



College of Education
Department of Human Development
Institute for Child Study

**YOUNG CHILDREN AT ENVIRONMENTAL RISK:
DEVELOPMENTAL AND INTERVENTION ISSUES
EDHD 872 - Spring 2007**

Instructor: Dr. Brenda Jones Harden
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Course Meeting Time: Wednesday 4:15-7:00 PM
Location: Room 3315, Benjamin Building

Course Description: This graduate seminar is designed to explore the developmental trajectories of young children (ages birth through eight) at environmental risk, and consider what interventions might optimize their development. Building on a developmental-ecological framework, students will be exposed to several contextual factors that place children at developmental risk, including poverty and its concomitants, immigration and minority status, neighborhood instability and violence, family violence (i.e., intimate partner violence and child maltreatment), and parental psychopathology. All the developmental and intervention issues addressed in the course will be grounded in relevant theory and research (e.g., bioecological theory, prevention science).

Course Objectives:

Upon successful completion of the course the student will:

- Be familiar with the major theories that inform an understanding of young children at risk and that guide intervention work for these children and their families.
- Have a foundational knowledge base of the research on the developmental effects of various ecological risk factors.
- Be able to design evidence-based interventions for young children at environmental risk, using research from developmental and prevention science.
- Have formed a link between the material covered in this course and her current graduate training and future career.

Course Requirements:

Each student is expected to:

1. Read all assigned articles as per course schedule and in advance of class, and be an active participant in class discussions and activities. As this is a graduate seminar,

it is expected that all students facilitate class discussions of reading and lecture materials, and how they inform the design and implementation of interventions.

2. Complete a research paper on the effects of one specific environmental risk on the domain of development which the student studies (e.g., cognitive development and learning, social-emotional development and mental health) or on family processes which in turn affect development. Students should discuss their topics with the professor before proceeding to write the paper. This research paper should be approximately 15 pages in length, without references, and conform to APA format. Although it is not expected that students complete an exhaustive review of the literature in the selected area, the paper should provide the reader with a comprehensive understanding of the topic. At least 25 references are required. This assignment is due on **Wednesday, March**

3. Propose an intervention implementation and evaluation project to the Administration for Children and Families, US Department of Health and Human Services, which addresses the needs of the particular children and families selected for the literature review. This proposal should include the following sections: 1) specific aims (goals and objectives); 2) background (streamlined version of literature review already completed); 3) intervention design and implementation (include literature re: evidence-based practice; link intervention design to developmental knowledge; provide “theory of change”); and 4) evaluation (include participants, measures, and procedures). Please select the department of ACF whose portfolio most resembles the work you are proposing to do, and integrate its mission in your specific aims. You do not have to include a budget, but propose a project that is doable by a small research team within a two-year period. This assignment is due by **Wednesday, May 16**.

Grading Standards

Participation	20%
Research Paper	35%
Intervention Implementation and Evaluation Proposal	<u>45%</u>
TOTAL	100%

Policy on Timely Submission of Assignments

All assignments are to be submitted as per the due dates outlined on the course schedule. Points will be deducted for late assignments (i.e., 10 points out of 100 for every day late) unless the student has extraordinary circumstances that the instructor deems sufficient to warrant lateness (such as severe illness or the death of a family member) AND the student contacts the instructor in advance of the due date and receives permission to complete the assignment/exam late; OR due to a real emergency or sudden onset of a problem the student is unable to contact the instructor. Under the latter circumstances, the student must contact the instructor as soon as possible at 301-405-2580 or bjharden@umd.edu

Academic Dishonesty:

No credit will be given for work that involves any form of cheating or academic dishonesty (e.g., plagiarism). Students are responsible for knowing what constitutes a violation of the Student Honor Code, a copy of which appears in the Student Schedule of Classes.

Accommodations for Students with Disabilities

If you have a documented disability and wish to discuss academic accommodations, please contact the course instructor as soon as possible.

EDHD 872 COURSE SCHEDULE

(subject to change)

January 24 **Introduction; Review of Young Child Development**

January 31 **Theoretical Underpinnings**

Readings:

Bronfenbrenner, U., & Ceci, S. (1994). Nature-nurture reconceptualized in developmental perspective: A bioecological model. *Psychological Review*, 100, 568–586.

Cicchetti, D. & Rogosch, F. (1996). Equifinality and multifinality in developmental psychopathology. *Development and Psychopathology*, 8, 597-600.

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K., Seybolt, D., Morrissey-Kane, E., et al. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist*, 58(6/7).

February 7 **Individual Risk Factors: Health, Gender, Race
Spotlight on the African American Male Young Child
(Joint Class with COE MIAUE – Room 0220)**

Readings:

Stern, M., Karraker, K., McIntosh, B., Moritzen, S. & Olexa, M. (2006). Prematurity stereotyping and mothers' interactions with their premature and full-term infants during the first year. *Journal of Pediatric Psychology*, 31(6), 597-607.

Naglieri, J. & Rojahn, J. (2001). Intellectual classification of Black and White children in special education programs using the WISC-III and the Cognitive Assessment System. *American Journal on Mental Retardation*, 106(4), 359-367.

Maryland State Department of Education documents.

February 14 **Parental Psychopathology**

Readings:

Durbin, C., Klein, D., Hayden, E., Buckley, M. & Moerk, K. (2005). Temperamental emotionality in preschoolers and parental mood disorders. *Journal of Abnormal Psychology, 114*(1), 28-37.

Field, T., Nadel, J., Hernandez-Reif, M., Diego, M., Vera, Y., Gil, K. & Sanders, C. (2005). Depressed mothers' infants show less negative affect during non-contingent interactions. *Infant Behavior and Development, 28*(4), 426-430.

Lyons-Ruth, K., Alpern, L., Repacholi, B. (1993). Disorganized infant attachment classification and maternal psychosocial problems as predictors of hostile-aggressive behavior in the preschool classroom. *Child Development, 64*(2), 572-585.

February 21

Parental Substance Use

Readings:

Behnke, M., Eyster, F., Warner, T., Garvan, C., Hou, W., & Wobie, K. (2006). Outcome from a prospective, longitudinal study of prenatal cocaine use: Preschool development at 3 years of age. *Journal of Pediatric Psychology, 31*, 41–49.

Bendersky, M., Bennett, D., & Lewis, M. (2006). Aggression at age 5 as a function of prenatal exposure to cocaine, gender, and environmental risk. *Journal of Pediatric Psychology, 31*, 71–84.

O'Connor, M. J., & Paley, B. (2006). The relationship of prenatal alcohol exposure and the postnatal environment to child depressive symptoms. *Journal of Pediatric Psychology, 31*, 50–64.

February 28

Family Structure: Adolescent, Single and Elder Parenthood

Readings:

Bachman, J. & Chase-Lansdale, P.L. (2005). Custodial grandmothers' physical, mental, and economic well-being: Comparisons of primary caregivers from low-income neighborhoods. *Family Relations, 54*(4), 47-487.

Black, M., Papas, M., Hussey, J., Hunter, W., Dubowitz, H., Kotch, J., et al. (2002). Behavior and development of preschool children born to adolescent mothers: Risk and 3-generation households. *Pediatrics, 109*, 573–580.

Moffit, T., Caspi, A. & Taylor, A.I. (2003). Life with (or without) father: The benefits of living with two biological parents depend on the father's antisocial behavior. *Child Development, 74*(1), 109-126.

March 7

Child Maltreatment

Readings:

Coster, W., & Cicchetti, D. (1993). Research on the communicative development of maltreated children: Clinical implications. *Topics in Language Disorders, 13*, 25–38.

Egeland, B., Yates, T., Appleyard, K., & Van Dulmen, M. (2002). The long-term consequences of maltreatment in the early years: A developmental pathway model to antisocial behavior. *Children's Services: Social Policy, Research, and Practice, 5*, 249–260.

Lansford, J., Malone, P., Stevens, K., Dodge, K., Bates, J. & Pettit, G. (2006). Developmental trajectories of externalizing and internalizing behaviors: Factors underlying resilience in physically abused children. *Development and Psychopathology, 18*(1), 35-55.

Mackner, L., Starr, R., & Black, M. (1997). The cumulative effect of neglect and failure to thrive on cognitive functioning. *Child Abuse & Neglect, 21*, 691–700.

March 14

Substitute Care: Foster Families and Group Facilities

Brown, J., Bakeman, R., Coles, C., Platzman, K., & Lynch, M. (2004). Prenatal cocaine exposure: A comparison of 2-year old children in parental and nonparental care. *Child Development, 75*, 1282–1295.

Leslie, L., Gordon, J., Ganger, W., & Gist, K. (2002). Developmental delay in young children in child welfare by initial placement type. *Infant Mental Health Journal, 23*, 496–516.

Castle, J., Groothues, C., Bredenkamp, D., Beckett, C., O'Connor, T., Rutter, M., & English and Romanian Adoptees Study Team. (1999). Effects of qualities of early institutional care on cognitive attainment. *American Journal of Orthopsychiatry, 69*, 424–437.

Zeanah, C., Smyke, A., Koga, S., & Carlson, E. (2005). Attachment in institutionalized and community children in Romania. *Child Development, 76*, 1015–1028.

March 21 **NO CLASS - HAPPY SPRING BREAK!**

March 28 **NO CLASS – SRCD BIENNIAL MEETING**

April 4 **Community Violence Exposure**

Readings:

Linares, L. O., Heeren, T., Bronfman, E., Zuckerman, B., Augustyn, M., & Tronick, E. (2001). A mediational model for the impact of exposure to community violence on early child behavior problems. *Child Development, 72*, 639-652.

Randolph, S. M., Koblinsky, S. A., Beemer, M. A., Roberts, D. D., & Letiecq, B. L. (2000). Behavior problems of African American boys and girls attending Head Start Programs in violent neighborhoods. *Early Education & Development, 11*, 339-356.

Shahinfar, A., Fox, N. A., & Leavitt, L. (2000). Preschool children's exposure to violence: Relation of behavior problems to parent and child reports. *American Journal of Orthopsychiatry, 70*, 115-125.

April 11 **Intimate Partner Violence**

Readings:

Owen, A., Thompson, M. & Kaslow, N. (2006). The mediating role of parenting stress in the relation between intimate partner violence and child adjustment. *Journal of Family Psychology, 20*(3), 505-513. 8-12 year olds.

Levendosky, A., Leahy, K., Davidson, W. & von Eye, A. (2006). Domestic violence, maternal parenting, maternal mental health, and infant externalizing behavior. *Journal of Family Psychology, 20*(4), 544-552.

DeVoe, E. & Smith, E. (2002). The impact of domestic violence on urban preschool children: Battered mothers' perspectives. *Journal of Interpersonal Violence, 17*(10), 1075-1101.

April 18 **Poverty**

Readings:

Yeung, W., Linver, M. & Brooks-Gunn, .(2002). How money matters for young children's development: Parental investment and family processes. *Child Development*, 73, 1861-1879.

Duncan, G., Brooks-Gunn, J., & Klebanov, P. (1994). Economic deprivation and early childhood development. *Child Development*, 65, 296–318.

Watson, J., Kirby, R., Kelleher, K., & Bradley, R. (1996). Effects of poverty on home environment: An analysis of three-year outcome data for low birth weight premature infants. *Journal of Pediatric Psychology*, 21(3), 419–431.

April 25

Immigration and Minority Status

Readings:

Rodriguez, M., Davis, M., Rodriguez, J. & Bates, S. (2006). Observed parenting practices of first-generation Latino families. *Journal of Community Psychology*, 34(2), 133-148.

Cabrera, N., Shannon, J., West, J. & Brooks-Gunn, J. (2006). Parental interactions with Latino infants: variations by country of origin and English proficiency. *Child Development*, 77(5), 1190-1207.

Arnold, E. (2006). Separation and loss through immigration of African Caribbean women to the UK. *Attachment and Human Development*, 8(2), 159-174.

May 2

Homelessness and Housing Issues

Readings:

Miliotis, D., Sesma, A., & Masten, A. (1999). Parenting as a protective process for school success in children from homeless families. *Early Education and Development*, 10(2), 111-133.

Garcia Coll, C., Buckner, J., Brooks, M., Weinreb, L. & Bassuk, E. (1998). The developmental status and adaptive behavior of homeless and low-income housed infants and toddlers. *American Journal of Public Health*, 88, 1371-1374.

Canfield, R., Gendle, M., & Cory-Slechta, D. (2004). Impaired neuropsychological functioning in lead-exposed children. *Developmental Neuropsychology*, 26(1), 513–540.

May 9

Children and Multiple Risks/Course Closing

Readings:

Stevens, G. (2006). Gradients in the health status and developmental risks of young children: The combined influences of multiple social risk factors. *Maternal and child health journal*, 10(2), 187-199.

The effects of family and neighborhood characteristics on the behavioral and cognitive development of poor black children: A longitudinal study. *American Journal of Community Psychology*, 32, 175-186.