

PROJECT P²ECE: PREPARING PARAPROFESSIONALS
FOR EARLY CHILDHOOD EDUCATION

ECE 238: Child Growth and Development

Bank of Resources

PREPARING PARAPROFESSIOANLS FOR EARLY CHILHDOOD EDUCATION

ECE 238: Bank of Resources



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An expert panel reviewed and adapted course competencies addressed in existing ECE-related certificate coursework and Associates of Arts programs in various community colleges in Colorado, by incorporating standard-based and evidence-based special education content and practices. After extensive review, the expert panel provided their recommendations for the **ECE 238: Child Growth and Development** course syllabus, course outline and resources, which were later collated as the **ECE 238: Recommended Syllabus & Bank of Resources** booklet. This booklet addresses all of the course competencies by providing relevant resources for ice breakers, readings, assignments/assessments, websites, and video clips.

We would like to acknowledge the ECE professionals who supported the development of this booklet through their input and guidance. We appreciate their invaluable assistance in reviewing the recommended syllabus for the ECE 238 course, and contributing resources to address each competency. We express our gratitude to the following members of the expert panel and community college faculty members:

- Sudy Opsahl, Colorado Department of Education
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We would also like to place on record our appreciation for the invaluable support rendered by the members of the ECE Statewide Community College Faculty Coalition for endorsing and helping the effort to make the recommendations a part of the statewide common core syllabus.

Introduction to the Bank of Resources

The following document provides a Bank of Resources (BoR) for instructors who are teaching the course *ECE 238 – Child Growth and Development* at the Colorado Community College.

What is BoR?

The BoR booklet provides a menu of teaching resources for instructors to use in their college teaching. The content is specifically designed to include evidence-based resources to prepare early childhood professionals for inclusive classrooms that serve *all* children, including those with identified disabilities.

Each BoR booklet focuses on particular course content and includes the following:

1. A syllabus template for instructors
2. A matrix with the resources, and
3. Appendix with examples of assignments

Developed through multiple iterations and field input, the matrix with resources is arranged in columns that include (a) Reading Materials, (b) Icebreakers and Assignments, (c) Websites, and (d) Videos. These resources are arranged in rows according to the competencies stated for each course in the Colorado Community College Common Course Numbering System (CCCNS).

Who can use BoR?

While the booklet was designed with Colorado Community College faculty who teach in early childhood programs in mind, the content can easily be used by instructors in other programs and by professional development providers who are seeking resources to enhance their teaching and professional development materials.

How do I use BoR?

We recommend that instructors print out the document and review the document prior to developing the course syllabus. Instructors can then select specific resources for their courses based on their individual course goals, course format, and student needs. Since the BoRs are presented by competencies, the instructors may need to align the resources with their course schedules. For example, instructors may decide that the competency C in the BoR relates to the topics for Units 3 and 7. Thus, when planning for Units 3 or 7, the instructors will review the resources provided in Competency C and select those that they want to include in their teaching.

ECE 238: Child Growth and Development

Recommended Syllabus & Bank of Resources

Recommended Syllabus

ECE 238 -Title: Child Growth and Development

Course Name (Long Title): Child Growth and Development

Min Credit: 3

Section:

Office:

Location:

Phone:

Day/Time:

Email:

Instructor:

Office Hours:

Min Credit: 3

Max Credit:

Origin Notes: RRCC

Notes: visions entered 11/20/10 LK

COURSE DESCRIPTION

Covers the growth and development of the child from conception through the elementary school years. Emphasizes physical, cognitive, language, social and emotional domains and the concept of the whole child as well as how adults can provide a supportive environment through teaming and collaboration. Ages addressed: prenatal through age 12.

COURSE COMPETENCIES/OBJECTIVES:

- A. Identify and critique evidence-based research as it relates to child development.
- B. Identify the biological and environmental factors associated with prenatal development, including heredity, environment and risk factors.
- C. Discover general knowledge about development in physical, cognitive, language, emotional and social domains from birth-12 years.
- D. Analyze the interrelatedness and interaction between child developmental domains and the biological, environmental, and sociocultural factors.
- E. Compare and analyze current and historical theories of development and their implications for working with children, including, but not limited to: Freud, Erikson, Piaget, Maslow, Bronfenbrenner, Vygotsky, Watson, Skinner, Bruner, and Gardener.
- F. Identify atypical development and individual special needs and describe early intervention services.
- G. Practice focused observation skills by developing a case study.
- H. Use a variety of ways to gather and utilize in-depth information in all domains of development, including strengths and interests, to plan supportive environments

TOPICAL OUTLINE

A. Research

- a. Scientific Method
- b. Correlation and Causation
- c. Ethics
- d. Current Trends
- e. Social and Cultural Issues

B. Theories

- a. Compare and Analyze Theories
 - i. Psychoanalytic
 - ii. Behaviorist
 - iii. Cognitive
 - iv. Sociocultural

- v. Epigenetic
- vi. Other
- b. Discuss Implications for Child Development

C. Prenatal Development and Birth

- a. Heredity and Biological Factors
- b. Environmental and Risk Factors

D. Developmental Domains and Milestones

- a. Infant Development
 - i. Identify major infant milestones in physical, social, emotional, cognitive & language domains
 - ii. Determine environmental, adult, and peer influences in optimum development
 - iii. Identify gross warning signs of atypical development
- b. Toddler Development
 - i. Identify major toddler milestones in physical, social, emotional, cognitive, & language domains
 - ii. Determine environmental, adult, and peer influences in optimum development
 - iii. Identify gross warning signs of atypical development
- c. Preschool Age Development
 - i. Identify major preschool milestones in physical, social, emotional, cognitive, & language domains
 - ii. Determine environmental, adult, and peer influences in optimum development
 - iii. Identify gross warning signs of atypical development
- d. School-Age Development
 - i. Identify major school-age milestones in physical, social, emotional, cognitive & language domains
 - ii. Determine environmental, adult, and peer influences in optimum development
 - iii. Identify gross warning signs of atypical development

E. Practice Focused Observation Skill Using a Variety of Methods

- a. Identify various observation methods
 - i. Formal vs. Informal
 - ii. Qualitative vs. Quantitative
 - iii. Specific Formats appropriate for gathering information on children's development
- b. Utilize observation to develop a case study

PARAPROFESSIONAL STANDARDS ADDRESSED

1. ECP1K1: Purpose of supports and services for young children with exceptional needs.
2. ECP1K6: Family systems and the role of families in early childhood education.
3. ECP1K7: Impact and contributions of culturally diverse groups on provision of services for young children in their early childhood settings.
4. ECP1S5: Access credible resources to extend and expand understanding of exceptional needs.
5. ECP2K1: Typical and atypical early childhood development.
6. ECP2K2: Physical, biological and environmental factors that affect early childhood development and learning in all domains including mental health.
7. ECP2K4: Young children develop and learn at varying rates.
8. ECP2K5: Impact of exceptionality and related care on development and learning of young children.
9. ECP3K1: Impact of cultural, social and physical environments on development and learning of young children in all developmental domains.
10. ECP3K2: Impact of a young child's ability, needs and characteristics on development and learning in all developmental domains.
11. ECP3S2: Use knowledge of individual young child's strengths and interests to encourage engagement in varied home and community activities.
12. ECP3S3: Implement levels of support appropriate to learning and social-emotional needs of young children with exceptional needs.
13. ECP4S1: Demonstrate proficiency in supporting skills in all domains.
14. ECP5K4: Identify the influence of culture on social interactions, values and beliefs of families, professionals and society.
15. ECP5K5: Identify ways to support learning environments that allow children and families to maintain and appreciate their own respective language and cultural heritage.
16. ECP6K1: Language and communication development in young children.
17. ECP6K3: Characteristics of one's own cultural use of language and how this may differ across cultures.
18. ECP6K4: Basic understanding of the importance of a young child's home language(s) in delivery of services.
19. ECP6K5: Implications of cultural differences in verbal and nonverbal communication between providers, young children, and families.
20. ECP6K6: Effects of cultural and linguistic differences on growth and development.
21. ECP6K7: Impact of language delays on cognitive, social emotional, behavior, adaptive, play, temperament, and learning needs.

- 22. ECP6S2: Support and reinforce the development of communication of young children.
- 23. ECP6S4: Collaborate with families and early childhood professionals in using strategies to enhance emergent literacy of young children.
- 24. ECP6S5: Support a young child’s maintenance and generalization of strategies for effective communication across environments.
- 25. ECP7K2: Roles and responsibilities related to early learning, early childhood and family support.

ASSIGNMENTS & ASSESMENT OF ASSIGNMENTS

Faculty will list the required assignments for this course and include rubrics, grading sheets, checklist, etc., that accompany each assignment. See [Bank of Resources](#) for suggestions.

- 1.
- 2.
- 3.

GRADING

In order to receive a course grade as indicated relative to the point distribution, all required activities and projects must be completed.

94-100 A	90-93 A-	87-89 B+
83-86 B	80-82 B-	75-79 C
74 and blow F		

COURSE OUTLINE

Faculty will list the schedule of topics/requirements in this area. See [Bank of Resources](#) for suggestions.

Week	Dates	Topics	Activities/Reading	Graded Assignment Due
1				
2				
3				
4				
5				

**ECE 238 BANK OF RESOURCES
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6				
7				
8				
9				
10				
11				
12				
13				

LOCATIONS OFFERED

Institution Name	Acronym
Arapahoe Community College	ACC
Community College of Aurora	CCA
Colorado Community College System	CCCS
Community College of Denver	CCD
Colorado Northwestern CC	CNCC
Front Range Community College	FRCC
Lamar Community College	LCC
Morgan Community College	MCC
Northeastern Junior College	NJC
Otero Junior College	OJC
Pueblo Community College	PCC
Pikes Peak Community College	PPCC
Red Rocks Community College	RRCC
Trinidad State Junior College	TSJC

SUDENT ETHICS & POLICY INFORMATION

Each community college must include policies regarding incomplete process, academic honesty, access, disability, communication, etc.

Bank of Resources

The following table outlines possible readings, ice breakers and assignments, websites, and video clips that can be used for each competency in the course.

Note: Some longer and more detailed assignments are hyperlinked and available in the Appendices.

Suggested Readings: Early Childhood Education Today by George Morrison

Competency A: Evidence-based practices in early childhood education			
Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>DEC Recommended Practices http://dec.membershipsoftware.org/files/RecommendedPractices/DEC2014RecommendedPractices.pdf</p> <p>The Issue and Why it Matters http://www.zerotothree.org/about-us/areas-of-expertise/zero-to-three-journal/32-4.pdf. [This is a Table of Contents of articles around evidence-based practices.]</p>	<p>Assignment A1: Watch <i>In Brief: The Science of Early Childhood Development</i> available at: http://www.youtube.com/watch?v=WO-CB2nsqTA&feature=player_detailpage and complete Assignment A1: InBrief: The Science of Early Childhood Development Guiding Questions.</p> <p>Assignment A2: Review the DEC Recommended Practices available at: http://dec.membershipsoftware.org/files/RecommendedPractices/DEC2014RecommendedPractices.pdf Complete Assignment A2:</p>	<p>Center on the Developing Child at Harvard University http://developingchild.harvard.edu</p> <p>The Virginia EI Professional Development Center www.eipd.vcu.edu</p> <p>Zero to Three Brain Map: www.zerotothree.org/child-development/brain-development</p> <p>Early Childhood Technical Assistance Center http://ectacenter.org/topics/evbased/evbased.asp</p> <p>DEC Recommended Practices http://www.dec-sped.org/recommendedpractices</p>	<p>InBrief: The Science of Early Childhood Development http://www.youtube.com/watch?v=WO-CB2nsqTA&feature=player_detailpage</p> <p>DEC Recommended Practices https://www.youtube.com/watch?v=KhqerY2e5mEC</p> <p>Promoting Healthy Brain Development: You Can Make a Difference https://www.youtube.com/watch?v=5EX9dMTsIXk</p>

	Putting the Recommended Practices Into Action	Pyramid Model Research http://www.pyramidmodel.org/pyramid-model-research.html	
Competency B: Application of theories to curriculum approaches			
Readings	Ice Breakers and Assignments	Websites	Video Clips
Jones, E. (2012). The emergence of emergent curriculum. <i>Young Children</i> , 67(2), 66. Retrieved from https://www.naeyc.org/yc/files/yc/file/201203/Heritage_v67n2_0312.pdf	Assignment B1: What systems influence your life?	Teaching Strategies: Creative Curriculum http://teachingstrategies.com/curriculum/ American Montessori Society: Introduction to Montessori http://amshq.org/Montessori-Education/Introduction-to-Montessori High/Scope http://www.highscope.org/ Roots of Early Childhood Education http://teacher.scholastic.com/products/roots.htm	Head Start Inclusion videos http://dept.washington.edu/hscenter/videos Virginia EO Professional Development center: Inclusion in Action www.youtube.com/watch?v=45DV6bGo-hk Why Waldorf? https://www.youtube.com/watch?v=tZmAX5adCl0 CNN Report on Reggio Emilia Early Childhood Schools https://www.youtube.com/watch?v=XVv5ZL9nlgs A Peak Inside a Montessori Classroom https://www.youtube.com/watch?v=S0HII7dmOzU

Competency C: Developmental milestones for children from birth through age eight years in each developmental domain

Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>School Readiness Through Play: http://www.beststart.org/OnTrack_English/pdf/OnTrack-Section4.pdf</p> <p>Down Syndrome: Developmental milestones: http://www.dsmig.org.uk/pdf/downs3.pdf</p>	<p>Ice Breaker C1: Observation of children in their natural environment. Do you see the stages of play that were discussed in the video?</p> <p>Assignment C2: Timeline of developmental milestones</p>	<p>Child Centers for Disease Control and Prevention: Developmental Milestones http://www.cdc.gov/ncbddd/actearly/milestones/</p> <p>Zero to Three Developmental Milestones www.zerotothree.org/child-development/early-development/developmental-milestones-from.html</p>	<p>Stages of Play http://www.youtube.com/watch?list=PLA59722E4DD1F48F1&feature=player_detailpage&v=nhF6E7zHqWI</p> <p>Child Development https://www.youtube.com/watch?list=PLA59722E4DD1F48F1&feature=player_detailpage&v=NLDqjgkZ5ts</p> <p>CDC Baby Steps: Learn the Signs, Act Early http://www.cdc.gov/CDCTV/BabySteps/</p>

Competency D: Best practices and state standards for health, safety, and nutrition for young children in early childhood setting

Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Promoting the Health, Safety, and Well-Being of Young Children With Disabilities and Developmental Delays: http://www.dec-</p>	<p>Assignment D1: Integrating Health and Fitness into the Young Child's Day</p> <p>Assignment D2: Create a menu for an early childhood program</p>	<p>Colorado Quality Standards for Early Childhood Care and Education Services http://www.cde.state.co.us/cpp/qualitystandards</p>	<p>TED Talk: Teach Every Child About Food by James Oliver https://www.youtube.com/watch?v=go_QOzc79Uc</p> <p>Healthy Food Choices: Snacks for</p>

<p>sped.org/papers</p> <p>Issue Brief: Connecting Child Health and School Readiness by The Colorado Trust available at: http://www.coloradotrust.org/attachments/0000/9356/IssueBrief_Bruner_Feb09_Final.pdf</p> <p>Feeding Problems Among Children with Disabilities and Other Access and Functional Needs http://www.nfsmi.org/DocumentDownload.aspx?id=3529</p>	<p>that includes USDA guidelines for nutrition.</p> <p>Assignment D3: Check the safety of an early childhood playground and report on it using the CO Quality Standards</p>	<p>Food Friends http://foodfriends.org</p> <p>NAEYC Health, Fitness, Nutrition, and Safety Resources http://www.naeyc.org/tyc/links/healthandfitness</p> <p>Get Moving Today! Activity Calendar http://www.healthychildcare.org/PDF/LetsMove%20CalendarENGLCalendarFULL.pdf</p> <p>Kitchen Activities for Preschoolers http://www.choosemyplate.gov/preschoolers/picky-eaters/kitchen-activities.html</p> <p>USDA Child Nutrition Program http://www.fns.usda.gov/cnd/care/cacfp/aboutcacfp.html</p> <p>Q&A Feeding children with special needs: http://www.abilitypath.org/health-daily-care/daily-care/feeding-and-meals/articles/feeding-children-with-special-needs.html</p> <p>Those important self help skills: http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=676</p>	<p>Toddlers http://www.youtube.com/watch?v=IRZnAKe5nV4</p> <p>Feeding matters www.feedingmatters.org/education/videos/educational-videos</p>
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Competency E: Developmentally and culturally appropriate practices for programs serving young children and the practical application to early childhood settings.

Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Making Sense of Developmentally and Culturally Appropriate Practice (DCAP) in Early Childhood Education: http://hepg.org/her-home/issues/harvard-educational-review-volume-69-issue-2/herbooknote/making-sense-of-developmentally-and-culturally-app</p>	<p>Ice Breaker EI: Create a resource list of ways to incorporate culture into the classroom...brainstorm with other classmates.</p> <p><u>Assignment E2: Developmentally Appropriate Practices</u></p>	<p>National Association for the Education of Young Children: Developmentally Appropriate Practices http://www.naeyc.org/DAP</p> <p>National Center for Cultural Competence http://nccc.georgetown.edu/</p> <p>The Colorado Center for Social Emotional Competence and Inclusion http://www.pyramidplus.org/</p> <p>National Association for the Education of Young Children: Quality Benchmarks for Cultural Competence Project http://www.naeyc.org/files/naeyc/file/policy/state/QBCC_Tool.pdf</p>	<p>Pyramid Model Overview https://www.youtube.com/watch?v=xYYOUtMHHJs</p>

Competency F: Early childhood and early childhood special education terminology

Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>People First Language: http://pages.towson.edu/cholmes/similarities/peoplefir</p>	<p><u>Ice Breaker F1: Acronym Ice Breaker</u></p>	<p>Special Education terminology glossary: http://www.inclusivechildcare.org/inc</p>	<p>People-First Language http://www.youtube.com/watch?v=QQOpKPxoyHs</p>

<p>st.pdf</p> <p>Acronyms, Dictionaries and Glossaries: http://ectacenter.org/portal/dictionaries.asp</p>	<p><u>Assignment F2: Peek into Early Childhood Education: Meet Billy Guiding Questions</u></p>	<p>lusion_glossary.cfm</p> <p>Council for Exceptional Children http://www.cec.sped.org/</p> <p>National Dissemination Center for Children With Disabilities – Disabilities http://nichcy.org/disability</p> <p>National Dissemination Center for Children With Disabilities – Key Terms to Know in Early Intervention http://nichcy.org/babies/keyterms</p> <p>People first language: http://www.disabilityisnatural.com/explore/people-first-language</p>	<p>Head Start Center for Inclusion http://www.youtube.com/watch?v=a0NAptuWZz4</p>
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Competency G: Building relationships with families and the local community

Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Assuring the Family’s Role on the Early Intervention Team www.nectac.org/~pdfs/pubs/assuring.pdf</p>	<p>Assignment G1: Community Resource presentation and directory. Each student will research one community resource and then present it to the class. All of the presentations will be put together in a directory for every student.</p>	<p>Parent Assistance Line www.pal.ua.edu/support/parentstyle/sdifferent.php</p> <p>Peak Parent Center http://www.peakparent.org/</p> <p>NAEYC Engaging Diverse Families http://www.naeyc.org/ecp/trainings/edf</p>	<p>Results Matter Video Library- Early Intervention http://www.cde.state.co.us/resultsmatter/rmvideoseriest_earlyintervention</p> <p>Reflections During the Final Home Visit http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/Final</p>

		Head Start Parent, Family, and Community Engagement Framework http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pfcef	Visit SA.asp Involving Families video https://www.youtube.com/watch?v=RTVLtIn29I0
Competency H: Bias-free attitudes and practices supporting diversity and inclusion in early childhood programs			
Readings	Ice Breakers and Assignments	Websites	Video Clips
DEC Position Statement on Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice available at: http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Position%20Statement%20Cultural%20and%20Linguistic%20Diversity.pdf	<u>Ice Breaker H1: Getting to Know You</u> <u>Assignment H2: Books that Honor Cultural Differences</u> <u>Assignment H3: Accommodating Children from Diverse Cultures and Children Who Are English Language Learners</u> Assignment H4: Student Autobiography. Reflect on any biases that they may have. Who are you and what do you believe?	Earlychildhood NEWS – Do You See What I See? Appreciating Diversity in Early Childhood Settings http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=147 Early Childhood News. http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=147	Supporting Cultural and Linguistic Diversity in Early Childhood http://www.youtube.com/watch?v=XWg-ZrV3wPk Supporting English Language Learners in the Preschool Classroom http://www.youtube.com/watch?v=09PrmLppQ1A Head Start Center on Inclusion http://depts.washington.edu/hscenter/videos

Competency I: Professionalism in Early Childhood Education: the NAEYC Code of Ethics; career options; professional oral and written communication; foundation of a personal electronic portfolio; work collaboratively as a team; and advocate for early childhood education.			
Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>DEC Member Code of Ethics http://www.dec-sped.org/papers</p> <p>NAEYC Code of Ethics http://www.naeyc.org/ethics</p>	<p><u>Ice Breaker I1: Common Chain</u></p> <p>Ice Breaker: I2: What values make you an early childhood professional? Why do you want to work in early childhood?</p> <p>Ice Breaker I3: Group work. You are a teacher, you are the director, you are a parent, you are a child. What are you looking for in an early childhood program?</p> <p><u>Assignment I4: NAEYC Standards</u></p> <p><u>Assignment I5: (Final Project) AABC Early Childhood Journal Reflection</u></p> <p><u>Assignment I6: Developing a Philosophy of Education</u></p> <p><u>Assignment I7: My Involvement in the Four</u></p>	<p>National Association for the Education of Young Children http://www.naeyc.org/</p> <p>NAEYC 2010 Standards for Initial Early Childhood Professional Preparation http://www.naeyc.org/ncate/files/ncate/Stdts_1pager.pdf</p>	<p>Top Ten Signs You're An Early Childhood Educator http://www.youtube.com/watch?v=QNdeX_5XPIM</p> <p>Early Childhood Educators are Professionals! http://www.youtube.com/watch?v=iSKcyEmOs54</p>

	<p><u>Dimensions of Professionalism</u></p> <p><u>Assignment I8: (Final Project) ABC Early Childhood Journal Reflection-Peer Evaluation Form</u></p>		
<p>Competency J: Colorado Child Care Licensing Rules and Regulations, Qualistar Rating System and NAEYC Accreditation requirements.</p>			
Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Commonly Asked Questions about Child Care Centers and the Americans with Disabilities Act http://www.ada.gov/childqanda.htm</p> <p>Child Care and Children with Special Needs: Almost Everything You Wanted to Know But Were Afraid to Ask http://www.spannj.org/publications/childcarepub.htm</p>	<p>Assignment J1: Visit a licensed facility (only) and a NAEYC Accredited program. Do you see any differences?</p> <p>Assignment J2: Complete the ECERS/ITERS checklist on your classroom.</p>	<p>Colorado Office of Early Childhood Child Care Licensing and Administration http://www.coloradoofficeofearlychildhood.com/#!child-care-licensing--administration/c5cf</p> <p>Educator licensing in Colorado: http://www.cde.state.co.us/cdeprof</p> <p>Qualistar Colorado http://www.qualistar.org</p> <p>Colorado Shines Quality Rating and Improvement System http://coloradoshines.force.com/ColoradoShines</p> <p>NAEYC Accreditation http://www.naeyc.org/accreditation</p>	<p>Qualistar Rating Program: www.youtube.com/watch?v=-JRC57SB6EU</p>

Competency K: Guidance techniques and classroom management strategies			
Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Teaching Pyramid Overview available at: http://csefel.vanderbilt.edu/resources/inftodd/mod4/4.7.pdf</p> <p>A Classroom-Wide Model of Promoting Social-Emotional Development and Addressing Challenging Behavior in Preschool Children available at: http://www.pyramidmodel.org/uploads/9/5/6/3/9563066/social_emotional_development_addressing_challenging_behavior_in_preschool_children.pdf</p> <p>Teaching Tools for Young Children – Routine Based Support Guide available at: http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc_updated_toc.html</p>	<p><u>Ice Breaker K1: Discuss Tom Hene Quote</u></p> <p><u>Assignment K1: Pyramid Overview</u></p> <p><u>Assignment K2: Practical Strategies for Teaching Social-Emotional Skills</u></p> <p><u>Assignment K3: Personal plan for guiding behavior</u></p>	<p>Center on the Social and Emotional Foundations for Early Learning http://csefel.vanderbilt.edu/</p> <p>Technical Assistance Center on Social Emotional Intervention http://www.challengingbehavior.org/</p>	<p>Practical Strategies for Teaching Social Emotional Skills http://csefel.vanderbilt.edu/resources/practical_%20strategies.html</p> <p>Pyramid Model Overview https://www.youtube.com/watch?v=xYYOUtMHHJs</p>

Selected Examples of Assignments

Competency A: Evidence-based practices in ECE

Assignment A1: InBrief: The Science of Early Childhood Development Guiding Questions

Watch **InBrief: The Science of Early Childhood Development** (link: <http://youtu.be/WO-CB2nsqTA>) and answer the following questions:

1. What does Dr. Jack P. Shonkoff mean by the “serve and return” nature of children’s interactions with adults? How do your interactions with young children impact their development?
2. How do the three levels of stress impact the developing brains of young children?
3. What can the teacher do to decrease the stress level in the classroom environment?

**Competency A: Evidence-based Practices in ECE
Assignment A2: Putting the DEC Recommended Practices into Action**

The Division for Early Childhood (DEC) has created a document of evidence-based practices in creating an inclusive early learning environment. The table below has a few of these recommended practices listed. In the blank column, brainstorm ways to apply these evidence-based practices. The full DEC Recommended Practices document is available at:
<http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf>

The first recommended practice is completed as a sample.

DEC Recommended Practices	Ideas for Applying These Practices
INS1. Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.	<ul style="list-style-type: none"> ● Family-teacher conferences ● Home visits ● Inviting parents to lesson planning time ● Encouraging parents to volunteer in the classroom
E6. Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains	
F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.	
TR2. Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.	
F3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances.	

Competency B: Application of theories to curriculum approaches.

Assignment B1: What systems influence your life?

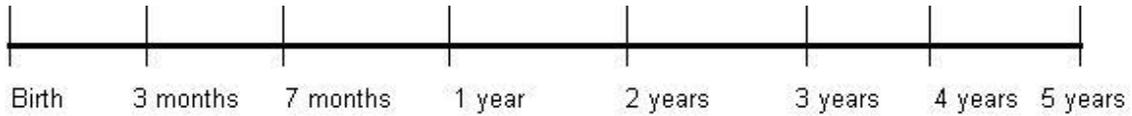
Bronfenbrenner’s bioecological perspective states that there are five systems that influence a child’s development. The table below outlines the name of these five systems and descriptions of each. In the blank column list how each of those systems influence your own life.

System Name	Description of Influence on a Child’s Development	How do these systems influence your life?
Microsystem	Immediate interpersonal connections such as family or school	
Mesosystem	Interrelationship between microsystems such as family-school partnerships	
Exosystem	Settings that affect development but the child is not an active participant such as an older sibling’s class or parent support network	
Macrosystem	Cultural values/beliefs such as neighborhood values	
Chronosystem	Policies, major life transitions, historical events, and environmental factors such as federal/state policies, landmark court cases, or civil rights movements	

Competency C: Developmental milestones for children from birth through age eight years in each developmental domain.

Assignment C2: Timeline of developmental milestones

Brainstorm the developmental milestones that occur at each age mentioned in the timeline below.



Competency D: Best practices and state standards for health, safety, and nutrition for young children in early childhood setting.

Assignment D1: Integrating Health and Fitness into the Young Child's Day

Below are some routines that may occur in a young child's day. Brainstorm as many ways as you can to integrate health and fitness into these routines.

Snack	Transitions
Large Group or Circle Time	Outdoor Play
Literacy/Story Time	Choice Play/Centers

Competency E: Culturally and developmentally appropriate practices
Assignment E2: Developmentally Appropriate Practices

Using *Developmentally Appropriate Practice in Early Childhood Programs* (3rd edition) by Carol Copple and Sue Bredekamp, find examples of how children with special needs are addressed.

Infants and Toddlers

Appropriate Practices	Inappropriate Practices

3- to 5-Years-Olds

Appropriate Practices	Inappropriate Practices

6- to 8-Years-Olds

Appropriate Practices	Inappropriate Practices

**Competency F: ECE and ECSE terminology
Ice Breaker F1: Acronym Ice Breaker**

Acronym Ice Breaker

Professionals in the field of early childhood special education use many acronyms. Take three minutes to expand on as many as acronyms as possible.

ASL	CEC	IDEA	ECE
ECSE	EI	ELL	ESL
FAPE	GE	GT	IEP
IFSP	LRE	OT	PT
PBS/PBiS	RtI	SE	SLP

ANSWER SHEET ON THE NEXT PAGE →

Acronym Ice Breaker – Answer Sheet

<p>ASL American Sign Language</p>	<p>CEC Counsel for Exceptional Children</p>	<p>IDEA Individuals with Disabilities Education Act</p>	<p>ECE Early Childhood Education (Educator)</p>
<p>ECSE Early Childhood Special Education (Educator)</p>	<p>EI Early Intervention</p>	<p>ELL English Language Learner</p>	<p>ESL English as a Second Language</p>
<p>FAPE Free and Appropriate Public Education</p>	<p>GE General Education</p>	<p>GT Gifted and Talented</p>	<p>IEP Individualized Education Program</p>
<p>IFSP Individualized Family Service Plan</p>	<p>LRE Least Restrictive Environment</p>	<p>OT Occupational Therapist</p>	<p>PT Physical Therapist</p>
<p>PBS/PBiS Positive Behavior (Interventions) Supports</p>	<p>RtI Response to Intervention</p>	<p>SE Special Education</p>	<p>SLP Speech/Language Pathologist (Speech Therapist)</p>

Competency H: Bias-free attitudes and practices supporting diversity and inclusion
Icebreaker H1: Getting to Know You

Getting To Know You

Goal: To learn about each other.

Instructions: Divide the learners into small groups. Provide each group a large sheet of flip chart paper and markers. Have them to draw a large flower with a center and a number of petals equaling the number of learners in your group. Through discussion with their group members, have participants find their similarities and differences. They should fill in the center of the flower with something they all have in common. Each member should then fill in his or her petal with something about them that is unique - unlike any other member in their group. Students should be instructed that they cannot use physical attributes such as hair color, weight etc. This encourages them to have more meaningful discussions with their group members. They should be encouraged to be creative in their ideas and drawings. After the small group activity, have each group share the similarities and differences with the class.

Competency H: Bias-free attitudes and practices supporting diversity and inclusion

Assignment H2: Books that Honor Cultural Differences

Search for several age-appropriate books for young children that honor cultural differences and/or celebrate diversity, and list them below.

Book Title and Author: _____
Why would you use this book?

Book Title and Author: _____
Why would you use this book?

Book Title and Author: _____
Why would you use this book?

Competency H: Bias-free attitudes and practices supporting diversity and inclusion

Assignment H3: Accommodating Children from Diverse Cultures and Children Who Are English Language Learners

Accommodating Children from Different Cultures and Children Who Are English Language Learners

Watch **Supporting Cultural and Linguistic Diversity in Early Childhood** (link: <http://youtu.be/XWg-ZrV3wPk>), and then choose three areas of a typical preschool classroom and list how you might adapt these areas (e.g., pretend play area, library, math center, science center, art area, etc.) to accommodate children from different cultures.

Area 1:

Area 2:

Area 3:

Competency I: Professionalism in Early Childhood Education
Icebreaker I1: Common Chain

Common Chain

Share that the facilitator will provide an introduction; and as soon as one of the participants hear something said by the facilitator that they have in common, the participant should stand up and link arms with the facilitator. The participant who has linked arm with the facilitator will provide an introduction, starting with the thing that the participant has in common with the facilitator. As soon as other participants hear something they have in common with the speaker, one of the participants will get up and extend the chain by linking arms with the speaker. The chain will continue in this manner until all participants are linked.

Competency I: Professionalism in Early Childhood Education
Assignment I4: NAEYC Standards

1. Write two well-written sentences in your own words describing your beliefs about the six NAEYC standards from Chapter 1 in *Early Childhood Education Today* (10th edition) by George Morrison. If you are currently working in the field, then you should have an idea about these six goals and how they pertain to the field. If you are not working in the field, format your sentences to show what you would like to see from a teacher, child care worker, or educator working with children. You may want to begin your first sentence with, “I believe...”
 - a. NAEYC Standard #1 – Promoting Child Development and Learning
 - i.
 - ii.
 - b. NAEYC Standard #2 – Building Family and Community Relationships
 - i.
 - ii.
 - c. NAEYC Standard #3 – Observing, Documenting, and Assessing to Support Young Children and Families
 - i.
 - ii.
 - d. NAEYC Standard #4 – Using Developmentally Effective Approaches to Connect with Children and Families
 - i.
 - ii.
 - e. NAEYC Standard #5 – Using Content knowledge to Build Meaningful Curriculum
 - i.
 - ii.
 - f. NAEYC Standard #6 – Becoming a Professional
 - i.
 - ii.
2. Pick one of the sentences and make it your topic sentence for a four- to seven-sentence paragraph demonstrating your understanding of one of the NAEYC’s goals. Your paragraph should be written in the first person, contain a well-written topic sentence and provide supporting details. _____

Competency I: Professionalism in Early Childhood Education
Assignment I5: (Final Project): AABC Early Childhood Journal Reflection

ABC Early Childhood Journal Reflection

Some suggestions:

1. Preview a variety of ABC books.
2. Must see evidence of:
 - Textbook reading.
 - Your own prior knowledge.
 - Class discussions.
 - Class assignments.
3. Student work, if possible.
4. Each letter should contain 1-2 responses.
5. Start the project now for the ABC checks and pace yourself through the semester.
6. Use the verbs from Bloom's taxonomy.
7. Date of the class should be documented after each entry.
8. Chapter reference should be documented after each entry.
9. Be creative and reflective.
10. NO DEFINITIONS.

Review:

1. 26 letters.
2. 1-2 reactions/reflections to text, lectures, class review sheets, and discussions.
3. Well-written meaningful paragraphs that demonstrate higher level thinking.
4. All reactions/reflections should list chapter and date.
5. No definitions.

Peer review will be scheduled during class time.

Competency I: Professionalism in Early Childhood Education
Assignment I6: Developing a Philosophy of Education

Developing a Philosophy of Education

Finish the following statements:

1. I believe the purpose of education is...
2. I believe that children learn best when...
3. The curriculum of any classroom should include certain “basics” that contribute to...
4. These basics are...
5. Children learn best in an environment that promotes...
6. Features of a good learning environment are...
7. All children have certain needs that must be met if they are to grow and learn at their best.
Some of these basic needs are...
8. I would meet these needs by...
9. Qualities that are important for teachers to have are...

Source: *Early Childhood Education Today* (10th edition), George Morrison, Chapter 1, page 12.

Competency I: Professionalism in Early Childhood Education
Assignment 17: My Involvement in the Four Dimensions of Professionalism

My Involvement in the Four Dimensions of Professionalism

Write a six-paragraph paper about your involvement with the four dimensions of professionalism. Do not list the information that is in our textbook. Instead, read about the dimensions in Chapter 1 and think about your own personal characteristics, educational attainment, professional practice and public presentation that you would like to describe in your paper. Be very specific about your involvement in your paper.

Your paper should follow the following format:

Paragraph 1 – Introduction

Paragraph 2 – Personal characteristics

Paragraph 3 – Educational attainment

Paragraph 4 – Professional practice

Paragraph 5 – Public presentation

Paragraph 6 – Closing

Source: *Early Childhood Education Today* (10th edition), George Morrison, Chapter 1

Competency I: Professionalism in Early Childhood Education
Assignment I8: (Final Project): ABC Early Childhood Journal Reflection-Peer Evaluation Form

ABC EARLY CHILDHOOD JOURNAL REFLECTION – PEER EVALUATION FORM

Writer's Name _____

Evaluator _____

Question	Yes	No
1. Would someone outside of ECE 101 understand the content? • Why or why not? (<i>please answer in the space provided</i>)	<input type="radio"/>	<input type="radio"/>
2. Does the paragraph capture my interest? • Why or why not? (<i>please answer in the space provided</i>)	<input type="radio"/>	<input type="radio"/>
3. Does the paragraph tell me something new or interesting about what has been learned in ECE 101?	<input type="radio"/>	<input type="radio"/>
4. Is the paragraph well-organized?	<input type="radio"/>	<input type="radio"/>

5. After reading the paragraph, write a question for the writer. Ask a question about the paragraph written for the ABC book. (This question is for reflection only; the writer does not need to respond to the question).

6. In this piece, I like how the writer:

7. The writer could make this work better by:

Competency K: Guidance strategies, techniques and classroom management
Ice Breaker K1: Discuss Tom Herne Quote

Tom Herne Quote

If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to add, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to behave, we... punish? ...teach?
Why can't we finish the last sentence as automatically as we do the others?

—Tom Herne, 1998

Discussion Questions

What do you think about this quote? Do you agree or disagree with it?

What can we do to promote teaching over punishing?

Competency K: Guidance strategies, techniques and classroom management
Assignment K3: Practical Strategies for Teaching Social Emotional Skills

Watch **Practical Strategies for Teaching Social Emotional Skills** (link: http://csefel.vanderbilt.edu/resources/practical_%20strategies.html) and choose two activities you saw in the video that you could use to teach social-emotional skills to young children. Write two paragraphs for each activity. Include a description of the activity, why you chose it and what specific skill the activity teaches (e.g., sharing, recognizing feelings, calming down, etc.).

Activity #1:

Activity #2:

Competency K: Guidance strategies, techniques and classroom management
Assessment K4: Personal Plan for Guiding Behavior

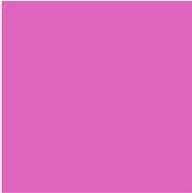
Develop your own plan for guiding children's behavior in your classroom. Include the following:

- “My core beliefs about guiding children's behavior are...”
- “I want my children to demonstrate these essential behaviors...”
- “The five most essential methods I can use to guide children's behavior are...”

General Icebreakers and Assignments

Icebreaker: Music Bands

Instruct participants to take five minutes to name the music bands the pictures represent.

1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 
9. 	10. 	11. 	12. 
13. 	14. 	15. $17 + 24 =$	16. 
17. 	18. 	19. 	20. 

ANSWER SHEET ON THE NEXT PAGE →

Icebreaker Activity Answers

1. Maroon 5
2. The Beatles
3. The Doors
4. Queen
5. KISS
6. Smashing Pumpkins
7. Pink
8. U2
9. Green Day
10. Black Eyed Peas
11. 50 Cent
12. Eminem
13. Madonna
14. Poison
15. Sum 41
16. Beach Boys
17. Whitesnake
18. Prince
19. Police
20. Meatloaf

Reflection Exercise

Topic Summary

Name _____ Date _____

Three things I learned today:

Two things I heard today:

One thing I would like to learn more about that is related to today's topic: