

Lewis and Clark College
Graduate School of Education and Counseling
School Psychology Program

Fall 2021

SPSY 506:
Development and Learning



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Class meeting time: 1:00-4:15 pm, Thursday

Office hours: Tuesdays, 2:00-4:00 pm by appointment

3 Semester Credits

“What do we do when we raise a child, teach a student, or educate a person as a member of society? All these forms of pedagogy require painful yet exhilarating departures from home and encounters with otherness. Like the swimmer who plunges into the river’s current to reach the opposite bank, the person who wishes to learn must risk a voyage from the familiar to the strange...Do schoolmasters realize that they only fully taught those they thwarted, or rather, completed, those they forced to cross? Certainly, I never learned anything unless I left, nor taught someone else without inviting them to leave their nest.”

Michel Serres (1997)

General Course Information

Required Readings

- 1) Burke Harris, N., (2018), *The deepest well: Healing the long-term effects of childhood adversity*, Houghton Mifflin Harcourt, NY
- 2) Solomon, A. (2012), *Far from the tree: Parents, Children, and the search for identity*, Scribner, NY
- 3) Greene, R.W., (2014) *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*, Scribner, NY
- 4) Steinberg, L. (2014), *Age of Opportunity: Lessons from the new science of adolescence*, Houghton, Mifflin, Harcourt Publishing Company, NY

Catalogue Description and Course Goals

This course focuses on developmental theory and research as applied to the process of learning and education, age three to twenty-one. Emphasis will be placed in the following areas: students gaining knowledge to both differentiate and integrate multiple theoretical views on development; students gaining a better conceptual understanding of commonalities and differences in development; and, students gaining a better practical understanding of how to help children and adolescents address the developmental challenges they face, particularly in schools. Child and adolescent development will be viewed through theories and research in the areas of interpersonal, emotional, cultural, cognitive, and physical development. Development is the study of growth, adaptation and learning. The primary goals for this course include: gaining a deeper understanding of healthy development; gaining a clearer understanding of what can interfere with healthy development; developing operational ideas of what we school psychologists, teachers, and parents can do to support healthy development. Through this course, students will develop knowledge, skills and dispositions that will enable them to:

- Understand developmental difference and commonality in human experience
- Differentiate and integrate developmental theories and research with particular focus on ages 3-21
- Apply developmental theory to the process of learning and the practice of school psychology
- Develop skills to assess and facilitate the developmental process in the role of a school psychologist
- Reflect on one's own experiences in development to better help and understand the development of others

Course Assignments and Expectations

D&L Reflection Journal (due weekly, graded bi-weekly)

This journal is to be created on Google Docs (entitled *D&L Reflection Journal - Your Last Name*) and shared with the instructor by 5pm on Wednesday, Sept 8th. Every other week, your journal will be read, commented on, and graded by the instructor using this scale: 0—Did not meet criteria; 1—Meets some criteria; 2—Meets most criteria; 3—Meets all criteria; 4—Meets all criteria exceptionally. The criteria for the D&L Reflection Journal include that the journal:

- 1) is shared with instructor each week by **5pm the Wednesday** before class, is well-organized, clearly structured, contains all headings/sections, and reflects creative, integrative, and thoughtful presentation of weekly materials and learning.
- 2) **leans toward formality** (i.e. organized, concise and error free in terms of spelling, word usage, sentence structure and punctuation) while still being a reflection of your personal learning, is written in the second person (e.g. "in the lecture you stated...") and is respectfully both appreciative and critical.
- 3) contains **500** words in which you address the questions posed by the instructor in each of the week's lectures (located in the shared Google folder 1 SPSY 506 F 21). Please use both **direct and substantial quotes** from the lecture and/or slides as well as your own cogent reflections on the quotes (e.g. what is new information, how is it helpful, what questions or concerns you have, etc).

D&L Student Presentations & Facilitations (6 total)

During the term, students are expected to present to the whole class or facilitate discussions small groups six times in total. The goal of these presentations is to gain experience speaking on relevant topics in professional contexts as well as gaining small group facilitation skills. Presentations will be graded by the instructor using this scale: 0—Did not meet criteria; 1—Meets some criteria; 2—Meets most criteria; 3—Meets all criteria; 4—Meets all criteria exceptionally.

1: The first presentation (on the first day of class) is a reading to the whole class of a paragraph that you have composed prior to the first class entitled "*What I bring to the profession: Contributions and relevant experiences.*" Before the first class, please also share two images in the shared Google folder entitled *1 506 Photos*. In this folder, place a photo of yourself as a child titled with your name (be prepared to share a bit about the photo, what the photo says about you as a child, your context, your interests, etc.). Also please share an image in the folder that somehow captures a response to this prompt "How I think about development and learning." Be ready to share a bit about this image as well. (~3 minutes total)

2 & 3: The second presentation, *Lecture Discussion*, and third presentation, *Reading Discussion*, will be small group facilitations of discussion based on the lecture or readings of the week. After facilitating this discussion, the leader will ask for and receive feedback from group members. Group discussion participants are expected to respectfully share one area of strength and one "growing edge" for group leaders regarding the following criteria:

- Leader accomplishes the following in terms of **tasks**:
 - 1) facilitates a go-round of introductions based on a question posed by leader;
 - 2) presents 2-3 highlighted quotations from the reading/lecture and reflections on these quotes;
 - 3) facilitates go-rounds in which others present their highlighted quotes and reflections;
 - 4) asks follow-up questions and invites others to do so for each person who shares;

- 5) summarizes or highlights themes or other salient points from what was shared in the discussion;
- 6) asks for and receives feedback based on the expectations set out in this section and in the table below regarding "dialectical group leadership skills." (~25 minutes total)

• Leader accomplishes the following in terms of **process**:

- 1) sets an appropriate tone (warm, engaging and friendly but also serious, academic and thoughtful);
- 2) presents complex content clearly and concisely (not too fast or too slow) without oversimplification;
- 3) demonstrates a grasp on the material reflective of an appropriate amount of preparation (not too much or too little);
- 4) asks good questions with follow-ups, engages group members well in discussion;
- 5) demonstrates "door opening and closing" skills;
- 6) strikes a helpful balance between expanding upon and focusing on the topic of discussion.
- 7) is contactful (i.e. warm, good eye contact) and congruent (i.e. emotionally in tune with content) both verbally and nonverbally, and is respectful to the content, issues of diversity, and the audience, and receives feedback openly.

Dialectical Group Leadership Skills

Skills	Description	Examples
1 Support & Challenge	Student provides adequate levels of both warm support and appropriate challenge	<ul style="list-style-type: none"> • empathy, universalizing, active listening, warmth & • fierceness, blocking, seriousness, questioning
2 Integration & Differentiation	Student helps group members gain both a stronger sense of self and group membership	<ul style="list-style-type: none"> • facilitates individual voice, participation, identity & • helps group members see, respect, include others
3 Task & Process	Student demonstrates skills in facilitating the tasks of a group as well as processing of tasks.	<ul style="list-style-type: none"> • competently leads activities outlined in syllabus & • facilitates processing and "unpacking" of activities
4 Personal & Professional	Student negotiates personal & professional boundaries appropriately	<ul style="list-style-type: none"> • use of appropriate disclosure and personal insight & • ability to assume a professional role in context

4 & 5: The fourth and fifth presentations consist of leading the class in a "**Mindful Opening**" exercise and a "**Closing Reflection**" (~5 minutes each), to be modeled during the first week of class. The opening should be experiential, calming, centering and embodying (e.g. mindful breathing, stretching, body scan, etc). The closing should entail 2-3 of your own "take aways," appreciations, new learnings, etc. from the day's class as well as facilitation of others to share theirs.

6: The last presentation (on the last day of the course) is a reading to the whole class of a long paragraph you have composed entitled "**How my thinking has developed and my schemas improved**" (~5 minutes each). The paragraph should include at least three examples of overall take-aways from the class and how they differ from what you came into the class thinking about development. Please also share (in the *I 506 photos* folder) a new image you have chosen that relates in some way to the paragraph you wrote and be ready to compare this image with the image you chose at the outset of the class.

OSPA/NW Regional School Psychologist Virtual Fall Conference Assignment Options

This year's virtual fall conference runs from Thursday, October 14th through Saturday, the 16th. Students are strongly encouraged to attend this excellent professional development opportunity. **Assignment option 1:** Students who attend the conference will prepare a 2-page reflection which includes a brief description of 2 sessions you attended and specifics to course content to be shared in class on 10/21. **Assignment option 2:** Students who are unable to attend the conference will prepare a 2-page reflection on a topic that is presented at the conference (see conference website for session descriptions) to be shared in class on 10/21. Students will include specific information regarding how they see this content relating to their future practice as a school psychologist and how the content relates to the developmental process.

D&L Quizzes (3 total)

At the end of each four-week segment of the class, students will take a short quiz composed of multiple choice and T/F questions. Each question on the quiz will have been discussed by the professor in the weeks leading up the quiz.

Relevant Course and Departmental Policies

CPSY Department Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of overall class time may result in failure to complete the class. This would be 4.5 hours of a 45-hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour

class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Standard Make-Up Assignment and Disability Services Statement

Any missed class time of significance will require an additional ~1000 words in the next week's *Reflection Journal* in which you describe what you learned from interviewing two or more individuals who attended the class time you missed as well as additional relevant readings on the week's topic that you chose (under the heading *Make up Assignment*). If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Course Evaluation Rubric and Grading Criteria

The items on this rubric will be used to assess the student's professional dispositions, engagement in the course, and success at fulfilling course expectations. These items are a sub-set of overall Professional Standards listed in the *SPSY First Year Student Handbook*. Each assignment in the class is weighted equally based on the following rating scale: 0—Meets no criteria; 1—Meets some criteria (B-); 2—Meets most criteria (B); 3—Meets all criteria (A-); 4—Meets all criteria exceptionally (A). At the end of the term, the instructor will add appropriate comments and goals that will facilitate further professional development of the student.

	Professional Standards and Skills					
1	The student demonstrates ability to relate to peers, professors, supervisors, and other professionals in a respectful, ethical and appropriate manner. Particularly in relation to cultural, familial, and individual differences relating to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	0	1	2	3	4
2	The student demonstrates a continuing capacity for humility and openness to points of view, theories, experiences and perspectives different from their own.	0	1	2	3	4
3	The student demonstrates the ability to receive, address, and utilize feedback from peers and the instructor.	0	1	2	3	4
4	The student demonstrates appropriate emotional self-regulation and conflict resolution in interpersonal relationships with peers, supervisors, faculty, and others.	0	1	2	3	4
5	The student is thoughtfully, positively, and effectively engaged in the course, timely with assignments and class attendance and shows effective skills in verbal, nonverbal, and written communication.	0	1	2	3	4
6	The student is concerned with their own personal/professional growth and is able to provide feedback in respectful and effective ways.	0	1	2	3	4
	Course Assignments					
7	The student demonstrates an ability to meet the requirements of D&L Reflection Journal #1	0	1	2	3	4
8	The student demonstrates an ability to meet the requirements of D&L Reflection Journal #2	0	1	2	3	4
9	The student demonstrates an ability to meet the requirements of D&L Reflection Journal #3	0	1	2	3	4
10	The student demonstrates an ability to meet the requirements of D&L Reflection Journal #4	0	1	2	3	4
11	The student demonstrates an ability to meet the requirements of D&L Reflection Journal #5	0	1	2	3	4
12	The student demonstrates an ability to meet the requirements of D&L Reflection Journal #6	0	1	2	3	4
13	The student demonstrates an ability to meet the requirements of D&L Presentation #1	0	1	2	3	4
14	The student demonstrates an ability to meet the requirements of D&L Presentation #2	0	1	2	3	4
15	The student demonstrates an ability to meet the requirements of D&L Presentation #3	0	1	2	3	4
16	The student demonstrates an ability to meet the requirements of D&L Presentation #4	0	1	2	3	4
17	The student demonstrates an ability to meet the requirements of D&L Presentation #5	0	1	2	3	4
18	The student demonstrates an ability to meet the requirements of D&L Presentation #6	0	1	2	3	4
19	The student demonstrates an ability to meet the requirements of D&L Quiz #1	0	1	2	3	4
20	The student demonstrates an ability to meet the requirements of D&L Quiz #2	0	1	2	3	4
21	The student demonstrates an ability to meet the requirements of D&L Quiz #3	0	1	2	3	4
	Totals:	0	2	4	6	8
		1	2	3	4	4

Course Grading: A = 69 and above; A- = 63 and above; B = 60 and above; B- = 57 and above.

Graduate School Grading Policy: "The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade."

Weekly Course Outline: Lectures and Readings

Date	Lectures	Readings & Assignments
1 9/9	506 1 - Universal & Unique	Read class syllabus & view Pixar's "Inside/Out" prior to class View first lecture and submit first <i>Reflection Journal</i> entry "What I bring..." Presentation
2 9/16	506 2 - Equilibrium & Disequilibrium	Burke-Harris, 1-5 (76 pgs.) & Mortola, <i>Sharing Disequilibrium</i>
3 9/23	506 3 - Support & Risk	Burke-Harris, 6-9 (78 pgs.)
4 9/30	506 4 - Contact & Withdrawal	Burke-Harris, 10-Epi. (70 pgs.) Quiz #1
5 10/7	506 5 - Self & Others	Solomon, 1 (Son), & self-selected chapter.
6 10/14	OSPA Conference – No class	
7 10/21	506 7 - Integration & Differentiation	Mortola, <i>Learning from experience & Talking Cards</i>
8 10/28	506 8 - Challenge & Skills	Self-selected chapter: The parent experience of raising a child with disabilities
9 11/4	506 9 - Verbal & Spatial	Greene, 1-3 Quiz #2
10 11/11	506 10 - Fluid & Crystallized	Greene, 4-6
11 11/18	506 11 - Play & Reality	Greene, 7-9
11/25	Thanksgiving – No class	
12 12/2	506 12 - Childhood & Adulthood	Steinberg, 1-3
13 12/9	506 13 - Status & Affiliation	Steinberg, 4-6 Quiz #3
14 12/16	506 14 - Gas Pedal & Brakes	Steinberg, 7-9 "How my thinking has developed..." Presentation

Discussion Groups & Leadership Assignments Per Week

To facilitate community-building in our cohort, to learn from each other's areas of experience and expertise, and to practice small group leadership, the following chart will be used on a weekly basis to organize our small group discussions in class. Underlined names represent the individuals responsible for leadership of lecture discussions that week. Names in bold represent the individuals responsible for leadership of **reading** discussions that week. Names with **(O)** represent individuals responsible for the mindful opening, and names with **(C)** are those responsible for the reflective closing. Each student will therefore lead both a lecture discussion and a reading discussion twice during the term. Each student will also lead either an opening or closing activity once, as assigned.

Wk 2 9/16	G 1 <u>1 Faizah A</u>	6 Emily D	11 Melissa L (O)	16 Bianca S	21 Gwen O
	G 2 <u>2 Meredith B</u>	7 Erika GL	12 Suzy M (C)	17 Riley S	
	G 3 <u>3 Jennifer B</u>	8 Lex G	13 Kylee P	22 JT W	
	G 4 <u>4 Amber B</u>	9 Justice H	14 Arcelia P	19 Maeghan S	
	G 5 <u>5 Anna C</u>	10 Elisa K	15 Ashleigh R	20 Shelby T	
Wk 3 9/23	G 1 1 Faizah A	<u>10 Elisa K</u>	14 Arcelia P		22 JT W
	G 2 2 Meredith B	<u>6 Emily D</u>	15 Ashleigh R	19 Maeghan S (C)	
	G 3 3 Jennifer B	<u>7 Erika GL</u>	11 Melissa L	20 Shelby T	
	G 4 4 Amber B	<u>8 Lex G</u>	12 Suzy M	16 Bianca S	
	G 5 5 Anna C	<u>9 Justice H</u>	13 Kylee P	17 Riley S	21 Gwen O
Wk 4 9/30	G 1 1 Faizah A	9 Justice H	<u>12 Suzy M</u>	20 Shelby T	
	G 2 2 Meredith B	10 Elisa K	<u>13 Kylee P</u>	16 Bianca S	
	G 3 3 Jennifer B	6 Emily D	<u>14 Arcelia P</u>	17 Riley S	
	G 4 4 Amber B	7 Erika D	<u>15 Ashleigh R</u>		21 Gwen O (C)
	G 5 5 Anna C	8 Lex G	<u>11 Melissa L</u>	19 Maeghan S	22 JT W
Wk 5 10/7	G 1 1 Faizah A (O)	8 Lex G	15 Ashleigh R	<u>17 Riley S</u>	
	G 2 2 Meredith B (C)	9 Justice H	11 Melissa L	21 Gwen O	
	G 3 3 Jennifer B	10 Elisa K	12 Suzy M	<u>19 Maeghan S</u>	
	G 4 4 Amber B	6 Emily D	13 Kylee P	<u>20 Shelby T</u>	22 JT W
	G 5 5 Anna C	7 Erika D	14 Arcelia P	<u>16 Bianca S</u>	
10/14	No Class	OSPA Conference			
Wk 7 10/21	G 1 1 Faizah A	7 Erika D (O)	13 Kylee P	19 Maeghan S	
	G 2 2 Meredith B	8 Lex G (C)	14 Arcelia P	20 Shelby T	<u>21 Gwen O</u>
	G 3 3 Jennifer B	9 Justice H	15 Ashleigh R	16 Bianca S	
	G 4 4 Amber B	10 Elisa K	11 Melissa L	17 Riley S	
	G 5 5 Anna C	6 Emily D	12 Suzy M	<u>22 JT W</u>	

SPSY 506 Breakout Groups & Assignments Per Week (cont.)

Wk 8	G 1 1 Faizah A	<u>6 Emily D</u>	11 Melissa L	16 Bianca S	21 Gwen O
10/28	G 2 2 Meredith B	<u>7 Erika GL</u>	12 Suzy M		22 JT W
	G 3 3 Jennifer B (O)	<u>8 Lex G</u>	13 Kylee P	18 Kaila S	
	G 4 4 Amber B (C)	<u>9 Justice H</u>	14 Arcelia P	19 Maeghan S	
	G 5 5 Anna C	<u>10 Elisa K</u>	15 Ashleigh R	20 Shelby T	
Wk 9	G 1 1 Faizah A	10 Elisa K	<u>14 Arcelia P</u>		22 JT W
11/4	G 2 2 Meredith B	6 Emily D (C)	<u>15 Ashleigh R</u>	19 Maeghan S	
	G 3 3 Jennifer B	7 Erika GL	<u>11 Melissa L</u>	20 Shelby T	
	G 4 4 Amber B	8 Lex G	<u>12 Suzy M</u>	16 Bianca S	
	G 5 5 Anna C (O)	9 Justice H	<u>13 Kylee P</u>	17 Riley S	21 Gwen O
Wk 10	G 1 1 Faizah A	9 Justice H (O)	12 Suzy M	<u>20 Shelby T</u>	
11/11	G 2 2 Meredith B	10 Elisa K (C)	13 Kylee P	<u>16 Bianca S</u>	
	G 3 3 Jennifer B	6 Emily D	14 Arcelia P	<u>17 Riley S</u>	
	G 4 4 Amber B	7 Erika D	15 Ashleigh R		21 Gwen O
	G 5 5 Anna C	8 Lex G	11 Melissa L	<u>19 Maeghan S</u>	22 JT W
Wk 11	G 1 1 Faizah A	8 Lex G	15 Ashleigh R	17 Riley S	
11/18	G 2 2 Meredith B	9 Justice H	11 Melissa L	<u>22 JT W</u>	
	G 3 3 Jennifer B	10 Elisa K	12 Suzy M	19 Maeghan S	<u>21 Gwen O</u>
	G 4 4 Amber B	6 Emily D	13 Kylee P (O)	20 Shelby T	
	G 5 5 Anna C	7 Erika D	14 Arcelia P (C)	16 Bianca S	
11/25	No Class	Thanksgiving Break			
Wk 12	G 1 <u>1 Faizah A</u>	7 Erika D	13 Kylee P	19 Maeghan S	
12/2	G 2 <u>2 Meredith B</u>	8 Lex G	14 Arcelia P	20 Shelby T	
	G 3 <u>3 Jennifer B</u>	9 Justice H	15 Ashleigh R (O)	16 Bianca S (C)	22 JT W
	G 4 <u>4 Amber B</u>	10 Elisa K	11 Melissa L	17 Riley S	
	G 5 <u>5 Anna C</u>	6 Emily D	12 Suzy M	21 Gwen O	
Wk 13	Riley S (O)				
12/9	Shelby T (C)				
Wk 14	JT W (O)				
12/16					

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SPSY 506 F 21 Students

Faizah Ali	
Meredith Beger	
Jennifer Bendelstein	
Amber Bok	
Anna Chaffin	
Emily Doak	
Erika Garcia Lopez	
Lex Grant	
Justice Hansen	
Elisa Koepke	
Melissa Lattig	
Megan Mahoney	
Suzy Moreno	
Kylee Patterson	
Arcelia Pena-Baltazar	
Ashleigh Riley	
Bianca Salazar	
Riley Stauffer	
Maeghan Sullivan	
Shelby Treick	
Gwen Welch	
JT Whittaker	