

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:  
 09-22k AP-8/18/09 App-9/15/09

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

**1. Course Proposals (check all that apply)**  
 New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

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EDEX 112 Typical and Atypical Growth and Development      ECSP 112 Growth and Development: Typical and Atypical  
Current Course prefix, number and full title      Proposed course prefix, number and full title, if changing

**2. Additional Course Designations: check if appropriate**  
 This course is also proposed as a Liberal Studies Course.       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

**3. Program Proposals**       Catalog Description Change       Program Revision  
 New Degree Program       Program Title Change       Other  
 New Minor Program       New Track

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Current program name      Proposed program name, if changing

**4. Approvals**

		Date
Department Curriculum Committee Chair(s)	Mary Ann Havel Joseph Domaracki	3/30/09 3-30-09
Department Chair(s)	George King Joseph Domaracki	3/30/09 3-30-09
College Curriculum Committee Chair	Joseph Domaracki	4-27-09
College Dean	Mary Ann Rafath	4-27-09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sedquist	8-28-09

**Received** \* where applicable  
 AUG 28 2009

**Received**  
 JUN 24 2009

**Received**  
 MAY 01 2009

Liberal Studies

Liberal Studies

Liberal Studies

## **II. Description of Change**

### **1. New syllabus of record**

#### **ECSP 112 Growth and Development: Typical and Atypical 3c-01-3cr**

Prerequisite: EDEX 111 and PSYC 101

## **I. CATALOG DESCRIPTION**

Presents the foundations, theories, and findings of research on human growth from conception, including basic embryogenesis, up to early adolescence. Examines various aspects of child development with an emphasis on biological, cultural, educational, and parental influences that shape children, as well as selective examples of typical and atypical cognitive, physical, and social-emotional development.

## **II. COURSE OUTCOMES**

After successful completion of ECSP 112 Growth and Development: Typical and Atypical, students will:

1. Demonstrate knowledge and understanding of the major concepts, principles, theories and research related to the typical and atypical development of children from conception through birth, including the contributions of heredity and environment.  
(NCATE / NAEYC / CEC 1 a, b, c; INTASC 1, 2)
2. Construct developmentally appropriate learning opportunities using the knowledge of typical and atypical development.  
(NCATE / NAEYC / CEC 1 a, b, c; 3 a, b, c; 4 b, c, d; INTASC 1,2,3,4,5,6,7)
3. Demonstrate the understanding of the influences of socioeconomic, cultural, ethnic, and gender variables on growth and development.  
(NCATE / NAEYC / CEC 1 a, b, c; 2 a; INTASC 2, 7)
4. Be able to construct appropriate learning opportunities that address the typical and atypical developmental differences attributable to socioeconomic, cultural, ethnic, and gender variables.  
(NCATE / NAEYC / CEC 1 a, b, c; 2 a; 3 a, b, c; 4 a, b, c, d; INTASC 1,2,3,4,5,6,7)
5. Use verbal, non-verbal, and media communication techniques to promote the intellectual, social, emotional, and physical development of children.  
(NCATE / NAEYC / CEC 4 a, b, c, d; INTASC 6)
6. Demonstrate understanding and appreciation of the importance of fostering collaborative relationships with school colleagues and agencies in the larger community to support the development of children with typical and atypical growth and development.(NCATE / NAEYC / CEC 2 a ,b, c; INTASC 8,9,10)

7. Demonstrate understanding and appreciation of the importance of establishing and maintaining collaborative relationships with families to promote the intellectual, social, emotional, and physical development of children with typical and atypical growth and development. (NCATE / NAEYC / CEC 2 a, b, c; INTASC 8,9,10)
  
8. Examine the value of participating in the activities of professional association that enhances their knowledge of practices, standards and advocacy. (NCATE / NAEYC / CEC 5 a, b, c, d, e; INTASC 9)

<b>Course Objective</b>	<b>College Conceptual Framework / Danielson</b>	<b>INTASC Standard/ Principle</b>	<b>NCATE / NAEYC / CEC Blended Program Standard</b>	<b>Course Assessment Measuring Objective</b>
1	Planning and Preparation	1 and 2	1 a, b, c	In-class activities Current events assignment <b>Developmental profile</b> Final Presentation
2	Planning and Preparation	1,2,3,4,5,6,7	1 a, b, c; 3 a, b, c; 4 b, c, d	In-class activities <b>Developmental profile</b> Final Presentation
3	Planning and Preparation	2,7	1 a, b, c; 2 a	In-class activities Current events assignment
4	Planning and Preparation Instruction	1,2,3,4,5,6,7	1 a, b, c; 2 a; 3 a, b, c; 4 a, b, c, d	In-class activities <b>Developmental profile</b> Final Presentation
5	Planning and Preparation Instruction	6	4 a, b, c, d	In-class activities <b>Developmental profile</b> Final Presentation
6	Professional Responsibility	8,9,10	2 a, b, c	In-class activities <b>Developmental profile</b> Final Presentation
7	Professional Responsibility	8,9,10	2 a, b, c	In-class activities <b>Developmental Profile</b> Final Presentation
8	Professional Responsibility	9	5 a, b, c, d, e	<b>Philosophy Statement</b>

### III. DETAILED COURSE OUTLINE

<b>Class Session Date</b>	<b>In-class Topic</b>	<b>Preparation Before Class</b>
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• <b>History, theory and research practices</b> <ul style="list-style-type: none"> <li>• <b>Scientific beginnings</b></li> <li>• <b>Theoretical perspectives</b></li> </ul> </li> <li>• <b>Research and studying development</b></li> </ul>	<b>Read Chapter 1</b>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>• <b>Biological and environmental Foundations</b></li> <li>• <b>Biological beginnings typical and atypical</b></li> </ul>	<b>Read Chapter 2</b>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>• <b>Prenatal development- genetic Influences</b></li> <li>• <b>Inhospitable environment</b></li> <li>• <b>Perinatal period - Childbirth</b></li> <li>• <b>Early reflexes</b></li> </ul>	<b>Read Chapter 3</b> <b>Supplemental material</b> <b>Herbert</b>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>• <b>Physical, sensory and motor development typical and atypical in infancy and toddlerhood</b></li> </ul>	<b>Read Chapter 4</b> <b>Supplemental material</b> <b>Herbert</b>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>• <b>Cognitive development typical and atypical in infancy and toddlerhood</b></li> </ul>	<b>Read Chapter 5</b>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>• <b>Language development-typical and atypical</b></li> </ul>	<b>Supplemental material</b> <b>Herbert</b>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>• <b>Emotional and social development typical and atypical in infancy and toddlerhood</b></li> </ul>	<b>Read Chapter 6</b>
<b>Week 8</b>	<ul style="list-style-type: none"> <li>• <b>Physical development typical and atypical in Early childhood</b></li> </ul>	<b>Read Chapter 7</b>
<b>Week 9</b>	<ul style="list-style-type: none"> <li>• <b>Cognitive development typical and atypical in Early childhood</b></li> </ul>	<b>Read Chapter 7</b>
<b>Week 10</b>	<ul style="list-style-type: none"> <li>• <b>Emotional and social development in early childhood</b></li> <li>• <b>The school-going child atypical behavior</b></li> </ul>	<b>Read Chapter 8</b> <b>Supplemental material</b> <b>Herbert</b>
<b>Week 11</b>	<ul style="list-style-type: none"> <li>• <b>Children with special needs</b></li> </ul>	<b>Supplemental material</b> <b>Herbert</b>
<b>Week 12</b>	<ul style="list-style-type: none"> <li>• <b>Physical and cognitive development typical and atypical in middle childhood</b></li> </ul>	<b>Read Chapter 9</b>
<b>Week 13</b>	<ul style="list-style-type: none"> <li>• <b>Emotional and social development typical and atypical in middle childhood</b></li> </ul>	<b>Read Chapter 10</b>
<b>Week 14</b>	<ul style="list-style-type: none"> <li>• <b>Physical and cognitive development typical and atypical in early adolescence</b></li> </ul>	<b>Read Chapter 11 &amp; 12</b>
<b>Week 15</b>	<ul style="list-style-type: none"> <li>• <b>Emotional and social development typical and atypical in early adolescence</b></li> </ul>	<b>EXAM</b>

#### **IV. EVALUATION METHODS:**

- **Weekly Activities – 5 Points**  
During class each week an in-class activity will be given which will result in 5 participation points.
- **Weekly Current Events - 5 Points**  
Students will be asked to work cooperatively and sign up for one week of the semester. Each week students who are assigned will bring in an editorial or news article (newspaper, magazine, or credible website) about education and lead a discussion of the content of the article on the developmental impact on children. This activity is worth 5 points for all who participate in the discussion.

These activities will result in a total of 10 points per week. Therefore missed classes will result in missed points.

#### **Professional Rubric – 25 Points**

It is essential that you develop the dispositions and professionalism expected and required in your chosen profession as an educator. The manner in which you conduct yourself is as important as your academic skills. You will be assessed using a professional rubric that carries a pass/fail grade resulting in 0 *or* 25 points. If you fail the professional rubric for this course, you will receive 0 points and if you pass the professional rubric, you will receive 25 points.

#### **Philosophy Statement –Key Assessment –20 points**

Students will develop their personal philosophy statement to reflect their understanding and beliefs about the impact of biological, cultural, educational, and parental influences on child development

#### **Developmental Profile – Key Assessment – 100 points**

Each student must complete a child observation using a developmental checklist to record evidence of human development theory as you watch the child play, learn, and interact with others. Using the information gathered from the observation, students will design and develop a Developmental Profile of the child. The following must be evidenced in the profile:

1. Demographic information about the child to include family structure (parents/siblings) and any pertinent medical, social-emotional, and educational history.
2. A running record of observation times and environmental contexts in which the observation(s) was/were conducted.
3. An interview (questions must be pre-approved) of a teacher, parent or guardian.

4. A graphic representation of the child's development WITH a narrative for each area represented on the developmental checklist. The narrative should show evidence of a connection to at least two developmental theorists.
5. A summary analysis of the child's typical or atypical development.
6. A recommended focus for educational goals and/or intervention.
7. You will be asked to give a presentation on your observation, assessment tool and interpretation.

**Developmental Profiles should**

1. be typed, double spaced with 1-inch margins.
2. include a cover sheet with name, title of the paper, student ID #, course name, section number, and the date.
3. use APA style (written objectively in third person) and use citations where appropriate.

**All students must use the 5<sup>th</sup> edition of the Publication Manual of the American Psychological Association, and use the correct APA style in all written assignments.**

**Final Presentation- Due per assigned dates– 25 points**

Students will prepare a presentation highlighting the information gathered from the Developmental Profile of the child.

**V. EXAMPLE GRADING SCALE**

Points for the course are distributed in the following way:

Class Participation	130 points
Professional Rubric	25 points
Philosophy statement	20 points
Developmental Profile (DP)	100 points
<u>Final Presentation of DP</u>	<u>25 points</u>

Total Points 300 points

**Of the available 300 points in the course, percentages and letter grades are listed below.**

92%-100%	A	66%-74%	D
84%-91%	B	Below 66%	F
75%-83%	C		

## VI. ATTENDANCE POLICY

### **Attendance and Participation –10 points per week for a total of 130 points**

Every student must make every attempt to attend each class. Each class is an active working session with shared responsibility and points.

- Class attendance is important and expected. Students are expected to be punctual and to remain for the entire class.
- In accordance with University policy, three (3) *excused* absences will be accepted provided the student notifies the professor by email or phone prior to or immediately after the missed class. Failure to notify will be considered unexcused. After three (3) unexcused absences the student's grade will be decreased by one letter grade.

If you must miss a class or a portion of a class, be sure to have another student pick up an extra set of handouts and review someone's notes to see what was covered. You will be held accountable for the material covered during your absence.

## VII. REQUIRED TEXTBOOKS

The following text is required for the course, and is available at the IUP Bookstore and online at Amazon.com.



ISBN-10: 0205522688

ISBN-13: 9780205522682

Berk, L.E. (2008). *Exploring Lifespan Development* (1<sup>st</sup> Ed.). Boston, MA: Allyn and Bacon.

## SUPPLEMENTAL TEXT, RESOURCES



ISBN 10: [0791433609](https://doi.org/10.1080/0791433609032068111) / ISBN-13: 9780791433607

Burts, D. C., Hart, C. H., & Charlesworth, R. (Eds.) (1997). *Integrated curriculum and developmentally appropriate practice: Birth to age eight*. New York: State University of New York Press

Martin, H. (2003). *Typical and atypical development: From conception to adolescence*. Malden, MA: BPS Blackwell.

## Course Analysis Questionnaire

ECSP 112

### A. Details of the Course

**A1.** This course is designed for all majors in the ECED PreK to Grade 4/Special Education PreK to Grade 8 major.

**A2.** This course is one of several courses being revised within the Early Childhood Education/Special Education program revision and does not affect any courses outside the department. This course is required.

**A3.** This course has not been offered on a trial basis or as a special topic.

**A4.** This course is not dual level and will not be offered as such.

**A5.** This course will not be offered for variable credit.

**A6.** Examples of other institutions currently offering a similar course include  
*EDUC 5515 Early Childhood: Typical and Atypical Development - Southern Utah University*  
*SPED 505 Typical and Atypical Development- Montclair State University*  
*SPED 63955 Typical and Atypical Development in Young Children - Kent State University*

**A7.** The content of this course is required by the competencies set forth by the Pennsylvania Department of Education, and by the National Association for the Education of Young Children.

### Section B: Interdisciplinary Implications

**B1.** The ECSP prefix denotes a co-taught course. This course will be co-taught by appropriately qualified instructors in both the PSE and EDEX departments.

**B2.** This course is independent of other departments and is restricted to the major.

**B3.** This course will not be cross listed.

### Section C: Implementation

**C1.** Faculty resources are currently adequate to teach this course. This course is part of the redesigned curriculum mandated by the PDE's restructured certification guidelines. The preparation and equated workload for this course assignment is 1:1.

**C2.** No other resources are required for this course. Space, equipment, and library materials are currently adequate to teach this course.

**C3.** None of the resources for this course are funded by a grant.



C4. This course will be offered both fall and spring semesters to accommodate all majors in the Early Childhood/Special Education major.

C5. Currently, there are about 125 majors total in Early Childhood Education, Elementary Education, and Special Education. We hope to enroll the same number of students in the proposed program which will replace the aforementioned areas. Therefore, we would plan to offer at least 4 sections of this course each year as enrollment data dictate.

C6. Each section of this course will accommodate 20 to 25 students.

C7. No such recommendations are made.

C8. This is not a distance education course.

#### Section D: Miscellaneous

No additional information is required.

#### 2. Summary of Changes

<b>EDEX 112 Teaching of Social Studies</b>	<b>ECSP 112 Growth and development: Typical and Atypical</b>
<p>This course presents foundations of human growth from conception to adolescence. It considers biological, cultural, educational, and parental influences that shape children, as well as selective examples of typical and atypical cognitive, physical, and social-emotional development.</p> <p>This course has been designated as writing intensive. The focus will be on both the process and product of writing and a major portion of the grade will be based on writing skills.</p>	<p>Presents the foundations, theories, and research findings research on human growth from conception, including basic embryogenesis, up to early adolescence. Examines various aspects of child development with an emphasis on biological, cultural, educational, and parental influences that shape children, as well as selective examples of typical and atypical cognitive, physical, and social-emotional development.</p>

This course is proposed to address the child development content standards from NAEYC, CEC, and PDE.

### **3. Justification/Rationale for Changes**

The mandated changes in certification guidelines from the Pennsylvania department of Education require that the ECED/PreK to Grade 6 program be revised to conform with the new PreK to Grade 4 designation. This IUP program proposal also seeks to blend the ECED/EDEX certification preparation so that all candidates are prepared to teach in inclusive settings.

## OLD COURSE SYLLABUS

EDEX 112 TYPICAL AND ATYPICAL GROWTH AND DEVELOPMENT 3 s.h.

### I. CATALOG DESCRIPTION

Prerequisites: EDEX 111, PSYC 101

This course presents foundations of human growth from conception to adolescence. It considers biological, cultural, educational, and parental influences that shape children, as well as selective examples of typical and atypical cognitive, physical, and social-emotional development.

This course has been designated as writing intensive. The focus will be on both the process and product of writing and a major portion of the grade will be based on writing skills.

### II. STUDENT OUTCOMES

As part of this course, the student will demonstrate that he/she has a working knowledge of:

1. the history, issues, and methods related to the study of child development;
2. a variety of theories of child development and their influence on child rearing practices and education (354: IB; CEC: Standard 2);
3. child development from conception through birth, including the contributions of heredity and environment (354:IC, ID, IE; CEC: Standard 2 & 3);
4. child development from birth through adolescence, including physical, cognitive, and social-emotional development (354: IB, IC, ID, IE, IIB, IIC, IIE, IIID, IIIE; CEC: Standard 2, 3, 4, 5, 7, 9 & 10);
5. influences of socioeconomic and cultural variables on growth and development (354: IB, IC, ID, IE, IIB, IIC, IIID; CEC: Standard 2, 3, 5, 7, 9, & 10);
6. the impact of families, peers, gender, society, and technology on growth and development (354: IIB, IIID; CEC: Standard 5, 7, 9, & 10).

Based on the writing experiences provided in this course, the student will demonstrate the ability to:

7. write appropriately and professionally including language mechanics, content, organization, coherence, expression of ideas, and writing styles;
8. express thoughts and ideas, interpret the thinking of others, and critique the writing and ideas of self and other;
9. edit peer's and one's own writing;
9. successfully utilize the fifth edition of the *Publication manual of the American Psychological Association (APA)*.

<b>Discipline Specific Standard/ Program Objective</b>	<b>Course Objective and Performance Indicator</b>	<b>Course Assessment Measuring Objective</b>
1. Foundation	1	<b>Observation Project Philosophy Statement Exam 1</b>
2. Development & Characteristics	2, 3,4, 5 & 6	<b>Observation Project Philosophy Statement Exam 1</b>
3. Learning Differences	3, 4 & 5	<b>Observation Project Philosophy Statement Exam 1</b>
4. Instructional Strategies	4	<b>Observation Project Philosophy Statement Exam 1</b>
5. Environmental & Social Interaction	4, 5 & 6	<b>Observation Project Philosophy Statement Exam 2</b>
6. Communication		<b>Observation Project Exam2</b>
7. Instructional Planning	4, 5 & 6	<b>Observation Project Philosophy Statement Exam2</b>
8. Assessment		<b>Exam 3</b>
9. Ethics	5 & 6	<b>Observation Project Philosophy Statement Exam 3</b>
10. Collaboration	4, 5 & 6	<b>Observation Project Philosophy Statement Exam 3</b>

### III. COURSE OUTLINE

- A. Introduction, history, issues, overview of child development theories
- B. The family
- C. Research strategies
- D. Biological foundations, prenatal development, and birth
- E. Infancy
- F. Physical growth and development
- G. Cognitive development
- H. Language development
- I. Emotional development
- J. Self and social understanding
- K. Moral development
- L. Gender
- M. Peers, play, schools, and the media

#### IV. COURSE REQUIREMENTS

Exams:

#1  
individual;  
objective

15  
points

group; applied; open-book

15  
points

#2

individual;  
objective

15  
points

group; applied; open-book

15  
points

#3

format to be  
decided

30  
points

Team-led class discussion on Kozol chapter: Provide guiding questions and lead discussion for Kozol chapters.

25  
points

Essays on philosophy teaching (3 @ 10pts. each)

30  
points

Literature review (see guidelines):

Article critique	20
	points
Website critique	20
	points
<u>Project</u> (see guidelines): There will be assignments related to the final project throughout the semester. Includes e-mail discussion group.	140 points
<u>Project presentation</u> (to be explained)	<u>25</u>
	points
possible points:	350

### ASSIGNMENT DIRECTIONS

Lead Class Discussion: The Kozol book is meant to provide you with an example of a well-written document that is based on research of child development within the culture of poverty. For the discussion, you need to meet with the others who selected your chapter and develop three or four questions related to children’s development within the context of their physical and social environment. It is helpful to note the page numbers on which the content of your questions is discussed. At least one question should connect to an aspect of child development from a current chapter of the Berk textbook. Discussions will usually take place during the last 15-20 minutes of class. **Note:** Handouts of your questions need to be distributed to your classmates the class session before your group leads discussion. Be sure to take into consideration observation days.

Essays on philosophy teaching: Develop an essay in which you discuss your philosophy of teaching in terms of child development. You are to submit this typed essay three times across the semester. For each version, you are to use editing suggestions, plus expand the previous version by using content that has been covered in class. **Note:** If you would prefer a different writing activity, see me during office hours.

Literature Review: Each critique is worth 20 points. At least one must be used in your final project paper.

A) You are to read and critique one piece of literature from a professional journal or popular magazine, using the form provided. The article should relate to an aspect or area of child development (physical, cognitive, language, or social-emotional).

B) You are to visit and critique a website that pertains to child development and complete the form provided in the syllabus. A list of possible sites will be provided.

Course Project – Suggested product for portfolio: Your project will be a case study of a child who is developing typically. You will collaborate with peers from your assigned team. There will be a variety of assignments throughout the semester as part of this project. Each assignment will build on the previous one(s) and specific directions will be provided. Forms and procedures to summarize your observational data and additional details will be provided later. The assignments will require you to observe a child for a minimum of one hour three times. These observations will take place during three designated class periods instead of the regular class sessions. If your child is absent on a designated observation day, you are responsible for observing for one hour outside of class time on a different day

E-mail Discussion (part of course project): You are to set up a group e-mail list that includes your team members and course instructor. The message line should say “Observation discussion.” Hard copies of your message and your responses to your peers’ messages should be submitted with each phase of your project. You can also use this list to correspond to your instructor if your team has questions about the project. After each observation, each person e-mails the team with a brief reaction to the experience that includes:

- ✓ One comment about the child being observed. This can be something amusing, puzzling, unexpected, etc.
- ✓ One question related to the observation.
- ✓ Each team member must respond to their peers’ questions.

## V. EVALUATION METHODS

The course grade will be interpreted from the total accumulated points according to the following scale:

- A = 315 to 350 points (90-100%)
- B = 280 to 314 points (80-90%)
- C = 245 to 279 points (70-80%)
- D = 210 to 244 points (60-70%)
- F = less than 210 points (below 60%)

## VI. REQUIRED TEXTBOOKS

Berk, L. (2000). *Child development* (5th ed.). Boston: Allyn and Bacon.

Kozol, J. (2000). *Ordinary resurrections: Children in the years of hope*. New York: Perennial.

## RECOMMENDED TEXTBOOKS

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.

## VII. REFERENCES

Ambron, S. R., Salkind, N. J., & Robinson, S. (1987). *Child development* (5th ed.). New York: Holt, Rinehart, and Winston.

Berndt, T. J. (1992). *Child development*. Fort Worth: Harcourt Brace Jovanovich.

Bukatko, D., & Daehler, M. W. (1992). *Child development: A topical approach*. Boston: Houghton Mifflin.

Burger, J. M. (1990). *Personality* (2nd ed). Belmont, CA: Wadsworth Publishing Company.

Buss, A. H. (1988). *Personality: Evolutionary heritage and human distinctiveness*. Hillsdale, NJ: L. Erlbaum

Cavallo, L., Job, J. C., & New, M. I. (Eds). (1991). *Growth disorders: The state of the art*. New York: Raven Press.

Derlega, V. J., Winstead, B. A., & Jones, W. H. (Eds.). (1991). *Personality: contemporary theory and research*. Chicago: Nelson-Hall Publishers.

Faw, T., & Belkin, G. S. (1989). *Child psychology*. New York: McGraw-Hill.

Feldman, R. S. (2001). *Child development* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Feshbach, S., & Weiner, B. (1991). *Personality* (3rd ed.). Lexington, MA: D.C. Heath.

Gelfand, D. M., & Petersen, L. (1985). *Child development and psychopathology*. Beverly Hills: Sage Publications.

Hintz, R. L., & Rosenfeld, R. G. (Eds). (1987). *Growth abnormalities*. New York: Churchill Livingstone.

Hooper, S. R., Hynd, G. W., & Mattison, R. E. (Eds). (1991). *Child psychopathology: Diagnostic criteria and clinical assessment*. Hillsdale, NJ: L Erlbaum Associates.

Hughes, L. (2001). *Paving pathways: Child and adolescent development*. Belmont, CA: Wadsworth.

Lefrancois, G. R. (2001). *Of children: An introduction to child and adolescent development*. Belmont, CA: Wadsworth.



- Liebert, R. M., & Spieger, M. D. (1990). *Personality: Strategies and issues* (6th ed.). Pacific Grove, CA: Brooks/Cole Pub. Co.
- McDevitt, T. M., & Ormrod, J. E. (2002). *Child development and education*. Columbus, OH: Merrill.
- Muzi, M. J. (2000). *Child development through time and transition*. Upper Saddle River, NJ: Prentice Hall.
- Mussen, P. H. (1990). *Child development and personality* (7th ed). New York: Harper & Row.
- Muttalib, M. A. (Ed.). (1990). *Child development: A study in health culture of low income urban settlement*. New Delhi: Sterling Publishers.
- Pervin, L. A. (1989). *Personality: Theory and research* (5th ed). New York: Wiley.
- Rallison, M. L. (1986). *Growth disorders in infants, children, and adolescents*. New York: Wiley.
- Ross, A. O. (1987). *Personality: The scientific study of complex human behavior*. New York: Holt, Rhinehart, and Winston.
- Rothbaum, F., & Weisz, J. R. (1989). *Child psychopathology and the quest for control*. Newbury Park, Calif.: Sage Publications.
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