

Psyc 780 - Applied Developmental Psychology
Course Syllabus - Fall 2011
Dr. Adam Winsler

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Schedule	MW 9:00-10:15pm	Location:	Research Hall 202

Course Description & Goals

Applied developmental psychology is an exciting and broad new discipline that is interested in and/or committed to the following:

- Applied, policy-relevant research on contemporary social/societal issues and optimizing human development
- Ecologically-valid, developmental research in natural settings
- Ethics of developmental research
- Prevention and early intervention
- Understanding how research and practice reciprocally influence each other
- Understanding the dynamic boundaries between normal and abnormal development
- Understanding the sociocultural context of development and diversity in all its forms
- Constructing and administering developmental assessments
- Designing and evaluating interventions
- University-community partnerships
- A life-span perspective on human development
- Disseminating developmental research findings to parents, professionals, educators, lawmakers, and agencies
- Analyzing the human and economic costs and benefits of social programs
- Forging coalitions with families, professionals, policy makers, and institutions for the benefit of individuals and society

Required Reading

- 1) Lerner, R.M., Jacobs, F., & Wertlieb, D. (Eds.). (2005). *Applied developmental science*. Thousand Oaks, CA: Sage.
- 2) Selected articles listed below. (+ indicates optional, * indicates in the text)

Course Requirements, Activities, and Assignments

The activities of this course are designed to provide students with scaffolded learning experiences engaging in the skills and activities required in the cultures of academia and applied developmental practice (i.e. engaging in group discourse, writing scholarly papers, leading discussions, collaborating with others, disseminating research findings...). The course is designed to maximize group discussion and student participation in the learning process. This means that students might be more responsible for both their own learning and for the activities of this course than in other classes.

- 1) **Class Participation.** This is an advanced graduate seminar course that requires active discussion and contribution from each member of the class. Each student is expected to have had experience with at least some of the issues discussed in the class and the course will be greatly enhanced if we can benefit from each individual student's expertise. Students' participation grade will be based on the a) the quantity and quality of students' verbal participation in both class and the online discussion, and b) the quality of students' discussion leading activities. Obviously, if you are not in class (for whatever reason - even good ones), you cannot participate that day and your participation grade will be affected.
- 2) **Reflection Papers.** Students will turn in their thoughts and personal reflections on the readings for the day. The goals of this activity are many: 1) to serve as a mechanism for students to process and integrate their reading, 2) to give students an opportunity to think critically and reflectively on the articles, 3) to serve as a base of ideas from which we can start our class discussions each week, and 4) to give students multiple opportunities for feedback on their writing. Reflections are intended to be informal, however, ease/flow of reading, coherence, scholarly depth, and grammar/spelling will be taken into account in their grading. Students will turn in a total of eight of these reflection papers. Reflection papers must be turned in on the day that the discussed readings are due, and late/make-up papers will not be accepted. Reflection papers should be 3 pages in length and they must be word-processed, double-spaced, with all margins 1 inch. Students can chose to (and are encouraged to) turn in more than 8 reflection papers if they wish and receive 1-2 extra credit points for each "extra" reflection paper turned in after the required eight. Extra credit points will be added to students' reflections grade.
- 3) **Discussion Leading.** Each student will chose 2 class sessions for which s/he will come prepared to lead the discussion or organize any special class activities for that day. Important here is that the person facilitate a real discussion, not give a lecture. Typically, presenting a brief integrative overview/organizational framework of the week's readings combined with bringing good discussion questions and provocative personal reflections or some kind of creative activity will do the trick.

Discussion leaders are required to post discussion questions, notes, or other advance materials to the course website by 10:00 pm the night before their class.

- 4) **Mini Applied Project.** Students will pick one of the following two projects. This is due on **Tuesday Oct 11**. The topic/content of this assignment must be different from that of the course paper.
- **Brochure/Pamphlet.** Students may create an information brochure/pamphlet for a lay audience (i.e., parents, teachers, policy makers...) on a topic of concern to the audience that is related to applied child development. The product should include for example background statistics on the problem/issue, what the audience should know about the topic, what they can do about the problem, referral sources, references, and recommended reading. Content needs to be accurate, appropriate, and research-based.
 - **OpEd Piece/Letter to the Editor.** Students may instead find a recent newspaper or magazine article on a child development topic of their choice and respond to, criticize, and/or offer a different, research-based learned perspective on the issue(s) raised or suggestion(s) for practice made in the article. The response will be in the form of a “letter to the editor” opinion/editorial piece. The response cannot exceed 3 pages. This piece could also be self-generated (i.e. not in response to a published article) if desired.
 - 5 extra credit points will be given if either the brochure gets adopted and used by an actual agency, or if the letter to the editor actually gets published by the periodical.
- 5) **Paper.** Students in this course will write a paper that will both a) review the research literature on an ADS topic of your choice but of importance for some kind of policy or practice, and b) argue for/propose specific policy recommendations that are justified given your research review. Students may wish to model their papers after good/relevant SCRDP Public Policy Reports, or APS in the public interest pieces such as those we are reading in the course. Papers are first due on **Monday Nov 7**. Papers will then be graded and returned, and feedback from the instructor will be given. Students are then required to revise/re-write their paper and resubmit it on the final deadline of **Wed, Dec 7** at the beginning of class. Students may work collaboratively with one other student on the paper if they wish and, in fact, they are strongly encouraged to do so. Additional details/guidelines for the course paper will be provided.
- 6) **Oral Presentation.** On the last two days of class, students will give a 10 min. oral presentation to their fellow class members briefly summarizing their course paper, described above.
- 7) **Individual Consultation with Instructor.** Before the fourth week of the semester, each student (or dyad if that be the case) is required to meet briefly with the instructor to discuss the students' plans for and/or rough outline of the paper. This meeting is not designed to be a stressful or evaluative event but simply a structured opportunity for the instructor to help each student get started on the paper and to offer whatever guidance may be needed for students to make progress on the work. Of course, while only this one meeting is required, it is hoped that students will seek additional help from the instructor as needed.
- 8) **Final Activity.** At the university-scheduled time for the final exam, students will complete/turn in/engage in some sort of final, cumulative, integrative review, activity/exercise/exam. The nature and format of this final activity will be decided upon and negotiated as a class and determined as soon as possible.
- 9) **Online Discussion.** We will be using BlackBoard to facilitate our discourse both inside and outside of class this semester. Students are encouraged to post questions, issues, problems, suggestions, whatever, as often as they like throughout the semester. This open ended, un-moderated, online discussion will be used to discuss the readings and course content, possible venues for the final activity, or questions/ problems that come up with course assignments. Student will post discussion questions and materials for the day they are doing the discussion leading.

Materials Available

Examples of reflection papers, brochures, and course papers are available for review.

Course Technology Use

We will be using Blackboard to facilitate our discussion and materials exchange both inside and outside of class this semester. Students are encouraged to post whatever questions, answers, tips, issues, problems, suggestions, whatever, as often as they like throughout the semester. Posts relevant to the topic of the week are particularly encouraged. Access the course website through <https://mymason.gmu.edu> You will log into this with your own mason account, and from there access the Psyc 780 course page. To do this, simply enter the URL above in any browser, log in with your mason username and password.

1) Course Materials - Various course materials (syllabus, notes on readings, guidelines/grading criteria for assignments...) are/will be available from this site.

2) Online discussion - Discussion of and reflection on course content, inside and outside of class, is critical for sustained student learning and motivation.

3) Online Grade Checking Mechanism - Students may get an update of their current course grades at any time during the course from the website. Students can see their own grades for all assignments earned to date.

4) Advance posting of discussion-leader materials. Discussion leaders will post their questions/materials here by midnight the night before their day to be discussion leader.

Grading Procedures

Students' final grades will be determined as follows:

• Reflection Papers	25%
• Paper	30%
• Brochure/Letter	15%
• Participation/ Discussion Leading	10%
• Presentation	10%
• Final Activity	10%

Tentative Course Outline

Date	Topic(s)	Reading(s)
Mon - Aug 29	Introduction/Overview of the Course	
Wed Aug 31	<i>Overarching Issues in Applied Developmental Science</i> - Theoretical Foundations/Definitions of ADS - Basic and Applied Research	• Lerner, Wertlieb, & Jacobs (2005) • McCall & Groark (2000)
Mon – Sept 5	LABOR DAY – NO CLASS	
Wed – Sept 7	- Science, Policy, & Practice - Dissemination and the Media	• Shonkoff (2000) • Thompson & Nelson (2001) • McCabe & Browning (2010)
Mon – Sept 12	- University-Community Partnerships - Community-Based Research	• Denner et al. (1999) • McCall et al. (1998) • Guerra & Leidy (2010)
Wed Sept 14	Program Evaluation	• Schweigert (2007) • McCartney & Weiss (2007)
Mon – Sept 19	Evidence-Based Policy and Practice	• Slavin (2008) • McCall (2009)
Wed Sept 21	Social Policy, Methods, and Child Development	• Phillips & Styfco (2007) • Cappizano & Stagner (2005) • Romich (2006)
Mon – Sept 26	Ethical Issues in Applied Developmental Research	• Fisher (1993) • Fisher & Fried (2010) • Laosa (1990)
Wed Sept 28	Culture and Ethnicity	• Göncü (1999) • Shweder et al. (2006)
Mon Oct 3	Minority Child Development	• Fisher et al. (2002) • Garcia Coll et al. (1996) • Quintana et al. (2006)
Wed Oct 5	<i>Contemporary Social Issues and Child Development</i> - Poverty, Neighborhood, and Lead	• Gershoff, Aber & Raver (2005) • Keels (2008) • Cole & Winsler (2010)
Tues Oct 11	Early Childhood Intervention (Brochure/Letter Due)	• Meisels & Shonkoff (2000) • Eckenrode et al. (2005) • Brooks-Gunn, J. (2003)
Wed Oct 12	Marital Conflict and Children's Adjustment	• Cummings & Merrilees (2009) • Margolin et al. (2001) • Hetherington (2006)
Mon Oct 17	Divorce, Custody, and Law	• Goodman et al. (1998) • Emery, Otto, & O'Donohue (2005) • Kelly (2007) + Velez et al. (2011)

Wed Oct 19	Sleep and Child Development	<ul style="list-style-type: none"> • El-Sheikh & Kelly (2011) • Bernier et al. (2010) • Buckhalt (2011) • Kirby et al. (2011)
Mon Oct 24	Child Maltreatment and Abuse	<ul style="list-style-type: none"> • Cicchetti & Toth (2006) • Chu et al. (2011) • Thomas Zimmer-Gembeck (2011)
Wed Oct 26	Child Abuse, Memory, & Eyewitness Testimony	<ul style="list-style-type: none"> • Bruck, Ceci, & Prinicipi (2006) • Poole et al. (2011) • Goodman et al. (1998)
Mon Oct 31	Foster Care	<ul style="list-style-type: none"> • ChildTrends (2011) • Pinderhughes et al. (2007) • Goodman et al. (1998) • Courtney (2009)
Wed Nov 2	Juvenile Justice and Child Welfare	<ul style="list-style-type: none"> • Schwartz (2005) • McCroskey (2005)
Mon Nov 7	Adoptive Families <u>(Papers Due)</u>	<ul style="list-style-type: none"> • Goodman et al. (1998) • Grotevant & McRoy (2009) • Gunnar et al. (2007) + Sharac et al. (2011)
Wed Nov 9	Children of Gay & Lesbian Parents	<ul style="list-style-type: none"> • Tasker (2005) • Patterson (2009) • Rivers et al. (2008)
Mon Nov 14	Gay Teens - Victimization and Other Issues	<ul style="list-style-type: none"> • Bouris et al. (2010) • Toomey et al. (2010) • Rosario et al. (2009) • Poteat et al. (2009)
Wed Nov 16	<i>Developmental Assessment and Intervention</i> - Early Childhood Assessment	<ul style="list-style-type: none"> • Meisels & Atkins-Burnett (2000) • Gredler (2004) • Bagnato (2007)
Mon Nov 21	Alternative Assessment Models - Response to Intervention (RTI) - Dynamic Assessment	<ul style="list-style-type: none"> • Fletcher & Vaughn (2009) • Torgesen (2009) • Fuchs & Fuchs (2009) • Reynolds & Shaywitz (2009) • Fletcher & Vaughn (2009) • Grigorenko & Sternberg (1998)
Wed Nov 23	NO CLASS - THANKSGIVING	
Mon Nov 28	Understanding Parenting	<ul style="list-style-type: none"> • Bornstein (2006) • Kelly & Barnard (2000) • Brooks-Gunn et al. (2000)
Wed Nov 30	Parenting Interventions	<ul style="list-style-type: none"> • Lamb, Chuang, & Cabrera (2005) • Bornstein (2005) • Brotman et al. (2011)
Mon Dec 5	• Student Presentations	
Wed Dec 7	• Student Presentations <u>Final Papers Due</u>	
Final	• Integrative Review Activity/Final Exam – TBA	

The Honor Code

Students in this course are expected to behave at all times in a manner consistent with the GMU Honor Code.

(<http://academicintegrity.gmu.edu/honorcode/>) For purposes of clarity, the following guidelines for plagiarism will be used in this course for the writing of the paper:

Plagiarism =

- Copying, word for word, greater than about 25% of a sentence from someone else's work and having the words appear to be your own words. [Note: This is regardless of 1) the type of other person's work (whether or not it was published) and 2) whether or not you have given the person a citation after the text or a reference in the bibliography].
- Using greater than 25% of the words in someone else's sentence by switching around the order of words or phrases and having the words appear to be your own words (same notes apply, as above).
- Paraphrasing someone else's ideas or findings or sentences without giving them a citation and reference.
- Using the same paper for this course which has been (or will be) turned in for another course.

Students are encouraged to collaborate and study together as much as possible throughout the course. For collaborative papers, both students must contribute equally to the project, including relatively equal contributions to the actual writing. Violations of the Honor Code will not be tolerated in this course and will be immediately reported according to GMU procedures.

Accommodation for Students with Disabilities

It is the policy of the University and this instructor to make reasonable accommodations for qualified individuals with disabilities. Students who may have special needs because of a physical or learning disability are encouraged to contact the Disability Resource Center ASAP <http://ods.gmu.edu>. All academic accommodations must be arranged through that office. Such requests will be accommodated within the reasonable constraints of fairness and timeliness with regard to the instructor and the other students enrolled in the course.

Reading List

Overview/Scope of Applied Developmental Psychology

*Lerner, R.M., Wertlieb, D., & Jacobs, F. (2005). Historical and theoretical bases of applied developmental science. In R.M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), *Applied developmental science* (pp. 3-29). Thousand Oaks, CA: Sage.

McCall, R. B., & Groark, C.J. (2000). The future of applied child development research and public policy. *Child Development*, 71, 197-204.

Disseminating Science to Policy, Practice, and the Public and the Media

Shonkoff, J.P. (2000). Science, policy, and practice: Three cultures in search of a shared mission. *Child Development*, 71, 181-187.

Thompson, R.A., & Nelson, C.A. (2001). Developmental science and the media: Early brain development. *American Psychologist*, 56, 5-15.

McCabe, M.A., & Browning, A. (2010). Communicating and disseminating your applied research findings to the public. In V. Maholmes & C.G. Lomonaco (Eds.), *Applied research in child and adolescent development* (pp. 247-266). New York, NY: Psychology Press.

University-Community Partnerships and Community-Based Research

Denner, J., Cooper, C.R., Lopez, E.M., & Dunbar, N. (1999). Beyond "giving science away": How university-community partnerships inform youth programs, research, and policy. *SRCD Social Policy Report*, 13(1), 1-17.

McCall, R., Green, B.L., Strauss, M.S., & Groark, C. (1998). Issues in community-based research and program evaluation. In W. Damon (Ed.) I.E. Sigel & A. Renninger (Vol. Eds.), *Handbook of child psychology - 5th Edition - Volume 4: Child psychology in practice* (pp. 955-997). New York, NY: Wiley & Sons.

Guerra, N.G., & Leidy, M.S. (2010). Conducting translational research on child development in community settings: What you need to know and why it is worth the effort. In V. Maholmes & C.G. Lomonaco (Eds.), *Applied research in child and adolescent development* (pp. 155-174). New York, NY: Psychology Press.

Program Evaluation

Schweigert, F.J. (2007). The priority of justice: A framework approach to ethics in program evaluation. *Evaluation and Program Planning*, 30, 394-399.

McCartney, K., & Weiss, H.B. (2007). Data for a democracy: The evolving role of evaluation in policy and program development. In L. Aber, S.J. Bishop-Josef, S.M. Jones, K.T. McLearn, & D.A. Phillips (Eds.), *Child development and social policy: Knowledge for action* (pp. 59-76). Washington, DC: American Psychological Association.

Evidence-Based Policy and Practice

Slavin, R. (2008). Perspectives on evidence-based research in education: What works? Issues in synthesizing educational program evaluations. *Educational Researcher*, 37, 5-14.

McCall, R.B. (2009). Evidence-based programming in the context of practice and policy. *SRCD Social Policy Report*, 23, (3), 1-18.

Social Policy and Child Development

Phillips, D.A., & Styfco, S.J. (2007). Child development research and public policy: Triumphs and setbacks on the way to maturity. In L. Aber, S.J. Bishop-Josef, S.M. Jones, K.T McLearn, & D.A. Phillips (Eds.), *Child development and social policy: Knowledge for action* (pp. 11-27). Washington, DC: American Psychological Association.

*Cappizano, J., & Stagner, M. (2005). The role of federal and state governments in child and family issues: An analysis of three policy areas. In R.M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), *Applied developmental science* (pp. 249-268). Thousand Oaks, CA: Sage.

Romich, J. (2006). Randomized social policy experiments and research on child development. *Journal of Applied Developmental Psychology*, 27, 136-150.

Ethical Issues in Applied Developmental Research

Fisher, C.B. (1993). Integrating science and ethics in research with high-risk children and youth. *SRCD Social Policy Report*, 7(4), 1-26.

*Fisher, C.B., & Fried, A. (2010). Ethical issues and challenges in applied research in child and adolescent development. In V. Maholmes & C.G. Lomonaco (Eds.), *Applied research in child and adolescent development* (pp. 131-152). New York, NY: Psychology Press.

Laosa, L.M. (1990). Population generalizability, cultural sensitivity, and ethical dilemmas. In C.B. Fisher & W.W Tryon (Eds.), *Ethics in applied developmental psychology: Emerging issues in an emerging field* (pp. 227-251). Norwood, NJ: Ablex.

Culture and Ethnicity

Göncü, A. (1999). Children's and researchers' engagement in the world. In A. Göncü (Ed.), *Children's engagement in the world: Sociocultural perspectives* (pp. 3-22). New York, NY: Cambridge University Press.

Shweder, R.A., Goodnow, J., Hatano, G., LeVine, R.A., Markus, H., & Miller, P. (2006). The cultural psychology of development: One mind, many mentalities. In W. Damon & R.M., Lerner (Eds.) *Handbook of child psychology* (6th Edition, Vol. 1) (pp. 716-792). Hoboken, NJ: John Wiley & Sons.

Minority Child Development

Fisher, C.B., Hoagwood, K. Boyce, C., Duster, T., Frank, D.A., Grisso, ... & Zayas, L.H. (2002). Research ethics for mental health science involving ethnic minority children and youths. *American Psychologist*, 57, 1024-1040.

Garcia Coll, C., Lamberty, G., Jenkins, R., McAdoo, H.P., Crnic, K., Wasik, B.H., & Vázquez García, H. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, 67, 1891-1914.

Quintana, S.M., Aboud, F.E., Chao, R.K., Contreras-Grau, J., Cross, W.E., Hudley, C. et al. (2006). Race, ethnicity, and culture in child development: Contemporary research and future directions. *Child Development*, 77, 1129-1141.

Poverty, Neighborhood, and Lead

*Gershoff, E.T., Aber, J.L., & Raver, C.C. (2005). Child poverty in the United States: An evidence-based conceptual framework for programs and policies. In R.M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), *Applied developmental science* (pp. 269-324). Thousand Oaks, CA: Sage.

Keels, M. (2008). Neighborhood effects examined through the lens of residential mobility programs. *American Journal of Community Psychology*, 42(3-4), 235-250. doi: 10.1007/s10464-008-9204-x

Cole, C., & Winsler, A. (2010). Protecting children from exposure to lead: Old problem, new data, and new policy needs. *SRCD Social Policy Report*. 24, (1), 3-23.

Early Childhood Intervention

Meisels, S.J., & Shonkoff, P.J. (2000). Early childhood intervention: A continuing evolution. In P.J. Shonkoff & S.J. Meisels (Eds.), *Handbook of early intervention* (2nd Ed.) (pp. 3-31). New York, NY: Cambridge University Press.

*Eckenrode, J., Izzo, C., & Campa-Muller, M. (2005). Early intervention and family support programs. In R.M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), *Applied developmental science* (pp. 401-435). Thousand Oaks, CA: Sage.

Brooks-Gunn, J. (2003). Do you believe in magic?: What we can expect from early childhood intervention programs. *SRCD Social Policy Report*, 17 (1), 1-14.

Marital Conflict and Children's Adjustment

- Cummings, E. M., & Merrilees, C. E. (2009). Identifying the dynamic processes underlying links between marital conflict and child adjustment. In M. S. Schulz, M. K., Pruett, P. Kerig, & R. Parke (Eds.), *Feathering the nest: Couple relationships, couple interventions, and children's development* (pp. 27-40). Washington, DC: American Psychological Association.
- Margolin, G., Oliver, P.H., & Medina, A.M. (2001). Conceptual issues in understanding the relation between interparental conflict and child adjustment: Integrating developmental psychopathology and risk/resilience perspectives. In J.H. Grych & F.D. Fincham (Eds.), *Interparental conflict and child development* (pp. 9-38). New York, NY: Cambridge University Press.
- Hetherington, E.M. (2006). The influence of conflict, marital problem solving and parenting on children's adjustment in nondivorced, divorced and remarried families. In A. Clarke-Stewart & J. Dunn (Eds.), *Families count: Effects on child and adolescent development, The Jacobs Foundation series on adolescence* (pp. 203-237). New York, NY: Cambridge University Press.

Divorce, Custody, and Law

- Goodman, G.S., Emery, R., & Haugaard, J.J. (1998). Developmental psychology and law: Divorce, child maltreatment, foster care, and adoption. In W. Damon (Ed.) I.E. Sigel & A. Renninger (Vol. Eds.), *Handbook of child psychology - 5th Edition - Volume 4: Child psychology in practice* (pp. 775-874). New York, NY: Wiley & Sons. – (Only p. 775-797)
- Emery, R.E., Otto, R.K., & O'Donohue, W.T. (2005). A critical assessment of child custody evaluations: Limited science and a flawed system. *Psychological Science in the Public Interest*, 6(1), 1-29.
- Kelly, J.B. (2007). Children's living arrangements following separation and divorce: Insights from empirical and clinical research. *Family Processes*, 46, 35-52.
- + Velez, C.E., Wolchik, S.A., Tein, J.-Y., & Sandler, I. (2011). Protecting children from the consequences of divorce: A longitudinal study of the effects of parenting on children's coping processes. *Child Development*, 82, 244-257.

Sleep and Child Development

- El-Sheikh, M., & Kelly, R.J. (2011). Sleep in children: Links with marital conflict and child development. In M. El-Sheikh (Ed.), *Sleep and development: Familial and socio-cultural considerations* (pp. 3-28). New York, NY: Oxford University Press.
- Bernier, A., Carlson, S.M., Bordeleau, S., & Carter, J. (2010). Relations between physiological and cognitive regulatory systems: Infant sleep regulation and subsequent executive functioning. *Child Development*, 81, 1739-1752.
- Buckhalt, J.A. (2011). Insufficient sleep and the socioeconomic status achievement gap. *Child Development Perspectives*, 5 (1), 59-65.
- Kirby, M., Maggi, S., & D'Angiulli, A. (2011). School start times and the sleep-wake cycle of adolescents: A review and critical evaluation of available evidence. *Educational Researcher*, 40, 2, 56-61.

Child Maltreatment and Abuse

- Cicchetti, D., & Toth, S. (2006). Developmental psychopathology and preventive intervention. In W. Damon & R.M., Lerner (Eds.) *Handbook of child psychology* (6th Edition, Vo. 4) (pp. 497-547). Hoboken, NJ: John Wiley & Sons.
- Chu, A.T., Pineda, A.S., DePrince, A.P., & Freyd, J.J. (2011). Vulnerability and protective factors for child abuse and maltreatment. In J.W. White, M.P. Koss, & A.E. Kazdin (Eds.), *Violence against women and children, Vol 1: Mapping the terrain* (pp. 55-75). Washington, DC, US: American Psychological Association. doi: 10.1037/12307-003
- Thomas, R., & Zimmer-Gembeck, M.J. (2011). Accumulating evidence for parent-child interaction therapy in the prevention of child maltreatment. *Child Development*, 82, 177-192.

Abuse, Memory, and Testimony

- Bruck, M., Ceci, S.J., & Prinicipe, G. (2006). The child and the law. In W. Damon & R.M., Lerner (Eds.) *Handbook of child psychology* (6th Edition, Vo. 4) (pp. 776-816). Hoboken, NJ: John Wiley & Sons.
- Poole, D.A., Bruck, M., & Pipe, M.E. (2011). Forensic interviewing aids: Do props help children answer questions about touching? *Current Directions in Psychological Science*, 20, 11-15.

Goodman, G.S., Emery, R., & Haugaard, J.J. (1998). Developmental psychology and law: Divorce, child maltreatment, foster care, and adoption. In W. Damon (Ed.) I.E. Sigel & A. Renninger (Vol. Eds.), *Handbook of child psychology - 5th Edition - Volume 4: Child psychology in practice* (pp. 775-874). New York, NY: Wiley & Sons. – (Only from p. 797-828)

Foster Care

ChildTrends (2011). *Foster care data snapshot* (Publication #2011-19). Washington, DC: Author.

Pinderhughes, E.E., Harden, B.J., & Guyer, A.E. (2007). Children in foster care. In L. Aber, S.J. Bishop-Josef, S.M. Jones, K.T. McLearn, & D.A. Phillips (Eds.), *Child development and social policy: Knowledge for action* (pp. 201-216). Washington, DC: American Psychological Association.

Goodman, G.S., Emery, R., & Haugaard, J.J. (1998). Developmental psychology and law: Divorce, child maltreatment, foster care, and adoption. In W. Damon (Ed.) I.E. Sigel & A. Renninger (Vol. Eds.), *Handbook of child psychology - 5th Edition - Volume 4: Child psychology in practice* (pp. 775-874). New York, NY: Wiley & Sons. (p. 828-839 foster care part)

Courtney, M.E. (2009). The difficult transition to adulthood for foster youth in the US: Implications for the state as corporate parent. *SRCD Social Policy Report*, 23, 1, 1-18.

Juvenile Justice and Child Welfare

*Schwartz, R.G. (2005). Juvenile justice and positive youth development. In R.M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), *Applied developmental science* (pp. 353-375). Thousand Oaks, CA: Sage.

*McCroskey, J. (2005). Child welfare: Controversies and possibilities. In R.M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), *Applied developmental science* (pp. 455-477). Thousand Oaks, CA: Sage.

Adoptive Families

Goodman, G.S., Emery, R., & Haugaard, J.J. (1998). Developmental psychology and law: Divorce, child maltreatment, foster care, and adoption. In W. Damon (Ed.) I.E. Sigel & A. Renninger (Vol. Eds.), *Handbook of child psychology - 5th Edition - Volume 4: Child psychology in practice* (pp. 775-874). New York, NY: Wiley & Sons. – (Only from p. 839-852 – Adoption part)

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