Infant and Child Development and Behavior
Winter 2015
Monday Class

Prof. Julie Ribaudo
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Office hours –
Mondays 12:15 – 2:00
Some Wednesdays 1:00 - 1:45
Others by appointment

“If a society values its children it must cherish their parents”
~John Bowlby

Required Text

New York: Guilford.


Course Description:
This course will focus on biological, psychological, and social experiences, challenges, and changes characteristic of the first decade of life viewed from a multicultural perspective. "Normal" development, as well as the prevalence, etiology, and prevention of a variety of developmental risks will be reviewed. Emphasis will be placed on the integration of research and practice, with particular attention to the development of resiliency and social competence among infants and children. This course will also analyze how various environmental influences such as a parental behavior, poverty, and social justice impact infant and child development.

Course Content:
This course will present developmental and social systems frameworks for assessing human development during the early stages of the life span. Individual development will be considered within the context of human relationships and particular social
environments. Emphasis will be placed on fostering the student’s understanding of how culture and biology interact to promote or inhibit adaptation and coping at particular life stages within social settings. Human development from conception up to the transition to adolescence will be explored through a variety of topics including: ecology of the family as a context of human development, biological aspects of development, family and caregiving relationships, social risk factors and resiliency, peer relations and the school environment, and the interface of mental and physical health and well-being.

Insights that illuminate the life span developmental process will be drawn from a variety of social science disciplines, including developmental and social psychology. The relationship between theoretical insight and social work practice, and empirical based interventions will be continually addressed. Special attention will be given to the relationships among life stage, critical life conditions, (i.e., poverty, ethnicity, gender, class, sexual orientation), life events, (i.e., separation, illness, and transition to school) and psychological and physical functioning.

Throughout this course, relevant social science research will be examined and emphasis will be placed on the research methodology employed concerning issues of gender, ethnicity, and social class. The relevance of this course to Interpersonal Practice Methods courses and Field of Service courses, such as those dealing with families and children, will be explicated.

Course Objectives:
Upon completion of the course, students will be able to:

1. Specify the key developmental issues, tasks, and conflicts during infancy, toddler, early childhood or middle childhood and how these are influenced by social contexts.

2. Identify and describe biological, psychological, and social changes that characterize normative development specific to the various stages infancy/early childhood through adolescence.

3. Analyze and evaluate various theories of development from a multicultural perspective and a social justice perspective.

4. Specify how risks, protective and promotive factors contribute to child and youth safety, health, security and well-being.

5. Describe the transactional relationship between a child or youth’s development, their environment, and any influencing historical or cultural inequities that may be at work.

6. Specify how history, culture, group memberships and social positions within society (ascribed and earned) shape children’s, youths’, and families’ perceptions, attitudes, cognitive processes and actions. Recognize the roles in development and family relationships played by ability, age, class, color, culture,
ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation.

7. Critically examine the influences of interpersonal, community, governmental, societal, and cultural forces from the perspective of how these forces promote or disrupt privilege, oppression, diversity and social justice for children, youth and their families.

8. Discuss ethical dilemmas that may arise for social workers engaged in working with children and youth and their families at the various levels of practice and across the various stages of development.

Course Design:
This course will include a series of readings, lectures, class discussions, videotapes, guest speakers, and experiential exercises.

II. COMPETENCIES AND PRACTICE BEHAVIORS
The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:

Competency Practice Behaviors

Competency #3 - Apply critical thinking to inform and communicate professional judgments.
Social workers
- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation;
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Competency #4 - Engage diversity and difference in practice.
Social workers
- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- recognize and communicate their understanding of the importance of difference in shaping life experiences
- view themselves as learners and engage those with whom they work as informants.

Competency #6—Engage in research-informed practice and practice-informed research.
Social workers
- use practice experience to inform scientific inquiry
• use research evidence to inform practice.

**Competency #7—Apply knowledge of human behavior and the social environment.**
Social workers
• use conceptual frameworks to guide the processes of assessment, intervention, and evaluation
• critique and apply knowledge to understand person and environment.

**Competency #8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Social workers
• analyze, formulate, and advocate for policies that advance social well-being
• collaborate with colleagues and clients for effective policy action.

**Competency #9—Respond to contexts that shape practice.**
Social workers
• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Competency #10 (a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**Assessment**
Social workers
• collect, organize, and interpret client data;
• assess client strengths and limitations;
• develop mutually agreed-on intervention goals and objectives;
• select appropriate intervention strategies.

**Relationship of the Course to Four Curricular Themes:**
• *Multicultural and Diversity* themes will be addressed by careful attention to the impact of culture, gender, social class, religion, family structure, and ability on child behavior and development. Different patterns of development which may result from different biological and/or social environments will be identified and differentiated from those patterns of development which may result from deprivation or impairment.

• *Social Justice and Social Change* will be addressed through discussion of the impact of economic and social oppression on infant and child development. The potential impacts—both positive and negative—of social work intervention on the child, the family, and the child’s relationship to the family and community will be discussed.
• *Promotion, Prevention, Treatment, and Rehabilitation* will be particularly important in social work with infants and young children because of the potential lifelong impact of facilitating or harmful conditions at this stage of life. This course will emphasize factors that may contribute to resiliency and vulnerability and identify the kinds of environmental conditions, programs, and interventions that promote optimal development.

• *Behavioral and Social Science Research* will be emphasized throughout the course which will draw on empirically based knowledge from a number of other disciplines, particularly developmental psychology. Discussion of developmental theories will emphasize critical evaluation of these theories in light of behavioral, social science, and biological research.

**Relationship of the Course to Social Work Ethics and Values:**

As child development throughout the life course is so profoundly impacted by environmental and social conditions, this course will emphasize the critique and evaluation of various developmental theories from a multicultural perspective and a social justice perspective. This course will also consider potential ethical dilemmas may arise for social workers working with children and families. The impact of social conditions and social policy and the need for macro and micro intervention to improve the lives of children will also be addressed.

**Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS):**

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectional and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

**Accommodations:**

If you need or desire an accommodation for a disability, please let me know soon. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site and the like. If you do decide to disclose your disability, I will treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements.

**Course requirements:**

• Attend all sessions (10% of final grade); absences will lower your grade since:
• Some material considered essential to the objectives of the course will only be presented in class
• The application of key concepts and student co-learning requires participation in class discussions and exercises
• Predictability, reliability and consistency are core to any strong relationship…“being there” is incredibly important to clients, so it is important in this class
• Please refrain from texting, web surfing, emailing, etc., in class. It tends to be distracting to others, including me. I may not say anything to you directly but I notice and it will affect your grade
• Your active participation includes listening well to others and contributing at least occasionally (please see participation rubric at end of syllabus). I will provide mid-term feedback about your participation grade.

• Completion of assignments
  • Child Observation (45 points) Due Saturday March 20 @ 11:00 p.m. via ASSIGNMENT TAB ON CTOOLS in Word format (NOT PDF)
  OR
  Developmental History (45 points) Due Saturday March 20 @ 11:00 p.m. via ASSIGNMENT TAB ON CTOOLS in Word Format (NOT PDF)

  • In-Class Quizzes each worth 15 points (45 points) – Students will receive a study guide the week before the quiz.

NOTE: There are sample papers in Ctools resources but only for quality of content, not for format. I change the parameters of the assignment every couple of years and the sample may not be solely emblematic of what you need to cover.

Observation Paper
8 – 12 pages, double-spaced

Observation section: Observe a child (age birth – 12 years; not your own or a child you are raising) individually or in a group, for approximately 30 minutes to an hour. You needn’t describe the entire observation but you often have to watch that long to see a range of behavior, emotions, and ways of relating.

Carefully observe the child’s behavior (think about domains of development to give you an idea of what to look for), affect, and domains of the Stress Response system (i.e., the Lillas chart – Awake States with Stress Responses) being careful not to form conclusion or make judgments…I simply want you to practice observing. For additional ideas to help strengthen your observation, you can refer to the end of “Practice” chapter of the Davies text for the age child you are observing.

In your observations, make sure to address the affective state of the child (describe how they show their emotions on their face), how they appear physically (what signs of health do you see – is their skin and eyes bright or sort of dulled, are they flushed or pale; do they appear physically robust or more frail) and how they approach and engage with others. Write a 2 - 3 page description of your observations.
**Theory Section:** Next, discuss the child’s behavior using the Stress Response Chart (describing what markers of stress responses you saw). This will help you learn to recognize stress responses in children and is one lens by which you can think about the needs of children (and their caregivers!). For a second lens of understanding child development, choose and summarize one developmental theory such as Attachment Theory, Cognitive Theory (Piaget), Erikson’s Stages of Development, Greenspan’s Stages of Emotional Development, or another theory that has a strong history of contributing to our understanding of children or a research base. If you are doing an observation on a child for whom there is already a concern, you could also use Greene’s Assessment of Lagging Skills and Unsolved Problems to help frame your observation. Using the Davies text WILL NOT be enough to explore any one theory, you will need to do some additional research on your own.

**Summary Section:** In this section, please give examples of behavior and/or interaction you observed and explain how the behavior was relevant to your chosen developmental theory. **This is where you can address what you inferred by the behaviors you saw - but it must be anchored in a theoretical understanding, not just “person on the street” thinking.** For example, if you chose Erikson’s stages of development, how did the child’s behavior demonstrate trust vs. mistrust? If you choose Mahler, how did the child demonstrate differentiation? If you choose Attachment Theory, what attachment behaviors did the child show? (NOTICE: you cannot say, based on this observation, that a child “clearly shows a secure attachment,” you can only say “Child showed A, B, C behaviors/emotions/relational cues…all markers of security of attachment”). Also describe how if markers of stress responses may have influenced the child’s behavior. Describe what you think might be the primary form this child shows stress, if you think you saw ways to infer the typical stress response. If the child showed markers of a stress response, how did he/she/hir seem utilize caregivers or peers in managing the stress.

**Reflection Section:** In the last paragraphs,
1) Reflect on the experience of observation, what you learned about your observation style, and what, if anything was difficult, etc. What did you notice about your automatic assumptions and what, if anything, changed as you tried to anchor your observations in a theoretical frame.
2) Describe how your observations were influenced by your own culture/history/privilege (i.e., how did your lens influence what you saw?). Did you have any emotional reactions to what you saw or heard?
3) Any other comments you choose to make.
4) Note what, if anything, could have made the experience more meaningful for you.

The paper should be 8 - 10 double-spaced pages in length (including the observation and discussion).

**GRADING will be based on:**
15 pts. - Thoroughness and relevance of observation descriptions, including observation of stress response
10 pts. - Description and understanding of theory used
10 pts. - Ability and accuracy re: relating observation with theory
2 pts. - Ability to suspend judgment in description of observations
4 pts. - Reflective Capacity
4 pts. - Writing, grammar, clarity
OR

Developmental History
8 - 12 pages, double-spaced

Complete a developmental history for an infant or child up to the age of 11 (not your own or your partner’s). The interview does not have to take place in a clinical environment. You can interview any parent about their child’s development. THERE IS A DEVELOPMENTAL INTERVIEW FORMAT IN CTOOLS FOR YOU TO USE if you are not already using one in your field placement. If you are using an agency one, make sure you review in the Ctools document format so you don’t miss any domain of inquiry.

Practice using at least some of the WMCI. We will go over in class what to listen for and how to think about what you heard in using the WMCI. Be sure to read the Zeanah article to familiarize yourself with the “scales” that are noted through the interview.

After you have finished with the “objective history” write a summary of your impressions of the child’s development. What are the areas of particular strength? Any particular concerns? What questions did you have about their developmental progress? Did you have any concerns about the parent or the relationship between parent and child? Address how you understand the responses to the WMCI questions and if the responses seem balanced, distorted, or disengaged (using Zeanah and Benoit article as a guide). This is not a section to give your opinion (i.e., “this is clearly a great mom”) but to practice using professional language to share what you learned about the child and the parent/child relationship.

In the last paragraph(s) reflect on:
   a) Any ethnic or cultural similarities or differences with the parent you interviewed and how that impacted your interview;
   b) Did you have any reactions to what you heard from the parent? Again, this is not a place to make vague statements but to ponder how and why you reacted as you did (even if positive reactions). It might be that you share similar values and that was reassuring to you, or you could write about negative reactions and how your own values or triggers might have played into your reactions.
   c) What you learned about child development or the development of the parent (i.e., becoming a parent is a process) through this exercise
   d) Any other comments you wish to make
   e) Could this assignment have been made more meaningful for you? If so, how?

GRADING will be based on:
   12 pts. - Thoroughness of history or explanation of information not obtained
   10 pts. - Clarity of narrative of child’s development
   10 pts. - Demonstrates awareness of appropriate range of developmental milestones (i.e., accurately notes areas of precociousness or struggle)
   5 pts. - Awareness and beginning accuracy in interpreting parental representations about their child
   4 pts. - Reflective capacity
   4 pts. - Grammar and writing skills
Semester Outline:

**Class One – January 12**

Introduction to Course  
History of Models of Understanding Human Development  
Observation and Assessment

Video Exercise – Learning to Observe

January 19th – No Class – MLK Day

**Class Two – January 26**

Prenatal and Neonatal Development  
Video:  
The Breast Crawl

**Reading Assignments**

**Ctools** Thompson (2014) Stress and Child Development  
**Video** - watch 13 minute video on Epigenetics  
(http://www.pbs.org/wgbh/nova/body/epigenetics.html)

OPTIONAL:  
**Ctools** Gross, D: Chapter 3 (on genetics, conception and prenatal development)  
**Ctools** Bruschweiler-Stern, N (2004). *A Multifocal Neonatal Intervention* (pp. 188-212) (This is a good intervention article)

**Class Three – February 2**

Emotional Development  
Video – First Feelings

**Reading Assignment**

Watch Film: The Emotional Life of a Baby (20 minutes)  
(http://www.youtube.com/watch?v=TV775Dv3h6k)

Sunderland: The Chemistry of Love (pp. 184-215)  

**Ctools** – Policy Strategies for Promoting Social, Emotional and Behavior Health (Center for the Study of Social Policy).
Class Four – February 9 – QUIZ (Classes – 1, 2 and 3)
Context of Development; Attachment
Video – Templates

Reading Assignments

Davies: Introduction – Chapter 1 Attachment as a Context of Development, (pp. 3-38)
Sunderland: Crying and Separations

OPTIONAL:
Ctools Dozier, et. al, 2001. Attachment for Infants in Foster Care: The Role of Caregiver State of Mind

Class Five – February 16
Parental Representations and the Working Model of the Child Interview (WMCI)

Reading Assignments

Sunderland: Sleep and Bedtimes
Ctools Zeanah and Benoit - WMCI Article
Ctools WMCI Interview questions
Ctools Lewis, M.: Haircombing Interactions

Class Six – February 23
Infant Development

Reading Assignments

Davies: Introduction to Part II – Chapter 5 (pp.127-162)
Sunderland: Your Child’s Brain

OPTIONAL:
Ctools Barclay Murphy, L. (2003). When a Child is Inconsolable: Staying Near
Ctools Mindell, et al. (2010). Parental behaviors and sleep outcomes in infant and toddlers: A cross-cultural comparison. Sleep Medicine (pp. 393 -399).

March 2 – Spring Break – ENJOY!
Class Seven – March 9 (Quiz – Class 4, 5 & 6) NOTE: Subject to class input re: timing

Toddler Development
Video: Journey through the Lifespan - Infant and Toddler Stage

Reading Assignments

Davies: Chapter 2 - Brain Development (pp. 39-59)
Davies: Chapter 7 – Toddler Development (pp. 185-224)
Sunderland: Behaving Badly

OPTIONAL:
Ctools Teicher: Scars that won’t heal: The neurobiology of child abuse

Class Eight – March 16 Preschool Development (Papers Due 3/21 @ 11:00 pm via Ctools Assignments Tab)
Journey Through the Life Span - Preschoolers

Reading Assignments

Davies: Chapter 9 – Preschool Development (pp. 251-303)
Sunderland: All about Discipline
Your Socially Intelligent Child

OPTIONAL:

Class Nine – March 23

Middle Childhood Development
Video – Journey through the Life Span – School Age

Reading Assignments

Davies: Chapter 11 – Middle Childhood Development (pp. 337-383)

**Class Ten – March 30**

**Family and Child Development**
*Video - 20/20 Special on Spanking*

**Reading Assignments**

Davies: Chapter 13–Developmental Practice and Knowledge (pp.415-419).
Sunderland: Looking After You
**Ctools** Fontes. Physical discipline and abuse. *Child abuse and culture: Working with diverse families* (pp. 108-134).

**OPTIONAL**


**Class Eleven – April 6 (QUIZ – Class 7, 8, 9,10)**

**Developmental Disabilities**
**Impact on Family; Educational system**

*Video:*
Fialka - From Puddles to Pride

**Reading Assignments**

**Ctools** Sroufe: Chapter 12: Behavioral and Emotional Disturbance (pp. 239-264).
**Ctools** Fialka, J. *You Can Make a Difference in our Lives*

Class Twelve – April 13
Role of Play across Cultures
Class closing

Reading Assignments


Professional Conduct
Class participation is more than mere attendance. It is arriving on time, reading the assigned material, preparing for class with questions, contributing appropriately to class discussions (not dominating, attending to others, adding relevant material, not surfing the web or texting), doing assignments, and participating in class activities. The class participation grade is a subjective grade – I will use this matrix to determine the class participation grade (modified from Maznevski, M. (1996). Grading Class Participation. Teaching Concerns. http://www.virginia.edu/~trc/tcgpart.htm).

<table>
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<th>CLASS PARTICIPATION GRADING CRITERIA</th>
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<td>0 – 5 Poor Participation</td>
<td>Frequent Absences</td>
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<td>6 - 7 Marginal Participation</td>
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<td>7 - 8 Moderate Participation</td>
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<td>Excellent Participation</td>
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<tr>
<td>8 – 9 Strong Participation</td>
<td>9 – 10 Excellent Participation</td>
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<td>□ Demonstrates good preparation: has clearly read and asks pertinent questions about course material</td>
<td>□ Demonstrates excellent preparation: has analyzed course material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).</td>
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<td>□ Offers interpretations or analysis of course material (more than just facts) to class.</td>
<td>□ Offers analysis, synthesis, and evaluation of material, e.g. puts together pieces of the discussion to develop new approaches that take the class further.</td>
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<td>□ Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</td>
<td>□ Contributes in a very significant way to ongoing discussion: keeps discussion focused, responds very thoughtfully to other students’ comments, contributes to the cooperative dialogue-building, suggest alternative ways of approaching material.</td>
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<td>□ Demonstrates consistent ongoing involvement.</td>
<td>□ Demonstrates ongoing very active involvement.</td>
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**GRADING SCALE OF PAPERS AND TEST**

The criteria for each grade are as follows:

| 100 | A+ | Brilliant mastery of subject content; demonstrates exceptional skill, insight, reflection, understanding of self and others; exceptional mastery of core concepts |
| 95 – 99 | A | Strong mastery of subject content, demonstration of insight, clinical astuteness, creativity and/or complexity in completion of assignment; strong capacity for self-reflection |
| 90 – 94.9 | A | The difference between A and A- is based on the degree to which the above described skills are demonstrated |
| 87 – 89.9 | B+ | Mastery of subject content beyond expected competency; is growing in insight, clinical acuity, and self-reflection and in mastery of core concepts |
| 84 – 86.9 | B | Mastery of subject content at level of expected competency – meets course expectations |
80 – 83.9  **B-**  Less than adequate competency, but demonstrates student learning and potential for mastery of subject content

70 - 79   **C or C-** Demonstrates a minimal understanding of core content, and of self and others. Significant areas need improvement to meet course requirements.

69 and below   **Student has failed to demonstrate minimal understanding of subject content.**