

Section 3- Child Development

Primary Resources

Title, Date & Author	Brief Synopsis	Additional Notes
<p>Center on the Developing Child at Harvard University (2016). Applying the Science of Child Development in Child Welfare Systems. Retrieved January 10, 2021, from https://developingchild.harvard.edu/resources/child-welfare-systems/</p>	<p>This resource is divided into two parts: The Science of Child Development and Opportunities to Apply Developmental Science to Child Welfare. Part one emphasizes the importance of responsive relationships and how to support resilience through protective factors providing information of the caretaker's role in healthy development. Part two examines using science to reduce stress for children through nurturing practices.</p>	<p><i>To retrieve the article, use the link below:</i></p> <p>https://ocfcpacourts.us/wp-content/uploads/2021/09/3.-Applying-the-Science-of-Child-Development-in-Child-Welfare-Systems.-new.pdf</p>
<p>National Scientific Council on the Developing Child. (2005). Excessive Stress Disrupts the Architecture of the Developing Brain: Working Paper #3. Retrieved July 2, 2021, from https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2005/05/Stress_Disrupts_Architecture_Developing_Brain-1.pdf</p>	<p>This paper was produced by the Center of the Developing Child at Harvard University. This is a scientific-based survey about the impact of stress on a child's developing brain. Stressful events can be harmful, tolerable, or beneficial. Lasting adverse effects of stress are determined by experience and the availability of a supportive adult.</p> <p>Neural circuits for dealing with stress are malleable during fetal and early childhood periods. Frequent activation of brain systems that respond to stress can lead to undesirable mental and physical health disorders.</p> <p>Significant maternal stress during pregnancy and maternal depression can alter brain development and elevate cortisol levels. Abnormal cortisol production can last even after the child is moved to a safe and loving home. Children who have secure relationships have more controlled stress hormone reactions.</p> <p>Policy implications include increasing informal and formal support services to</p>	<p>The paper is evidence-based and accessible to a layperson. It provides crucial information for a dependency judge and debunks widespread misrepresentation.</p> <p><i>To retrieve the article, use the link below:</i></p> <p>https://ocfcpacourts.us/wp-content/uploads/2021/09/4.-Excessive-stress-disrupts-the-architecture-of-the-developing-brain..pdf</p>

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	<p>parents, expert assistance, mental health identification (including maternal depression), and assessing the child's developmental status.</p>	
<p>Putnam, F. W. (2006). The Impact of Trauma on Child Development. <i>Juvenile and Family Court Journal, Winter 2006</i>, 1-11. Retrieved July 2, 2021, from https://www.psychceu.com/nctsn/Putnam.impact.pdf</p>	<p>This article is a concise and pragmatic summary of the effects of abuse and neglect. There are specific recommendations for judges (intervene early, assess for domestic violence, support prevention programs such as the Nurse-Family Partnership, and educate the public about the social costs of child maltreatment).</p> <p>There is a well-referenced summary of the adverse effects of child abuse and neurodevelopment and psychological development. (Maltreatment results in smaller brains. Maltreated children experience attachment disturbance.) Abuse and neglect increase cortisol which is toxic to specific regions of the brain. Prevention is stressed as the best-recommended action.</p> <p>There are three components of a prevention program: adequate nutrition, stimulating early environment, and a healthy, secure, loving relationships with a primary caregiver. Effective treatments for maltreatment are discussed (Cognitive Behavioral Therapy, Trauma-focused Therapy, and Parent-Child Interaction Therapy).</p>	<p>This article is heavily cited, well-written, informative, and accessible to the lay reader.</p> <p><i>To retrieve the article, use the link below:</i></p> <p>https://ocfcpacourts.us/wp-content/uploads/2021/09/5.-The-impact-of-trauma-on-child-development..pdf</p>
<p>Wotherspoon, E., Hawkins, E., & Gough, P. (2009). Emotional Trauma in Infancy. CECW Information Sheet #75E. Toronto, ON, Canada:</p>	<p>This is an information sheet prepared for the Centers of Excellence for Children's Well-being. It is concise (3 pages) but appropriately referenced. While the article is aimed at child welfare professionals, it contains helpful information for judges, including a checklist for an effective case</p>	<p>This informational sheet provides introduction material for judges.</p>

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University of Toronto Factor-Inwentash Faculty of Social Work. Retrieved July 2, 2021, from https://media.wcpds.wisc.edu/preservice/human_behavior/docs/InfantTrauma.pdf	plan. The article also addresses what is traumatizing to an infant, how trauma can impact self-regulation, and the effects of chronic stress or trauma on the child. The information is well organized and includes practical applications.	<i>To retrieve the article, use the link below:</i> https://ocfcpacourts.us/wp-content/uploads/2021/09/6.-Emotional-trauma-in-infancy..pdf
American Psychological Association, Divisions 16 and 44. (2015). Key Terms and Concepts in Understanding Gender Diversity and Sexual Orientation Among Students. American Psychological Association. Retrieved May 4, 2021, from https://www.apa.org/pi/lgbt/programs/safe-supportive/lgbt/key-terms.pdf	This resource is research-based, including topics covering gender diversity among students, support individuals and families, risk and resiliency factors within schools regarding the health and well-being of LGBTQA+ youth. The resource also highlights general facts regarding gender diversity and sexual orientation among children and youth. While the full series addresses a number of issues, this portion provides definitions for various terminology used. Written for educators, the term definitions are helpful for all who interact with LGTBQA+ youth.	<i>To retrieve the article, use the link below:</i> https://ocfcpacourts.us/wp-content/uploads/2021/09/1.-Key-Terms-and-Concepts-in-Understanding-Gender-Diversity-and-Sexual-Orientation-Among-Students.-new.pdf
American Psychological Association. (2011). Answers to Your Questions About Transgender People, Gender Identity, and Gender Expression. Retrieved February 11, 2021, from https://www.apa.org/topics/lgbtq/transgender.pdf	The resource is a question and answer document covering key questions about transgender people, gender identity, and gender expression.	<i>To retrieve the article, use the link below:</i> https://ocfcpacourts.us/wp-content/uploads/2021/09/2.-Answers-to-your-questions-about-transgender-people-gender-identity-and-gender-expression.-new.pdf