

Child Development Primary Resources

Title, Date & Author	Brief Synopsis	Additional Notes
<p>Wotherspoon, E., Hawkins, E., & Gough, P. (2009). <i>Emotional trauma in infancy</i>. CECW Information Sheet #75E. Toronto, ON, Canada: University of Toronto Factor-Inwentash Faculty of Social Work. Retrieved [date] from www.cecwcepb.ca/DocsEng/InfantTrauma75E.pdf.</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 much useful information for judges, including a check list for an effective case plan. The article also addresses what is traumatizing to an infant, how trauma can impact self-regulation, and what are the effects of chronic stress or trauma on the child. The information is well organized and includes practical applications.</p>	<p>This is a good introduction to the subject for judges.</p>
<p>Putnam, F. W. (2006). The impact of trauma on child development. <i>Juvenile and Family Court Journal</i>, Winter 2006, 1-11.</p>	<p>This article is a concise and pragmatic summary of the effects of abuse and neglect and the most promising preventative strategies. 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). There is a well referenced summary of the negative 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 certain regions of the brain. Prevention is stressed as the best recommended action. There are 3 components of a prevention program: adequate nutrition, stimulating early environment, and 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>

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<p>National Scientific Council on the Developing Child. (2005) <i>Excessive stress disrupts the architecture of the developing brain: Working paper #3.</i> http://www.developingchild.net</p>	<p>This workgroup 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 past experience and the availability of a supportive adult. 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. 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 reaction. Policy implications include increasing informal and formal support services to parents, expert assistance, mental health identification (including maternal depression) and assessment of the child's developmental status.</p>	<p>The paper is evidence based and accessible to a layperson. It provides important information for a dependency judge and debunks popular misrepresentations.</p>

