

# Child Development: Brain Building

## Syllabus—Online Course

### Instructor Contact Information

Name:

Email:

Phone:

Office location:

Office hours:

### Course Description

This course covers the latest research on brain and child development to give participants foundational knowledge in developmental progressions for children from birth to age 5. Through course readings, discussions, activities, and assignments, participants will learn to identify children's developmental trajectories. An emphasis on brain development will provide participants with a unique lens to apply in an early learning program as an additional tool to identify developmental progressions. Participants will learn how to create early childhood environments that promote physical, language, social and emotional, and cognitive development. Participants will also explore the key role that individual differences and family and socio-cultural context plays in development and learn strategies to build relationships that support each child's individual development.

### Objectives

Participants will:

1. Demonstrate knowledge of brain development and the developmental progressions of children ages birth to 5 in physical, language, social-emotional, and cognitive areas.
2. Identify children's developmental progressions as expressed through their behavior in their environments.
3. Identify and create learning activities and environments and plan adult-child interactions that support children's developmental progressions in physical, language, social-emotional, and cognitive domains.
4. Demonstrate an understanding of the key roles that individual differences and family, program, and socio-cultural contexts play in development, and apply strategies to build positive relationships with and between children and families.

### Grading

Participation/Professionalism	20%
Weekly Assignments	30%
Brain-building (Vroom) assignments	10%
Child development Quizzes	10%

Final Project	30%
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## Expectations

**Participation/Professionalism** (20%: Grading per Instructor)

**Weekly Assignments** (30%: Grading per assignment rubric)

Weekly assignments provide practitioner-focused time to make meaning from course readings, videos, and presentations. Assignments vary and may include developing activities, filming yourself while guiding activities with children, and practice using skills in your daily life. You are expected to complete all assignments in a timely manner, and contact the instructor as soon as possible if you are unable to do so.

- **Reading assignments:** In this course, you will complete required readings. At times, you will synthesize your thoughts from the readings in reflection assignments.
- **Applied assignments:** In this course, you will complete assignments that are practitioner-oriented. These help you build your portfolio of resources for your work as an educator. Examples include creating activities and resources for the parents and families you serve. These assignments will help you bridge theory to practice.
- **Filming and coding assignments:** In this course, you will film yourself working with children. You will then share your videos using the EarlyEdU Coaching Companion™ tool so your peers and instructors can provide support and feedback to help you improve your practice.

**Brain-building (Vroom) assignments** (10%: Grading per assignment rubric)

Vroom is a tool designed to turn everyday moments into brain-building ones. Throughout the course, Vroom tips will be used to inspire classroom activities and to create easy ways to talk with families about child development. The Vroom framework will be used to develop new activities for the early learning environment and at home.

**Child development quizzes** (10%: Grading per assignment rubric)

Some weeks you will complete a short quiz asking you to place a series of developmental indicators from one of the Head Start Early Learning Outcomes Framework (HSELOF) domains in chronological order. These quizzes will help you track your learning as you progress through the course.

**Final Project** (30%: Grading per assignment rubric)

Seeking out opportunities to learn and grow helps you become a better educator. The final project will give you an opportunity to synthesize the information you have learned and demonstrate your knowledge of child development. For this assignment, you will design, test, modify, and improve an activity that supports children's learning in at least three domains. You will write a final report, including: a summary of the process you used during development, how you would adapt this activity for children who are 6 months to 1 year older or younger, guidelines for other educators who may want to use this activity, and a handout for parents that explains what children are learning in this activity. This assignment takes the place of a final exam.

## Note on Filming

As noted above, in some assignments participants will film interactions in the early learning setting, review video footage, and edit several small clips for instructors and peers to view. Instructors will include guidance for this process by providing training and a detailed guide on filming and editing video clips for use with the Coaching Companion.

## Time Estimations

The estimated time commitment for each session is 5 to 9 hours. You will likely spend a total of 3 hours working *in class* (instructor to provide specifics on their class schedule) and an additional 2 to 6 hours of readings and assignments out of class. These are estimations. Some sessions may include assignments that require more than 6 hours out of class (e.g., completing the planning, video, reflecting, and feedback cycles) while others may take less. Additionally, some participants may complete assignments more quickly than others. Some participants may review readings and videos multiple times and spend more time on their assignments. There is no exact time designation; you are encouraged to communicate with your instructor about any questions on due dates, extensions, and workload.

## Accommodations

(Initial text is provided; institutions will need to provide all of their own details here).

Your experience in this class is important to us, and it is the policy and practice of the \_\_\_\_\_ to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with \_\_\_\_\_ to discuss and address them. If you have already established accommodations with \_\_\_\_\_, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

## Course Schedule

Session	Topic	Readings and Assignments
0	<p><b>Introduction</b></p> <p>Welcome to the Course</p> <p>How this Course Works</p> <p>Introduction to Vroom</p>	<p><b>Reading</b></p> <p>Vroom. (2018). <i>Our tools and resources make it easy to get started.</i> <a href="https://www.vroom.org/tools-and-resources/">https://www.vroom.org/tools-and-resources/</a></p> <p><b>Assignment</b></p> <p><i>Self-Introductions</i> video assignment</p> <p><b>Note:</b> All assignments, including readings, are due the next session unless otherwise noted. Readings listed on this syllabus are the same ones that are in the Readings page at the end of each session.</p>
1	<p><b>Foundations</b></p> <p>Head Start Early Learning Outcomes Framework (HSELOF)</p> <p>Child Development Frameworks</p> <p>Introduction to the Brain</p>	<p><b>Readings</b></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Early Childhood Development Teaching and Learning (n.d.). <i>The science of child development and learning.</i> <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/science-child-development-learning.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/science-child-development-learning.pdf</a></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (n.d.). In <i>Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five.</i> <a href="https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five">https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five</a></p> <p>Zero to Three. (2016, February 9). <i>Supporting early brain development.</i> <a href="https://www.zerotothree.org/resources/series/family-friend-neighbor-care#supporting-early-brain-development">https://www.zerotothree.org/resources/series/family-friend-neighbor-care#supporting-early-brain-development</a></p> <ul style="list-style-type: none"> <li>• 6–12 Months <a href="https://www.zerotothree.org/resources/99-supporting-brain-development-from-6-to-12-months">https://www.zerotothree.org/resources/99-supporting-brain-development-from-6-to-12-months</a></li> <li>• 12–18 Months <a href="https://www.zerotothree.org/resources/100-supporting-brain-development-from-12-to-18-months">https://www.zerotothree.org/resources/100-supporting-brain-development-from-12-to-18-months</a></li> <li>• 18–24 Months <a href="https://www.zerotothree.org/resources/101-supporting-brain-development-from-18-to-24-months">https://www.zerotothree.org/resources/101-supporting-brain-development-from-18-to-24-months</a></li> <li>• 24–36 Months <a href="https://www.zerotothree.org/resources/102-supporting-brain-development-from-24-to-36-months">https://www.zerotothree.org/resources/102-supporting-brain-development-from-24-to-36-months</a></li> </ul>

		<p><b>Other assignments</b></p> <p><i>Reflection assignment</i></p>
2	<p><b>Brain Development</b></p> <p>What Is the Brain?</p> <p>Stages of Brain Development</p> <p>Tools We Use to Study the Brain</p> <p>Biological Factors That Influence Brain Development</p>	<p><b>Readings</b></p> <p>Institute of Medicine (IOM) and National Research Council (NRC). (2015). The interaction of biology and the environment. In L. Allen &amp; B. B. Kelly (Eds.), <i>Transforming the workforce for children birth through age 8: A unifying foundation</i> (pp. 57–84). Washington, DC: The National Academies Press.  <a href="https://www.nap.edu/read/19401/chapter/7">https://www.nap.edu/read/19401/chapter/7</a></p> <p>National Research Council and Institute of Medicine Committee on Integrating the Science of Early Childhood Development. (2000). The developing brain. In J. P. Shonkoff &amp; D. A. Phillips (Eds.), <i>From neurons to neighborhoods: The science of early child development</i> (pp. 182–218). Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.  <a href="https://www.nap.edu/read/9824/chapter/11#182">https://www.nap.edu/read/9824/chapter/11#182</a></p> <p>National Scientific Council on the Developing Child. (2007). <i>The timing and quality of early experiences combine to shape brain architecture: Working paper 5</i>. Boston, MA: Harvard University.  <a href="http://46y5eh11fhqw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2007/05/Timing_Quality_Early_Experiences-1.pdf">http://46y5eh11fhqw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2007/05/Timing_Quality_Early_Experiences-1.pdf</a></p> <p>Zero To Three. (2006, March 17). <i>Baby brain map</i>.  <a href="https://www.zerotothree.org/resources/529-baby-brain-map">https://www.zerotothree.org/resources/529-baby-brain-map</a></p> <p><b>Other assignments</b></p> <p><i>Brain-Building Tips</i> assignment</p> <p><i>Brain-Building Activities</i> video assignment</p>
3	<p><b>Perceptual, Motor, and Physical Development</b></p> <p>Perception</p> <p>Gross and Fine Motor Skills</p> <p>Health, Safety, and Nutrition</p>	<p><b>Readings</b></p> <p>California Department of Education. (2017, March 17). <i>Perceptual and motor development domain: California infant/toddler learning &amp; development foundations [0-36 months]</i>.  <a href="http://www.cde.ca.gov/sp/cd/re/itf09percmtdev.asp">http://www.cde.ca.gov/sp/cd/re/itf09percmtdev.asp</a></p> <p>Scientific Learning Blog. (2012, April 19). <i>Exploring the connection between motor skills &amp; cognition</i>.  <a href="http://www.scilearn.com/blog/early-fine-motor-skills-cognitive-skills">http://www.scilearn.com/blog/early-fine-motor-skills-cognitive-skills</a></p>

	<p>Brains and Bodies</p>	<p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (n.d.). Perceptual, Motor, and Physical Development. In <i>Interactive Head Start Early Learning Outcomes Framework</i>. <a href="https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five">https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five</a></p> <p>Zero to Three. (2004, February 26). <i>On the move: The power of movement in your child's first three years</i>. <a href="https://www.zerotothree.org/resources/316-on-the-move-the-power-of-movement-in-your-child-s-first-three-years">https://www.zerotothree.org/resources/316-on-the-move-the-power-of-movement-in-your-child-s-first-three-years</a></p> <p><b>Other assignments</b></p> <p><i>Activity Development</i> assignment</p> <p><i>Perceptual, Motor, and Physical Skills</i> video assignment</p> <p><i>Perpetual, Motor, and Physical Development Quiz</i> assignment</p>
4	<p><b>Language Development: Birth to Age 3</b></p> <p>Language and the Brain</p> <p>Steps Along the Way</p> <p>Dual Language Learning and Development</p> <p>Supporting Language Development</p>	<p><b>Readings</b></p> <p>Kuhl, P. (2011). Early language learning and literacy: Neuroscience implications for education. <i>Mind, Brain, and Education</i>, 5(3), 128–142. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3164118/pdf/nihms308531.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3164118/pdf/nihms308531.pdf</a></p> <p>Gardner-Neblett, N., &amp; Gallagher, K. C. (2013). <i>More than baby talk: 10 ways to promote the language and communication skills of infants and toddlers</i>. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute. <a href="http://mtbt.fpg.unc.edu/sites/mtbt.fpg.unc.edu/files/imce/documents/BabyTalk_WEB.pdf">http://mtbt.fpg.unc.edu/sites/mtbt.fpg.unc.edu/files/imce/documents/BabyTalk_WEB.pdf</a></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (n.d.) Language and Literacy (introduction and infant and toddler). In <i>Interactive Head Start Early Learning Outcomes Framework: Ages birth to five</i>. <a href="https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five">https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five</a></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (n.d.). <i>Culture and language: Research base</i>. <a href="https://eclkc.ohs.acf.hhs.gov/culture-">https://eclkc.ohs.acf.hhs.gov/culture-</a></p>

		<p><a href="#">language/article/research-base</a> (See assignment handout for specific articles.)</p> <p><b>Additional Resources (Optional)</b></p> <p>Guernsey, L. (2013, October 17). <i>Don't Just Talk. Listen to Your Baby Too.</i> <a href="http://ideas.time.com/2013/10/17/stop-talking-and-start-listening-to-your-baby/">http://ideas.time.com/2013/10/17/stop-talking-and-start-listening-to-your-baby/</a></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Cultural and Linguistic Responsiveness. (n.d.). <i>The big 5: The big picture: Background knowledge.</i> <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-big-picture-background-knowledge-eng.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-big-picture-background-knowledge-eng.pdf</a></p> <p><b>Other assignments</b></p> <p><i>Reflection</i> assignment</p> <p><i>Language Skills</i> video assignment</p> <p><i>Supporting Children Who Are Dual Language Learners</i> video assignment</p>
5	<p><b>Language and Early Literacy Development: Ages 3 to 5</b></p> <p>Language and Communication</p> <p>Literacy</p> <p>Let's Talk—Supporting Language and Literacy</p> <p>Let's Play—Supporting Language and Literacy</p> <p>Let's Read—Supporting Language and Literacy</p>	<p><b>Readings</b></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (n.d.) Language and Literacy (preschool). In <i>Interactive Head Start Early Learning Outcomes Framework: Ages birth to five.</i> <a href="https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five">https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five</a></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (n.d.). <i>Culture and language: The big 5 for all.</i> <a href="https://eclkc.ohs.acf.hhs.gov/culture-language/article/five-key-areas-language-literacy-development-school-readiness">https://eclkc.ohs.acf.hhs.gov/culture-language/article/five-key-areas-language-literacy-development-school-readiness</a> (See assignment handout for specific articles.)</p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (n.d.). <i>Hearing language is learning.</i> <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-01-hearing-language-learning.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-01-hearing-language-learning.pdf</a></p>



		<p><b>Additional Resources (Optional)</b></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (n.d.). <i>Using Mariposa, Mariposa (Butterfly, Butterfly) to promote dialogic reading: A powerful way to encourage language development in one or more languages</i>. <a href="https://eclkc.ohs.acf.hhs.gov/culture-language/article/using-mariposa-mariposa-butterfly-butterfly-promote-dialogic-reading">https://eclkc.ohs.acf.hhs.gov/culture-language/article/using-mariposa-mariposa-butterfly-butterfly-promote-dialogic-reading</a></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Cultural and Linguistic Responsiveness. (n.d.). <i>Strategies for supporting all dual language learners</i>. <a href="https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf">https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf</a></p> <p>Whitehurst, G.J. (n.d.). <i>Dialogic reading: An effective way to read to preschoolers</i>. <a href="http://www.readingrockets.org/article/dialogic-reading-effective-way-read-preschoolers">http://www.readingrockets.org/article/dialogic-reading-effective-way-read-preschoolers</a></p> <p><b>Other assignments</b></p> <p><i>Brain-Building Tips</i> assignment</p> <p><i>Language and Literacy Development</i> video assignment</p> <p><i>Language and Literacy Development Quiz</i> assignment</p>
6	<p><b>Social and Emotional Development: Birth to Age 3</b></p> <p>Early Social and Emotional Development: Relationships</p> <p>Early Social and Emotional Development: Emotions and Identity</p> <p>Supporting Early Social and Emotional Development</p>	<p><b>Readings</b></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start (n.d.). Social and Emotional Development (infant and toddler). In <i>Interactive Head Start Early Learning Outcomes Framework: Ages birth to five</i>. <a href="https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five">https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five</a></p> <p>Zero to Three. (n.d.). <i>Developing social-emotional skills</i>. <a href="https://www.zerotothree.org/resources/series/developing-social-emotional-skills">https://www.zerotothree.org/resources/series/developing-social-emotional-skills</a></p> <p>Zero to Three. (2015, June 3). <i>How to prevent mental health problems? Begin at the beginning with infants and toddlers</i>. <a href="https://www.zerotothree.org/resources/117-how-to-prevent-mental-health-problems-begin-at-the-beginning-with-infants-and-toddlers">https://www.zerotothree.org/resources/117-how-to-prevent-mental-health-problems-begin-at-the-beginning-with-infants-and-toddlers</a></p> <p><b>Additional Resources (Optional)</b></p> <p>National Scientific Council on the Developing Child. (2011, August). <i>Children’s emotional development is built into the</i></p>



		<p><i>architecture of their brains.</i>  <a href="http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2004/04/Childrens-Emotional-Development-Is-Built-into-the-Architecture-of-Their-Brains.pdf">http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2004/04/Childrens-Emotional-Development-Is-Built-into-the-Architecture-of-Their-Brains.pdf</a></p> <p>Institute for Learning &amp; Brain Sciences, (2015, January 20). <i>From understanding eyes to understanding minds: Tracing the building blocks of social cognition.</i>  <a href="http://ilabs.washington.edu/i-labs-news/understanding-eyes-understanding-minds-%E2%80%93-tracing-building-blocks-social-cognition">http://ilabs.washington.edu/i-labs-news/understanding-eyes-understanding-minds-%E2%80%93-tracing-building-blocks-social-cognition</a></p> <p><b>Assignments</b>  <i>Reflection</i> assignment  <i>Social and Emotional Development</i> video assignment  <i>Activity Development</i> assignment</p>
7	<p><b>Social and Emotional Development: Ages 3 to 5</b></p> <p>Preschool Social and Emotional Development</p> <p>Social and Emotional Development and School Readiness</p> <p>Supporting Preschooler Social and Emotional Development</p>	<p><b>Readings</b></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start (n.d.) Social and Emotional Development (preschool). In <i>Interactive Head Start Early Learning Outcomes Framework: Ages birth to five.</i>  <a href="https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five">https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five</a></p> <p>California Department of Education (2017, March). <i>Social-Emotional Development domain: Foundations.</i>  <a href="http://www.cde.ca.gov/sp/cd/re/itf09socemodev.asp">http://www.cde.ca.gov/sp/cd/re/itf09socemodev.asp</a></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start (n.d.). <i>News you can use: Foundations of school readiness: Social emotional development.</i>  <a href="https://eclkc.ohs.acf.hhs.gov/school-readiness/article/news-you-can-use-foundations-school-readiness-social-emotional-development">https://eclkc.ohs.acf.hhs.gov/school-readiness/article/news-you-can-use-foundations-school-readiness-social-emotional-development</a></p> <p>Center on the Social and Emotional Foundations for Early Learning (n.d.) <i>What works brief: Emotional literacy.</i>  <a href="http://csefel.vanderbilt.edu/resources/wwb/wwb21.html">http://csefel.vanderbilt.edu/resources/wwb/wwb21.html</a></p> <p>Zero to Three. (2015, September 17). <i>To find the roots of school readiness, look back to the beginning.</i>  <a href="https://www.zerotothree.org/resources/162-to-find-the-roots-of-school-readiness-look-back-to-the-beginning">https://www.zerotothree.org/resources/162-to-find-the-roots-of-school-readiness-look-back-to-the-beginning</a></p> <p><b>Other assignments</b>  <i>Brain-Building Tips</i> assignment</p>

		<p><i>Social and Emotional Development</i> video assignment</p> <p><i>Development Quiz</i> assignment</p>
8	<p><b>Cognitive Development: Birth to Age 3</b></p> <p>Early Cognitive Development</p> <p>Early STEM (Science, Technology, Engineering, and Math)</p> <p>Supporting Early Cognitive Development</p>	<p><b>Readings</b></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start (n.d.). Cognition (infant and toddler). In <i>Interactive Head Start Early Learning Outcomes Framework: Ages birth to five</i>. <a href="https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five">https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five</a></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start (n.d.). <i>News you can use: Foundations of school readiness: Cognition and general knowledge</i>. <a href="https://eclkc.ohs.acf.hhs.gov/school-readiness/article/news-you-can-use-foundations-school-readiness-cognition-general-knowledge">https://eclkc.ohs.acf.hhs.gov/school-readiness/article/news-you-can-use-foundations-school-readiness-cognition-general-knowledge</a></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (2014, May). <i>News you can use: Early science learning for infants and toddlers</i>. <a href="https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/NYCU-Early-Science.pdf">https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/NYCU-Early-Science.pdf</a></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head start (n.d.). <i>News you can use: Supporting early math learning for infants and toddlers</i>. <a href="https://eclkc.ohs.acf.hhs.gov/school-readiness/article/news-you-can-use-supporting-early-math-learning-infants-toddlers">https://eclkc.ohs.acf.hhs.gov/school-readiness/article/news-you-can-use-supporting-early-math-learning-infants-toddlers</a></p> <p><b>Additional Resources</b></p> <p>Gopnik, A. (2011, July). <i>What do babies think?</i> [Video file]. <a href="https://www.ted.com/talks/alison_gopnik_what_do_babies_think">https://www.ted.com/talks/alison_gopnik_what_do_babies_think</a></p> <p>Schulz, L. (2015, March). <i>The surprisingly logical mind of babies</i>. [Video file]. <a href="https://www.ted.com/talks/laura_schulz_the_surprisingly_logical_minds_of_babies">https://www.ted.com/talks/laura_schulz_the_surprisingly_logical_minds_of_babies</a></p> <p>Angier, N. (2012, April 30). <i>Profiles in science: Insights from the youngest minds</i> [Video and article files]. <a href="http://www.nytimes.com/2012/05/01/science/insights-in-human-knowledge-from-the-minds-of-babies.html">http://www.nytimes.com/2012/05/01/science/insights-in-human-knowledge-from-the-minds-of-babies.html</a></p> <p><b>Other assignments</b></p> <p><i>Reflection</i> assignment</p>

		<p><i>Cognitive Development</i> video assignment</p> <p><i>Activity Development</i> assignment</p>
9	<p><b>Cognitive Development: Ages 3 to 5</b></p> <p>Mathematics Development</p> <p>Scientific Reasoning</p> <p>Supporting Preschool Cognitive Development</p>	<p><b>Readings</b></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start (n.d.). Cognition (preschool). <i>Interactive Head Start Early Learning Outcomes Framework: Ages birth to five</i>.  <a href="https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five">https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five</a></p> <p>Gopnik, A. (2011, March 16). Why preschool shouldn't be like school. <i>Slate</i>.  <a href="http://www.slate.com/articles/double_x/doublex/2011/03/why_preschool_shouldnt_be_like_school.html#return">http://www.slate.com/articles/double_x/doublex/2011/03/why_preschool_shouldnt_be_like_school.html#return</a></p> <p>Master, A. (2016, September 27). Group work gets kids more engaged in STEM. <i>The Conversation</i>.  <a href="https://theconversation.com/group-work-gets-kids-more-engaged-in-stem-65710">https://theconversation.com/group-work-gets-kids-more-engaged-in-stem-65710</a></p> <p>Koralek, D. (2015, March). <i>Ten things children learn from block play</i>.  <a href="http://www.naeyc.org/yc/10_things_children_learn_block_play">http://www.naeyc.org/yc/10_things_children_learn_block_play</a></p> <p><b>Other assignments</b></p> <p><i>Brain-Building Tips</i> assignment</p> <p><i>Cognitive Development--Science</i> video assignment</p> <p><i>Cognitive Development--Math</i> video assignment</p> <p><i>Cognitive Development Quiz</i> assignment</p>
10	<p><b>Learning and Development in Context: Birth to Age 3</b></p> <p>Approaches to Learning Domain</p> <p>Review Developmental Indicators</p> <p>Learning Throughout the Day</p>	<p><b>Readings</b></p> <p>U.S. Department of Health and Human Services, Administration for Children, Office of Head Start (n.d.). <i>Interactive Head Start Early Learning Outcomes Framework</i> [Approaches to Learning, infant and toddler domain].  <a href="https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof/i-elof.html">https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof/i-elof.html</a></p> <p>Mind in the Making. (2013). <i>Principles of facilitated learning</i>.  <a href="http://mindinthemaking.org/wp-content/uploads/2013/12/Principles-of-Facilitated-Learning.pdf">http://mindinthemaking.org/wp-content/uploads/2013/12/Principles-of-Facilitated-Learning.pdf</a></p> <p>Workman, S., &amp; Ullrich, R. (2017). Quality 101: Identifying the core components of a high-quality early childhood program. <i>Center for American Progress</i>.  <a href="https://www.americanprogress.org/issues/early-">https://www.americanprogress.org/issues/early-</a></p>

		<p><a href="http://childhood/reports/2017/02/13/414939/quality-101-identifying-the-core-components-of-a-high-quality-early-childhood-program/">childhood/reports/2017/02/13/414939/quality-101-identifying-the-core-components-of-a-high-quality-early-childhood-program/</a></p> <p>Dozier, M., Zeanah, C. H., Wallin, A. R., &amp; Shauffer, C. (2012). Institutional care for young children: Review of literature and policy implications. <i>Social Issues and Policy Review</i>, 6(1), 1–25. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3600163/pdf/nihms397371.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3600163/pdf/nihms397371.pdf</a></p> <p><b>Additional Resource (Optional)</b></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Head Start National Resource Center (2016). <i>Early essentials: Webisode 4: The first three years</i> [Video]. <a href="http://eclkc.vzaar.me/4501350">http://eclkc.vzaar.me/4501350</a></p> <p>National Association for the Education of Young Children (2005). <i>Playdough power</i>. <a href="https://families.naeyc.org/learning-and-development/music-math-more/playdough-power">https://families.naeyc.org/learning-and-development/music-math-more/playdough-power</a></p> <p><b>Other assignments</b></p> <p><i>Reflection</i> assignment <i>Activity Development</i> assignment <i>Final Project</i> assignment</p>
11	<p><b>Learning and Development in Context: Ages 3 to 5</b></p> <p>Approaches to Learning Domain</p> <p>Review Developmental Indicators</p> <p>Learning Throughout the Day</p>	<p><b>Readings</b></p> <p>U.S. Department of Health and Human Services, Administration for Children, Office of Head Start. (n.d.). Interactive Head Start Early Learning Outcomes Framework: Ages birth to five [Approaches to Learning, preschool domain]. <a href="https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof/i-elof.html">https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof/i-elof.html</a></p> <p>Merryman, P. B. (2009, August 27). Parenting tips: Praise can be bad; Lying is normal. <a href="https://www.npr.org/templates/story/story.php?storyId=112292248">https://www.npr.org/templates/story/story.php?storyId=112292248</a></p> <p>Mind in the Making (n.d.). <i>Tips for promoting essential skills</i>. <a href="http://mindinthemaking.org/wp-content/uploads/2013/12/Tips-for-Promoting-Essential-Skills.pdf">http://mindinthemaking.org/wp-content/uploads/2013/12/Tips-for-Promoting-Essential-Skills.pdf</a></p> <p>Rochman, B. (2011, March 23). In preschool, what matters more? Education or play? TIME. <a href="http://healthland.time.com/2011/03/23/playing-at-preschool-">http://healthland.time.com/2011/03/23/playing-at-preschool-</a></p>

		<p><a href="#">mom-says-no-way/?iid=sr-link2</a></p> <p><b>Other assignments</b>  <i>Reflection</i> assignment  <i>Activity Development</i> assignment  <i>Final Project Development</i> video assignment (introduced in Session 10)</p>
12	<p><b>Child Development in the Context of Family</b></p> <p>Relationships and Engaging Families</p> <p>Multiculturalism</p> <p>Screens and Young Children</p>	<p><b>Readings</b></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Head Start National Resource Center. (2016). Early essentials webisode 2: Building relationships [Video]. <a href="http://eclkc.vzaar.me/4501291">http://eclkc.vzaar.me/4501291</a></p> <p>Fu, V. R. (1993, April). Culture, schooling, and education in a democracy [Monograph]. In V. R. Fu, A. J. Stremmel, &amp; C. Treppte, <i>Perspectives from ERIC/EECE: Multiculturalism in early childhood programs</i> (pp. 38-51). Urbana, Ill: ERIC Clearinghouse on Elementary and Early Childhood Education. <a href="http://ecap.crc.illinois.edu/ecearchive/books/multicul/fu.html">http://ecap.crc.illinois.edu/ecearchive/books/multicul/fu.html</a></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement (n.d.). <i>Building partnerships: Guide to developing relationships with families</i>. <a href="https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf">https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf</a></p> <p>Lerner, C. (2014, May 2). Screen sense [White paper]. Zero To Three. <a href="https://www.zerotothree.org/resources/1200-screen-sense-full-white-paper">https://www.zerotothree.org/resources/1200-screen-sense-full-white-paper</a></p> <p><b>Other assignments</b>  <i>Reflection</i> assignment  <i>Activity Development</i> assignment  <i>Final Project Development</i> assignment (introduced in Session 10)</p>

13	<p><b>Child Development: Trauma and Resilience in the Early Years</b></p> <p>Toxic Stress</p> <p>Adverse Childhood Experiences (ACEs)</p> <p>Trauma-Informed Care</p> <p>Resilience in the Early Years</p>	<p><b>Readings</b></p> <p>TED. (2015, February 17). <i>How childhood trauma affects health across a lifetime: Nadine Burke Harris</i> [Video]. <a href="https://www.youtube.com/watch?v=95ovlJ3dsNk">https://www.youtube.com/watch?v=95ovlJ3dsNk</a></p> <p>Sacks, V., Murphey, D., &amp; Moore, K. (2014, July 30). <i>Adverse Childhood Experiences: National and state-level prevalence</i>. <a href="https://childtrends-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2014/07/Brief-adverse-childhood-experiences_FINAL.pdf">https://childtrends-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2014/07/Brief-adverse-childhood-experiences_FINAL.pdf</a></p> <p>Child Trends. (2016, April 19). <i>5 ways trauma-informed care supports children’s development</i>. <a href="https://www.childtrends.org/child-trends-5/5-ways-trauma-informed-care-supports-childrens-development/">https://www.childtrends.org/child-trends-5/5-ways-trauma-informed-care-supports-childrens-development/</a></p> <p>NAEYC. (2015, May). <i>Creating trauma-sensitive classrooms</i>. <a href="https://www.naeyc.org/system/files/YC0515_Trauma-Sensitive_Classrooms_Statman-Weil.pdf">https://www.naeyc.org/system/files/YC0515_Trauma-Sensitive_Classrooms_Statman-Weil.pdf</a></p> <p>Best Start Resource Centre (n.d.). <i>Building resilience in young children</i>. <a href="http://www.beststart.org/resources/hlthy_chld_dev/pdf/BSR_C_Resilience_English_fnl.pdf">http://www.beststart.org/resources/hlthy_chld_dev/pdf/BSR_C_Resilience_English_fnl.pdf</a></p> <p><b>Other assignments</b></p> <p><i>Resource Development</i> assignment</p> <p><i>Brain-Building Tips</i> assignment</p> <p><i>Final Project Development</i> assignment (introduced in Session 10)</p>
14	<p><b>Child Development in the Context of Community</b></p> <p>Individualized Teaching</p> <p>Community Supports</p> <p>Policy</p>	<p><b>Readings</b></p> <p>Maxwell, K., LaMonte, L., &amp; Halle, T. (2017). <i>Building our future: Supporting community-based early childhood initiatives</i>. Child Trends. <a href="https://childtrends-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2017/02/2017-15BuildingOurFuture.pdf">https://childtrends-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2017/02/2017-15BuildingOurFuture.pdf</a></p> <p>TED. (2013, May). <i>Rita Pierson at TED Talks Education: Every kid needs a champion</i> [Video]. <a href="https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion">https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion</a></p> <p>Zero to Three. (2016, March 6). <i>A place to get started: Innovation in state infant and toddler policies</i>.</p>

		<p><a href="https://www.zerotothree.org/resources/362-a-place-to-get-started-innovation-in-state-infant-and-toddler-policies">https://www.zerotothree.org/resources/362-a-place-to-get-started-innovation-in-state-infant-and-toddler-policies</a></p> <p>Westervelt, E. (2016, December). <i>How Investing in preschool beats the stock market, hands down</i>.  <a href="http://www.npr.org/sections/ed/2016/12/12/504867570/how-investing-in-preschool-beats-the-stock-market-hands-down">http://www.npr.org/sections/ed/2016/12/12/504867570/how-investing-in-preschool-beats-the-stock-market-hands-down</a></p> <p><b>Other assignments</b>  <i>Resource Development</i> assignment  <i>Reflection</i> assignment  <i>Final Project Development</i> video assignment (Introduced in Session 10)</p>
15	<b>Wrap-up and Final Project</b>	<p><b>Readings</b>  None for this session</p> <p><b>Assignments</b>  <i>Final Project Development</i> assignment</p>