Strategies for Success

COURSE GUIDE

Child Growth and Development (PSY 122)

Title III Strengthening Institutions Project
Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement

The Strategies for Success Title III initiative is a major, five-year project (2009-2013) funded by a two million dollar grant from the U.S. Department of Education. This initiative is intended to transform Middlesex Community College by improving the academic achievement, persistence, retention, and engagement of its students.

The project focuses on reformed curricula and comprehensive advising. Reformed Curriculum involves the design of developmental and college Gateway courses and learning communities embedded with Core Student Success Skills related to critical thinking, communication, collaboration, organization, and self-assessment. Overall, 45 courses will be impacted over the five years of the project. Comprehensive Advising involves the design of integrated advising services to include identification of academic and career goals, creation of realistic educational plans, and continuous tracking and intervention with an emphasis on the Core Student Success Skills. Comprehensive Advising Services will be specifically tailored to each program of study. Cross-division curriculum and advising design teams composed of faculty and staff are designing, piloting, and assessing the curriculum and advising initiatives.

The Title III grant provides resources to support faculty professional development related to designing and piloting new curriculum and advising students. The grant also supports the purchase of advising software programs and the hiring of a Pedagogical Instructional Designer, Learning Engagement Specialist, Advising Coordinator, and two academic advisors. The resources provided by the grant offer an exciting opportunity for the college community to work together to develop the strong programs and services that will increase student success.
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Introduction

Child Growth and Development is an examination of the development of children from pre-birth through puberty. Utilizing both theoretical and practical perspectives, the physical, cognitive, social, personality, and emotional development of children will be explored, with an emphasis on the interrelationships between theory, research, and practice. Also considered are such topics as the critical role of adults in fostering all areas of children’s growth and the significant influence of family and culture on development. This course is especially designed for students interested in pursuing course work or careers in education, nursing and human services.

This course satisfies a Behavioral Science Elective (not a social science) and the Multicultural or Global Awareness Intensive Value.

As a part of the Title III grant, Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement, this course has been redesigned to incorporate the following College Student Success Skills (CSSS): Critical Thinking, Collaboration, Communication, Organization, and Self-Assessment. The course materials and activities focus on helping students to develop these key skills which have been linked to success in college classrooms. The purpose of the grant is to help students apply these skills as they learn the course content. Students will have an opportunity to think more explicitly about these skills, apply them while learning about and engaging with theories and concepts of society, and then demonstrate how they have improved their communication, critical thinking, collaboration, organization and self-reflection skills by the end of the semester.

What are Key Student Success Skills?

1. **Critical Thinking** includes the ability to use and analyze information gathered from multiple sources and form conclusions based on evidence rather than assumption. Critical Thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its “Developing” Level (Application) it requires that students identify and use relevant information and reach conclusions consistent with evidence presented. At more “Proficient” and “Advanced” Levels it requires that students compare and contrast differing views, analyze and evaluate information logically, and make inferences based on testable hypotheses.

2. **Communication** skills can include the ability to write, speak, use numbers, and/or use technology effectively. Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.

3. **Collaboration** includes participating as a member of a community, either as part of a group of students in the class, and/or a group of people outside of the classroom. Collaboration rests on the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning in community with others such as learning to appreciate differences, negotiating, compromising, and reaching consensus.
4. **Organization** skills related to time management, note-taking, test-taking, and studying are important for success in college. Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other, the ability to take an overarching piece of information and to present concepts in a logical manner, and the ability to come up with an outline to show how concepts relate to one another. It may also include the ability to read and follow the syllabus, time management, and the use of effective study skills.

5. **Self-assessment** skills include setting academic and career goals, developing and following a plan to achieve those goals, and utilizing college resources to help students achieve their goals. It involves the ability to assess oneself to gain insight into how one learns, plans, makes decisions, and studies. It also involves the ability to examine how relevant theories apply to real life.

**How do Skills Connect to Course Content?**

Each Child Growth and Development Unit contains four learning activities that have the Student Success Skills incorporated into the lessons. Most of the activities contain at least two Student Success Skills. The activity ideas try to use a variety of methodologies such as handouts, videos, websites, small group work, large group work, as well as reflective individual work. The team felt that a variety of methodologies would keep students from getting bored and unproductive. Make sure if the students participate in group work that the groups are rotated so students will build relationships with all the class members not just some of the same classmates. We wish you success and congratulate you on your willingness to try new ways to engage student success.

**Course Guide Design**

This resource guide was designed and developed by a team of instructors that currently teach or have taught Child Growth and Development. The activities were a collaboration of ideas of what we consider ‘best practices’ for teaching the content for Child Growth and Development. These activities are suggestions for ways to keep students engaged and interactive in the learning process. The suggested time management of the course content dictates the class should have twenty minutes of content, followed by twenty minutes of the suggested unit activity, and then finish with twenty minutes of content. Each unit is designed to take two weeks to complete (except the Overview of Course Requirements, which can be combined to last one week). Any activities that require right and wrong answers have a correct answer sheet after the handout.

The Course Guide is divided into units based on the Feldman Child Development Textbook Content: Introduction to Child Growth, Child Development Theorists, Prenatal Birth, Infant Toddler Development, Preschool Development, Middle Childhood Development, and Adolescent Development. Each unit contains the following information:

- Description of Unit
- Unit Information
- Unit Objectives
- Key Terms to Know in the Unit
- Learning Activities
- Attachments
There are four Learning Activities within each unit. The Learning Activities are suggestions and as the instructor, you can modify the activity by shortening it or lengthening it. Each Learning Activity Unit is subdivided into:

- Student Learning Outcomes
- College Student Success Skills Addressed
- Context in the Course
- Activity Description
- Materials for Lesson
- Assessment

The Attachment Section relates to policies adapted by the Early Childhood Education and Early Childhood Education Transfer Programs. The Re-design team created a Sample Syllabus, which is a combination of policies based on years of college-level teaching. There are Early Childhood mandate syllabi content policies (Course Goals, REACH Framework, Course Textbook, Student Learning Outcomes, Instructional Methods, and Topics Covered and the Child Observation Description), assignment expectations, and written assignments. The mandated syllabi information cannot be changed because it is part of the NAEYC Accreditation Process. Each instructor can adapt the assignment expectations, written assignments, and course policies to their specific course.

In 2007, The Early Childhood Education and Early Childhood Education Transfer Programs were accredited by NAEYC (National Association for the Education of Young Children). If you are unfamiliar with the accreditation process, an overview of the accreditation process can be found in the attachment section. Part of the accreditation process involves measuring a student’s skill level in what is referred to as a key assessment. There are five NAEYC key assessments throughout the MCC early childhood courses. In this course, the key assessment is the Child Observations. The key assessment requires that all Child Growth students be measured for certain skills attainment at the completion of an assignment, one of the two required Child Observations. Because all students in every section of Child Growth have to be rubric’ed, the description of the Child Observation cannot be changed nor can the skill rubric. Instructors that teach Child Growth and Development should familiarize themselves with the NAEYC information found in the Attachment Section. This process can be confusing to new instructors so please feel free to contact Maureen Goulet for help with the NAEYC Accreditation data collection.

We hope you enjoy the activities that we chose. Please feel free to provide the team with input as to the successfulness of the activities and any adaptations that were successful. We look forward to hearing from you. Have a good semester.

**Team Members:**
Maureen L. Goulet, Team Leader (gouletm@middlesex.mass.edu)
Nancy Tyler-Higgins, Team Member (higginsn@middlesex.mass.edu)
Kimberly Kinsella, Team Member (kinsellak@middlesex.mass.edu)
Sandra K. Regan, Team Member (regans@middlesex.mass.edu)
Unit 1: Overview of Course Requirements and Course Subject

Welcome to the world of Child Development. This week you will be introduced to your fellow classmates, as well as the classroom instructor. The syllabus contains important information about the course assignments, due dates and descriptions of written assignments, as well as the instructor’s policies and procedures. You will also watch a video about Poverty and get an overview of the Child Growth and Development Course.

Unit Information

The reading assignment for this unit is to: Re-read the syllabus and look over the Feldman text.

Unit Objectives

At the completion of this unit, the student should be able to:

- Highlight important information and due dates in the syllabus.
- Watch the Poverty Video and explain poverty in a downturned economy.
- Name the different age groups from birth to adulthood.
- Discuss some of the characteristic traits of your fellow classmates.
- Name ways that you can be successful in the Child Growth and Development course.

Key terms to know for this unit:

- Student Success Program
- Critical Thinking
- Communication
- Collaboration
- Organization
- Self-Assessment
- Early Alert Program
- Honor Policy
Learning Activity 1.1: Preparing for Child Growth & Development

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
• Name four of the required written assignments due in class.
• Discuss some of the ways a student can be prepared for class.
• Explain how the responsibilities in college are different from high school.
• Identify ways a student can stay organized in a college classroom.

College Student Success Skills Addressed:
Communication
Organization
Self-Assessment

Context in the Course:
This activity should be used in the first class to prepare students for the upcoming semester and the requirements for completing Child Growth and Development class.

Activity Description:
After going over the class syllabus, students will get a list of questions that relate to the syllabus. Students will answer the syllabus questions, either individually or in a group. Each student is responsible for turning in the assignment. Instructors can change questions based on their syllabus.

Materials for Lesson:
Class Syllabus
Sample Syllabus Hunt (instructor can change questions if needed)

Assessment:
Students will complete a syllabus hunt to be collected as part of the class participation grade.
Syllabus Quiz

NOTE TO INSTRUCTORS: This quiz is specifically for Maureen Goulet’s syllabus. Please feel free to change the questions to fit your syllabus.

Name of Student: __________________________
Day/Class Meeting Times:

1. If you are sick and not attend class, what do you need to do? How many times can you be absent without it effecting your grade?

2. How often should you check your MCC email? Do I send emails to addresses other than MCC addresses?

3. What do you have to do every time after you submit and assignment electronically?

4. What is the format that is acceptable to send a file in? .docx? .rtf? or .doc? other?

5. What does “being prepared” for class mean?

6. How many sources do you need in the Info Quest papers (except the Interview papers)?

7. Can you bring cell phones to class? What do you need to do with cell phones?

8. How do I know when a paper is due? Is there a penalty for late papers? What happens after the one-week late paper deadline?

9. What age groups are required for the Child Observation?

10. What happens if you do not use a Template in the Observation or the Expert Assignment?

11. What happens if you do not document your sources? Can you fail an assignment if you do not document your sources? What format do you use to document your sources?

12. Do I take off points for grammar errors such as comma mistakes and sentence structure errors?

13. When should you buy the textbook? When should you read the chapters in the book?

14. How many pages are the Info Quests? Child Observation? How many parts are in the Child Observation?

15. What is the Academic Alert Program? When do I turn in your name to the Academic Alert Program?

16. When you send me an email, what do I always do? What do you put in the subject line of an email?

17. Are you thinking about doing Service Learning (which is an optional part of the course)?
Syllabus Quiz Answers

1. If you are sick and not attend class, what do you need to do? How many times can you be absent without it effecting your grade?

*Should an emergency occur and you cannot attend class, it is your responsibility to email the instructor AND get all the class notes and assignments. Students are allowed to miss no more than 25% of class content (example: two class meetings in a Tue/Th class).*

2. How often should you check your MCC email? Do I send emails to addresses other than MCC addresses? Can you send assignments thru email?

*Students should check their MCC email account twice a week on a regular basis. Students will be contacted by the instructor thru the MCC email system ONLY. Assignments will not be accepted by email.*

3. What do you have to do every time after you submit an assignment electronically?

*Students submitting items electronically must check for it in Student Tools >My Grades after item was sent to see if items were sent correctly.*

4. What is the format that is acceptable to send a file in? .docx? .rtf? or .doc? other?

*Papers submitted electronically must be in .rtf, .doc, or docx formats*

5. What does “being prepared” for class mean?

- Arrive for class on time and prepared- have notebook, pencil/pen and homework
- Read required chapters in textbook before class, and come prepared to participate in class discussions

6. How many sources do you need in the Info Quest papers (except the Interview papers)?

*The Info Quest has to be four full pages long with a minimum of 3 Internet sources documented, except the Interview a Parent.*

7. Can you bring cell phones to class? What do you need to do with cell phones?

*Yes. Cell phones must be turned off or set to vibrate and should be stored out of site, during class time.*

8. How do I know when a paper is due? Is there a penalty for late papers? What happens after the one-week late paper deadline?

*Check the due dates in the syllabus. It is the responsibility of the student to keep track of all required assignments and due dates. Any papers turned in after the end of class will be*
considered late, the grade will be reduced by one full grade. No papers will be accepted past the one-week deadline.

9. What age groups are required for the Child Observation?

For the first observation, choose one of the following age groups: infant or toddler. Later in the semester, you will be doing the same assignment using a different age group: preschool, kindergarten, school age, or adolescent.

10. What happens if you do not use a Template in the Observation or the Expert Assignment?

Points will be taken off if you do not use the template.

11. What happens if you do not document your sources? Can you fail an assignment if you do not document your sources? What format do you use to document your sources?

Taking and using ideas or writings of another without clearly and fully crediting the source is plagiarism, a violation of the academic code, and if it is proven that a student, in any course in which he/she is enrolled, has knowingly committed such a violation, suspension from the course and a failing grade in the course may result. Use APA or MLA format to document sources.

12. Do I take off points for grammar errors, such as comma mistakes and sentence structure errors?

Yes. Points are taken off for grammar and spelling errors.

13. When should you buy the textbook? When should you read the chapters in the book?

Buy the textbook as soon as possible. Read required chapters in text before class and come prepared to participate in class discussions.

14. How many pages are the Info Quests? Child Observation? How many parts are in the Child Observation?

The Info Quest has to be four full pages long. The total number of pages for the Child Observations is four pages—one page, single-spaced for the Observation and three pages total, double-spaced for Parent or Caregiver Interview, Interpretation of Data, and Theorist Application parts. Each observation has four parts: the actual observation, interview of parent or caregiver, interpretation of data, and theorist application.

15. What is the Academic Alert Program? When do I turn in your name to Academic Alert Program?

The program is designed to promote student success through coordination and communication between students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (in terms of attendance, test scores, or participation, for example), I will turn in your name.
16. When you send me an email, what do I always do? What do you put in the subject line of an email?

*I will always send a response when I get an email. If you did not get a reply, I did not get your email. Make sure to put your name, class day and time in the subject line of an email.*

17. Are you thinking about doing Service Learning (which is an optional part of the course)?
Learning Activity 1.2: Getting to know all About You (and Me)

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- List character traits by using the letters in their first name.
- Discuss the different groups that one belongs to in their lifetime.
- Name the MCC Core Commitments that are addressed by this activity.

College Student Success Skills Addressed:
Communication
Self-Assessment

Context in the Course:
This activity can be used in the Overview of Course and Course Subject Unit.

Activity Description:
Students will take a piece of paper and write their names horizontally down the side of the paper. Students will take each letter of their name and write a character trait that starts with that letter.

After the activity, students will be separated into two groups- Early Childhood and Early Childhood Transfer majors (on one side of the room) and not Early Childhood majors (on the other side of the room). Each time, the instructor will announce an item that relates to a group that an individual belongs to in their lifetime- each group divided by sides of the room. The idea is to have students will switch back and forth on the different sides of the room depending on the item named by the instructor. Items that can be named should relate to topics in Child Growth and Development such as was an only children, parent still living, went to preschool, knows someone who was pregnant in high school, has a child, raised by single parent, etc.

After students have been switched quite a few times, the instructor brings the group back together. The instructor will explain that in any class students bring experiences that they are familiar with when they were growing up and that not everyone has the same experiences. Experiences in our life shape the values that during classroom discussions, you may not agree with a person’s point of view but it is important that students stay impartial and not judge other students based on classroom discussions.

The instructor should also stress the importance of confidentiality in classroom discussions and explain that what happens in the class stays in the class. The topic can connect to the MCC Core Commitment – Choose to... Respect Diversity, Strive for Excellence, Contribute to Society, Develop Strong Ethics, and Act with Integrity.

Assessment:
Students will be assessed for their participation as part of the class participation portion of their grade.
Learning Activity 1.3: Poverty Video

Student Learning Outcomes:
After successfully completing this activity, students should be able to:

- Discuss the impact of poverty on children and discuss community agencies able to help children in poverty.
- Name five “unplanned” expenses that could affect a personal budget.
- Describe how a 25-cent raise in weekly pay would affect a family’s yearly childcare costs.
- List some of the ways that people can be discriminated against.

College Student Success Skills Addressed:
Critical Thinking
Communication
Organization
Self-Assessment

Context in the Course:
This activity can be used at the beginning of the course to have students analyze some of the prejudices that exist with children living in poverty. Instructors should explain to students in Child Growth that they should not have preconceived notions about any children and/or their living conditions.

Activity Description:
Students will watch the Poverty Video (which is updated yearly based on current statistics). After watching the video, students will be given an additional $520 (which amounts to a .25-cent raise in pay, per week, for one year). Students will explain how they would spend additional money. Students will look at the EEC Sliding Fee Scale and determine what affect the .25-cent raise would cost childcare costs yearly. The next phase of the poverty video is having students list unplanned expenses in a budget. Students can also discuss what community services are available for children in poverty. The final phase of the activity is to have students list the ways that people can be discriminated against.

Materials for Lesson:
- The link for the video is http://www.usccb.org/cchd/povertyusa/tour.htm
- EEC Sliding Fee Link http://www.eec.state.ma.us/docs1/20100701effective_parent_copay.pdf
- Discrimination Statement: Discrimination on basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program.

Assessment:
Group document will serve as assessment artifact.
**Learning Activity 1.4: Age Group Personality Traits**

**Student Learning Outcomes:**
After successfully completing this activity, students should be able to:
- List characteristics and traits for each age group from conception to adulthood.
- Name some of the activities and interests common to that age group.
- Discuss how this activity will relate to the course content.

**College Student Success Skills Addressed:**
Communication
Collaboration
Organization
Self-Assessment

**Context in the Course:**
This activity is to be used as an introductory activity on the different stages of Child Growth and Development in Unit 1: Overview of Course Requirement or in Unit 2: Introduction to Child Growth.

**Activity Description:**
Students are to think of a person that represents the age group in the handout. Then, on the right hand side of the column, describe words that describe that particular age abilities, needs, or interests. When students have completed their sheet, a list of ages, abilities, and needs will be compiled by the class. If time is an issue, this activity can be done individually or done in groups. Students will gain insight into the course content by helping them understand the child growth and development stages that will be discussed in the class.

**Materials for Lesson:**
Handout 1.1 - Development from Conception to Adulthood.

**Assessment:**
Students will be assessed by their participation in this activity as part of their class participation portion of their grade.
Below are eight age groups typically found in child development. For each, think of three words that describe the essence of that time period, such as the abilities, developmental needs, interests or capabilities. It may help to think of a person you know from that age group and note three words that come to mind when considering that person.

<table>
<thead>
<tr>
<th>PERSON</th>
<th>GROUP</th>
<th>WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prenatal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Infancy (0–2 yrs.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Toddler (2–3 yrs.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Childhood (4–5 yrs.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle Childhood (6–10 yrs.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Adolescence (11–13 yrs.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adolescence (14–18 yrs.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Late Adolescence (19–24 yrs.)</td>
<td></td>
</tr>
</tbody>
</table>

Unit 2: Introduction to Child Growth and Development

Child development is the scientific approach to the changes that occur from conception to adolescence. This unit looks at the scope of Child Development as well as the past, present, and future trends that shape child development. In this unit, there are very important files on Child Observations, including an Observing Children PowerPoint Lecture, a sample observation, and the Interpretation of Data Exercise.

Unit Information
The reading assignment for this unit is to: Read Chapter 1

Unit Objectives
At the completion of this unit, the student should be able to:

- Define child development.
- Describe several trends that are emerging in child development.
- Define normative influence and give examples of the 4 types of normative influences.
- Discuss the role of genetics in a person’s health.
- Record an anecdotal observation.

Key terms to know for this unit:

- personality development
- cognitive development
- physical development
- critical period
- sensitive period
- normative event
Learning Activity 2.1: Plagiarism Quiz

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- Define plagiarism.
- Identify ways to avoid plagiarism in written assignments.
- Name different online resources available to students to help with documenting sources.
- Discuss the MCC Honor Code Policy

College Student Success Skills Addressed:
Critical Thinking
Organization
Self-Assessment

Context in the Course:
This activity can be done in the Introduction to Child Growth Unit. “Plagiarism What Students Need to Know” is divided into four parts-
Part 1: Definition & Overview
Part 2: What needs to be Acknowledged
Part 3: Using Style Manuals to Cite sources
Part 4: Is this plagiarism? Questions and Answers.
At the end of part 4, students will take a 10 question Plagiarism Quiz with a very short essay question.

Activity Description:
The instructor will show the four different sections of the Clark College Plagiarism Information, and then administer the Plagiarism Quiz. Students can get a hard copy of the quiz or use the quiz form online. Have students write the answers on a separate piece of paper. Students can be shown online resources if the room is equipped with a Smart Classroom. Another suggestion to extend this activity would be to bring the students to the MCC Library (need to make an appointment) to have librarians show students how to use Noodlebib.

Materials for Lesson:
The link for the Plagiarism Quiz is http://www.clark.edu/Library/iris/use/use_home.shtml
Correct Answers for Quiz: 1D; 2B; 3CD; 4AABA; 5B; 6B; 7A; 8ABD; 9C; 10C
Purdue Online Writing Lab - http://owl.english.purdue.edu/owl/resource/584/01/
MCC Honor Code Policy

Assessment:
The students will be graded on the Plagiarism Quiz. Students that get lower than a 75% should repeat the quiz, focusing on the units that were troublesome to the student.
Learning Activity 2.2: Observation PowerPoint

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- Name four types of observation tools.
- Discuss the pros and cons of three of the observation tools.
- Name the type of observation tool that is required in the Child Growth class.
- Write a sample observation by having the instructor walk around the room and having students document the instructor’s actions.

College Student Success Skills Addressed:
Communication
Collaboration
Organization

Context in the Course:
The Observation PowerPoint is an introduction to the different observation tools used in educational settings. The instructor will comment on the pros and cons of each observation tool as it is shown. The PowerPoint also discusses the Anecdotal record, which will be a graded assignment due later in the class.

Activity Description:
Students will watch a PowerPoint Presentation on How to Observe Children (viewable at http://bit.ly/qwy2hm). The instructor will discuss the pros and cons of each observation tool. The main focus of the PowerPoint is how to write an anecdotal record. There are tips for observing, different parts of the observation, and observation hints, as well as grammar and punctuation discussed in the PowerPoint. After the PowerPoint, the instructor will simulate an observation by walking around the room, picking up items, talking aloud, while students take notes about the instructor’s movements. The instructor will break the students into groups. The students will try to recreate the movements of the instructor, from start to finish.

Materials for Lesson:
PowerPoint Observation- See Handout for copy of Observation

Assessment:
The sample teacher observation will be the assessment.
Learning Activity 2.3: Dog Observation

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- Watch and take brief notes during the observation video.
- Translate the observation notes into grammatically correct sentences.
- Write the sample dog observation and interpretation in the Child Observation Template.
- Explain the difference between an objective statement and a subjective statement.

College Student Success Skills Addressed:
- Critical Thinking
- Collaboration
- Organization
- Self-Assessment

Context in the Course:
Observations are an important component in the NAEYC Accreditation. Students have to observe two different age groups- infant/toddler and older child (up to an adolescent). Students can be given the skill rubric so they know what skills are being measured by the NAEYC Key Assessment. All sections of Child Growth need to use the exact same description for the Child Observation and the Child Observation Template. This way, all of the Child Growth sections of students’ skills in can be compared equally. Students can be given suggestions and improvements for the first observation so that students do not make the same mistakes in the second observation. The instructors will rubric the second observation for NAEYC Accreditation. For the NAEYC Accreditation, every semester, the rubric totals need to be given to Dr. Nancy Tyler-Higgins, Department Chairperson of Education during finals examination week. Rubric totals are then tallied to see if students are attaining the NAECY skills. Changes with the description of observation and observation rubric are made yearly and available on the NAEYC Accreditation Blackboard web site. The sample dog observation gives students the experience to practice the observation process before they complete a real observation.

Activity Description:
Students will be shown an observation between a dog and the owner. The video is about three minutes long. Students are to take notes during the observation. When the video is finished, students work cooperatively to write the “dog” observation, trying to document specific details and words used by the trainer.

Students are reminded to be objective and only document what they see and hear and not use any judgment statements. The video can be repeated more times if needed. Once students have completed their observation, the instructor reads the Sample Dog Observation Notes (do not read Sample Interpretation at this point) so students can compare their observation notes to the sample observation.

After students have completed the sample observation, students will write a sample interpretation for the dog’s skills. Students work cooperatively to write a sample interpretation. Students can and are encouraged to use subjective statements in the interpretation section.
After the students have completed the task, the instructor reads the Sample Interpretation Notes as a comparison to the sample interpretation.

**Materials Need for Lesson:**
The link to the video is HTTP://lucas.middlesex.mass.edu/RAMGEN/curlln/Observat.rm
Sample Dog Observation Notes for Instructors
Child Observation Template

**Materials Need for Assessment of Lesson: (See attachments)**
NAEYC Observation Rubric
NAEYC Observation Rubric Tally Sheet

**Assessment:**
Students will write the sample dog observation and interpretations. Instructor will assess the accuracy of student’s responses by comparing to Sample Instructor Observation Notes.
Handout: Sample Dog Observation Notes for Instructors

Observer: Student’s Name
Date of Observation: Use today’s date
First Name of Dog: Hannah
Setting: Outdoor Playground
Child’s Age: 2 years 0 months

Physical Description of Dog:
Hannah is a female, brown, and tan German shepherd. She weighs about 80 pounds. She is muscular and not overweight. She has on an electronic collar and her leash is hanging on the ground.

Time Observed: 3:00 pm to 3:02 pm
Behavior Observed:
Note: You won’t be able to write everything down.

SAMPLE INTERPRETATION:

Note: Notice all of the subjective comments. Many subjective comments have been added so you could see the difference between subjective and objective.

Hannah is a relatively young German shepherd. Her age indicates that she is still a puppy. Her height and weight are average for her age. She has good muscle tone. She appears to be in good shape. Hannah knows basic commands such as sit, come, stay, and paw. Hannah’s ears and body position indicate she responds well to praising from her owner. I did not ask the owner if she went to obedience school, but I would have liked to know if the owner trained her or if she went to obedience school. I can tell that Maureen doesn’t fully trust Hannah. She lets Hannah roam around the area with her leash on her neck. I think that Maureen leaves the leash on Hannah so she can get the leash quick, if needed. If Maureen trusted Hannah, she would have untied her leash. Maureen does not let Hannah travel too far away from her. When Hannah tries to get away, Maureen quickly calls her back. Hannah is a well-behaved dog. I wish I had a cute dog like Hannah (just kidding).
Handout: Child Observation Assessment

Part 1: Observation Information

Observer: ___________________________

Date of Observation: ___________________________

Fictitious Name of Child: ___________________________

Setting: ___________________________

Child’s Age: ___ years ___ months

Physical Description of Child: ___________________________

Time Observed: ______ to _____ am/ pm

Behavior Observed: ___________________________

Time Observed: ______ to _____ am/ pm

Behavior Observed: ___________________________

Part 2: Interview Parent or Caregiver

Part 3: Interpretation of Data

A. Introduction of Child-

B. Physical Development Assessment-

C. Cognitive Development Assessment-

D. Social/Emotional Development Assessment-

E. Summary of Interpretation Data-

Part 4: Theorist Application
**Assessment Name: Child Observation Rubric**

This assessment is used in every section of Course Number: PSY 122
This assessment is designed to focus on Standard Number: 1A, 1B, 3A, 3C, 3D
This assessment is designed to focus on Supportive Skill: Four

<table>
<thead>
<tr>
<th>Standard or Supportive Skill</th>
<th>Key Elements</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1. Promoting Child Development and Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a: Knowing and understanding young children’s characteristics and needs</td>
<td>Does not specifically name child’s domains. Compares child’s development to age norms but does not give examples of age appropriate skills.</td>
<td>Documents child’s domains but does not document all domains. Compares child’s development to age norms but does not give examples.</td>
<td>Documents child’s physical, cognitive, social, and emotional domains. Compares child’s development to age norms and gives examples.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b: Knowing and understanding the multiple influences on development and learning</td>
<td>None</td>
<td>Interprets the data in Observation and Interviews parent or caregiver. Minimally connects information from both sources to evaluate.</td>
<td>Interprets the data in Observation and Interviews parent or caregiver. Effectively connects information from both sources to evaluate child.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2. Documenting, Assessing, and Supporting to Support Children and Families</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3a: Understanding the goals, benefits, and uses of assessment</td>
<td>Makes no connection of information in assessment process.</td>
<td>Discusses parent or caregiver but does not make the connection to additional information gained in assessment.</td>
<td>Minimally relates how parent or caregiver information can help in assessment process.</td>
<td>Effectively relates how parent or caregiver information can help in assessment process.</td>
<td></td>
</tr>
<tr>
<td>3d: Knowing about assessment partnerships with families and other professionals</td>
<td>Does not interview parent or caregiver about child’s development.</td>
<td>Interviews parent or caregiver but does not ask relevant questions.</td>
<td>Interviews parent or caregivers. Asks questions about development but not professionals.</td>
<td>Interviews parent or caregiver and asks questions about development and professionals.</td>
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<td>#</td>
<td></td>
</tr>
<tr>
<td>4. Making Connections Between Prior Knowledge/Experience and New Learning</td>
<td>Connects Prior Knowledge with New Content</td>
<td>Does not address child’s present developmental level.</td>
<td>Analyzes some of child’s development level but does not compare to any theorist.</td>
<td>Analyzes some of child’s development levels and compares to one or more theorist.</td>
<td>Analyzes all child’s development levels and compares to one or more theorists.</td>
</tr>
<tr>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td></td>
</tr>
<tr>
<td>Reflecting on New Information</td>
<td>Does not connect interview to course content.</td>
<td>Reflects on Interview experience but does not connect to course content.</td>
<td>Reflects on Interview experience and sometimes connects to course content.</td>
<td>Reflects on Interview experience and connects to course content by giving examples.</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td></td>
</tr>
<tr>
<td>Applying Reading Content</td>
<td>Does not read the chapters and does not apply content to Interview answers.</td>
<td>Reads the chapters but does not compare the Interview answers to course content.</td>
<td>Connects reading material with Interview Questions. Able to analyze interview answers and apply to some course content.</td>
<td>Connects reading material with Interview Questions. Able to analyze interview answers and apply to course content.</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td></td>
</tr>
<tr>
<td>Interview Skills</td>
<td>Does not interview parent. Does not maintain confidentiality.</td>
<td>Asks a few of required questions. Maintains confidentiality.</td>
<td>Asks only the required questions. Maintains confidentiality.</td>
<td>Asks additional questions relevant to assignment. Maintains confidentiality.</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Please complete a separate rubric total sheet for each section of a class and do not count students that have withdrawn from course or MIA in totals.
Additional Required Information:

Total number of students enrolled in course: __________

*Number of student turning in this assessment: __________

Academic Grades associated with this assessment:

(*Total number should equal number of assessments collected)

<table>
<thead>
<tr>
<th>A Range</th>
<th>B Range</th>
<th>C Range</th>
<th>D Range</th>
<th>F Range</th>
</tr>
</thead>
</table>

Instructor Self-Assessment Question:

Next semester, I am going to improve my students rubric scores by (give specific examples)...

Learning Activity 2.4: Interpretation of Data

**Student Learning Outcomes:**
After successfully completing this activity, students should be able to:

- Name five skills in each domain: physical, social, emotional, and cognitive.
- Use the textbook to determine if a skill is developmentally on track, behind or advanced.
- Given a specific age, give two examples of age appropriate domain skills.
- Explain the Interpretation of Data Section in the Child Observation Assignments.

**College Student Success Skills Addressed:**
Critical Thinking
Organization
Self-Assessment

**Context in the Course:**
This activity can be used in Unit 2: Introduction to Child Growth. This exercise gives students practice for the Interpretation of Data Section in the Child Observations. Stress the importance of pre-planning the time to do the observation.

**Activity Description:**
Students will complete the handout on the next page. Students will:
1. Name the domain of the skill listed in the handout.
2. Determine whether children are on track, behind or advanced for their developmental skill level.

After finishing the handout, students will take a child listed on the handout (Jodi, Randi, Matt or LaCreisha) and name two more age appropriate skills for each developmental domain. This section can be done individually or in groups.

**Materials for Lesson:**
Handout on Interpretation of Data Exercise.

**Assessment:**
The students will be evaluated in the Interpretation Section of the Child Observation by using the skills listed in the Child Observation Rubric.
## Handout: Interpretation of Data Practice Exercise

You have observed the child and noticed the following milestones. Name if the developmental milestone is physical, social, emotional, or cognitive domain. Is the child’s development on track, advanced or behind developmental norms? Where did you find the information?

<table>
<thead>
<tr>
<th>Child</th>
<th>Age of Child</th>
<th>Description of Developmental Milestones</th>
<th>Developmental Domain of Milestones</th>
<th>Is child on track, advanced or behind norms?</th>
<th>Reference Text Name and Page Number</th>
</tr>
</thead>
</table>
| Jody     | 4 months     | *Turns head toward sounds and voices  
*Gazing at moving objects  
*Reaches for objects  
*Imitates gestures i.e.  
*Waving hand  
*Identifies parent’s face |                                   |                               |                                   |
| Randy    | 1 year       | *Babbles in a pattern over and over and imitates noises  
*says “da da”, “ball”,”bata” for Give me my bottle, “cook” for I want a cookie  
*nods to indicate “Yes”  
*shakes head to indicate “No”  
*moves body rhythmically to songs  
*Points to images in books when asked |                                   |                               |                                   |
| Matt     | 2 years 2 months | *Weighs 24 pounds  
*Height is 33 inches  
*17 baby teeth  
*Minimally feeds self |                                   |                               |                                   |
| LaCreisha | 9 months    | *Rolls over back to front and front to back  
*transfers objects from one hand to another  
*Sits alone without being propped up  
*Scooting backwards and beginning to crawl  
*Beginning to pull self up to a standing position |                                   |                               |                                   |
# Interpretation of Data Practice Answer Key

<table>
<thead>
<tr>
<th>Child</th>
<th>Description of Developmental Milestones</th>
<th>Developmental Domain of Milestones</th>
<th>Is on track, advanced or behind for age?</th>
<th>Reference Text Name and Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Gazing at moving objects</td>
<td>Cognition/Physical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Reaches for objects</td>
<td>Motor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Imitates gestures i.e.</td>
<td>Social/motor/cognition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Waving hand</td>
<td>Cognition/Social/Emotional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Identifies parent's face</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age: 4 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Randy</td>
<td>*Babbles in a pattern over and over and imitates noises</td>
<td>Cognition (language)/ Social</td>
<td>on track</td>
<td>CD p. 147</td>
</tr>
<tr>
<td>Age: 12 months</td>
<td></td>
<td>Cognition (language)/ Social</td>
<td></td>
<td>CD p. 147</td>
</tr>
<tr>
<td></td>
<td>*says “da da”, “ball”, “bata” for</td>
<td>Physical/Motor/ Social Motor</td>
<td></td>
<td>CD p. 147</td>
</tr>
<tr>
<td></td>
<td>Give me my bottle, “cook’ for I want a cookie</td>
<td></td>
<td></td>
<td>CD p. 147</td>
</tr>
<tr>
<td></td>
<td>*nods to indicate “Yes” shakes head to indicate “No”</td>
<td>Physical/Motor/ Social Motor</td>
<td></td>
<td>CD p. 147</td>
</tr>
<tr>
<td></td>
<td>“moves body rhythmically to songs</td>
<td>Social/Motor/Cognition</td>
<td></td>
<td>CD p. 147</td>
</tr>
<tr>
<td></td>
<td>*Points to images in books when asked</td>
<td></td>
<td></td>
<td>CD p. 147</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CD p. 147</td>
</tr>
<tr>
<td>Matt</td>
<td>*Weighs 24 pounds</td>
<td>Physical</td>
<td>Behind/Below average</td>
<td>CD p. 186 CD p. 186 CD p. 114</td>
</tr>
<tr>
<td>Age: 2 years 2 months</td>
<td></td>
<td>Physical</td>
<td></td>
<td>CD p. 186 CD p. 186 CD p. 114</td>
</tr>
<tr>
<td></td>
<td>*Height is 33 inches</td>
<td></td>
<td></td>
<td>CD p. 186 CD p. 186 CD p. 114</td>
</tr>
<tr>
<td>LaCreisha</td>
<td>9 months</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17 baby teeth</strong></td>
<td>Physical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Minimally feeds self</em></td>
<td>Motor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LaCreisha</th>
<th>9 months</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Rolls over back to front and front to back</em></td>
<td>Motor</td>
</tr>
<tr>
<td><em>Transfers objects from one hand to another</em></td>
<td>Motor</td>
</tr>
<tr>
<td><em>Sits alone without being propped up</em></td>
<td>Motor</td>
</tr>
<tr>
<td><em>Scooting backwards and beginning to crawl</em></td>
<td>Motor</td>
</tr>
<tr>
<td><em>Beginning to pull self up to a standing position</em></td>
<td>Motor</td>
</tr>
</tbody>
</table>


Unit 3: Child Development Theories

Many people such as Freud, Piaget, Erikson, Watson, and Skinner have studied Child Development. Each theorist developed their own theory by conducting experiments by using the scientific method of research. This unit will discuss the longitudinal, cross-sectional, and cross-sequential methods of research. After reading this chapter, you should be taking a more critical look at statistical data and how studies are conducted.

Unit Information

The reading assignment for this unit is to: Read Chapter 2.

Unit Objectives

At the completion of this unit, the student should be able to:

1. Explain the major stages in Freud’s Psychoanalytic Theory, Erikson’s Psychosocial Theory, Vygotsky’s Sociocultural Theory, Piaget’s Theory of Cognitive Development, and Bronfenbrenner’s Bioecological Approach.

2. Name the three steps in the Scientific Method and explain what is involved in each step.

3. Discuss some of the ethical issues that arise when conducting research.

4. Explain the importance of having research include people of different races, ethnicities, cultures, and genders.

5. Give an example of when you would use a longitudinal study, cross sectional study, and cross-sequential study.

Key terms to know for this unit:

- psychodynamic perspective
- behavioral perspective
- cognitive perspective
- contextual perspective
- evolutionary perspective
- longitudinal study
- cross-sectional study
- cross-sequential study
Learning Activity 3.1: Theorist Matching and Stages Sequencing

**Student Learning Outcomes:**
After successfully completing this activity, students should be able to:
- Highlight the main ideas in the child development theorists: Piaget, Erikson, and Kohlberg
- Sequence the order of stages using the theorists: Piaget, Erikson, and Kohlberg
- Define the conservation, centration, classification, and schema.
- Match the descriptions of stages with the name of the stage and theorist.

**College Student Success Skills Addressed:**
Critical Thinking
Communication
Collaboration
Organization

**Context in the Course:**
This activity can be used at any point in Unit 3: Child Development Theorists.

**Activity Description:**
Small groups of students will be given a pile of index cards. The students are expected to work together by matching the name of a childhood development concept with the definition or description as well as put cards in sequence of order of the stages for each theory.

Sandi Regan made the cards self-correcting. The instructor can check each group’s matches and sequences that were created for correctness. Numbers or letters can be written on the back of index cards, so students can check themselves to see if they matched concepts to descriptions correctly and placed the cards in the correct sequence of stages. For example, on the back side, there can be the letter “X” on an index card with the Piagetian concept of “Conservation” and another index card with its definition “Mass, weight, volume, length, number, liquid, substance and area remain the same despite apparent changes in the shape or arrangement of those objects.”

**Materials for Lesson:**
Index cards with names of theories, stages, descriptions of stages, and concepts that relate to theory.

**Assessment:**
Students will be assessed for their participation as part of the class participation portion of their grade.
Learning Activity 3.2: Child Development Theorist Presentation

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- Research a given theorist and highlight the main point of the theory.
- Give a 15-minute presentation on a particular theorist.
- Create a visual aid for a particular theorist.

College Student Success Skills Addressed:
Critical Thinking
Collaboration
Organization

Context in the Course:
This activity is used a reinforcement to summarize the five major perspectives on Child Development. This activity should be used prior to the Jeopardy game because the game will ask questions about the theorists. The students should be divided into groups the week prior to this activity to ensure that students have researched their theorist.

Activity Description:
The class will be divided into five groups. Each group is given a type of theory, suggested guidelines for project, and the textbook pages associated with the theorists. Groups are to work together in and out of class to prepare a 15-minute presentation with visual aids. Students will be given a week to complete the task.

<table>
<thead>
<tr>
<th>Group</th>
<th>Type of Theory</th>
<th>Name of Associated Theorists</th>
<th>Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Psychodynamic perspective</td>
<td>Sigmund Freud, Erik Erikson</td>
<td>pp. 18-20</td>
</tr>
<tr>
<td>2</td>
<td>Behavioral perspective</td>
<td>John Watson, BF Skinner, Albert Bandura</td>
<td>pp. 21-22</td>
</tr>
<tr>
<td>3</td>
<td>Cognitive perspective</td>
<td>Jean Piaget, Information-processing and Cognitive Neuroscience Approaches</td>
<td>pp. 22-25</td>
</tr>
<tr>
<td>4</td>
<td>Contextual perspective</td>
<td>Urie Bronfenbrenner, Lev Vygotsky</td>
<td>pp. 25-28</td>
</tr>
<tr>
<td>5</td>
<td>Evolutionary perspective</td>
<td>Charles Darwin, Konrad Lorenz</td>
<td>p. 28</td>
</tr>
</tbody>
</table>

Suggested Guidelines: Try to answer as many questions as possible:
1. What is the definition of this perspective on child development?
2. What are the key elements of this perspective?
3. Prepare a brief biographic sketch of each theorist-using internet and outside sources:
   - What years did they live?
   - Where were they born? Where did they go to school? Work? Live?
   - What theory is each individual known for?
   - What type of research did he carry out?
   - Did this theorist view development as continuous or as discontinuous?
   - Summarize the main ideas of each person’s theory: include brief definitions of the terms this person established in conjunction with his theory.

Assessment:
Students will be graded on presentation and group skills (determined by instructor).
Learning Activity 3.3: Theorist Jeopardy Game

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- Answer questions about the Child Development Theorists: Piaget, Erikson, Freud, etc.
- Play the Jeopardy game during class time.
- Attain at least 55 out of possible 75 points while playing the Jeopardy Game.
- Write the answer to the question in form of a question.

College Student Success Skills Addressed:
Critical Thinking
Organization
Self-Assessment

Context in the Course:
This activity can be used to reinforce the main ideas of the Child Development Theorists.

Activity Description:
The students will participate in a Jeopardy type game to review information about Child Development theorists. The questions will have point amounts and questions based on the theorists. The students can participate individually or in teams. There are no “Daily Double” questions in this version so instructors can judge student knowledge based on total points. Every time a student answers correctly, they get the points amount associated with the question. Students must answer in form of a question.

To access the game:
1. Go to the Jeopardy Questions - (Password-childcares if needed) 
   http://www.superteachertools.com/jeopardy/usergames/Apr201115/game1303091037.php
   When you see image below on screen, hit “play this game online” below the image.

   ![You can also play this game online!](image)

2. Enter the number of teams, you can enter 1 team by using the down arrow next to the number.
3. Use timer- set to either yes or no. ‘NO’ is recommended.
4. Final Jeopardy set to ‘YES’.
5. Hit ‘GO PLAY’.
6. You can have the game make no sound by turning speaker off on the bottom right of game.
7. Hit the number of points in a category, the question pops up then hit ‘ANSWER’ and the correct answer will be revealed.
8. Next, ‘ADJUST SCORES’ then ‘HOME’
Materials for Lesson:
Download Flash Jeopardy Template (you may have to contact MCC Tech Support to download file to the computer in your classroom.-
http://www.superteachertools.com/jeopardy/download.php

Jeopardy Questions - Your Game # is: 1303091037
http://www.superteachertools.com/jeopardy/usergames/Apr201115/game1303091037.php

Assessment:
The students will be assessed by the total points attained while playing two rounds of the Theorist Jeopardy game. A passing grade is 55 out of 75 points.
Learning Activity 3.4: Theorist Application

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- After viewing the YouTube video or using their child observation, answer the questions: What stage of development is the child experiencing according to Piaget? Is the child in the preoperational stage? How do you know? What about Erikson’s theory? Vygotsky? Kohlberg?
- Using three theorists, name the child’s current stage of development.
- Give a description of the stages of a theorist using Piaget, Erikson, Vygotsky or Kohlberg.
- Write four sentences that could be submitted as a sample for Part Four of the Child Observation.

College Student Success Skills Addressed:
Critical Thinking
Communication
Organization
Self-Assessment

Context in the Course:
This activity can be used in Unit 2: Introduction to Child Growth. The activity can be used to reinforce the identification of correct stages to children’s milestones and age groups. This exercise gives students practice for the Theorist Section in the Child Observations.

Activity Description:
To assist students in completing Part 4 in the Child Observation Assessment Assignments, students will be given the handout on Part 4: Theorist Application Exercise. On this sheet, students are expected to write the names of theories and stages of Piaget, Erikson, Vygotsky, and Kohlberg’s related to the age group of the child observed as well as describe each stage and level as well as provide an example of the child experiencing the stage. If students have not observed a child yet, the instructor can choose a YouTube video such as a Refrigerator Twins or Baby Laughing as father rips rejection letter, etc. Students can switch papers and check if each other had noted the correct theory, stage, description of stage and appropriate example of the child experiencing stage.

Materials for Lesson:
Handout of Part 4: Theorist Application Exercise. The answers to the handout will depend on the age of the child chosen by the students.

Assessment:
Students will be assessed for their participation as part of the class participation portion of their grade.
PART 4: THEORIST APPLICATION EXERCISE

<table>
<thead>
<tr>
<th>Name of Theorist</th>
<th>Name of Theory</th>
<th>Name of Stage</th>
<th>Description of Stage</th>
<th>Child’s Example of Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erikson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piaget</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Theorist</th>
<th>Name of Sequence</th>
<th>Name of Sequence Stage</th>
<th>Description of Sequence Stage</th>
<th>Child’s Example of Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kohlberg</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Theorist</th>
<th>Important Terms in Theory</th>
<th>Example of child’s ZPD</th>
<th>Example of Scaffolding Situation with Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vygotsky</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 4: Prenatal Birth

The interaction between heredity and the environment help shape each individual. This unit gives an in depth look at the role heredity and the environment play in development. The stages of prenatal development, prenatal testing, and the stages of birth are discussed. You will learn about the complications that occur in prenatal development and how mothers can prevent expose to toxins that can cause complications. The unit concludes with the experiences of the newborn and the changes that happen once a child is born.

Unit Information

The reading assignment for this unit is to: Read Chapters 3 and 4.

Unit Objectives

At the completion of this unit, the student should be able to:

1. Discuss the importance of prenatal care and the effects of toxins on the unborn fetus.

2. Research different inherited and genetic disorders.

3. Explain the newest scientific methods for conceiving a child through infertility treatments.

4. Name some of the complications that can occur at birth and discuss the causes, effects, and treatments.

5. Debate ethical considerations for infertility.

6. Discuss what other countries are doing to reduce infant mortality.

7. Name reasons for the decline in the teen birth rate.

Key terms to know for this unit:

- DNA
- genotype
- phenotype
- embryonic stage
- fetal stage
- zygote
- X chromosome
- Y chromosome
- gametes
- chromosomes
- genes
- A.P.G.A.R. scale
- neonate
- amniocentesis
- ultrasound
Learning Activity 4.1: Roles Parents Play

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- Work cooperatively to make a list of 26 roles worn by mothers, fathers, children, grandparent, or childcare provider.
- Name five skills that are important for a caring mother, father, child, grandparent, or childcare provider.
- Write a job description for a mother, father, child, grandparent, or childcare provider.

College Student Success Skills Addressed:
Communication
Collaboration
Self-Assessment

Context in the Course:
This activity can be used in Unit 4: Prenatal Birth. The prenatal birth chapter discusses the roles of the mother and father as components to the prenatal environment. This activity describes the many roles a person that is involved in the child’s life possesses. Students will have a better idea of the different roles played by the different people in a child’s life-mother, father, grandparent, or childcare provider. The separate groups will provide many different perspectives.

Activity Description:
Students are divided into groups: mothers, fathers, children, grandparents, or childcare providers. The students list the letters A to Z on a piece of paper. For each letter, students have to name a role- a role or skill that a mother, father, child, grandparent, or childcare provider should possess. For example- N is for nurturer; P is for patience etc... Students come together in a large group and compare the different roles. After they have completed the task, student get back into their groups and pick out the top five skills from the list created and write a job description advertising for the position of mother, father, child, grandparent or child care provider.

Materials for Lesson:
None needed

Assessment:
The job description will serve as assessment.
Learning Activity 4.2: Prenatal Exposure to Teratogens

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- Define teratogen.
- Name five teratogens taken by mothers or fathers that could effect prenatal development.
- Watch the YouTube video on teratogens- http://www.youtube.com/watch?v=AGL-FQ8nH9U
- Make a PowerPoint Presentation or a video presentation explaining the effects of a teratogen.

College Student Success Skills Addressed:
Critical Thinking
Communication
Organization

Context in the Course:
This activity can be used at any point in the Prenatal Birth unit.

Activity Description:
Each student will choose a teratogen from the list and create a PowerPoint presentation for the class. Each PowerPoint or video must include: name of teratogen, the effect of teratogen on body, how is the teratogen administered into body, the possible birth defects on fetus, the treatment for infant exposed to teratogen, picture of child (if possible), classification of teratogen, can this teratogen be passed to infant in breast milk, any other relevant information, and reference sources.

Materials for Lesson:
Handout of Possible Teratogen (see Feldman Child Development CD- handout 3-4)
View YouTube video on different types of teratogens- http://www.youtube.com/watch?v=AGL-FQ8nH9U. If this video is not available, choose another video by searching for teratogens on You Tube.

Assessment:
The students will be graded on the PowerPoint presentation or video presentation.
Possible Teratogens

(Found in Feldman CD as Handout 3–4)

This list of suspected teratogens contains many common items. Most babies are born without defects, so the placenta may be an effective barrier. Additionally, the timing of the exposure to a teratogen is critical to its impact on prenatal development. Overall, more damage is likely early in the pregnancy when organ systems are developing.

### Diseases

<table>
<thead>
<tr>
<th>Disease (Diseases)</th>
<th>Disease (Diseases)</th>
<th>Disease (Diseases)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chlamydia</td>
<td>Pneumonia</td>
<td>Gonorrhea</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>Herpes</td>
<td>Scarlet Fever</td>
</tr>
<tr>
<td>HIV</td>
<td>Syphilis</td>
<td>Mumps</td>
</tr>
<tr>
<td>Toxoplasmosis</td>
<td>Tuberculosis</td>
<td>Influenza</td>
</tr>
</tbody>
</table>

### Drugs

<table>
<thead>
<tr>
<th>Drug (Drugs)</th>
<th>Drug (Drugs)</th>
<th>Drug (Drugs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accutane</td>
<td>Hexachlorophene</td>
<td>Alcohol</td>
</tr>
<tr>
<td>Iodides</td>
<td>Amphetamines</td>
<td>Lithium</td>
</tr>
<tr>
<td>Antibiotics</td>
<td>Anti-cancer drugs</td>
<td>Marijuana</td>
</tr>
<tr>
<td>Opiates</td>
<td>Anticoagulant drugs</td>
<td>Quinine</td>
</tr>
<tr>
<td>Aspirin</td>
<td>Sedatives</td>
<td>Barbiturates</td>
</tr>
<tr>
<td>Smallpox vaccination</td>
<td>Caffeine</td>
<td>Thalidomide</td>
</tr>
<tr>
<td>Nicotine</td>
<td>Tranquilizers</td>
<td>Cocaine</td>
</tr>
<tr>
<td>Vitamins in excess</td>
<td>Diethylstilbestrol (DES)</td>
<td>LSD</td>
</tr>
</tbody>
</table>

### Environmental Factors

<table>
<thead>
<tr>
<th>Factor (Environmental Factors)</th>
<th>Factor (Environmental Factors)</th>
<th>Factor (Environmental Factors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cadmium</td>
<td>Mercury</td>
<td>Cat feces</td>
</tr>
<tr>
<td>Nickel</td>
<td>Fumes from paints, solvents, glues, dry-cleaning fluids</td>
<td>Pesticides</td>
</tr>
<tr>
<td>Insecticides</td>
<td>Polychlorinated Biphenyls (PCBs)</td>
<td>Herbicides</td>
</tr>
<tr>
<td>Manganese</td>
<td>Radiation (X-rays, Video Display Terminals)</td>
<td>Lead</td>
</tr>
<tr>
<td>Hair dyes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Noninfectious Maternal Conditions

<table>
<thead>
<tr>
<th>Condition (Noninfectious Maternal Conditions)</th>
<th>Condition (Noninfectious Maternal Conditions)</th>
<th>Condition (Noninfectious Maternal Conditions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcoholism</td>
<td>Chemical dependency</td>
<td>Stress</td>
</tr>
<tr>
<td>Rh + factor</td>
<td>Phenylketonuria</td>
<td>Anemia</td>
</tr>
<tr>
<td>Diabetes Mellitus</td>
<td>Young/older mother</td>
<td></td>
</tr>
</tbody>
</table>

Learning Activity 4.3: Third World Countries and Infant Mortality

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- Discuss the technological advances used to prevent infant mortality.
- Tell why the United States has a high infant mortality rate.
- Summarize the cultural and racial differences in infant mortality around the world.
- Name three causes of infant mortality and tell if they are environmental factors or genetic factors.

College Student Success Skills Addressed:
- Critical Thinking
- Communication

Context in the Course:
This activity can be used in the infant development unit. This activity is part of the MCC Multicultural or Global Awareness Intensive Value component.

Activity Description:
Students will go to the computer rooms in the MCC Libraries and learn how to research a topic. Students are to research one of the following topics: international agencies that help lower infant mortality rates in a country other than the US; research countries with a high infant mortality rate to find out the infant mortality reasons; or research technological advances to reduce infant mortality. Student will report their findings to the class. Students will also read page 90 in Child Development text and discuss how race and cultures play a role in infant mortality.

Materials for Lesson:
You need to call the MCC Librarian to arrange for the class visit to the library at least two weeks prior to the date. Librarians can also arrange to teach students about how to research topics on the internet and how to document sources. Librarians like to have an idea about what students are researching so they can research ideas before the class arrives. A list of International infant mortality rates can be found on page 85 in Child Development.

Assessment:
Students will be evaluated by presentation and research skills.
Learning Activity 4.4: Threats to Infant Development

**Student Learning Outcomes:**
After successfully completing this activity, students should be able to:

- Research a given infant threat topic and highlight the main points.
- Give a 15-minute presentation on a particular threat to infant development.
- Create a visual aid for a particular threat to infant development.

**College Student Success Skills Addressed:**
Critical Thinking  
Communication  
Collaboration  
Organization

**Context in the Course:**
This activity can be used at any point in the prenatal development unit. The students should be divided into groups the week prior to this activity to ensure that students have researched their topic.

**Activity Description:**
The class will be divided into four groups. Each group is given a topic related to threats to infant development, suggested questions for the project, and the textbook pages associated with the topics they are to work together in and out of class to prepare a 15-minute presentation with visual aid.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Topic</th>
<th>Information Sources</th>
<th>Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sudden Infant Death Syndrome (SIDS)</td>
<td>SIDS Handout</td>
<td>pp. 110-111</td>
</tr>
<tr>
<td>2</td>
<td>Lead Poisoning in Children</td>
<td>Lead Handout</td>
<td>pp. 192-193</td>
</tr>
<tr>
<td>3</td>
<td>Shaken Baby Syndrome (SBS)</td>
<td>SBS Handout</td>
<td>pp. 106-107</td>
</tr>
<tr>
<td>4</td>
<td>Postpartum Depression (PPD)</td>
<td>PPD Handout</td>
<td>p. 92</td>
</tr>
</tbody>
</table>

**Research and Presentation Questions:**
1. What is the definition of this syndrome/condition? Summarize the key elements.
2. Who is a risk? How often does it occur? Give statistics, if possible.
3. Describe prevention, treatment, and outcomes (include statistics if available).
4. What could be done to increase society’s awareness of the subject?
5. Can prevention and/or treatment be improved? If so, how? Whose responsibility is it?
6. What personal experience, if any, do you or other group members have with this condition?

**Materials for Lesson:**
The instructor has to find current articles on Sudden Infant Death Syndrome, Lead Poisoning in Children, Shaken Baby Syndrome, and Postpartum Depression. Due to copyright infringement laws, articles cannot be included in this activity plan.

**Assessment:**
Students will be graded on presentation and group skills (determined by instructor).
Unit 5: Infant Toddler Development

Numerous changes occur in the first years of life. In the first years of life, an individual that is totally dependent on an adult becomes an individual that walks, talks, and eats by him or herself. This unit will discuss the physical, cognitive, social, and personality changes in infant development. You will be amazed at all the changes that happen in one year. Remember, developmental stages are average ages. Some children will attain the skill earlier than the date, and some children will learn the skill later than the date.

Unit Information

The reading assignment for this unit is to: Read Chapters 5, 6, and 7.

Unit Objectives

At the completion of this unit, the student should be able to:

1. Name five of the reflexes that an infant exhibits and describe the purpose of that reflex.
2. Compare and contrast the Brazelton Assessment Scale and the APGAR scale.
3. Summarize the physical, cognitive, social, and emotional changes that occur in infancy.
4. Discuss some of the ways that you can increase an infant’s cognitive development.
6. Read the MA Office for Child Care Services Regulations for Family Child Care Homes and Group Day Care Centers.

Key terms to know for this unit:

- Sudden Infant Death Syndrome
- separation anxiety
- stranger anxiety
- temperament styles
- attachment
- reflexes
- cephalocaudal
- proximodistal
- object permanence
- neonatal representation
- social smiling
- telegraphic speech
Learning Activity 5.1: Types of Child Care in MA

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- Name two types of each childcare setting: family childcare, center-based care, and school age childcare.
- Discuss the importance of having regulated childcare and tell who regulates the childcare system in MA.
- List the similarities and differences in Family Childcare and Group Childcare Regulations.
- Argue the advantages and disadvantages of placing an infant in a family childcare home or a group childcare center based on the childcare regulation requirements.

College Student Success Skills Addressed:
Communication
Collaboration
Organization

Context in the Course:
This activity can be used in Unit 4: Infant and Toddler Development Unit or in Unit 5: Preschool Development.

Activity Description:
The students will look at the handout on the Types of Child Care in Massachusetts compiled by Adjunct Faculty Member, Kimberly Kinsella. After discussing the different types of childcare, the students will be divided into two groups to look at the MA Department of Early Education and Care Regulations for Group Child Care and Family Child Care. Students will gather information on personnel qualifications, training requirements, child to staff ratio, security, curriculum development, and child evaluations, etc... After gathering the information, students will chart the information so students can see the similarities and differences in the two types of childcare. Students will then discuss why a parent would choose a family childcare home over a group childcare center or vice versa.

Materials for Lesson:
The EEC Regulations for Group Child Care can be found at: 
The EEC Regulations for Family Child Care can be found at: 

Assessment:
Students will chart the personnel qualifications, training requirements, child to staff ratio, security, curriculum development, and child evaluations information for Family Childcare and Group Childcare. Students will argue their point of where they would send an infant if they had to choose a childcare setting.
Learning Activity 5.2: Infant & Toddler To Do List

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- List five physical changes that occur in infancy and toddlerhood.
- Discuss why typical stages of development are given in average age ranges.
- Explain the concept of ‘average age’ when discussing child growth and development.
- Name the most important cognitive milestone in toddlerhood.

College Student Success Skills Addressed:
Critical Thinking
Communication
Collaboration
Organization

Context in the Course:
This activity can be used with Unit 5: Infant Toddler Development.

Activity Description:
The class is divided into groups of students. Each group will work together gathering information from the text on motor development for infants or toddler development.

Some students will be given the handout on Infancy Development. On this sheet, students are asked to create a graph for certain milestones in motor development from birth to 12 months indicating approximate age of when milestone begins. Using the web site- http://www.webmd.com/parenting/baby/infant-development-9/stages-of-development
Students draw arrows(← →) to indicate the range of when milestones can begin. Typically, children begin raising head and chest when on tummy between 1 months to 3 months, thus on the graph one arrow (← ) begins at 1 months and the other arrow ( →) ends at 3 months. When finished, the students number the physical milestones starting with the basic reflexes and end with taking first steps.

The other groups of students will be given the handout on Toddler Development. On this sheet, student use the Toddler Development to analyze the physical and emotional changes that occur in toddlerhood.

When both groups are finished, the class discusses infant and toddler development.

Materials for Lesson:
Handout on Infancy Development and Handout on Toddler Development

Assessment:
Students will be assessed for their participation as part of the class participation portion of their grade.
# Handout: Infancy Development

Discuss in groups and then on separate paper, individually create a graph of physical milestones in motor development from birth to 1 yr, indicating approximate age of when milestone begins. For references use: WebMD [http://www.webmd.com/parenting/baby/infant-development-9/stages-of-development](http://www.webmd.com/parenting/baby/infant-development-9/stages-of-development) or class textbooks: Chapters 4 and 5 in Developmental Profiles and Chapter 5 in Feldman. Students can also use information on infant motor milestones from web sites ending in edu, org, or gov.

Part A. List when the following behavior or milestone starts on the graph. Draw arrows(← →) to indicate the range of when milestones can begin and end.

Part B. When done, order steps as infant progress from 1 month to walking. Months that have multiple skills, organize the skills according to how a child learns to walk.

<table>
<thead>
<tr>
<th>#</th>
<th>Skill</th>
<th>1 mo</th>
<th>2 mo</th>
<th>3 mo</th>
<th>4 mo</th>
<th>5 mo</th>
<th>6 mo</th>
<th>8 mo</th>
<th>9 mo</th>
<th>10 mo</th>
<th>11 mo</th>
<th>12 mo</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Example- Raises head and chest when on tummy</td>
<td>←---</td>
<td>-----</td>
<td>→---</td>
<td></td>
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<tr>
<td></td>
<td>Cruises, or move around the room on feet while holding onto the furniture</td>
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<tr>
<td></td>
<td>Takes first steps or walking</td>
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<tr>
<td></td>
<td>Starts to crawl and can include scooting</td>
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<tr>
<td></td>
<td>Learns to pull up to a standing position</td>
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<td></td>
<td>Rollover from front to back first then back to front</td>
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<tr>
<td></td>
<td>Bounces when held in standing position</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Lifts up head when lying on stomach</td>
<td></td>
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<td></td>
<td>Sits without support</td>
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<td></td>
<td>Sits with support</td>
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<tr>
<td></td>
<td>Walks holding on to one hand</td>
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<tr>
<td></td>
<td>May stand alone but panics and falls to floor</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Pushes up on elbows when on tummy</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Sits down from standing position</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Reflexes such as kicking and blinking</td>
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<td></td>
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</tbody>
</table>
HANDOUT: TODDLER DEVELOPMENT

Record information about toddler development. (Note in which text you found information: Allen and Marotz, Developmental Profiles and in Feldman, Child Development.)

List 10 motor skills toddlers (24-36 month olds) can do that infants are not able to do.

Describe toddler’s emotional development. Record 20 verbs, adjectives, or descriptive words that describe toddler’s unique personalities.

What are typical fears and anxieties of toddlers and young children?

What is the most important cognitive milestone that occurs in toddlerhood?
INFANCY DEVELOPMENT ANSWER KEY

NOTE: Remind students that many of these milestones overlap. Each child grows and develops individually, and some children may reach milestones earlier or later than other children. Some infants may skip a milestone, i.e. start walking before crawling or run instead of walk because it is easier for them to balance while running.

<table>
<thead>
<tr>
<th>Order</th>
<th>Skill</th>
<th>Month Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reflexes such as kicking and blinking</td>
<td>Birth to 1 month</td>
</tr>
<tr>
<td>2</td>
<td>Lifts up head when lying on stomach</td>
<td>1 ½ to 2 months</td>
</tr>
<tr>
<td>3</td>
<td>Pushes up on elbows when on tummy</td>
<td>3-4 months</td>
</tr>
<tr>
<td>4</td>
<td>Rolls over from front to back first then back to front</td>
<td>4-6 months</td>
</tr>
<tr>
<td>5</td>
<td>Sits with support</td>
<td>6-8 months</td>
</tr>
<tr>
<td>6</td>
<td>Bounces when held in standing position</td>
<td>6-8 months</td>
</tr>
<tr>
<td>7</td>
<td>Starts to crawl and can include scooting</td>
<td>7-9 months</td>
</tr>
<tr>
<td>8</td>
<td>Learns to pull up to a standing position</td>
<td>7-9 months</td>
</tr>
<tr>
<td>9</td>
<td>Sits without support.</td>
<td>7-9 months</td>
</tr>
<tr>
<td>10</td>
<td>Cruises, or move around the room on feet while holding onto the furniture</td>
<td>9-12 months</td>
</tr>
<tr>
<td>11</td>
<td>Walks holding on to one hand</td>
<td>10-12 months</td>
</tr>
<tr>
<td>12</td>
<td>May stand alone but panics and falls to floor</td>
<td>10-12 months</td>
</tr>
<tr>
<td>13</td>
<td>Takes the first steps or starts walking</td>
<td>10-12 months</td>
</tr>
<tr>
<td>14</td>
<td>Sits down from standing position</td>
<td>10-12 months</td>
</tr>
</tbody>
</table>

TODDLER DEVELOPMENT ANSWER KEY

List 10 motor skills toddlers (24-36 month olds) can do that infants are not able to do.
Climb stairs unassisted, Balance on one foot, Jumps up and down, Unbuttons clothes, Turns doorknobs, Grasps crayons, Stacks objects, Pours and fills items, Stacks objects, Uses wheeled toys, Kicks a ball, Catches a large ball, Pumps legs on a swing, Walks without spilling a drink.

Describe toddler’s emotional development. Record 20 verbs, adjectives, or descriptive words that describe toddler’s unique personalities.
Refusal, Independent, Me-my-NO, Bites, Unsafe, Me-do, Argues, Laughing, Temper tantrums, Impatient, Picky Eater, Dress up, Clumsy, Loveable, Hugs and Kisses, Curious, Naps- even though they think they don’t, Repeat words and behaviors, Determined, Climber, Risk-taker

What are typical fears and anxieties of toddlers and young children?
Loud noises, thunder and lightning, separation from parents, falling, toilet, people in costumes, elderly people, dogs, bedtime, dark, doctors, going to school, monsters, drains, water, fears that adults have that are expressed when toddlers are around (spiders, insects, snakes etc).

What is the most important cognitive milestone that occurs in toddlerhood?
The development of language skills is the most important milestone in toddlerhood.
Learning Activity 5.3: Ways to Improve Infant Intelligence

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- Discuss the pros and cons of teaching sign language to infants.
- List the positive and negative aspects of breastfeeding.
- Explore web sites, sale flyers, and baby stores that promote audio stimulation.
- Compare and contrast the current trends and simple games – which one improves cognitive development better?

College Student Success Skills Addressed:
Critical Thinking
Communication
Organization

Context in the Course:
This activity can be used in Unit 4: Infant Development, after the students read the Chapter 6- Cognitive Development in Infancy.

Activity Description:
Students will be researching ways to improve infant cognitive development. Students will analyze if these ways are effective in increasing cognitive development. The students will be divided into groups- sign language, breastfeeding, and audio stimulation. Students will discuss the pros and cons of each method and see if they can find empirical evidence to prove that these methods improve infant intelligence. Students will make a list of simple things they can do that cost little to no money to improve infant intelligence such as interacting with child, exploring surroundings, responding to cries, reading books, singing songs, and playing simple games. Students will name songs and games that can be played with infants.

Materials for Lesson:
Sale Flyers from local papers
Laptop Computer with internet access

Assessment:
Students will be assessed for their participation as part of the class participation portion of their grade.
Learning Activity 5.4: You are the ‘Baby Daddy’

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- Discuss how females are portrayed on paternity shows before the paternity results are read.
- Discuss how males are portrayed on paternity shows before paternity results are read.
- Tell how the males and females are portrayed after the paternity results are read.
- Explain the possible reasons why a male/female would want to go on a paternity result show.

College Student Success Skills Addressed:
Critical Thinking
Communication
Collaboration

Context in the Course:
This activity can be used in Unit 4: Infant Toddler Development, or it can be used in Unit 3: Prenatal Birth.

Activity Description:
Students will watch an episode of the Maury Show that shows paternity test results. Students will take notes on: how the baby’s mother portrays the male, how the male portrays the baby’s mother, the reaction of the male if he is the baby’ father and the reaction if the male if he is not the baby’s father, and the reaction of any family members. After the episode, students will discuss: how males and females are portrayed in paternity shows? Do you think women/men feel vindicated if the male is/is not the father? If the person was under 18 years old, how is that teen portrayed? Is there more than one person DNA tested? What reason does the woman give for having more than one man tested? Why do you think the woman would want to go on television to prove paternity? How does this episode portray other family members or the family unit? What do you think happens when the people go home? Why do you think people watch shows of this type?

Materials for Lesson:
Paternity episodes of the Maury Povich show are available online at:

Assessment:
Students will be assessed for their participation as part of the class participation portion of their grade.
Unit 6: Preschool Development

Preschoolers, ages 3 to 5, are a fun age group. For most preschoolers, toilet learning and language development are the biggest challenges that happen in the preschool years. Educating preschoolers is an important job for parents and teachers. In this unit, you will begin to understand developmentally appropriate practices for preschoolers in the cognitive, physical, social, and personality domains.

Unit Information

The reading assignment for this unit is to: Read Chapters 8, 9, and 10.

Unit Objectives

At the completion of this unit, the student should be able to:

1. Discuss the fine motor and gross motor that occur in the preschool years.
2. Define egocentrism, and give examples of when a child would be egocentric.
3. List the six stages of play, and give an example of a child in each stage of play.
4. Discuss the Head Start and Early Head Start Philosophy, and state why the program was created.

Key terms to know for this unit:

- handedness
- lateralization
- symbolic function
- conservation
- egocentric
- pragmatics
- syntax
- developmentally appropriate practice
- private speech
- scaffolding
- gender identity
- empathy
- zone of proximal development
Learning Activity 6.1: Importance of Play

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- Name five skills that children gain by playing.
- Discuss the importance of play experiences in child development.
- List games and materials that enhance play experiences.
- Read the poem, “Children Learn What They Live” by Dorothy Law Nolte, and explain how the poem relates to children and importance of play.
- Describe the difference between an open-ended activity and process-focused activity.

College Student Success Skills Addressed:
Communication
Collaboration
Organization

Context in the Course:
This activity can be used at any point in the Unit 6: Preschool Development. In addition to materials already listed in Materials for Lesson: Refer to Child Development Text pages 239-242 for additional information.

Activity Description:
After listing the different areas in a preschool childcare setting, student will describe the activities that take place in that area. Then, the class will be divided into four groups: Manipulative Area, Art Area, Book/Library Area, and Sensory Area. Student will list the skills that children learn by playing in that particular childcare area. Students should try to list at least 10 skills. The students will discuss the games and toys that they played with when they were younger and some of the skills associated with the games and toys. In contrast, students will list the skills that children learn by watching television and doing worksheets. The instructor will then explain the concepts of open-ended and process-focused learning. Student will then read *Children Learn What They Live* by Dorothy Law Nolte, Ph.D and discuss how the poem relates to the Importance of Play in children’s lives.

Materials for Lesson:
A copy of *Children Learn What They Live* by Dorothy Law Nolte, Ph.D.

Assessment:
Students will be assessed for their participation as part of the class participation portion of their grade.
Handout: *Children Learn What They Live*
Dorothy Law Nolte, Ph.D.

If children live with criticism, they learn to condemn.
If children live with hostility, they learn to fight.
If children live with fear, they learn to be apprehensive.
If children live with pity, they learn to feel sorry for themselves.
If children live with ridicule, they learn to feel shy.
If children live with jealousy, they learn to feel envy.
If children live with shame, they learn to feel guilty.
If children live with encouragement, they learn confidence.
If children live with tolerance, they learn patience.
If children live with praise, they learn appreciation.
If children live with acceptance, they learn to love.
If children live with approval, they learn to like themselves.
If children live with recognition, they learn it is good to have a goal.
If children live with sharing, they learn generosity.
If children live with honesty, they learn truthfulness.
If children live with fairness, they learn justice.
If children live with kindness and consideration, they learn respect.
If children live with security, they learn to have faith in themselves and in those about them.
If children live with friendliness, they learn the world is a nice place in which to live.

Copyright © 1972/1975 by Dorothy Law Nolte
Learning Activity 6.2: Stages of Play

Student Learning Outcomes:
After successfully completing this activity, students should be able to:

- Name the stages in Parten’s Stages of Play.
- Describe a child’s behavior during each stage of play.
- Give an example of a child’s behavior during each stage of play.
- List the age that is associated with each stage of play.

College Student Success Skills Addressed:
Critical Thinking
Communication
Collaboration
Organization

Context in the Course:
This activity can be used with Unit 6: Preschool Development.

Activity Description:
The class will be divided into four groups. Students will be given the handout on Stages of Play Exercise. On this sheet, students are asked to fill in information about the approximate age children begin stage, description of the stage, and give an example of the stage. Using the textbook, each group will work together to gather information on a particular stage and will provide this information and examples of the stage for the rest of the class. The instructor will give additional information on the other two stages of play not mentioned in the Feldman text.

Materials for Lesson:
Stages of Play Handout (answer key handout is included)

Assessment:
Students will be assessed for their participation as part of the class participation portion of their grade.
**HANDOUT: MILDRED PARTEN’s STAGES OF PLAY**

For each stage of play, fill in information about the approximate age children begin stage, description of the stage and an example of the stage.

<table>
<thead>
<tr>
<th>NAME OF STAGE</th>
<th>APPROX. AGE STAGE BEGINS</th>
<th>DESCRIPTION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNOCCUPIED PLAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOLITARY PLAY</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ONLOOKER PLAY</td>
<td></td>
<td></td>
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<tr>
<td>PARALLEL PLAY</td>
<td></td>
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<tr>
<td>ASSOCIATIVE PLAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COOPERATIVE PLAY</td>
<td></td>
<td></td>
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</tbody>
</table>
## Answer Key

### MILDRED PARTEN’s STAGES OF PLAY

<table>
<thead>
<tr>
<th>NAME OF STAGE</th>
<th>AGE STAGE BEGINS</th>
<th>DESCRIPTION</th>
<th>EXAMPLE</th>
</tr>
</thead>
</table>
| **UNOCCUPIED PLAY** | Infancy          | *Unoccupied play  
*Not engaged in play | *Infant is kicking feet when his mom talks to him  
*Infant reacts to sounds or touch with reflexes |
| **SOLITARY PLAY**  | Older Infants up | *Play separately from others  
*Unaware of what others are doing | *Infant shakes and throws toys  
*Infant touches items on a mobile |
| **ONLOOKER PLAY**  | Older Infants up | *Watch others play  
*May ask questions | *Young toddler watches older siblings pretending to be wild animals. |
| **PARALLEL PLAY**  | Toddlers up      | *Play with similar toys or doing similar activities in the same area  
*Don’t interact with each other  
*Watch and listen to each other, then imitate each other  
*Sometimes they want the same toy and fight over the same toy | *Two toddlers are stacking blocks separately. One starts putting plastic teddy bears on a block. The other toddler starts putting teddy bears on blocks. |
| **ASSOCIATIVE PLAY** | Three year olds/Four year olds up | *Play with others without organization of play activity  
*Limited conversations  
*Share toys  
*Do own chosen activity different from each other | *Two children are building with Legos. One child is building a house and shares to other details about his home. The other child is building little planes, pretending, and moves 2 through the air commenting to other child. One child asks other to pass him blue Legos. |
| **COOPERATIVE PLAY** | Four year olds up | *Coordinate one’s behavior with that of peers  
*Purpose or goal to play  
*Often, involved in dramatic play with a theme  
*Role playing  
*Leaders and followers | *A group of 4 children are pretending to be in a restaurant. Each child pretends to be a different role: waitress, customer, cook, and hostess.  
*A group of children play “Tag”. |
Learning Activity 6.3: Parenting Style Role Playing

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- Name the four parenting styles.
- Discuss the pros and cons of each of the parenting styles.
- Role play a given scenario using a permissive, authoritative, uninvolved and authoritarian parenting style.
- Discuss the technological changes that have helped/hindered parents.

College Student Success Skills Addressed:
Communication
Collaboration
Organization
Self-Assessment

Context in the Course:
This activity can be used after the four parenting styles have been discussed. The past, present and future questions can be used at any time during the preschool unit. In addition to materials already listed in Materials for Lesson: Refer to Child Development Text pages 243-245 for additional information.

Activity Description:
The students will be divided into groups of four students. Each group will be given a scenario. The students will role play the situation the scenario demonstrating how each parenting style would react in the scenario. The scenarios are simple and open ended so students can use their imagination and set the scene for the role playing.

Scenario 1: A child does not want to go to bed.
Scenario 2: A child wants to wear his pajamas to school.
Scenario 3: An 8 yr old child wants to watch a PG-13 movie.
Scenario 4: A child does not want to eat the vegetables on his dinner plate.

After the role playing, students will discuss the past, present and future of their childhood. This activity can be done in groups where each group picks past, present or future or each group does all three questions.

Past Questions:
What comes to mind when you think about “childhood past?” How were children viewed by previous generations? Think about your own childhood, as well as those lived by your parents and grandparents. Brainstorm a list of words and phrases that you associate with “childhood past”
Present Questions:
What comes to mind when you think about children’s lives today? What do current child-rearing, educational and social policies say about childhood today? Think about the changes, both positive and negative, that have taken place during the last few decades. Brainstorm a list of words and phrases that you associate with childhood today.

Future Questions:
Take out a crystal ball! What comes to mind when you imagine “childhood” in the future? How will science and technology continue to affect children’s lives in the future? What do you imagine there will be more of? less of? Brainstorm a list of words and phrases that you imagine will be associated with childhood of the future.

Assessment:
Students will be graded on their role playing performances in the Parenting Style activity. Students will be assessed by the list of words during the brainstorming session.
Learning Activity 6.4: Reading Experiences In Preschool Years

**Student Learning Outcomes:**
After successfully completing this activity, students should be able to:
- Explain why book vocabulary is different from spoken vocabulary.
- Name five book-reading skills such as showing pictures, asking questions, making predictions, recalling events, noting character traits, book handling skills etc.
- Discuss ways to teach children how to handle books.
- Demonstrate book-reading skills by pretending to read a book to a child.

**College Student Success Skills Addressed:**
- Communication
- Collaboration
- Organization
- Self-Assessment

**Context in the Course:**
This activity can be used anywhere in the Unit 6: Preschool Development.

**Activity Description:**
Students will be divided into groups (number of student in each group depends on how many children’s books are available). Each group will be given a children’s book to analyze and answer the questions on the handout.

**Materials for Lesson:**
A variety of children’s literature- try to include different genres: Picture Books, Interactive Books, Beginning to Read Books, Traditional Literature, Realistic Books, etc....

**Assessment:**
Students will be assessed on their completion of the handout.
Handout: Book Reading Skills

Name: _______________________

Name of Book: ___________________ Author: _______________________

1. Discuss the pictures on two pages.

2. Think of one higher-level critical thinking question for the book.

3. On what page would you have children make a prediction about the story?

4. Pick two examples of when you would have the children explain the characters point of view.

5. What recall questions would you ask? Name three.

6. How would you have children make inferences by using the book cover?

7. How could the children connect the book to real life?

8. Name three character traits for one of the characters.

9. How would you discuss book-handling skills and concepts of print?

10. How could you “extend” the book to another activity?

11. List five reading vocabulary words found in the story.
Unit 7: Middle Childhood Development

Middle childhood marks a period where children start attending school. This unit will discuss the physical, cognitive, social and personality needs of the middle school child. Issues addressed in this unit include topics such as identifying educational special needs, seeing another person’s point of view, and safety factors in the middle school years.

Unit Information

The reading assignment for this unit is to: Read Chapters 11, 12, and 13.

Unit Objectives

At the completion of this unit, the student should be able to:

1. Name some “red flags” that would indicate a child might have difficulties with learning.

2. Explain Gardner’s Theory of Multiple Intelligences and list the components.

3. Discuss the effects of cultural differences on academic performance.

4. Discuss the public school CORE evaluation process.

5. Name the changes that occurred in the MA Bilingual Education Laws.

6. Identify specific legislative changes in the Individuals with Disabilities Act.

7. Discuss the Mandated Reporter Law and define a mandated reporter.

Key terms to know for this unit:

- speech impediment
- ADHD
- least restrictive environment
- mainstreaming
- inclusion
- metalinguistic awareness
- Intelligence Quotient
- Multiple Intelligence Theory
- mental age
- chronological age
- social competence
Learning Activity 7.1: Mandated Reporter Scavenger Hunt

Student Learning Outcomes:

After successfully completing this activity, students should be able to:

- List and explain the different types of abuse and neglect.
- Name seven occupations that are ‘Mandated Reporters’ and state whether/not you are a Mandated Reporter.
- Discuss what happens after a 51A is filed with Department of Children and Families.

College Student Success Skills Addressed:

Critical Thinking
Communication
Collaboration
Self-Assessment

Context in the Course:

This activity can be used in any unit - Unit 5: Infant Toddler Development, Unit 6: Preschool Development, Unit 7: Middle School Development or Unit 8: Adolescent Development.

Activity Description:

Students will be given the Mandated Reporter Scavenger Hunt Handout. Students will review the handouts: Child Abuse and Neglect Reporting and Screening, Investigation and Initial Assessment and A Mandated Reporters Guide to Reporting Abuse and Neglect. The students will hunt through the handouts to find the correct answer to the questions.

Materials for Lesson:

The handouts are located at the MA Department of Health and Human Services Website-
http://www.mass.gov/?pageID=eohhs2terminal&l=4&l0=Home&l1=Consumer&l2=Family+Services&l3=Child+Abuse+and+Neglect&sid=Eeohhs2&b=terminalcontent&f=dss_c_can_reporting&csid=Eeohhs2 and
http://www.mass.gov/?pageID=eohhs2terminal&l=4&l0=Home&l1=Consumer&l2=Family+Services&l3=Child+Abuse+and+Neglect&sid=Eeohhs2&b=terminalcontent&f=dss_c_can_screening_s_and_investigation&csid=Eeohhs2

MA Department of Children and Families Website-
http://www.mass.gov/?pageID=eohhs2agencylanding&l=4&l0=Home&l1=Government&l2=Departments+and+Divisions&l3=Department+of+Children+and+Families&sid=Eeohhs2

“A Mandated Reporter’s Guide to Child Abuse and Neglect Reporting”
http://www.mass.gov/Eeohhs2/docs/dss/can_mandated_reporters_guide.rtf

Mandated Reporter Form: “Report of Child(ren) Alleged to be Suffering from Serious Physical or Emotional Injury by Abuse or Neglect”
http://www.mass.gov/Eeohhs2/docs/dss/can_reporting_form.pdf

Assessment:

Students will be assessed on their completion of the handout.
Mandated Reporter "Scavenger Hunt"

Directions:

Work in pairs, or in small groups of students.

Review the handouts you’ve been given on Mandated Reporters and Child Abuse & Neglect. These are the handouts you will "hunt through" to find the correct answers to the questions in Parts I and II. Discuss and answer each question.

Part I. Multiple Choice: Circle the letter that corresponds to the correct answer for each question.

1. The Massachusetts Department of Children and Families (DCF) is responsible for:
   a. Ensuring that each child has a safe, nurturing, permanent home
   b. Providing a range of services to support and strengthen families with children at risk of abuse and/or neglect
   c. Protecting children from abuse and/or neglect
   d. All of the above

2. Which of the following professionals is NOT a mandated reporter?
   a. An optometrist
   b. A soccer coach at a Catholic school
   c. A family child care assistant
   d. A children's librarian in a public town/city library

3. How soon is a mandated reporter required to call DCF to report a suspicion of child abuse?
   a. Immediately
   b. Within 48 hours
   c. Within 24 hours
   d. Within 5 business days

4. According to DCF, which of the following is considered a form of physical injury?
   a. SIDS (Sudden Infant Death Syndrome)
   b. Failure to Thrive
   c. Regular exposure to cigarette smoke
   d. An untreated illness in a child

5. The person responsible for confirming a suspected case of child abuse and/or neglect is:
   a. The child care program director
   b. The child’s pediatrician
   c. The DSS social worker screening the 51-A report
   d. The DSS social worker assigned to the 51-B investigation

Part II. True or False: Circle T or F in response to each question.

1. T F The Department of Children and Families receives more than 6,000 reports of suspected abuse and/or neglect each month.
2. T F A Mandated Reporter is allowed to report suspected child abuse anonymously.
3. T F Mandated Reporters must call the DCF Area Office serving the town or city where the suspected child abuse or neglect occurred.
4. **T**  
   Newly hired teachers in child care programs must receive **orientation/training** on the program's Child Abuse and Neglect Policy before they can assume sole responsibility for children in the classroom. *(Refer to handout on regulations for this question)*

5. **T**  
   Mandated Reporters should **not inform** a family that they've filed a report of child abuse or neglect – especially if doing so will put the child at an increased risk of harm.

---

**Part III. Discussion Questions**

Your group's final task is to discuss the scenarios below, designed to elicit your opinions about some of the ethical, "big-picture" issues involving child abuse and neglect. Allow @15 minutes for discussions. In the spaces below, print a brief summary of the main points you discussed, followed by a bulleted list of possible responses and/or answers.

**Discussion Question #1:** What Are This Teacher's Responsibilities As A Mandated Reporter?  
*One morning a teacher in a small, private center notices deep, symmetrical bruises on a preschool child's upper arms. She immediately reports this to the Owner/Director of the center. The Director reassures her that it is "nothing to worry about," reminds her that the child's mother is chair of the Fundraising Committee, and then suggests that she return to her classroom.*

1. What are this teacher's responsibilities as a Mandated Reporter in this situation?
2. What are the Owner/Director's responsibilities?
3. What course of action would you counsel this teacher to take if she asked your advice?

**Discussion Question #2:** Child Neglect or Symptoms of Poverty?  
*A child in your preschool class often complains that he's hungry in the morning. When you ask him what he ate for breakfast, he says "nothing." When you ask him why, he often tells you there is no milk, no cereal, no bread, and no juice at home.*

*Another child in your class never seems to come to school dressed appropriately for the weather. She wears the same, lightweight jacket year-round, and it's gotten so tight on her that you can barely zip it up. She almost never has mittens, gloves, a hat, or scarf. During outdoor play, she often stands near the door, waiting to go back inside.*

1. Do either of these common scenarios meet DCF's criteria for neglect?
2. Whose responsibility is it to help these young children stay nourished and warm?
3. What specific steps would you recommend taking to address and resolve these issues?
Mandated Reporter "Scavenger Hunt" Answer Key

1. The Massachusetts Department of Children and Families (DCF) is responsible for:
   a. Ensuring that each child has a safe, nurturing, permanent home
   b. Providing a range of services to support and strengthen families with children at risk of abuse and/or neglect
   c. Protecting children from abuse and/or neglect
   d. All of the above

2. Which of the following professionals is NOT a mandated reporter?
   a. An optometrist
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3. How soon is a mandated reporter required to call DCF to report a suspicion of child abuse?
   a. Immediately
   b. Within 48 hours
   c. Within 24 hours
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4. According to DCF, which of the following is considered a form of physical injury?
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   b. Failure to Thrive
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   d. An untreated illness in a child

5. The person responsible for confirming a suspected case of child abuse and/or neglect is:
   a. The child care program director
   b. The child's pediatrician
   c. The DSS social worker screening the 51-A report
   d. The DSS social worker assigned to the 51-B investigation

II. True or False: Circle T or F in response to each question.

1. T F The Department of Children and Families receives more than 6,000 reports of suspected abuse and/or neglect each month. (True: DCF receives more than 75,000 calls per year, divided by 12 = 6,250 calls per month.)

2. T F A Mandated Reporter is encouraged to report suspected child abuse anonymously. (False: while members of the public may make anonymous reports, Mandated Reporters are expected to provide detailed information about the incident, including their identity.)

3. T F Mandated Reporters must call the DCF Area Office serving the town or city where the suspected child abuse or neglect occurred. (False: Reporters should call the DCF area office serving the town or city where the child lives; however, in an emergency, the “Child-At-Risk Hotline” may be the quickest way to make a report.)

4. T F Newly hired teachers in child care programs must receive orientation/training on the program’s Child Abuse and Neglect Policy before they can assume sole responsibility for children in the classroom. (True: Refer to handout on DEEC regulations for this question)

5. T F Mandated Reporters should not inform a family that they’ve filed a report of child abuse or neglect if doing so will put the child at an increased risk of harm. (True: see DCF website.)
The following definitions may be found under the Department of Children and Families Regulations (110 CMR, section 2.00):

**Abuse:** the non-accidental commission of any act by a caretaker upon a child under age 18 which causes, or creates a substantial risk of, physical or emotional injury; or constitutes a sexual offense under the laws of the Commonwealth; or any sexual contact between a caretaker and a child under the care of that individual. This definition is not dependent upon location (i.e., abuse can occur while the child is in an out-of-home or in-home setting).

**Shaken Baby Syndrome:** infants, babies or small children who suffer injuries or death from severe shaking, jerking, pushing or puling may have been victims of Shaken Baby Syndrome. The act of shaking a baby is considered physical abuse, as spinal, head and neck injuries often result from violently shaking young children.

**Neglect:** Failure by a caretaker, either deliberately or through negligence or inability to take those actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, or other essential care; provided, however, that such inability is not due solely to inadequate economic resources or solely to the existence of a handicapping condition. This definition is not dependent upon location (i.e., neglect can occur while the child is in an out-of-home setting).

**Emotional Injury:** an impairment to or disorder of the intellectual or psychological capacity of a child as evidenced by observable and substantial reduction in the child's ability to function within a normal range of performance and behavior.

**Physical Injury:** Death; or fracture of a bone, subdural hematoma, burns, impairment of any organ, and any other such nontrivial injury; or soft tissue swelling or skin bruising, depending upon such factors as the child's age, circumstances under which the injury occurred and the number and location of bruises; or addiction to a drug or drugs at birth; or failure to thrive.

**Institutional Abuse or Neglect:** Abuse or neglect which occurs in any facility for children, including, but not limited to, group homes, residential or public or private schools, hospitals, detention and treatment facilities, family foster care homes, group day care centers and family day care homes.
Warning Signs for Child Abuse or Neglect

There are often certain recognizable physical and behavioral indicators of child abuse or neglect. The following signs, by themselves, may not be conclusive evidence of a problem, but serve as indicators of the possibility that a problem exists.

Signs of Physical Abuse

- Bruising, welts or burns that cannot be sufficiently explained; particularly bruises on the face, lips, and mouth of infants or on several surface planes at the same time;
- Withdrawn, fearful or extreme behavior;
- Clusters of bruises, welts or burns, indicating repeated contact with a hand or instrument;
- Burns that are insufficiently explained; for example, cigarette burns; and
- Injuries on children where children don’t usually get injured (e.g., the torso, back neck, buttocks, or thighs).

Signs of Sexual Abuse

- Difficulty walking or sitting;
- Pain or itching in the genital area;
- Torn, stained or bloody underclothing;
- Frequent complaints of stomachaches or headaches;
- Venereal disease;
-Bruises or bleeding in external genitalia;
- Feeling threatened by physical contact;
- Inappropriate sex play or premature understanding of sex; and
- Frequent urinary or yeast infections.

Signs of Emotional Injury

- Speech disorders;
- Inability to play as most children do;
- Sleeping problems;
- Anti-social behavior or behavioral extremes; and
- Delays in emotional and intellectual growth.

Signs of Neglect

- Lack of medical or dental care;
- Chronically dirty or unbathed;
- Lack of adequate school attendance;
- Lack of supervision; young children left unattended or with other children too young to protect or care for them;
- Lack of proper nutrition;
- Lack of adequate shelter;
• Self-destructive feelings or behavior; and
• Alcohol or drug abuse.

Each case of child abuse or neglect is individual. The child who has been hurt is always the victim. If you believe a child may be the victim of abuse or neglect, call the Child-at-Risk Hotline at 1-800-792-5200.
Screening, Investigation and Initial Assessment

When DCF receives a report of abuse and/or neglect, called a “51A report,” from either a mandated reporter or another concerned citizen, DCF is required to evaluate the allegations and determine the safety of the children.

During DCF’s response process to a report of a child abuse and neglect, all mandated reporters are required to answer the Department’s questions and provide information to the Department to assist the Department in determining whether a child is being abused or neglected, the child’s safety and an evaluation of the child’s household.

Here are the steps in the Child Protective Services (CPS) process:

The report is screened. The purpose of the screening process is to gather sufficient information to determine whether the allegation meets the Department’s criteria for suspected abuse and/or neglect, whether there is immediate danger to the safety of a child, whether DCF involvement is warranted and how best to target the Department’s initial response. The Department begins its screening process, immediately upon receipt of a report. During the screening process DCF obtains information from the person filing the report and also contacts professionals involved with the family such as doctors or teachers that may be able to provide information about the child’s condition. DCF may also contact the family if appropriate.

If the report is “Screened-In,” it is assigned either for a Child Protective Services (CPS) Investigation or Assessment Response:

1. CPS Investigation Response:
   Generally, cases of sexual or serious physical abuse, or severe neglect will be assigned to the CPS Investigation Response. The severity of the situation will dictate whether it requires an emergency or non-emergency investigation. The primary purpose of the Investigation Response is to determine the safety of the reported child, the validity of an allegation and person(s) responsible, whether continued DCF intervention is necessary and to assess risk to the child.

2. CPS Assessment Response (Initial Assessment):
   Generally, moderate or lower risk allegations, are assigned to the CPS Assessment Response. The primary purpose of the Assessment Response is to determine if DCF involvement is necessary and to engage and support families. This response involves a review of the reported allegations, assessing safety and risk of the child, identifying family strengths and determining what, if any, supports and services are needed.

A determination is made as to whether there is a basis to the allegation, whether the child can safely remain at home, and whether the family would benefit from continued DCF involvement. If DCF involvement continues, a Comprehensive Assessment and Service Plan are developed with the family. Some families come to the attention of the Department outside the 51A process: Child in Need of Services (CHINS) cases referred by the Juvenile Court, cases referred by the Probate Court, babies surrendered under the Safe Haven Act, and voluntary requests for services by a parent/family. These cases are generally referred directly for a Comprehensive Assessment. What are the timeframes for completing a Screening, Investigation and/or Assessment?

- **Screening**: Begins immediately for all reports. For an emergency response, it is completed within 2 hours. For a non-emergency response, investigation or assessment, screening may take up to 3 business days as appropriate.
- **Emergency Investigation**: Must begin within 2 hours and be completed within five (5) business days of the report.
- **Non-Emergency Investigation**: Must begin within 2 business days and be completed within fifteen (15) business days of the report.
- **Assessment (Initial)**: Must begin within 2 business days and be completed within fifteen (15) business days of the report.
- **Comprehensive Assessment**: Up to 45 business days.
The 51A Report

What is a 51A Report?
Anyone who suspects that a child is being abused or neglected may file a 51A report. When someone files a 51A report with the Department of Children and Families, the department must make a decision to either “screen in” or “screen out” the report.

Who can make a report of child abuse or neglect?
Anyone who believes a child is being abused or neglected can make a report. These reporters are either "mandated" or "non-mandated" reporters. However certain professions are required by law to file a 51A with DCF if they suspect abuse or neglect. Such professions include: medical, schools and law enforcement. Non-mandated reporters are generally professionals who are not required by law to make reports. These individuals could be neighbors or relatives who have concerns about children.

Do people have to leave their names when making an allegation of abuse or neglect?
Mandated reporters will leave their names, but the Department of Children and Families accepts anonymous reports. Whether the caller identifies himself/herself or not, the Department of Children and Families is obligated to take the report.

What is in the 51A report?
The 51A report will contain detailed information regarding the caretaker, the children involved, how they were allegedly abused or neglected, and information about any other children and family members in the home.

What is a “caretaker”?
A "caretaker" is not limited to a parent or guardian. A caretaker is anyone who has responsibility for a child's health and welfare. This means that a caretaker could also be a child's grandparents, babysitters, or even teachers, school bus drivers, and camp counselors.

What does it mean when a 51A report is "screened in?"
A "screened in" report means that the Department of Children and Families believes that some abuse or neglect by a caretaker may have taken place and the allegation requires further investigation.

What happens if the report is not screened in?
The report is "screened out," and no further action is taken by the Department of Children and Families.

What does it mean when a 51A report is “screened out?”
A report will be "screened out" if the actions that are being reported are not considered "abuse" or "neglect" as defined by law or if the abuser is not a caretaker of the child.

The 51B Investigation

What is a 51B investigation?
If the 51A report is "screened in," the Department of Children and Families will conduct an investigation called a "51B" investigation.

What happens when a report is screened in?
The Department of Children and Families will assign a social worker (the 51B investigator) to investigate the allegations. The 51B investigator's approach to the investigation will depend upon whether the 51A report was screened in as an emergency or a non-emergency.

What is an "emergency"?
When a report is screened in as an emergency, it means that the Department of Children and Families believes there is a threat of immediate danger to the life, health, or physical safety of a child.

What will the 51B investigator do during the investigation?
The 51B investigator may visit the home and talk to the caretaker(s), children, and other collaterals (e.g., pediatrician, teachers, after school programs, etc.) to try to determine if there is reasonable cause to believe that abuse or neglect has taken place. The 51B investigator may take the children for a medical examination.

How long does the 51B investigation take?
When a 51A report is "screened in" as an emergency, the investigation begins immediately. The 51B investigator views the reported child and any other children in the home within 24 hours. If, after viewing the children, the
Department of Children and Families determines that the children’s condition presents an emergency, the report is completed within 24 hours. However, most reports are non-emergencies, which means that the Department of Children and Families has three days in which to view the children and ten calendar days in which to complete the 51B investigation.

SECTION 102 CMR 7.00: STANDARDS FOR THE LICENSURE OR APPROVAL OF

GROUP DAY CARE AND SCHOOL AGE CHILD CARE PROGRAMS

Excerpt From: The Massachusetts Department of Early Education and Care Group Child Care and School Age Program Licensing Regulations http://www.eec.state.ma.us/kr_regulations.aspx  Note: bold typeface in document added by course instructor.

7.05: Required Policies

The licensee will have clear and consistent policies and procedures that protect the health and welfare of children. All staff will be trained in such procedures and all parents will receive copies where required.

(1) Health Care Policy
(a) The licensee shall have a written health care policy which shall address all health aspects of the program, including staff responsibilities for emergency and preventive health measures. Each staff member shall receive a copy of the policy and shall be trained in the program's implementation of the policy during staff orientation. The policy shall include: ...

... 8. The procedure for identifying and reporting suspected child abuse or neglect to the Department of Social Services and to the Office as in 102 CMR 7.05(3); ...

(3) Prevention of Abuse and Neglect
(a) The licensee shall protect children from abuse and neglect while in the program's care and custody.

(b) The licensee shall develop and follow written procedures for the reporting of any suspected incidents of child abuse and neglect as required by M.G.L. c. 119, § 51A. The procedures shall include:

1. All staff are mandated reporters and shall report suspected child abuse or neglect. The report shall be made either to the Department of Social Services pursuant to M.G.L. c. 119, § 51A, or to the licensee's program administrator or designee.

2. The licensee's program administrator or designee shall immediately report suspected abuse or neglect to the Department of Social Services, pursuant to M.G.L. c. 119, § 51A.

3. The licensee's program administrator or designee shall notify the Office immediately after filing a 51A report, or learning that a 51A report has been filed, alleging abuse or neglect of a child while in the care of the program or during a program related activity.

4. The licensee shall cooperate in all investigations of abuse and neglect, including identifying parents of children currently or previously enrolled in the program; providing consent for disclosure to the Office of information from, and allowing the Office to disclose information to, any person and/or agency the Office may specify as necessary to the prompt investigation of allegations and protection of children. Failure to cooperate may be grounds for suspension, revocation, or refusal to issue or renew a license.

5. The licensee shall develop and maintain written procedures for addressing any suspected incident of child abuse or neglect, which includes but is not limited to ensuring that an allegedly abusive or neglectful staff member does not work directly with children until the Department of Social Services investigation is completed and for such further time as the Office requires.

7.08: Staff Requirements, Records, and Training

... (4) Staff Training
... (b) Staff Orientation. The licensee shall provide orientation for all new employees. **No new employee shall supervise staff or be solely responsible for children in care until s/he has received the minimum orientation described below ...**

c. the content of the orientation which shall include, but not be limited to a review of the following: job description; personnel policy; statement of purpose; statement of non-discrimination; **health care policy**; information contained in the children's records and confidentiality policy; behavior management plan; termination and suspension policy; program plans; referral procedures; transportation plans; procedures for parent visits, input, conferences and communication; the identification of the MA Department of Early Education and Care as the licensing authority; and the availability of 102 CMR 7.00 at the program site...
CHILD ABUSE AND NEGLECT

There are four major types of child maltreatment:

- **NEGLECT**
- **PHYSICAL ABUSE**
- **EMOTIONAL ABUSE**
- **SEXUAL ABUSE**

Although any type of child maltreatment may be found separately, they often occur in combination.

**CHILD NEGLECT** is characterized by failure to provide for the child’s basic needs. Neglect can be physical, educational, or emotional. Neglect causes almost as many child fatalities as abuse does.

- **Physical neglect** includes refusal of or delay in seeking health care, driving with the child while intoxicated, abandonment, expulsion from the home or refusal to allow a *runaway* to return home, and inadequate supervision.

- **Educational neglect** includes the allowance of chronic *truancy*, failure to enroll a child of mandatory school age in school, and failure to attend to a special educational need.

- **Emotional neglect** includes such actions as marked inattention to the child’s needs for affection, refusal of or failure to provide needed psychological care, spouse abuse in the child’s presence, and permission of *drug* or *alcohol* use by the child.

The assessment of child neglect requires consideration of cultural values and standards of care as well as recognition that the failure to provide the necessities of life may be related to poverty.

**PHYSICAL ABUSE** is characterized by the infliction of physical injury as a result of punching, beating, kicking, biting, burning, shaking or otherwise harming a child. The statistics on physical child abuse are alarming. It is estimated that *hundreds of thousands of children are physically abused each year* by a parent or close relative. Thousands die. For those who survive, the emotional trauma remains long after the external bruises have healed.

**Children who have been physically abused may display:** A poor self-image, sexual acting-out, inability to trust or love others, aggressive and disruptive behavior, anger and rage, self-destructive behavior, self-injury, suicidal thoughts, passive or withdrawn behavior, anxiety and fears, school problems or failure, feelings of sadness or depression, flashbacks, nightmares, drug abuse and/or alcohol abuse. Often the severe emotional damage to abused children does not surface until *adolescence* or later when many abused children become abusing parents.

An adult who was abused as a child often has trouble establishing intimate personal relationships. These men and women may have trouble with physical closeness, touching, intimacy, and trust as adults. They are also at higher risk for *anxiety, depression, substance abuse*, medical illness, and problems at work.

**EMOTIONAL ABUSE (psychological abuse, verbal abuse, mental injury)** includes acts or omissions by the parents or other caregivers that have caused, or could cause, serious behavioral, cognitive, emotional, or mental disorders. In some cases of emotional abuse, the acts of parents or other caregivers alone, without any harm evident in the child’s behavior or condition, are sufficient to warrant child protective services intervention. For example, the parents/caregivers may use extreme or bizarre forms of punishment, such as confinement of a child in a dark closet.
Other acts of emotional abuse include habitual scape-goating (blaming), name-calling, belittling, and rejecting treatment. These are often difficult to prove and, therefore, child protection services may not be able to intervene without evidence of physical harm to the child. Emotional abuse of children can lead, in adulthood, to addiction, rage, a severely damaged sense of self, and an inability to truly bond with others.

Although any of the forms of child maltreatment may be found separately, they often occur in combination. Emotional abuse is almost always present when other forms are identified.

**CHILD SEXUAL ABUSE** in the US has been reported between 300,000 to 400,000 times a year, but the number of unreported instances is far greater, because children are often afraid to tell anyone what has happened, and the legal procedure for validating an episode is difficult. Many experts believe that sexual abuse is the most under-reported form of child maltreatment because of the secrecy or "conspiracy of silence" that so often characterizes these cases.

- Family members -- fathers, stepfathers, uncles, older siblings -- commit 46% of all reported sexual assaults against children in their own homes.
- Approximately 50% of all sexual assaults against children are committed by persons known either by the child or the child's family -- teachers, coaches, physicians, ministers, priests, neighbors, youth leaders.
- The remaining 4% of sexual assaults against children are by strangers (persons unknown to either the child or the child's family).

Child sexual abuse can take place within the family, by a parent, step-parent, sibling or other relative; or outside the home, for example, by a friend, neighbor, child care person, teacher, or stranger. Often there are no obvious physical signs of child sexual abuse. Some signs can only be detected on physical exam by a physician.

When sexual abuse has occurred, a child can develop a variety of distressing feelings, thoughts and behaviors. No child is psychologically prepared to cope with repeated sexual stimulation. Even a two- or three-year-old, who cannot know the sexual activity is "wrong," will develop problems resulting from the inability to cope with the over-stimulation and emotional deceit.

The child of five or older who knows and cares for the abuser becomes trapped between affection or loyalty for the person, and the sense that the sexual activities are terribly wrong. If the child tries to break away from the sexual relationship, the abuser may threaten the child with violence or loss of love.

When sexual abuse occurs within the family, the child may fear the anger, jealousy or shame of other family members, or be afraid the family will break up if the secret is told.

A child who is the victim of prolonged sexual abuse usually develops low self-esteem, a feeling of worthlessness and an abnormal or distorted view of sex. The child may become withdrawn and mistrustful of adults, and can become suicidal. **Personality disorders**, such as Dissociative Identity Disorder (also known as Multiple Personality Disorder), have been linked to sexual abuse.

Some children who have been sexually abused have difficulty relating to others except on sexual terms. Some sexually abused children become child abusers or prostitutes, or have other serious problems when they reach adulthood.
Learning Activity 7.2: Registers of Speech

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- Explain the concept of ‘registers of speech’.
- Name the five registers of speech: ritual, formal, school, friends, and entre nous (between us)
- Define each type of register of speech and give an example of each register of speech.
- Give a scenario when a different ‘register of speech’ is used.

College Student Success Skills Addressed:
Critical Thinking
Communication
Collaboration
Self-Assessment

Context in the Course:
This activity can be used in Unit 6: Preschool Development, Unit 7: Middle Childhood Development or Unit 7: Adolescent Development. If this activity is used in another unit, the instructor needs to change the age of the child in the scenario. In addition to materials already listed to Materials for Lesson: There are many websites that contain information on the different registers of speech.

Activity Description:
Students will be given a scenario. The students have to use three different registers of speech to role-play the scenario by describing the specific register of speech. The student needs to describe the three different people who the child is conversing with during the role-playing.

Scenarios:
An 8-year-old child thinks that they can walk to the store by themselves and wants to convince someone that they can do it.
A 6-year old child wants to get a puppy and the child wants to convince someone that they can handle the responsibilities that go along with getting a pet.
A 10-year old child wants to get a cell phone and the child wants to convince someone that they need a cell phone.

Materials for Lesson:
There are no materials needed for the lesson.

Assessment:
Students will be assessed for their participation as part of the class participation portion of their grade.
Learning Activity 7.3: Gender Identity

Student Learning Outcomes:
After successfully completing this activity, students should be able to:

- List two of the four perspectives on gender identity.
- Explain the concept of individualistic orientation.
- Discuss the concept of maleness and femaleness gender traits in today’s society.

College Student Success Skills Addressed:
Communication
Collaboration
Organization

Context in the Course:
This activity can be used in Unit 7: Middle Child Development. *NOTE: The handout for the sex roles and television viewing should be given out one week prior to discussion to allow ample time for students to complete.*

Activity Description:
Part 1: Students are given the task to interview three children ages 6-12 about their views on gender stereotyping. Students will also watch two children’s television shows and answer the handout questions. In class, the results will be discussed.

Part 2: The class is divided into four groups. Each group is given a topic related to Gender Identity Development, suggested questions for the project, and the textbook pages associated with the topics. They are to work together to answer the questions.

<table>
<thead>
<tr>
<th>Group</th>
<th>Perspective</th>
<th>Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Biological perspective</td>
<td>Review <em>Gender Identity: Developing Femaleness and Maleness</em> p.235-236; Read <em>Biological Perspectives</em> section, page 235 and Table 10-1 on p.238.</td>
</tr>
<tr>
<td>2</td>
<td>Psychoanalytic perspective</td>
<td>Review <em>Gender Identity: Developing Femaleness and Maleness</em> p.235-236; Read <em>Psychoanalytic Perspectives</em> section, pages 236-237 and Table 10-1 on p. 238.</td>
</tr>
<tr>
<td>3</td>
<td>Social Learning perspective</td>
<td>Review <em>Gender Identity: Developing Femaleness and Maleness</em> p.235-236; Read <em>Social Learning Approaches</em> section, page 237 and Table 10-1 on p. 238.</td>
</tr>
<tr>
<td>4</td>
<td>Cognitive perspective</td>
<td>Review <em>Gender Identity: Developing Femaleness and Maleness</em> p.235-236; Read <em>Cognitive Approaches</em> section, pages 237-238 and Table 10-1 on p. 238.</td>
</tr>
</tbody>
</table>

1. According to this approach, how do children develop gender identity? Give one example.
2. What research findings (if any) have supported this approach?
3. Does your group think that this perspective has validity? Why or why not?
4. What do you think influenced your own gender identity formation?

Materials for Lesson:
The handout for the sex roles and children’s television programming, which should be give out one week prior to the lesson. Handout on Perspectives on Gender Identity Development

Assessment:
Students will be assessed by their participation in this activity as part of their class participation portion of their grade.
Sex Role Interview

(Handout 10-2 on Feldman CD)

Interview three preschoolers and list their gender and age. Ask each of your participants whether each of the following behaviors is something a “boy would do” (masculine) or a “girl would do” (feminine). Record each response M-F under the appropriate column.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Age/Sex</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Wearing pink</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Wearing blue</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Cooking hamburgers on a grill</td>
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<td></td>
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</tr>
<tr>
<td>4. Baking cream puffs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Cleaning house</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Changing a baby’s diapers</td>
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</tr>
<tr>
<td>7. Driving a truck</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Going to the ballet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Going to a sporting event</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Owning a dog</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Owning a cat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Piloting an airliner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Being a flight attendant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Becoming a doctor</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>15. Becoming a nurse</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>16. Teaching at a university or college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Teaching grade school</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>18. Demonstrating love and sadness openly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(hugging or crying)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Demonstrating anger by being aggressive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Getting into a fight</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Children’s Television Programs and Gender Stereotyping

(Handout 10–3 on Feldman CD)

For this assignment, watch one children’s television program (e.g., a cartoon, Sesame Street, Mr. Roger’s Neighborhood) and one television program that 6-12 year olds are not supposed to watch but probably do, such as Family Guy or Simpson’s. Answer the following questions for each show.

Name of program ________________________________

Day and time of program ________________________________

What are the Parental Guidelines for this program?

Who was the primary audience for this show (girls or boys)?

Why would children like this show?

List any incidences of gender stereotyping (aggressive men, beautiful but weak women, violence, men working, and women staying home, etc.).

What did you like about this show?

What did you dislike about this show?
Perspectives on Gender Identity Development

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<td><strong>Cognitive</strong></td>
<td>Review <em>Gender Identity: Developing Femaleness and Maleness</em> p.235-236;</td>
</tr>
<tr>
<td></td>
<td>perspective</td>
<td>Read <em>Cognitive Approaches</em> section, pages 237-238 and Table 10-1 on p. 238.</td>
</tr>
</tbody>
</table>

**Instructions**

- Locate the other members of your group (highlighted topic)
- Review the sections of your textbook noted in the table above.
- Appoint one person in your group as a recorder and another as a reporter.
- Discuss and answer the following questions as a group:

1. According to this approach, how do children develop gender identity? Give one specific example

2. What research findings (if any) have supported this approach?

3. Does your group think that this perspective has validity? Why or why not?

4. What do you think influenced your own gender identity formation?
Learning Activity 7.4: Characteristics of 6-12 Year Olds

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- List the physical, cognitive, social, and emotional needs of 6-12 year-olds.
- Name four interests and collections of 6-12 year-olds.
- Discuss the morality changes that occur in children 6-12 year-olds.
- Explain the most significant change that occurs in 6-12 year olds males and females.

College Student Success Skills Addressed:
Critical Thinking
Communication
Collaboration
Organization
Self-Assessment

Context in the Course:
This activity can be used with Unit 7: Middle Child Development.

Activity Description:
Students will be given the handout on Characteristics of 6-12 year olds Exercise. On this sheet, students are asked to imagine “As a summer job, you are going to be a nanny for typically developing children between ages 6 and 12 years old.” The class will be divided into 4 groups. Each group will work together gathering information from the text on Characteristics of 6-12 year olds. Two groups will focus on gathering information on 6 year olds’ milestones, while the other two groups will focus gathering information on 12 year olds milestones. Then, each group that focused on 6 year olds’ development will gather with a group that focused on 12 year olds’ development. Groups will share and compare information on the development and interests of each age group of children.

Materials for Lesson:
Handout on Characteristics of 6-12 year olds Exercise.


Assessment:
Students will be assessed for their participation as part of the class participation portion of their grade.
CHARACTERISTICS OF SIX to TWELVE YEAR OLDS

As a summer job, you are going to be a nanny for typically developing children between ages 6 and 12 years old. Compare the development and interests of each age group of children.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>6 year old - Female &amp; Male</th>
<th>12 year old - Female &amp; Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICAL GROWTH</td>
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<tr>
<td>MOTOR SKILLS:</td>
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<td>FINE</td>
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<td>GROSS</td>
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<td>PSYCHOSOCIAL-</td>
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<tr>
<td>RELATIONSHIPS with:</td>
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<td>PEERS</td>
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<td>ADULTS</td>
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<td>FAMILY</td>
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<td>FEARS</td>
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<tr>
<td>MORAL AWARENESS</td>
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<tr>
<td>ERIKSON’S STAGE</td>
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<td>PIAGET’S STAGE</td>
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<tr>
<td>CULTURAL / RACIAL</td>
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<tr>
<td>AWARENESS</td>
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<td>ACADEMIC SKILLS</td>
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<td>LANGUAGE SKILLS</td>
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<tr>
<td>LITERACY SKILLS</td>
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<tr>
<td>TYPICAL ACTIVITIES</td>
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<tr>
<td>INTERESTS &amp; COLLECTIONS</td>
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</table>
CHARACTERISTICS OF SIX to TWELVE YEAR OLDS ANSWER KEY

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>6 year old - Female &amp; Male</th>
<th>12 year old - Female &amp; Male</th>
</tr>
</thead>
</table>
| PHYSICAL GROWTH             | Growth occurs slowly, Height increases 2-3 inches, Weight increases 5-7 lbs.  
Extremities begin rapid growth phase  
Lose ‘baby’ teeth                                                             | Pre-puberty growth spurt, bodily changes as puberty approaches, menstruation in girls, erections in boys, Muscle mass and muscle strength increase in boys and girls, eat nonstop, need sleep |
| MOTOR SKILLS:               |                                                                                           |                                                                                           |
| FINE                        | Gain control over fine motor skills, cut tracing, some can tie shoes                       | Continued refinement                                                                       |
| GROSS                       | Still clumsy, move constantly, increase in eye-hand coordination, increase dexterity      | More coordinated but can be clumsy when body hits growth spurt, perfected all gross motor skills |
| PSYCHOSOCIAL-               |                                                                                           |                                                                                           |
| RELATIONSHIPS with:        |                                                                                           |                                                                                           |
| PEERS                       | Mood swings, egocentric, hates to lose at games, possessive of own toys, use slang          | Self image is important, adapt lifestyles and images of popular people, good listener, listen to peers over adults and parents |
| ADULTS                      | Less dependent and more dependent on peers, seek adult approval                             | Love to argue and talk with adults, want to be treated like adults, adults know nothing about growing up in today’s society |
| FAMILY                      | Carry on adult conversations, difficult to sit thru meal, possessive about toys, take temper tantrums | Comprehend cause-effect, friends and friendships come before family                         |
| FEARS                       | School, new situations, making the wrong decision, thunder, monsters                       | Bad dreams, no friends                                                                     |
| MORAL AWARENESS            | Pre-conventional morality, Little or no understanding of ethical behavior (cheat, lie, steal) | Conventional Morality                                                                     |
| ERIKSON’S STAGE             | Industry vs. Inferiority (ages 6-12)                                                      | Industry vs. Inferiority (ages 6-12)                                                      |
| PIAGET’S STAGE              | Preoperational (ages 2-7)  
Concrete Operations (7-11)                                                                   | Formal Operations (ages 11-16)                                                             |
| CULTURAL / RACIAL          | Still egocentric                                                                           |                                                                                           |
| AWARENESS                   |                                                                                           |                                                                                           |
| ACADEMIC SKILLS            | Simple problem solving, increased attention span, identify sight words, hold pencil correctly, like homework | Higher level thought process- abstract thinking and attention span, improved long term memory, problems can have more than one solution, goal oriented |
| LANGUAGE SKILLS            | Talk nonstop, ask questions, use correct verb tense, tell jokes                             | Longer more complex sentences, Use complex vocabulary, Understand irony and sarcasm         |
| LITERACY SKILLS            | Like to read, identify sight words, attempt to sound out words, still have letter reversals | Enjoy reading but some get frustrated by amount of pages in a book, like different genres of books |
| TYPICAL ACTIVITIES         | Art, painting, drawing coloring, puzzles                                                   | Dance, karate, soccer, gymnastics                                                          |
| INTERESTS & COLLECTIONS     | Running, jumping, riding a bike, swimming.  
Collect rocks, stickers, stamps, coins, toy cars                                             | Baseball cards, money (without wanting to earn it), cell phones, texting, Facebook, Youtube, music |
### Unit 8: Adolescent Development

Adolescence is a word that makes most parents shudder with fear. Peers, rather than parents, begin to play a greater role in an adolescent’s life. Adolescence, like infancy, is a period of rapid changes beginning with the onset of puberty. Adolescence brings a new set of challenges to their self-image, morality, and self-perception. This unit addresses the physical, cognitive, social, and personality challenges that teenagers face in adolescence.

### Unit Information

The reading assignment for this unit is to: Read Chapters 14, 15, and 16.

### Unit Objectives

At the completion of this unit, the student should be able to:

1. Name the changes that occur in girls and boys during puberty.
3. Name the warning signs of teenage suicide and depression and discuss ways to prevent teenage suicide and depression.
4. Identify the psychological importance of belonging to a clique or gang in the adolescent years.
5. Discuss the teen mentality “it can’t happen to me” and explain why teens actually believe that it can’t happen to them.
6. Identify community resources that assist teens with life issues.

### Key terms to know for this unit:

- puberty
- menarche
- primary sex characteristics
- secondary sex characteristics
- metacognition
- adolescent egocentrism
- identity confusion
- socialized delinquents
# Learning Activity 8.1: Current Issues with Social Media

## Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- List the technological changes that have occurred in the past 10 years.
- Name the different types of current social media and the function of the media.
- Discuss the positive and negative impact of social media on relationships, society, education, and communication.
- Explain the reasons why teenagers use social media.

## College Student Success Skills Addressed:
Critical Thinking  
Communication  
Collaboration  
Organization  
Self-Assessment

## Context in the Course:
This activity can be used at any point in the Unit 8: Adolescent Development.

## Activity Description:
Students will list communication methods that were available in the 90’s. Then, the class is divided into groups. Each group will be given a type of social media: Facebook, Twitter, Flickr, Blogs, YouTube, etc. Students will evaluate each type of media:
1. Brief description of media and the reason for the media
2. Accessibility, usability, reach, and permanence.
3. Positive and negative effects on relationships, society, education, and communication.

## Materials for Lesson:
There are no materials required for this lesson.

## Assessment:
Students will be assessed for their participation as part of the class participation portion of their grade.
Learning Activity 8.2: Gang Violence

Student Learning Outcomes:
After successfully completing this activity, students should be able to:

- Discuss the reasons why children join gangs: poverty, peer pressure, boredom, despair, and sense of belonging.
- List some of the serious violent crimes of gangs.
- Explain some of the ‘red flags’ that would indicate to parents that their child has joined a gang.
- Describe what parents, schools, and communities can do to reduce gang violence.

College Student Success Skills Addressed:
Communication
Organization

Context in the Course:
This activity can be used at any point in Unit 8: Adolescent Development. In addition to materials already listed to Materials for Lesson: Refer to Child Development Text pages 389-391 for additional information.

Activity Description:
This activity description is the same description that is listed in the course syllabus. The directions are repeated for instructors as a reminder of the directions given to the students.

Students are to read the article on Gang Violence and discuss:
- Reasons why people join a gang.
- Lists of gang crimes.
- Red Flags for parents that indicate a child is in a gang.

Divide class into groups and read the Gang and Education Resource Guide. Students will take one group and explain what parents, schools and communities can do to reduce gang violence. As an extended activity, invite a Criminal Justice Instructor to come talk about gangs.

Materials for Lesson:

Assessment:
Students will be assessed for their participation as part of the class participation portion of their grade.
Learning Activity 8.3: I am Adolescent Expert on.....

Student Learning Outcomes:
After successfully completing this activity, students should be able to:
- Research a teen issue and find helpful/not helpful suggestions for parents of teens.
- Discuss five helpful ideas when dealing with a teen issue.
- Find five web sites that help parents and teens with a teen issue.
- Present to the class ten ideas that are helpful/not helpful when dealing with a teen issue.

College Student Success Skills Addressed:
Critical Thinking
Communication
Organization

Context in the Course:
This activity can be used in Unit 8: Adolescent Development. Students should choose topic and be given one week to complete. Pages 389-391 in text are related to activity.

Activity Description:
Provide students with the following instructions: “You are to choose an issue that parents face when raising teens. Here are some suggestions: Eating Issues- Anorexia or Bulimia, Steroids, Self-Esteem Issues, Suicide, Teen Pregnancy, Depression, Smoking, Drug Use, Bullying, Cyber bullying, or any other issue dealing with teens. You are to research your topic and find helpful solutions for parents when they are dealing with this topic. You will become the expert for your topic and present the information you found to your class. NOTE: You have to have your ideas approved by the instructor to avoid duplication.”

“There is a template for completing this assignment. It is not a paper. It is short paragraphs. List and describe in a paragraph at least five helpful ideas and five not helpful ideas. If you find more helpful ideas, list them, and eliminate some of the not helpful ideas. You should have at least ten total ideas; which means, the helpful ideas plus the not helpful ideas should equal 10 ideas. Make sure to list at least five web sites where you found your information.”

Assessment:
Students will be assessed by the instructor for topic content.
I am Adolescent Expert on......

Project Name:

Brief Description of Project (no more than three lines):

I chose this topic because......

Paragraphs of Ideas/Suggestions/Tips that help when dealing with this subject:
1. 
2. 
3. 
4. 
5. 

Paragraphs of Ideas/Suggestions/Tips that will not help when dealing with this subject:
1. 
2. 
3. 
4. 
5. 

Web Sites that I found helpful when researching this subject:
1. 
2. 
3. 
4. 
5.
Learning Activity 8.4: Adolescent Reality Check

**Student Learning Outcomes:**
After successfully completing this activity, students should be able to:
- Name Kohlberg’s three levels of morality.
- Compare each of Kohlberg’s stage in terms of motivation.
- Explain the ideal college experience and reality of the college experience.
- Talk about changes the students can do to make the college experience more successful.

**College Student Success Skills Addressed:**
- Critical Thinking
- Organization
- Self-Assessment

**Context in the Course:**
This activity can be used after discussing Kohlberg’s stages of Morality in Unit 8: Adolescent Development. This activity would be a good way to reflect on the course and the student’s self-assessment about being in college. In addition to materials already listed, refer to Child Development Text pages 362-364 for additional information.

**Activity Description:**
After discussing Kohlberg’s levels of moral development - pre-conventional morality (motivated by rewards and punishments), conventional morality (motivated by social reference), and post-conventional morality (motivated by a sense of universal moral principles), students will reflect on their college experiences, specifically with regard to moral choices they have made as college students.

Students will be broken into two or four groups: Ideal College Experience and Real College Experience. Students will evaluate their group based on the following characteristics:
- Homework
- Pre-requisite Courses
- Study Skills
- Length of Time to Graduate
- Time Management
- Ability to Work and Go to College
- Cheating
- Syllabus
- Late Assignments

The instructor can change the characteristics depending on the experiences of the class. After creating the list, another column - Making College Successful Tips - will be added. Students will provide ways (using each characteristic) to make their college experience more successful.

**Materials for Lesson:**
There are no materials needed for the lesson.

**Assessment:**
Students will be assessed for their participation as part of the class participation portion of their grade.
APPENDIX

Sample Syllabus

PSY 122: Child Growth and Development
Section _______  Semester/Year ________________

Instructor: Maureen Conrad-Goulet
Email: gouletm@middlesex.mass.edu

Course Description: An examination of the development of children from pre-birth through puberty. Utilizing both theoretical and practical perspectives, the physical, cognitive, social, personality, and emotional development of children will be explored, with an emphasis on the interrelationships between theory, research, and practice. Also considered are such topics as the critical role of adults in fostering all areas of children's growth and the significant influence of family and culture on development. This course is especially designed for students interested in pursuing course work or careers in education, nursing and human services.

Note: This course satisfies a Behavioral Science Elective (not a social science) and the Multicultural or Global Awareness Intensive Value.

Course Prerequisites: EN 1103 and placement above or successful completion of EN 2103. Recommendation: Concurrent enrollment in EN 2122 or EN 2131 if CPT reading placement is between 68 and 75.


Companion Text Website-Bookmark this site for access to chapter reviews and links to resources: http://wps.prenhall.com/hss_feldman_childdevel_3/0,7398,606280,-00.html

Course Goals:

A. Promote Child Development and Learning
   - Talk about the different ages and stages of child development.
   - Realize that ages and stages of development vary from child to child.
   - Recognize red flags for child growth and development.
   - Know the child development theorists and name highlights of their theory.

B. Build Family and Community Relationships
Know how prenatal exposures to toxins affect development.
Gain insight into the different community agencies that service prenatal women, and children thru adolescence.

C. Observe, Document, and Assess to Support Young Children and Families

Know how to observe children in a running record style of observation and compare the finding to age group peers.

D. Build Meaningful Curriculum

Understand the concept of age appropriate practices.
Discuss what is meant by open-ended activities.

E. Become a Professional

Realize the importance of the MA 51A.
Be aware of the MA Department of Education requirements for teacher in a preschool childcare setting.

Student Learning Outcomes:
At the completion of this course, the learner should be able to:
a. Interview a Family about their prenatal care, birthing, and post natal experiences.
b. Observe and Interpret the Results of Two Different Age Group Children
c. Recognize and know the signs and symptoms of child abuse and neglect
d. Discuss the Early Childhood Theorists and Their Role in Child Development

REACH Conceptual Framework:
Child Growth is a required class under the auspices of the Education Department.
The Conceptual Framework, which has the acronym REACH, describes the necessary skills for teachers.

- R = Research: The practice of research keeps the ECE Professional current with critical data/information relevant to optimizing developmental outcomes for children of diverse backgrounds and abilities.
- E = Empathy: Through empathic responses to children, families, and colleagues we model developmentally and culturally appropriate practice (DCAP), promote equity, and foster high quality relationships with all stakeholders.
- A = Action: Initiating actions and engaging in advocacy which reflect high quality ECE training, research, empathy, and collaboration optimizes the growth and development of young children and is the hallmark of a professionally trained Early Childhood Educator.
- C = Collaboration: Uniting with families, schools, and community agencies, Early Childhood Educators create consistency and continuity of support and care for young children.
- H = Health: Through identifying and implementing educational and lifestyle practices which promote health physically, cognitively, socially, emotionally, and communicatively for young children, families, and Early Childhood Educators, we achieve meaningful, sustained holistic outcomes.
Instructional Teaching Methods:

- Lecture and Discussion
- Large and Small Group Cooperative Learning Activities
- Student Presentations
- Videos and Handouts
- Demonstrations and Role Playing
- Case Studies

Topics Covered:

Ages and Stages of Child Growth and Development
Child Development Theories
How to Document Children
Age Appropriate Practices
Physical, Cognitive, Physical, and Social Domains
Genetic and Environmental Factors that Affect Development

Course Policies

NOTE: Instructors can tailor policies to individual course needs.

Attendance:

Attendance is required at every class and is defined as being on time, prepared for class and participating throughout the lesson. Should an emergency occur and you cannot attend class, it is your responsibility to email the instructor AND get all the class notes and assignments. Keep in mind that attendance and participation count for 10% of your grade. Students are allowed to miss no more than 25% of class content (example: two class meetings in a Tu/Th class). Students that miss 25% or more class content will be asked to academically withdraw. More than 30% of missed class time will result in an automatic final course grade of F. Two late arrivals and/or two early departures will be counted towards a missed class meeting. I will respectfully listen to your excuse as to why you may be tardy or leave early. Please remember, that even though I am extending a courteous ear to your excuse, it does not mean that I agree with your decision. As an adult learner, you make your own decisions and are responsible for your own actions. If you are absent on the day a quiz is given, the make up quiz has to be taken at the beginning of the next class meeting- no exceptions. If you are absent on the day of an assignment is due, you will be penalized one full grade for late work.

Communication:

I am available to address any concerns or questions that you may have. I encourage you to contact me as soon as an issue arises, not after you are experiencing difficulties. I am available before or after class if your issue is of a personal nature. Email is the most reliable way to reach me. I will always send a response when I get an email, if you did not get a reply, I did not get
your email. Students will be contacted by the instructor thru the MCC email system ONLY. It is recommended that students check their MCC email account twice a week on a regular basis. Make sure to put your name, class day and time in the subject line of an email.

**Code of Conduct:**

I feel it is my responsibility to model and support a code of classroom conduct that emphasizes courtesy, respect, confidentiality, and sensitivity. To accomplish these goals, I ask students to observe the following guidelines:

- Arrive for class on time and prepared- have notebook, pencil/pen and homework
- Read required chapters in textbook before class and come prepared to participate in class discussions
- Ask questions to understand information and clarify points
- Use active listening skills and avoid engaging in distracting side conversations
- Allow all students to participate in class discussions; avoid monopolizing conversations
- Respect diversity of opinion and experience; maintain an unbiased approach
- Give whoever is talking your undivided attention
- Respect confidentiality by omitting identifying information such as child’s name and program names in written assignments and classroom discussions
- Personal experiences shared with the class should stay in the classroom and not be discussed outside of the classroom
- Demonstrate a spirit of cooperation towards instructor and peers

**Cell Phone/ Laptop Computers /Internet Access:**

Digital equipment can disrupt a learning environment. Cell phones must be turned off or set to vibrate and should be stored out of site during class time. Please speak to me BEFORE class if you are expecting an urgent call. If you answer an emergency call, the conversation must take place out of the classroom. Laptops can be used for note-taking purposes and legitimate class activities. Students are not permitted to engage in personal activities during class, including but not limited to: checking email, visiting social networks, participating in Instant Messaging, text messages, or chatting. Videotaping an instructor, without permission of instructor, is against Massachusetts state laws.
Students with Disabilities:

The Disability Support Service Office can assist students with differing learning abilities and medical needs by providing educational accommodation plans. You must register for these services and have a documented need. If you are on an educational plan, it is important that students share learning accommodations with instructors at the beginning of the semester, within two weeks of the start of class so accommodations can be made.

Academic Alert Program:

This class has been selected to participate in the Strategies for Success Academic Alert Program. The program is designed to promote student success through coordination and communication between students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (in terms of attendance, test scores, or participation, for example), I will:

- Send an email message to your Middlesex email account and will tell you about my concerns
- Request that you meet with an academic counselor who can work with you to create a Strategies for Success Plan that will address any difficulties that you are having in the course
- Prepare you to take advantage of various campus support services, such as academic tutoring or advising.
Course Withdraw Policy:

Students failing class may withdraw from class, but there is a deadline to withdraw without penalty of failure. If you are withdrawing, you have to fill out a withdraw form at the Student Information Center located in the Lowell and Bedford campuses. I will fail a student that does not follow the correct withdraw procedure. If you are going to drop the class, please notify me by email so that I do not send an Academic Alert.

Honor Policy:

Adherence to ethical standards is obligatory. Cheating is a serious offense, whether it consists of taking credit for work done by another person, or doing work for which another person will receive credit. Taking and using ideas or writings of another without clearly and fully crediting the source is plagiarism, a violation of the academic code, and if it is proven that a student, in any course in which he/she is enrolled, has knowingly committed such a violation, suspension from the course and a failing grade in the course may result. Due process is accorded to students in the event of any alleged violation of college regulations. A copy of the MCC Honor Policy is found in the attachment section.

Service Learning:

Service Learning is an educational experience that integrates community service with classroom instruction. Students are encouraged to participate in Service Learning as part of this course. Students are required to spend 22 hours a semester (2-3 hours a week) at their community site working with children in preschool and elementary schools for 11 weeks during the semester. Students are also responsible for reflecting on their service-learning work and relating it to what they learn in their classes and textbooks. In exchange for completing community service and service learning journals, students participating in Service Learning, will not be required to take the final examination.

Early Childhood Education Portfolio:

Starting with Child Growth and Development, Early Childhood majors are required to begin the development of a portfolio of their education-related work. Students are expected to begin compiling their written assignments and syllabi for each education course together in a binder for their portfolio as they progress working on their degree. The syllabus and graded written work should be placed in a 2 or 3 inch 3 ring binders with all work in plastic protector sheets. The portfolio will be reviewed at the end of the semester during the finals period.

NOTE: This requirement does not apply to students that are not Early Childhood or ECE Transfer majors.

Tutoring Centers:

Academic support/tutoring is available, free of charge, to all students in many subjects. Tutoring Centers are located at both the Bedford and Lowell campuses. Each Center provides a challenging and supportive environment, offering drop-in and individual appointments,
depending on the subject matter. Professional and peer tutors staff the Writing, Reading/Study Skills, Math, Science and Accounting/Business/Economics Tutoring Centers. Tutors assist students with assignments and projects, lead study groups, and provide guidance in the use of computers and other multimedia. Students are encouraged to take advantage of all the support early in the semester. Online tutoring is also offered in many subjects. Tutoring hours and locations differ from campus to campus. Students can also access computers and computer tutoring/support in the Academic Support Centers, Library and in the Language Arts Center in Lowell. For more information, call 781-280-3724 or 978-656-3279 and/or visit the Academic Support Website: www.middlesex.mass.edu/tutoringservices.
**Assignment Expectations**

NOTE: Instructors can tailor policies to individual course needs.

**Written Guidelines:**

Written assignments must be turned in on the appropriate due date for maximum credit. Familiarize yourself with the following written guidelines when turning in papers:

- Typed and double spaced (unless indicated on the assignment)
- Arial or New Times Roman font no bigger than 12-point font size
- Margins on top and bottom; 1.25 margins on left and right
- Grammatically written, using spell-checked papers
- Pages stapled and not in any fancy folders
- Cover page with title, name of student, course name and section number and instructors name
- Paper has required number of full pages
- Papers submitted electronically must be in .rtf, .doc, or .docx formats
- Sources documented in MLA or APA format

**Late Assignment Policy:**

It is the responsibility of the student to keep track of all required assignments and due dates. Any papers turned in after the end of class will be considered late, and the grade will be reduced by one full grade. No papers will be accepted past the one-week deadline.

**Computer Issues:**

Computer issues are not a valid excuse for late work. If you computer breaks or gets a virus, MCC has computer labs for you use. If you are having printer issues, submit the paper electronically (this does not require printing). Assignments can be turned in electronically thru Blackboard or handed to the instructor. Students submitting items electronically must check for in Student Tools, My Grades after item was sent to see if items were sent correctly. Assignments will not be accepted by email. The instructor cannot assume responsibility for transmission errors, which may occur.
### Written Assignment Rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| A Excellent | Writing clearly and effectively addresses the assigned task.  
Main idea is well developed and writing is organized.  
Appropriate supporting details are utilized to develop main idea.  
Rare, if any, errors in spelling, grammar, or usage. |
| B Good | Writing addresses main idea.  
Some parts of assignments are addressed more effectively than other parts.  
Generally well developed and organized but few supporting details.  
Errors in spelling, grammar, and usage are minimal. |
| C Average | Writing addresses only the main idea.  
Few supporting details are included and poorly organized work.  
Minimally satisfies the assignment.  
Some errors in spelling, grammar, and usage occur. |
| D Inadequate | Writing does not adequately address the topic.  
Main point is not clear or correctly identified.  
Supporting details are lacking.  
Writing is disorganized.  
Frequent errors in spelling, grammar, and usage. |
| F Failing | Writing does not address the assigned topic.  
Main point is not identified.  
No supporting details.  
No plan or organization is present  
Severe errors in spelling, grammar, and usage.  
Assignment is not turned in. |
### Weight of Points Scale:

<table>
<thead>
<tr>
<th>Grading Instruments</th>
<th>Percentage of Grade</th>
<th>Points/Assignment</th>
<th>Total Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Web Quests</td>
<td>30 %</td>
<td>100 pts</td>
<td>300 points</td>
</tr>
<tr>
<td>2-Observations</td>
<td>40 %</td>
<td>200 pts</td>
<td>400 points</td>
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<tr>
<td>You are Expert Discussion</td>
<td>20 %</td>
<td>200 pts</td>
<td>200 points</td>
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<tr>
<td>Attendance</td>
<td>5 %</td>
<td>50 pts</td>
<td>50 points</td>
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<tr>
<td>Class work and Participation</td>
<td>5 %</td>
<td>50 pts</td>
<td>50 points</td>
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<td><strong>Total Points</strong></td>
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<td><strong>1000 points</strong></td>
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### Final Grade Scale:

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<tr>
<th>Final Grading Scale</th>
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<tbody>
<tr>
<td>A= 900 to 1000 Points</td>
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<tr>
<td>B= 799 to 899 Points</td>
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<tr>
<td>C= 699 to 798 Points</td>
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<tr>
<td>D= 599 to 698 Points</td>
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<td>F=Below 698 Points</td>
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</tbody>
</table>
Written Assignments Descriptions

NOTE: Instructors can tailor policies to individual course needs.

A. Info Quest Information

An Info Quest is an Internet search on a certain topic. Every student has to complete three Info Quests. The Info Quest has to be four full pages long with a minimum of three Internet sources documented, except the Interview a Parent. Remember to:

- Check spelling and grammar
- Include a bibliography of the web sites used for the project.
- Check legitimate information sources such as Time and Newsweek.
- Use APA or MLA format to document sources—see External Links section for information.

Info Quest 1 - Interview a Parent  Due:

Overview: The growth and development of children is affected by many factors. One factor is the home/family environment. Your assignment is to interview family members of a young child (non-relative) about their experiences in becoming parents. If the family is a two-parent family, you will interview both parents. You are encouraged to include nontraditional, single parent, blended families, adopted, same-sex or grandparent-as-parent families, as well as families from different cultures. Fictitious names should be used to maintain confidentiality. After your interview is complete, you will summarize your findings in a four-page paper. Summarize the information given by each family member during the interview. Write in paragraph form. Don’t use question and answer format. Write in the third person—don’t use the word “I.”

Suggested Interview Topics and Questions: Describe your thoughts and feelings when you found out you were going to be a parent. How did other people react to the news? What types of prenatal care did you receive? Did you have any prenatal testing? If so, describe. Were their any problems during the pregnancy? What did you imagine parenthood would be like? Where did you turn for advice and information on childbirth and parenting? What are the cultural, social, and parental attitudes that contributed to or influenced prenatal development? Describe your labor and delivery experience. Who was with you? Were there any complication? How much did the baby weigh? Do you remember the APGAR score? How long were you in the hospital? How did you celebrate the birth of your child/children? Describe any family or cultural traditions. Did the parent access any community services before or after the birth? Why? Describe the adjustments you/family members made to becoming a parent and having a newborn. What was your postpartum period like? If you returned to work, describe the experience of leaving the baby in another’s care. What was the biggest surprise about becoming a parent? Identify any parenting challenges and successes that the family experienced.
When writing the paper include these parts:

1. Location and setting of the interview, date of interview, time began and time ended, family members interviewed and their role in the family, current ages of child/children in family, ages of parent at time of child’s birth/adoption.  
2. How old is the child now? If the child is under age ten, indicate what stage the child is currently experiencing in terms of Erikson’s Psychosocial Theory, Piaget’s Cognitive Development, Parten’s Stages of Play, and Vygotsky’s Sociocultural Theory.

**Info Quest 2- Brain Development during Infancy**  
**Due:**
How do children learn? There have been numerous studies to determine how children learn and how the child’s brain develops. Your job is to research current information on children’s brain development. How do early childhood experiences affect a child’s brain development? What can parents and teachers do to enhance brain development in early childhood? Are there things that can hinder a child’s brain development? Connect the paper to the results and information you found while surfing the Internet. It is not necessary to explain how the brain develops in utero.

**Info Quest 3 – No Child Left Behind Act**  
**Due:**
As one of the federal government’s most sweeping changes to education in a generation, the No Child Left Behind Act (NCLB) was signed into law by President George W. Bush on January 8, 2002. This bill provides nearly $1 billion a year over the next five years to strengthen public schools. Your job is to research the No Child Left Behind Act. Here are some questions to get you started: What is the No Child Left Behind Act? How does the NCLB impact education? What are school systems doing to accommodate the NCLB Act? How does this law impact children? Get your facts from credible sources. A good place to start is the US Department of Education: [http://www.ed.gov/nclb](http://www.ed.gov/nclb)

**B. Child Observations**  
**Due:**

**Overview:** The power of observation can be a valuable assessment tool in education. Your assignment is to observe a child in his/her natural setting. For the observation, choose one of the following age groups: infant or toddler. You can use children that you watch, relatives, or your own children. Fictitious names should be used to maintain confidentiality. Using the observation template, observe a child for a total of thirty minutes-documenting their behavior in ten-minute increments. Sometimes, if the child is not active, you might need to stay longer than 30 minutes. After you are done recording his/her behavior, write an interpretation and compare the child to the normal child development for that age group.

Remember each observation has four parts: the actual observation, interview of parent or caregiver, interpretation of data, and theorist application. You will be given a Child Observation
Template, which is used in every section of Child Growth. Make sure you use the observation template to document and type your observation. Points will be taken off if you do not use the template. The total number of pages for this assignment is four pages—one page, single-spaced for the Observation and three pages total, double-spaced for Parent or Caregiver Interview, Interpretation of Data, and Theorist Application parts. Later in the semester, you will be doing the same assignment using a different age group: preschool, kindergarten, school age, or adolescent. The graded weight for these two observations is 33%.

Part 1: One Page of Actual Observation (single space)

Observations must be objective recording only what you see and hear without indicating your thoughts. All Observations should include the date, age, sounds, language, and behaviors of the child observed. Observations record actual words a child says during the observation time. All children’s words have quotation marks around them. If a child says “spitsketti” instead of spaghetti, put quotes around the words and phonetically spell what the child said during the observation. A good way to start an observation is to describe what the child looks like and what he/she is wearing.

Part 2: Interview Parent or Caregiver (double space)

Now is your chance to ask the parent or caregiver any questions you have about the child. Who is the primary caregiver(s) for this child? Do any other family members assist the parent(s) in the child’s upbringing? Are family members helping the parent raise the child part of the family’s cultural heritage? Did the child achieve all their developmental milestones? Did the child attend childcare? At what age did the child attend childcare? Does the child get evaluated by their school by some type of checklist or report card? How often? Has the child had any additional testing or preventative care such as a doctor or dentist? Is the child seeing any community professionals, such as a speech therapist or psychologist?

Part 3: Interpretation of Data (double space)

The second written part of the assignment is called the interpretation of Data. This section of the paper is the subjective part. The subjective part is the observer’s opinion about the observed child. This part of the paper looks at “Is the child on track for his chronological age?” Where is the child physically, cognitively, socially, and emotionally? The best way to do the paper is to use the five-paragraph format. In the first paragraph, inform the reader about what you gathered from interviewing the parent or caregiver and why it is important to observe children in their natural settings. In the next paragraphs, look at the child’s developmental domains- physical, social, emotional, and cognitive. Make sure to address all the domains. In your opinion, is this child on target for his/her developmental milestones? How do you know? Give examples of what you observed by applying the information in the chapter readings on the particular age group you chose to observe by looking. A good resource is the front and back cover of the Feldman book.
Part 4: Theorist Application (double space)

In the final paragraph, describe the child’s stages by applying the information about the child development theorists (Vygotsky, Piaget, Erikson, Kohlberg, etc). What stage of development is the child experiencing according to Piaget? Is the child in the preoperational stage? How do you know? What about Erikson’s theory? Give examples to back up your statements.

C. You are the Expert  Due:

You are to choose an issue that parents face when raising teens. You have to research the topic on the internet and find suggestions that would help parents resolve this issue. You will become the expert for your topic and present the information you found to the class. Here are some suggestions you can choose from: Bullying, Cyber bullying, Anorexia, Bulimia, Gangs, Drug Abuse, Stealing, Perfectionist Child, ADD, ADHD, or any other issue dealing with teen issues. I will approve or disapprove of your idea. I need to approve the ideas to avoid duplication. I have a template that everyone will use for this assignment.

D. Service Learning Journals  Due:

One of the most important tools in Service Learning is the Service Learning Journal. In the journal, you record what you did, how you felt about your experience, and how you relate the experience to the Child Growth class. Each week, you will record an entry in your journal. Try to journal very soon after you have completed your visit so the events will be fresh in your mind. Type your journal entries. Each dated entry should be about 10 sentences in length so that the finished journal (about one month worth of entries) is two pages typed. The Service Learning Journal will take the place of the final exam.

NOTE: From time to time, I may ask you to address a certain issue in your journals. Make sure that you discuss that topic in your journal.
<table>
<thead>
<tr>
<th>Topic:</th>
<th>Read:</th>
<th>Assignments Due:</th>
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<tbody>
<tr>
<td>Course Introduction</td>
<td>Syllabus</td>
<td>Purchase Textbook</td>
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<td>Student and Instructor</td>
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<td>Syllabus</td>
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<td>MCC Student Services</td>
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<td>Service Learning</td>
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<tr>
<td>NAEYC Process</td>
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<td>(duration- 1 class week)</td>
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<tr>
<td>Unit 1: Introduction</td>
<td>Chapter 1</td>
<td>Schedule dates for</td>
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<td>to Child Growth</td>
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<td>Observations</td>
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<tr>
<td>Unit 2: Child</td>
<td>Chapter 2</td>
<td>Info Quest 1</td>
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<td>(duration- 2 class</td>
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<td>weeks)</td>
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<tr>
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<td>Chapters 3 and</td>
<td>Child Observation #1</td>
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<td>(duration - 2 class</td>
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<td>weeks)</td>
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<tr>
<td>Unit 4: Infant</td>
<td>Chapters 5, 6,</td>
<td>Info Quest #2</td>
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<td>Development</td>
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<tr>
<td>Unit 5: Preschool Development</td>
<td>Chapters 8, 9, and 10</td>
<td>Child Observation #2</td>
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<tr>
<td>(duration - 2 class weeks)</td>
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<tr>
<td>**Unit 6: Middle Childhood Development</td>
<td>Chapters 11, 12 and 13</td>
<td>Info Quest #3</td>
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<tr>
<td>(duration - 2 class weeks)</td>
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<tr>
<td>**Unit 7: Adolescence</td>
<td>Chapters 14, 15 and 16</td>
<td>I am the Expert</td>
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<td>(duration – 2 weeks)</td>
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Academic Information Policies

NOTE: For instructor use only. Do not disseminate to students.

Mid-Semester Deficiency Reports:

Mid-semester deficiency notices are sent to students who are performing at the "D" or "F" grade level ONLY. The intent is to notify students of their academic status. The deficiency grades are also forwarded to the students' academic advisors. They are not recorded on the student's official academic record.

Course Withdrawal:

Students may officially withdraw from a course and be assigned a grade of "W" during the first ten weeks of the semester. Faculty should advise students wishing to withdraw to contact the Student Information Center at either campus or to call 1-800-818-3434. Failure to attend a course or section does not constitute formal withdrawal. Students who stop attending class and fail to complete the Add/Drop procedure will receive a grade of “F” for the course. Students who need to drop a class after the tenth week can do so only if they withdraw from all of their classes. They should be referred to the Student Information Center for assistance with this procedure.

Academic Alert Program:

The Academic Alert Program is an initiative that works toward improving student retention by creating a partnership between instructors, academic counselors, and campus service departments. The program enables instructors and staff members to identify students in jeopardy of academic failure as early as the first few weeks of the semester. Students are connected to support services such as advising, personal counseling, academic tutoring, disability support and any other appropriate services, with suggested interventions and followed up by tracked advisors.

Most common reasons for Academic Alert referral: Attendance problems, Inadequate class preparation, Poor test results, Poor writing skills, Underdeveloped time management, Underdeveloped study skills, Personal issues affecting student’s academic success and Adjusting to college life. More information on Academic Alert can be found at https://www.middlesex.mass.edu/TitleIII/advtools.asp
Portfolio Representation
A portfolio is a representation of your personal and professional growth.

Portfolio Set-up:
- 3 ring, 3 inch notebook
- Cover labeled with your title (i.e. “My Portfolio”) and tasteful professional looking clip art images or purposeful, related pictures (avoid applying stickers and cartoon like pictures)
- Name, Address, and Phone Number on cover
- Dividers for 5 labeled sections:
  1. Personal Information
  2. Professional Knowledge and Abilities/Academic Artifacts
  3. NAEYC Key Assessments
  4. Professional Skills/Instructional Practices
  5. Early Childhood Course Syllabi
- Clipart or borders on title pages for each section
- Neat, all typed copies of assignments
- NO Handouts or handwritten work! Typed copies of all work.
- All information placed in the right sections
- Plastic protection sheets to put each page of assignments in for easy viewing
- Multiple page papers in one sleeve

Required sections in portfolio- typed, labeled tabs (that extend beyond pages) are needed for sections 1-5

Resume (put as first page-unlabeled-so when you open book you see resume)

Table of Contents- list items found in each section- try to fit contents of portfolio on one page

1. Personal Information:
   - Transcripts
   - CPR/ First Aid Certificates
   - TB and MMR Results
   - EEC Certification
   - Reference letters
   - Workshop Certificates
2. **Professional Knowledge and Abilities/Academic Artifacts:**
   This section should contain major assignments from Education classes such as Family Interview, Indoor or Outdoor Safety Check, Health and Safety Lesson Plan, Design a Center, Multicultural Lesson, and Children’s Literature Book.

3. **NAEYC Key Assessments:**
   This section should contain the NAEYC Key Assessments: Child Observation, Philosophy of Education, Curriculum Unit, Advocacy Research Paper and Presentation.

4. **Professional Skills/Instructional Practices:**
   This section should contain assignments that you have presented in class, demonstrated to a group of students or children, lessons that have been evaluated with another teacher, and assessments of your teaching abilities such as Student Teaching Assignments: Exercises, Activity Plans, etc., MCC Faculty Evaluations, Cooperating Teacher Observation Checklists from Practicum Site, Final Evaluation from Site, and Service Learning Experiences.

5. **Syllabi from Early Childhood Education Courses ONLY if you took the course:**
   - Supervised Field Placement and Seminar
   - Child Growth & Development
   - Curriculum in Early Childhood Programs
   - Health & Safety in Early Childhood Programs
   - Developmental Disabilities/ Children with Special Needs/ Young Children with Special Needs
   - Planning Programs & Environments / Infant & Toddler Program Planning
   - Multicultural Issues in Early Childhood Programs
   - Guiding Children’s Behavior / Administration in ECE /Children’s Literature
Overview of the NAEYC Accreditation Project at Middlesex Community College

Founded in 1926, the National Association for the Education of Young Children (NAEYC) is the world's largest organization working on behalf of young children. NAEYC is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for children from birth through age eight. NAEYC expresses its mission in three broad goals:

1. Improving professional practice and working conditions in early childhood education
2. Supporting early childhood programs by working to achieve high-quality systems of early childhood education
3. Building a high-performing, inclusive organization of groups and individuals who are committed to promoting excellence in early childhood education for all young children

NAEYC is developing a new accreditation system that will set a standard of excellence for Associate Degree programs that prepare early childhood teachers. Associate Degree programs are a crucial component of early childhood teacher preparation, yet no system currently exists for recognizing how well early childhood Associate Degree programs meet national standards. This accreditation system will recognize early childhood programs in colleges that meet NAEYC's Associate Degree Standards.

In the Fall of 2005, Middlesex Community College (MCC) began working toward NAEYC Accreditation of its Associate Degree program in Early Childhood Education. The Accreditation Team has formulated its Mission Statement and Philosophy, as outlined below:

Middlesex Community College's Early Childhood Mission Statement

MCC's Early Childhood Education program provides the educational background and supervised training for students interested in working with young children. The program is child-focused, and emphasizes developmentally appropriate practice as set forth and recommended by NAEYC. The program also adheres to the mandates for Head Start, the Massachusetts Department of Early Education and Care, and the Massachusetts Department of Education. Students learn and apply theory with hands-on experience in a 15-week, semester long required practicum. The Associate Degree program includes a liberal arts component and meets the requirements for Lead Teacher as currently specified by the Massachusetts Department of Early Education and Care.

Middlesex Community College's Early Childhood Philosophy

MCC's Early Childhood Education faculty foster and teach developmentally appropriate practice curriculum frameworks. Our philosophy includes teaching students to be prepared to do the following:
• Describe young children’s characteristics and needs;
• Demonstrate the multiple influences on development and learning;
• Demonstrate knowledge to create healthy, respectful, supportive, and challenging learning experiences for children in familial and school settings;
• Integrate knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes positive outcomes;
• Communicate the importance of understanding central concepts, strategies and inquiry tools for early childhood education;
• Analyze observation and assessment tools to assist children to develop and reach their potential;
• Demonstrate empathy and understand the issues facing schools in today’s diverse society, including socio-economic distinctions, gender, race, ethnicity, special education challenges and the changing standards for future educators;
• Communicate the importance of family involvement in children’s learning and environment and collaborate with families and community agencies to promote continuity of support and care for young children;
• Define skills in identifying and using professional resources to become an advocate for children and families;
• Demonstrate in-depth critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program;
• Engage in the practice of research and keep current with critical data information relevant to optimizing developmental outcomes.

For more information on MCC’s NAEYC Accreditation Project, contact Maureen Goulet at GOULETM@middlesex.mass.edu
NAEYC Accreditation Study at Middlesex Community College Publication Release Form

I grant permission to the Middlesex Community College Education Department (MCC) to use my written work listed below in the upcoming NAEYC Accreditation Study. I certify that this writing listed below is my own work.

I hereby agree to release and hold harmless The Commonwealth of Massachusetts, The Board of Higher Education, the College, and their trustees, officers, agents or employees from and against any claims, damages or liability arising from the use of my writing listed below.

I am 18 years of age and I am competent to contract in my own name. I have read this release before signing below, and I fully understand the contents, meaning and impact of this release. I understand that I am free to address any specific questions regarding this release by submitting those questions in writing to the MCC Education Department prior to signing, and I agree that my failure to do so will be interpreted as a free and knowledgeable acceptance of the terms of this release.

Title of student written work (or description)  (ex: Child Growth Written Assignments)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>__________________________________</th>
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<tbody>
<tr>
<td>Student ID#</td>
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<tr>
<td>Professor’s Name</td>
<td>______________________</td>
</tr>
<tr>
<td>Course</td>
<td>PSY 122-Child Growth and Development</td>
</tr>
</tbody>
</table>

If you have questions about this form, please contact Dr. Nancy Tyler Higgins, Education and Human Services Department Chairperson Bedford House Room 106, Bedford Campus, Middlesex Community College, 591 Springs Road, Bedford, MA 01730, or by phone at (781) 280-3563.
Middlesex Community College Observation Policy Permission Form

TO: Education Administrators
FROM: Nancy Tyler Higgins, PhD, Chairperson of MCC Education Department
RE: Request for Student Observation

MCC students are required to observe children in a classroom setting as part of their college coursework. We appreciate your willingness to provide an opportunity for MCC students to conduct their observations and develop a clearer understanding of child development in a classroom setting.

Name of Student _____________________________ has requested to conduct an Observation at the _____________________________ School/Program.

Please read over the enclosed information concerning the Middlesex Community College Education Department Observation Policy and the role of the student/classroom teacher/administrator. Please fill in the date and time of the observation and return to the student. The student will provide a copy for the classroom teacher prior to the observation.

Date of Observation______________ Time________________

The name of the Public or Private Classroom Teacher _____________________________

Name of the MCC Professor/Instructor _____________________________

Email of MCC Professor/Instructor _____________________________

Child Growth and Development (PSY 122) Section Number: ________

I am authorized to give permission for the child to be observed. I give my approval for the child to be observed. Approval ___Yes/No___

_______________________________________________
______/______/______

Signature of Designated Administrator, Parent, or Guardian Date

Printed Name of Designated Administrator/Parent/Guardian: ____________________________
NAEYC Observation Key Assessment Directions and Template

**Child Observations**

**Overview:** The power of observation can be a valuable assessment tool in education. Your assignment is to observe a child in his/her natural setting. For the observation, choose one of the following age groups: infant or toddler. You can use children that you watch, relatives, or your own children. Fictitious names should be used to maintain confidentiality. Using the observation template, observe a child for a total of thirty minutes-documenting their behavior in ten-minute increments. Sometimes, if the child is not active, you might need to stay longer than 30 minutes. After you are done recording his/her behavior, write an interpretation and compare the child to the normal child development for that age group. Remember each observation has four parts: the actual observation, interview of parent or caregiver, interpretation of data, and theorist application. You will be given a Child Observation Template, which is used in every section of Child Growth. Make sure you use the observation template to document and type your observation. Points will be taken off if you do not use the template. The total number of pages for this assignment is four pages-one page, single-spaced for the Observation and three pages, double-spaced for Parent or Caregiver Interview, Interpretation of Data, and Theorist Application. Later in the semester, you will be doing the same assignment using a different age group: preschool, kindergarten, school age, or adolescent. The graded weight for these two observations is 33%.

**Part 1: One Page of Actual Observation (single space)**

Observations must be objective recording only what you see and hear without indicating your thoughts. All Observations should include the date, age, sounds, language, and behaviors of the child observed. Observations record actual words a child says during the observation time. All children’s words have quotation marks around them. If a child says “spitsketti” instead of spaghetti, put quotes around the words and phonetically spell what the child said during the observation. A good way to start an observation is to describe what the child looks like and what he/she is wearing.

**Part 2: Interview Parent or Caregiver (double space)**

Now is your chance to ask the parent or caregiver any questions you have about the child. Who is the primary caregiver(s) for this child? Do any other family members assist the parent(s) in the child’s upbringing? Are family members helping the parent raise the child part of the family’s cultural heritage? Did the child achieve all their developmental milestones? Did the child attend childcare? At what age did the child attend childcare? Does the get evaluated by their school by some type of checklist or report card? How often? Has the child had any
additional testing or preventative care such as a doctor or dentist? Is the child seeing any community professionals, such as a speech therapist or psychologist?

**Part 3: Interpretation of Data (double space)**

The second written part of the assignment is called the Interpretation of Data. This section of the paper is the subjective part. The subjective part is the observer’s opinion about the observed child. This part of the paper looks at “Is the child on track for his chronological age?” Where is the child physically, cognitively, socially, and emotionally? The best way to do the paper is to use the five-paragraph format. In the first paragraph, inform the reader about what you gathered from interviewing the parent or caregiver and why it is important to observe children in their natural settings. In the next paragraphs, look at the child’s developmental domains—physical, social, emotional, and cognitive. Make sure to address all the domains. In your opinion, is this child on target for his/her developmental milestones? How do you know? Give examples of what you observed by applying the information in the chapter readings on the particular age group you chose to observe by looking. A good resource is the front and back cover of the Feldman book.

**Part 4: Theorist Application (double space)**

In the final paragraph, describe the child’s stages by applying the information about the child development theorists (Vygotsky, Piaget, Erikson, Kohlberg, etc). What stage of development is the child experiencing according to Piaget? Is the child in the preoperational stage? How do you know? What about Erikson’s theory? Give examples to back up your statements.
Child Observation Assessment Template

Part 1: Observation Information

Observer:

Date of Observation:

Fictitious Name of Child:

Setting:

Child’s Age: ___ years ___ months

Physical Description of Child:

Time Observed: ______ to _____ am/ pm

Behavior Observed:

Time Observed: ______ to _____ am/ pm

Behavior Observed:

Part 2: Interview Parent or Caregiver

Part 3: Interpretation of Data

A. Introduction of Child-

B. Physical Development Assessment-

C. Cognitive Development Assessment-

D. Social/Emotional Development Assessment-

E. Summary of Interpretation Data-

Part 4: Theorist Application
NAEYC Child Observation Key Assessment Rubric

Background:
In 2007, Middlesex Community College’s Early Childhood Education and Early Childhood Education Transfer Programs were accredited by NAEYC (National Association for the Education of Young Children). For the 2007 NAEYC Accreditation Process, there were five key assessments and five aligning rubrics developed for some early childhood courses. The key assessments are: Child Observation (Child Growth and Development); Philosophy of Education (Discover Teaching and Program Planning and Environments); Activity Plan and Demonstration (Curriculum in Early Childhood Education) and Student Teaching Observation and Advocacy Paper (Supervised Field Placement).

The Early Childhood Department designed the skill rubric to measure whether or not students were attaining the NAEYC Accreditation Standards and Supportive Skills. Every section of class that has a key assessment has to use the exact description of the key assessment and the exact same skill rubric. By using the exact same description, graded weight and rubric, data can be gathered across each section of a class comparing, as the saying goes ‘apples to apples.’ The rubric is a skill rubric not a grading rubric. The skills were aligned to the five NAEYC Standards and five Supportive Skills. Students are judged on whether or not their skill in an assignment exceeds expectations, meet expectations, or does not meet expectations. NAEYC wanted to ensure that Early Childhood Education and Early Childhood Education Transfer student’s grades are passing grades, so grades are recorded on the bottom of the rubric. The rubrics are totaled in each section of a class each semester and turned in Dr. Nancy Tyler-Higgins along with three samples of student’s work: one sample of overall exceeds expectations, one sample of meets expectations, and one sample of does not meet expectations. The three samples are turned in at the same time as the skill rubric totals. The totals are added up for every section of a class to see where students need to improve to assure NAEYC that MCC students are attaining the NAEYC Standards and Supportive Skills. Once the scores are totaled, questions are asked to help make sure MCC students attain the skills that the course requires (i.e., does the assignment need to be changed? does the rubric need to be changed?).

To assist instructors in keeping up to date with the yearly changes in the key assessments and rubrics, a NAEYC Accreditation Blackboard site was set up. To access the site, go to the MCC Portal; sign in using your username and password. Listed under My Blackboard Courses, you will see the NAEYC Accreditation site. You will need to re-enter your username and password again at the BB entry point. In the NAEYC Accreditation site, on the left hand side, you will see a button for Rubrics 2011 (depending on current year), open that button, you will see a list of all the NAEYC key assessment descriptions, as well as rubrics. If you do not see the name listed, contact Maureen Goulet at gouletm@middlesex.mass.edu to have her add your name to the list of approved users. At the time of this printing, MCC is up for re-accreditation in 2014, so the key assessments and rubric will change to reflect changes in the current NAEYC Accreditation Process.

Directions for using Child Observation Key Assessment:

The Child Growth and Development class has two observations assignments that count for 33% of the total grade. Students are given the description of the Child Observation, Child Observation Template and the Observation Rubric. Students are given a grade and rubric results
for the first observation. The rubric is given to the students so they have an idea of where their skills need improvement to improve their grade for the second observation. The second observation only (not the first observation and second observation combined) will count for your section of the NAEYC Accreditation scores.

Directions on How to Use Rubrics:

Go to the NAEYC Blackboard site and get the Rubrics for the Child Observation Assessment. Download and print two copies of the rubric. It is easier to rubric the assessment if you have a printed copy in front of you. Print a copy for each section of the class that you teach. There are two parts to the rubric- the skills and the grades information.

Part One:
It is recommended that you do the grading part of the rubric first, after the grading has been completed. For the grading part of the rubric, read the Child Observation and give the assessment the grade that you think is appropriate based on your grading rubric. Once you have determined the grade, put a tally mark in the column at the bottom of the rubric where the grades are located.

Academic Grades associated with this assessment:
In this example, the total number of papers grades is 12, seven A papers; four B papers etc.

| A Range = IIIIII | B Range = III | C Range = I | D Range = | F Range = |

Part Two:
Next, with a hard copy of the rubric in front of you, look at the Child Observation, go down the different rows, and put a tally mark where, in your opinion, the assessment meets the description in that row of the rubric. If you give a paper a grade of a B, it does not necessarily, that every column is a “2” or a “3”. You have to go thru each row to see where the key assessment falls in that row. For example, using the rubric below, if one student has some subjective statements in the observation, the student would get a tally mark in the # section of the “2” column or if student puts the 30 minute observation in one time frame, the tally would go in the # section of the “0” column. Go through each rubric row and put a tally mark. After one paper, start again with the next paper.

<table>
<thead>
<tr>
<th>Standard or Supportive Skill</th>
<th>Key Elements</th>
<th>0 Does Not Meet Expectations</th>
<th>1 Minimally Meets Expectations</th>
<th>2 Adequately Meets Expectations</th>
<th>3 Exceeds Expectations</th>
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</thead>
<tbody>
<tr>
<td>#</td>
<td>I</td>
<td>I</td>
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Totaling the Rubric Scores:
Before turning in rubric scores to Nancy Tyler-Higgins:
1. Add each row across to make sure the total of each row equals the total number of assessments graded.
2. Add the total number of grades to make sure the total across the row should equal number of assessments.
3. Make sure to fill out the information at the bottom of the grades-
   Total number of students enrolled in course: _______
   Number of student turning in this assessment: _______
   NOTE: Do not count students that have withdrawn from course or have not shown up for class and won’t be turning in an assessment. For any assignments turned in late, count the grade score BEFORE taking off points for lateness, the points taken off for lateness could skew the grading part of the rubric. It is not necessary to separate Early Childhood and Early Childhood Transfer majors from the other majors for purpose of rubrics.
4. Make sure that a rubric total sheet and three student work samples are turned in for each section of Child Growth – it does not matter which campus.

“Norm”ing the Rubric Scores:
To assure that instructors are on the “same page” for rubric-ing, from time to time, the instructors that teach courses with a NAEYC Key Assessment get together to make sure that all instructors agree on what is considered a 3, 2, 1, or 0. Work samples are randomly chosen form all work samples submitted. Work samples have identifying information removed and samples are assigned a random letter. Instructors are given four work samples to rubric. Instructors put the letter of the sample in the tally mark column. When the instructors meet, instructors discuss why they feel that a particular work sample would be rated a 3, 2, 1, or 0. This process helps the instructor by removing some of the judgment calls in determining what would be a 2, and not a 3, 1, or 0, etc..

Any questions about rubrics or the NAEYC process, please feel free to email Maureen Goulet.
### Assessment Name: Child Observation Rubric

This assessment is used in every section of Course Number: PSY 122
This assessment is designed to focus on Standard Number: 1A, 1B, 3A, 3C, 3D

This assessment is designed to focus on Supportive Skill: Four

<table>
<thead>
<tr>
<th>Standard or Supportive Skill</th>
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<th>0 - Does Not Meet Expectations</th>
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<th>2 - Adequately Meets Expectations</th>
<th>3 - Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1. Promoting Child Development and Learning</strong></td>
<td>1a: Knowing and understanding young children’s characteristics and needs</td>
<td>Does not complete an interpretation as part of the assignment.</td>
<td>Does not specifically name child’s domains. Compares child’s development to age norms but does not give examples of age appropriate skills.</td>
<td>Documents child’s domains but does not document all domains. Compares child’s development to age norms but does not give examples.</td>
<td>Documents child’s physical, cognitive, social, and emotional domains. Compares child’s development to age norms and gives examples.</td>
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<td>1b: Knowing and understanding the multiple influences on development and learning</td>
<td>Does not complete the Interpretation of Data. Does not Interview parent or caregiver.</td>
<td>Interprets the data in Observation and Interviews parent or caregiver. Does not connect information from both sources to evaluate.</td>
<td>Interprets the data in Observation and Interviews parent or caregiver. Minimally connects information from both sources to evaluate child.</td>
<td>Interprets the data in Observation and Interviews parent or caregiver. Effectively connects information from both sources to evaluate child.</td>
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<td><strong>Standard 3. Observing, Documenting, and Assessing to Support Children and Families</strong></td>
<td>3a: Understanding the goals, benefits, and uses of assessment.</td>
<td>Makes no connection of information in assessment process.</td>
<td>Discusses parent or caregiver but does not make the connection to additional information gained in assessment.</td>
<td>Minimally relates how parent or caregiver information can help in assessment process.</td>
<td>Effectively relates how parent or caregiver information can help in assessment process.</td>
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<td>3c: Understanding and practicing responsible assessment</td>
<td>Records behavior in one time frame. Does not include any of child’s words or language.</td>
<td>Uses many subjective statements in Observation. Records behavior in 15-minute increment. Observation needs more details.</td>
<td>Uses some subjective statements in Observation. Records behavior in longer than 10-minute increments. Uses child’s words and language.</td>
<td>Uses objective statements in Observation. Records behavior in 5-10 minute increments. Uses child’s words and language.</td>
<td>#</td>
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<td><strong>3d:</strong> Knowing about assessment partnerships with families and other professionals</td>
<td>Does not interview parent or caregiver about child’s development.</td>
<td>Interviews parent or caregiver but does not ask relevant questions.</td>
<td>Interviews parent or caregivers. Asks questions about development but not professionals.</td>
<td>Interviews parent or caregiver and asks questions about development and professionals.</td>
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## 4. Making Connections Between Prior Knowledge/Experience and New Learning

| **Interview Skills** | Does not interview parent. Does not maintain confidentiality. | Asks a few of required questions. Maintains confidentiality. | Asks only the required questions. Maintains confidentiality. | Asks additional questions relevant to assignment. Maintains confidentiality. |

### NOTE:
Please complete a separate rubric total sheet for each section of a class and do not count students that have withdrawn from course or MIA in totals.
Additional Required Information:

Total number of students enrolled in course: ________

*Number of student turning in this assessment: __________

Academic Grades associated with this assessment:

(*Total number should equal number of assessments collected)

<table>
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<tr>
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Instructor Self-Assessment Question:

Next semester, I am going to improve my students rubric scores by (give specific examples)…