

EPY 6010 FOUNDATIONS OF HUMAN DEVELOPMENT FOR EDUCATION

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WHO SHOULD TAKE THIS COURSE?

Take this course if you are interested in getting a broad based, but more than introductory look at current issues in child development. By the end of the quarter, you should be well informed regarding the basic facts and current scientific thinking about child development. You should be able to identify patterns of development in individual children with whom you are acquainted.

There are no specific prerequisites, but some general knowledge of psychology, education, and the scientific method will be very helpful. I anticipate that most of you have some kind of undergraduate background in either psychology or education, which should be more than adequate for doing well in the course.

My goal is to balance the experiences that you gain in the course against your backgrounds. If you have up until now had mainly "practical" experiences with children, I would hope for you to have more theory-based around interviews. If you have had mainly learned theory with regards to children, I would like you to gain some practical interactions within a public school setting around tutoring. You will be asked to choose between these two options for your focus by the second day of class. You need to choose whether you want to **interview a child regarding class topics, or tutor a child from Barrow Elementary**. The rest of your work will follow from the option you choose. My past experience indicates that these options are very equivalent in amount of work and difficulty.

GRADES, GRADES, GRADES...Your grade will be comprised of the following:

Integrative Report 1 --- 30%
Integrative Report 2 --- 30%
Weekly Interviews/Tutoring Reflections --- 22%
Optional Final Exam --- 18%

A. **Integrative report 1 & 2 (30% for each paper)**. The integrative report is an integrative compilation of your weekly assignments. Careful attention to these assignments on a weekly basis will make these take-home integrative reports a snap to put together.

A.1. For those electing the **weekly interviews**, I would like you to provide a comprehensive write-up of the interviews as your integrative report. If you have done a good job on your weekly interviews and, perhaps, written them along the way, this should be a snap to put together by merely adding in points you learned in class. The comprehensive report should include:

A general description of your interviewee's background, age, and other relevant child characteristics (no real names please, unless the child is your own child).
Child's answers to each of the interview questions and your response to the discussion queries listed on the interview. The discussion should now include materials from class as well as the book. You will be graded on completeness and general reasonableness of interpretation. I don't have to agree with your interpretation, but it has to be clear how you arrived at your thinking.
A general discussion at the end of the interview regarding the typicality of your interviewee and general prognosis for the future. Further, if you were this child's teacher, what things did you learn about your interviewee that might be particularly relevant for teaching her?

This option will be graded traditionally (A >90%, B >80%, etc) using a scoring rubric.

A.2. For those electing to **tutor**, your integrative reports will be a comprehensive compilation of all your weekly reflections that reflect on the typicality of your child given what you've learned from the book and what was introduced in class. Your integrative reports should not focus on the subject matter of tutoring (i.e., whether the child is acquiring that subject matter). Instead, it should focus on the subject matter taught in this class as it relates to your tutee. It should be *not* more than 10 double spaced pages in length, so give me your best points tightly written. If you update the weekly reflections as you go along with information you have learned from the book and class with subsequent observations of your tutee throughout the term, these should be a snap to put together. Questions you might address can be found in the attachment at the back of the syllabus, but there may be other issues from the class that strike you as relevant to your tutee. Reflections will be graded on the following scale by noting the number and relevance of unique observations you've made:

- F I learn of an attendance problem from the school or teacher with regards to meeting your tutoring commitment. (I must fail adults who fail children in principle.)
- C Problematic in that you had limited understanding of how the material related to your tutee. You made few points that seemed relevant, or zeroed in on one or two topics from the course, neglecting others.
- B Good work, but you had some minor difficulties relating the class material to your tutee or only covered limited aspects of this child's development. Your examples needed more support.
- A You noted and provided many well-supported, distinct examples of how the class materials related to your tutee.

B. **Weekly Interviews /Tutoring (22%)**. Choose between options B.1 or B.2:

B.1. **Weekly Interviews**. For those of you electing the weekly interviews, I will ask you to bring along your child's answers for that week's topic---2% credit toward your final grade for each interview that you bring. I suggest finding one child you can interview repeatedly over various topics throughout the quarter if possible, because it will really give you a better feel for how the **whole child** works. Come prepared to discuss these:

* The child's **answers to questions** (take notes on these while you interview)

* Your **interpretation** of the child's answers. Do your child's answers fit those described in your readings? Do they fit what has been presented in class? There are interpretation questions at the end of each interview for you to think about. Think about how you might apply the information to in educational setting for that child.

Here are some guidelines:

* Parents must give permission for their child to participate in these interviews.

* The child should feel free not to be interviewed or to not answer a question---just note that on your interview.

B.2. **Weekly Tutoring**. Tutoring activities are designed for conceptualizing class content in light of a particular child. If you choose this option, you will tutor a child at Barrow Elementary every week during this term at an hour prearranged between the teacher, you, and me. Your job as tutor is to aid the teacher in fulfilling her instructional mission for a particular child. Your job as a student is to reflect on how the class materials fit the readings and class discussion from each week. Attendance for tutoring is mandatory because your tutee will come to expect you and will

not understand why you are not there.

Throughout the term, you should take notes after each tutoring session and attempt to relate the week's materials to your tutee. You should come prepared to discuss: (a) what you noticed in your tutee that related to the readings; whether it confirmed or refuted what has been described in the readings for the week; (b) how you plan to use that information to better meet the needs of your tutee. I will simply record whether or not you have attended your tutoring session and taken notes on it. If you have an unexcused absence from tutoring, you will receive no credit for it.

C. Optional Final Exam (18%). If you have received an A on the comprehensive reports, you cannot take this exam, and you will receive the average of your two comprehensive reports as your final exam grade. Otherwise, you may opt to take the final.

The final will be a closed book exam. The exam will consist of the answers of a child I have interviewed based on the interview portion of this syllabus. You will be asked to discern the typicality of the child and your interpretation of that child's answers based on the questions listed at the end of each interview.

TIMETABLE

Week 1:	Introduction and Brain Development Bjorklund, Chapter 2
Week 2:	Vygotsky and the Sociocultural Perspective Bjorklund, Chapter 3; pp 333-334 Cognitive Development from a Piagetian Cognitive Stage Theory (Interview 1) Basic Background; Sensorimotor Period Bjorklund, p. 94-7; Chapter 4 to p. 92; 404-409 Shaffer, 88-91, 50-63
Week 3:	Cognitive Development from a Piagetian Cognitive Stage Theory (Interview 2), Pre-operational Period Concrete Operational Period Formal Operational Period Bjorklund, Chapter 4, pp. 356-361; 379-382; 448-449 Shaffer, 50-64, pp. 185-194. Green, S.K., Gredler, M.E. (2002). A review and analysis of constructivism for school-based practice. <i>School Psychology Review, 31</i> , 53-70.
Week 4:	Attention and Working Memory (Interview 3) Bjorklund, Chapter 5; 399
Week 5:	Long Term Memory (Interview 4) Bjorklund, Chapter 10, 143-145; Howe, M.L. (2003). Memories from the cradle. <i>Current Directions in Psychological Science, 12</i> , 62-65.
Week 6:	Comprehensive Paper 1 due, no class.
Week 7:	Metacognition, Strategies, and Understanding Thinking (Interview 5) Bjorklund, Chapter 6; 248-257, 409-412;
Week 8:	Language Development (Interview 6) Bjorklund, Chapter 11 Berko Gleason, J. & Ratner, N.B. (1998). Language acquisition (pp. 347-407). In Gleason, J.B., & Ratner, N.B. <i>Psycholinguistics</i> . NY: Harcourt Brace. Hart, B., & Risley, T.R. (2003). The early catastrophe. <i>The 30 million word gap</i> . <i>American Educator, 27</i> , 4-9. http://www.nctm.org/publications/american_educator/2003/02/02main.htm
Week 9:	Development of Bonding, Attachment, Fear of Strangers, Separation Anxiety (Interview 7) Shaffer, 101-108; Chapter 5
Week 10:	Attachment Security (Interview 8) Shaffer, Chapter 5
Week 11:	The Family (Interview 9) Shaffer, Chapter 11; McLoyd, V.C. (1998). Socioeconomic disadvantage and child development. <i>American Psychologist, 53</i> , 185-204; Evans, G.W. (2004). The environment of childhood poverty. <i>American Psychologist, 59</i> , 77-92. Brooks-Gunn, J., & Duncan, G.J. (1997). The effects of poverty on children. <i>Future of Children</i> . Summer/Fall, 55-71.
Week 12:	Moral Development (Interview 10) Shaffer, Chapter 10 and pp. 290-301. Batsche, G.M., Knoff, H.M. (1994). Bullies and their victims: Understanding a pervasive problem in the schools. <i>School Psychology Review, 23</i> , 165-175.
Week 13:	Development of the Self and Ethnic Identity (Interview 11) Shaffer, Chapter 6; Phinney, J.S., Ferguson, D.L., & Tate, J.D. (1997). Intergroup attitudes among ethnic minority adolescents: A causal model. <i>Child Development, 68</i> , 955-969.
Week 14:	Peers and Friendships (Interview 12) Shaffer, Chapter 13
Week 15:	Comprehensive paper 2 due, no class

Interview #1

Vygotskian and Piagetian Approaches to Cognitive Development

Vygotskian approaches to Cognitive Development (for children 18 mo – 8 years; Bjorklund)

Observe the child's parents read a storybook with their child. Do not provide any instructions in how to carry out this reading. Simply say, "Would you please read a storybook the way you usually do with your child?" Consider this storybook reading interaction in light of Vygotsky's concept of zone of proximal development. Could the style displayed by the parent with their child be described as *interactive*? Describe instances of *joint attention*. Describe instances of *shared remembering*. To what extent might their interactions around the book be described as the adult's *scaffolding* the child's cognitive development?

The questions below are for children under 3 only. If your child is over 3, you do not have to do this interview.

Object permanence (Bjorklund)

1. Hand the child an interesting or strange object. What does she do with it?

2. Hand the child an interesting or strange object. Get him interested in it. Take it away and hide it under a cloth or box within arms' reach of the child. What does he do? Does he pursue it? (For older children, say "what happened to it?")

3. Hand the child an interesting or strange object. Get her interested in it. Take it away and hide it under one of two cloths or boxes. (For older children, say "what happened to it?") Hide it again under the same box. Hide it once more under the same box. Hide it once more under the OTHER box. What does she do? (For older children, say "what happened to it?")

What stage of object permanence is the child at and what kinds of understandings do his answers signify? Is the child just about where he should be developmentally speaking?

Imitation (Bjorklund; Shaffer)

4. Imitate something the child does. Does this cause him to repeat his action?

5. Clap your hands in an exaggerated way. Does the child imitate you? Give a surprised look. Does the child imitate you? (For older children, say, "Do what I do.")

6. Do something weird you are pretty sure that the child has not seen much before (like putting your index finger pointing perpendicular between your eyes and moving it toward and away from your face). Does the child imitate you? (For older children, say, "Do what I do.") How closely?

What stage in the development of imitation is the child at and what kinds of underlying abilities does his imitation skill signify?

Conclusion

Given what you know about his child's ability to imitate and find objects, what stage of cognitive development does he appear to be in from a Piagetian point of view? If in the Sensorimotor Period, what sub-stage? According to Piaget, what other skills is he likely to have also? In what ways was Piaget probably wrong with regards to his account of the Sensorimotor Period?

Interview #2

Piagetian Approaches to Cognitive Development

If your child is under 3, find an adult for this one. (It may seem silly to an adult, but it will give you knowledge of the other end of the developmental spectrum.)

Conservation and Constancy (for children 2-10 years; Bjorklund)

1. Conservation of volume. Do the water-beaker task depicted on Bjorklund, p. 94. What developmental stage does this represent?

2. Gender Constancy. "Are you a girl or a boy?" (If the child doesn't know, stop here). (If child is a boy) "Could you ever be a mommy when you grow up? If you wore girl's clothes, would you still be a boy?" (If child is a girl, reverse the gender in these two questions). According to Slaby & Frey, does your child possess gender identity, stability, and consistency?

Egocentricity and Perspective taking (for children 2-10 years, p. 98)

2. Take a card with a different picture on each side. Show the child each side. Then hold it up in front of your face and ask, "What picture do I see?" Put the card down on the table so that it is right side up for the child, but upside down for you. Ask the child "What does this card look like to me? Does it look exactly the same in every way to me and to you?" What level of visual perspective taking does your child show according to Flavell and his colleagues? Is your child typical for her age? What importance does children's typical performance on this task

have for Piaget's account of egocentricity?

Hypothetico-deductive Reasoning (for children over the age of seven; Bjorklund, p. 95-99; Shaffer, p. 60-64)

4. Play "Twenty Questions" with the child ("I am thinking about something. I want you to ask me questions that can be answered by a yes or no to figure out what it is.") Do the child's questions reflect a rational, systematic, and abstract means of solving this problem?

5. Tell the child, "Suppose you were given a third eye and that you could choose to place this eye anywhere on your body. Where would you place your extra eye? Why would you put it there?" (Shaffer, p. 60-61) Does your child's solution show an ability to generate logical implications from this hypothetical proposition?

6. Ask the child, "What would it be like if suddenly no one ever told the truth about anything again?" Does your child's response show an ability to generate logical implications from this hypothetical proposition?

Conclusion

What knowledge does each of the above questions signify? Given the pattern of findings from above, what is the lowest level of cognitive development for your child from a Piagetian point of view? List *other* skills at this stage of development is she also likely to have having attained at least this level? What limitations does the Piagetian viewpoint have according to other research? Describe cultural variation issues with regards to performance on Piagetian tasks.

Interview #3 Working Memory and Attention

If your child is under the age of 3, use an adult for this one.

1. Memory span (Bjorklund, 123-129). Run through these sets of numbers one at a time orally and ask the child to repeat back the numbers to you in the correct ordering. Stop where the child can't repeat the numbers in the correct order anymore. Compare your child's span against Bjorklund p.124. Is your child typical for his or her age?
(a) 740 (seven, four, zero) (b) 9287
(c) 29573 (d) 10487
(e) 3715490 (f) 42850394
(g) 541263987 (h) 0192837456

2. Working Memory (Bjorklund). Read through each sentence and have the child generate a plausible last word. At each level, have the child repeat back the last word from the previous sentences in order. Stop when the child is unable to do this.
(a) No one wanted to find the lost _____. It is difficult to choose between many _____. Mary sent the note to tell her _____. (Recall last words in order).
(b) The children's mother gave them a _____. Wanda was excited about the _____. Blood came from the _____. The shopper came home with many _____. (Recall last words in order).
(c) The girl crept slowly to the _____. At school they do not allow _____. Dogs & cats have _____. The boy ran in the _____. James laughed at the _____. (Recall last words in order).
(d) They woke up to the sound of _____. The wealthy boy lived in a _____. Steve had trouble in _____. The bride gazed happily at her _____. The men were locked in the _____. The bull rushed into the _____. (Recall last words in order).
(e) There was a hush at the start of the _____. Many people are afraid of _____. To get better, Tom took the _____. We all enjoyed the hot _____. Accidents can often happen in the _____. The bombs destroyed the _____. No one had seen Jane's _____. (Recall last words in order).

Compare this span to the previous one. If it is smaller, what is the explanation? What are some potential interpretations of the development of working memory span? How does the language that one speaks influence the assessment of memory span?

3. Selective attention and incidental learning. (Bjorklund.) Use the pictures on Bjorklund p. 163. Tell the child "Remember all the animals and ignore all the household objects in the pictures." Give him 60 seconds to study the pictures (repeating every once in a while that he only needs to remember the animals). Then put the book away and ask him, "Can you recall all the animals?" Write these down and then ask, "I know that I told you that you could forget all the household objects, but could you tell me any that you remember anyway?" Do the same for an adult you know. What does the difference between the child's intentional and incidental learning say about his ability to focus his attention compared to the adult? Given the child's ability to focus his attention or not, what other kinds of attention tasks is he/she likely to succeed in?

4. Inhibition (Bjorklund). Play "Simon Says" with the child. Note the number of inhibitory errors they make. Draw a picture of a sun and another of the moon. Tell them that they must say "Day" every time they see the picture of the moon and "Night" every time they see a picture of the sun. Flip them up sequentially one at a time and show them several times in random order. Note the number of inhibitory errors they make. Was your child able to inhibit the more salient routine? Is your child typical for his age?

Interview #4 The Development of Long Term Memory

(If you are working with a child under 3, find another adult for this one)

1. Recognition memory (Bjorklund) for children over 3. Cut out 40 pictures from magazines or catalogues. Show 1/2 of these pictures to the child one at a time. Wait ten minutes or so (you can go ahead with the rest of the interview and then come back to this one). Then shuffle these target pictures with the distractor pictures that you did not use. Hold each picture up and ask the child to tell you whether it was one she had seen before. Do the same for an adult. How does the child's recognition memory compare to the adult?

2. Infantile Amnesia (Bjorklund). (For you to answer only if you have a younger sibling.) If you have a younger sibling, how old were you when he or she was born? Think about events surrounding your sibling's birth if you can. Who told you your mother was going to the hospital to give birth? What were you doing when she left? Where were you when you first saw the baby? (If you have several younger siblings, answer these questions for each one.) Do you have infantile amnesia for these events? (If you have no younger siblings) Think about the earliest childhood memory that you are pretty sure that only you know about. How old do you think you were when that memory occurred? How old were you when you can recall lots of events or when you feel that your "infantile amnesia" disappears? How typical are you for your age of first memories? How typical are you for your age of the disappearance of infantile amnesia?

What explanations are there for infantile amnesia? What are the merits of each of these explanations?

4. Fuzzy trace theory: Gist versus verbatim memory (Bjorklund, 144-146) for children over 4.

"Farmer Brown owns many animals. He owns 3 dogs, 5 sheep, 7 chickens, 9 horses and 11 cows. How many cows does Farmer Brown own, 11 or 9? How many chickens does Farmer Brown own, 7 or 5? How many dogs does Farmer Brown own, 3 or 5?" (Verbatim)

"One day in class, the teacher asked all the children how they liked to travel best. 4 liked airplanes, 6 liked cars, 8 liked boats, 10 liked trains, and 2 liked buses. Which way of traveling did the most kids like? Which way of traveling was in the middle, cars or buses? Which way of traveling was liked the least?" (Gist)

Did your child do better on the gist questions or the verbatim memory questions? Is your child typical of his or her age? According to fuzzy trace theory, what is responsible for changes in children's responses to questions such as the above between preschool and middle childhood?

Interview #5 Strategic learning, Metacognition and Understanding Thinking

This interview is for children age 3 and up. If your child is under 3, then use an adult.

1. Memory strategies (Bjorklund). Cut out six pictures of furniture, six distinct vehicles or animals, six clothing articles from catalogs or magazines you may have lying around the house. Shuffle them and give them to the child and ask them to do what they need to remember them. Note the strategies such as rehearsal, looking, sorting, that the child uses. Take the items away and ask the child to remember them. Note any recall by category (remembering the furniture items together, for instance). What factors might influence the development of the use of memory strategies? How might your child's culture influence the strategy that he or she uses?

2. Arithmetic strategies (Bjorklund, 409-412). Ask the child to complete the following problems: $1 + 3 =$, $5 + 3 =$, $7 + 5 =$, $10 - 3 =$, $15 - 4 =$, $12 - 7 =$. Provide pennies or toothpicks that can be used as counters, if the child needs them. Observe any strategies that children use to solve these problems. What strategies did you observe?

Metamemory (Bjorklund) for these questions, consider how the child's answers might be different from the ones you might give to the same questions.

2. Memory ability. Ask the child, "Sometimes I forget things. Do you ever forget? Are you a good rememberer?"

3. Understanding Short Term Memory. Ask the child, "If you wanted to phone your friend and someone told you the phone number, would it make any difference if you called right away after you heard the number or if you got a drink of water first? Why?"

4. Understanding Rote versus Gist Learning. Ask the child, "Your teacher (mom) is reading a story to you. She asks you to tell the story later. Which is harder for you to do? Would it be harder to tell the story in your own words or to tell the story word for word exactly as she read it?"

Does your child seem to have good metamemory? Does metamemory have any influence on the development of memory strategies according to research (describe the controversy over this point)? Might there be a relationship between your child's metamemory and his/her use of memory strategies as indicated by question 1?

False-Belief (Bjorklund).

5. Read the following story to your child. "There was a mouse named Sam who put a piece of cheese in a box so that he could eat it later when he was hungry. While Sam was sleeping, Katie mouse found the cheese and brought it to her bedroom. When Sam woke up, he said, 'I feel very hungry now. I'll go get the cheese I wonder where he is going to look. What do you think?'" Does the child show an understanding of false-belief? To which other skills is the understanding of false-belief related? What factors might contribute to the development of theory of mind?

Interview #6

Language Development

1. Child-directed speech (Bjorklund). (If your child is under 6 yrs.) Listen to the caretaker talk to the child. How is the adult's speech to the child different than it is when she is talking to adults? (If your child is older, there might not be any differences → it largely depends on the adult.) Write down at least five ways in which the adult's speech is different when talking to a child than when talking to an adult. According to research, what roles might child directed speech play in parent-child interactions? What are your intuitions regarding why the parents in this interview are changing your speech in these ways?

2. Early language acquisition (If your child is 12 mo. - 6 years, Bjorklund). Tape record five minutes of child speech (or write down any variation from Standard English until you hear until you have 20 speech "errors", whichever comes first). Are these variations from Standard English semantic, morphologic/syntactic, or phonological? If your child is just learning language, to what extent do the morphological/syntactic variations represent overregularizations of syntactic rules? To what extent do the semantic errors represent overextensions of word meaning?

4. Language variation (If your child is African-American). Write down any variation from Standard English until you have 20 variations. Are these variations from English semantic, morphological/syntactic, or phonological? Did your child's speech preserve any of the features of African-American Vernacular English noted in Bjorklund, Table 9-3?

5. Word Spurt (If your child is 9 mo. - 3 years; Bjorklund) Ask the parent, "How many words would you estimate that your child currently has in his or her vocabulary? How many new words do you think your child has learned this month?" Has this child reached the word spurt yet? Is this child typical of other children her age? What accounts for this word spurt?

6. Development of category prototypes (if your child over 3; Bjorklund). Say, "There is this person from outer space who has just landed on Earth and who knows nothing about our world. We want to teach the spaceman about our earth by telling him which things are good examples and which things are bad examples of words. Here is the first one: Let's think about the word Fruit. Is a litchi a fruit? (If the child says "no", then skip the rest of the questions for this item.) Is it a good example, a so-so example, or a bad example of a fruit? What about an apple? Is it a fruit? Is it a good example, a so-so example, or a bad example of a fruit? (Use this basic sentence frame for each of the following. I have marked the ones that adults usually consider typical and the ones they usually consider atypical.) (a) bird - bluejay (typical); (b) bird - duck (atypical) (c) clothing - belt (atypical) (d) clothing - dress (typical); (e) furniture - table (typical) (f) furniture - clock (atypical)

Did your child answer in ways consistent with previous research in terms of category membership and typicality judgments? What does research have to say about the development of category prototypes and knowledge of the range of category exemplars?

5. Feature-list models of semantic memory development (if your child is 3 or older, Bjorklund). Say, (a) "There is this place that sticks out of the land like a finger. Coconut trees and palm trees grow there, and girls sometimes wear flowers in their hair because it's so warm all the time. There is water on all four sides except one. Could that be an island?" (b) "On this piece of land, there are apartment buildings, snow, and no green things growing. This piece of land is surrounded by water on all sides. Could that be an island?"

Did your child answer in ways consistent with prior research? What controversy exists with regards to Keil & Batterman's (1984) claim that there is a characteristic-to-defining shift? How might that influence the way the child's answers to #5 are interpreted?

Interview #7 The Development of Attachment

For children under 3 only; Shaffer; if your child is over three, skip this interview altogether.

1. Interactional Synchrony. Ask the mother to play with her child for a few minutes while you watch. Look for instances of interactional synchrony and asynchrony. Write them down. To what extent does the duo show interactional synchrony? What significance does interactional synchrony have for the development of primary attachments?

2. Separation Anxiety. Pick up the child and hold him/her on your lap. Have the mother leave the room for 3 minutes or so (or less, if the child acts upset). Describe the child's reaction to being left with you. Does the child show separation anxiety?

3. Multiple Attachment Figures. Ask the mother about her ability to leave the child with the father, grandmother, or some other regularly-seen party. Who can she leave the child with without the child fussing? Note the number of other potential attachment figures.

4. Fear of Strangers. Ask her about the child's general fear of strangers (or you may yourself remember the child's reaction to you if you were new to her at the beginning of the term). Describe the child's general reaction to strangers.

Which stage in the development of primary social attachments does your child seem to fit? What alternative explanations are there for the development of the primary social attachments during the first year of life? What explanations are there for the development of separation anxiety and fear of strangers? What are your intuitions regarding which explanation best fits your child and why?

Interview #8 Attachment Security

1. Attachment Q-Set. (For children age 3 & 4; Shaffer, pp. 136-139 if your child is younger than this, you can skip this interview altogether.) Watch the child interact with his mother for about 10 minutes or so. Decide which of these patterns is generally true for the child.

Secure	Insecure
Child keeps track of mother's location when he plays around the house.	Child doesn't keep track.
Child follows mother's suggestions readily, even when they are not direct orders.	Ignores or refuses unless ordered.
Child is easily comforted by mother when he is upset.	Child is not easily comforted.
Child uses mother's facial expressions as a good source of information regarding the riskiness of something.	Makes up own mind without checking mother's expression first.
Child hugs or cuddles mother without her asking him to do so.	Child doesn't hug or cuddle much.
Child is strongly attracted to new activities and toys.	Prefers old things to new things.
Child greets mother with big smile or some other positive affect when she enters the room.	Doesn't greet mother unless she greets him first.

Does this child appear to have a secure attachment relationship with his parents or an insecure one? Why do you think so? Based on your findings, what predictions might you make with regards to this child's relationships with other people, his academic achievement, and general well-being? If the mother is employed outside the home, do you think this has influenced the child's basic well-being with regards to attachment issues?

For older children (if your child is 5 or over; if you are the child's mom, replace the word "mom" with "dad" in each of the following).

- "You give your mother a present at her birthday party. You worked really hard making it for her to show her how much you love her. What do you think she might do?"
- "You are running around outside and fall and twist your ankle. It really hurts so are sitting there in pain. Your mother is nearby. What do you think your mother might do?"
- "One day you ask your mother if you can talk to her about a problem with one of your friends. What do you think your mother might do?"

Classify each of your child's answers as basically secure or basically insecure. Does this child overall have a secure relationship with his or her parent?

Teacher Attachment (if your child has a teacher; if he or she has several teachers have your child think about one)
1. "You are learning to do a new kind of problem in math class and you are having a lot of trouble understanding it. You ask your teacher for help. What do you think she might do?"
2. "One day you have a test in school. You tried really hard but you got a bad grade on the test. What do you think your teacher might do?"
3. "You have been working for weeks on an art project in school. You tell your teacher that you just can't finish it no matter how hard you try. What do you think she might say?"

Classify each of your child's answers as basically secure or basically insecure. Overall, does your child have a secure relationship with his teacher or an insecure one? (Please see questions at the end of this interview)

For adolescents that have had a romantic relationship only: "Pick the one of the following which best describes your feelings?"

- I find it relatively easy to get close to others and I am comfortable depending on them and having them depend on me. I don't often worry about being abandoned or about someone getting too close to me.
- I am somewhat uncomfortable being close to others. I find it difficult to trust them completely, difficult to allow myself to depend on them. I am nervous when anyone gets too close, and often, boyfriends/girlfriends want me to be more intimate than I feel comfortable being.
- I find that others are reluctant to get as close as I would like. I often worry that my boyfriend/girlfriend doesn't really love me or won't want to stay with me. I want to merge completely with another person and this desire sometimes scares me."

(1) is secure, (2) avoidant, (3) anxious/ambivalent. Does the child show consistency in attachment styles across relationships (parents, teachers, and boyfriend/girlfriend)? What does this say about the notion of internal working model put forth by Bowlby? Based on your findings, what predictions might you make about the child's potential outcome?

Interview #9 Parenting Styles and Goals of Parenting

Questions 1-4 are for children 5-20 years (Shaffer). If your child is under 5, just observe the parent for behaviors which later might qualify them as democratic/authoritative, authoritarian, permissive, or uninvolved parents.

1. Do your parents require that you do chores around the house? Do they check up on how you do them? Do they let you decide how to do them? What would happen if you asked them to change your chores to something else? What happens if you don't do them or do them in a way they don't like?
2. Do your parents let you decide how you spend your money? Do they keep track of it? Do they let you decide when to spend it? Have you ever been able to convince your parents that they should let you buy something they originally didn't want you to buy? What happens if you spend your money in a way that they don't approve of?
3. Do your parents let you decide when you go to sleep on school nights? Do they keep track of whether you actually go to bed at that time? Are there any cases in which they will sometimes let you stay up a little bit later? What happens if you don't go to bed at that time?
4. Do your parents determine what sorts of clothes you wear to school? Have you ever been able to convince them to let you wear something that they originally didn't want you to wear to school? What do they do if they find you wearing something that you shouldn't be wearing to school?

Is the pattern of parenting displayed by this child's parents basically authoritarian, basically authoritative/democratic, basically permissive, or basically uninvolved? To what degree does your child seem to show the behavioral profile expected of children of such parents? To what degree does the parenting style reflect what is typical of the parents' estimated social class? Are there any "unique" characteristics of your child's family such as divorce, step-familyhood, extended familyhood, or maternal employment that might impact the parenting the child receives? If so, what issues might be involved with each of these?

Cultural Attitudes and Goals of Parenting (Rogoff).

This is for you to simply fill out either yourself or, even better, ask your mother or a mother you know well.

1. Where did (should) your infant sleep in the months right after birth? What were (are) your reasons for these arrangements? Do your reasons have anything to do with your goal for your baby's development or physical well-being?
2. Did (will) your baby fall asleep alone or in someone's company? What were (are) your reasons for doing it this way?
3. Did (will) you have any elaborate routine to get your children to sleep? Why? Did (will) your child have a security object (such as a blanket or stuffed animal) to help her fall asleep? Why do you think she needs this?
4. What was (is) your preferred means of carrying your young infant from one situation to the other? To what extent did (will) you postpone your child (either wearing him on your front or back)? In what situations? What were (are) your reasons for moving your child from place to place in the way that you did (will)?
5. What do (will) you do to ensure the economic success of your child later in life? To what degree would consider it a problem if your child ends up not using the full extent of her talents in her life's work?
6. How important do think it is that your children grow up to be happy? What do (will) you do to ensure that this occurs?

After you have obtained an answer for each of the above questions, consider how the practices outlined may be relevant to Levine's survival, economic, and self-actualization goals of parenting

Adolescence and Autonomy (for children age 10-20; Shaffer, 371-373).

- Emotional Autonomy (Steinberg & Silverberg, 1986) True or False.
1. My Parents know everything there is to know about me.
 2. If I were having a problem with one of my friends, I would discuss it with my mother or father before deciding what to do about it.
 3. When I become a parent I'm going to treat my children in exactly the same way that my parents treated me.

Relationship Support (Lamborn & Steinberg, 1993) True or False.
I can count on my parents to help me out when I have some kind of problem.
My parents spend time just talking to me at least a few times per week.
When I get a poor grade in school, my parents offer to help me.

Would you say that your adolescence is developing emotional autonomy yet? Is your child typical for her age? Does your adolescent believe she has parental support? What outcomes are predicted for adolescents with the emotional autonomy and support that your adolescent has? Does what you know about your adolescent seem to support these predictions?

Interview #10 Moral Development

If your child is under the age of five, find an adult that you can interview for this one, preferably someone from a culture different from yours.

1. Piagetian views (Shaffer) "Story 1. A little boy who is called John is in his room. He is called to dinner. He goes into the dining room. But behind the door there was a chair, and on the chair there was a tray with 15 cups on it. John couldn't have known that there was all this behind the door. He goes in, the door knocks against the tray, "bang" to the 15 cups and they all get broken!

Story 2. Once there was a little boy whose name was Henry. One day while his mother was out, he tried to get some jam out of the cupboard even though he was forbidden to have any. He climbed up on a chair and stretched out his arm. But the jam was too high up and he couldn't reach it and have any. But while he was trying to get it, he knocked over a cup. The cup fell down and broke. In these stories, who is naughtier, John or Henry? Which one would you punish most?"

How do your child's answers compare to what would be expected from Piaget's depictions of moral development at that age? What criticisms have been made of the Piagetian view of moral development?

2. Kohlberg (Shaffer) "In Europe, a woman was near death from cancer. One drug might save her, a form of radium that the druggist in the same town had recently discovered. The druggist was charging \$20,000, much more than the drug had cost him to make. The sick woman's husband, Heinz, went to everyone he knew, banks and friends, absolutely everyone, to borrow the money, but he could only get together half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "no." The husband got desperate and broke into the man's store to steal the drug for his wife. Should the husband have done that and why?"

What stage of reasoning does this child's answers reflect and why (Shaffer, pp. 413-417)? What limitations of this way of obtaining information about moral developmental status have been suggested in the research? Discuss the issue of cultural bias as it relates to Kohlberg's theory of moral development.

3. Child rearing and moral development (pp348-352). Tell the child, "Think about the last time you got in trouble. What did your parents do? What did they say to you about it?" What kind of attributions did the parents provide for why the child should not have done what (s)he did? Did they use love withdrawal, power-assertion, or induction? What does research say regarding the effectiveness of this approach in establishing moral maturity? How might cultural variation moderate the effectiveness of inductive approaches for establishing moral maturity?

Interview 11 The Development of the Self and Ethnic Identity

Emergence of self-recognition (for children under 3). Without the child being aware of it, put a mark on the baby's nose. Put a mirror in front of her. Does she touch the mark? What does this say about the emergence of self-recognition? To what other skills is the emergence of self-recognition related?

Construction of a Self-Concept. (For children over 3). Ask the child to describe himself to you. Say, "Tell me about yourself. Describe yourself to me as if I don't really know you." Is the child's self-description pretty much what you might expect at this age? How does culture influence the attributes that one incorporates into one's self-concept?

Constructing an Ethnic Identity. (For children over 3; You may rephrase these to be understandable to young children if you want). Ask the child to rate on a 1-4 scale how much they agree with these statements (1-strongly disagree; 4-strongly agree).

The Multigroup Ethnic Identity Measure (Phinney, 1992)

In this country, people come from many different countries and cultures, and there are many different words to describe the different backgrounds or ethnic groups that people come from. Some examples of the names of ethnic groups are Hispanic or Latino, Black or African American, Asian American, Chinese, Filipino, American Indian, Mexican American, Caucasian or White, Italian American, and many others. These questions are about your ethnicity or your ethnic group and how you feel about it or react to it.

Please fill in. In terms of ethnic group, I consider myself to be

Use the numbers below to indicate how much you agree or disagree with each statement.

(4) Strongly agree (3) Agree (2) Disagree (1) Strongly disagree

- 1- I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.
- 2- I am active in organizations or social groups that include mostly members of my own ethnic group.
- 3- I have a clear sense of my ethnic background and what it means for me.
- 4- I think a lot about how my life will be affected by my ethnic group membership.
- 5- I am happy that I am a member of the group I belong to.
- 6- I have a strong sense of belonging to my own ethnic group.

- 7- I understand pretty well what my ethnic group membership means to me
- 8- In order to learn more about my ethnic background, I have often talked to other people about my ethnic group.
- 9- I have a lot of pride in my ethnic group.
- 10- I participate in cultural practices of my own group, such as special food, music, or customs.
- 11- I feel a strong attachment towards my own ethnic group.
- 12- I feel good about my cultural or ethnic background.
- 13- My ethnicity is
 - (1) Asian or Asian American, including Chinese, Japanese, and others
 - (2) Black or African American
 - (3) Hispanic or Latino, including Mexican American, Central American, and others
 - (4) White, Caucasian, Anglo, European American, not Hispanic
 - (5) American Indian/Native American
 - (6) Mixed: Parents are from two different groups
 - (7) Other (write in)

Has your child achieved a positive ethnic identity? According to Phinney et al., how is ethnic identity related to general psychological well-being? How is it related to the appreciation of other ethnicities?

Construction of an adult identity (For children over 8 AND an adult you know). Ask the child and the adult what she wants to be when she grows up. Call this X. "How willing would you be to give up X if something better came along? Where did the idea of being X come from?" "Have you ever had doubts about your religion and ever considered converting to something else?" Do your child's responses resemble those expected by identity diffusion, identity foreclosure, moratorium, or identity achievement? What about the adult?

Interview #12 Peers and Friendships

1. Peer sociability during the Preschool Period (For children under the age of 10; Shaffer, pp. 424-436). Go to a park or your interviewee's home if they are having friends over. Every 2 minutes or so for 10 minutes, write down what the child is doing with as much detail as possible. Using the Howes & Matheson (1992) categories of play and the Parten (1932) categories, which forms of play is most characteristic of your targeted child? Is this characteristic of children at this age? What predictions might one make regarding the child's predicted level of social competence later?

2. Peer acceptance and popularity (For children age 5 - 20; Shaffer). "List the people who are in your group of friends. Who is the most popular person in your group? (Call that person X) What is X like? Why do you think your friends like X? Are X's parents nice to him? Is X smart in school? Is X fat or skinny or just right? Is X very friendly or shy? Does X get angry easily?"

"Is there any kid in school that you and a lot of kids just don't like? (Call that person Y) What is Y like? Do your friends like Y? Are Y's parents nice to him? Is Y smart in school? Is Y fat or skinny or just right? Is Y very friendly or shy? Does Y get angry easily?"

How does X relate to the characteristics of popular children described in Shaffer? How well does Y relate to the characteristics of rejected children described in Shaffer? What can teachers do to help unpopular children improve their social skills?

3. Peer Sociability in Middle Childhood & Adolescence (For children over the age of 8; Shaffer) "The last time you went out with your friends, who went? What do you and your friends like to do together? How much time do you spend with your friends? How often do you get to see them outside of school? Do you and your friends sometimes hang out with other kids? Why do you hang out with these other kids? What makes you and your friends different from other kids in your school?"

To what degree does your adolescent's social group match up with the type of peer groups typical of his or her age?

Tutoring Integrative Report

(Please address as many of these as apply in approx. 10 double-spaced pages for each integrative report. Provide detail. Think "breadth and specificity.")

How might the tool of reading change the cognitive development of your tutee? Describe instances of intersubjectivity during your tutoring sessions. Describe how you tried to find the child's zone of proximal development. Describe how you tried to scaffold the child's learning. Describe how you carried out interactive storybook reading and how this was an example of guided participation. Describe instances of private speech and how this speech related to the difficulty of the task.

What have I noticed about my tutee's thinking in a Piagetian sense that makes me think that she is pre-operational, concrete operational, or formal operational? (Things I might consider are evidence of deferred imitation, undue attention to particularly salient aspects of a stimulus array, inability to consider several aspects of a situation at one time, difficulty with reversibility, heavy reliance on concrete manipulatives for understanding, egocentricity, hypothetical reasoning, among others). Have I noticed aspects of different stages? Given what I have noticed, what inferences can I make about other Piagetian skills that the child may have that I have not had the opportunity to notice? What implications might my knowledge of my tutee's Piagetian level have for teaching her? What limitations of the Piagetian approach might influence the extent to which I adopt this type of thinking in my dealings with this particular child?

What have I noticed about my tutee's attention (grasping, dividing, selection, and inhibition), automaticity, and short term memory? How typical is my tutee in his attention pattern? How have I/ might I have used this knowledge to better my tutoring?

What have I noticed about my tutee's recognition memory and long term memory capabilities? Have I noticed the use of any kinds of strategic learning? How able is my tutee to provide a good gist report of what he or she has read and how does that relate to fuzzy trace theory?

Does my tutee have realistic metamemory? How typical is he for children of his age? How can I use this knowledge in my tutoring?

To what extent do you use the features typical of child-directed speech when talking to your tutee? What features do you use and why do you use them?

If your tutee is African-American, reflect on the variations from Standard English you hear. Are these variations from Standard English Dialect phonological, semantic, or morphosyntactic?

To what extent does your child show good meta-communication or the ability to monitor her own speech? Is your child's meta-communication typical of others her age? To what extent have you noticed that your tutee can fast-map the meanings of new words from reading? Provide some examples.

Am I displaying interactional synchrony with my tutee while I am tutoring? In what ways have I demonstrated this? Did my tutee show some reservation with me at first? Does my tutee seem to have developed an attachment with me in any way? Does the child show a secure attachment to his teacher (to the degree that you have had any opportunity to observe this)? Are your child's personal characteristics more typical of children with secure or insecure parental attachment? What implications do these observations have for teaching this child?

What has been your "parenting" style with your tutee? To the extent that you have had the opportunity to observe it, what style does the child's primary teacher have? Do your tutee's characteristics best resemble those of children raised by parents with a democratic, authoritarian, permissive, or neglectful style? To your knowledge, are there any unique characteristics of your child's family (such as divorce,

extended family-hood, or maternal employment) that might impact the parenting that the child receives? What are the issues that might be involved with these? How would this knowledge be used in your teaching if you were the child's classroom teacher?

To the extent that you have had the opportunity to observe it, does your child seem popular, average, or rejected by her peers? What implications might this observation have for teaching this child? Have you observed any bullying behaviors in your tutee or aimed at your tutee or in the school environment itself?

How might a tutor or teacher be important in the development of a self concept? How might teachers help to foster a positive ethnic identity in children?

Was I able to adjust my tutoring in some way to take advantage of the cognitive or developmental attributes of my tutee? Did I notice any improvement in my tutee's learning as a function of these changes?