THE NATIONAL HISPANIC UNIVERSITY

<table>
<thead>
<tr>
<th>Department</th>
<th>Child Development, Early Childhood Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>ECE 214 – Understanding Children’s Behavior: Socio-Emotional Guidance</td>
</tr>
<tr>
<td>Total Units</td>
<td>3 Lecture Units</td>
</tr>
<tr>
<td>Semester</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ECE 101 and ECE 103</td>
</tr>
<tr>
<td>Days/Times</td>
<td>Saturday, January 30 – May 22, 2010 / 9:00 AM – 11:45 AM</td>
</tr>
<tr>
<td>Co-Learner</td>
<td>Shaun-Adrian F. Choflá</td>
</tr>
<tr>
<td>Phone</td>
<td>(916) 224-6787</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:schofla@nhu.edu">schofla@nhu.edu</a></td>
</tr>
</tbody>
</table>

OFFICIAL CATALOG DESCRIPTION

Introduction to theory and application of early childhood guidance techniques and classroom management. This course offers an overview of guidance theories that focus on pro-social behavior by considering the child’s developmental level as well as family and cultural contexts when planning environments and activities for young children.

REQUIRED COURSE READER

For this course all reading assignments, handouts and supplemental reading will be found in the ECE 214 course reader. I expect that you will have the course reader in your possession so you can complete the required reading due Saturday, February 6. The course reader can be purchased at the NHU bookstore.

CHILD DEVELOPMENT PROGRAM LEARNING OUTCOMES

- Interpret and implement authentic assessment strategies in order to improve learning, modify practices, and make curricular decisions.

UNIVERSITY STUDENT LEARNING OUTCOMES

- Critical thinking: Think critically, independently, and creatively to evaluate, organize, solve problems, and make decisions.
- Information Literacy: Locate, access, analyze, and utilize information that facilitates learning and critical inquiry and to adhere to the standards of academic honesty in their use of that information.

OFFICIAL COURSE OBJECTIVES
- Understand genetic, environmental, and cultural factors that impact the behavior of children, including family stressors, child temperament, violence, and special needs.
- Explain and implement relationship-based interventions and prevention strategies such as socio-emotional guidance, classroom management, and relaxation exercises.
- Analyze children’s socio-emotional regulation skills in light of the roles both curriculum and teacher beliefs can play in contributing to and preventing challenging behavior in the classroom.

**GUIDING QUOTES**

Communicative Elements of Problem Behavior: “When ‘problem behaviors’ occur with a child in our care it is critical to understand that their behavior (no matter how unsettling the presentation) is communication…their message is something we should pay attention to and authentically reflect upon, leading us to ask ourselves, “what is this child communicating?” (Shaun-Adrian F. Choflá)

Philosophy: “The chief source of the ‘problem of discipline’ in schools is that…a premium is put on a physical quietude; on silence, on rigid uniformity of posture and movement; upon a machine-like stimulation of the attitudes of intelligent interest. The teachers’ business is to hold the pupils up to these requirements and to punish the inevitable deviations, which occur.” (John Dewey)

Environment: “The environment has an amazing impact on most children’s behavior. Early educators have seen dramatic results after closely examining their environment for elements contributing to problem behavior and then simply making appropriate adjustments. Changing the environment can often prevent [problem behaviors] from occurring in the first place.” (Linda & Tom Brault)

Authentic Relationship: “When teachers are encouraged to get in touch with both their own childhood feelings and the feelings of children, they are able to evaluate potential activities in this light. Empathic teaching requires practice in being in touch with (1) one’s own remembered feelings from children, (2) one’s adult feelings, and (3) the feelings of the children in one’s care…[with this said], teachers are encouraged to understand that not all childhoods are alike.” (Betty Jones)

Conflict & Problem Solving: Supporting children in collaboratively solving their own problems is participatory, democratic community building in its truest form and a skill that all children and adults need in life. “Children must learn that a certain amount of conflict is life is natural. Our job is to give [children] experiences and help them develop skills to handle conflict in socially appropriate ways…Many children are denied the opportunity to learn problem-solving skills because of adults who believe that young children are not capable of solving their own problems”(Judith Anne Rice). As my mentor Dr. Olga Winbush often says: “Give it back to [the] kids!”

**CLASS PARTICIPATION**

This is an interactive class, thus class participation is an essential component to our learning journey. *Your voice is needed, wanted, valued and critical to our collaborative learning journey.* The more you allow yourself to take risks in your participation, the more you (and those around you) will gain from the class. The environment in this class should be one of safety; therefore it is important to respect one another’s thoughts, ideas,
and feelings, and to listen with an engaged and caring ear. In your dyad and small group discussions, it is important to listen to the ideas of others, share your own ideas, and try not to dominate discussions. It is very easy to get excited and silence those around you in the process. Remember, everyone has something valid and meaningful to share and it is important to respect and honor that process within yourself and the learning processes of others.

In a class where there is more participation, you will likely experience moments of disequilibrium. These moments of disequilibrium can be very challenging and they can create tensions and conflicts within us and within our interactions with others. Disequilibrium though is a positive aspect to our development, because out of disequilibrium comes real learning. As John Dewey wrote, “Conflict is the gadfly of thought. It stirs us to observation and memory. It instigates to invention. It shocks us out of sheep-like passivity, and sets us at noting and contriving.” To this end, it is important for us all to take risks in order to effectively grow and become fully empowered educators and practitioners who are able to support the development of children, families, and their communities in ways that are validating and transformative. It is also important to negotiate our spaces of disequilibrium with respect and care towards others. We must adhere to standards of confidentiality regarding information shared by classmates and instructors during class discussions at all times. As students enrolled in this class, you are expected to conduct yourselves in a manner compatible with the University’s function as an educational institution. Behavior that is disruptive and/or interferes with the educational process is disrespectful of the rights of others and is not acceptable.

**STUDENT LEARNING & COMMUNITY GOALS**

The experience we have as a class takes place in the context of a learning community. Building a learning community is essential to the learning process and it is an integral part of progressive education. It is within a learning community that true democracy evolves and flourishes; democracy that is both transformative and participatory. Thus the ways in which we construct our classroom community and the learning that takes place for us within our community is a key component to the educational process as a whole.

We are all learners and as learners we all have a responsibility. Our responsibility in this process is two-fold: (1) to examine our own learning process as it reflects on our personal growth as a learner and (2) to examine our learning process as part of a community of learners and the ways in which it speaks to our personal growth and of the learning community as a whole. To this end it is important to consider the following as part of our individual responsibility within this community of learners:

- Be a critical and reflective thinker
- Ask questions
- Take risks
- Speak from your own experience
- Listen respectfully
- Critically reflect on your process and course content
- Be willing to experience disequilibrium and have commitment to getting through it
- Thoughtfully hear and engage in the experiences of others
- Be willing to learn from others
- Be willing to enter into a relationship of learning with others in the class in order to build a strong community of learners
- Contribute to discussions
- Be prepared for class by doing the assignments
- Explore your life and your own development
- Take more risks that you did in the last course you attended
- Be willing to be changed by what you learn
- Use what you are learning

Reflect on these above items and where you see yourself in each of them; which ones are an integral part of you already and which ones you feel need to be strengthened. Write down at least (5) specific and attainable goals for yourself and commit to working on these areas throughout this course. Include your reasons for choosing these five goals.

In doing this, together we will build a democratic learning community that is transformative and which speaks to all of us as learners.

---

**ATTENDANCE**

Throughout this course we will be developing a learning community. Attendance and participation from everyone is essential to the success of this course. If you are unable to attend a class - it is my expectation that you will call me to inform me that you will be absent, and how (and when) you will be turning in your assigned homework.

If you miss class, assignments must be handed in person, emailed, or faxed to me, unless some other arrangement has been made. It is your responsibility to acquire the homework assignments, as well as turn in all written work in a timely manner. At NHU, if you miss more than two weekend class sessions, you may be dropped from the course, or your grade will be adversely impacted. All students must be in attendance on the first and last day of this course. Exceptions will only be made when pre-approved by the Early Childhood Education Program Coordinator.

*Due to the fact that class participation and in-class assignments account (30%) of the grade in this course, missing more than two classes, OR being tardy/leaving early more than four times will result in you being dropped from the course. The only exception will be provided to those who have received approval from the Early Childhood Education Program Coordinator or Liberal Studies Department Chair.*

---

**ACADEMIC INTEGRITY**

Academic dishonesty (i.e., cheating, forgery, and plagiarism) depreciates the learning experience. It is fundamental that students contribute to the ideal of academic integrity and accept individual responsibility for their work. Evidence of academic dishonesty will result in you being dropped from the course and possibly the degree program.
COURSE GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>%</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Course Reflection</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Multiple Intelligences Concept Reflection Assignments</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Critical Assignment: Observation Assignments (22.5 points per assignment)</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>Final Group Project: Creating a New CD Center (Participation)</td>
<td>13</td>
<td>130</td>
</tr>
<tr>
<td>Final Group Project: Creating a New CD Center (Presentation)</td>
<td>12</td>
<td>120</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>30</td>
<td>300</td>
</tr>
<tr>
<td>Critical Assignment: Child Observation Summary &amp; Functional Behavior Assessment</td>
<td>21</td>
<td>210</td>
</tr>
</tbody>
</table>

LETTER GRADE CRITERIA

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade</th>
<th>Grade Point</th>
<th>Category</th>
<th>Letter Grade</th>
<th>Grade</th>
<th>Grade Point</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>4.0</td>
<td>Excellent</td>
<td>C</td>
<td>75-76%</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
<td>3.75</td>
<td>Excellent</td>
<td>C-</td>
<td>70-74%</td>
<td>1.75</td>
<td>Average</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.35</td>
<td>Above Average</td>
<td>D+</td>
<td>67-69%</td>
<td>1.35</td>
<td>Below Average</td>
</tr>
<tr>
<td>B</td>
<td>85-86%</td>
<td>3.0</td>
<td>Above Average</td>
<td>D</td>
<td>64-66%</td>
<td>1.0</td>
<td>Below Average</td>
</tr>
<tr>
<td>B-</td>
<td>80-84%</td>
<td>2.75</td>
<td>Above Average</td>
<td>D-</td>
<td>60-63%</td>
<td>0.75</td>
<td>Below Average</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>2.35</td>
<td>Average</td>
<td>F</td>
<td>less than 60%</td>
<td>0</td>
<td>Failing</td>
</tr>
</tbody>
</table>

Student will be assigned letter grades based on the following criteria. All course assignments will be assessed using the scoring rubrics starting on page 20 of this course syllabus.

A = 90% - 100% (EXCELLENT)
- Prepares thorough and exceptional assignments, handouts, visuals, etc.
- Completes all assigned readings and summaries as assigned
- Completes all assignments on-time
- Participates in all group in-class exercises; takes leadership role
- Demonstrates work beyond the minimum requirements
- Assignments show extra effort
- On-time and no unexcused absences

B = 80% - 89% (ABOVE AVERAGE)
- Prepares assignments, handouts, visuals above minimum standards
- Completes all assigned readings and summaries
- Completes all assignments on-time
• Participates in class group exercises  
• On-time and no unexcused absences  

**C = 70% - 79% (AVERAGE)**  
• Prepares satisfactory assignments  
• Turns in assignments with minimal effort or misses an assignment  
• Regular attendance  
• Participates in class oral and group exercises  

**D = 60% - 69% (BELOW AVERAGE) – NOT ACCEPTABLE**

---

**WEEKLY SCHEDULE**

**Week 1: Saturday, January 30, 2010**  
**Written assignment due today (in class):** Complete the “A Little About You” handout and place it into your student folder before you leave today.

**Week 2: Saturday, February 6, 2010**  
**Reading due today:** Section 1 of your course reader

**Week 3: Saturday, February 13, 2010**  
**Reading due today:** Section 2 (A) of your course reader

**Week 4: Saturday, February 20, 2010**  
**Child observation due today:** Child Observation A (see page 10)

**Week 5: Saturday, February 27, 2010**  
**Reading due today:** Section 2 (B) of your course reader

**Week 6: Saturday, March 6, 2010**  
**Reading due today:** Section 3 (A) of course reader  
**Child observation due today:** Child Observation B (see page 10)

**Week 7: Saturday, March 13, 2010**  
**Reading due today:** Section 3 (B) of course reader

**Week 8: Saturday, March 20, 2010**  
**Reading due today:** Section 4 (A) of course reader  
**Child observation due today:** Child Observation C (see page 11)

**Week 9: Saturday, March 27, 2010**  
**NO CLASS TODAY: SPRING BREAK**

**Week 10: Saturday, April 3, 2010**  
**Reading due today:** Section 4 (B) of course reader
**Week 11:** Saturday, April 10, 2010  
**Reading due today:** Section 5 (A) of course reader  
**Child observation due today:** Child Observation D (see page 12)

**Week 12:** Saturday, April 17, 2010  
**Reading due today:** Section 5 (B) of course reader

**Week 13:** Saturday, April 24, 2010  
**Written assignment due today:** Observation Summary and Functional Behavior Assessment (be prepared to share your assignment with others for peer feedback)

**Week 14:** Saturday, May 1, 2010  
No homework due 😊

**Week 15:** Saturday, May 8, 2010  
**Reading due today:** None  
**Written assignment due today:** Observation Summary and Functional Behavior Assessment (Final)  
**Final Presentations (Groups A):** Small Group Final Project (one copy per small group).

**Week 16:** Saturday, May 15, 2010  
**NO CLASS TODAY: STUDY WEEK**

**Week 17:** Saturday, May 22, 2010  
**Written assignments due today:** Final Course Reflection  
**Final Presentations (Groups B):** Small Group Final Project (one copy per small group).

**WRITTEN PAPER GUIDELINES**

How we as educational professionals present ourselves in person and in paper is critical to our personal success, as well as maintaining a high level of professionalism within the greater field of child development and early childhood education. Though we often use paint, crayons, play dough, and glitter in our daily “work,” when we write professionally it must be held to a different standard.

All written assignments in this course must be bound with a staple, typewritten, and double-spaced. The font should be Arial, Times, or Times New Roman, and the font size should be 12. All assignments must include a title page following the model on page 18.

**MULTIPLE INTELLIGENCES CONCEPT REFLECTIONS**

According to Gardner’s theory of “multiple intelligences” there are eight different ways to demonstrate intellectual ability: 1) Verbal-Linguistic; 2) Logical-Mathematical; 3) Visual-Spatial; 4) Musical-Rhythmic; 5) Bodily-Kinesthetic; 6) Naturalistic; 7) Interpersonal, 8) Intrapersonal. Throughout this course you will be reflecting on various course concepts through activities designed to illustrate these “multiple intelligences.”
Some of the assignments will more challenging or less exciting for you due to your own learning styles and multiple intelligences. As a learner, it is recommended that you pay attention to which modalities are more comfortable for you, as this may indicate your own range of multiple intelligences. In order to be an effective teacher we need to pay attention to the types of learners in our classrooms and adapt to the wide range of learning styles that one classroom will always represent. A good starting point is to understand our own learning styles so that we can appreciate the learning styles of others.

**Linguistic Learner**
- **likes to:** read, write and tell stories.
- **is good at:** memorizing names, places, dates and trivia.
- **learns best by:** saying, hearing and seeing words.

**Logical/Mathematical Learner**
- **likes to:** do experiments, figure things out, work with numbers, ask questions and explore patterns and relationships.
- **is good at:** math, reasoning, logic and problem solving
- **learns best by:** categorizing, classifying and working with abstract patterns/relationships.

**Spatial Learner**
- **likes to:** draw, build, design and create things, daydream, look at pictures/slides, watch movies and play with machines
- **is good at:** imagining things, sensing changes, mazes/puzzles and reading maps, charts.
- **learns best by:** visualizing, dreaming, using the mind's eye and working with colors/pictures.

**Musical Learner**
- **likes to:** sing, hum tunes, listen to music, play an instrument and respond to music
- **is good at:** picking up sounds, remembering melodies, noticing pitches/rhythms and keeping time
- **learns best by:** rhythm, melody and music

**Bodily/Kinesthetic Learner**
- **likes to:** move around, touch and talk and use body language.
- **is good at:** physical activities (sports/dance/acting) and crafts.
- **learns best by:** touching, moving, interacting with space and processing knowledge through bodily sensations

**Naturalistic Learner**
- **likes to:** be outside, with animals, geography, and weather; interacting with the surroundings.
- **is good at:** categorizing, organizing a living area, planning a trip, preservation, and conservation.
- **learns best by:** studying natural phenomenon, in a natural setting, learning about how things work

**Interpersonal Learner**
- **likes to:** have lots of friends, talk to people and join groups.
• is good at: understanding people, leading others, organizing, communicating, manipulating and mediating conflicts.
• learns best by: sharing, comparing, relating, cooperating and interviewing

Intrapersonal Learner
• likes to: work alone and pursue own interests.
• is good at: understanding self, focusing inward on feelings/dreams, following instincts, pursuing interests/goals and being original.
• learns best by: working alone, individualized projects, self-paced instruction and having own space

CHILD OBSERVATIONS

- Observation A Due: Saturday, February 20, 2010
- Observation B Due: Saturday, March 6, 2010
- Observation C Due: Saturday, March 20, 2010
- Observation D Due: Saturday, April 10, 2010

One cannot successfully understand a child’s growth and development much less offer potential solutions without purposive observation and ongoing reflection. Thus, observation is a critical component of being an effective teacher, childcare provider, parent, or clinician (e.g., psychologist, speech therapist, behaviorist, interventionist).

The following (4) observation assignments were specifically designed to support “Portfolio Assignment: Observation Summary & Functional Behavioral Assessment” (see page 12 of course syllabus). For each of the (4) child observations you are to observe the same child for all four observations. The child must be between the ages of three and seven years of age and it is critical to the success of your project that the child is considered “difficult” by staff, due to the presence of problem behaviors (e.g., vocal protests, aggression, self-injurious behaviors, elopement, etc.). You can observe the child in one or more of the following locations: school setting, after-school program, preschool, home day care, and child development center. Please talk with the instructor if you would like to observe the child in the child’s home. Finally, the child you observe cannot be your own child, or your sibling, but can be a member of your extended family, as long as the criterion above is met.

Observation A:
Observe a child in a child development/early childhood center who is considered “challenging” by staff. The observation should be scheduled a time when problem behaviors typically occur. Your observation should be between 60-120 minutes. Following the written assignment guidelines on page 7 of the syllabus, respond in writing to the following questions. It is assumed that you will use some if not all of what you write in your critical assignment paper.

1. Child’s first name (assign a pseudo name for the child – do not use a child’s real first name even if you have legal permission from their guardian, or the child is related to you)
2. Child’s birthday and/or age
3. Child’s grade in school
4. Location the child was observed  
   a. Do not include the name of the center rather the type of facility (e.g., home day care, preschool).

5. Background:  
   a. What do we know about the child’s background, in terms of ability, cultural & ethnic heritage, family life, and their school experience?

6. Acculturative stress:  
   a. How much does this child’s home culture seem to differ from the dominant culture? Are there signs of acculturative stress? Does the environment support and embrace this child’s multitude of cultures? Is there evidence of a Tri-Literacy Model in the environment or curricula?

7. Complete ABC data for all instances of any problem behavior that occur during the observation.

8. Using language that is descriptive and objective, respond to the following questions:  
   a. Why did you choose to observe this particular child? What about this child intrigued you?
   b. Why do caregivers classify this child as “challenging?” Remember, this is a requirement of the assignment so if they do not, you need to observe another child.
   c. Based on your observation (not on what other’s have told you) what are the possible messages this child is sending through the use of behavior excesses (problem behavior)? In other words, if the problem behavior could talk what would it be saying for the child (e.g., “I want to be alone,” “I don’t want to do this,” “I need help,” “I am frustrated” etc.)?
   d. What child developmental domains might this child need support?
      i. For a review of child developmental domains see Handout 3 in the “Supplemental” reading section of your course reader.

Observation B:  
Observe the same child at a particular time or during a specific activity that problem behavior are likely to occur. It is crucial to the success of your assignment that you are able to observe problem behaviors. During your observation pay extra attention to how the child might be impacted by changes in the environment (e.g., noise, transition, crowds, light, peers, adults). Are there potential environmental causes to problem behaviors? Your observation should be between 60-120 minutes. Following the written assignment guidelines on page 7 of the syllabus, respond in writing to the following questions. It is assumed that you will use some if not all of what you write in your final observation summary paper.

1. Location the child was observed  
   a. Do not include the name of the center rather the type of facility (e.g., home day care, preschool).

2. At what time and/or during what activity did the problem behavior occur?

3. Complete ABC data for all instances of any problem behavior that occur.

4. Using language that is descriptive and objective, respond to the following questions:  
   a. What changes to the environment occurred prior, immediately before, during, and immediately following the problem behavior? Is there a consistent pattern so far?
b. Based on your own personal observations, what are the possible messages this child is sending through the use of problem behavior? Have your thoughts changed since your last visit? If so, why?
c. What multiple intelligences, personal preferences, and learning styles were illustrated during this observation?

5. What type of high level (“big picture”) changes could be made to the learning environment or curriculum to support this child?

6. What skills does this child need to be taught that could make the problem behaviors unnecessary? For example, if a child’s aggression is (possibly) communicating, “get away from me” or “I want to be alone right now,” what socially appropriate skill could you teach the child that accomplishes the same goal?

7. After your observation, select one problem behavior you would like to focus your project and write an operational definition for that behavior. Be careful that you select a problem behavior that is likely to occur during your next two observations.

Observation C:
Observe the same child at a particular time or during a specific activity that the problem behaviors you are focusing your project on are likely to occur. During your observation pay extra attention to what occurs after the problem behavior you selected. Pay extra attention to what peers and adults do (or don’t do)? What is said or communicated? What changes are immediately made to accommodate the child? Does it get loud or quiet? Does the child access a preferred activity or item? Are they excused from an undesirable activity or item? Your observation should be between 60-120 minutes. Following the written assignment guidelines on page 7 of the syllabus, respond in writing to the following questions. It is assumed that you will use some if not all of what you write in your final observation summary paper.

1. Location the child was observed
   a. Do not include the name of the center rather the type of facility (e.g., home day care, preschool).
2. Complete ABC data for all instances of the problem behavior you selected
3. Have at least one caregiver complete the Behavior Assessment Tool (BAT) for the problem behavior you are focusing on.
4. At what time and/or during what activity did the problem behavior occur?
5. Using language that is descriptive and objective, respond to the following questions:
   a. What changes to the environment occurred prior, immediately before, during, or immediately following the problem behavior? Is there a consistent pattern so far?
   b. What did you notice that occurs immediately following the problem behavior? What might this be telling us?
6. Based on your own personal observations, what are the possible messages this child is sending through the use of this particular problem behavior? Have your thoughts changed since your last visit? If so, why?
7. What stage of development according to Erik Erikson does this child illustrate? Explain your rationale.
8. In the previous observation you reflected on ‘big picture’ changes that could be made to the learning environment or curriculum to support this child? Review what you wrote: Do you still agree? What would you change? Why?

9. What skills does this child need to be taught that could make the problem behavior unnecessary? For example, if a child’s aggression is (possibly) communicating, “get away from me” or “I want to be alone right now,” what socially appropriate skill could you teach the child that accomplishes the same goal?

Observation D:
Observe the same child with a planned focus on personal interests, skills, and communicative and/or developmental areas they need support. Your observation should be between 60-120 minutes. Following the written assignment guidelines on page 7 of the syllabus, respond in writing to the following questions. It is assumed that you will use some if not all of what you write in your final observation summary paper.

1. Location the child was observed
   a. Do not include the name of the center rather the type of facility (e.g., home day care, preschool).
2. Complete ABC data for all instances of the problem behavior you selected
3. Have at least one caregiver complete the Behavior Assessment Tool (BAT) for the problem behavior you are focusing on.
4. Using language that is descriptive and objective, respond to the following questions:
   a. What are the child’s observable interests? In what ways does the environment honor or ignore these interests?
   b. What are the child’s observable strengths? In what ways does the environment honor or disregard these strengths?
   c. What multiple intelligences or learning styles do they illustrate?
5. What developmental milestones do they exhibit? Emerging skills? What areas do they illustrate needing support?

CRITICAL ASSIGNMENT: OBSERVATION SUMMARY & FUNCTIONAL BEHAVIOR ASSESSMENT
To conduct classroom observations focusing on the implementation of conflict resolution techniques and preventive approaches that develop the child’s self control and self-esteem in early childhood education settings (Standard 4. Teaching and Learning. Key elements – 4a. Knowing, understanding, and using positive relationships and supportive interactions).

The purpose of this assignment is to determine mastery of CD Student Learning Outcome 5: Interpret and implement authentic assessment strategies in order to improve learning, modify practices, and make curricular decisions.

Completion and a grade of ‘C’ or above for all critical assignments is necessary for students to meet graduation requirements. Students need to keep their graded critical assignments in a binder, which in turn needs to be presented to the Chair of the Child Development Program upon completion of coursework.
In order to complete this assignment, students need to do the following:

Throughout this course we will be discussing how to guide children through the way in which we setup our learning environments, model communication, and the curricular activities we introduce. All too often, centers and teachers fail to create a nurturing environment and blame the child, children, or families for the center’s failure to provide what the children need. In many cases, these children are sent to the office or moved from the program altogether due to our own failures as center managers and teachers. But, what if after taking this course you implement all of the strategies you learn and problem behaviors still occur? What then?

For this assignment, you will write a summary of four observations of one child and a Functional Behavior Assessment based on these observations (see “Child Observations” on page 9 of course syllabus).

Observation Summary:

- Following the written assignment guidelines on page 7 of the syllabus, the written summary of your four child observations must be at least three complete pages in length and must include the following components:
  - Child information:
    - Select a pseudo first name for the child (do not use their real name)
    - Age
  - Location of observation:
    - Child must be observed at one of the following (unless approved by instructor):
      - Child development center
      - Home day care program
      - Preschool
      - After school program
      - School classroom
  - Behaviors of concern:
    - List and briefly describe all of the problem behaviors reported by the child’s care provider/teacher
    - Highlight the problem behavior you selected for your project.
  - Background:
    - What do we know about the child’s background, in terms of ability, cultural & ethnic heritage, family life, and their school experience?
  - Acculturative stress:
    - How much does this child’s home culture seem to differ from the dominant culture? Are there signs of acculturative stress? Does the environment support and embrace this child’s multitude of cultures? Is there evidence of a Tri-Literacy Model in the environment or curricula?
  - Developmental milestones:
    - What child developmental milestones have the child met? Are there areas of their development that could be signs of potential delays or areas of concern? Could they potentially be related to their problem behavior?
- **Erikson Stages of Development:**
  - Based on this child’s age and behavior what Erikson stage is evident? Give specific examples and fully explain your rationale.

- **Gardner’s Multiple Intelligences:**
  - What multiple intelligences does this child illustrate? In what ways does the environment honor or disregard the child’s multiple intelligences?

- **What are the child’s interests?** In what ways does the environment honor or ignore these interests?

- **What are the child’s strengths?** In what ways does the environment honor or disregard these strengths?

**Functional Behavioral Assessment (FBA):**
- Following the written assignment guidelines on page 7 of the syllabus, your Functional Behavior Assessment should be at least three pages in length and must include the following components:
  - Dates of observation
  - Target behavior (one to three word descriptive name for problem behavior [e.g., aggression, self injurious behavior, object biting, vocal protests])
  - Operational definition of target behavior:
    - What does the problem behavior look like?
      - Description of problem behavior using language that is specific, observable, and measurable
        - Be certain to focus on the behavior not on the child. For example, write “aggression occurs immediately following when other children…” and not “Tony has aggression when other children…”
      - Duration
        - How long must the problem behavior occur?
      - Frequency
        - How many times must the problem behavior occur?
      - Intensity
        - What is the precise intensity?
  - Hypothesized function of behavior
    - Are there one or more hypothesized functions? Are there primary and maintaining functions?
    - Possible functions (see Handout 1: Understanding Behavior & Functional Behavior Assessment in the Handouts section of course reader for more information)
      - Access
      - Automatic\Sensory
      - Escape
      - Avoid
  - Summary statement of target behavior:
    - When this occurs (describe antecedents), (target behavior) occurs, which results in (consequence\functional relation)
  - Setting events that can potentially increase the likelihood of problem behavior
Completed “Intervention Model” (see Handouts section of course reader. A blank version will be provided by the instructor)
- (4) instances of problem behavior recorded on “ABC” behavior data sheets (using instructor provided form)
- (2) completed “Behavior Assessment Tool” (BAT) intake forms (using instructor provided form)
- Write and explain three or more environmental modifications you would recommend. Your explanation must include your rationale for the recommendation.
- Write and explain three or more recommended curricular modifications you would recommend. Your explanation must include your rationale for the recommendation.

SMALL GROUP FINAL PROJECT: CREATING A NEW CD CENTER

- Group Write Up (one per group): Saturday, October 22, 2010
- Group Presentation on: Saturday, October 22, 2010

Your small group represents the founding teachers of a new early childhood education center. Over this semester you will be designing your center (e.g., philosophy, environment, curricula) in preparation for a parent meeting (final group presentation) where you will be presenting your plans to incoming parents (the ECE 214 learning community). You will be receiving the ages and backgrounds of the children who will be attending your school from the instructor. Much like in real life these details will be randomly assigned to your group. With this in mind, your center will need to be designed to address the individual and group needs of the individual children (and families) in your care and must include all of the following. You are encouraged to adapt concepts that you have learned throughout your childcare career or in this class, but your small group’s final project must reflect a collective of original ideas not an assortment of borrowed ideas.

Center name:
- What is the name of your early childhood center?
  - Does it reflect your own personal philosophies as well as current information child development, and early childhood education? Will it send the intended message to prospective families and employees?

Center philosophy statement:
- Your philosophy statement is a declaration about what you collectively will do as educators at your center, which should be no less than four sentences or no more than one page.
  - How do you write one? If someone asked you to explain your philosophy of teaching young children, what would you say? How would you begin to formulate a statement that captures the essence of your belief about teaching and learning? Your beliefs influence your action. It has been recognized by many educators that the process of identifying a philosophy and continuously examining, reflecting and verifying this philosophy can
lead to change of one’s own pedagogy and in the end promote personal and professional transformation (Chen, 2009).

To create your center’s philosophy consider the following questions as a guide.

- How do you view young children? What is the child’s role in her/his education? What do you belief about how young children learn?
- How do you view the role of the teacher? How will your views influence your teaching?
- What kind of environment do you hope to create in your future classroom? How does this relate to your basic beliefs about young children and learning?
- What do you hope young children will become? What do you want them to achieve, accomplish, learn, feel, etc.?
- What kind of feedback will you offer your students as they work? What kind of assessment will you use to be sure that students have met objectives?

Center Curricula:

- Create a high-level curriculum plan highlighting the overarching themes your curriculum will be organized, how you will incorporate the emerging interests of the children in your care, embrace and fully respect the diversity of your children’s home cultures, and how your curriculum relates to your center’s philosophy. It can presented in any form you decide (e.g., typewritten outline, poster board, power point, brochure, flyer) and must address all of the following:
  - Gardner’s multiple intelligences (see page 8 of syllabus)
  - Conflict resolution skills
  - Family involvement: Promote communication, interaction, and engagement with all families
  - Reduce acculturative stress through the implementation of the Tri-Literacy Model (see Section Six: Handouts of your course reader)
  - Community-building among children, staff, and families
  - Play and symbolic play (pretend play)
  - Developmental domains (see Section Six: Handouts of your course reader)
  - Supporting the social-emotional development of all children
  - Truly embrace all children and families

- Create 1-2 original social stories intended to target areas that you anticipate will be challenging for the children in your area. It is recommended you focus on an area (or areas) that several of your children have illustrated a need. The social story must include a book cover, 2-4 pages of content, and illustration to support visual learners.

- Sample curriculum activity: During your parent meeting (final group presentation) your center staff (small group) will facilitate an original activity you have created. This must be a “hands on” activity that all parents (your ECE 214 learning community) will participate in, which should reflect your center’s high level curriculum plan and center philosophy. Be prepared to discuss the developmental and educational significance of your activity.
Center Environment:

- Environment map: Create 2D and/or 3D depiction (e.g., drawing, model) of your center, which must include at least one bathroom, eating/snack area, outdoor area, and cooking/kitchen area, in addition to the areas you need to support your curriculum and overall center philosophy.

- Sensory modalities: Your physical environment should be designed in a way that children are provided a means of accessing and escaping from sensory stimuli representing all of the seven sensory modalities mentioned by Williamson & Anzalone (2001) in Sensory Integration and Self-Regulation in Infants and Toddlers: Helping Very Young Children Interact With Their Environment, which can be found in your course reader.

- Daily schedule: Clearly define your daily schedule including free choice, small group, large, transitions, outdoor play, and eating/snack.

- Transitions: Clearly define how transitions will occur and how your center will support children who have difficulties with changes and lack of structure.

**Small Group Presentation Grade:**

Your grade for this assignment will be based on your group participation (130 points) and your group presentation (120 points). The group presentation aspect of your grade includes the presentation itself as well as group materials handed into the instructor. If you miss your small group presentation on the final day of class, you will receive partial credit no greater than 130 points (52%) for the small group assignment resulting in a failing grade for the assignment.

**FINAL COURSE REFLECTION**

- Due: Saturday, May 22, 2010

For this assignment, following the written assignment guidelines on page 7 of the syllabus, you are to write a critical self-reflection on your learning in this class and any “A-Ha!” moments you had along the way. This assignment is intended for you to reflect on your growth as a member of our ECE 214 learning community and on what you learned as student and person. Reference the learning goals you wrote during the first day of class as a starting point, if you feel you have met them, and in what ways they were met. If it is important to your learning process for this assignment to include comments directed towards the instructor, please add these at the end of your reflection.

This assignment is due by our last class meeting on Saturday, May 22, 2010. The earliest I will accept this assignment is on the last day of class, as it is intended for you to reflect upon your learning throughout the entire course.
Observation A
Your full name as listed on roster
The National Hispanic University (not NHU)
C.D Scoring Rubric for Program Learning Outcome 5: Interpret and implement authentic assessment strategies in order to improve learning, modify practices, and make curricular decisions. **Critical assignment:** Observation Summary & Functional Behavior Assessment will be assessed using this rubric

<table>
<thead>
<tr>
<th>Task</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates ability to assess children using multiple and integrated assessment strategies that are culturally and linguistically relevant to children.</strong></td>
<td>Visibly displays the ability to assess children using multiple assessment strategies. Thorough evidence provided.</td>
<td>Demonstrates the ability to assess children using multiple assessment strategies. Evidence provided.</td>
<td>Moderately demonstrates the ability to assess children using multiple assessment strategies. Little support or evidence provided</td>
<td>Missing or lacking recognizable evidence of the ability to assess children using multiple assessment strategies.</td>
</tr>
<tr>
<td><strong>Engages in effectively analyzing child assessment data to determine individual developmental and educational needs, and make curricular modifications.</strong></td>
<td>Visibly engages in effectively analyzing children assessment data to determine individual developmental and educational needs, and make curricular modifications. Thorough evidence provided.</td>
<td>Engages in analyzing children assessment data to determine individual developmental and educational needs, and make curricular modifications. Evidence provided.</td>
<td>Moderately engages in effectively analyzing children assessment data to determine individual developmental and educational needs, and make curricular modifications. Little support or evidence provided</td>
<td>Missing or lacking recognizable evidence of engaging in effectively analyzing children assessment data to determine individual developmental and educational needs, and make curricular modifications.</td>
</tr>
<tr>
<td><strong>Analyzes and interprets children assessment data in order to modify curriculum, provided targeted interventions, and scaffold children learning.</strong></td>
<td>Clearly and comprehensively displays the ability to analyze and interpret children assessment data in order to modify curriculum, provided targeted interventions, and scaffold children learning. Thorough evidence provided.</td>
<td>Displays the ability to analyze and interpret children assessment data in order to modify curriculum, provided targeted interventions, and scaffold children learning. Evidence provided.</td>
<td>Moderately displays the ability to analyze and interpret children assessment data in order to modify curriculum, provided targeted interventions, and scaffold children learning. Little support or evidence provided</td>
<td>Missing or lacking recognizable evidence of the ability to analyze and interpret children assessment data in order to modify curriculum, provided targeted interventions, and scaffold children learning.</td>
</tr>
<tr>
<td><strong>Evaluates practice and curriculum based on children developmental and individual needs.</strong></td>
<td>Clearly and comprehensively displays the ability to evaluate practice and curriculum based on children developmental and individual needs. Thorough evidence provided.</td>
<td>Displays the ability to evaluate practice and curriculum based on children developmental and individual needs. Evidence provided.</td>
<td>Moderately displays the ability to evaluate practice and curriculum based on children developmental and individual needs. Little support or evidence provided</td>
<td>Missing or lacking recognizable evidence of the ability to evaluate practice and curriculum based on children developmental and individual needs.</td>
</tr>
<tr>
<td><strong>Understands the relationship between child assessment, curricular modifications, and targeted interventions as it relates to child development and learning.</strong></td>
<td>Shows a clear and concise understanding of the relationship between student assessment, curricular modifications, and targeted interventions as it relates to student learning. Thorough evidence provided.</td>
<td>Understands the relationship between student assessment, curricular modifications, and targeted interventions as it relates to student learning. Evidence provided.</td>
<td>Moderately understands the relationship between student assessment, curricular modifications, and targeted interventions as it relates to student learning. Little support or evidence provided</td>
<td>Missing or lacking recognizable evidence of understanding of the relationship between student assessment, curricular modifications, and targeted interventions as it relates to student learning.</td>
</tr>
<tr>
<td>Level of Achievement</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>----------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Design Research question/objective</strong></td>
<td>Designs concise, focused research question/objective</td>
<td>Design research question/objective appropriate to assignment</td>
<td>Designs research question/objective that needs more specific focus</td>
<td>Fails to develop research question/objective</td>
</tr>
<tr>
<td><strong>Access Information</strong></td>
<td>Executes an effective search strategy and evaluates the value of relevant, credible information from a wide variety of sources.</td>
<td>Executes an appropriate search strategy to locate relevant, credible information from a variety of sources.</td>
<td>Information located relevancy and credibility. Lacks variety of sources.</td>
<td>Unsuccessful at locating relevant, credible information on the topic; cannot evaluate search strategy.</td>
</tr>
<tr>
<td><strong>Analyze information: data, ideas, or concepts</strong></td>
<td>Interprets information (data, ideas, or concepts) accurately, appropriately and in-depth in new contexts. Compares and evaluates multiple and diverse sources and viewpoints. The student can use specific criteria to distinguish between information that is objective and biased.</td>
<td>Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts. Compares and evaluates a number of sources and viewpoints. Student knows how to distinguish between information that is objective and biased.</td>
<td>Reports information (data, ideas, or concepts) with minor inaccuracies or omissions. Compares and evaluates a minimal number of sources and viewpoints. Student does not adequately know how to distinguish between information that is objective and biased.</td>
<td>Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information. Fails to compare and evaluate multiple sources. Student doesn’t know how to distinguish between information that is objective and biased.</td>
</tr>
</tbody>
</table>
### Scoring Rubric for NHU Student Learning Outcome Analytical Assessment of Critical Thinking:

*Think critically, independently, and creatively to evaluate, organize, solve problems, and make decisions.*

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analyzing information: data, ideas, or concepts</strong></td>
<td>Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts</td>
<td>Reports information (data, ideas, or concepts) with minor inaccuracies, irrelevancies, or omissions</td>
<td>Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information</td>
<td></td>
</tr>
<tr>
<td>Employs formulas, procedures, principles, or themes accurately, appropriately and/or creatively in new contexts</td>
<td>Uses appropriate formulas, procedures, principles, or themes with minor inaccuracies</td>
<td>Labels formulas, procedures, principles, or themes inappropriately, inaccurately, or omits them</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presenting multiple solutions, positions or perspectives</strong></td>
<td>Explains—accurately and thoroughly—multiple solutions, positions, or perspectives that balance opposing points of view</td>
<td>Describes two or more solutions, positions, or perspectives accurately</td>
<td>Identifies simple solutions, over-simplified positions, or perspectives with minor inaccuracies</td>
<td></td>
</tr>
<tr>
<td>Creates a detailed conclusion or complex solution that is well-supported, logically consistent, complete and often unique</td>
<td>Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented</td>
<td>Offers an abbreviated conclusion or simple solution that is mostly consistent with evidence presented, with minor inconsistencies or omissions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempts a conclusion or solution that is inconsistent with evidence presented, that is illogical, or omits a conclusion or solution altogether</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Drawing well-supported conclusions</strong></td>
<td>Integrates ideas or develops solutions that are exceptionally clear, coherent, and cohesive</td>
<td>Connects ideas or develops solutions in a clear and coherent order</td>
<td>Arranges ideas or solutions into a simple pattern</td>
<td></td>
</tr>
<tr>
<td>Lists ideas or expresses solutions in a fragmentary manner, without a clear or coherent order</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Synthesizing ideas into a coherent whole</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Scoring Rubric for NHU Student Learning Outcome Written Communication:

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rhetorical Force</strong></td>
<td>Clearly presents a thesis and maintains focus on the topic; the response is well reasoned.</td>
<td>Presents a thesis or central idea and maintains focus on the topic in general; the response is adequately reasoned.</td>
<td>Presents central idea and/or point of view but does not maintain focus on the topic; the response is simplistically reasoned.</td>
<td>Does not present a thesis, central idea, and/or point of view; the response lacks coherence and logic.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Writes with a clear, strong voice and in a tone that complements the topic and is appropriate for an academic audience.</td>
<td>Writes with adequate voice and generally appropriate tone for the topic and an academic audience.</td>
<td>Writes with an inadequate voice and in a tone that is inappropriate for the topic and an academic audience.</td>
<td>Lacks control of voice and tone.</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Uses complex and varied sentences; the paragraphs are well developed with supporting details; although the response may contain minor errors in diction, grammar, punctuation, or spelling, it is easy to read.</td>
<td>Response may have errors in sentence and paragraph construction, grammar, punctuation, or spelling, but they are neither serious nor frequent enough to distract the reader.</td>
<td>Response has distracting errors in sentence and paragraph construction, grammar, punctuation, or spelling; student uses short, choppy sentences with minimal modification.</td>
<td>Response has serious errors in sentence and paragraph construction, grammar, punctuation, or spelling.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Assertions and generalizations are consistently supported with specific, relevant, and detailed evidence.</td>
<td>Assertions and generalizations are generally supported with specific, relevant, and detailed evidence.</td>
<td>Assertions and generalizations are inadequately supported with specific, relevant, and detailed evidence.</td>
<td>Assertions and generalizations are unsupported with specific, relevant, and detailed evidence; the meaning is obscure.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Conclusion clearly synthesizes arguments and evidence. Topic is addressed. Conclusion is warranted, judicious, non-fallacious. Topic is comprehensively addressed.</td>
<td>Conclusion synthesizes arguments and/or evidence. Conclusion is frequently warranted, judicious, non-fallacious. Topic is addressed.</td>
<td>Conclusion lacks synthesis of arguments and evidence. Sometimes draws unwarranted or fallacious conclusions. Topic is somewhat addressed.</td>
<td>Conclusion is missing. Argues using fallacious or irrelevant reasons and unwarranted claims, or fails to argue. Topic is not addressed.</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Effectively questions and analyzes the underlying assumptions, beliefs, and biases inherent in the prompt or assignment; the response displays a high degree of inferential thinking.</td>
<td>Adequately addresses the underlying assumptions, beliefs, and biases inherent in the prompt or assignment; the response displays some inferential thinking.</td>
<td>Inadequately addresses the underlying assumptions, beliefs, and biases inherent in the prompt or assignment; the response displays little or no inferential thinking.</td>
<td>Does not address the underlying assumptions, beliefs, and biases inherent in the prompt or assignment; the response displays no inferential thinking.</td>
</tr>
</tbody>
</table>