

Early Childhood/Early Childhood Special Education Program
College of Education
University of Maryland, College Park

EDHD 434: **Child Development, Birth to Three Years**

Instructors: Brenda Jones Harden, Ph.D.

Time: Wednesday, 2:00 PM – 4:45 PM

Office hours: By appointment

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Course description:

This course is designed to provide students with an understanding of child development theory and research, as well as knowledge about typical and atypical development of children from birth to three years of age. The course emphasizes learning for children with and without disabilities, and for children who are at risk due to poverty and other environmental factors. The course will explore how children develop and the challenges they face within the domains of physical, cognitive, language, social, and emotional development, with particular attention paid to the impact of risk factors on development. Students will become familiar with delays and differences in development that may occur as the result of disability. Finally, students will learn the effects of cultural and linguistic differences on growth and development. Information about theory and research in child development for children with and without disabilities will be enhanced through a series of observational experiences, which will build upon concepts addressed during class. This course includes field experiences.

Objectives:

As a result of class participation and completion of assigned readings, written assignments, and field participation, students will:

1. Know historical and philosophical foundations of services for young children both with and without exceptional learning needs. (InTASC 4; NAEYC 1; 3b; 4; CEC 1)
2. Know models, theories, and philosophies that form the basis for early intervention and special education practice. (InTASC 1, 4; NAEYC 1; CEC 1)
3. Understand theories of typical and atypical early childhood development. (InTASC 1, 4; NAEYC 1; CEC 1)
4. Be familiar with the major concepts, constructs, and research findings relevant to the field of Child Growth and Development, and how these are applied to young children who demonstrate typical and atypical development. (InTASC 1; NAEYC 1; CEC 1)
5. Be familiar with methods of observation and recording. (InTASC 6; NAEYC 3; CEC 4)

6. Demonstrate understanding of family systems and the role of the family in early intervention including family interactions as the primary context for early intervention services. (InTASC 2, 8; NAEYC 2; CEC 2)
7. Understand the effect of biological and environmental factors on pre-, peri-, and post-natal development. (InTASC 1, 2; NAEYC 1; CEC 1)
8. Understand the influence of stress and trauma on the social emotional development of young children. (InTASC 1, 2, 3; NAEYC 1, 4; CEC 1)
9. Understand similarities and differences of individuals with and without exceptional learning needs. (InTASC 1, 4; NAEYC 1; CEC1)
10. Understand the effects of cultural and linguistic differences on growth and development. (InTASC 1, 2; NAEYC 1; CEC 1)
11. Understand theories and research that form the basis of curriculum development and instructional practice. (Subject Matter, Pedagogy, Curriculum; EC 4; InTASC 7, 8; NAEYC 1; CEC 3)
12. Understand appropriate intervention strategies used with young children and families that affirm and respect family, cultural, and linguistic diversity. (InTASC 1, 2; NAEYC 1; CEC 7)

Required text:

Berk, L. & Meyers, A. (2016). *Infants and Children: Prenatal through Middle Childhood*, 8th edition (published by Pearson).

Additional readings as assigned. See class schedule.

Professional Standards and the College of Education Conceptual Framework

National Association for the Education of Young Children (NAEYC)

NAEYC Standard 1: Promoting Child Development and Learning

NAEYC Standard 2: Building Family and Community Relationships

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)

NAEYC Standard 6: Becoming a Professional

Council for Exceptional Children

CEC Standard 1: Learner Development & Individual Learning Differences

CEC Standard 2: Learning Environments

CEC Standard 3: Curricular Content Knowledge

CEC Standard 4: Assessment

CEC Standard 5: Instructional Planning and Strategies

CEC Standard 6: Professional Learning & Ethical Practices

CEC Standard 7: Collaboration

The Interstate Teacher Assessment and Support Consortium (INTASC)

THE LEARNER AND LEARNING

1. Learner Development: [InTASC 1]
2. Learning Differences: [InTASC 2]
3. Learning Environments: [InTASC 3]

CONTENT

4. Content Knowledge: [InTASC 4]
5. Application of Content: [InTASC 5]

INSTRUCTIONAL PRACTICE

6. Assessment: [InTASC 6]
7. Planning for Instruction: [InTASC 7]
8. Instructional Strategies: [InTASC 8]

PROFESSIONAL RESPONSIBILITY

9. Professional Learning and Ethical Practice: [InTASC 9]
10. Leadership and Collaboration: [InTASC 10]

College of Education Conceptual Framework

Students should have knowledge of:

1. Subject Matter
2. Pedagogy
3. Learners
4. Curriculum
5. Educational Goals and Assessment
6. Social and Cultural Contexts
7. Technology

CLASS POLICIES

Academic integrity: The University of Maryland, College Park has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved the following Honor Pledge: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.” The Pledge statement should be handwritten and signed on the front cover of all academic assignments submitted for evaluation in this course.

For more information on the Code of Academic Integrity or the Student Honor Council, please visit <https://www.studentconduct.umd.edu/>. The code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else’s work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact the Office of Accessibility and Disability Services at <https://www.counseling.umd.edu/ads/start/eligibility/> as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the student must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses.

Missed single class due to illness: Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.

Major scheduled grading events: Major Scheduled Grading Events (MGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

Classroom Etiquette (Discussions and Technology): Students are expected to listen attentively and quietly to lectures. Students are encouraged to ask questions and contribute to the discussions, and actively participate in in-class small group assignments. All students using computers are expected to keep their computers focused on course materials. **Courtesy demands that you do not use the technology to check e-mail, send messages, play online games, text your friends, or for other purposes during class.** Cell phones, pagers, and personal digital assistants should be turned to silent mode or turned off and put away prior to the beginning of class. Students who cannot follow basic classroom etiquette are a distraction to the professor and fellow students. Students who violate this policy may be asked to leave the classroom and, thus, their class participation grades will be affected.

Please see the University's website for undergraduate course-related policies at <http://www.ugst.umd.edu/courserelatedpolicies.html>.

Course Requirements:

Class participation and readings

Students are expected to attend class lectures, complete readings prior to class, and come to class prepared to ***actively participate in class discussions and in-class group work***. All forms related to your placement must be completed on time. Points may also be deducted for unexcused absences from placements, missing or late forms related to the placement, and violations of policy regarding the use of technology or cell-phones.

Written assignments

Students are expected to complete written assignments related to the development of children with and without disabilities and will be based on direct observations of target children. All are to be typed and turned in at the beginning of the class when they are due. **Late assignments will not be accepted and you will lose all points.** The first written assignments are class reflections which are to be submitted throughout the semester. These reflections are designed to demonstrate comprehension and application of course materials. They will be distributed and posted throughout the semester as they are due.

The major written assignment for this course is a case study. The case study is comprised of a description and assessment of the setting in which you are placed, several unstructured and structured observations of a child in your placement, summaries of the development of a target child, and a final analysis of the target child, informed by developmental theory and research. Select a child who shows compromised development in at least one developmental domain; the child may or may not be diagnosed with a disability. More detailed instructions are attached.

Examinations

Students will be given two examinations during the semester, each of which cover material from the prior half of the class. Each exam will address content from lectures, readings, and class

activities. Make up exams are given only in special circumstances and must be arranged prior to the scheduled exam time.

Course Grading

Assignment	Percentage	Due Date
Participation/Placement attendance	15%	12-14
Mid-Term Examination	15%	11-2
Final Examination	15%	12-14
Class reflections	20%	
Early Intervention/Part C	10 points	10-12
Infant Child Care/Education	10 points	10-26
Case Study	35%	11-2

Grades will be assigned as follows:

A + = 98-100%	B + = 88-89%	C + = 78-79%	D = 60-69%	F =<60%
A = 93-97%	B = 83- 87%	C = 73-77%		
A- = 90-92%	B- = 80-82%	C - = 70-72%		

Additional Readings

1. <https://marylandlearninglinks.org/resource/marylands-infants-and-toddlers-program/> A Family Guide to Early Intervention Services
2. <https://marylandlearninglinks.org/resource/iep-roadmap/> A Parent's Guide to Understanding Your Individualized Education Program (IEP) Rights and Responsibilities
3. YAACK Website – section on “Children with Specific Disabilities”

Course Content and Sessions (subject to modification):

DATE	TOPIC	ASSIGNMENT
	UNIT 1: FOUNDATIONS	
8/29	Course Overview and Introductions The Importance of Infant/Toddler Education	TEXT: Chapter 1
9/5	History of Infant Study Research on Infant Development Research-Practice Linkages in Infant/Toddler Education	TEXT: Chapter 1
	UNIT 2: INFANT/TODDLER SERVICE DELIVERY/PRACTICE	
9/12	Infant Assessment IFSP/Part C/Early Intervention	HAND-OUT
9/19	Infant/Toddler Child Care Early Head Start Infant/Toddler Classroom Assessment	HAND-OUT Early Intervention Reflection Due (MGE)
9/26	Infant Home Visiting, Parenting Education, & Family Support Infant/Early Childhood Mental Health Intervention	HAND-OUT
	UNIT 3: PHYSIOLOGY AND PHYSICAL DEVELOPMENT	
10/3	Prenatal Development Genetics and Embryology	TEXT: Chapter 2, 3
10/10	Birth and Neonatal Period Brain Development Neuroscience and Disabilities	TEXT: Chapter 4 Infant/Toddler Care/Education Reflection Due (MGE)
10/17	Physical Growth and Health Gross and Fine Motor Skills Atypical Physical and Motor Development EXAM REVIEW	TEXT: Chapter 5
10/24	CONTENT FROM UNITS 1, 2, & 3	MID-TERM EXAM (MGE)
	UNIT 4: COGNITIVE & LANGUAGE DEVELOPMENT	
10/31	Perceptual Development Sensorimotor Development Cognitive Development I	TEXT: Chapter 5, 6
11/7	Cognitive Development II Language Development I	TEXT: Chapter 6
11/14	Language Development II Atypical Development, Developmental Disabilities	TEXT: Chapter 6
11/21	THANKSGIVING – NO CLASS	
	UNIT 5: SOCIAL-EMOTIONAL DEVELOPMENT	
11/28	Relationships and Social Development Temperament, Emotions, and the Self Infant/Toddler Psychopathology	TEXT: Chapter 7 CASE STUDY DUE (MGE)
12/5	Family Influences on Infant/Toddler Development Socio-cultural Influences on Infant/Toddler Development Infants/Toddlers at Environmental Risk EXAM REVIEW	TEXT: Chapter 2 HAND-OUT
TBD	CONTENT FROM UNITS 4 & 5	FINAL EXAM (MGE)

