



CECH 6221 Child Development

New Orleans Baptist Theological Seminary
Christian Education Division

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The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church.

Purpose of the Course

The purpose of this course is to equip students with an understanding of the biological, psychological, and social development of children from birth through age 12 so that they may be able to plan and implement appropriate ministry action based upon knowledge of developmental milestones.

Core Values

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2015-2016 academic year the Core Value is *Mission Focus*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Effective servant leadership*: The course will address how the teacher becomes an efficient and effective mentor and tutor in the academic environment.
2. *Interpersonal relationships*: In addition to contemporary models for pedagogy that embrace technology, the course focuses on how those environments develop and contribute to effective professor to student relationships in the learning motif.
3. *Disciple making*: The course focuses on the aspects of effective and appropriate teaching technique and skills.

Course Description

A study is made of the human growth developmental process of children birth through eleven years. Physical, mental, social-emotional, and moral/spiritual characteristics are identified and related to implications for parents and teachers. Developmental theories are explored, and observations are made of young children.

Student Learning Outcomes

At the conclusion of the course you will be able to:

1. Research child development from the perspective of various theorists and researchers.
2. Identify and explore developmental and cultural issues which preschoolers and children face in today's world.
3. Address ways in which families and churches can help preschoolers and children to deal with these issues within the context of their various developmental stages.

Required Text

Trawick-Smith, Jeffrey. *Early Childhood Development: A Multicultural Perspective, 6th ed.* Pearson, 2013. ISBN: 978-0132868594 This text is available as an e-book.

Course Teaching Methodology

Units

Research and Assessment
Newborns, Infants, Toddlers
Preschoolers
Primary Years

Methodology

Methods used in this course include lecture, group work and presentations, service hours, guest speakers, and individual learning assignment.

Format

This course is taught on the main campus in a block format.

Assignments and Evaluation Criteria

All assignments are to be posted to the course's Blackboard unless otherwise instructed.

1. Special Needs Presentation (10%)

Due: See Course Schedule

Develop and execute a 20-minute present on a special needs topic to the class on the assigned date. Submit your topic request in week 2 on the form provided by the professor. *Your topic must be approved.* The list of topics and presenters will be posted on Blackboard in week 3. Your presentation should include the following:

- Visual prop demonstrating something about the special need (models, food creations, diorama, mobiles, etc.)
- 3-4 slide PowerPoint or Prezi (or other presentation program)
- Video of child with the special need (no more than 2 minutes)
- An activity that engages the class
- Recommendations for church ministry action
- 1 to 2-page handout

This assignment is related to SLO #1, #2, and #3.

2. Current Event Response/Presentation (10%)

Due: See Course Schedule

Review current magazines and newspapers for articles regarding events that affect the biopsychosocial development of children. Select *one* article about which you will write a 2-page formal response and develop a 20-minute presentation. Submit your selected topic in week 2 on the form provided in class. Your event article must be approved. The list of current event topics and presenters will be posted on Blackboard in week 3.

Formal Response: The response should be 2 pages, include a Turabian citation for the article and answer the following questions.

- Who or what is the article about? Be specific.
- Who does the event affect?
- When and where did this event occur?
- How did the event occur and what happened? Be specific.
- How does the event in the article impact children and/or families?
- Why did you select this article?
- In what way does this article relate to topics, themes, or essential questions addressed in this class?

A copy of the article should be submitted with the formal response.

Presentation: Include the following.

- 3-4 slide PowerPoint or Prezi (or other presentation program)
- Video (no more than 2 minutes)
- Recommendations for church ministry action

- An activity that engages the class
- 1 to 2-page handout

This assignment is related to SLO #2 and #3. A rubric for this assignment is in Assignment Upload.

3. Letter to the Editor (10%)

Due: Dec. 1

Write a *Letter to the Editor* articulating your response to the article selected in assignment #2. Your letter should be between 150-200 words. This letter does not have to be submitted to the editor of the publication. You will post your letter to the designated discussion board on the due date. *Letters to the Editor Tips* is posted in Assignments Upload.

Once the letters are posted you will make a response to a minimum of two Letters to the Editor written by your colleagues. See the Letter to the Editor Discussion Board for specific directions. *This assignment is related to SLO #2.*

4. Case Study (25%)

Due: See Course Schedule

Choose a child from *18 months – 5 years* to observe during the semester. You will complete 10 activities while observing your “case study” child. Each activity is worth 30 points. Case study activities are provided in this syllabus and are also posted on Blackboard in Assignments Upload. Assignments are due over the course of the semester. See *Case Study Rubric* for each of the 10 activities in this syllabus and posted in Assignment Upload on Blackboard for specific grading components.

Submit the *Lab Site Tracking Sheet* with Case Study Activity 10. *Failure to submit this completed form will result in a deduction of 9 points from Activity 10.*

The case study child must attend an early learning center. You should try to make your observations as discreet as possible so you are not keeping your “case study” child, or any other children, from participating in daily activities and routines. To maintain confidentiality, respect, and professionalism, you must not use the real name of your “case study” child, nor take any pictures. *This assignment is related to SLO #1.*

5. Case Study Reflection (10%)

Due: Dec. 8

Type a 1 – 2 page comprehensive reflection regarding what you learned about your child during each of the case study activities 1-10 and how a local church may support his/her development. See *Case Study Reflection Rubric* in this syllabus and posted in Assignment Upload on Blackboard for specific grading components. *This assignment is related to SLO #1.*

6. Quizzes (10%)

Due: Be prepared weekly

In order to help you keep up with the assigned readings, quizzes will be given during the semester over the designated content assigned for that day. You may use one page (8.5

x 11) - front and back - of notes that you have taken over the content as you read. Missed quizzes cannot be made up. *This assignment is related to Student Learning Outcome #1.*

7. Sectional Tests (Sectional – 5% each, Mid-term – 10%, Final 10% = 30%)

You are expected to take all sectional tests and exams at the scheduled times. Unless otherwise indicated, exams are NOT open book/open note. Tests will cover materials presented through class discussions, presentations, and assigned reading. Exams will consist of objective questions (true/false and multiple choice) and subjective questions (identification and essay/short answer). **Make-up exams will only be given in extreme circumstances.** The final exam is comprehensive.

All tests will be posted on Blackboard under Assignments and will be available at 8:00 a.m. on Mondays and will close at 11:55 p.m. CST on Wednesdays. The exam can be opened one time only and must be completed within the time allotted.

A few tips about taking a test on Blackboard:

- When taking an exam, be “wired” to the wall, not on Wi-Fi - and on a computer, not a tablet or a phone. You will most likely lose connection to the exam if you do not follow this instruction.
- You should not hit the “save” button to save answers during a single-attempt test – “saving” implies that you wish to complete the test later and this is not allowed in a single- attempt test. Any attempt to do so will kick you out.
- Past experience has demonstrated that you should use Mozilla Firefox and not Internet Explorer or Safari to take exams. Why? I do not know. I only know that it is true.
- When answering a short answer/discussion question, put your response in a Word document and then paste your answer into the test. By doing so you will have a copy of your answer should you get kicked out of the exam.

This assignment is related to Student Learning Outcome #1.

Course Evaluation

Special Needs Presentation	10%
Current Event Presentation	10%
Letter to Editor	10%
Case Study	25%
Reflection	10%
Quizzes	10%
Sectional Tests (2)	10%
Mid-term	10%
Final	10%

Grading Scale

A: 100-93 B: 92-85 C: 84-77 D: 76-70 F: 69 and below

Course Outline

Week	Date	Readings	Topic	Assignment Due
1	Aug.26	Chapter 1	Introduction to Child Development	
2	Sept.2	Chapters 2 & 3	Research, Assessment, and Theories	Case Study Activities 1-3 Special Need and Current Events Topics
3	Sept. 9	Chapters 4 & 5	Conception and Newborns	Test #1 (Chapters 1-3) Submit age of case study child <i>in months</i> for ASQ
4	Sept. 16	Chapter 6	Infants and Toddlers Physical Development	
5	Sept. 23	Chapter 7	Cognitive Development	Special Needs Presentation (all due, 2 present)
6	Sept. 30	Chapter 8	Language	Special Needs Presentation (2 present) Case Study Activities 4-5
7	Oct. 7	Chapter 9	Social/Emotional Development	Mid-Term Exam (Chapters 1-8)
8	Oct. 14	Chapter 10	Preschoolers Physical Development	Special Needs Presentation (2 present) Case Study Activities 6-7
9	Oct. 21	Fall Break – Enjoy!!		
10	Oct. 28	Chapters 11 & 12	Cognitive Development	Case Study Activities 8-9
11	Nov. 4	Chapter 13	Social/Emotional Development	Test #2 (Chapters 9-12)
12	Nov. 11	Chapter 14 & 15	Physical and Cognitive Development	Case Study Activity 10 and Lab Site Tracking Sheet
13	Nov. 18	Chapter 16	Language and Literacy	Case Study Reflection Paper
14	Nov. 25	Thanksgiving Break!		
15	Dec. 2		Current Events	Current Event Presentations
16	Dec. 9	Chapters 17-18	Primary Years Social/Emotional Development Parents and Families	Letter to the Editor Due
	Dec. 16			Final Exam – 9:00 – 11:00 Comprehensive

Child Development Case Study Activity 2

1. Review the following NAEYC website and document 3 facts about conducting research in an ethical manner. <http://www.naeyc.org/research/ethical>
2. Why is it important for you to maintain confidentiality during your case study observations?
3. Why is it important for you to maintain unbiased documentation during your case study observations?
4. Why is it important for you to maintain fairness to your child during your case study observations?
5. How might these observations promote positive outcomes for the child you are observing?

Child Development Case Study 3

1. List two things you need to do to present yourself as a professional researcher during your observations.
2. List two ways you will make an effort to involve the child's family in your observations.
3. List two ways you will make any effort to involve other professional colleagues
4. List two community agencies that might benefit your child (make sure the agency works with families and children the ages of the child being observed).
5. List two things you hope to gain from doing these observations that will help you in your early childhood career.

Child Development Case Study Activity 4

Review the chapters related to physical development for the age of your case study child for answers to the following questions. Write the page number where you find the answer in the blank provided.

1. Page _____. According to our textbook, what is the average height and weight for the gender and age of your case study child?

2. What is the height and weight of your case study child? Height: _____ Weight: _____
What is the gender of your case study child?

3. Page _____. According to our textbook, gross motor skill development continues to improve as children become stronger and more coordinated. Give two examples of gross motor skills your case study child has mastered.

4. Page _____. According to our textbook, fine motor skill development continues to improve as children play with small objects. Give two examples of fine motor skills your case study child has mastered.

5. What did you enjoy most about observing your case study child's physical development?

Child Development Case Study Activity 5

Directions: Thoroughly document everything that your case study child does as it occurs during your 20-minute observation.

Location of Observation: _____

Date of Observations: _____ **Time of Observation:** _____ to _____

Observations Record information in a detailed, sequential, and unbiased manner. Information must be factual and objective, recording only what actually happened.	Comments and Analysis Draw inferences and conclusions that evidence accurate child development descriptions.

Child Development Case Study Activity 6

Review the chapters (may be more than one) for the age of your case study child for answers to the following questions. Write the page number where you find the answer in the blank provided.

1. Page _____. According to our textbook, those in early childhood engage in pretend play. Give two examples of pretend play in which your case study child has participated.

2. Page _____. According to our textbook, your case study child is in which stage of cognitive development? Give two examples of things your case study child has said or done to support your answer.

3. Conduct the conservation of number, conservation of continuous quantity, or categorization experiment (Piaget) with your case study child. (See pages 249-251) Which activity did you choose?

4. Record your case study child's responses.

5. Is your case study child able to conserve or categorize?

Child Development Case Study Activity 7
Running Record Observation and Comments

Directions: Thoroughly document everything that your case study child does as it occurs during your 20-minute observation.

Location of Observation: _____

Date of Observations: _____ **Time of Observation:** _____ to _____

<p style="text-align: center;"><u>Observations</u></p> <p>Record information in a detailed, sequential, and unbiased manner. Information must be factual and objective, recording only what actually happened.</p>	<p style="text-align: center;"><u>Comments and Analysis</u></p> <p>Draw inferences and conclusions that evidence accurate child development descriptions.</p>

Child Development Case Study Activity 8 Social-Emotional Development

1. Page _____. According to your textbook, your case study child is in the autonomy vs. shame/doubt stage or initiative vs. guilt stage of Erikson's Stages of Emotional Development. Per the age of your case study child, is he or she exhibiting either more autonomy than shame/doubt or more initiative than guilt?

2. Give two examples to support your answer to question #1.

3. Page _____. According to our textbook, Erikson proposes that children should take part in the routines of their world in real and important ways. Provide two examples of your case study child engaging in the "routines of his or her world."

4. Social learning includes sharing, controlling anger, thinking of other's feelings, and making friends. Give two examples of your case study child exhibiting any of these behaviors.

5. Preschool children feel many emotions and are expected to control many of their intense feelings. However, if children control emotions without admitting their underlying feelings to themselves and others, they may become emotionally troubled. Give two examples of your case study child's attempts at verbally expressing his/her feelings.

Child Development Case Study Activity 9
Running Record Observation and Comments

Directions: Thoroughly document everything that your case study child does as it occurs during your 20-minute observation.

Location of Observation: _____

Date of Observations: _____ **Time of Observation:** _____ to _____

<p style="text-align: center;"><u>Observations</u></p> <p>Record information in a detailed, sequential, and unbiased manner. Information must be factual and objective, recording only what actually happened.</p>	<p style="text-align: center;"><u>Comments and Analysis</u></p> <p>Draw inferences and conclusions that evidence accurate child development descriptions.</p>

Child Development Case Study Activity 10

You will receive an Ages and Stages Questionnaire (ASQ) to complete with your case study child.

Circle the age that you will use for your case study child:

18 months, 20 months, 22 months, 24 months, 27 months, 30 months, 33 months, 36 months, 42 months, 48 months, 54 months, or 60 months.

Turn in your lab tracking sheet with the ASQ (Case Study 10).

Child Development
Lab Site Tracking Sheet

Name _____

Assignment: Case study of a child from 18 months – 5 years

Semester: _____

Name of early learning center: _____

Type of early learning center: Faith-based Private school

Address of facility: _____

Contact Name: _____ Phone: _____

Age of child observed: _____

Number of hours spent observing: _____

Signature of Contact Person: _____ Date _____

Signature of Student: _____ Date _____

Rubric – Case Study Activities 1-4,6,8

Purpose/Goal: Students will answer question to review the textbook and observations with their “case study” child. Total possible points each: 30

Criteria	Excellent Compliance (30)	Minimal Compliance (15)	Non-Compliance (0)
Case Studies 1-4, 6, 8	All questions are thoroughly answered, and responses are free of grammar and spelling errors	At least half of the questions are thoroughly answered and responses contain 1-3 grammar and/or spelling errors.	Less than half of the questions are thoroughly answered and responses contain more than 3 grammar and/or spelling errors

27-30 = A, 22-26 = B, 21-17 = C, 13-16 = D, 12 points or less = F

Rubric – Case Study Activities 5, 7, 9

Purpose/Goal: Students will answer question to review the textbook and observations with their “case study” child. Total possible points each: 30

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance
Observation	Documentation is thorough and focused on the case study child (13)	Documentation and/or comments are vague and/or are focused on a group of children, including the case study child (7)	Documentation and/or comments are not completed or are focused on a group of children. (0)
Comments	Comments are thorough and focused on the case study child. (13)	Comments are vague and/or focused on a group of children, including the case study child. (7)	Comments are not completed and/or focused on a group of children. (0)
Quality of Work	Assignment is free of grammar and spelling errors. (4)	Assignment contains 1-2 grammar/spelling errors. (2)	Assignment contains more than 2 grammar/spelling errors. (0)

27-30 = A, 22-26 = B, 21-17 = C, 13-16 = D, 12 points or less = F

Rubric - Case Study Activity 10

Purpose/Goal: Students will answer question to review the textbook and observations with their “case study” child. Total possible points: 30

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance
ASQ	Every section of the ASQ is completed. (10)	Half of the sections of the ASQ are completed. (5)	Less than half of the sections of the ASQ are completed (0)
Accuracy in scoring of each section	Each line has an accurate score of 10, 5, or 0. Each individual section is accurately added. (10)	Half of the lines are scored and accurately added in each individual section. (5)	Lines are not scored and sections are not added. (0)
Accuracy in scoring box on last page	The box is accurately scored based on the score from each individual section. (10)	The box is completed but scoring is inaccurate. (5)	Box is not scored. (0)

27-30 = A, 22-26 = B, 21-17 = C, 13-16 = D, 12 points or less = F

Rubric – Reflection Paper

Directions: After completing the assigned activities for the case study on the child you have chosen, you will write a summary of your findings. To maintain confidentiality, respect, and professionalism, please change the name of your “case study” child, and do not take any pictures.

Possible Points: 100 (10% of final grade)

Criteria	Excellent	Good	Poor	Unacceptable
Opening Paragraph	Discusses the goals and benefits of conducting this assessment on this child (10)	Discusses goals and benefits (8)	Presents limited knowledge of goals and benefits (5)	Does not mention goals or benefits (0)
Using Observations	Describes what was learned about the child’s: - Physical development (skeletal growth and motor dev.) (20) - Intellectual dev. (include cognitive and communication) (20) - Social-emotional development (10)	Information is complete but not as comprehensive as necessary (8 points possible per domain)	Information is incomplete, incorrect or vary minimal. (5 points possible per domain)	Element is missing (0 points per domain)
Responsible Assessment	Discusses the need for confidentiality, unbiased observations, and fairness to the child. Suggests how this assessment might promote positive outcomes for this child. (12)	Three of four elements complete. (10)	Two of four elements complete - minimal information (8)	One of four elements complete or information incorrect (1) Missing (0)
Assessment Partnerships	Presents how the child’s family could be involved in the assessment. Describes how other professional colleagues or community agencies could benefit the child. (20)	Information complete but not comprehensive (15)	Incomplete or minimal information (10)	Missing (0)
Written and Verbal Skills	Paper is computer-generated, well organized, and has fewer than three spelling/grammatical errors. (8)	Reflection is computer generated but disorganized and/or has 3-4 spelling/grammatical errors. (5)	Reflection is disorganized and has 5-6 spelling/grammatical errors. (2)	Reflection is sloppy, disorganized, and has more than 7 spelling/grammatical errors. (0)

A: 100-93 B: 92-85 C: 84-77 D: 76-70 F: 69 and below

Course Policies

Absences: You are permitted a maximum of 9 hours of absence from this course. However, participation in this course is partially based on attendance. You can't participate if you are absent.

Academic Honesty Policy: All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

Assignment Submission: All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

Classroom Decorum: Your participation is required for every class session. You are expected to:

- Come to the class with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Use laptops appropriately during class.

Electronic Devices: Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent.

Grading Scale: Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the NOBTS 2013-2014 catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

Late Assignments: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100 point assignment, 3/.3 points for a 30 point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

Netiquette: Appropriate Online Behavior: Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism: A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

Professor's Absence or Tardiness: If the professor is late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

Recording Policy: Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

Additional Information

Blackboard and SelfServe: You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard. You will be need to enroll in the course on Blackboard.

Correspondence with the Grader: You should contact the grader via email at peaveygrader@gmail.com. The grader responds to email during normal business hours, 8 a.m. and 5 p.m. on weekdays only. The grader may not respond to late night or weekend e-mails until regular “business” hours. Please respect the grader’s personal time. Remember, graders are students as well and have their own coursework and research to complete. Please be respectful in the language you use in your emails to the grader.

Correspondence with the Professor: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

Hurricane/Severe Weather Evacuation: For up-to-date weather information stay tuned to:

- WBSN FM-89.1, WWL AM 870
- WWL Channel 4
- www.nobts.edu

Mandatory Evacuation: Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

NOBTS Emergency Text Messaging Service: Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

Office Hours: Monday/Tuesday: 9-12; Friday 9-12

Special Needs: If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications you may need that are able to be provided.

Technical Support: If you experience any problems with your Blackboard account you may email BlackboardHelpDesk@nobts.edu or call the ITC at 504-282-4455, ext. 8180.

Selected Bibliography

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- Piaget, Jean. *The Child's Conception of the World*. Totowa: Littlefield, Adams, & Co., 1969.
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