

# MSEd 405: Child and Adolescent Development

Fall Quarter 2021

Monday September 27 to Monday December

2 pm to 4:50 pm

Instructor: Dr. Thomas Golebiewski

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## Course Description

This course is designed to offer a critical perspective and examine child and adolescent development as it is shaped and experienced in various social contexts with an emphasis upon the world of the school. We will explore a variety of lenses to understand child and adolescent behavior and development—models of neurological, psychosocial, interpersonal, cognitive, moral and emotional development will be studied within the multiple contexts of family, peer group, community and school. These perspectives will be explored in relation to empirical research, field studies, first person accounts, and imaginative works. The readings and discussion will be used to encourage you to reflect on your own developmental experiences during childhood and adolescence, as these will shed light on work you need to do to become the teacher you wish to be. The materials and discussions of this course will also help you to challenge assumptions you may not know you carry into your work so that you can become aware of them, thus helping you to better understand the variety of students you will encounter and your own practices as a teacher.

## Course Goals

Upon completion of the course students will be able to:

- Compare, contrast, and critique major theories of child development and their research bases.
- Conceptualize the interaction of biological, familial, social, and diversity factors which influence both regularity in development and individual differences.
- Analyze the contributions and limitations of research in the field of child development.
- Identify ways in which social emotional learning can act to influence the larger contextual factors which impact the well-being of children and teaching, learning and classroom practices.

## Northwestern University Conceptual Framework for Teacher Education



## Illinois Professional Teaching Standards (2013)

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

### **Illinois Social and Emotional Learning Standards**

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.

Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

### **Academic Integrity**

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". For details regarding academic integrity at Northwestern or to download the guide, visit: <http://www.northwestern.edu/provost/policies/academic-integrity/index.html>.

### **Accommodations for Students with Disabilities**

Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university's established accommodation process (email: [accessiblenu@northwestern.edu](mailto:accessiblenu@northwestern.edu); p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act.

### **COVID-19 Classroom Expectations**

Students, faculty, and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the [COVID-19 Code of Conduct](#). With respect to classroom procedures, this includes:

- Students, faculty, and staff are required to wear a face covering in all public and shared environments on campus, including during class sessions when others are present.
- Students, faculty, and staff are expected to observe the rules of social distancing, which require that you are no closer than six feet from other individuals.
- No food is allowed inside classrooms. Drinks are permitted, but please keep your face covering on and use a straw.
- Chairs and tables in classrooms are set to maintain a six foot distance between individuals. Do not move chairs from their place in the room.
- There will be assigned seating in every class. Instructors may be asked to provide seating information to aid in contact tracing if a student tests positive for COVID-19.
- Class dismissals will start with the seat/row closest to the exit door and be managed by the instructor so as to minimize congestion near the exit.
- Students and faculty will allow those occupying rooms to fully exit before they enter the room.

In the event that a student fails to comply with the [COVID-19 Code of Conduct](#) or other University expectations related to COVID-19, the instructor may ask the student to leave the class. The instructor is asked to report the incident to the Office of Community Standards for additional follow-up.

To ensure the health of our community, Northwestern University currently requires students who come to campus or interact with the campus community in person regularly to be tested for COVID-19 routinely. Students must keep the Community Interaction Survey in [CAESAR](#) up-to-date, which is the method by which students communicate such plans to the University. Community Interaction Survey status, enrollment in classes with face to face meetings, and/or living in an on-campus residence dictate the frequency with which students must be tested.

Students who fail to comply with COVID-19 testing or misrepresent their status in the Community Interaction Survey may face summary disciplinary action, including being restricted from campus or suspended.

### **Class Recordings**

This class or portions of this class may be recorded by the instructor for educational purpose and available to the class during the quarter. Your instructor will communicate how you can access the recordings. Portions of the course that contain images, questions or commentary/discussion by students will be edited out of any recordings that are saved beyond the current term.

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University’s [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

### **Support for Wellness and Mental Health**

Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the Counseling and Psychological Services (CAPS), Religious and Spiritual Life (RSL) and the Center for Awareness, Response and Education (CARE). Additional information on all the resources mentioned above can be found here:

<https://www.northwestern.edu/counseling/>  
<https://www.northwestern.edu/religious-life/>  
<https://www.northwestern.edu/care/>

### **Student Attendance Policy**

Student attendance at every class meeting is expected. You should also be on time. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must inform the instructor before your absence. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of "Incomplete" and you will have to re-take the class at another time. Any absences or tardiness will result in a deduction from your class participation grade.

## **Grading**

Assignments must be posted in Canvas and turned in by their assigned deadline or receive a half letter grade penalty for each day it is late. You should expect feedback on your assignments as well as number of points earned. In some cases, I will use a rubric for grading that you will receive ahead of time. All assignments can be resubmitted to be regraded up to the last day of the quarter. Please talk to me ahead of deadlines if you cannot meet these guidelines.

## **Required Texts**

Geddes, H. (2006) *Attachment in the Classroom: The Links between Children's early experience, emotional well-being and performance in school*. Worth Publishing: London.

Siegel, D. J.; Bryson, T. (2011) *The Whole Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Brain*. Bantam Books: New York.

Sprenger, M. (2020) *Social Emotional Learning and the Brain: Strategies to help your students thrive*. ASCD: Va.

Steinberg, L. (2014) *The Age of Opportunity: Lessons from the New Science of Adolescence*. Houghton Mifflin Harcourt: Boston.

## **Recommended Resources**

### **Recommended Text**

Armstrong, T. (1994). *Multiple Intelligences in the Classroom*. ASCD: Va.

Santrock, John W. (2011). *Child Development*. McGraw-Hill Publishers. ISBN 978-0-07-353208-0

### **Recommended Books**

Eason, L. (2017). Nelsen, Jane & Kelly Gfroerer. *Positive Discipline Tools for Teachers: Effective Classroom Management for Social, Emotional, and Academic Success*. *School Library Journal*, 63(10), 133.

Gardner, H. (2006). *Five Minds for the Future*. Harvard Press: Boston.

Palmer, P. (1998). *The Courage to Teach: Exploring The Inner landscape of a Teacher's Life*. Jossey-Bass: Ca.

Siegel, D. (2015). *Brainstorm: The power and purpose of the teenage brain* (First trade paperback ed.). New York: Jeremy P. Tarcher/Penguin, a member of Penguin Group (USA).

Siegel, D., and Bryson, T. (2018). *The Yes Brain: How to Cultivate Courage, Curiosity, and Resilience in Your Child*. New York: Bantam.

### **Recommended Websites**

Collaborative for Academic, Social and Emotional Learning. <http://www.casel.org>

### **Recommended Journal Readings**

Abtahi, M. M., & Kerns, K. A. (2017). *Attachment and Emotion Regulation in Middle Childhood: Changes in Affect and Vagal Tone during a Social Stress Task*. *Attachment & Human Development*, 19(3), 221.

Archer, J. & Coyne, S. (2005). An integrated review of indirect, relational, and social aggression. *Journal of Personality & Social Psychology*, 9, 212-230.

Arnett, J. (1999). Adolescent Storm & Stress, Reconsidered. *American Psychologist*. Vol. 54, No. 5, 317-326.

- Barnett, W. (2011). Effectiveness of early educational intervention. *Science*, 133, August 19, 975-978
- Bashant, J. (2014). Developing Grit in Our Students: Why Grit Is Such a Desirable Trait, and Practical Strategies for Teachers and Schools. *Journal for Leadership and Instruction*, 13(2), 14–17.
- Campbell, F., et al. (2012). Adult outcomes as a function of an early childhood educational program: An Abecedarian follow-up. *Developmental Psychology*, 48, 1033-1043.
- Collins et al. (2000). Contemporary Research on Parenting. The Case for Nature & Nurture. *American Psychologist*. 55(2), 218-32.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for Educational Practice of the Science of Learning and Development. *Applied Developmental Science*, 24(2), 97–140.
- Eiden, R. D., Shisler, S., Granger, D. A., Schuetze, P., Colangelo, J., & Huestis, M. A. (2020). Prenatal Tobacco and Cannabis Exposure: Associations with Cortisol Reactivity in Early School Age Children. *International Journal of Behavioral Medicine*, 27(3), 343–356.
- Evans, G. (2004). The Environment of Childhood Poverty. *American Psychologist*. Vol. 59, No. 2, 77-92.
- Ferguson, C. (2013). Spanking, corporal punishment and negative long-term outcomes: a meta-analytic review of longitudinal studies. *Clinical Psychology Review*, 33, 196-208.
- Goldschmidt, L., et al. (2012). School achievement in 14-year-old youths prenatally exposed to marijuana. *Neurotoxicology and Teratology*, 34, 161-167.
- Immordino-Yang, M.H., Darling-Hammond, L.H., & Krone, C. (2019) Nurturing Nature: How Brain Development Is Inherently Social and Emotional, and What This Means for Education. *Educational Psychologist*, 54:3, 185-204.
- Immordino-Yang, M.H. and Damasio, A. (2007). We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education. *International Mind, Brain and Education Society and Blackwell Publishing*. pp. 3-10. (Volume 1, Number 1).
- Lin, Y., Xu, J., Huang, J., Jia, Y., Zhang, J., Yan, C., & Zhang, J. (2017). Effects of prenatal and postnatal maternal emotional stress on toddlers' cognitive and temperamental development. *Journal of Affective Disorders*, 207, 9–17.
- Meeus, W. (2011). The study of adolescent identity formation: a review of longitudinal research. *Journal of Research on Adolescence*, 21, 75-94.
- Monk, C., Spicer, J., & Champagne, F. (2012). Linking prenatal maternal adversity to developmental outcomes in infants: The role of epigenetic pathways. *Development & Psychopathology*, 24, 1361-1376
- Morrissey, K. (2005). The Relationship between Out-of-school Activities and Positive Youth Development. *Adolescence*, Vol. 40, 67-85
- Ogders, C., et al. (2012). Supportive parenting mediates neighborhood socioeconomic disparities in children's antisocial behavior from 5 to 12. *Development and Psychopathology*, 24, 705-721.
- Oldfield, J., Humphrey, N. and Hebron, J. (2016). The role of parental and peer attachment relationships and school connectedness in predicting adolescent mental health outcomes. *Child Adolescent Mental Health*, 21: 21-29.
- Park, D., Tsukayama, E., Yu, A., & Duckworth, A. L. (2020). The development of grit and growth mindset during adolescence. *Journal of Experimental Child Psychology*, 198, 104889.
- Pollak, S., et al. (2010). Neurodevelopmental effects of early deprivation in postinstitutionalized children. *Child Development*, 81, 224-236.

Raver, C., & Anderson, Norman B. (2012). Low-Income Children's Self-Regulation in the Classroom, *American Psychologist*, 67(8), 681-689.

Schneider, S. (2020). Associations between childhood exposure to community violence, child maltreatment and school outcomes. *Child Abuse & Neglect*, 104, 104473.

Shonkoff, J., & Garner, A. (2011). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*, 129, 232-246.

Tavernier, R. & Willoughby, T. (2012). Adolescent Turning Points: The Association Between Meaning-Making & Psychological Well-Being. *Developmental Psychology*, 48, 4, 1958-1068.

Zeanah, C. & Fox, N. (2004). Temperament and attachment disorders. *Journal of Clinical and Child Adolescent Psychology*, 23, 32-41.

Zeanah, C., Gunnar, M., McCall, R., & Fox, N. (2011). Sensitive periods. In *Monographs of the Society for Research in Child Development*, 76(4), 147-162.

## **Class Session Schedule, Topics, and Assignment Deadlines**

### **Pre-Course Assignments**

1. Read: The Heart of a Teacher: Identity and Integrity in Teaching by Parker Palmer
2. Read: We Feel, Therefore We Learn: The Relevance of Affective Education and Social Neuroscience to Education by Mary Helen Immordino-Yang and Antonio Damasio
3. Complete: The Power of Teachers Worksheet

### **Session 1: September 27, 2021**

Introduction to the Course; Overview of Development

#### Agenda:

- Welcome and Overview
- Class Norms and Agreements
- Developmental Concepts: Process, Themes, and Domains
- Epigenetics, Identity, and Intersectionality
- The Power of Teachers

#### Readings:

Palmer, P. (1998). Ch.1: The Heart of a Teacher

Immordino-Yang, M.H. and Damasio, A. (2007). We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education. *International Mind, Brain and Education Society and Blackwell Publishing*. pp. 3-10. (Volume 1, Number 1).

### **Session 2: October 4, 2021**

Attachment and Emotional Development

#### Agenda:

- Role of Relationships: The Learning Triangle
- Links between early experiences and emotional well-being
- Outline of Attachment Theory
- School as a secure base

Readings:

Geddes – Chapters 1-8

### **Session 3: October 11, 2021**

SEL and the Brain

Developmental Theories and the integration of SEL

Agenda:

- Collaborative Inquiry Groups
  - Cognitive, Social and Emotional, Physical/Neurological, Identity and Intersectionality, Culture/Environment/Technology
  - Design a workshop/group presentation for Sessions 9 and 10

Readings:

Immordino-Yang, M.H., Darling-Hammond, L.H., & Krone, C.(2019) Nurturing Nature: How Brain Development Is Inherently Social and Emotional, and What This Means for Education, Educational Psychologist, 54:3, 185-204.

Sprenger, M. (2020) Social Emotional Learning and the Brain: Strategies to help your students thrive. P. 1- 194

### **Session 4: October 18, 2021**

The Whole Brain Child: Teaching with the Brain in Mind

Agenda:

- Whole Brain: Ages and Stages
- Siegel's Wheel of Awareness
- The Three R's: Reflect, Relate and Regulate
- Collaborative Group Projects

Readings:

Siegel – Chapters 1-6

### **Session 5: October 25, 2021**

Age of Opportunities: Lessons from the new science of adolescence

Agenda:

- Discussion: How teachers can make a difference
- Collaborative Group Work

Readings:

Steinberg – Chapters 1-7

### **Session 6: November 1, 2021**

Development and the Social Context

Agenda:

- Intersectionality

- Culture and environmental factors
- Collaborative Group Work

Readings:

Steinberg – Chapters 8-10

Shields article: Gender and Intersectionality:

[https://www.researchgate.net/publication/225716758\\_Gender\\_An\\_Intersectionality\\_Perspective/](https://www.researchgate.net/publication/225716758_Gender_An_Intersectionality_Perspective/)

## **Session 7: November 8, 2021**

Education & Child Development

Neurodiversity

Agenda:

- Multiple Intelligences
- Learning Styles
- Collaborative Group Work

Readings:

Armstrong, T. <https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/books/Multiple-Intelligences-in-the-Classroom-4th-Edition-Sample-Chapters.pdf/>

## **Session 8: November 15, 2021**

Restorative Practices in Schools

Agenda:

- Equity in Schools
- SB 100
- Circle Keeping
- MTSS
- Class Presentation – Group 1

Reading:

CPS: Restorative Justice Toolkit. [https://drive.google.com/file/d/0B18g5ywbF84\\_bk1nWU96OFdadE0/view?resourcekey=0-AttNLkuirAG7Rw2wvxz6Og/](https://drive.google.com/file/d/0B18g5ywbF84_bk1nWU96OFdadE0/view?resourcekey=0-AttNLkuirAG7Rw2wvxz6Og/)

## **Session 9: November 22, 2021**

Trauma, Risk, Adversity, and Resilience

Agenda:

- Ace Studies
- Reflective Journal/Portfolio due
- Class Presentations – Groups 2 and 3

Readings:

Schneider, S. (2020). Associations between childhood exposure to community violence, child maltreatment and school outcomes. *Child Abuse & Neglect*, 104, 104473.

## **Session 10: November 29, 2021**

Identity, Relationships, and Community

Agenda:

- Classroom Circle
- Final SAQ Paper
- Class Presentations – Groups 4 and 5

Readings:

Arnett, J. (1999). Adolescent Storm & Stress, Reconsidered. *American Psychologist*. Vol. 54, No.5, 317-326.

Tavernier, R. & Willoughby, T. (2012). Adolescent Turning Points: The Association Between Meaning-Making & Psychological Well-Being. *Developmental Psychology*. 48, 4, 1958-1068.

## **MSEd 405: Graded Assignments**

### **Class Participation 20% of grade.**

Your attendance and quality of participation in each class session will be taken into consideration as part of your final grade.

### **Project Based Collaborative Inquiry Group 40% of grade.**

As a small group, students will explore and select a topic related to developmental theory and the practical application of Social Emotional Learning. Students will work together as a group to study/research the topic and design a workshop/presentation that illustrates their findings and integrates Social Emotional Learning through a 45-60 minute workshop/class presentation, that should include a comprehensive outline, powerpoint or artifacts with references and citations and an individual paper that is a reflective summary of their learning. The 50 % of the grade will be based upon group work and 50 % of the grade for individual work.

### **Reflective Journal/Portfolio 35 % of grade**

A weekly entry that documents learning will be a portfolio of reflective journey entries or artifacts that documents the progression of learning throughout the course: Identify and integrate key insights, concepts and observations about material covered throughout the courses. The portfolio of work should document/illustrate critical thinking and the progression of learning that has been integrated in the understanding, their relevance and application of the material. Due week 9.

### **Final Paper 5% of grade**

Summary Application Question (SAQ): This reflective paper will consist of two components, one, a self evaluation of your participation, engagement and learning throughout the semester; the second a 1-2 page paper titled SAQ: a **summary** to identify the most significant insight/finding that stands out; **application** that includes insights that are meaningful and relevant to you and teaching, learning and schools; end with a **question**, something that you are curious about and may want to further explore and more deeply understand as you come to the end of this course. This paper is due in the last class.

### **Grading Policy**

Each assignment will be assigned a letter grade based on the following criteria:

**Outstanding competence.** A represents a professional judgment that the performance of a student was truly superior.

**Above satisfactory competence.** B represents a professional judgment that the performance of a student was distinctly above average.

**Satisfactory level of competence.** C represents a professional judgment that the performance of a student satisfied the minimum criteria established for awarding credit.

**Marginal level of competence.** D represents a professional judgment that the performance of a student failed to minimally satisfy all of the criteria established for awarding undergraduate credit but did meet criteria in some areas.

**Unsatisfactory level of competence.** F represents a professional judgment that the performance of a student was insufficient to satisfy the criteria for awarding credit.

Grade Scale	
Letter Grade	Percentage (%)
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59