



**OTRP** *online*  
office of teaching resources in PSYCHOLOGY



**Psychology 5000 Advanced Developmental Psychology  
Fall, 2011 Syllabus  
Catherine Deering, Ph.D., ABPP**

**Welcome to Advanced Developmental Psychology!** In this course we will explore theories and research in developmental psychology to provide a foundation that will enable to you to serve as a clinician and/or consultant to families in applied settings. We will explore the amazing process of child and family development with particular attention to the importance of attachment for creating a context that facilitates healthy functioning in work, school, and life.

**Faculty Contact:** (678) 466-4830. The best way to contact me is by email at [kittydeering@clayton.edu](mailto:kittydeering@clayton.edu) I check my email often and respond quickly.

**Office:** Laboratory Annex Building 116A

**Office Hours:** Tuesdays 11:15 AM-12:15 PM; 2:00-2:30 PM; Wednesdays 11:30 AM-2:30 PM; Thursdays 11:15AM -12:15 PM; 2:00-2:30 PM; and by appointment

**Instructor's Website:** <http://a-s.clayton.edu/psychology/faculty/deering.htm>

**CSU Catalog Course Description:** The exploration of seminal theories and theorists of human development, such as Erikson, Piaget, Bronfenbrenner, and Vygotsky. Students will learn the distinguishing features of the different theoretical perspectives, and there will be a heavy emphasis on evaluating how these theories influence practice in applied settings.

**Prerequisites:** Acceptance into the M.S. program in Applied Developmental Psychology or Clinical Psychology.

**Class Times:** Tues/Thurs. 9:50 AM-11:05 AM G233

**Textbook:**

Davies, D. (2010) Child development: A practitioner's guide. 3<sup>rd</sup>. Ed., NY: Guilford Press.

**Course Objectives:** By the end of this course, the student should be able to:

1. Analyze and apply developmental theories to practice situations with children.
2. Explore the influence of attachment as a major context for human development.
3. Analyze research findings regarding risk factors for child psychopathology, and examine ways to promote resilience.
4. Evaluate current research in child development related to applied settings, including preventive and interventional approaches.
5. Consider how current research findings in child development can inform policy decisions to promote the mental health of children and adolescents.

**Learning Outcomes:** The following are the 5 learning outcomes for M.S. Program in Applied Developmental Psychology Program.

- Demonstrate an understanding of the major theoretical perspectives on child and adolescent development and how these differing perspectives can be used to develop and guide interventions and services for diverse populations of children and adolescents.
- Understand and apply the ethical standards set forth by the American Psychological Association, especially those ethical guidelines pertaining to contact with minors.
- Demonstrate knowledge of the major domains of development and both the biological foundations for and environmental influences on development within these domains.
- Demonstrate knowledge of the major contexts for development (e.g. family, educational, community, and legal systems) as well as how programmatic and policy decisions can both favorably and adversely impact the functioning of these systems and the children within them.
- Apply knowledge of methodological strategies for assessing child and adolescent development and the programs that serve them.
- Demonstrate proficiency in both written and oral communication, particularly regarding the implications of research findings to relevant audiences.

**Course Requirements:**

1. Midterm Exam (25% of grade)
2. Final Exam (25% of grade)
3. Research Article Presentation (10% of grade)
4. Special Topics in Applied Developmental Psychology Presentation (10% of grade)
5. Mother-Child Interview and Analysis (20% of grade)
6. Class Participation (10% of grade)

**Exams:** There will be a midterm exam and a cumulative final exam in this course. The exams will be short answer and essay format. The material will cover the readings, as well as components of the class discussions and presentations.

**Class Participation:** I encourage you to actively participate in each and every class in this course. The format will be seminar-style, and the quality of the experience for everyone will be dependent on your thoughtful preparation and discussion of the issues in class. I will be monitoring your participation throughout the course. Please let me know if I can help you to

be more active or if there are any barriers you perceive to be interfering with the quality of our discussions.

Of course, if you are absent you cannot participate, so I will be taking note of attendance and factoring that into your class participation grade. Please be on time.

**Research Article Presentation:** An important skill that we want you to develop during your graduate program is the ability to evaluate and critique current research findings. Reading and understanding the methods and results of developmental studies takes time and repeated exposure to the literature. In this course we will be examining research methods and current findings related to developmental processes and interventions with at risk youth and families are important outcomes of this course and your masters degree program. Each of you will have the opportunity to present one of the research studies listed in the course schedule. These presentations will be 15 minutes in length and should include a summary of the purpose, hypotheses, methods (sample characteristics, measures, data analysis procedures), results, conclusions, and limitations. To demonstrate your understanding of the study, please be sure to describe each of these components in your own words, with the goal of making the information clear and compelling to your peers. After summarizing the study, I would like you to raise at least two or three key questions for the class regarding the implications for the study (why it is important), and what the next steps should be in this line of research. You will be evaluated by both me and your peers.

**Special Topics in Applied Developmental Psychology Presentation:** During this course, we will be examining a number of topics that are of particular interest and relevance to masters level practitioners in culturally diverse applied settings. Many of these topics are controversial because the research findings are mixed and they touch on issues about which people have strong feelings and/or dearly held beliefs. To examine these issues, we will read research studies that address different sides or perspectives on these topics. Each of you will work in pairs to develop a 30 minute presentation that will summarize the research studies assigned in the syllabus for a particular issue. In addition, each student pair will do a literature review on the topic and present one more research study that addresses yet another dimension or perspective on the same topic. After presenting the studies, the student pair will present their own critical analysis and synthesis of these findings and present their own concluding thoughts. Students will hand in a copy of their own identified study on the day of the presentation. You will be evaluated by both me and your peers.

**Mother-Child Interview and Analysis:** To apply the concepts examined in this course, you will be conducting an interview of a mother in her home environment, where you can observe her interactions with a child aged up to 2 years old. You will be asking specific questions about the child's developmental history, evaluating the child's temperament and behavior, assessing the quality of the home environment, and identifying strengths and risk factors for the mother-child dyad. Particular attention will be paid to the quality of the attachment between the mother and child. You will write up the results of this interview and follow this with an analysis of your findings, using concepts from the course readings. More detailed instructions will be provided later in the course.

**Course Policies:** Students are expected to abide by policies in the Clayton State University Student Handbook

<http://adminsivices.clayton.edu/studentaffairs/StudentHandbook/foreword.htm>

*Disruption of the Learning Environment:* CSU policies for disruptive student behavior may be found at <http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm>

I am committed to helping individuals who have disabilities to be successful in this course. If you need to request accommodations, please contact the Disability Services Coordinator, Student Center 225, 770-961-3719, [disabilityservices@mail.clayton.edu](mailto:disabilityservices@mail.clayton.edu) and discuss your concerns with me.

**Psychology 5000 Advanced Developmental Psychology  
Class Schedule  
Fall, 2011**

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tues.<br>8/16  | <b>Introduction &amp; Orientation to Course</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Thurs.<br>8/18 | <b>Transactional Model of Development; Attachment as a Context</b> <ul style="list-style-type: none"> <li>• Introduction to Part I: Perspectives on Development (Davies)</li> <li>• Chapter 1: Attachment as a Context of Development (Davies)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Tues.<br>8/23  | <b>Attachment as a Context of Development (Continued)</b> <ul style="list-style-type: none"> <li>• Sweeney, G. M. (2007). Why childhood attachment matters: Implications for personal happiness, families, and public policy. In A. S. Loveless &amp; T. B. Holman (Eds.), <i>The family in the new millennium: World voices supporting the "natural" clan. Vol. 1. The place of family in human society</i> (pp. 332-346). Westport, CT: Praeger.</li> <li>• Smyke, A.T., et. al. (2010). Placement in foster care enhances quality of attachment among young institutionalized children. <i>Child Development, 81, 1, 212-223.</i></li> </ul>                                                        |
| Thurs.<br>8/25 | <b>Theoretical Foundations: Bronfenbrenner &amp; Erikson</b> <ul style="list-style-type: none"> <li>• Bronfenbrenner, U. (2005). The bioecological theory of human development. <i>Making Human Beings Human: Bioecological perspectives in human development.</i> Thousand Oaks, California: Sage, 3-16.</li> <li>• Bronfenbrenner, U. (2005). Strengthening family systems. <i>Making Human Beings Human: Bioecological perspectives in human development.</i> Thousand Oaks, California: Sage, 260-273.</li> <li>• Crain, W. (2011). Erikson and the eight stages of life. <i>Theories of Development: Concepts and Applications.</i> 6<sup>th</sup> Ed. Boston: Prentice Hall, 281-305.</li> </ul> |
| Tues.<br>8/30  | <b>Brain Development</b> <ul style="list-style-type: none"> <li>• Chapter 2: Brain Development (Davies)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Thurs.<br/>9/1</p>  | <p><b>Risk and Protective Factors: The Child, Family, and Community Contexts</b></p> <ul style="list-style-type: none"> <li>• Chapter 3 (Davies)</li> <li>• Wright, M.O. &amp; Mastern, A.S. (2005). Resilience processes in development: Fostering positive adaptation in the context of adversity. In S. Goldstein &amp; R.B. Brooks (Eds.) <i>Handbook of resilience in children</i>. (pp. 17-37). New York: Kluwer Academic/Plenum Publishers.</li> <li>• Special Issue: Effects of Prenatal Maternal Drug Use on Children</li> <li>• McCarthy, S. &amp; Waters, T.F. (2003). A crack kid grows up: A clinical case report. <i>Journal of Offender Rehabilitation</i>. 37, 201-207, 210-216.</li> </ul> |
| <p>Tues.<br/>9/6</p>   | <p><b>No Class at CSU: Faculty Development Day</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Thurs.<br/>9/8</p>  | <p><b>Analysis of Risk and Protective Factors: Practice Applications</b></p> <ul style="list-style-type: none"> <li>• Chapter 4 (Davies)</li> <li>• Glaser, D. (2002). Emotional abuse and neglect (psychological maltreatment): A conceptual framework. <i>Child Abuse and Neglect</i>, 26 697-714.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Tues.<br/>9/13</p>  | <p><b>Analysis of Risk and Protective Factors: Practice Applications</b></p> <p>Cicchetti, D., Rogosch, F.A., Toth, S. (2006). Fostering secure attachment in infants in maltreating families through preventive interventions. <i>Development and Psychopathology</i>. 18, 623-649.</p>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Thurs.<br/>9/15</p> | <p><b>Infant Development</b></p> <ul style="list-style-type: none"> <li>• Introduction to Part II: A Developmental Lens on Childhood (Davies)</li> </ul> <p>Chapter 5 (Davies)</p> <ul style="list-style-type: none"> <li>• NICHD Early Child Care Research Network (2000). Factors associated with fathers' caregiving activities and sensitivity with young children. <i>Journal of Family Psychology</i>, 14, 2, 200-129.</li> </ul>                                                                                                                                                                                                                                                                     |
| <p>Tues.<br/>9/20</p>  | <p><b>Practice with Infants</b></p> <ul style="list-style-type: none"> <li>• Chapter 6 (Davies)</li> <li>• Mertesacker, B., Bade, U., Haverkock, A. &amp; Pauli-Pott, U. (2004). The role of infant emotionality, maternal depressiveness/anxiety, and social support. <i>Infant Mental Health Journal</i>, 25 (1), 47-61.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Thurs.<br/>9/22</p> | <p><b>Practice with Infants</b></p> <ul style="list-style-type: none"> <li>• Special Issue: Co-Sleeping</li> <li>• Goldberg, W.A. &amp; Keller, M.A. (2007). Co-sleeping during infancy and early childhood: Key findings and future directions. <i>Infant and Child Development</i>, 16, 457-469.</li> <li>• Keller, M.A. &amp; Goldberg, W.A. (2004). Co-sleeping: Help or</li> </ul>                                                                                                                                                                                                                                                                                                                     |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | hindrance for young children's independence? <i>Infant and Child Development</i> , 13: 369-388.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Tues.<br>9/27   | <b>Midterm Exam</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Thurs.<br>9/29  | <b>No Class: Professor Away</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Tues.<br>10/4   | <b>Toddler Development</b><br>Chapter 7 (Davies) <ul style="list-style-type: none"> <li>Kochanska, G. &amp; Askan, N. (2004). Development of mutual responsiveness between parents and their young children. <i>Child Development</i>, 75, 1657-1676.</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |
| Thurs.<br>10/6  | <b>Toddler Development</b> <ul style="list-style-type: none"> <li>Cipriano, E.A. &amp; Stifter, C.A. (2010). Predicting effortful control from toddler temperament and parenting behavior. <i>Journal of Applied Developmental Psychology</i>, 31, 3, 221-230.</li> </ul>                                                                                                                                                                                                                                                                                                                                          |
| Tues.<br>10/8   | <b>Practice with Toddlers</b> <ul style="list-style-type: none"> <li>Chapter 8 (Davies)</li> <li>Conclusion: Developmental Knowledge and Practice (Davies)</li> <li>Special Issue: Spanking</li> <li>MacKenzie, M.J., Nicklas, E., Brooks-Gunn, J., &amp; Waldfogel, M. (2011). Who spansks infants and toddlers? Evidence from the fragile families and child well-being study. <i>Children and Youth Services Review</i>, 33, 8, 1333-1468.</li> <li>Kazdin, A. &amp; Benjet, C. (2003). Spanking children: Evidence and issues. <i>Current Directions in Psychological Science</i>, 12, (3), 99-103.</li> </ul> |
| Thurs.<br>10/10 | <b>Preschool Development</b> <ul style="list-style-type: none"> <li>Chapter 9 (Davies)</li> <li>Havighurst, S.S., Harley, A., &amp; Prior, M. (2004). Building preschool children's emotional competence: A parenting program. <i>Early Education and Development</i>, 15, 4, 423-447.</li> </ul>                                                                                                                                                                                                                                                                                                                  |
| Tues.<br>10/18  | <b>Preschool Development</b> <ul style="list-style-type: none"> <li>Livas-Dlott, A., et. al. (2010). Commands, competence, and carino: Maternal socialization practices in Mexican American families. <i>Developmental Psychology</i>, 46, 3, 566-578.</li> <li>McWayne, C.M, et. al. (2008). Parenting behaviors and preschool children's social and emotional skills: A question of the consequential validity of traditional parenting constructs for low-income African Americans. <i>Early Childhood Research Quarterly</i>. 23 (2), 173-192.</li> </ul>                                                      |
| Thurs.<br>10/20 | <b>Practice with Preschoolers</b> <ul style="list-style-type: none"> <li>Chapter 10 (Davies)</li> <li>Webster-Stratton, C. &amp; Hermann, K.C. (2010). Disseminating Incredible Years series early-intervention programs: Integrating and sustaining services between</li> </ul>                                                                                                                                                                                                                                                                                                                                   |

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | school and home. <i>Psychology in the Schools</i> , 47 (1), 36-54.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Tues.<br>10/25   | <p><b>Practice with Preschoolers</b></p> <ul style="list-style-type: none"> <li>• Special Issue: Adoption<br/>Brodzinsky, D. M. (2011). Children's understanding of adoption: Developmental and clinical implications. <i>Professional Psychology: Research and Practice</i>. 42 (2), 200-207.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Thurs.<br>10/27  | <p><b>Middle Childhood Development</b><br/>Chapter 11 (Davies)</p> <ul style="list-style-type: none"> <li>• Zimmer-Gembeck, M.J., Geiger, T.C. &amp; Crick, N.R. (2005). Relational and physical aggression, prosocial behavior, and peer relations: Gender moderation and bidirectional associations. <i>Journal of Early Adolescence</i>, 25 (4), 421-452.</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |
| Tues.<br>11/1    | <p><b>Middle Childhood Development</b></p> <ul style="list-style-type: none"> <li>• Hernandez, D. J., Denton, N. A., MacCartney, S. E. (2008). Children in immigrant families: looking to America's future. <i>Social Policy Report</i>, 12 (3), 1-24.</li> <li>• Special Issue: Single Parent Families</li> <li>• Boyd-Franklin, N. (2003). Single parent African American families. <i>Black Families in Therapy</i>. NY: Guilford Press, 287-299.</li> <li>• Lindblad-Goldberg, M. L. (2006). Successful single-parent African American families. In L.Combrinck-Graham (Ed.) <i>Children in family contexts: Perspectives on treatment</i>. NY: Guilford Press, 142-162.</li> </ul>                                   |
| Thurs...<br>11/3 | <p><b>Practice with School-Age Children</b></p> <ul style="list-style-type: none"> <li>• Walvoord, E.C. (2010). The timing of puberty: Is it changing? Does it matter? <i>Journal of Adolescent Health</i>, 47 (5), 433-439.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Tues.<br>11/8    | <p><b>Practice with School-Age Children</b></p> <ul style="list-style-type: none"> <li>• <b>Special Issue: Strengths vs. Deficits: Advocating for Families</b></li> <li>• Douglas, F. (2006). Parent reflections on issues for families who have children with a serious emotional disturbance. In Arbuckle, M &amp; Herrick, C. (Eds). <i>Child and Adolescent Mental Health: Interdisciplinary Systems of Care</i>, Boston: Jones &amp; Bartlett. 83-102.</li> <li>• Shelton, T. (2006). The implications of systems of care for psychologists. In Arbuckle, M &amp; Herrick, C. (Eds). <i>Child and Adolescent Mental Health: Interdisciplinary Systems of Care</i>, Boston: Jones &amp; Bartlett, 105-128.</li> </ul> |
| Thurs.<br>11/10  | <p><b>Adolescent Development</b></p> <ul style="list-style-type: none"> <li>• Laser, J.A. &amp; Nicotera, N. (2011). <i>Working with adolescents: A guide for practitioners</i>. pp. 14-35.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <ul style="list-style-type: none"> <li>Baumrind, D., Larzekere, R.E. &amp; Owens, E.B. (2010). Effects of preschool parents' power assertive patterns and practices on adolescent development. <i>Parenting: Science and Practice</i>, <i>10</i>, 157-201.</li> </ul>                                                                                                                                                                                                                                          |
| Tues.<br>11/15  | <p><b>Adolescent Development</b></p> <p>Ehrensaft, M.K., et. al. (2003). Intergenerational transmission of partner violence: A 20 year prospective study. <i>Journal of Consulting and Clinical Psychology</i>, <i>71</i>, 4, 741-753.</p>                                                                                                                                                                                                                                                                     |
| Thurs.<br>11/17 | <p><b>Practice with Adolescents</b></p> <ul style="list-style-type: none"> <li>Special Issue: Teen Pregnancy</li> <li>Kirby, D. &amp; Laris, B.A. (2009). Effective curriculum-based sex and STD/HIV education programs for adolescents. <i>Child Development Perspectives</i>, <i>3</i>, 1, 21-29.</li> </ul> <p>Chandra, A., et. al. (2008). Does watching sex on television predict teen pregnancy? Findings from a national longitudinal survey of youth. <i>Pediatrics</i>, <i>122</i>, 5, 1047-1054.</p> |
| Tues.<br>11/22  | <p><b>Practice with Adolescents</b></p> <ul style="list-style-type: none"> <li>Simpson, J.A., Collins, W.A., Tran, S.S. &amp; Haydon, K.C. (2007). Attachment and the experience and expression of emotions in romantic relationships: A developmental perspective. <i>Journal of Personality and Social Psychology</i>, <i>92</i>, 2, 355-367.</li> </ul>                                                                                                                                                     |
| Thurs.<br>11/24 | <p><b>Happy Thanksgiving!</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Tues.<br>11/29  | <p><b>Mother-Child Interview Project Due Beginning of Class</b><br/> <b>Class Discussion of Interviews</b></p>                                                                                                                                                                                                                                                                                                                                                                                                 |
| Thurs.<br>12/1  | <p><b>Review and Summary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| TBA             | <p><b>Final Exam</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



**PSYC 5000 Advanced Developmental Psychology  
Mother-Child Interview and Analysis Project  
Catherine Deering, PhD, ABPP**

**Purpose:** There is nothing like an interaction with a real life mother and child to demonstrate the nuances of development and underscore the uniqueness of every family situation. To apply the concepts examined in this course, you will be conducting an interview of a mother in her home environment where you can observe her interactions with a child aged up to 2 years old. You will be asking specific questions about the child's developmental history, evaluating the child's temperament and behavior, assessing the quality of the home environment, and identifying strengths and risk factors for the mother-child dyad. I would like you to pay particular attention to the quality of the attachment between the mother and child. After you have finished the interview, you will write up the results and follow this with an analysis of your findings, using concepts from the course readings.

**Instructions:**

Arrange to meet with a mother and child in their home environment. The mother should not be a relative of yours. The child should be no older than 2 years of age. Explain that you are doing a project to learn about typical child development, and you want to ask some questions about the child's developmental history and the mother's experience as a parent. You would also like to observe how the mother and child interact and play together. You will need to take notes for your project. In order to safeguard confidentiality and to put the family at ease, please do not tape record the interaction.

**Observations:**

Observe the mother and child interacting together for at least 30 minutes. Use the observation guidelines in the Davies textbook that correspond to the child's age. For infants, use the guidelines on page 167, "Infant-Parent Assessment: What to Observe". For toddlers, use the guidelines on page 231, "What to Observe". Make sure you write down the answers to each bullet point in your final report.

Before you conduct the interview, read through the "Concerns/Red Flags" on the pages listed above that correspond to the age of the child you will be observing. Look for any concerns/red flags and note them in your final report.

For observations and concerns/red flags related to peer and social interactions, ask the parent questions about this, since you will not have the opportunity to observe these interactions.

While you are in the home environment, notice any developmentally appropriate accommodations to the child (e.g., child-proofing, age-appropriate toys, space allotted for play).

Review Heffron's Parent-Child Interaction-Observation Tool prior to the visit, and fill it out during or after the visit to submit along with your final report.  
<http://www.ackids.org/Documents/eval/Parent%20Child%20Observation%20Tool.pdf>

### **Interview Questions:**

Ask the following general interview questions, and record the answers in your final report.

- Tell me about your pregnancy and the delivery of your child.
- How did you decide on your child's name?
- How did the first few months with your infant go?
- What do you consider to be the most unique, special, and positive things about your child?
- When did your child begin sleeping through the night?
- How would you describe your child's eating habits? (picky eater, regular eater, etc.) How easy was it to get your child on a regular eating schedule as an infant?
- How active has your child been? How would you compare his/her activity level to other siblings or children that you know?
- How easily does your child adapt to changes in his/her routine (e.g., sleeping, eating, babysitters, child care, etc.)?
- How moody or fussy has your child typically been since infancy?
- Does your child seem overly sensitive to noise, tight clothing, light, or other intense stimuli?
- How would you describe your child's attention span, compared to siblings or other children his/her age?
- How does your child typically handle separation from you when you leave him/her with a babysitter or in daycare? How does he/she typically react when you return from a brief separation?
- What have been the most enjoyable or satisfying aspects of parenting your child?

### **Writing the Report:**

Write up your final report, including the observations and answers to the interview questions. To protect the family's confidentiality please do not list the names of the parent or child; use pseudonyms (e.g., Jane and John Doe).

Note whether you think the child has an easy, difficult, or slow to warm up temperament, and explain your reasons. Describe whether or not you think the child has a secure attachment, and explain your answer.

Summarize your conclusions about the child's development, and the quality of the mother-child relationship, using concepts from the textbook and/or research articles covered in this course. Note strengths for the mother and child, as well as potential risk factors. The conclusions section should be about 2 typed, double-spaced pages long.

End the paper with one or two paragraphs summarizing your reactions to the interview, anything surprising that you learned from the experience, and remaining questions or concerns you may have.

Turn in the report along with the completed Parent-Child Interaction-Observation Tool.

Enjoy your time with the mother and child! Most mothers value the opportunity to share their experience with someone who is genuinely interested.