All background materials were completed for the five modules listed above and were used as course content in Cycle V Curriculum 424a and b. The matter of building modules for Cycle VII is greatly enhanced due to the resources, information and processes gained in this first experimental effort.

The Module presented here is still up for revision and refinement in Cycle V Curriculum Committee.

BEST COPY AVAILABLE

THE EXPERIMENTAL COMPONENT
CURRICULUM DEVELOPMENT: STRATEGIES FOR CHANGE CD 001 (USC-U)

RATIONALE:

The rationale and much of the process of the component in Curriculum Development is dictated by the philosophy and objectives of the initial module of the component, "Delinquency: Causation, Learning and Curriculum". The Perspective for this module follows:

The purpose of the curricular approach to training teachers is to prepare competent writers of curriculum to serve the highly mobile delinquency prone youth. Such youths make special requirements of those who would change the lives of delinquents by reaching them through the vehicle of education. These preliminary diverse experiences serve as a period of exploration of and inquiry into the prospective teacher, the delinquent prone youth, the forces that determine these lives, and their implications for curriculum planning. Such background can be effectively provided by immersing the prospective teacher in experiences which enable him to become directly involved in the delinquent's school and life. Further, the intern can benefit from being given experiences similar to those which cause youths to fail in school and turn to delinquency. By conducting an overview of learning theory after exploration of delinquency causation, the prospective teacher is further

BEST COPY AVAILABLE

provided with keener insight as a basis for curriculum planning. The fusion of these elements allows for a period of exploration into the nature of the problem presented in planning curriculum for the preparation of teachers of the highly mobile, troubled youth.

BEST COPY AVAILABLE

CONTENTS:

This component includes six modules, as follows:

- CD 001.01 (USC-U) Delinquency: Causation, Learning and Curriculum
- CD 001.02 (USC-U) Self-Assessment
- CD 001.03 (USC-U) Inquiry Strategies
- CD 001.04 (USC-U) Media Techniques
- CD 001.05 (USC-U) Learning and Development
- CD 001.06 (USC-U) Legal and Environmental Influences on Curriculum

The first module contains elements which are found in more detail in later modules. For example, the initial module provides for an overview of learning theory, which is later covered in depth in the module on Learning and Development. CD 001.01 (USC-U) is intended as the first module to be undertaken in this component because it capsulizes the contents of the other modules and provides a broad introductory view of the causes of juvenile delinquency as they relate to theories of learning, which in turn build to experiences in curriculum planning, both for the training of the prospective teacher, and for his students. The remainder of the modules may be worked through in any order. If on the basis of their experiences in the initial module, interns opt not to undertake a module in this component, they may

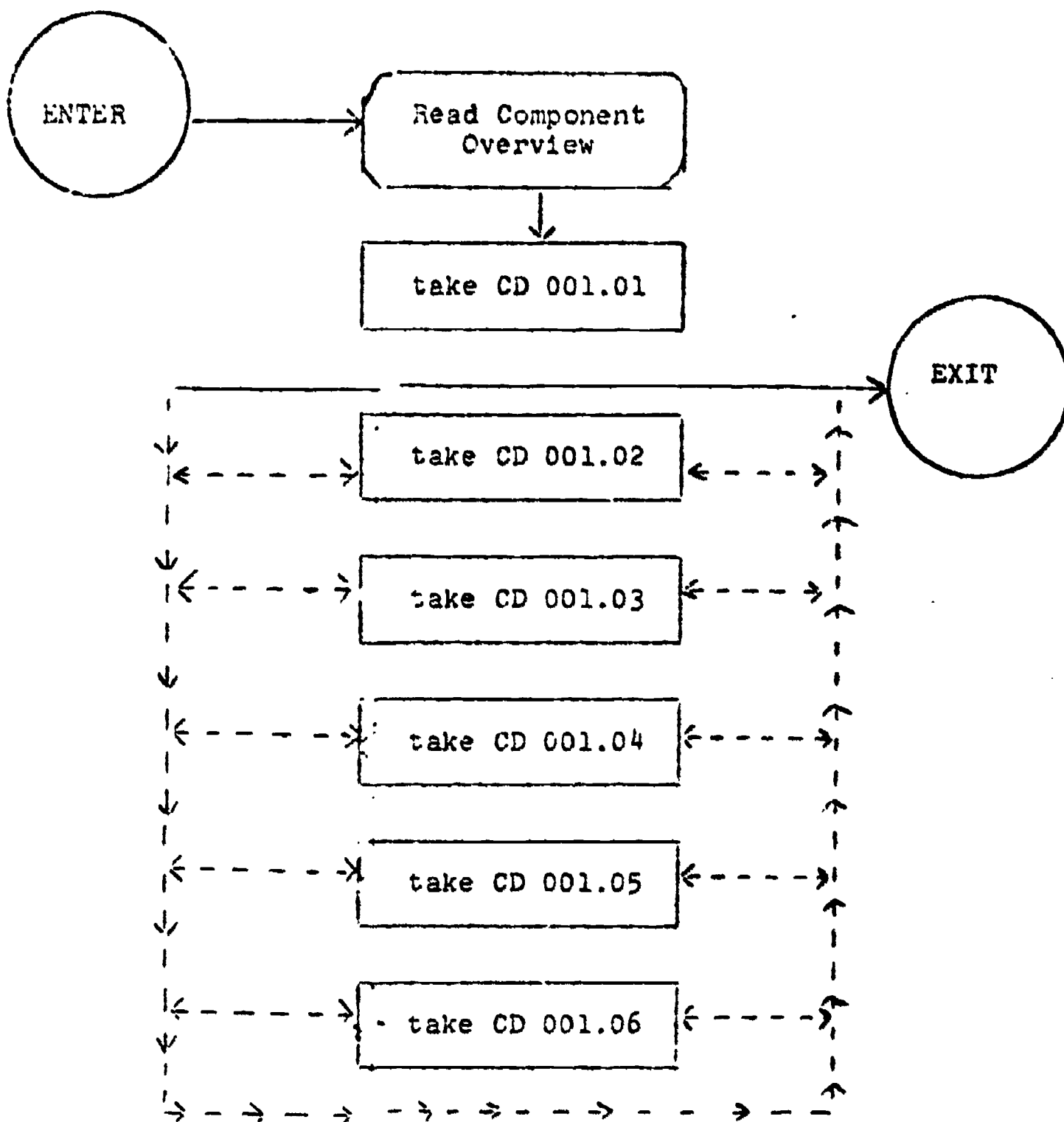
BEST COPY AVAILABLE

confer with a consultant, who can help them to reach a final decision regarding their academic program.

The flow chart for Experimental Component, on the preceding page, provides graphic representation for the movement of interns through this component.

BEST COPY AVAILABLE

FLOW CHART FOR EXPERIMENTAL COMPONENT: CURRICULUM DEVELOPMENT:
STRATEGIES FOR CHANGE CD 001 (USC-U)

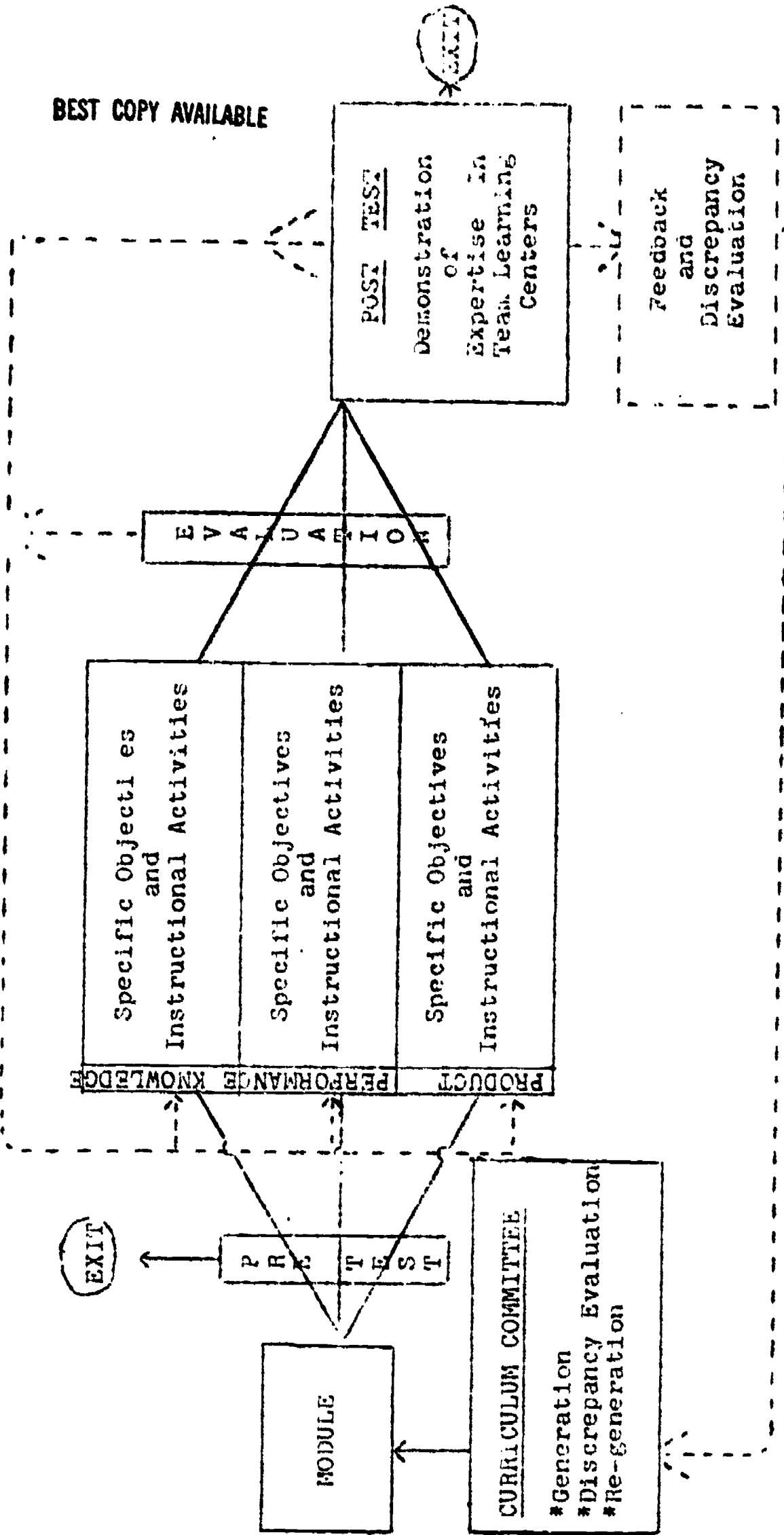


BEST COPY AVAILABLE

MANAGEMENT:

The Flow Chart on the preceding page, Flow Chart for Module Management, indicates the management system to be used in implementing this experimental component. Modules generated by the Curriculum Committee and written by the U.S.C. Urban Staff, will be provided to interns. All those who experience a high degree of success on any pre-assessment may exit. Others will move through the module, meeting its three levels of objectives at their own speed. Evaluation of modules both enroute and terminal (discrepancy) will be carried on by the Curriculum Committee, using input from interns. Those who succeed on the post assessment will exit; others will recylce through any elements of the module which will improve performance in the desired competencies.

EXPERIMENTAL COMPONENT: Flow Chart for Module Management



CHRONOLOGY AND RESPONSIBILITY FOR EXPERIMENTAL COMPONENT:

CURRICULUM DEVELOPMENT: STRATEGIES FOR CHANGE CD 001 (USC-U)

ACTIVITY	RESPONSIBILITY	PRE-PRE-SERVICE	PRE-SERVICE		FALL
			MONTH #1	MONTH #2	
Initial Design of Component	USC-U Staff	→			
Implementation of CD 001.01 (USC-U)	Staff, Team Leaders	→	→		
En-route evaluation of Component	Curriculum Committee			→	→
Feedback and Regeneration	Curriculum Committee			→	→
Analysis of Activities	Curriculum Committee			→	→
Fall Curriculum Planning	Curriculum Committee, Staff			→	
Implementation of Remainder of Component	Curriculum Committee, Staff, Interns				→

BEST COPY AVAILABLE

TABLE OF CONTENTS

Perspective.....	1
Terminal Objective.....	2
Prerequisite.....	4
Description of Module.....	5
Flow Chart.....	6
Steps Completing Module.....	7
Pre-assessment.....	10
Description of Enabling Elements.....	11
Post Assessment.....	15
Remediation.....	17
Bibliography.....	18

BEST COPY AVAILABLE

PROSPECTUS

DELINQUENCY: CAUSATION, LEARNING, AND CURRICULUM

Perspective:

The purpose of the curricular approach to training teachers is to prepare competent writers of curriculum to serve the highly mobile delinquency prone youth. Such youths make special requirements of those who would change the lives of delinquents by reaching them through the vehicle of education. These preliminary diverse experiences serve as a period of exploration of and inquiry into the prospective teacher, the delinquent prone youth, the forces that determine these lives, and their implications for curriculum planning. Such background can be effectively provided by immersing the prospective teacher in experiences which enable him to become directly involved in the delinquent's school and life. Further, the intern can benefit from being given experiences similar to those which cause youths to fail in school and turn to delinquency. By conducting an overview of learning theory after exploration of delinquency causation, the prospective teacher is further provided with keener insight as a basis for curriculum planning. The fusion of these elements allows for a period of exploration into the nature of the problem presented in planning curriculum for the preparation of teachers of the highly mobile, troubled youth.

Objective:Terminal Objectives:

1. After making a laboratory and a field study of the causes of juvenile delinquency, the prospective teacher will prepare a chart which will graphically represent the interaction of factors of situation, personality, background, and education which, when intersected, result in the label, "delinquent youth."
2. During an exploratory experience re learning theories and an experience in tutoring a delinquency prone youth, the prospective teacher will make entries in a log indicating increasingly accurate application of theory to practice.
3. During an experience in tutoring a delinquency prone youth, the prospective teacher will effectively apply 75 percent of the learning theories he has researched. Further, his tutee's performance will improve in the target subject to be judged by the intern and his supervising teacher.
4. After having researched the areas of delinquency causation, learning theory, and curriculum planning, the prospective teacher will identify and prioritize the learning modules of this component which are appropriate for him as a prospective teacher of delinquency prone youths.
5. After having identified and prioritized the learning modules of this component which are appropriate for a prospective teacher of delinquency prone youth, the prospective teacher will choose (from among his peers) members to sit on

BEST COPY AVAILABLE

3.

a Curriculum Committee whose function it will be to a) facilitate feedback re curricula, b) perform en-route evaluations of curricula, c) generate new curricula, d) provide for discrepancy evaluation and regeneration of curricula, and e) to evaluate prospective teachers' success (as described in the Post Assessment) in undertaking this module.

Prerequisite:

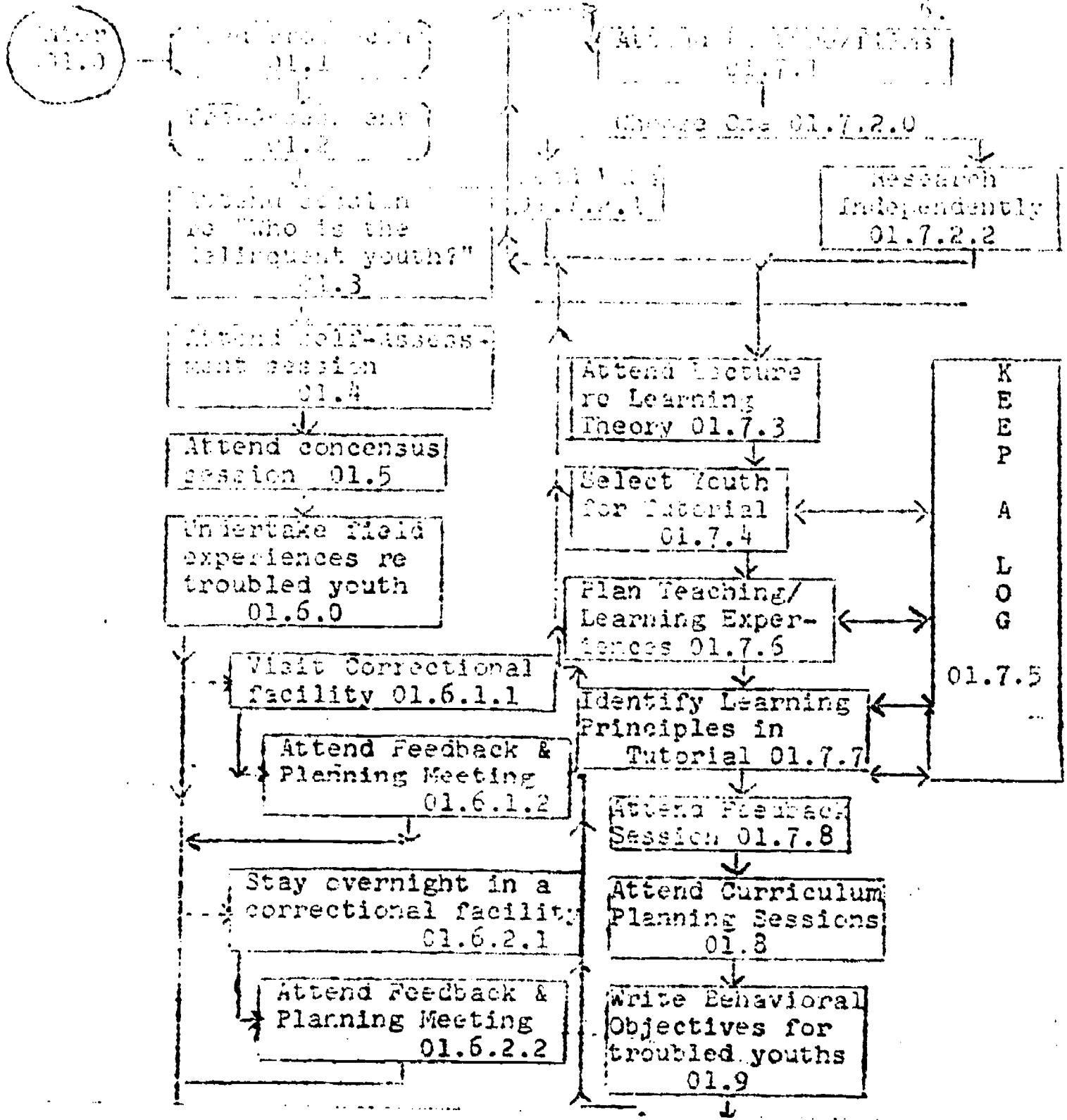
The only prerequisite for this module is acceptance into the Teacher Education program (preparation of teachers of the delinquent prone youth) of which this component is a part.

Description of the Module: CD-001.01 (USC-U)

This module prepares the prospective teacher to develop curricula for delinquency prone youth by leading him to insight into delinquency causation, learning theory, and curriculum planning procedures.

The enabling objectives for this module are:

1. The prospective teacher determines the causes and characteristics of juvenile delinquency by attending scheduled input sessions and by undertaking a series of field experiences.
2. The prospective teacher attends input sessions and researches independently in the field of learning theory.
3. The prospective teacher tutors a youth he has identified as delinquency prone; he makes entries in a log each day to assess his development re application of learning theory.
4. The prospective teacher attends input sessions re curriculum planning; he writes objectives for delinquency prone youths which he will later use in planning curriculum; he chooses other modules in this component to undertake; he chooses members to sit on a curriculum committee.



Steps for Completing this Module: CD-001.01 (USC-U)

001.01.0 Enter

- 1.1 Read the Prospectus
- 1.2 React to Pre-Assessment
- 1.3 Attend a meeting of all interns for input and discussion on the question: "Who is the delinquent youth?" (delinquency causation).
- 1.4 Attend a small group meeting in which you assess yourself in relation to delinquent prone youth.
- 1.5 Attend a meeting of all interns in which you extract commonalities from each individual's findings re the causation of delinquency.
- 1.6.0 Undertake field experiences in which you explore the causation and characteristics of delinquency. Select activities from the following options (note that 1.6.5, 1.6.9 , 1.6.2.1 are required).
 - 1.6.1.1 Visit a correctional facility.
 - 1.6.1.2 Attend a session with a consultant and all interns who visited a correctional facility in order to analyze the experience.
 - 1.6.2.1 Spend a night in a correctional facility.
 - 1.6.2.2 Attend a session with a consultant and all interns who spent a night in a correctional facility in order to analyze the experience.
- 1.6.3 Meet and talk to delinquency prone youths informally in parks, playgrounds, and any other neighborhood areas which they frequent.
- 1.6.4 Meet and talk to the friends, siblings, and parents of delinquency prone youths.
- 1.6.5 Required: Meet with a consultant and the total group of interns for exchange and analysis of the field experiences and future plans.
- 1.6.6 Visit a juvenile court in operation.

- 1.6.7 View any of the films listed in the bibliography under the heading of Delinquency.
- 1.6.8 Attend a meeting with former juvenile offenders in their neighborhood.
- 1.6.9 Required: Meet with a consultant and the total group of interns for exchange and analysis of the field experiences.
- 1.7.0 Undertake the following steps for an overview of learning theory.
 - 1.7.1 Attend a series of lectures and view films re learning theory. The books and films are listed in the bibliography under the heading of Learning Theory.
 - 1.7.2.0 Choose one of the following paths to cognitive development re learning theory:
 - 1.7.2.1 Read from "Taba," Hilda, Curriculum Development - Theory and Practice, and any three other references (Bibliography for Curriculum Development).
 - 1.7.2.2 Undertake a program of independent research.
 - 1.7.3 Attend a meeting for cognitive input re learning theory.
 - 1.7.4 Find and become acquainted with a delinquency prone youth who needs tutorial help.
 - 1.7.5 Keep a log in which you record your cognitive and affective development re your tutorial program and learning theory.
 - 1.7.6 Plan and execute a tutorial program with the youth you have selected.
 - 1.7.7 In writing, analyze your tutorial program and the learning theories which you put into practice.
 - 1.7.8 Meet with teams of five or more and plan and construct and furnish manpower for a Learning Center for children in McLaren Hall of the Special Schools. Follow with team evaluations using the criteria set-up for each learning activity planned.

BEST COPY AVAILABLE

9.

- 1.7.9 Meet with a consultant and the total group for exchange and analysis of learning theory and its application.
- 1.8 Attend a series of curriculum planning sessions.
- 1.9 Write behavioral objectives in both the cognitive and the affective domains for troubled youths.
- 1.10 Identify the modules from this component, CD 001 (USC-U), which will be most appropriate for your training as a prospective teacher of delinquent prone youths.
- 1.11 List, in sequence, and plan to undertake the modules you have selected.
- 1.12 Choose (from among your peers) members to sit on a curriculum committee.
- 1.13 React to the Post Assessment.
- 1.14 Remediate if necessary.

Pre-Assessment: CD.001.01 (USC-U)

The prospective teacher of delinquency prone youths completes the testing devices listed below and analyzes the results with a consultant. All items listed may be found in the Resources Center.

01.2.1 Questionnaire: "Learning: Theory and Practice" is a questionnaire developed by the U.S.C. Urban staff which measures the prospective teacher's cognitive and affective development re learning theory and curriculum development.

01.2.2 Check List: "Delinquency Causation" is a checklist adapted from Headings in Delinquency and Treatment (See Bibliography), by the U.S.C. - Urban Staff. This device measures the prospective teacher's cognitive and affective development re delinquency causation.

01.2.3 Take Kerlinger Attitudinal Test.

Description of Enabling Activities: CD 001.01 (USC-U)

001.01.3 This session is to serve as an introduction to the causes and characteristics of juvenile delinquency. This session - or series of sessions - provides a variety of approaches (film, discussion, lecture, audio tape interviews, Suests, role playing, and simulation) to answering the question, "Who is the delinquent youth?"

01.4 In this small group meeting the prospective teacher will analyze the differences and similarities between themselves and delinquency prone youths.

01.5 In this session the prospective teachers will pool the information they have gathered re delinquency causation and intern characteristics.

1.6.1.1 Interns will visit and tour a correctional facility. They will also interview residents and staff at all echelon levels.

1.6.1.2 Interns will meet with a consultant and compare their experiences, impressions, and conclusions re their correctional facility visit.

1.6.2.1 Interns will stay overnight in a correctional facility, following the routine of a resident.

1.6.2.2 Interns will meet with a consultant and compare their experiences, impressions, and conclusions re the night spent in a correctional facility.

- 1.6.3 Interns will meet informally with delinquency prone youths and talk with them re questions provided by a consultant as well as issues generated by themselves.
- 1.6.4 Interns will meet with the parents, siblings, and peers of delinquency prone youths and talk with them re questions provided by a consultant, as well as issues generated by themselves.
- 1.6.7 The films provided relate to the causes and characteristics of juvenile delinquency. These films are listed in the bibliography under the heading of Delinquency.
- 1.6.8 This meeting is to be held on the youth's "home turf" in order to decrease the potential for alienation. Interns will talk with former juvenile offenders re questions provided by a consultant, as well as issues generated by the prospective teachers themselves.
- 1.7.0 The input indicated here will provide the prospective teacher with a command of general learning theory. In-depth study of learning theory is provided in Learning and Development, CD 001.05 (USC-U). The books and films available are listed in the bibliography under the heading of Learning Theory.
- 1.7.2.1 Hilga Taba, CURRICULUM DEVELOPMENT - Theory & Practice. The special references are Part I, Chapter 6, "Learning Theories of the Foundation for the Curriculum;" Chapter 7, "The Concept of Development" and Chapter 18, Part II, "Organization of Curriculum Content and Learning."

- 1.7.4 The troubled youth selected as a tutee should be in one of the classes the intern is working with in the school.
- 1.7.5 Entries in the log should be made each day and include experiences and interpretations as well as the prospective teacher's affective and cognitive development re the tutorial program and learning theory.
- 1.8 The curriculum planning sessions provide the prospective teacher with input re the philosophy and mechanics of writing curriculum. The materials available are listed in the bibliography under the heading of Curriculum.
- 1.10 The other modules of this component, available in the Resources Center, are listed below:
- CD 001.02 Self-Assessment
 - CD 001.03 Inquiry Strategies
 - CD 001.04 Media Techniques
 - CD 001.05 Learning and Development
 - CD 001.06 Legal and Environmental Influences on Curriculum
- 1.12 The Curriculum Committee will have the functions listed below:
1. To facilitate feedback re curricula.
 2. To perform en-route evaluations of curricula.
 3. To generate new curricula.
 4. To provide for discrepancy evaluations and regeneration of curricula.

5. To evaluate prospective teacher's success (as described in the Post Assessment) in undertaking this module.

Post Assessment:

Each team member will meet with his team, the curriculum committee, his supervising teacher, and a consultant to evaluate his progress vis a vis the Terminal Objectives. This group will, as a team, evaluate the prospective teacher's development as follows:

01.13.1 Knowledge:

01.13.1.1 Sample entries from the intern's log will be selected by the team leader and read to the group, which will, in open discussion, evaluate the intern's cognitive and affective development.

01.13.1.2 The intern will present the chart described in Terminal Objective, Number 1. The group will, in open discussion, evaluate the findings indicated on the chart.

01.13.2. Performance:

The Team Leader and Supervising Teacher will present a video tape of the tutorial project described in 01.7.6. This teaching performance will be evaluated by the group in open discussion.

01.13.3 Product:

A summary of the prospective teacher's effect on his tutee's cognitive and affective development will be presented by the Supervising Teacher.

These effects will be evaluated by the group in open discussion.

Remediation:

The group conducting the Post Assessment will prescribe any remediation they feel is appropriate. This remediation can involve returning to appropriate enabling activities of this module, or undertaking new activities not included as a part of this module.

BEST COPY AVAILABLE

BIBLIOGRAPHY OF REFERENCE

Suggested Readings

Curriculum:

Bloom, Benjamin S. Taxonomy of Educational Objectives: Classification of Educational Goals, Book I - Cognitive Domain.

Hickerson, Nathaniel. Education for Alienation.

Kohl, Herbert R. The Open Classroom.

Krathwohl, David R., et al. Taxonomy of Educational Objectives, Handbook II, Affective Domain.

Mager, Robert F. Preparing Instructional Objectives.

Popnom and Baker. Establishing Instructional Objectives.

Taba, Hilda. Curriculum Development - Theory and Practice.

Wagner, Guy. What Schools are Doing - Creating a Stimulating Learning Environment. Education. Oct. 1966.

Delinquency:

Cohen, Alfred A. and Syra R. Cohen. Children. "Programs for Delinquent Boys in Three East European Countries." 15: 158-60, July, 1968.

Downey, John K. Children. "Why Children are in Jail and How to Keep Them Out." Vol. 17, Number 1. Jan-Feb., 1970.

Graubard, P.S. Exceptional Child. "Utilizing the Group in Teaching Disturbed Delinquents to Read." 36:267-72, Dec., 1969.

Grob, Harry E. Jr., and Van Doren, Eric E. Children. "Aggressive Group Work with Teenage Delinquent Boys." 16:103-8, May, 1969.

O'Neil, Carle F. Children. "Working With Families of Delinquent boys." 15:198-202, Sept., 1969.

DELINQUENCY, Continued....

Rice, Ruth Dianne. "Educo-Therapy: A New Approach to Delinquent Behavior." Journal of Learning Disabilities. 3:16-23, Jan., 1970.

Staats, A.W., and Eutterfield, W.H. "Treatment of Non-Reading in a Culturally Deprived Juvenile Delinquent: An Applicant of Reinforcement Principles," Child Development, 1965.

Wolf, M.; Giles, D.; and Hall, V. "Experiments with Token Reinforcement in a Remedial Classroom." Reprints from Bureau of Child Research, University of Kansas, 1967.

Learning Theory:

Becker, W.C., et al. The Contingent Use of Teacher Attention on Study of Behavior.

Fox, Robert; Luszki, Margaret; and Schmirk, Richard. Diagnosing Classroom Learning Environments.

Hall, U.; Lund, D.; and Jackson, P. Effects of Teacher Attention on Study of Behavior.

Havighurst, Robert J. "Unrealized Potentials of Adolescents," National Association of Secondary School Principals Bulletin. May, 1966, pp. 75-114.

Lettis, D.R. and Summers, Linden D. "Learning Is It's Own Reward." Art Education. 23:8-11+, Jan., 1970.

Patterson, G.R., and Gullion, E.M. Living With Children: New Methods for Parents and Teachers. Illinois: Research Press, 1968.

Pophom, James. Teacher Empiricist.

Pullins. A Teacher Is Many Things.

Postman, N. Teaching As A Subversive Activity.

Staats, Arthur W. Human Learning. New York: Holt, Rinehart and Winston, Inc., 1964.

Warner, Sylvia Ashton. Teacher.