

## ***Psychology 352I: Evaluating Developmental Interventions***

Spring 2007  
Wednesdays: 4pm – 7pm  
ACB 211

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### **Course Description**

The main objective for this course is to discuss how developmental psychology and program evaluation work together to inform effective intervention programs serving children and families. In the first half of the course, we will use an ecological approach to explore how concepts of risk and resiliency at the child, family, and community level positively (or negatively) impact child developmental outcomes. Examining this research will stimulate a conversation around effective practices in the development, implementation, and evaluation of intervention programs. The latter half of the course will be organized around in-depth case studies of intervention programs that target different age ranges (i.e., early childhood, school age, and adolescence). These case studies will give us the opportunity to critically examine how each intervention has been evaluated, including the type of evaluation design employed, the quality of the measurement instruments used, and whether the selection of outcome measures were developmentally appropriate. In our discussions, we will also investigate the political landscape surrounding the development and evaluation of each intervention.

### **Textbook**

Meisels, S.J., & Shonkoff, J.P. (2000). *Handbook of early childhood intervention (2nd ed.)*. New York, NY, US: Cambridge University Press.

### **Course Requirements**

***Participation and Attendance (10%):*** To pass this course, students need to attend and participate. It is expected that all articles will be read prior to the class meeting for which they are assigned, and that students will come to class ready to discuss and challenge the content covered. To facilitate discussions, please generate two discussion questions each week. The purpose of these questions is to help students develop connections and explore the intricacies among development theory, intervention research, and evaluation. Each article we read will have direct implications for one or more domains, so at least one question each week should be geared toward that theme.

***Integrative Paper (40%):*** Using the logic model framework we will discuss in class, students will be required to design an intervention to promote one or more optimal developmental outcomes in vulnerable children. A sound justification for each component of the logic model must be included in your paper. Evidence for each justification should come from class readings and/or from relevant peer-reviewed journal articles. This integrative paper will be due in class on 03/21/07, should be about 12-15 pages long (excluding references), double-spaced, with one-inch margins.

***Evaluation Proposal (30%):*** It is important that students know how to design an evaluation of a childhood intervention program that meets the needs of the various stakeholder groups as well as answer the questions it is intended to answer. Students will be given a description of an intervention program on

04/11/07, along with other pertinent information (e.g., budget, timeframe, etc.), and then students will be required to write a plan to evaluate the intervention program. More specific guidelines about this project will be distributed to the class on 04/11/07. This assignment will be due in my box by 5pm on Wednesday, May 9. It should be about 10-12 pages in length, double-spaced with one-inch margins.

***Case Study Presentation (20%):*** Students will present a PowerPoint presentation of a case study of a topic (or program) of their choosing. Your topic must be approved by me in advance (by 3/28/07 at the latest). Your presentation should be organized around five main content areas: (1) Overview of topic (or program); (2) State and federal policies dealing with your topic; (3) Organizations conducting evaluation research on your topic (or disseminating research on your topic); (4) Organizations implementing programs related to your topic (and the type of activities they are implementing); and (5) Overall synthesis of the effectiveness of the evaluation research on your topic (including strengths and weaknesses of research). This presentation should be professional quality, and last approximately 20-30 minutes. On the day you present, please print out PowerPoint handouts of your presentation for your classmates. You may pair up with another student if you both have similar interests, however, your presentation will have to be twice as long and twice as in depth. *Note: This project provides an excellent opportunity to investigate potential field placement and internship opportunities.*

**Course Schedule: Evaluating Developmental Interventions**

**01/17/07: Introduction to Evaluating Developmental Interventions**

**01/24/07: Overview of Early Childhood Interventions and Ecological Systems as a Guiding Theoretical Framework**

Meisels, S.J., & Shonkoff, J.P. (2000). Early childhood intervention: A continuing evolution. In Shonkoff, J.P. & Meisels, S.J. (Eds.), *Handbook of early childhood intervention (2nd ed.)*, pp 3-31. New York, NY, US: Cambridge University Press.

Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22, 723-742.

**01/31/07: Precipitating Causes of Childhood Interventions: Risk Factors at the Child Level**

Garbarino, J., & Ganzel, B. (2000). The human ecology of early risk. In Shonkoff, J.P. & Meisels, S.J. (Eds.), *Handbook of early childhood intervention (2nd ed.)*, pp. 76-93). New York, NY, US: Cambridge University Press.

McLoyd, V. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53, 185-204.

Shonkoff, J.P. & Marshall, P.C. (2000). The biology of developmental vulnerability. In Shonkoff, J.P. & Meisels, S.J. (Eds.), *Handbook of early childhood intervention (2nd ed.)*, pp. 35-53). New York, NY, US: Cambridge University Press.

**02/07/07: Precipitating Causes of Childhood Interventions: Risk Factors at the Family and Community Levels**

Osofsky, J.D., & Thompson, M.D. (2000). Adaptive and maladaptive parenting: Perspectives on risk and protective factors. In Shonkoff, J.P. & Meisels, S.J. (Eds.), *Handbook of early childhood intervention (2nd ed.)*, pp. 54-75). New York, NY, US: Cambridge University Press.

Hart, B., & Risley, T.R. (1992). American parenting of language-learning children: Persisting differences in family-child interactions observed in natural home environments. *Developmental Psychology*, 28, 1096-1105.

Leventhal, T., & Brooks-Gunn, J. (2004). A randomized study of neighborhood effects on low-income children's educational outcomes. *Developmental Psychology*, 40, 488-507.

**02/14/05: Developmental Issues in Early Childhood Interventions: Resiliency and Protective Factors**

Werner, E.E. (2000). Protective factors and individual resilience. In Shonkoff, J.P. & Meisels, S.J. (Eds.), *Handbook of early childhood intervention (2nd ed.)*, pp. 115-134. New York, NY, US: Cambridge University Press.

Coll, C.G., & Magnuson, K. (2000). Cultural differences as sources of developmental vulnerabilities and resources. In Shonkoff, J.P. & Meisels, S.J. (Eds.), *Handbook of early childhood intervention (2nd ed.)*, pp. 94-114. New York, NY, US: Cambridge University Press.

## **02/21/07: Developing Effective Interventions**

- Halpern, R. (2000). Early childhood intervention for low-income children and families. In Shonkoff, J.P. & Meisels, S.J. (Eds.), *Handbook of early childhood intervention (2nd ed.)*, pp. 361-385. New York, NY, US: Cambridge University Press.
- Sameroff, A.J., & Fiese, B.H. (2000). Transactional regulation: The developmental ecology of early intervention. In Shonkoff, J.P. & Meisels, S.J. (Eds.), *Handbook of early childhood intervention (2nd ed.)*, pp. 135-159. New York, NY, US: Cambridge University Press.
- Reynolds, A. (1998). Developing early childhood programs for children and families at risk: research-based principles to promote long-term effectiveness. *Children and Youth Services Review*, 20, 503-523.
- Luthar, S.S., & Cicchetti, D. (2000). The construct of resilience: Implications for interventions and social policies. *Development and Psychopathology*, 12, 857-885.

## **02/28/07: The Effectiveness of Early Childhood Interventions**

- \*\*\*Karoly, L., Greenwood, P., Everingham, S., Hoube, J., Kilburn, M.R., Rydell, C.P., Sanders, M., & Chiesa, J. (1998). *Investing in our children: What we know and don't know about the costs and benefits of early childhood interventions*. RAND Corporation Publication. Download Chapter 2, pgs. 11-72, available at <http://www.rand.org/publications/MR/MR898/>
- Hauser-Cram, P., Warfield, M.E., Upshur, C.C., & Weisner, T.S. (2000). An expanded view of program evaluation in early childhood intervention. In Shonkoff, J.P. & Meisels, S.J. (Eds.), *Handbook of early childhood intervention (2nd ed.)*, pp. 487-509. New York, NY, US: Cambridge University Press.

## **03/07/07: Issues in the Evaluation of Childhood Intervention Programs, Topics for Student Presentations due today**

- Brooks-Gunn, J. (2003). Do you believe in magic?: What we can expect from early childhood intervention programs. *Social Policy Report*, 17, 3-14.
- Lee, J., & Walsh, D.J. (2004). Quality in early childhood programs: Reflections from program evaluation practice. *American Journal of Evaluation*, 25, 351-373.
- McCall, R.B., Ryan, C.S., & Green, B.L. (1999). Some non-randomized constructed comparison groups for evaluating age-related outcomes of intervention programs. *The American Journal of Evaluation*, 20, 213-226.
- McCall, R.B., & Green, B.L. (2004). Beyond the methodological gold standards of behavioral research: Considerations for practice and policy. *Social Policy Report*, 18, 1-19.

## **03/14/07: No Class – Spring Break!**

**03/21/07: Case Study #1: Early Intervention Programs, Guest Speaker #1 – Dr. Katherine Bono, California State University, Fullerton, Integrative paper due**

TBA

**03/28/07: Case Study #2: Even Start Family Literacy Programs, Guest Speaker #2 – Dr. Eloise Appel, Appel Associates**

\*\*\*National Even Start Evaluation, please download pages 1-76 at  
<http://www.ed.gov/rschstat/eval/disadv/evenstartthirdfollowup/report.doc>

Brooks-Gunn, J., Berlin, L.J., & Fuligni, A.S. (2000). Early childhood intervention programs: What about the family? In Shonkoff, J.P. & Meisels, S.J. (Eds.), *Handbook of early childhood intervention (2nd ed.)*, pp. 54-75). New York, NY, US: Cambridge University Press.

TBA

**04/04/07: Case Study #3: Los Angeles Better Educated Students for Tomorrow (LA's BEST), Guest Speaker #3 – Dr. Jim Sass, Senior Research Analyst, LA's BEST**

Nathaniel R. Riggs, N.R., & Greenberg, M.T. (2004). After-School Youth Development Programs: A Developmental-Ecological Model of Current Research, *Clinical Child and Family Psychology Review*, 7, 177-190.

Scott-Little, C., Hamann, M.S., & Jurs, S.G. (2002). Evaluations of after-school programs: A meta-evaluation of methodologies and narrative synthesis of findings. *American Journal of Evaluation*, 23, 387-421.

Megan Beckett – Commentary: Don't Make After-School Care the Next Big Myth

**4/11/07: Case Study Presentations (first group of students)**

**04/18/07: Case Study #4: After School Programs, Guest Speaker #4 – Dr. Denise Huang, Researcher, National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA**

\*\*\*Huang, D., et al. (2000). A decade of results: The impact of the LA's BEST after school enrichment program on subsequent student achievement and performance. Center for the Study of Evaluation, University of California at Los Angeles. Please download entire report at:  
<http://www.lasbest.org/learn/eval.html>

**04/25/07: Case Study #5: Preventing Deviance**

Forehand, R., Biggar, H., & Kotchick, B. (1998). Cumulative risk across family stressors: short- and long-term effects for adolescents. *Journal of Abnormal Child Psychology*, 26, 119-128.

Office of Juvenile Justice and Delinquency Prevention, 9, Spring 2004, pgs. 1-35.

Preventing Deviance Evaluation, TBA

**05/02/07: Case Study Presentations (second group of students)**

**05/9/07: Evaluation Proposal Due**