

Child Study FALL 2022

Dr. Nancy Close Dr. Carla Horwitz and Faculty
Wednesday 1:30-3:20
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Course Description

The goal of this course is for the students to develop a theoretical base in child development and behavior and to construct a sensitive and thoughtful understanding of children in the context of family, culture, school and society. During the seminar we will consider aspects of cognitive, social, and emotional development. The course is taught from the perspective of the developmental interactional approach. It will give an overview of the major theories in the field but will focus on the complex interaction between the developing self and the environment. Issues of policy related to children and families as well as of equity, inclusion and anti-bias-anti racist practices will be incorporated.

Students will have the opportunity to learn how programs for young children use psychodynamic and interactional theories to inform the development of their philosophy and curriculum.

The class will meet on Wednesdays from 1:30-3:20 at the Child Study Center, 350 George Street, in room C 203. Students will also meet in small discussion sections during class from 2:45-3:20. Group work will be required outside of class. These groups will choose a focus within select topics covered in class. Group presentations and written summaries will be prepared for presentation during the final class on December 14th. A final reflective essay will be due December 18th.

Class will meet in-person. Should this change, the course will require synchronous attendance and will be recorded.

Child Observation:

In the past students have done weekly observations at a Yale affiliated child care program. We are hoping to make arrangements for observation of children at a child care center this semester. Because regular group observation may not be possible because of restrictions around COVID, we may expect instead that students arrange **on their own** to do a weekly observation (either in person or virtually) of a child under the age of 6. Students must make their own arrangements for these child observations. If it is not possible to arrange a child to observe, please do not apply to take this course.

Assignments:

- Students will keep written observation and reflective journals and be prepared to discuss readings and other experiences in class. The journals will focus on child observations and reflections on students' own experience as children and early school experience.
- These journals are due on October 5 (3 entries) and November 9 (3 entries). Your journal should consist of your written child observations as well as your responses to the reflective questions
- A final group presentation which researches in depth some aspect of child development theory, early childhood education curriculum or policy will be given in class on December 7th. A written summary of the project will be due also on December 7th.
- A final reflective essay which responds to questions about the content of the class and your own learning will be due on December 14th.

MORE DETAILS ABOUT ASSIGNMENTS MAY BE FOUND IN SEPARATE DOCUMENTS POSTED ON CANVAS ALONG WITH THE FULL SYLLABUS.

Final Grades: Final grades will be based on the following:

- 1/3 Final reflective essay
- 1/3 Journal- 6 journal entries
- 1/3 Group work, group presentation

Additional Faculty:

Amy Angelo, BA- Director Edith B. Jackson Child Care Program
Susan Taddei, MS- Director Calvin Hill Day Care Center
Lynn Wiener, Ed.D.- Director Yale New Haven Hospital Child Care Program

Seminar Policies and Expectations

This course is one where you will be asked not just to read and understand the material presented, but to also engage in a journey of discovery of children and their development as part of a system within their families, educational environments, culture, community and society, and of yourself as a learner. We will be discussing information that will not only make you think, but also feel.

Classroom Climate: This class is taking place during unprecedented times. We will be expecting you to contribute to the classroom community through sharing your thoughts, questions, and comments. It deals with many sensitive subjects and may also give rise to some situations where we do not all agree. As members of an academic community we all have an obligation to foster an atmosphere conducive to the freedom to learn, and to be respectful of others, even those whose views differ from your own. We

expect that everyone will come to class prepared to contribute to class discussion, to contribute to classroom community and that we all will pay just as much attention to listening respectfully as to planning our next contribution. The classroom, even if a virtual one, must be a safe space where everyone can speak freely. When raising difficult or alternate viewpoints, at all times seek respect, civility, and a truly collaborative learning environment. If any concerns arise, please do not hesitate to email us as soon as possible. We would always prefer to address concerns early while we can make changes, before we have missed opportunities to learn together. We ask your patience as we strive to manage challenging technology and including everyone, from near and far.

Email: You are always welcome to email us, (Carla.horwitz@yale.edu); (nancy.close@yale.edu) with questions or concerns. We will try to get back to you as soon as we can. If you do not receive a response within 24 hours, or if the matter is urgent, please follow up with a reminder.

Office Hours: While we do not have regular office hours, we can arrange to meet with you usually quickly after you make the request, at a time that is convenient for each of us.

Attendance

Class will meet in-person. Attendance is required. If you need to miss class or an observation, please let us know. We will make every effort for you to join us on Zoom. Should there be a change in class format during the semester, and virtual sessions resume, we realize that it may not always be possible to attend class synchronously (in that case, class sessions will be recorded). But please keep us informed of your plans.

Accommodations: Yale University is committed to full inclusion of all students. Please inform us early in the term if you might require accommodations or modifications of any of these course procedures.

Plagiarism & Academic Honesty: You are expected to give proper credit for the use of others' ideas and words, as indicated on pp. 42-44 of the revised Undergraduate Relations. If you have any questions about sourcing, consult us and see: <http://writing.yalecollege.yale.edu/advice-students/using-sources/understanding-and-avoiding-plagiarism/what-plagiarism>.

Required Books

Students may purchase copies of the following books at the Yale Bookstore or on Amazon. These books are also on reserve at the library.

Bredenkamp, S. (Ed.) Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. Washington, D.C. 2008 3rd Edition

Close, N. Listening to Children: Talking to Children about Difficult Issues, Boston: Allyn & Bacon, 2001
Lieberman, A. The Emotional Life of the Toddler. Simon and Schuster,

2017.

Questions for Written Reflections

These questions are meant to help focus your thinking and reflection about the topics covered in this course. There is a question listed for each class after the assigned readings. Please consider them in the context of readings, your own experience, and the way in which the lectures, discussion and observation connect. You may need to depend on information from your family for some of your responses.

Course Outline and Assignments:

August 31 Overview of Development and Introduction
Nancy Close, Ph.D. and Carla Horwitz, Ed.D.

Readings for Class Discussion:

Close, N. (2001). Listening to Children: Talking to children about difficult issues.
Boston: Allyn & Bacon.

Lewis, M. Child and adolescent psychiatry: A comprehensive textbook (2018)
Chapter 2.1.1 The Infant of the Toddler; Chapter 2.1.2 The Preschool Child.
This is available in the Library as an online book.

Lieberman, A. (2017) The emotional life of the toddler. Simon Schuster.

Written Reflection: What do you know about how young children (from 0-6) develop, learn and grow? Try to access your memories of your own early childhood and early education.

September 7 Child Development in Context and Observation
Nancy Close, Ph.D. and Carla Horwitz, Ed.D.

Readings for Class Discussion:

Assessment and Documentation

Deb Curtis. Seeing Children in Exchange, 2008- This pdf will be uploaded on Canvas, or access through the Yale Library

Dorothy Cohen et al. Observing and Recording the Behavior of Young Children. Preface- This pdf will be uploaded on Canvas, or access through the Yale Library

Child Social Development in Context: An Examination of Some Propositions
Bronfenbrenner's Bioecological Theory- Godwin Ashiabi and Keri O'Neal

<https://journals.sagepub.com/doi/pdf/10.1177/2158244015590840>

Family Engagement Diverse Families and an Integrated Review of the Literature-
Linda Halgunseth

https://www.jstor.org/stable/42730486?Search=yes&resultItemClick=true&searchText=ecological+model+AND+jid%3A%28j50009390+OR+j50009152+OR+j50009150+OR+j50009151%29&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Decological%2Bmodel%26filter%3Djid%253A10.2307%252Fj50009151&ab_segments=0%2Fbasic_SYC-5187%2Ftest&refreqid=fastly-default%3A90051f4dc1de4e21c93070d498e4d557&seq=1#metadata_info_tab_contents

Meaningful Assessment and Documentation: How Directors Can Support Teaching and Learning. Debbie Leekeenan and Iris Chin Ponte- This pdf will be uploaded on Canvas

Promoting Young Children's Social and Emotional Health- Jeannie Ho and Suzanne Funk
https://www.jstor.org/stable/90019485?Search=yes&resultItemClick=true&searchText=ecological+model+AND+jid%3A%28j50009390+OR+j50009152+OR+j50009150+OR+j50009151%29&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Decological%2Bmodel%26filter%3Djid%253A10.2307%252Fj50009151&ab_segments=0%2Fbasic_SYC-5187%2Ftest&refreqid=fastly-default%3A1d88f02337fdc80698034f3a677e1420&seq=1#metadata_info_tab_contents

Families and Schools in Search of Common Ground, Mick Coleman

https://www.jstor.org/stable/42727378?Search=yes&resultItemClick=true&searchText=ecological+model+AND+jid%3A%28j50009390+OR+j50009152+OR+j50009150+OR+j50009151%29&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Decological%2Bmodel%26filter%3Djid%253A10.2307%252Fj50009151&ab_segments=0%2Fbasic_SYC-5187%2Ftest&refreqid=fastly-default%3A87f32d86f199f67dcf1322ceccb9a3c3&seq=1#metadata_info_tab_contents

Written Reflection: What is the role of the family, school, culture and society in the development of the child?

**September 14 Attachment and Separation-
Nancy Close, Ph.D.**

Readings for Class Discussion:

Andrews, E. Coyne, J. Traveling the circle together, solo: An individual protocol for the Circle of Security intensive intervention. Journal of Clinical Psychology. May, 2018. <https://onlinelibrary.wiley.com/doi/abs/10.1002/jclp.22644>

Cassidy, Jude.(2016) The nature of the child's ties. Handbook of attachment, second edition. Eds. Cassidy and Shaver. New York: Guilford Press, Chapter I. The library has an online copy.

Circle of Security International. This link shows videos that describe the Circle of Security Parenting Intervention which was designed using decades of attachment research.
<https://www.circleofsecurityinternational.com/resources-for-parents/>

Elliot, E. (2003). Challenging our assumptions: Helping a baby adjust to center care. *YC Young Children*, 58(4), 22-28.
Retrieved from <http://www.jstor.org/stable/42728951>

Karen, Robert. Becoming attached.
<http://www.theatlantic.com/magazine/archive/1990/02/becoming-attached/308966/>

Thompson, Ross.(2016) Early attachment and later development: reframing the questions. Handbook of attachment, second edition. Eds. Cassidy and Shaver. New York: Guilford Press, 2016, Chapter 16. The library has an online copy.

Written Reflection: What is the role of attachment and separation in the child's development of security and independence

September 21 Infant Development
Michael Kaplan, M.D.

Readings for Class Discussion:

Review Chapter 2.1.1 The infant and toddler in Lewis textbook class 1

Early Development and Well Being.

<https://www.zerotothree.org/early-development>

The Science of Early Childhood Development from the Center for the Developing Child: Harvard University
http://developingchild.harvard.edu/resources/reports_and_working_papers/science_of_early_childhood_development/

http://developingchild.harvard.edu/topics/science_of_early_childhood/

Written Reflection: Consider when you think learning and begins. How do you know?

September 28 Language Development

Megan Lyons, LCSW, MS

Readings for Class Discussion:

ASHA. Typical Speech and Language Development.
<https://www.asha.org/public/speech/development/>

Dacy, Adena. Communicating with Baby: Tips and Milestones from Birth to Age 5, NAEYC. <https://www.naeyc.org/our-work/families/communicating-with-baby>

Gillanders, C. and Castro, D. (2011) Storybook reading for young dual language learners. Young Children, Vol. 66 No. 1.
https://www.jstor.org/stable/42730706?Search=yes&resultItemClick=true&searchText=development&searchText=in&searchText=young&searchText=children&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dlanguage%2Bdevelopment%2Bin%2Byoung%2Bchildren&refreqid=search%3Ac3dfb31848265b3b36a051b4276e5bba&seq=1#page_scan_tab_contents

Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education.
<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF>

Written Reflection: Consider the stages in language acquisition. When do children begin to communicate? What do you know about your own learning to talk?

**October 5 The Role of Play in Development
Nancy Close, Ph.D.**

Readings for Class Discussion:

Berk, L. (1994). Vygotsky's theory: The importance of make-believe play. *Young Children*, 50(1), 30-38. Retrieved from <http://www.jstor.org/stable/42728322>

Biber, B. Play as a growth process. New York:Bank Street Publications. <https://educate.bankstreet.edu/thinkers/9/>

Curry, N. Where Have All the Players Gone? A scan of the article is available through the Library. It is contained in the book: The Feeling Child: Affective Development Reconsidered.

Hewes, J. Seeking balance in motion: the role of spontaneous free play in promoting social and emotional health in early childhood care and education. 39-60 Reprinted from: *Children* 2014, 1 (3) 280-301. <https://www.mdpi.com/books/pdfview/book/179>

<https://www.scientificamerican.com/article/the-serious-need-for-play/>

The importance of play in promoting healthy child development and maintaining strong parent child bonds

Weisberg et al. Talking it up: play, language development and the role of adult support. *Journal of Play*. 2014 volume 1. <https://www.journalofplay.org/issues/6/1/article/3-talking-it-play-language-development-and-role-adult-support>

Yogman, M. et al. The power of Play: A pediatric role in enhancing development in young children. *Pediatrics*, August 2018. <http://pediatrics.aappublications.org/content/early/2018/08/16/peds.2018-2058>

Written Reflection: What is the role of play in learning self-regulation and relationships? What do you remember about your own play?

October 12

**Curriculum--Infants and Toddlers
Lynn Wiener, Ed.D.**

Readings for Class Discussion:

Bredenkamp, S. Developmentally Appropriate Practice- Section on Curriculum for Infants and Toddlers.

Written Reflection: How do babies learn about the world? What kinds of materials and experiences support their development? Why? What is the role of the teacher?

October 26

**Curriculum Preschool and Kindergarten
Carla Horwitz, Ed.D.**

Readings for Class Discussion:

Bredenkamp, S. Developmentally Appropriate Practice, Section on Developmentally Appropriate Practice for 3-6 year-old children.

Gandini, Lella. "Not just anywhere: Making child care centers into "particular places," <https://ccie-catalog.s3.amazonaws.com/library/5007805.pdf>

Greenberg, P. (1998). Warmly and calmly teaching young children to read, write, and spell: Thoughts about the first four of twelve well-known principles: Part 2. *Young Children*, 53(5), 68-83. Retrieved from <http://www.jstor.org/stable/42727554>

Jones, E.(2012). The emergence of the emergent curriculum. *Young Children*. https://issuu.com/naeyc/docs/heritage_v67n2_0312_0

New, Rebecca. Reggio Emilia: Some lessons for U.S. educators, Eric Digest. <http://eric.ed.gov/?id=ED354988>

When I Participate in Meeting I Learn.....- This pdf will be uploaded onto Canvas

Video: Walking Alongside the Learner. <https://highqualityearlylearning.org/pre-k-videos/>

Written Reflection: What do you think constitutes curriculum for preschoolers? Where does it come from? What do you think children should

be learning in preschool? What is the role of the teacher? Try to remember your own preschool experiences.

November 2 The Social Setting: Diversity and Equity in Early Childhood

Elsa Jones, M.A.

Readings for Class Discussion:

Becoming Upended: Teaching and Learning about Race and Racism with Young children and their Families: Kristen Cole and Diandra Verwayne

https://www.jstor.org/stable/26558916?Search=yes&resultItemClick=true&searchText=talking+to+young+children+about+race+AND+jid%3A%28j50009390+OR+j50009152+OR+j50009150+OR+j50009151%29&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dtalking%2Bto%2Byoung%2Bchildren%2Babout%2Bbrace%26filter%3Djid%253A10.2307%252Fj50009151&ab_segments=0%2Fbasic_SYC-5187%2Ftest&refreqid=fastly-default%3A63b1b9f8723beabb4b2fb0e1581b9ec2&seq=1#metadata_info_tab_contents

Diversity Informed Tenets for Work with Infants, Children and Families

<https://diversityinformedtenets.org/>

Haastrup, Funmi. I Need More From My Daughter's School Than Lip Service about Racism

<https://www.edweek.org/ew/articles/2020/06/10/i-need-more-from-my-daughters-school.html?intc=e-ml-contshr-shr-desk>

NAEYC Advancing Equity Initiative

<https://www.naeyc.org/our-work/initiatives/equity>

Our Children Our Workforce: Why We Must Talk About Race and Racism in Early Childhood Education

<https://ccie-catalog.s3.amazonaws.com/library/5024950.pdf>

Singleton, Glenn. Beyond Random Acts of Equity: Courageous Conversation about Transforming Systemic Culture- file uploaded on Canvas

https://yale.summon.serialssolutions.com/#!/search/document?ho=t&l=en&q=glenn%20singleton&id=FETCHMERGED-eric_primary_EJ11943402

Singleton, Glenn. Courageous Conversations About Race. Chapter 2. The library has an online version.

The Impact of Racism on Child and Adolescent Health

<https://pediatrics.aappublications.org/content/144/2/e20191765>

Video: Dr. Howard C. Stevenson on Racial Literacy
<https://www.youtube.com/watch?v=vBt1Xggo-Qk>

Video Raising Anti Racist Kids
https://www.youtube.com/watch?v=FngS49Zfrjw&feature=share&fbclid=IwAR11c7W6F7E-PXDV_XIyvRtAAFFh7o5uXrZxfQ1VBChHjoo50A5tSrXfwWE

Video: Award for Diversity: Marquita Mays
<https://www.youtube.com/watch?v=AwCR6OjwoiE>

Written Reflection: Consider the experience of young children in a diverse world. How do young children learn about race, ethnicity, class, culture, gender and religion? How much do you think they can understand? How has your development been shaped and impacted by your own experience?

November 9 **Parenting**
 Michael Kaplan, M.D.

Readings for Discussion:

Mensforth, R. et al. (2017). Creating a sense of emotional security through scripts and stillness. Reflections Gowrie Australia Publication, 3.
<https://gowrievictoria.org.au/wp-content/uploads/Reflections-Issue-3-2017.pdf>

Pruett, Pruet and Cowin. Enhancing Paternal Engagement in a Co-Parenting Paradigm. Child Development Perspectives. June, 2017.
<https://srcd.onlinelibrary.wiley.com/doi/full/10.1111/cdep.12239>

Schoppe-Sullivan, S. et al. (2014). Expectant father's intuitive parenting: Associations with parent characteristics and postpartum positive engagement. Journal of Infant Mental Health. <http://onlinelibrary.wiley.com/doi/10.1002/imhj.21468/full>

Sadler, L. et al. (2013) Minding the baby: enhancing reflectiveness to improve early health and relationship outcomes in an interdisciplinary home-visiting program. Infant Mental Health Journal.
<http://onlinelibrary.wiley.com/doi/10.1002/imhj.21406/full>

Slade, Arietta.(2002). Keeping the baby in mind: A critical factor in perinatal mental health. Zero To Three, 10-16.
<https://classblogdrjackson.files.wordpress.com/2010/08/zero-to-three-slade-perinatal-mental-health-7-pgs.pdf>

http://www.ted.com/speakers/rufus_griscom_alisa_volkam

Written Reflection: What is the role, influence and effect of parents on young children's development?

Reflect on how you were parented. What has been your relationships with your parent(s)? Has it changed?

November 16 Trauma and Children
Nancy Close, Ph.D.

Readings for Class Discussion:

Chu, Ann T. Lieberman, Alicia. Clinical Implications of Traumatic Stress from Birth to Age 5.

<https://www.annualreviews.org/doi/10.1146/annurev.clinpsy.121208.131204>

Early Childhood Trauma

<https://www.nctsn.org/what-is-child-trauma/trauma-types/early-childhood-trauma>

Galinsky, Ellen. Words Matter: Moving from Trauma-Informed to Asset-Informed Care. Young Children. July, 2020.

http://wa4py6yj8t.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aasid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=Words+Matter%3A+Moving+from+Trauma-Informed+to+Asset-Informed+Care&rft.jtitle=YC+young+children&rft.au=Ellen+Galinsky&rft.date=2020-07-01&rft.pub=National+Association+for+the+Education+of+Young+Children&rft.issn=1538-6619&rft.eissn=1941-2002&rft.volume=75&rft.issue=3&rft.spage=46&rft.epage=55¶mdict=en-US

Lieberman, Alicia. Infants Remember: War Exposure, Trauma, and Attachment in Young Children and their Mothers

<https://www.sciencedirect.com/science/article/pii/S0890856711003546?via%3Dihub>

Lieberman et al. Trauma in early childhood: Empirical evidence and clinical implications

<https://www.cambridge.org/core/journals/development-and-psychopathology/article/trauma-in-early-childhood-empirical-evidence-and-clinical-implications/59035175D8B665AD64A11C04EDAE7BB6>

Romanowicz, Magdalena, M.D. et al. In the Face of Adverse Childhood Experiences (ACES)

<https://www.sciencedirect.com/science/article/pii/S089085671931247X?via%3Dihub>

Schonfeld, David. Supporting Young Children after Crisis Events. Young Children. July 2020.

http://wa4py6yj8t.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=Supporting+Young+Children+after+Crisis+Events&rft.jtitle=YC+young+children&rft.au=David+J+Schonfeld&rft.au=Thomas+Demaria&rft.au=Sairam+A+Kumar&rft.date=2020-07-01&rft.pub=National+Association+for+the+Education+of+Young+Children&rft.issn=1538-6619&rft.eissn=1941-2002&rft.volume=75&rft.issue=3&rft.spage=6&rft.epage=15¶mdict=en-US

Video Help Me Love My Baby

<https://www.youtube.com/watch?v=rZmb7SCreBk>

Written Reflection: What experiences create trauma in young children? How does trauma affect development?

November 30

Early Childhood Education and Social Policy Past, Present and Future

Walter Gilliam, Ph.D.

Reading for Class Discussion:

A Decade of Science Informing Policy.

<https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2015/09/A-Decade-of-Science-Informing-Policy.pdf>

Early Childhood Expulsions and Suspensions Undermine Our Nation's Most Promising Agent of Opportunity and Social Justice, Walter Gilliam.- this pdf will be up loaded onto Canvas

How to Address Inequities in Early Childhood Education Video #8

<https://www.childcareexchange.com/surviving-to-thriving/>

Our Child Care Crisis is the Result of Underinvestment, Not
Ovrregulation <https://www.naeyc.org/resources/blog/childcare-underinvestment-not-overregulation>

Video: No Small Matter- <https://yale.kanopy.com/product/no-small-matter>

Video: The Raising of America- Episode 2 will be available through Yale Kanopy-
<http://www.raisingofamerica.org/>

Written Reflection: What are policies related to the development, education and support of young children and families in the United States? How do they relate to policies of other countries? How did U.S. policy develop and what are some of the implications of current policy for children and families? How has early childhood education been impacted by the dual pandemics of COVID and Racism?

December 7

Wrap up and Presentations

Final Reflection Essays Due Monday December 14

