

HDFS 760: INFANCY AND THE FAMILY

Fall 2007

Wednesdays 10:00 – 12:30 pm, Room 101, HDFS Building

Professor: Julie Poehlmann, Ph.D.

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Course Description:

This course covers theory, research and applications pertaining to infant development (birth to approximately 2 years) within the context of the family. The course takes a risk and resilience perspective and thus, focuses on both typically developing and “high risk” infants. One premise of the course is that infants must be understood in their developmental context, and that the caregiving context within the family and culture is particularly important. Another premise of the course is that one’s understanding of typical development informs one’s understanding of atypical development and vice versa. Therefore, readings and discussion involve normative infant development and high risk infant development in the family context, including:

- a) Prenatal development and the transition to parenting (changes in individuals and families that occur following the birth of an infant)
- b) Infant development in the areas of sensorimotor, language & cognitive skills, including biological risks such as preterm birth and disabilities, and their relation to family life; also relevant topics such as SIDS and breastfeeding
- c) Infant emotional development, parent-child interaction & attachment, including relationship and family risks such as parental psychopathology
- d) Broader contexts of infant development, including childcare, culture, social supports and early intervention

Summary of Course Requirements:

Attendance

- Class attendance is required. If you need to miss part or all of a particular class, please let me know in advance. I will give you additional work to make up for your absence. I reserve the right to decrease final grades on the basis of inadequate attendance.

Participation

- You are expected to participate in each class discussion in a meaningful way, in a way that is informed by the readings. Although I understand that there are individual differences in shyness and facility with spoken language, I still expect participation on a regular basis. This is one of the main ways that I have of gauging whether you understand the material and what interests you.
- 15% of final grade

Class Presentation:

- You are required to make a presentation during one of the 3 final days of class, including leading class discussion on that topic; sign-up will be on the first day of class. The topic can be your choice (all

although all topics need to be approved by the professor), as long as the topic is related to infancy and we have not covered the identical material in class. If it is an extension of something we have discussed in class already, make an effort to integrate with our previous discussion.

- Topics should be approved by 11/7
- Your presentation should be approximately 25-30 minutes and you should lead a discussion for about 20 minutes
- You should assign 1 reading that you make available to the class at least 1 week in advance (digital copy preferred)
- You should include visuals (e.g., powerpoint) and incorporate the readings that you assigned
- Prepare a handout with references (use APA-5th for citations)
- 25% of final grade

Written Assignments:

- Questions:
 - For weeks 2-12, you will need to submit one question for each REQUIRED reading, designed to stimulate discussion (not just minor clarifications or something that is answered in the reading). Questions need to be typed and reflect your understanding of the assigned reading material for that day. However, please do not type up your answers.
 - 10 (of 11) weeks will be graded; that is, if you miss 1 week during the semester, that is okay.
 - 10% of final grade
- 1 Brief Paper (choose EITHER #1 OR #2); 20% of final grade
 - #1. Observation of an infant or toddler**
 - At one of the campus childcare centers, observe an infant for at least 30 minutes; take detailed notes about the infant's development, especially noting key milestones (e.g., fine and gross motor, cognitive, language, social emotional)
 - Write a narrative summary of your observations and link these observations with at least 3 references focusing on infant development; one can be the *Infancy* text
 - 2 pages, typed single spaced (not including references); list references on the 3rd page using APA-5th
 - The first sentence should state the context (where you observed, age/gender of child, time of day, etc); **use first names only for confidentiality**
 - Please attach your handwritten notes when you turn in the assignment
 - Due 10/3
 - #2. Interview with a parent of an infant or toddler**
 - Talk with the parent of an infant for at least 30 minutes, discussing the following questions (follow up with probes if needed):
 - 1) In what ways has having an infant changed your family life?
 - 2) What decisions have you made about infant feeding and sleep and why?
 - 3) How would you describe your infant's current development? (probe for different areas)
 - Take notes during the interview
 - Write a narrative summary of your interview and link with at least 3 infant development or transition to parenting references; one can be the *Infancy* text
 - 2 pages, typed single spaced (not including references); list references on the 3rd page using APA-5th

- The first sentence should state the context (where you interviewed, age/gender of person, current age of infant, etc); **use first names only for confidentiality**
 - Please attach your handwritten notes when you turn in the assignment
 - Due 10/3
- Final Paper:
 - Critically review the evidence for one scholarly area focusing on infancy and the family using recent empirical literature; focus on a sub-topic within the infancy field so it is a manageable project; feel free to meet with me to help decide on a topic. Sample topics are: cosleeping and SIDS, early diagnosis of autism, effectiveness of educational interventions for preterm infants, effects of maltreatment on infant attachment relationships, etc.
 - Make sure that your paper tells a story; provide evidence for each point that you make
 - 8-10 pages, typed double spaced, 1 inch margins; include references using APA-5th
 - Due dates for final paper:
 - Topic due October 10
 - Outline and reference list due October 31
 - First draft due November 21 (I will give you feedback)
 - Final paper due no later than December 17 at noon; earlier is preferred
 - 30% of final grade

Grading Scale:

A = 93-100%
AB = 89-92%
B = 83-88%
BC =78-82%
C =70-77%
D =60-69%
F =0-59%

Readings

-articles (.pdf files available from instructor on first day of class)

-text (optional): *Infancy* text by Alan Fogel (Available at University Bookstore); this is especially helpful for those of you who do not have a strong early childhood development background

Course Outline:

week 1: Wed, 9/5: Risk & Resilience Perspective; History of Infancy; Methodological Issues

--syllabus review

--presentation sign up

required:

Chapter 1 in *Infancy* (handout)

Sroufe, L. A. (1990). Considering normal and abnormal together: The essence of developmental psychopathology. *Development and Psychopathology*, 2, 335-347.

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56, 227-238.

Fitzgerald, H. (2006). Cross cultural research during infancy: Methodological considerations. *Infant Mental Health Journal*, 27, 612-617.

recommended:

- Chapter 1 in *Handbook of Infant Mental Health 2nd edition*: Models of development and developmental risk.
- Belsky, J. (2005). Differential susceptibility to rearing influence: An evolutionary hypothesis and some evidence. In B. J. Ellis, & D. F. Bjorklund (Eds.), *Origins of the social mind: Evolutionary psychology and child development*. (pp. 139-163). NY: Guilford Press.
- Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist*, 53, 205-220.
- Werner, E. E. (1993). Risk, resilience, and recovery: Perspectives from the Kauai Longitudinal Study. *Development and Psychopathology*, 5, 503-515.
- Rovee-Collier, C. (1996). Shifting the focus from what to why. *Infant Behavior and Development*, 19, 385-400.

week 2: Wed, 9/12: Prenatal Development, Low Birthweight Infants

--turn in questions on required readings for week 2

required:

Chapter 3 in *Infancy*

- Gunnar, M. & Cheatham, C. L. (2003). Brain and behavior interface: Stress and the developing brain. *Infant Mental Health Journal*, 24, 195-211.
- Jacobson, S. W., Bihun, J. T., & Chiodo, L. M. (1999). Effects of prenatal alcohol and cocaine exposure on infant cortisol levels. *Development and Psychopathology*, 11, 195-208.
- Richardson, D. K. (2001). A woman with an extremely premature newborn. *Journal of the American Medical Association*, 286, 1498-1505.

recommended:

- Field, T., Diego, M., & Hernandez-Rief, M. (2006). Prenatal depression effects on the fetus and newborn: A review. *Infant Behavior and Development*, 29, 445-455.
- Nowakowski, R. S., & Hayes, N. L. (1999). CNS development: An overview. *Development and Psychopathology*, 11, 395-417.
- Marlier, L., Schaal, B., & Soussignan, R. (1998). Bottle-fed neonates prefer an odor experienced in utero to an odor experienced postnatally in the feeding context. *Developmental Psychobiology*, 33, 133-145

week 3: Wed, 9/19: Guest: Amy Gilliland; Pregnancy, Birth, Doula Support

--turn in questions on readings for week 3

required:

- Abramson, R., Altfeld, S., Teibloom-Mishkin, J. (2000). The community-based doula: An emerging role in family support. *Zero to Three*, Oct/Nov, 11-16.
- Scott, K. D., Klaus, P. H., & Klaus, M. H. (1999). The obstetrical and postpartum benefits of continuous support during childbirth. *Journal of Women's Health & Gender-Based Medicine*, 8, 1257-1264.
- Campbell, D. A., Lake, M. F., Falk, M., & Backstrand, J. R. (2006). A randomized control trial of continuous support in labor by a lay doula. *Journal of Obstetric, Gynecologic, & Neonatal Nursing: Clinical Scholarship for the Care of Women, Childbearing Families, & Newborns*, 35, 456-464.

recommended:

Chapter 4 in *Infancy*

- Wilson, C. L., Rholes, W. S., Simpson, J. A., & Tran, S. (2007). Labor, delivery, and early parenthood: An attachment theory perspective. *Personal and Social Psychology Bulletin*, 33, 505-518.
- Hannah, M. E. et al. (2002). Outcomes at 3 months after planned Cesarean vs. planned vaginal delivery for breech presentation at term. The international randomized term breech trial. *Journal of the American Medical Association*, 287, 1822-1831.
- Collins, N., Dunkel-Schetter, C., Lovel, M., & Scrimshaw, S. (1993). Social support in pregnancy: Psychosocial correlates of birth outcomes and postpartum depression. *Journal of Personality and Social Psychology*, 65, 1243-1258.
- Van Riper, M., & Selder, F. E. (1989). Parental responses to the birth of a child with Down syndrome. In J. Rainer et al. (Eds). *Genetic disease: The unwanted inheritance* (pp. 59-76). New York: Haworth Press.
- Campero, L., Garcia, C., Diaz, C., Ortiz, O., Reynoso, S., & Langer, A. (1998). "Alone, I wouldn't have known what to do": A qualitative study on social support during labor and delivery in Mexico. *Social Science and Medicine*, 47, 395-403.

week 4: Wed, 9/26: Transition to Parenthood

--turn in questions on readings for week 4

required:

- Harwood, K., McLean, N., & Durkin, K. (2007). First-time mothers' expectations of parenthood: What happens when optimistic expectations are not matched by later experiences? *Developmental Psychology*, 43, 1-12.
- Goldberg, A. E., & Perry-Jenkins, M. (2007). Division of labor and perceptions of parental roles: Lesbian couples across the transition to parenthood. *Journal of Social and Personal Relationships*, 24, 297-318.
- Shapiro, A. F., Gottman, J. M., & Carrere, S. (2000). The baby and the marriage: Identifying factors that buffer against decline in marital satisfaction after the first baby arrives. *Journal of Family Psychology*, 14, 59-70.

recommended:

- Lawrence, E., Nylen, K., & Cobb, R. J. (2007). Prenatal expectations and marital satisfaction over the transition to parenthood. *Journal of Family Psychology*, 21, 155-164.
- Cowan, C. P., & Cowan, P. A. (2000). *When partners become parents: The big life change for couples*. Mahwah, NJ: Erlbaum.
- Belsky, J., & Rovine, M. (1990). Patterns of marital change across the transition to parenthood: Pregnancy to three years postpartum. *Journal of Marriage and the Family*, 52, 5-19.
- Priel, B., & Besser, A. (2002). Perceptions of early relationships during the transition to motherhood: The mediating role of social support. *Infant Mental Health Journal*, 23, 343-360.
- Wakschlag, L. S., Chase-Lansdale, P. L., Brooks-Gunn, J. (1996). Not just "ghosts in the nursery": Contemporaneous intergenerational relationships and parenting in young African-American families. *Child Development*, 67, 2131-2147.
- Van Riper, M. (1999). Living with Down syndrome: The family experience. *Down Syndrome Quarterly*, 4, 1-7.
- Cote, L. R., & Bornstein, M. H. (2000). Social and didactic parenting behaviors and beliefs among Japanese American and South American mothers of infants. *Infancy*, 1, 363-374.

week 5: Wed, 10/3: Parent-Infant Interaction, Breastfeeding

--Observation OR Interview paper due

--turn in questions on readings for week 5

required:

- Weinberg, M. K., Olson, K. L., Beeghly, M., & Tronick, E. (2006). Making up is hard to do, especially for mothers with high levels of depressive symptoms and their infant sons. *Journal of Child Psychology and Psychiatry, 47*, 670-683.
- Cabrera, N. J., Shannon, J. D., & West, J. (2006). Parental interactions with Latino infants: Variation by country of origin and English proficiency. *Child Development, 77*, 1190-1207.
- Forste, R., Weiss, J., & Lippincott, E. (2001). The decision to breastfeed in the United States: Does race matter? *Pediatrics, 108*, 291-296.
- Mbori-Ngacha, D. et al. (2001). Morbidity and mortality in breastfed and formula-fed infants of HIV-1-infected women: A randomized clinical trial. *Journal of the American Medical Association, 286*, 2413-2420.

recommended:

- Feldman, R., & Eidelman, A. I. (2003). Direct and indirect effects of breast milk on neurobehavioral and cognitive development of premature infants. *Developmental Psychobiology, 43*, 109-119.
- Lavelli, M., & Poli, C. (1998). Early mother-infant interaction during breast- and bottle-feeding. *Infant Behavior and Development, 21*, 667-684.
- Mortensen, E. L., Michaelsen, K. M., Sanders, S. A., & Reinisch, J. M. (2002). The association between duration of breastfeeding and adult intelligence. *Journal of the American Medical Association, 287*, 2365-2946.
- Field, T. M., Hossain, Z., & Malphurs, J. (1999). "Depressed" fathers' interactions with their infants. *Infant Mental Health Journal, 20*, 322-332.
- Eckerman, C. O., Oehler, J. M., Hannan, T. E., & Molitor, A. (1995). The development prior to term age of very prematurely born newborns' responsiveness to *en face* exchanges. *Infant Behavior and Development, 18*, 283-297.

week 6: Wed, 10/10: Guest: AJ Miller Schwichtenberg: Infant Sleep

--topic for final paper due

--turn in questions on readings for week 6

required:

Infancy, pp. 240-242

- Davis, K. F., Parker, K. P., & Montgomery, G. L. (2004). Sleep in infants and young children: Part one: Normal sleep. *Journal of Pediatric Health Care, 18*, 65-71.
- Davis, K. F., Parker, K. P., & Montgomery, G. L. (2004). Sleep in infants and young children: Part two: Common sleep problems. *Journal of Pediatric Health Care, 18*, 130-137.
- Hunt, C. E., & Hauck, F. R. (2006). Sudden infant death syndrome. *Canadian Medical Association Journal, 174*, 1861-1869

recommended:

Infancy, Chapter 5

- Ingersoll, E. W., & Thoman, E. B. (1999). Sleep/wake states of preterm infants: Stability, developmental change, diurnal variation, and relation with caregiving activity. *Child Development, 70*, 1-10.

- Ratliff-Schaub, K., et al. (2001). Relationship between infant sleep position and motor development in preterm infants. *Journal of Developmental and Behavioral Pediatrics*, 22, 293-299.
- Scher, A. (2001). Mother-child interaction and sleep regulation in one-year-olds. *Infant Mental Health Journal*, 22, 515-528.
- Toomey, S., & Bernstein, H. (2001). Sudden infant death syndrome. *Current Opinion in Pediatrics*, 13, 207-210.
- Smith, G. C. S. et al. (2004). Second-trimester maternal serum levels of alpha-fetoprotein and the subsequent risk of Sudden Infant Death Syndrome. *The New England Journal of Medicine*, 351, 978-986.
- Gessner, B. D., Ives, G. C., & Perham-Hester, K. A. (2001). Association between sudden infant death syndrome and prone sleep position, bed sharing, and sleeping outside an infant crib in Alaska. *Pediatrics*, 108, 923-927.
- Jonville-Béra, A. P., Autret-Leca, E., Barbeillon, F., Paris-Llado, J., & the French Reference Centers for SIDS. (2001). Sudden unexpected death in infants under 3 months of age and vaccination status—a case-control study. *British Journal of Clinical Pharmacology*, 51, 271-276.

week 7: Wed, 10/17: Self-Regulation, Temperament & Emotional Development

--turn in questions on readings for week 7

required:

- Camras, L. A., Oster, H., Bakeman, R., Meng, Z., Ujiie, T., & Campos, J. J. (2007). Do infants show distinct negative facial expressions for fear and anger? Emotional expression in 11-month-old European American, Chinese, and Japanese infants. *Infancy*, 11, 131-155.
- Hane, A. A., Fox, N. A., & Polak-Toste, C. (2006). Contextual basis of maternal perceptions of infant temperament. *Developmental Psychology*, 42, 1077-1088.
- Crockenberg, S. C., Leerkes, E. M., & Lekka, S. K. (2007). Pathways from marital aggression to infant emotion regulation: The development of withdrawal in infancy. *Infant Behavior & Development*, 30, 97-113.
- Hewlett, B. S., Lamb, M. E., Shannon, D., Leyendecker, B., & Schölmerich, A. (1998). Culture and early infancy among Central African foragers and farmers. *Developmental Psychology*, 34, 653-661.

recommended:

- Infancy*, pp. 188-194, 219-224, 257-263, 296-304, 338, 375-380, 414-420
- Meléndez, L. (2005). Parental beliefs and practices around early self-regulation: The impact of culture and immigration. *Infants & Young Children*, 18, 136-146.
- Tronick, E. Z. (1989). Emotions and emotional communication in infants. *American Psychologist*, 44, 112-119.
- Feldman, R., Masalha, S., & Alony, D. (2006). Microregulatory patterns of family interactions: Cultural pathways to toddlers' self-regulation. *Journal of Family Psychology*, 20, 614-623.
- Ross, C. N., & Karraker, K. H. (1999). Effects of fatigue on infant emotional reactivity and regulation. *Infant Mental Health Journal*, 20, 410-428.
- Rothbart, M. K., & Bates, J. E. (1998). Temperament. In N. Eisenberg (Ed.) *Handbook of child psychology*, 5th Edition, Vol. 3 (pp. 105-176). NY: Wiley.

week 8: Wed, 10/24: Language and Cognitive Development and the Family

--turn in questions on readings for week 8

required:

- Estes, K. G., Evans, J. L., Alibali, M. W., & Saffran, J. (2007). Can infants map meaning to newly segmented words?: Statistical segmentation and word learning. *Psychological Science, 18*, 254-260.
- Vouloumanos, A., & Werker, J. F. (2007). Listening to language at birth: Evidence for a bias for speech in neonates. *Developmental Science, 10*, 159-171. (plus Rosen & Iverson commentary)
- Masataka, N. (1999). Preference for infant-directed singing in 2-day-old hearing infants of deaf parents. *Developmental Psychology, 35*, 1001-1005.
- Smyke, A. T. et al. (2007). The caregiving context in institution-reared and family-reared infants and toddlers in Romania. *Journal of Child Psychology and Psychiatry, 48*, 210-218.

recommended:

- Infancy*, pp. 185-188, 215-217, 253-256, 292-295, 306-319, 336. 339-347, 365-374, 408-412, 420-425
- Stromswold, K. (2006). Why aren't identical twins linguistically identical? Genetic, prenatal, and postnatal factors. *Cognition, 101*, 333-384.
- Bornstein, M. H., & LaMonda, C. S. (1997). Maternal responsiveness and infant mental abilities: Specific predictive relations. *Infant Behavior and Development, 20*, 283-296.
- Hart, B., & Risley, T. R. (1992). American parenting of language-learning children: Persisting differences in family-child interactions observed in natural home environments. *Developmental Psychology, 28*, 1096-1105.
- Newport, E. (1990). Maturation constraints on language learning. *Cognitive Science, 14*, 11-28.
- Willatts, P. (1999). Development of means-end behavior in young infants: Pulling a support to retrieve a distant object. *Developmental Psychology, 35*, 651-667.
- Huttenlocher, J., Haight, W., Bryk, A., Seltzer, M., & Lyons, T. (1991). Early vocabulary growth: Relation to language input and gender. *Developmental Psychology, 27*, 236-248.
- Robinson, C. W., & Sloutsky, V. M. (2007). Linguistic labels and categorization in infancy: Do labels facilitate or hinder? *Infancy, 11*, 233-253.
- Kaplan, P. S., Bachorowski, J., & Zarlengo-Strouse, P. (1999). Child-directed speech produced by mothers with symptoms of depression fails to promote associative learning in 4-month old infants. *Child Development, 70*, 560-570.

week 9: Wed, 10/31: Attachment and Family Relationships

--Outline and references list for final paper due

--turn in questions on readings for week 9

required:

- excerpts from Ainsworth et al. (1978) *Patterns of Attachment*.
- Minde, K., Minde, R., & Vogel, W. (2006). Culturally sensitive assessment of attachment in children aged 18-40 months in a South African township. *Infant Mental Health Journal, 27*, 544-558.
- Bailey, H. N., Moran, G., Pederson, D. R., & Bento, S. (2007). Understanding the transmission of attachment using variable- and relationship-centered approaches. *Development and Psychopathology, 19*, 313-343.
- Poehlmann, J., & Fiese, B. H. (2001). The interaction of maternal and infant vulnerabilities on developing infant-mother attachment relationships. *Development and Psychopathology, 13*, 1-11.

recommended:

- Belsky, J. (1996). Parent, infant, and social-contextual antecedents of father-son attachment security. *Developmental Psychology, 32*, 905-914.
- Koren-Karie, N., Oppenheim, D., Dolev, S., Sher, E., & Etzion-Carasso, A. (2002). Mothers' insightfulness regarding their infants' internal experience: Relations with maternal sensitivity and infant attachment. *Developmental Psychology, 38*, 534-542.
- Clements, M., & Barnett, D. (2002). Parenting and attachment among toddlers with congenital anomalies: Examining the Strange Situation and attachment Q-sort. *Infant Mental Health Journal, 23*, 625-642.
- Benoit, D., & Parker, K. C. (1994). Stability and transmission of attachment across three generations. *Child Development, 65*, 1444-1456.
- DeWolff, M., & van IJzendoorn, M. H. (1997). Sensitivity and attachment: A meta-analysis on parental antecedents of infant attachment. *Child Development, 68*, 571-591.
- Crandell, L. E., Fitzgerald, H. E., & Whipple, E. E. (1997). Dyadic synchrony in parent-child interactions: A link with maternal representation of attachment relationships. *Infant Mental Health Journal, 18*, 247-264.

week 10: Wed, 11/7: Atypical Attachment, Infant Maltreatment

- Presentation topic should be approved by today
 --turn in questions on readings for week 10

required:

Infancy, pp. 436-438

- Walls, C. (2006). Shaken Baby Syndrome: A role for nurse practitioners working with families of small children. *Journal of Pediatric Health Care, 20*, 304-310.
- Spencer, N., Wallace, A., & Sundrum, R. (2007). Child abuse registration, fetal growth, and preterm birth: A population based study. *Journal of Epidemiology & Community Health, 60*, 337-340.
- Albus, K. E., & Dozier, M. (1999). Indiscriminate friendliness and terror of strangers in infancy: Contributions from the study of infants in foster care. *Infant Mental Health Journal, 20*, 30-41.
- Valentino, K., Cicchetti, D., & Toth, S. L. (2006). Mother-child play and emerging social behaviors among infants from maltreating families. *Developmental Psychology, 42*, 474-485.

recommended:

- Madigan, S., Moran, G., & Pederson, D. R. (2006). Unresolved states of mind, disorganized attachment relationships, and disrupted interactions of adolescent mothers and their infants. *Developmental Psychology, 42*, 293-304.
- van IJzendoorn, M. H., Schuengel, C., & Bakermans-Kranenburg, M. J. (1999). Disorganized attachment in early childhood: Meta-analysis of precursors, concomitants, and sequelae. *Development and Psychopathology, 11*, 225-249.
- Chisholm, K., Carter, M. C., Ames, E. W., & Morison, S. J. (1995). Attachment security and indiscriminately friendly behavior in children adopted from Romanian orphanages. *Development and Psychopathology, 7*, 283-297.
- Speltz, M. L., Endriga, M. C., Fisher, P. A., & Mason, C. A. (1997). Early predictors of attachment in infants with cleft lip and/or palate. *Child Development, 68*, 12-25.
- Spangler, G., & Grossmann, K. (1999). Individual and physiological correlates of attachment disorganization in infancy. In J. Solomon & C. George (Eds.), *Attachment disorganization* (pp. 95-124). NY: The Guilford Press.
- Vondra, J. I., & Barnett, D. (Eds.) (1999). Atypical attachment in infancy and early childhood among children at developmental risk. *Monographs of the Society for Research in Child Development, 64* (3), Serial No. 258.

week 11: Wed, 11/14: Infant Childcare, Maternal Employment, and the Family

--turn in questions on readings for week 11

required:

- Moss, P., & Deven, F. (2006). Leave policies and research: A cross-national overview. *Marriage & Family Review, 39*, 255-285.
- Belsky, J., Burchinal, M., McCartney, K. et al. (2007). Are there long-term effects of early child care? NICHD Early Child Care Research Network. *Child Development, 78*,681-701.
- Avieзера, O., Sagi-Schwartz, A., & Koren-Karie, N. (2003). Ecological constraints on the formation of infant-mother attachment relations: When maternal sensitivity becomes ineffective. *Infant Behavior & Development, 26*, 285-299.
- Grych, J. H., & Clark, R. (1999). Maternal employment and development of the father-infant relationship in the first year. *Developmental Psychology, 35*, 893-903.

recommended:

- Hyde, J. S., Essex, M. J., Clark, R., & Klein, M. H. (2001). Maternity leave, women's employment, and marital incompatibility. *Journal of Family Psychology, 15*, 476-491.
- NICHD Early Child Care Research Network. (1999). Child care and mother-child interaction in the first 3 years of life. *Developmental Psychology, 6*, 1399-1413.
- NICHD Early Child Care Research Network. (1997). The effects of infant child care on infant-mother attachment security: Results of the NICHD Study of Early Child Care. *Child Development, 68*, 860-879.

week 12: Wed, 11/21: Early Intervention

--Interview paper due

--turn in questions on readings for week 12

required:

- Kleberg, A., Hellström-Westas, L., & Widströma, A. M. (2007). Mothers' perception of Newborn Individualized Developmental Care and Assessment Program (NIDCAP) as compared to conventional care. *Early Human Development, 83*, 403-411.
- Hill, J. L., Brooks-Gunn, J., & Waldfogel, J. (2003). Sustained effects of high participation in an early intervention for low-birth-weight premature infants. *Developmental Psychology, 39*,730-744.
- Peterson, C. A., & Luze, G. J. (2007). Enhancing parent-child interactions through home visiting: Promising practice or unfulfilled promise? *Journal of Early Intervention, 2*, 119-140.
- Cohen, N. J., Lojkasek, M., Muir, E., et al. (2002). Six-month follow-up of two mother-infant psychotherapies: Convergence of therapeutic outcomes. *Infant Mental Health Journal, 23*, 361-380.

recommended:

- Wendland-Carro, J., Piccinini, C. A., & Millar, W. S. (1999). The role of an early intervention on enhancing the quality of mother-infant interaction. *Child Development, 70*, 713-721.
- Blair, C. (2002). Early intervention for low birth weight, preterm infants: The role of negative emotionality in the specification of effects. *Development and Psychopathology, 14*, 311-332.
- van den Boom, D. C. (1994). The influence of temperament and mothering on attachment and exploration: An experimental manipulation of sensitive responsiveness among lower class mothers with irritable infants. *Child Development, 65*, 1457-1477.

Cohen, N. J., Muir, E., Parker, C. J., Brown, M., Lojkasek, M., Muir, R., & Barwick, M. (1999). Watch, wait, and wonder: Testing the effectiveness of a new approach to mother-infant psychotherapy. *Infant Mental Health Journal*, 20, 429-451.

week 13: Wed, 11/28: Presentations-I

readings: (to be announced)

week 14: Wed, 12/5: Presentations-II

readings: (to be announced)

week 15: Wed, 12/12: Presentations-III

readings: (to be announced)

Final project due: Friday, 12/17 by noon; put a hard copy in my mailbox; e-mail attachments will not be accepted