



Early Childhood: Typical & Atypical Development

Instructor Name: Dr. Marrea Winnega
Facilitator: Joan Halverstadt, MA/Ed.
Phone: 509-891-7219
Office Hours: 8 a.m. to 5 p.m. PST Monday – Friday
Email: joanh@virtualeduc.com
Address: Virtual Education Software
23403 E Mission Avenue, Suite 220F
Liberty Lake, WA 99019
Technical Support: support@virtualeduc.com

Introduction

Welcome to *Early Childhood: Typical & Atypical Development*, an interactive distance-learning course that covers development during the first eight years of life and research-based best practices in early learning. Included will be information about typical development from the prenatal stage to middle childhood with an emphasis on individual differences, cultural influences, and the impact of developmental delay and disability. Discussion will also include instructional technology (IT) and assistive technology (AT) applications for this population.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course.

Course Materials (Online)

Title: *Early Childhood: Typical & Atypical Development*
Publisher: Virtual Education Software, inc. 2008, Revised 2012, Revised 2018, Revised 2021, Revised 2025
Instructor: Dr. Marrea Winnega
Facilitator: Joan Halverstadt MA/Ed.

Academic Integrity Statement

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Students are required to view/read each screen in each exercise of each chapter. Screens, exercises and chapter content may not be skipped. Students are also required to access and read all content in each course handout. A participant who fails to complete the entire course in the manner intended and as outlined, may have their grade reduced or fail the course. It is the student's responsibility to contact the facilitator, instructor-of-record, or VESi registrar if there is any question as to the manner in which this course is to be completed.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards will result in the assignment of a failing grade and subsequent loss of credit for the course.

Level of Application

This course is designed as one part of a five-part series on early childhood education. Upon completion of all five courses, you will have covered all of the CDA Competencies to prepare you to take the CDA exam (**applicable in certain states**). This course specifically covers CDA Competencies 1–9, 12, and 13 (**Check your individual state requirements**), which all relate to the establishment of well-run, purposeful programs for young children that are responsive to individual needs and advance the development of the whole child. This course is designed for anyone planning programs for young children—child-care providers, early childhood educators, and health care or social services providers, to name a few.

Expected Learning Outcomes

At the conclusion of this course, students should be able to:

- Understand basic principles of growth and the foundation of development from conception through 8 years, including genetic and environmental influences.
- Identify the historical roots, common research practices, and prominent child development theorists and theories.

- Describe sequences, characteristics, and concepts of development in the domains of motor and perceptual, cognitive and communication, and social and emotional development for each stage.
- Explain individual and cultural differences in child development and socialization.
- Examine how to create environments, programming, and interactions that support the development of young children, including those with special needs, individually and in groups.
- Recognize and find professional resources on the typical and atypical development and needs of children prenatal–8 years.

Course Description

The first chapter presents an introduction to the study of child development from conception to age 8. We will examine the historical roots and methods of child study, major psychological theories, and developmental principles and definitions. This information will provide grounding for the following chapters on specific ages and developmental areas.

In the second chapter we will start to study child development chronologically. We begin with conception and prenatal development and care, and then continue through labor and birth. Next, we consider the special characteristics and needs of the newly delivered baby, including common developmental variations. This overview will include both typical and atypical development.

The third chapter focuses on infants and toddlers; the first three years of life (ages 1–36 months). We will look at growth and development in the domains of motor-perceptual, cognitive, language, brain, and social-emotional development. This chapter details milestones, red flags, developmental variation, and how adults can safely and appropriately facilitate the development of infants and toddlers.

Finally, Chapter Four discusses early and early middle childhood, or *the magic years*, ages 3–8 years old (Fraiberg, 1959). The preschool and early elementary school periods are times of great discovery, testing, and wonder. Students will learn about typical and varied 3–8-year-old development in all areas—moral, social, self-esteem, early learning, motor skills, communication abilities, social and brain development, and more. Indicators, or red flags, that suggest developmental delay or deviation are detailed in all chapters, and resources for further research are provided.

Each chapter contains additional handouts or attachments that cover specific topics from the chapter in greater depth. They are provided for you to read, ponder, and apply to the early childhood education setting in which you work. Some of the topics are intended for you, as the professional, while others are intended for you to pass on to parents, when appropriate. Each chapter also contains web links that you can choose to access if you want to see videos or research in action related to chapter concepts.

Chapter Topics

Chapter One: Introduction to Child Development

- 1) Define child development and basic developmental principles

- 2) Understand historical and emerging viewpoints on child study
- 3) Recognize major theories and recent trends
- 4) Identify research methods, designs and ethics
- 5) Appreciate the importance of child development to early childhood educators

Chapter Two: Prenatal & Newborn Development

- 1) Outline family contexts of family planning and preparation
- 2) Describe the process of conception
- 3) Explain the stages of prenatal development
- 4) Understand the role of genes and chromosomes in development
- 5) Define proper prenatal care and risks to the developing infant
- 6) Identify labor and birth options and processes
- 7) Discuss atypical conception, prenatal development, labor and birth
- 8) Define newborn assessment and care
- 9) Understand typical and atypical newborn appearance and abilities

Chapter Three: The Development of Infants & Toddlers

- 1) Discuss growth patterns and motor development milestones
- 2) Describe the development of language and cognitive skills
- 3) Define basic brain development principles and terms
- 4) Understand normal socio-emotional development of infants and toddlers
- 5) Describe cognitive and language development
- 6) Recognize common variations and atypical infant and toddler development

Chapter Four: The Development of Preschoolers (3–5 Years) & Young School Aged (5–6 years)

- 1) Understand the typical sequence of growth and motor development, including health issues
- 2) Describe preschool and young school-age cognitive development and related theories
- 3) Identify language development milestones that include emergent literacy approaches, including English as a Second Language challenges
- 4) Discuss typical 3-to-8-year-old social-emotional development and milestones
- 5) Define developmentally appropriate educational practices for young children
- 6) Learn types of atypical development and developmental variations, including how factors such as abuse and adverse childhood experiences (ACEs) affect growth and development

Student Expectations

As a student you will be expected to:

- Students are required to view/read each screen in each exercise of each chapter. Screens, exercises and chapter content may not be skipped. Students are also required to access and read all content in each course handout.
- Complete all four section examinations, showing a competent understanding of the material presented. **You must obtain an overall score of 70% or higher, with no**

individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.

- Complete a review of any section on which your examination score was below 50%.
- Retake any examination, after completing an information review, to increase that examination score to a minimum of 50%, making sure to also be achieving an overall exam score of a minimum 70% (**maximum of three attempts**). ***Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete all course journal article and essay writing assignments with the minimum word count shown for each writing assignment.
- Complete a course evaluation form at the end of the course.

Examinations

At the end of each chapter, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. Your final grade for the course will be determined by calculating an average score of all exams. This score will be printed on your final certificate. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Writing Assignments

All assignments are reviewed and may impact your final grade. Exceptionally or poorly written assignments, or violation of the Academic Integrity Policy (see course syllabus for policy), will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent. ***Refer to the Essay Grading Guidelines, which were sent as an attachment with your original course link. You should also refer to the Course Syllabus Addendum, which was sent as an attachment with your original course link, to determine if you have any writing assignments in addition to the Critical Thinking Questions (CTQ) and Journal Article Summations (JAS). If you do, the Essay Grading Guidelines will also apply.***

Your writing assignments must meet the minimum word count and are not to include the question or your final citations as part of your word count. In other words, the question and citations are not to be used as a means to meet the minimum word count.

Critical Thinking Questions

There are four CTQs that you are required to complete. You will need to write a minimum of 500 words (maximum 1,000) per essay. You should explain how the information that you gained from the

course will be applied and clearly convey a strong understanding of the course content as it relates to each CTQ. To view the questions, click on REQUIRED ESSAY and choose the CTQ that you are ready to complete; this will bring up a screen where you may enter your essay. Prior to course submission, you may go back at any point to edit your essay, but you must be certain to click SAVE once you are done with your edits.

You must click SAVE before you write another essay or move on to another part of the course.

Journal Article Summations

You are required to write, in your own words, a summary on a total of three peer-reviewed or scholarly journal articles (one article per JAS), written by an author with a Ph.D., Ed.D., or similar, on the topic outlined within each JAS section in the “Required Essays” portion of the course (blogs, abstracts, news articles, or similar are not acceptable). Your article choice must relate specifically to the discussion topic listed in each individual JAS. You will choose a total of three relevant articles (one article per JAS) and write a thorough summary of the information presented in each article (you must write a minimum of 200 words with a 400 word maximum per JAS). Be sure to provide the URL or the journal name, volume, date, and any other critical information to allow the facilitator to access and review each article.

To write your summary, click on REQUIRED ESSAYS and choose the JAS that you would like to complete. A writing program will automatically launch where you can write your summary. When you are ready to stop, click **SAVE**. Prior to course submission you may go back at any point to edit your summaries but you must be certain to click SAVE once you are done with your edits. For more information on the features of this assignment, please consult the HELP menu.

You must click SAVE before you write another summary or move on to another part of the course.

Facilitator Description

The original text for *Early Childhood: Typical & Atypical Child Development* was created by Darcie Donegan, then significantly updated by Joan Halverstadt in 2025. Joan has over 50 years of experience working with young children and their families. She also has taught both child development and mental health courses at the graduate level for the past 30 years. Joan was a preschool-first grade teacher, owner of 11 daycares, a school counselor, and a director of Special Programs for over 50 years. She has her BA in elementary education from Whitman College, her master’s in elementary education from George Mason University, and her educational associate degrees in school counseling (Seattle Pacific University) and school psychology (Seattle University). Joan is a Nationally Certified School Psychologist. Please contact Professor Halverstadt if you have course content or examination questions.

Instructor Description

Dr. Marrea Winnega is a licensed clinical psychologist with 20 years of experience in the field of Autism Spectrum Disorders. Currently, she is an assistant professor of clinical psychology in the University of Illinois at Chicago Department of Psychiatry. She consults for schools and agencies serving individuals with Autism Spectrum Disorders, including Asperger’s Disorder. She has also

conducted numerous workshops, in-services, and trainings throughout the United States. Please contact Professor Halverstadt if you have course content or examination questions.

Contacting the Facilitator

You may contact the facilitator by emailing Professor Halverstadt at joanh@virtualeduc.com or calling her at 509-891-7219, Monday through Friday, 8:00 a.m. – 5:00 p.m. PST. Phone messages will be answered within 24 hours. Phone conferences will be limited to 10 minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

Technical Questions

If you have questions or problems related to the operation of this course, please try everything twice. If the problem persists please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section of your course.

If you need personal assistance, then email support@virtualeduc.com or call 509-891-7219. When contacting technical support, please know your course version number (it is located at the bottom left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.

Minimum Computer Requirements

Please refer to VESi's website: www.virtualeduc.com or contact VESi if you have further questions about the compatibility of your operating system.

Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted, and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.

References and Suggested Readings

AAP [American Academy of Pediatrics]. (2022). *Newborn and infant breastfeeding*.

<https://www.aap.org/en/patient-care/newborn-and-infant-nutrition/newborn-and-infant-breastfeeding/?srsltid=AfmBOor3lPgqDtAhp4jqu3j6tDGcw3SGg00MtlSa6knaseUXNKPl67mw>

AAP. (2013). *Swaddling: Is it safe?* HealthyChildren.org.

<https://www.healthychildren.org/English/ages-stages/baby/diapers-clothing/Pages/Swaddling-Is-it-Safe.aspx>

AAP. (2021). *American Academy of Pediatricians recommends safe sleep recommendations to protect against SIDS, sleep-related infant deaths*.

[https://www.healthychildren.org/English/ages-stages/baby/sleep/Pages/A-Parents-Guide-to-Safe-](https://www.healthychildren.org/English/ages-stages/baby/sleep/Pages/A-Parents-Guide-to-Safe-Sleep.aspx?_gl=1*iuke5b*_ga*Nzg4MzY1MDYuMTY0MjAyMjA4Nw.*_ga_FD9D3XZVQQ*MTY0MjAyMjA4Ni4xLjEuMTY0MjAyMjM3MC4w&_ga=2.105816897.330078093.1642022087-78836506.1642022087)

[Sleep.aspx?_gl=1*iuke5b*_ga*Nzg4MzY1MDYuMTY0MjAyMjA4Nw.*_ga_FD9D3XZVQQ*MTY0MjAyMjA4Ni4xLjEuMTY0MjAyMjM3MC4w&_ga=2.105816897.330078093.1642022087-78836506.1642022087](https://www.healthychildren.org/English/ages-stages/baby/sleep/Pages/A-Parents-Guide-to-Safe-Sleep.aspx?_gl=1*iuke5b*_ga*Nzg4MzY1MDYuMTY0MjAyMjA4Nw.*_ga_FD9D3XZVQQ*MTY0MjAyMjA4Ni4xLjEuMTY0MjAyMjM3MC4w&_ga=2.105816897.330078093.1642022087-78836506.1642022087)

- AAP. (2022). AAP: Breastfeeding and the use of human milk. <https://publications.aap.org/pediatrics/article/150/1/e2022057988/188347/Policy-Statement-Breastfeeding-and-the-Use-of?autologincheck=redirected>
- Adolph, K. E. (2002). Learning to keep balance. In R. Kail (Ed.), *Advances in child development and behavior* (Vol. 30, pp. 1–40). Elsevier Science.
- Adolph, K. E., Kretch, K. S., & LoBue, V. (2014). Fear of heights in infants? *Current Directions in Psychological Science*, 23(1), 60–66. <https://doi.org/10.1177/0963721413498895>
- Adolph, R. (2002, March). Recognizing emotion from facial expressions: psychological and neurological mechanisms. *Behavioral and Cognitive Neuroscience Reviews*, 1, 21–62. <https://doi.org/10.1177/1534582302001001003>
- Ainsworth, M. S. (1979). Infant–mother attachment. *American Psychologist*, 34(10), 932–937. <https://doi.org/10.1037/0003-066X.34.10.932>
- All Kids Bike. (2025). *Biking: A powerful solution to childhood obesity — How All Kids Bike is making a difference*. Retrieved November 6, 2025, from <https://allkidsbike.org/biking-a-powerful-solution-to-childhood-obesity-how-all-kids-bike-is-making-a-difference/>
- Allen, K. E., & Cowdery, G. E. (2014). *The exceptional child: Inclusion in early childhood education* (8th ed.). Delmar.
- American Optometric Association. (2002). Optometric clinical practice guideline: Care of the patient with learning related vision problems. Retrieved November 10, 2025, from <https://www.aoa.org/healthy-eyes/patient-hub-search-results?terms=%20Optometric%20clinical%20practice%20guideline:%20Care%20of%20the%20patient%20with%20learning%20related%20vision%20problems&ancestors=x22&sso=y>
- American Optometric Association. (2018). Infant vision: Birth to 24 months of age. Retrieved November 10, 2025, from <https://www.aoa.org/healthy-eyes/eye-health-for-life/infant-vision?sso=y>
- Anderson, S. R., & Lightfoot, D. W. (2002). *The language organ: Linguistics as cognitive physiology*. Cambridge University Press.
- Annie E. Casey Foundation. (2018, January 9). *The number of bilingual kids in America continues to rise*. Retrieved November 10, 2025, from <https://www.aecf.org/blog/the-number-of-bilingual-kids-in-america-continues-to-rise>
- Applegate, A., Mason Spicer, C., & Frontera, W. (2024). *Low birth rate babies and disability*. National Academies Press.
- APA [American Psychiatric Association]. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Author.
- Aro, T., Laakso, M.-L., Poikkeus, A.-M., & Tolvanen, A. (2015). Associations between private speech, behavioral self-regulation, and cognitive abilities. *International Journal of Behavioral Development*, 39(6), 508–518. <https://doi.org/10.1177/0165025414556094>

- Arriaga, R. J., Fenson, L., Cronan, T., & Pethick, S. J. (1998). Scores on the MacArthur Communicative Development Inventory of children from low- and middle-income families. *Applied Psycholinguistics*, *19*, 209–223. <https://doi.org/10.1017/S0142716400010043>
- Astill, R. G., Van der Heijden, K. B., Van Ijzendoorn, M. H., & Van Someren, E. J. (2012, April 30). Sleep, cognition, and behavioral problems in school-age children: A century of research meta-analyzed. *Psychological Bulletin*, *138*(6), 1109–1138. <https://doi.org/10.1037/a0028204>
- Aunola, K., Stattin, H., & Nurmi, J.-E. (2000). Parenting styles and adolescents' achievement strategies. *Journal of Adolescence*, *23*(2), 205–222. <https://doi.org/10.1006/jado.2000.0308>
- Baker, E. T., Wang, M., & Walberg, H. J. (1994–1995). The effects of inclusion on learning. *Educational Leadership*, *52*(4), 33–35. Retrieved November 10, 2025, from <https://www.ascd.org/el/articles/synthesis-of-research---the-effects-of-inclusion-on-learning>
- Barac, B., & Bialystock, E. (2012). Bilingual effects on cognitive and linguistic development: Role of language, cultural background, and education. *Child Development*, *83*(2), 413–422. <https://pmc.ncbi.nlm.nih.gov/articles/PMC3305827/>
- Bathory, E., & Tomopolous, S. (2017). Sleep regulation, physiology and development, sleep duration and patterns, and sleep hygiene in infants, toddlers and preschool-age children. *Current Problems in Pediatric & Adolescent Health Care*, *47*(2). <https://doi.org/10.1016/j.cppeds.2016.12.001>
- Begley, S. (2009, September 2). Why parents may cause gender differences in kids. *Newsweek*. Retrieved November 10, 2025, from <http://www.newsweek.com/why-parents-may-cause-gender-differences-kids-79501>
- Bellis, M. A., Hardcastle, K., Ford, K., Hughes, K., Ashton, K., Quigg, Z., & Butler, N. (2017). Does continuous trusted adult support in childhood impart life-course resilience against adverse childhood experiences—A retrospective study on adult health-harming behaviours and mental well-being. *BMC Psychiatry*, *17*(1), art. 110. <https://doi.org/10.1186/s12888-017-1260-z>
- Bellis, M. A., Hughes, K., Ford, K., Hardcastle, K. A., Sharp, C. A., Wood, S., Homolova, L., & Davies, A. (2018). Adverse childhood experiences and sources of childhood resilience: a retrospective study of their combined relationships with child health and educational attendance. *BMC Public Health*, *18*, art. 792. <https://doi.org/10.1186/s12889-018-5699-8>
- Bernard, K., Dozier, M., Bick, J., Lewis-Morrarty, E., Lindhiem, O., & Carlson, E. (2012). Enhancing attachment organization among maltreated children: results of a randomized clinical trial. *Child Development*, *83*(2), 623–636. <https://doi.org/10.1111/j.1467-8624.2011.01712.x>
- Berk, L., Mann, T.D., & Ogan, A. T. (2006). Make-believe play: Wellspring for development of self-regulation. In D. G. Singer, R. M. Golinkoff, & K. Hirsh-Pasek (Eds.), *Play = learning: How play motivates and enhances children's cognitive and social-emotional growth* (pp. 74–100). <https://doi.org/10.1093/acprof:oso/9780195304381.003.0005>
- Berk, L. E., & Meyers, A. B. (2015). *Infants and children: Prenatal through middle childhood* (8th ed.). Allyn & Bacon.

- Bodrova, E., & Leong, D. (2006). *Tools of the mind: The Vygotskian approach to early childhood education* (2nd ed.). Merrill/Prentice Hall.
- Bohart, H., Benson, H. & K. Charner (2017). *Spotlight on young children: Teaching and learning in the primary grades*. National Association for the Education of Young Children.
- Brame, B., Nagin, D. S., & Tremblay, R. E. (2001). Developmental trajectories of physical aggression from school entry to late adolescence. *Journal of Child Psychology and Psychiatry*, 42, 503–512. <https://doi.org/10.1111/1469-7610.00744>
- Brazelton, B. T. (2006). *Touchpoints* (rev. ed.). DeCapo Lifelong Books.
- Bredenkamp, S., & Copple, C. (2010). *Developmentally appropriate practice in early childhood programs* (3rd ed.). National Association for the Education of Young Children.
- Brookman, R., Kalashnikova, M., Levikis, P., Conti, J., Rattanasone, N. X., Grant, K.-A., Demuth, K., & Burnham, D. (2023). Effects of maternal depression on maternal responsiveness and infants' expressive language abilities. *PLoS One*, 18(1). <https://doi.org/10.1371/journal.pone.0277762>
- Bronson, P., & Merryman, A. (2009). *Nurtureshock: New thinking about children*. Hachette Book Group.
- Bui, X., Quirk, C., Almazan, S., & Valenti, M. (2010). *Inclusive education research and practice: Inclusion works*. Hanover, MD: Coalition for Inclusive Education. Retrieved November 10, 2025, from <https://www.semanticscholar.org/paper/Inclusive-Education-Research-%26-Practice-Bui-Quirk/0d7f0e817492632f1509ec34f4908d777bb83a32>
- Callahan, R. M., & Shifran, D. (2017). Equitable access for secondary English learner students: Course taking as evidence of EL program effectiveness. *Education Administration Quarterly*, 52(3), 463–496. <https://doi.org/10.1177/0013161X16648190>
- Campbell, K., Carpenter, K. L. H., Espinosa, S., Hashemi, J., Qiu, Q., Tepper, M., Calderbank, R., Sapiro, G., Egger, H. L., Baker, J. P., & Dawson, G. Use of a digital modified checklist for autism in toddlers—Revised with follow-up to improve quality of screening for autism. *Journal of Pediatrics*, 183, 133–139. <https://doi.org/10.1016/j.jpeds.2017.01.021>
- Carolina Abecedarian Project. (1999). *Early learning, later success: The Abecedarian study*. Frank Porter Graham Child Development Center.
- Center on the Developing Child, Harvard University. (2007, March 17). *InBrief: The science of early childhood development*. Retrieved November 10, 2025, from <https://developingchild.harvard.edu/resources/inbrief-science-of-ecd/>
- Center on the Developing Child at Harvard University. (2011, May 28). *Building the brain's "air traffic control" system: How early experiences shape the development of executive function* (Working paper No. 11). Retrieved November 10, 2025, from <https://developingchild.harvard.edu/resources/building-the-brains-air-traffic-control-system-how-early-experiences-shape-the-development-of-executive-function/>

- Center on the Developing Child, Harvard University. (2016). *From best practices to breakthrough impacts: a science-based approach to building a more promising future for young children and families*. Retrieved November 4, 2025, from <https://developingchild.harvard.edu/resources/report/best-practices-breakthrough-impacts/>
- CDC. (2021). Immunization. Retrieved November 10, 2025, from <https://www.cdc.gov/nchs/fastats/immunize.htm>
- CDC. (2019, December 5). Adverse childhood experiences (ACEs): Preventing early trauma to improve child health. Retrieved November 10, 2025, from <https://www.cdc.gov/vitalsigns/aces/index.html>
- CDC. (2023a). Births – Method of delivery. Retrieved November 10, 2025, from <https://www.cdc.gov/nchs/fastats/delivery.htm>
- CDC. (2023b). Birthweight and gestation. Retrieved November 4, 2025, from <https://www.cdc.gov/nchs/fastats/birthweight.htm>
- CDC. (2024, January 8). Child activity: An overview. Retrieved November 6, 2025, from <https://www.cdc.gov/physical-activity-basics/guidelines/children.html>
- CDC. (2025, June 11). CDC’s developmental milestones. Retrieved November 4, 2025, from <https://www.cdc.gov/act-early/milestones/index.html>
- Children’s Defense Fund. (2023). Child poverty. Retrieved November 4, 2025, from <https://www.childrensdefense.org/tools-and-resources/the-state-of-americas-children/soac-child-poverty/>
- Children’s Lifetime. (n.d.). *Early brain growth and development*. Retrieved November 6, 2025, from <https://www.childrenslifetime.org/brain-growth-and-development>
- Christakis, D. A., Gilkerson, J., Richards, J. A., Zimmerman, F. J., Garrison, M. M., Xu, D., Gray, S., & Yapanel, U. (2009). Audible television and decreased adult words, infant vocalizations, and conversational turns: A population-based study. *Archives of Pediatric & Adolescent Medicine*, 163, 554–558. <https://doi.org/10.1001/archpediatrics.2009.61>
- Christakis, D. A. (2011). The effects of fast-paced cartoons. *Pediatrics*, 128(4), 772–774. <http://pediatrics.aappublications.org/content/128/4/772>
- Clayton, H. B., Li, R., Perrine, C. G., & Scanlon, K. S. (2013). Prevalence and reasons for introducing infants early to solid foods: variations by milk feeding type. *Pediatrics*, 131(4), e1108–1114. <https://doi.org/10.1542/peds.2012-2265>
- Cohen, S., & Herbert, T. B. (1996). Health psychology: psychological factors and physical disease from the perspective of human psychoneuroimmunology. *Annual Review of Psychology*, 47, 113–142. <https://doi.org/10.1146/annurev.psych.47.1.113>
- Cook, R. E., Klein, M. D., & Chen, D. (2015). *Adapting early childhood curricula for children with special needs* (9th ed.). Pearson.

- Coplan, R. J., & Armer, M. (2007). A “multitude” of solitude: A closer look at social withdrawal and nonsocial play in early childhood. *Child Development Perspectives*, 1(1), 26–32. <https://doi.org/10.1111/j.1750-8606.2007.00006.x>
- Courage, M. L., & Howe, M. L. (2010). To watch or not to watch: Infants and toddlers in a brave new electronic world. *Developmental Review*, 30(2), 101–115. <https://doi.org/10.1016/j.dr.2010.03.002>
- Courage, M., & Setliff, A. (2010). When babies watch television: Attention-getting, attention-holding, and the implications for learning from video material. *Developmental Review*, 30, 220–238. <https://doi.org/10.1016/j.dr.2010.03.003>
- Crick, N. R., Casas, J. F., & Ku, H.-C. (1999). Relational and physical forms of peer victimization in preschool. *Developmental Psychology*, 35, 376–385. <https://doi.org/10.1037//0012-1649.35.2.376>
- Crystal, David. 2007. *How language works*. Avery.
- DeCasper, A. J., & Fifer, W. P. (1980). Of human bonding: newborns prefer their mothers’ voices. *Science*, 208(4448), 1174–1176. <https://doi.org/10.1126/science.7375928>
- Demaray, M., & Malecki, C. (2003). Perceptions of the frequency and importance of social support by students classified as victims, bullies, and bully/victims in an urban middle school. *School Psychology Review*, 32, 471–489. Retrieved November 10, 2025, from https://www.researchgate.net/publication/236887406_Perceptions_of_the_Frequency_and_Importance_of_Social_Support_by_Students_Classified_as_Victims_Bullies_and_BullyVictims_in_an_Urban_Middle_School
- Deoni, S. C., Mercure, E., Blasi, A., Gasston, D., Thomsen, A., Johnson, M., Williams, S. C. R., & Murphy, D. G. M. (2011). Mapping infant brain myelination with magnetic resonance imaging. *Journal of Neuroscience*, 31, 784–791. <https://doi.org/10.1523/JNEUROSCI.2106-10.2011>
- Dennett, D. (2009, February). *Cute, sexy, sweet, funny* [Video]. TED Conferences. Retrieved November 10, 2025, from https://www.ted.com/talks/dan_dennett_cute_sexy_sweet_funny
- DeStefano, F., Price, C. S., & Weintraub, E. S. (2013). Increasing exposure to antibody-stimulating proteins and polysaccharides in vaccines is not associated with risk of autism. *Journal of Pediatrics*, 163(2), 561–567. <https://doi.org/10.1016/j.jpeds.2013.02.001>
- Diekema, D. S., & Committee on Bioethics. (2005). Responding to parental refusals on immunization of children. *Pediatrics*, 115, 1428–1431. <http://pediatrics.aappublications.org/content/pediatrics/115/5/1428.full.pdf>
- Dodge, D. T. (2010). *Creative curriculum for preschool* (4th ed.). Teaching Strategies.
- Dombro, D. T., Rudick, S., & Burke, K. (2006). *The creative curriculum for infants, toddlers, and twos* (2nd ed.). Teaching Strategies.
- Early Learning Nation. (2024, October 28). *Good for all kids, pre-K programs are especially beneficial for English learners*. Retrieved November 10, 2025, from

<https://earlylearningnation.com/2024/10/good-for-all-kids-pre-k-programs-are-especially-beneficial-for-english-learners/>

- ElHage, A. (2016, November 21). *Most U.S. children live with two married parents*. Institute for Family Studies. Retrieved November 10, 2025, from <https://ifstudies.org/blog/most-us-children-live-with-two-married-parents>
- Eisenberg, N., Cumberland, A., & Spinard, T. L. (2009). Parental socialization of emotion. *Psychological Inquiry*, 9(4), 241–273. https://doi.org/10.1207/s15327965pli0904_1
- Eliot, L. (2011). *Pink brain, blue brain: How small differences grow into troublesome gaps—And what we can do about it*. Oneworld.
- Elkind. (2006). *The hurried child: Growing up too fast too soon* (25th anniversary ed.). Knopf.
- Ely, D. M., & Driscoll, A. K. (2025, June 12). Infant mortality in the United States, 2023: Data from the period linked birth/infant death file. *National Vital Statistics Reports*, 74(7), 1–20. <https://www.cdc.gov/nchs/data/nvsr/nvsr74/nvsr74-07.pdf>
- Farber, A., & Mazlich, E. (2012). *How to talk so kids will listen & listen so kids will talk* (updated ed.). Scribner.
- Fifer, W.P., Monk, C. E., & Grose-Fifer, J. (2004). *Prenatal development and risk*. <https://doi.org/10.1002/9780470996348.ch18>
- Friedrich, J., Khatib, D., Parsa, K., Santopietro, A., & Gallicano, G. I. (2016). The grass isn't always greener: The effects of cannabis on embryological development. *BMC Pharmacology and Toxicology*, 17(1). <https://bmcpharmacoltoxicol.biomedcentral.com/articles/10.1186/s40360-016-0085-6>
- Fry, R. Passel, J. S., & Cohn, D. (2020, September 4). *A majority of young adults in the U.S. live with their parents for the first time since the Great Depression*. Pew Research Center. Retrieved November 10, 2025, from <https://www.pewresearch.org/fact-tank/2020/09/04/a-majority-of-young-adults-in-the-u-s-live-with-their-parents-for-the-first-time-since-the-great-depression/>
- Gaffney, H., Ttofi, M. M., & Farrington, D. P. (2021). Effectiveness of school-based programs to reduce bullying: A systematic and meta-analytic review. *Campbell Systematic Reviews*, 17(2). <https://doi.org/10.1002/cl2.1143>
- Galinsky, E. (2010). *Mind in the making: The seven essential life skills that every child needs*. HarperCollins.
- Gardner, H. (2006). *Multiple intelligences: New horizons* (rev. & updated). Basic Books.
- Gerber, M. (2003). *Dear parent: Caring for infants with respect* (2nd ed.). Resources for Infant Educators.
- Gibson, E. J., & Walk, R. D. (1960). The “visual cliff.” *Scientific American*, 202(4), 64–71.
- Gilligan, C. (1982). *In a different voice*. Harvard University Press.

- Glynn, S. J. (2012, April 16). *The new breadwinners: 2010 update*. Center for American Progress. Retrieved November 10, 2025, from <http://www.americanprogress.org/issues/labor/report/2012/04/16/11377/the-new-breadwinners-2010-update/>
- Goleman, D. (2005). *Emotional intelligence: Why it can matter more than I.Q.* (10th anniversary ed.). Bantam.
- Gonzalez-Mena, J., & Eyer, D. W. (2017). *Infants, toddlers, and caregivers* (7th ed.). McGraw-Hill.
- Gopnik, A. (2010). *The philosophical baby: What children's minds tell us about truth, love, and the meaning of life*. Picador.
- Gopnik, A. (2011, July). *What do babies think?* [Video]. TED Conference. https://www.ted.com/talks/alison_gopnik_what_do_babies_think?language=en
- Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (1999). *The scientist in the crib: Minds, brains, and how children learn*. William Morrow.
- Gottman, J. (2001). Meta-emotion, children's emotional intelligence, and buffering children from marital conflict. In C. D. Ryff & B. H. Singer (Eds.), *Emotion, social relationships, and health* (pp. 23–40). Oxford University Press.
- Gottman, J. M., Katz, L. F., & Hooven, C. (1997). *Meta-emotion: How families communicate emotionally*. Lawrence Erlbaum.
- Greendorfer, S. L., Lewko, J. H., & Rosengren, K. S. (1996). Family and gender-based influences in sport socialization of children and adolescents. In F. L. Smoll & R. E. Smith (Eds.), *Children and youth in sport: A biopsychosocial perspective* (pp. 89–111). Brown & Benchmark.
- Greenough, W. T., Black, J. E., & Wallace, C. S. (1987). Experience and brain development. *Child Development*, 58, 539–559. <https://doi.org/10.2307/1130197>
- Greenspan, S., & Greenspan, N. T. (1994). *First feelings: Milestones in the emotional development of your baby and child*. Penguin.
- Gupta, R. S., Springston, E. E., Warriar, M. J., Smith, B., Kumar, R., Pongracic, J., & Holl, J. L. (2011, July). The prevalence, severity, and distribution of childhood food allergy in the United States. *Pediatrics*, 128(1), e9–e17. <https://doi.org/10.1542/peds.2011-0204>
- Handheld screen time linked with speech delays in young children. (2017, May 4). *AAP News*. <https://www.aappublications.org/news/2017/05/04/PASScreenTime050417>
- Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Paul H Brookes.
- Harter, S. (2003). The development of self-representation during childhood and adolescence. In M. R. Leary & J. P. Tangney (Eds.), *Handbook of self and identity* (pp. 610–642). Guilford.

- Haspel, E. (2024, February 9). The paradox of stay-at-home parents. *The Atlantic*. Retrieved November 6, 2025, from <https://www.theatlantic.com/family/archive/2024/02/stay-home-parents-support-working-parents-social-security/677400/>
- Hayes, C. W., Ornstein, J., & Gage, W. G. (1989). (2nd ed.). *The ABC's of languages and linguistics: A practical primer to language science* (2nd ed.). National Textbook.
- Herbert, M. (2003). *Typical and atypical development*. BPS Blackwell.
- Hoff, E., & Naigles, L. (2002, March–April). How children use input to acquire a lexicon. *Child Development*, 73(2), 418–433. <https://doi.org/10.1111/1467-8624.00415>
- Huang, B. H. (2014). The effects of age on second language grammar and speech production. *Journal of Psycholinguistic Research*, 43, 397–420. <https://doi.org/10.1007/s10936-013-9261-7>
- Hubel, D. H., & Wiesel, T. N. (2004). *Brain and visual perception: The story of a 25-year collaboration*. Oxford University Press.
- Huttenlocher, P. R., & Dabholkar, A. S. (1997). Regional differences in synaptogenesis in human cerebral cortex. *Journal of Comparative Neurology*, 387(2), 167–178.
- Kalarritis, G. (2002). *The secret life of the brain (1 of 5) The baby's brain* [Video]. YouTube. https://www.youtube.com/watch?v=U0L0mYi_ftc
- Kalarritis, G. (2002). *The secret life of the brain (2 of 5): The child's brain* [Video]. YouTube. <https://www.youtube.com/watch?v=DK4NhmY5bK0>
- Karasik, L. B., Tamis-LeMonda, C. S., Adolph, K. E., & Bornstein, M. H. (2015). Places and postures: A cross-cultural comparison of sitting in 5-month-olds. *Journal of Cross-Cultural Psychology*, 46(8), 1023–1038. <https://doi.org/10.1177/0022022115593803>
- Katz, L. F., Wilson, B., & Gottman, J. (1999). Meta-emotion philosophy and family adjustment: Making an emotional connection. In M. J. Cox & J. Brooks-Gunn (Eds.), *Conflict and cohesion in families* (pp. 131–166). Erlbaum.
- Katz, P. A. (2003). Racists or tolerant multiculturalists? How do they begin? *American Psychologist*, 58, 897–909. <https://doi.org/10.1037/0003-066X.58.11.897b>
- Katz, P. A., & Kofkin, J. A. (1997). Race, gender, and young children. In S. S. Luthar, J. A. Burack, D. Cicchetti, & J. R. Weisz (Eds.), *Developmental psychopathology: Perspectives on adjustment, risk, and dis-order* (pp. 51–74). Cambridge University Press.
- KFF. (2024, March 14). *Five key facts about immigrants with limited English proficiency*. Retrieved November 10, 2025, from <https://www.kff.org/racial-equity-and-health-policy/five-key-facts-about-immigrants-with-limited-english-proficiency/>
- KidsHealth. (2016). Kids and exercise. Retrieved November 10, 2025, from <http://kidshealth.org/en/parents/exercise.html?ref=search&WT.ac=msh-p-dtop-en-search-clk>
- Kids Health. (2025). *Your newborn's hearing, vision, and other senses*. Retrieved November 4, 2025, from <https://kidshealth.org/en/parents/sensenewborn.html>

- Kilner, J. M., & Lemon, R. N. (2013). What we know currently about mirror neurons. *Current Biology*, 23(23), R1057–R1062. <https://doi.org/10.1016/j.cub.2013.10.051>
- Kirk, E., Howlett, N., Pine, K. J., & Fletcher, B. C. (2013). To sign or not to sign? The impact of encouraging infants to gesture on infant language and maternal mind-mindedness. *Child Development*, 84(2). <https://pubmed.ncbi.nlm.nih.gov/23033858/>
- Klabunde, M., Weems, C. F., Raman, M. & Carrion, V. G. (2017). The moderating effects of sex on insula subdivision structure in youth with posttraumatic stress symptoms. *Depression and Anxiety*, 34, 51–58. <https://doi.org/10.1002/da.22577>
- Kochanska, G., Murray, K. T., & Harlan, E. T. (2000). Effortful control in early childhood: Continuity and change, antecedents, and implications for social development. *Developmental Psychology*, 36, 220–232. Retrieved November 4, 2025, from <https://pubmed.ncbi.nlm.nih.gov/10749079/>
- Kolb, B. (1999). Synaptic plasticity and the organization of behaviour after early and late brain injury. *Canadian Journal of Experimental Psychology/Revue canadienne de psychologie expérimentale*, 53(1), 62–76. <https://doi.org/10.1037/h0087300>
- Kopp, C. B. (1989). Regulation of distress and negative emotions: A developmental view. *Developmental Psychology*, 25(3), 343–354. <https://doi.org/10.1037/0012-1649.25.3.343>
- Kostelnik, M. (2010). Helping children resolve conflict: Aggressive behavior of children. *NebGuide*. University of Nebraska. <https://extensionpubs.unl.edu/publication/g2016/2010/pdf/view/g2016-2010.pdf>
- Kostelnik, M. J., Soderman, A. K., Whiten, A. P., & Runiper, M. L. (2018). *Developmentally appropriate curriculum: Best practices in early childhood education* (7th ed.). Pearson.
- Kretch, K. S., & Adolph, K. E. (2013). No bridge too high: Infants decide whether to cross based on bridge width not drop-off height. *Developmental Science*, 16, 336–351. <https://doi.org/10.1111/desc.12045>
- Kuhl, P. K., & Rivera-Gaxiola, M. (2008). Neural substrates of language acquisition. *Annual Review of Neuroscience*, 31, 511–534. <https://doi.org/10.1146/annurev.neuro.30.051606.094321>
- Kuhl, P. (2010, October). *The linguistic genius of babies* [Video]. TED Conference. Retrieved November 10, 2025, from https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies?language=en
- Leeper, C., Anderson, K. J., & Sanders, P. (1998). Moderators of gender effects on parents' talk to their children: A meta-analysis. *Developmental Psychology*, 34(1), 3–27. <https://doi.org/10.1037/0012-1649.34.1.3>
- Lehrl, S., & Fischer, B. (1990). A basic information psychological parameter (*BIP*) for the reconstruction of concepts of intelligence. *European Journal of Personality*, 4, 259–286. <https://doi.org/10.1002/per.2410040402>

- Lereya, S. T., Copeland, W. E., Costello, E. J., & Wolke, D. (2015). Adult mental health consequences of peer bullying and maltreatment in childhood: two cohorts in two countries. *Lancet Psychiatry*, *2*(6), 524–531. [https://doi.org/10.1016/S2215-0366\(15\)00165-0](https://doi.org/10.1016/S2215-0366(15)00165-0)
- Levine, L. E., & Munsch, J. (2017). *Child development: An active learning approach* (3rd ed.). Sage.
- Li, W., Ma, L., Yang, G., & Gan, W. B. (2017). REM sleep selectively prunes and maintains new synapses in development and learning. *Nature Neuroscience*, *20*(3), 427–437. <https://doi.org/10.1038/nn.4479>
- Lifter, K., Foster-Sanda, S., Arzamarski, C., Briesch, J., & McClure, E. (2011). Overview of play: Its uses and importance in early intervention/early childhood special education. *Infants and Young Children*, *24*(3), 225–245. <https://doi.org/10.1097/IYC.0b013e31821e995c>
- Lutz, P. E., Tanti, A., Gasecka, A., Barnett-Burns, S., Kim, J. J., Zhou, Y., Chen, G. G., Wakid, M., Shaw, M., Almeida, D., Chay, M. A., Yang, J., Larivière, V., M'Boutchou, M. L., van Kempen, L.C., Yerko, V., Prud'homme, J., Davoli, M. A., Vaillancourt, K., Thérroux, J. F., et al. (2017). Association of a history of child abuse with impaired myelination in the anterior cingulate cortex: Convergent epigenetic, transcriptional, and morphological evidence. *American Journal of Psychiatry*, *174*(12), 1185–1194. <https://doi.org/10.1176/appi.ajp.2017.16111286>
- Mai, X., Xu, L., Li, M., Shao, J., Zhao, Z., deRegnier, R. A., Nelson, C. A., & Lozoff, B. (2012). Auditory recognition memory in 2-month-old infants as assessed by event-related potentials. *Developmental Neuropsychology*, *37*, 400–414. <https://doi.org/10.1080/87565641.2011.650807>
- Manassis, K., Fung, D., Tannock, R., Sloman, L., Fiksenbaum, L., & McInnes, A. (2003). Characterizing selective mutism: Is it more than social anxiety? *Depression and Anxiety*, *18*(3), 153–161. <https://doi.org/10.1002/da.10125>
- March of Dimes. (2020). *Newborn screening tests for your baby*. Retrieved November 4, 2025, from <https://www.marchofdimes.org/find-support/topics/parenthood/newborn-screening-tests-your-baby>
- March of Dimes. (2023, February). *Stress and pregnancy* [Issue Brief]. Retrieved November 4, 2025, from <https://www.marchofdimes.org/find-support/topics/pregnancy/stress-and-pregnancy>
- Marlier, L., Schaal, B., & Soussignan, R. (1998). Bottle-fed neonates prefer an odor experienced in utero to an odor experienced in the feeding context. *Developmental Psychobiology*, *33*, 133–145. [https://doi.org/10.1002/\(SICI\)1098-2302\(199809\)33:2<133::AID-DEV4>3.0.CO;2-K](https://doi.org/10.1002/(SICI)1098-2302(199809)33:2<133::AID-DEV4>3.0.CO;2-K)
- Marlier, L., & Schaal, B. (2005). Human newborns prefer human milk: Conspecific milk odor is attractive without postnatal exposure. *Child Development*, *76*, 155–168. <https://doi.org/10.1111/j.1467-8624.2005.00836.x>
- Marotz, L. (2014). *Health, safety and nutrition for the young child* (9th ed.). Delmar.
- Marotz, L., & Allen, K. I. (2015). *Developmental profiles: Pre-birth through eight* (8th ed.). Wadsworth.

- McAfee, O., Leong, D. J., & Bodrova, E. (2016). *Assessing and guiding young children's development and learning* (6th ed.). Pearson.
- McGillicuddy-De Lisi, A. V., Watkins, C., & Vinchur, A. J. (1994). The effect of relationship on children's distributive justice reasoning. *Child Development*, 65(6), 1694–1700.
<https://doi.org/10.2307/1131288>
- Meek, J. Y., & Noble, L. (2022, July). Policy statement: Breastfeeding and the use of human milk. *Pediatrics*, 150(1). Retrieved November 4, 2025, from <https://publications.aap.org/pediatrics/article/150/1/e2022057988/188347/Policy-Statement-Breastfeeding-and-the-Use-of?autologincheck=redirected>
- Medina, J. (2011). *Brain rules for babies: How to raise a smart and happy child from zero to five*. Pear Press.
- Mischel, W. (2014). *The marshmallow test: Mastering self-control*. Little, Brown.
- More, J. (2015). Nutrition and health in the early years. In L. Stewart & J. Thompson (Eds.), *Early years nutrition and healthy weight* (Chapter 2). Wiley-Blackwell.
- NAEYC [National Association for the Education of Young Children]. (2002, November). Early learning standards: Creating the conditions for success.
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/position_statement.pdf
- NAEYC. (2008). *Developmentally appropriate practice in early childhood: Programs serving children from birth through age 8* (3rd ed.). Author.
- NAEYC. (2009). *Where we stand on school readiness*.
<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Readiness.pdf>
- NAEYC. (2020, April). *Developmentally appropriate practice*.
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf
- Naigles, L., Hoff, E., & Vear, D. (2009). Flexibility in early verb use: Evidence from a multiple-n diary study. *Monographs of the Society for Research in Child Development*, 74, vii–112.
<https://doi.org/10.1111/j.1540-5834.2009.00513.x>
- National Center for Mental Health Promotion and Youth Violence Prevention. (2012, July). *Childhood trauma and its effect on healthy development*. Retrieved November 10, 2025, from <https://edn.ne.gov/cms/sites/default/files/u1/pdf/se14Childhood%20Trauma%20%26%20Its%20Effect%20on%20Healthy%20Development.pdf>
- National Education Association. (2023, August). *Trauma-informed practices*. Retrieved November 6, 2025, from <https://www.nea.org/professional-excellence/student-engagement/tools-tips/trauma-informed-practices>

- National Resource Center for Health and Safety in Child Care and Early Education (NRC). (2025). Improving the quality of out-of-home childcare and early education. <http://nrckids.org> (SIDS info)
- National Scientific Council on the Developing Child. (2005/2014). *Excessive stress disrupts the architecture of the developing brain: Working paper no. 3*. Updated Edition. www.developingchild.harvard.edu
- Networkz Training Academy. (n.d.). *Understanding developmentally appropriate practice* [Video]. YouTube. <https://www.youtube.com/watch?v=XGDOI3s1xoM>
- Newcombe, N., & Huttenlocher, J. (1992). Children's early ability to solve perspective-taking problems. *Developmental Psychology, 28*, 635–643. <https://doi.org/10.1037/0012-1649.28.4.635>
- NIH [National Institutes of Health]. (n.d.). *Tummy time for a healthy baby*. Safe to Sleep. <https://www1.nichd.nih.gov/sts/about/Pages/tummytime.aspx>
- Nucci, L. P. (2001). *Education in the moral domain*. Cambridge University Press.
- Oberhaus, D. (2022, December 6). Deprivation's mark on the brain. *Harvard Magazine*. Retrieved November 10, 2025, from <https://www.harvardmagazine.com/2022/12/right-now-deprivation-mark-on-brain>
- Ogden, C. L., Carroll, M. D., Kit, B. K., & Flegal, K. M. (2012). Prevalence of obesity and trends in body mass index among US children and adolescents, 1999-2010. *JAMA, 307*, 483–490. <https://doi.org/10.1001/jama.2012.40>
- Owings, M., Udding, S., & Williams, S. (2013, August). *Trends in circumcision for male newborns in U.S. hospitals: 1979–2010*. CDC. Retrieved November 10, 2025, from https://www.cdc.gov/nchs/data/hestat/circumcision_2013/circumcision_2013.pdf
- Ozturk, C., Durmazlar, N., Ural, B., Karaagaoglu, E., Yalaz, K., & Anlar, B. (1999). Hand and eye preference in normal preschool children. *Clinical Pediatrics, 38*(11), 677–680. <https://doi.org/10.1177/000992289903801109>
- Partanen, E., Kujala, T., Tervaniemi, M., & Huotilainen, M. (2013). Prenatal music exposure induces long-term neural effects. *PLoS ONE, 8*(10). <https://doi.org/10.1371/journal.pone.0078946>
- Paul, A. M. (2011, July). *What we learn before we're born* [Video]. TED Conference. https://www.ted.com/talks/annie_murphy_paul_what_we_learn_before_we_re_born
- Petitto, L. A., Katerelos, M., Levy, B. G., Gauna, K., Tetreault, K., & Ferraro, V. (2001). Bilingual signed and spoken language acquisition from birth: Implications for the mechanisms underlying early bilingual language acquisition. *Journal of Child Language, 28*(2), 453–496. <https://doi.org/10.1017/S0305000901004718>
- Piaget, J. (1965). *The moral judgment of the child*. Free Press.
- Piaget, J. (1968). *Identity, youth and crisis*. W. W. Norton.

- Piaget, J. (1968). The mental development of the child. In D. Elkind (Ed.), *Six psychological studies* (pp. 1–73). Vintage Books.
- Piantadosi S. Y., & Kidd, C. (2016). Endogenous or exogenous? The data don't say. *Proceedings of the National Academy of Sciences of the United States of America*.
<https://doi.org/10.1073/pnas.1600603113>
- Poulin, F., & Dishion, T. J. (2008). Methodological issues in the use of peer sociometric nominations with middle school youth. *Social Development, 17*(4), 908–921. <https://doi.org/10.1111/j.1467-9507.2008.00473.x>
- Repacholi, B. M., & Gopnik, A. (1997). Early reasoning about desires: Evidence from 14- and 18-month-olds. *Developmental Psychology, 33*(1), 12–21. <https://doi.org/10.1037/0012-1649.33.1.12>
- Richtel, M. (2021, January 16). Children's screen time has soared in the pandemic, alarming parents and researchers. *New York Times*. Retrieved November 10, 2025, from <https://www.nytimes.com/2021/01/16/health/covid-kids-tech-use.html>
- Rivera-Gaxiola, M., Silva-Pereyra, J., & Kuhl, P. K. (2005). Brain potentials to native and non-native speech contrasts in 7- and 11-month-old American infants. *Developmental Science, 8*, 162–172. <https://doi.org/10.1111/j.1467-7687.2005.00403.x>
- Rosengren, K. S., & Hickling, A. K. (2000). Metamorphosis and magic: The development of children's thinking about possible events and plausible mechanisms. In K. S. Rosengren, C. N. Johnson, & P. L. Harris (Eds.), *Imagining the impossible: Magical, scientific, and religious thinking in children* (pp. 75–98). Cambridge University Press.
- Sege, R. D., & Siegel, B. S. (2018). Effective discipline to raise healthy children. *Pediatrics, 142*(6). <https://pediatrics.aappublications.org/content/pediatrics/142/6/e20183112.full.pdf>
- Sharma, A. (2016). Efficacy of early skin-to-skin contact on the rate of exclusive breastfeeding in term neonates: A randomized controlled trial. *African Health Sciences, 16*(3), 790–797. <https://doi.org/10.4314/ahs.v16i3.20>
- Siegel, D. J., & Bryson, T. P. (2012). *The whole brain child: 12 revolutionary strategies to nurture your child's developing mind*. J. P. Tarcher.
- Siegel, D. J., & Hartzell, M. M. (2013). *Parenting from the inside out: How a deeper self-understanding can help you raise children who thrive* (10th anniversary ed.). J. P. Tarcher.
- Slentz, K., & Krogh, S. L. (2001). *Early childhood development and its variations*. Lawrence Erlbaum.
- Small, M. F. (1999). *Our babies, ourselves: How biology and culture shape the way we parent*. Dell.
- Smetana, J. G. (2017). Current research on parenting styles, dimensions, and beliefs. *Current Opinion in Psychology, 15*, 19–25. <https://doi.org/10.1016/j.copsy.2017.02.012>
- Sokol, S. (1978). Measurement of infant visual acuity from pattern reversal evoked potentials. *Vision Research, 18*(1), 33–39. [https://doi.org/10.1016/0042-6989\(78\)90074-3](https://doi.org/10.1016/0042-6989(78)90074-3)

- Sorrells, S. F., Paredes, M., Cebrian-Silla, A., Qi, D., Kelley, K., James, D., Mayer, S., Chang, J., Auguste, K. I., Chang, E. F., Guttierrez, A. J., Kriegstein, A. R., Mathern, G. W., Oldham, M. C., Huang, E. J., Garcia-Verdugo, J. M., Yang, Z., & Alvarez-Buylla, A. (2018, March). Human hippocampal neurogenesis drops sharply in children to undetectable levels in adults. *Nature*, *555*, 377–381. <https://doi.org/10.1038/nature25975>
- Spelke, E. S., & Kinzler, K. D. (2007). Core knowledge. *Developmental Science* *10*(1), 89–96. <https://www.harvardlds.org/wp-content/uploads/2017/01/SpelkeKinzler07-1.pdf>
- Steinberger, J., Daniels, S. R., Hagberg, N., Isasi, C. R., Kelly, A. S., Lloyd-Jones, D., Pate, R. R., Pratt, C., Shay, C. M., Towbin, J. A., Urbina, E., Van Horn, L. V., Zachariah, J. P. (2016). Cardiovascular health promotion in children: Challenges and opportunities for 2020 and beyond: A scientific statement from the American Heart Association. *Circulation*, *134*(12), e236–255. <https://doi.org/10.1161/CIR.0000000000000441>
- Stevenson, C. J., Blackburn, P., & Pharoah, P. O. D. (1999). Longitudinal study of behaviour disorders in low birthweight infants. *Archives of Disease in Childhood – Fetal and Neonatal Edition*, *81*, F5–F9. <https://doi.org/10.1136/fn.81.1.f5>
- Thibodeau, R. B., Gilpin, A. T., Brown, M. M., & Meyer, B. A. (2016). The effects of fantastical pretend-play on the development of executive functions: An intervention study. *Journal of Experimental Child Psychology*, *145*(1), 120–138. <https://doi.org/10.1016/j.jecp.2016.01.001>
- Tsiaras, A. *Conception to birth visualized* [Video]. Ink Conference. (2010, December). Retrieved November 10, 2025, from https://www.ted.com/talks/alexander_tsiaras_conception_to_birth_visualized?language=en
- U.S. Census Bureau. (2021). *America’s family and living arrangements: 2021*. Retrieved November 10, 2025, from <https://www.census.gov/data/tables/2021/demo/families/cps-2021.html>
- U.S. Census Bureau. (2023). *Poverty in the United States: 2022*. Retrieved November 3, 2025, from <https://www.census.gov/library/publications/2023/demo/p60-280.html>
- U.S. Department of Education, National Center for Education Statistics. (2021). *Early childhood program participation: 2019* (NCES 2020-075REV). Retrieved November 6, 2025, from <https://nces.ed.gov/fastfacts/display.asp?id=4>
- U.S. Department of Health & Human Services, Children’s Bureau. (n.d.). *Child maltreatment 2023*. Retrieved November 3, 2025, from <https://acf.gov/sites/default/files/documents/cb/cm2023.pdf>
- Veenstra, R., & Dijkstra, J. (2011). Transformations in adolescent peer networks. In B. Laursen & C. A. Hafen (Eds.), *Relationship pathways: From adolescence to young adulthood* (Chapter 7). Sage.
- Veenstra, R., Lindenberg, S., Oldehinkel, A. J., Winter, A. F., Verhulst, F. C., & Ormel, J. (2005). Bullying and victimization in elementary schools: A comparison of bullies, bully/victims, and

uninvolved preadolescents. *Developmental Psychology*, 41, 672–682.
<https://doi.org/10.1037/0012-1649.41.4.672>

White, R. E. (2012). *The power of play: A research summary on play and learning*. Minnesota Children's Museum.

WHO [World Health Organization]. (2003, December 20). Global strategy for infant and young child feeding. Retrieved November 10, 2025, from <https://www.who.int/news-room/fact-sheets/detail/infant-and-young-child-feeding>

Widström, A-M., Lilja, G., Aaltomaa-Michalias, P., Dahllöf, A., & Nissen, E. (2011, January). Newborn behaviour to locate the breast when skin-to-skin: A possible method for enabling early self-regulation. *Acta Paediatrica*, 100(1). <https://doi.org/10.1111/j.1651-2227.2010.01983.x>

Williams, K., Haywood, K. M., & Painter, M. A. (1996). Environmental versus biological influences on gender differences in the overarm throw for force: Dominant and nondominant arm throws. *Women in Sport and Physical Activity Journal*, 5(2), 29–48.

Wong, P. (2010). Selective mutism: A review of etiology, comorbidities, and treatment. *Psychiatry (Edgmont)*, 7(3), 23–31.

Yau, J., & Smetana, J. G. (2003). Conceptions of moral, social-conventional, and personal events among Chinese preschoolers in Hong Kong. *Child Development*, 74, 647–658.
<http://doi.org/10.1111/1467-8624.00560>

Yoshikawa, H., Wuermli, A. J., Britto, P. R., Dreyer, B., Leckman, J. F., Lye, S. J., Ponguta, L. A., Richter, L. M., & Stein, A. (2020). Effects of the global COVID-19 pandemic on early childhood development: Short- and long-term risks and mitigating program and policy actions. *Journal of Pediatrics*, 223, 188–193. <https://doi.org/10.1016/j.jpeds.2020.05.020>

Younge, N., Goldstein, R. F., Bann, C. M., Hintz, C., Patel, R. M., Smith, P. B., Bell, E. F., Rysavy, M. A., Duncan, A. F., Vohr, B. R., Das, A., Goldberg, R. N., et al. (2017). Survival and neurodevelopmental outcomes among periviable infants. *New England Journal of Medicine*, 376(7), 617–628. <https://doi.org/10.1056/NEJMoa1605566>

Zablotsky, B., Black, L. I., Maenner, M. J., Schieve, L. A., & Blumberg, S. J. (2015, November 13). Estimated prevalence of autism and other developmental disabilities following questionnaire changes in the 2014 National Health Interview Survey. *National Health Statistics Reports*, 87, 1–20. <https://www.cdc.gov/nchs/data/nhsr/nhsr087.pdf>

Zeanah, C. H., Chesher, T., & Boris, N. W. (2016). Practice parameter for the assessment and treatment of children and adolescents with Reactive Attachment Disorder and Disinhibited Social Engagement Disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, 55(11), 990–1003. <https://doi.org/10.1016/j.jaac.2016.08.004>

Course content is updated every three years. Due to this update timeline, some URL links may no longer be active or may have changed. Please type the title of the organization into the command line of any Internet browser search window and you will be able to find whether the URL link is still active or any new link to the corresponding organization's web home page.

Updated 2/19/26 JN



COURSE SYLLABUS ADDENDUM

Important - Please Read - Do Not Discard

It is each student's responsibility to read all course materials, including course syllabus and addendum, and to know and understand the course requirements, exam score minimum requirements, and deadlines. Students enrolled in VESi courses are required to check their email for any communications regarding the course until their final grade is posted with the college or university. Once your course materials are received by VESi and have been reviewed, the GRADE IS FINAL.

Grading Criteria:

You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. This course requires a minimum overall passing grade of "C-" to receive credit. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent.

No grade will be submitted for partial completion of course assignments, regardless of partial score. An F will be reported if course is not completed by the end of the term enrolled. Exceptions only apply to those that request an extension (must have extenuating circumstances) prior to course deadline.

Letters will be assigned as follows:

90% to 100%	A
80% to 89%	B
70% to 79%	C
69% - lower	F

Course Completion Information:

Grading will take approximately two weeks from the time your materials are received by the instructor, after which we will submit grades to the college/university weekly. If you have a timeline to meet certain school or state requirements, please keep this time period in mind when planning your course completion dates.

Course Completion Instructions:

- Once you have completed all of the course requirements, follow the instructions from the Complete Course toolbar to submit your materials to VESi's office for processing. You can only submit the course ONE TIME. Be sure that you have completed all requirements and exams.
- Course Evaluation: Please take a moment to fill out the course evaluation which is also found under the Complete Course toolbar.
- Print Certificate: You can print a copy of your course certificate for your records. Print Certificate: You can print a copy of your course certificate for your records.

Accessing your NDSU Transcript:

After the grade for your course(s) is posted, approximately two weeks after the course submission, you can access your NDSU transcript for documentation of course completion and performance.

Instructions are found at this link: [Transcript Instructions | Continued Learning | NDSU](#)

Drops & Refunds:

Once learners have received the course materials, they are no longer eligible for a refund. Appeals will be considered on a case-by-case basis.

Questions or Concerns:

Please direct any questions or concerns regarding this class to ndsudce@ndsudce.edu. Please include the title of the course in your correspondence.