

2004-2005
Revised 2012-2013

I. PSY 212: Child Development and Psychology: Young Children

II. 1 Credit Hour

III. Course Description

An intense study of the preschool-age child in six key areas of development. Involves weekly observation of a preschool child in a child care setting.
Prerequisite: PSY 211, or take simultaneously

IV. Course Goals and Objectives

- I. Goals -- Some college students, caregivers, and teachers of young children, persons in other helping professions, and parents face many years of close association with young children. Knowledge of the total development and the ability to assess the development of a young child in each of several key areas of development will be helpful in furthering their understanding of and relating with these children.
- II. Objectives – The students who completes this course will be able to:
 1. Demonstrate a knowledge of the typical growth and development of children from age two to five in the areas of emotional, social, physical (motor), cognitive, language, and creative development. (T6)
 2. Demonstrate the ability to observe and record behaviors of preschool-age children in those six general areas of development in a child care setting. (T6)
 3. Exhibit the ability to assess the observed behaviors and relate them to specific aspects of child growth and development. (T3,T6)
 4. Write a formal psychological report for each specific area of development that was observed and assessed. (T5, LR7)
 5. Write a prescriptive report as a Final Exam. (T6, LR4, LR7)

V. Required Text

Beaty, Janice J. Observing Development of the Young Child, 7th Edition. Upper Saddle River, NJ: Prentice-Hall, Inc., 2010.

VI. Content

1. Observing and Assessing Children's Development (T3)

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2. Collecting and Recording Observational Data (T3)
3. Assessing Emotional Development: Self Esteem (T3, T5, T6)
4. Assessing Emotional Development: Overall (T3, T5, T6)
5. Assessing Social Development: Social Play (T3, T5, T6)
6. Assessing Social Development: Prosocial Behavior (T6)
7. Assessing Large Motor Development (T3, T5, T6)
8. Assessing Small motor Development (T3, T5, T6)
9. Assessing Cognitive Development: Classification, Number, Time, and Space (T3, T5, T6)
10. Assessing Spoken Language (T3, T5, T6)
11. Assessing Emergent Writing and Reading Skills (T3, T5, T6)
12. Assessing Creative Development: Art and Music Skills (T3, T5, T6)
13. Assessing Creative Development: Dramatic Play Skills (T3, T5, T6)
14. Sharing Observation Data with Families (LD2, LR4)

VII. Methodology (T3, T5, T6, T8, LD1, LD2, LD8, LR4, LR7)

Lecture, demonstration, role playing, clinical observation, written reports, case study and blackboard

VIII. Student Roles (T3, T5, T6, LD1, LD2, LR4, LR7)

1. Attend weekly class sessions
2. Study assigned readings in text book
3. Make weekly 50-minutes observation/assessment visit to assigned child in a child care setting
4. Write a formal psychological report weekly for each observed area of child development
5. The Final Examination will include prescriptive planning.
6. Assignments made or modified at the discretion of the instructor

IX. Evaluation (T5, T6, LD1, LD2, LR4, LR7)

Weekly reports and the final each worth points prescribed at the time of the assignment.

Grading Scale

		B+	88-90%	C+	78-80%
A	94-100%	B	84-87%	C	73-77%
A-	91-93%	B-	81-83%	C-	70-72%

Attendance

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All students are expected to be in class each time. A portion of your grade will be deducted each time you have an unexcused absence. The only excused absences that are valid come from the nurse or the Dean of Students.

Three tardies equals one absence.

X. Bibliography

Allen, K. Eileen and Lynn R. Marotz. Developmental Profiles: Pre-birth Through Eight. New York: Delmar Publishers, third edition, 1999.

Bergen, Doris. Assessment Methods for Infants and Toddlers: Transdisciplinary Team Approaches. New York: Teachers College Press, 1994.

Billman, Jean and Janice A. Sherman. Observation and Participation in Early Childhood Settings: A Practicum Guide, Birth Through Age Five. Massachusetts: Allyn and Bacon, 1997.

Boehm, Ann E. and Richard A. Weinberg. The Classroom Observer: Developing Observation Skills in Early Childhood Settings. New York: Teachers College Press, 1997.

Gullo, D.F.. Understanding Assessment and Evaluation in Early Childhood Education. New York: Teachers College Press, 1994.

McAfee, Oralie and Deborah Leong. Assessing and Guiding Young Children's Development and Learning. Massachusetts: Allyn and Bacon, second edition, 1997

Nicolson, S. and S.G. Shipstead. Through the Looking Glass: Observations in the Early Childhood Classroom. Upper Saddle River, NJ: Merrill/Prentice Hall, fourth edition, 1998.

Nilson, Barbara A. Week by Week: Plans for Observing and Recording Young Children. New York: Thomson Learning, Inc., second edition, 2001.

Puckett, M.B. and J.K. Black. Authentic Assessment of the Young Child. Upper Saddle River, NJ: Merrill/Prentice Hall, 1994.

Worthom, S.C. Measurement and Evaluation in Early Childhood Education. Upper Saddle River, NJ: Merrill/Prentice Hall, 1995.