The Engaged Department Grant team from the School Psychology Program (SPP) and the Center for Early Education and Development (CEED) is pleased to submit this final report of our activities during the grant period of January, 2011-June, 2012. Below we describe our proposed activities, successes and challenges, as well as the synergy that emerged and additional activities that ensued as a result.

In our application, we proposed the following three activities:

- Create a new semester-long issues seminar focusing on current trends in early childhood open to all graduate students interested in early childhood development/education;
- Develop community-University partnerships with 2-3 highly regarded community early childhood sites to build capacities as a community-based training ground for students to test skills and contribute to research-practice links; and
- Form a community-University Advisory Group (AG) to institute consistent opportunities for bi-directional input to clarify needs and priorities for this important age group.

As grantees in the program, we were also required to participate in regularly scheduled grantee meetings, provide grant program updates, and rate pre and post-program our perspectives on community engagement and the extent to which community engagement was becoming institutionalized in our units. We participated in all meetings, and benefitted from hearing about the experiences of the other grantees and sharing our experiences. In particular, we found the initial presentation of the University’s community engagement framework to be helpful, and we have shared that with our units and with our advisory groups. We also increased our scores on a number of different dimensions of community engagement. Engaging in the pre-post rating definitely helped us obtain a clearer picture of our strengths and areas for improvement in relation to our institutionalization of community engagement.

As we’ve reported during the grant period, our team was successful in accomplishing each of the three tasks that we proposed in our original proposal. We developed and offered the issues seminar this past spring semester and which we will teach again in the upcoming spring semester (syllabus included as Appendix A), expanded the number of community organizations with practicum sites for students that have research and training possibilities for students and faculty (St. Davids Child Development and Family Services, Hopkins Early Learning Center); and formed a community-university advisory group that met once and has been solicited for advice
on a number of occasions. Each of the proposed tasks had positive outcomes as well, as we built new relationships with students interested in community engagement and have further engaged some of them in related activities in our units and with relevant activities within two of the community organizations. Our team remained relatively stable throughout the period of the grant, as Matt Burns, Karla Buerkle, Annie Hansen, Melissa Coolong-Chaffin and Amy Susman-Stillman were active throughout the full grant period. We did have two changes to our team: Yvonne Godber left the University and Amanda Sullivan, assistant professor in the School Psychology program, joined our team.

A great deal of synergy ensued during our team meetings. As a result of meeting and conversations, our team also had the following additional accomplishments: leveraged funds from the Department of Educational Psychology to improve the currency and array of early childhood assessment instruments (a necessity based on community demand for students with background in certain assessment instruments) and host a professional development day for school psychologists and other early childhood practitioners (planned for later this summer). The team also decided to re-organize the early childhood assessment courses and develop a doctoral-level course, and incorporate on-site practicum work more thoroughly into them. Thirdly, in an effort to continue to build and institutionalize community engagement in our units, the team also submitted a training grant to the Office of Special Education Programs (OSEP) to support the training of 5 school psychology doctoral candidates with early childhood interests.

We were very pleased to have had this opportunity to begin to think more deeply about how to institutionalize community engagement throughout the activities of our two units, separately and jointly, to learn about the wealth of resources the University has to offer units in terms of community engagement, and to meet other colleagues around the University that are working to strengthen their community engagement activities. We look forward to continuing to enhance our activities and to stay connected with the Office of Public Engagement and its activities. We are also happy to talk with other colleagues around the University about our experiences and learn more from others as well.
Appendix A

EPsy 8800: Special Topics in School Psychology

Contemporary Issues in Early Childhood: Engaging with Community

Spring Semester 2012

Class Meetings

Bi-Weekly on Wednesdays, 12:20 – 2:15pm

225E Educational Sciences Building

*sessions 2 and 3 meet off-campus at indicated early childhood sites

Instructors

Karla Buerkle, Ph.D., L.P.  Amy Susman-Stillman, Ph.D.
Department of Educational Psychology, School Psychology Program  Center for Early Education and Development (CEED)

buerk001@umn.edu  asusman@umn.edu
612.387.1996  612.817.3583

Scholarly Resources

There are no required texts to purchase; this seminar will be based on our class Moodle site where books, chapters, articles, and websites will be identified prior to the appropriate class session. Students are expected to prepare by reading and perusing these resources prior to attending class. Students are also encouraged to share appropriate resources with the class.

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

MISSION STATEMENT

The College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance
teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

MISSION STATEMENT

Educational psychology involves the study of cognitive, emotional, and social learning processes that underlie education and human development across the lifespan. Research in educational psychology advances scientific knowledge of those processes and their application in diverse educational and community settings. The department provides training in the psychological foundations of education, research methods, and the practice and science of counseling psychology, school psychology, and special education. Faculty and students provide leadership and consultation to the state, the nation, and the international community in each area of educational psychology. The department’s scholarship and teaching enhance professional practice in schools and universities, community mental health agencies, business and industrial organizations, early childhood programs, and government agencies.

SCHOOL PSYCHOLOGY MISSION STATEMENT

The school psychology program at the University of Minnesota is one of the oldest and most well established graduate programs in school psychology in the country. It is accredited by multiple governing bodies (e.g., APA, NASP, & NCATE) and its faculty are leaders in the field through authoring policy documents (e.g., the three editions of School psychology: A blueprint for training and practice) and by conducting high quality research that addresses the enhancement of individual child competence and the capacity of systems to meet the needs of children.

The school psychology program will continue its national reputation for excellence by (a) directly responding to both the needs of school psychology as a field and current research, (b) educating scientist-practitioners who will be future leaders in various settings and fields, (c) recruiting high-quality graduate students that represent diverse backgrounds in terms of culture, ethnicity, gender, and experience, and (d) providing a rich graduate school education in which students participate in diverse experiences both in and out of the university classroom.

INTERNET RESOURCES

Most resources for this class will be available from Moodle at our class site (https://moodle2.umn.edu/course/view.php?id=3589#section-1). This site will include the class syllabus and resources such as articles, chapters, power points, and internet links specific to each class session. Since this class meets bi-weekly, please check our Moodle site regularly between sessions to ensure adequate time for completing class assignments and preparation. Assignments will include a discussion board format to allow for dialoging on topical readings or posting in forums prior to appropriate class sessions. Specifics will be discussed in class.
To use the resources included in this site, each student will need access to a microcomputer with an appropriate browser and printer, as well as skills to access web-based resources. Additionally, students should be able to complete basic on-line tasks (i.e., send and receive e-mail; download and print web pages and files; use a word processor to prepare documents and save files). Computers are available for public access through the University’s microcomputer labs. Additionally, these web-based resources can be accessed from any computer with basic internet access. Students who require adaptations or other access, or who do not have any of the skills listed here, should contact the instructor as soon as possible.

Technology

Technology will be used in a variety of ways in this course. Students are required to access several required documents for class discussion over the internet. Students will participate in on-line discussion groups. Students are encouraged to communicate with the instructors through email. Students will be permitted to submit most assignments electronically. Students are encouraged to investigate resources on the internet and share particularly useful sites with the class. Other technology support (videos, power point, etc.) will be used for instructional purposes when appropriate.

In this class, our use of technology may sometimes make students' names and U of M Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact the instructor for further information.

Diversity

The College of Education is committed to have every course contribute to our understanding of diversity, including but not limited to: age, creed, disability, ethnicity, gender, global perspectives, international background, learning differences, marital status, multicultural perspectives, national origin, public assistance status, race, religion, sex, sexual orientation, and veteran status.

General Course Orientation

This seminar will focus on seminal early childhood issues identified by the scientific and practicing early childhood community as critical to best practice service delivery. We will frame the course with contemporary trends and issues within an ecological perspective. Course content will include the current early childhood structures, systems, and practices, and to what extent they support the appropriate care, access to necessary resources, and healthy development for young children and their families. To promote our aim of engaging with communities, the course will involve on-site learning at early childhood sites, community, state, and university professionals as speakers, and special topic research presentations utilizing community resources.

Course Objectives
At completion of this seminar, students will have the experience and skills necessary for:

- Identifying current early childhood structures/systems, and describing the purposes and limitations of each.
- Understanding the impact of changing demographics of the early childhood population and importance of engaging with communities.
- Describing the process of current policy initiatives on early childhood practices.
- Understanding the unique nature of child- and family-based practice in early childhood, and how that applies across roles.
- Using best practices in collaboration with early childhood team members.
- Communicating the unique nature and needs of early childhood populations.
- Identifying further areas of research and practice needs.

**Course Requirements**

1. Students will be required to attend field trips and receive points for completing reaction papers following each on-site learning trip. Two thoughtful reaction papers, of 1-2 pages in length, are required. The topics are the field trips. Each paper should offer genuine insights, questions, reflections about early childhood “in action” in the community. **Reaction papers due February 15 and February 29.**
2. Students will be assigned school readiness chapters/articles, discuss on-line, and asked to present findings in a classroom round robin review. **Due February 15; Class session/review will take place at PK-3 Bloomington site.**
3. Students will participate in Moodle forums via specific class topics as assigned. **Forum postings due February 1 and March 21.**
4. Students will research and present on an early childhood topic. Students are to select a topic for a 45 minute presentation to be delivered during one of the last 2 class sessions. Students will meet with one of the course instructors to develop their ideas and presentation. Students will be encouraged to select a topic of interest (it can be an extension of an issue covered in class) and to be creative in their presentation, and to include some consideration about community engagement. **Individual Student Presentations will take place either April 4 or April 18.**

**Evaluation of Student Performance**

Grades are assigned in alignment with the uniform grading and transcript policy required by the University.

**University Senate Grading Policy**


For additional information, please refer to [http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html](http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html).
A - achievement that is outstanding relative to the level necessary to meet course requirements.

B - achievement that is significantly above the level necessary to meet course requirements.

C - achievement that meets the course requirements in every respect.

D - achievement that is worthy of credit even though it fails to meet fully the course requirements.

S - achievement that is satisfactory, which is equivalent to a C- or better ---- (for undergraduates, a “C-” equals an “S” grade; for graduate students, achievement required for an S is at the discretion of the instructor but may be no lower than a C-).

F (or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).

I - (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

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Grading

Your completion of course requirements will be recorded on a point system; accumulated points will determine course grads. Assignments will be graded based on the quality of the reflections and the extent to which they are linked to both class field experiences and course readings. Student presentations will be graded based on the substance and organization of the presentation, and the extent to which it lends itself to better understanding early childhood “in action.” Points will be assigned as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reaction papers</strong></td>
<td>30 total</td>
</tr>
<tr>
<td>First paper submitted electronically</td>
<td></td>
</tr>
<tr>
<td>following class field trip 15 to the</td>
<td></td>
</tr>
<tr>
<td>Wonder Years exhibit at the MN Science</td>
<td></td>
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<tr>
<td>Museum</td>
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<tr>
<td>Second paper submitted electronically</td>
<td></td>
</tr>
<tr>
<td>following class field trip to the PK-3</td>
<td></td>
</tr>
<tr>
<td>school site in Bloomington Public Schools</td>
<td></td>
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<tr>
<td><strong>School Readiness review</strong></td>
<td>15 total</td>
</tr>
<tr>
<td>On-line posting to discuss content &amp;</td>
<td></td>
</tr>
<tr>
<td>reaction</td>
<td>5</td>
</tr>
<tr>
<td>In-class presentation of article/chapter</td>
<td></td>
</tr>
<tr>
<td>incl executive summary</td>
<td>10</td>
</tr>
<tr>
<td><strong>Moodle Forums</strong></td>
<td>10 total</td>
</tr>
<tr>
<td>Posting on early childhood current status</td>
<td></td>
</tr>
<tr>
<td>reflections after first class</td>
<td>5</td>
</tr>
<tr>
<td>Posting on cultural competence self-</td>
<td></td>
</tr>
<tr>
<td>reflections prior to Mar 21 class</td>
<td>5</td>
</tr>
<tr>
<td><strong>Special Topic Presentation</strong></td>
<td>45 total</td>
</tr>
<tr>
<td>In-class multi-media presentation</td>
<td>35</td>
</tr>
<tr>
<td>Executive summary with references</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE POINTS</strong></td>
<td>100</td>
</tr>
</tbody>
</table>
How to Access Your Grades
Go to OneStop for Students (http://onestop.umn.edu/onestop/), click on Grades & Transcripts; on the right side under Quick Links, click on Grades/Unofficial transcript.

Senate Academic Workload Policy
One conventional credit is hereby defined as equivalent to three hours of learning effort per week, averaged over an appropriate time interval, necessary for an average student taking that course to achieve an average grade in that course. It is expected that the academic work required of graduate and professional students will exceed three hours per credit per week or 45 hours per semester.

Scholastic Dishonesty
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Student Conduct Code
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student
learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Make-up policy
Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Students are asked to notify the instructor(s) prior to any absence, if possible, and an alternative assignment or opportunity will be given to allow students to make up for their absence or earn points missed. It is the student’s responsibility to contact the instructor(s) in this circumstance.

Use of Personal Electronic Devices in the Classroom
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html.

Appropriate Student Use of Class Notes and Course Materials
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html.

Sexual Harassment
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html.

Equity, Diversity, Equal Opportunity, and Affirmative Action
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

Disability Accommodations
The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services:

Mental Health Services
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website:

Academic Freedom and Responsibility:
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Class Session</th>
<th>Notes/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>**I. ** Seminal Early Childhood Issues: What are the current early childhood structures/systems and to what extent do they support the appropriate care for young children and families? <strong>Key topics:</strong> Changing demographics of 0-5 population; nature and description of the early childhood “system”; current policy initiatives</td>
<td>Note: See Moodle class site for assigned readings prior to each class session.</td>
</tr>
<tr>
<td>Class 1:</td>
<td>Course introduction and overview. Setting the stage for our 3-pronged approach to early childhood issues and engaging with community.</td>
<td>Moodle Forum: Post your reflections on our planned early childhood journey prior to our next class session.</td>
</tr>
<tr>
<td>January 18</td>
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<tr>
<td>Class 2:</td>
<td>Field trip: Science Museum of Minnesota to see Wonder Years exhibit. Guest speaker: Karen Cadigan, Ph.D., Director, Office of Early Learning, Minnesota Department of Education, Laurie Fink, Ph.D., Director of Science Programs, Science Museum of Minnesota. We will meet in the lobby of the Science Museum of Minnesota at noon that day (120 Kellogg Boulevard West Saint Paul, MN 55102-1202 (651) 221-9444). Class will be held in classroom 9 on level 2.</td>
<td>Write Reaction Paper following our class trip to the Wonder Years exhibit. Submit electronically prior to our next class session.</td>
</tr>
<tr>
<td>February 1</td>
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<td></td>
<td>**II. ** Current community-based practices: How are young children and families served? To what extent are children with special conditions given access to necessary resources? How is healthy development supported? <strong>Key topics:</strong> School readiness; assessment and intervention; family engagement; ECSE; family and child mental health; ELL; cultural competence</td>
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<tr>
<td>Class 3:</td>
<td>Field trip: Early Learning Site: PK-3 movement in Minnesota (McKnight PK-3 grantee - Bloomington Public Schools) We will meet with Lisa Grundstrom and Kay Miller,</td>
<td>School Readiness Round Robin Discussion: Students summarize assigned article on readiness via Moodle</td>
</tr>
<tr>
<td>February 15</td>
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</tbody>
</table>
PK-3 literacy coordinator and early childhood leaders in Bloomington Public Schools, to learn about their PK-3 alignment activities as part of a McKnight PK-3 grant they’ve received. For the second hour of class, we will conduct our school readiness round-robin discussion. Each student will be asked to present one of the chapters from Zigler, Gilliam, & Barnett (2011).

Please arrive by noon so we can be ready to begin at 12:15.

We will send the address out with plenty of time.

<table>
<thead>
<tr>
<th>Class 4: February 29</th>
<th>Early Childhood Services: Educational and Therapeutic Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Guest Speakers: Gayle Kelly, Minnesota Head Start Association; Carol Siegel, PhD, LP, Early Childhood Therapist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 5: March 21</th>
<th>Best practice in service delivery to diverse populations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dual Language Learners</td>
</tr>
<tr>
<td></td>
<td>Cultural Competence</td>
</tr>
<tr>
<td></td>
<td>Guest Speakers: Margaret Martin, School Psychology Ph.D. student; Amanda Sullivan, School Psychology Assistant Professor</td>
</tr>
</tbody>
</table>

| III. Students’ Special Interest Topics: Student-led presentation on early childhood topic of interest. Students are encouraged to involve a community expert through consultation or co-presenting. Students are asked to schedule a meeting with instructor(s) early in the semester to discuss and specify topic. Topic Examples: Impact of culture on school readiness; Policy and early education funding; Addressing mental health needs in immigrant communities; Learning from families and through research. |
|-------------------|---------------------------------------------------------|
|                    | Moodle Forum: Post your self-reflections of experiences with diverse populations prior to this class session. |

Students will need to meet with one of the course instructors to receive approval on their topics and to get feedback about shaping their presentations. Those meetings should be completed by the end of February.
### Required Course Readings

**Class 1**


**Class 2**


Class 3


For school readiness discussion: Students will be assigned one of these chapters to read and present.


Debate 3: Cognitive/Academic Emphasis versus Whole Child Approach

Chapter 15. The Cognitive/Academic Emphasis versus the Whole Child Approach: The 50-Year Debate
Sandra J. Bishop-Josef & Edward Zigler

Chapter 16. The Importance of Kindergarten-Entry Academic Skills
Greg J. Duncan

Chapter 17. Academic Preschool: The French Connection
E.D. Hirsch, Jr.

18. Classroom Practices and Children's Motivation to Learn
Deborah Stipek

Chapter 19. Classroom-Based Intervention as a Way to Support Low-Income Preschoolers' Emotional and Behavioral Development: Pressing Challenges and Potential Opportunities
C. Cybele Raver & Genevieve Okada
Chapter 20. The Great Balancing Act: Optimizing Core Curricula through Playful Pedagogy  
Kathy Hirsh-Pasek & Roberta Michnick Golinkoff

Class 4


Class 5


Class 6 Student Recommendations
TBD
Class 7 Student Recommendations
TBD