



PSY BC3465 Fall, 2019

Syllabus

Field Work and Research Seminar: Barnard Center for Toddler Development

Tuesday 12:50-2:50; MLC LL001

Dr. Tovah P. Klein (854-5274; [tklein@barnard.edu](mailto:tklein@barnard.edu)); Office Hours: Tue 3:00-4:00, 412D Milbank

WEEK	DATE	TOPIC	Note	Assign/Due
1	<u>2019</u> 9/3	Introduction to Course Early Experience		
2	9/10	Attachment/Relationship Perspective-Foundations for class		
3	9/17	Attachment/Relationship Perspective		*RR (3 hand-in over term)
4	9/24	Toddler Adaptations	Child obs start this week	*RR <u>Co-lead sign up</u>
5	10/1	Attachment and Beyond <b>NO SEMINAR – Rosh Hashanah</b> Readings are still required	Write 1-2 pages with 3 take-aways from readings	Email to Prof. Klein by 4:00 on Tue. 10/1
6	10/8	Child Observation		
7	10/15	Roots of Peer Relations/ Social Play		*RR
8	10/22	Qualitative Research & Observation of Children		<u>OBS DUE</u>
9	10/29	Symbolic Capacity and Play	<i>Co-Leaders</i>	*RR
10	11/5	<b>NO CLASS- Vote!</b>	ELECTION DAY	
11	11/12	Emotional Development	<i>Co-Leaders</i>	*RR
12	11/19	Qualitative Research - Intro to Work & Family Study		
13	11/26	Play Workshop	Meet In TC	
14	12/3	Pulling It Together	Lunch in TC	<u>Sharing Essay due</u>

**\*\* 12/11 & 12/16 Observations due; 12/16 (or earlier) Reflection Essay due**

**\*RR = Reading Response. 3 Required to be handed in during term. Write each week for class discussion, pick 3 to hand in at seminar.**



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The weekly academic seminar provides a theoretical foundation to frame your classroom experience of working with and learning about toddlers. The combination of theoretical and research readings in developmental and clinical psychology with observing and experiencing the growth and development of children provides a unique way to learn about a critical developmental period. Developing skills as an astute and objective observer of children is a centerpiece of the course. Readings primarily focus on socio-emotional aspects of development as toddlers move from the primary relationship with their parents, into new relationships, including with peers. Toddlerhood represents a time of incredible change and exploration in the world – it is a vibrant and exciting developmental period. Changes occur in all domains – physical, language, cognitive, social and emotional. This is a dynamic period of development that allows us to study attachment and separation and how children establish a foundation for future relationships and emerging sense of self. The foundation provides a base for all aspects of development.

### Course Requirements – Fall term:

- 1. STUDENT TEACHER:** Participation as student teacher one morning per week at Toddler Center, 9:00-12:30. Teaching responsibilities involve working with children, briefing and debriefing, set-up, clean-up, and participating in a classroom clean-up outside of AM time. **Arrive ON TIME (or early)**, no later than 9:00. LATE ARRIVALS will count against your grade.
- 2. SEMINAR:** Completion of readings prior to the week's meeting, attendance and active participation in seminar. Seminar participation includes presenting to the class most weeks in small groups and active participation in discussions. Brief, weekly assignments may be assigned. Attendance is required. **ABSENCES:** If you are ill, let Professor Klein know before seminar. More than one absence will be considered in your grade.
  - A) **Child Observations:** weekly written observations; observation outside of class; include in developmental paper (2<sup>nd</sup> term). Hand in two times during 1<sup>st</sup> term.
  - B) **Research Project** intro in seminar (Research project second term).
  - C) **Co-lead:** co-leading (groups of 3-4) a seminar either first or second term
  - D) **Reading Responses-** 2-3 pages. 3 required to be handed in 1<sup>st</sup> term (**possible weeks, \*RR**)
  - E) **End of term essays** (2 essays- one on sharing; one a wrap-up of term).

### GRADING POLICY

Students receive one grade at the end of the year that covers both semesters (8 credits). The final grade reflects both work in the seminar and toddler classroom, including growth over the year.

- 1. Seminar breakdown of grade– 2/3 of Full Final Grade:**

participation and contribution to seminar discussions (small and full group) and critical thinking about readings and concepts (**1/3 of seminar grade**). Read assignments carefully and contribute to the discussion each week.

Written assignments, individual and group projects. Do not turn in papers late (1/2 grade off/day) (written work accounts for 2/3 of seminar grade; 1/3 for participation in seminar discussions).
- 2. Toddler classroom – 1/3 of Full Final Grade** includes effort, increased understanding of toddler development *over the year*, work as a team member, taking initiative, and understanding and application of developmental theory (see grading on final syllabus page).
- 3. Effort and improvement over the year are taken into account for final grade.**

**\*\* IMPORTANT NOTE: I understand that students worry about grades. I wish I could rid you of that-- in my experience over 25 years of teaching, grade focus will hold you back from true learning in this**



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course. I urge you to put grades aside and instead focus on learning about toddler development and enjoying the combined experience! It is a unique experience and if you do this, you will be fine in the course. You will also learn a tremendous amount about toddlers - first hand, research, theory, and the complexity of this critical age. Plus, you'll enjoy it more!

**To get the most learning out of this course apply yourself in both the seminar and the toddler classroom.** You are **not** expected to know what you are doing from the start (no one does). Final grades reflect the quality as well as progress in your assignments, participation in seminar, and effort, understanding and progress in the toddler classroom.

Want to do well? Here is what it takes: complete the readings, THINK about them, WRITE about them and ACTIVELY participate in seminar. Our goal is to have each of you learn in-depth about toddler development, in a combined academic and hands-on way, to use your head and your heart together.

A note about ATTIRE IN TODDLER CENTER: You are in the role of student teacher in the room. Dress should be appropriately casual. No torn clothes (top or bottom), appropriate length shorts or skirts, full covering on tops - no halter tops, tank tops or spaghetti straps. No see-through clothing or large writing/logos. Please be aware paints can stain and you will get dirty. Jeans (not torn) are fine. You will move around A LOT, so wear comfortable clothing.

Feedback: There are daily debriefings, teacher feedback regularly, and Prof. Klein meets with each student individually in December to discuss your work in the seminar. Alison Davis and a teacher meet with you in January to go over your work in the classroom. There will be informal meetings with each student earlier in the term. If you want to meet at any time during the course for feedback, we are happy to do so. We are looking for you to learn and grow as the year goes on. Our goal is to help you understand the children's development and integrate the experience in the classroom with the developmental concepts learned in seminar. Written assignments and projects both terms give you the opportunity to combine the classroom and seminar work. **Sleep well the night before** your Toddler Center morning, wear comfortable clothing and enjoy yourself and the children! Stay on top of the readings and assignments and you will become experts in toddler development.

### Learning Outcomes

- 1) Demonstrate an understanding of the key emotional and social tasks of toddlerhood.
- 2) Demonstrate an understanding of the attachment relationship and its significance for toddler development as a foundation for ongoing lifetime development.
- 3) Develop and apply coding themes to analyze and interpret narrative research data.
- 4) Recognize the complexity of parenting in the early years and discuss its importance for child development.
- 5) Demonstrate and apply observation skills developed through weekly observation and recordings of the behavior and interactions of toddlers.



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## Seminar Readings

*Books available at Book Culture, 113<sup>th</sup> Street between Bdway & Amsterdam  
Other readings on Courseworks (C)*

- Lieberman, A.F. (2017). **The emotional life of the toddler**. NY: Free Press
- Cohen, D.H., Stern, V., Balaban, N. , & Gropper, N. (2016). **Observing and recording the behavior of young children, sixth edition**. NY: Teachers College Press.
- Shonkoff, J.P. & Phillips, D.A. (2000). **From neurons to neighborhoods: The science of early childhood development**. Washington DC: National Academy Press.  
Available at: [http://www.nap.edu/openbook.php?record\\_id=9824&page=R1](http://www.nap.edu/openbook.php?record_id=9824&page=R1)

### **Week 2- 9/10**      *Attachment/Relationship Perspective - foundations for the class*

- Sroufe, L.A. (2005). Attachment & Development: A prospective, longitudinal study from birth to adulthood. Attachment & Human Development, 7, 349-367. C
- Hartup, W.W. (1989). Social relationships & their developmental significance. American Psychologist, 44, 120-126. C
- Lieberman, Chapter 1: The emotional importance of relationships.
- **Cohen, et al., Chapters 1 & 12: Getting started & Observing and Recording the behavior of infants and toddlers.**

### **Week 3- 9/17**      *Attachment/Relationship Perspective (RR)*

Reading Response handed in 3 of the 5 possible weeks.

Write a response each week for discussion; turn in 3.

- Cassidy, J. (2016). The nature of the child's ties (pp. 3-24)
- Kobek, R., Madsen, S., & Zajac, K. (2016). Attachment Disruptions, Reparative Processes, and Psychopathology (pp. 25-39).  
Both In J.Cassidy & P. Shaver (Eds.), Handbook of attachment: Theory, research and clinical applications (pp. 3-39). NY: Guilford Press. C
- Ainsworth, M. D. S., & Bell, S. M. (1970). Attachment, exploration, and separation: Illustrated by the behavior of one-year-olds in a strange situation. *Child development*, 49-67. ORIGINAL ATTACHMENT STRANGE SITUATION STUDY C
- Lally, R.J. & Mangione, P. (2006). The uniqueness of infancy demands a responsive approach to care. Young Children, 61, 14-20. C



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**Week 4- 9/24**      *Toddler Adaptations (RR)*

- Wachs, T.D. (2004). Temperament and development: The role of context in a biologically based system. Zero to Three, 24, 12-21. **C**
- Tarullo, A.R., Obradovic, J., & Gunnar, M. R. (2009). Self-control and the developing brain. Zero to Three, 29, 31-37. **C**
- Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2005). The development of the person: The Minnesota study of risk and adaptation from birth to adulthood. New York: The Guilford Press. **C**  
Chapter 6: Adaptation in the toddler period: Guided self-regulation. (pp. 106-120). **C**
- Lieberman, Chapter 4: A question of temperament.
- **OPTIONAL** Shonkoff, J.P. & Phillips, D.A. (2000). (pp. 104-119). From Chapter 5: Acquiring self- regulation.

**Week 5- 10/1**    *Attachment and Beyond - **NO SEMINAR (Rosh Hashanah)***

**(email professor 3 take-aways of week by 4:00 on 10/1)**

- Howes, C. & Spieker, S. (2016). Attachment relationships in the context of multiple caregivers. In J.Cassidy & P. Shaver (Eds.), Handbook of attachment: Theory, research and clinical applications (pp. 314-329). NY: Guilford Press. **C**
- Sroufe, L.A. (1995). Emotional development: The organization of emotional life in the early years. NY: Cambridge University Press. Chapter 12: The growth of self-regulation, pp. 214-233. **C**
- Shonkoff, J.P. & Phillips, D.A. (2000). (pp. 225-250). Chapter 9: Nurturing relationships.
- **Cohen, Chapter 4: Recording children's behavior with one another**

**Week 6- 10/8**    *Observation of Children*

- Fraiberg, S. (1959). Chapter 4: In Broddingnag The Magic Years. New York: Charles Scribners' Sons. **C**
- Lieberman, Chapters 2, 3 & 7: Who is the toddler?; The challenges of being a toddler; & Early anxieties.
- **Cohen, et al., Chapters 2 & 3: Recording a child's behavior during routines; & Recording a child's use of materials.**



**Week 7- 10/15**

*Roots of Peer Relations/Social Play*

- Howes, C. & Unger, O. (1992). Collaborative construction of social pretend play between toddler-age partners: Illustrative study #2. In C. Howes (Ed.), The collaborative construction of pretend, pp. 45-54. Albany: SUNY Press. **C**
- Jacobson, J.L., & Wille, D.E. (1986). The influence of attachment pattern on developmental changes in peer interaction from the toddler to the preschool period. Child Development, *57*, 338-347. **C**
- Shonkoff, J.P. & Phillips, D.A. (2000). (pp. 163-173). From Chapter 7: Making friends and getting along with peers.
- **Cohen, Chapter 9: Observing children develop the power to think.**

**Week 8- 10/22**

*Qualitative Research/Observation of Children*

**\*Observations Due- see assignment (Tue students submit by 10/23, 4pm)**

- Padgett, D. (1998). Qualitative methods in social work research. Thousand Oaks: Sage. pp. 1-12, 76-81, 83-87. **C**
- Lieberman, Chapters 5 & 6: The active toddler & The shy toddler.
- **Cohen, chapter 6: Recording the child's relationships with adults and in adult-directed activities**

**Week 9- 10/29**

*Symbolic Capacity and Play \*(Co-Leaders) (RR)*

- Piaget, J. (1950). The growth of thought. In W. Kessen (Ed), The Child, (pp. 274-282). NY: Wiley. **C**
- Gowen, J.W. (1995). The early development of symbolic play. Young Children, 75-84. **C**
- First, E. (1994). The leaving game: The emergence of dramatic role play in 2 year olds. In A. Slade & D.P. Wolf (Eds.), Children at play: Clinical and developmental approaches to meaning and representation, pp. 111-132. NY: Oxford Univ. Press. **C**
- Klein, T.P., Wirth, D., & Linas, K. (2003). Play: Children's context for development. Young Children, *58*, 38-45. **C**
- **Cohen, Chapter 10: Recording children's developing language and emerging literacy.**

**Week 10- 11/5 Election Day- Exercise your right to VOTE!**



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**Week 11- 11/12**      *Emotional Development \*(Co-Leaders) (RR)*

- Svetlova, M., Nichols, S. R., & Brownell, C. A. (2010). Toddlers' Prosocial Behavior: From Instrumental to Empathic to Altruistic Helping. *Child Development, 81*(6), 1814–1827. [Link C](#)
- Raikes, H. A. and Thompson, R. A. (2006), Family emotional climate, attachment security and young children's emotion knowledge in a high risk sample. *British Journal of Developmental Psychology, 24*, 89–104. [Link C](#)
- Nielsen M., Suddendorf T, Slaughter V. (2006). Mirror Self-Recognition Beyond the Face, *Child Dev.*; 77(1), 176-85. [Link C](#)

**Week 12- 11/19**      *Qualitative Research- Intro to Work & Family Study*

- **ADDITIONAL READINGS ON WORK & FAMILY TO BE ASSIGNED**
- Klein, T.P., Pope, A. & Abbott, R. (2014). Social Interactions of School-Aged Children With CFA: Mothers' Perspectives and Advice. *The Cleft Palate-Craniofacial Journal, 51*(3), 300-307. [C \[example of qualitative write-up\]](#)

**Week 13- 11/26**      *Play Workshop (in Toddler Center)*

- Bettelheim, B. (March, 1987). The importance of play. *Atlantic Magazine*, 1-15. [C](#)
- Biber, B. (1951). Play as a Growth Process. *Vassar Alumnae Magazine, 37*(2). [C](#)
- Ginsburg, K.R. (2006). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. *American Academy of Pediatrics*, 1-31. [C](#)

**Week 14- 12/3**      *Pulling it Together- [Lunch & Wrap Up in Toddler Center](#)*

**\*Sharing Essay due**

- Sroufe, L.A., Coffino, B., Carlson, E. A. (2010). Conceptualizing the role of early experience: Lessons from the Minnesota longitudinal study. *Developmental Review, 30*, 36-51. [C](#)



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### TODDLER CENTER CONTACT INFORMATION:

- Tovah Klein, Ph.D., **Director/Course Professor**
  - 212-854-5274 , [tklein@barnard.edu](mailto:tklein@barnard.edu)
- Alison Davis, **Associate Director**
  - 212-854-8271, [aldavis@barnard.edu](mailto:aldavis@barnard.edu)
- Andrea Carmosino, **Center Administrator**
  - 212-854-8275, [toddlercenter@barnard.edu](mailto:toddlercenter@barnard.edu)
- Jenna Bloom, **Teacher, AM Head Teacher**
  - 212-854-9083, [jbloom@barnard.edu](mailto:jbloom@barnard.edu)
- Serena Baroudi, **T/F AM Teacher**
  - 212-854-9083, <http://sbaroudi@barnard.edu>
- Amaesha Durazi, **Research Coordinator**
  - 212-854-8275, [adurazi@barnard.edu](mailto:adurazi@barnard.edu)
- Kristen O'Reilly, **M/Th AM Assistant Teacher**
  - 212-854-9083, [koreilly@barnard.edu](mailto:koreilly@barnard.edu)

We are available outside of class to meet or answer questions. Let us know if you want to set up a time. Professor Klein has weekly office hours. Keep in mind that most of us do not respond to emails after work hours. We will respond the following day.

All seminar students work in the morning (AM) classes. There are two toddler groups:

**Mon and Thurs morning; or Tue and Fri morning** for the full year.

PM Classes: The Toddler Center also offers afternoon toddler classes, staffed by 2 teachers and assistant teachers (assistant teachers include toddler seminar graduates if you are interested for next year).

***I encourage you to visit and observe these other classes during the year.***

PM Classes, 1:30-3:45

Wed afternoon (1 day) same age toddlers as AM toddlers.

M/Th afternoon, 2-1/2 year olds turning 3, 6-12 months older than AM toddlers

**Observation Room:** *You are welcome and encouraged to observe your group of toddlers on the opposite day. You can also observe the other classes. Please do not bring friends or others to visit without permission of Professor Klein or Alison Davis. The observation room is used by parents, caregivers, students and professional visitors throughout the year. We ask that you not engage in discussion while in the room and respect confidentiality while observing.*





**GRADING**

**POINTS POSSIBLE:**

**First Term:**

- Non Graded Items:  
Credit for completing/turning in on time, includes:
  - First observation journal     **30**
  - End of term reflection essay
  - Attendance/punctuality
- Observation Journal -                               **45**
- Reading Responses - (3)                             **45 (15 each)**
- End of Term Sharing Essay -                       **45**
- Participation -   **90**  
Active contributor, critical thinking & understanding-

please note that actively participating in constructive ways is a large part of your grade. Full participation of all of you is what makes a great learning environment. Shy? Come speak to me!

**Second Term (subject to change):**

- Research Project -                                       **85**  
Includes quality of work, teamwork, poster
- Developmental Paper -                                 **65**
- Observations (with paper) -                        **20**
- Reading Responses - (2)                             **30 (15 each)**
- Toddler Activity -                                       **25**
- Participation (includes co-leading) -           **120**

**TOTAL POSSIBLE for Seminar:                        600   (2/3 of final grade)**



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Toddler Classroom:

300 (1/3 of final grade)

Your grade in the classroom is based on consistent effort in the classroom; incorporating teacher feedback; growth: increased understanding of toddler development *over the year* and ability to respond to toddler needs; being a reliable and active team member; ability to reflect on your work with the toddlers; taking initiative; and understanding and application of center's developmental philosophy. More information will be provided as the year progresses.

Welcome to the toddler world! Between now and next May you will be seeing the world through toddler eyes. We look forward to a good year with all of you.