

CDE A156: EARLY CHILDHOOD LAB: INTERACTIONS WITH YOUNG CHILDREN

Item	Value
Curriculum Committee Approval Date	10/06/2021
Top Code	130500 - Child Development/Early Care and Education
Units	2 Total Units
Hours	54 Total Hours (Lecture Hours 27; Lab Hours 27)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)

Course Description

Beginning practical experiences that focus on establishing relationships with children and developing guidance, observation, play entry, and collaboration techniques in facilitating learning. Participation in this course has the following requirements: Proof of measles, pertussis, and flu vaccinations, negative TB test results within the last year, and fingerprint clearance through Community Care Licensing. Directions and paperwork for fingerprint clearance will be emailed to the student upon enrollment. Formerly known as EC A156. PREREQUISITE: CDE A155 or EC A155 or concurrent enrollment. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Safely manage individual and groups of children in a childcare setting by practicing health and safety protocol.
2. Demonstrate competency in building interactions, using effective guidance techniques, engaging children in meaningful play activities and supporting children's social-emotional needs.
3. Communicate and cooperate effectively with parents and staff in the childcare setting.

Course Objectives

- 1. Realistically appraise strengths and areas for growth as a beginning early childhood teacher.*
- 2. Communicate and collaborate with adults in the classroom environment.*
- 3. Demonstrate respect for children and adults in the classroom environment.*
- 4. Practice health and safety protocol in the classroom.*
- 5. Identify and respond appropriately to the individual emotional needs of children.*
- 6. Actively participate with children in a variety of indoor, outdoor, active and quiet play areas.*
- 7. Encourage developmentally appropriate independence, initiative and creative expression in children.*
- 8. Enter and sustain play with individual and small groups of children.*

- 9. Facilitate and support social interaction and verbal expression among children.*
- 10. Observe and extend play to meet the individual needs and interests of children.*
- 11. Demonstrate beginning competency in child management skills.*
- 12. Demonstrate beginning competency in evaluating the significance of children's play.*
- 13. Demonstrate beginning competency in facilitating learning by encouraging children to think, question, experiment, predict, and reason.*
- I * Foundation Skills
- II + SCAN Competencies

Lecture Content

Introduction and Orientation Overview of Program Program Philosophy Class Expectations Roles Responsibilities Health and Safety Procedures Being Present and Mindful What does it mean to be present. Noticing children's behaviors Noticing our own behaviors and reactions What does it mean to be mindful. Helping children to be mindful Helping children to focus Activities to support mindfulness Reflecting on our own abilities to be present Anti-Bias Education Define anti-bias philosophy 4 core goals of anti-bias education Creating anti-bias curriculum for preschool children Weaving anti-bias principles into our interactions Reflecting on our own behavior biases Building Relationships and Connecting with Children What are Quality Interactions. Intentional Teaching The importance of play Supporting children's play Entering play with children Exiting play Importance of playfulness with children Roles when entering play Reflect on your own abilities to connect and build relationships with children Helping Children Develop Healthy Social/Emotional Skills What are social/emotional skills. Why are social/emotional skills important. Strategies for connecting with children Keep learning about children Listen to children Active/reflective listening How to actively listen to children Personalize your interactions Show respect to children Guide children's behaviors with respectful interactions Build trust and keep it going Reflect on your own abilities to have respectful interactions with children Reflect on our own abilities to help children develop healthy social/emotional skills Classroom Management What does classroom management mean. Establishing Schedules and Routines Designing Environments Stating clear behavioral Objectives Redirecting Challenging behavior Giving children responsibilities Using appropriate guidance strategies Guidance Guidance/Discipline vs punishment Effective Guidance strategies Active listening Conscious Discipline Helping children to identify their feelings Helping children connect their feelings to their behaviors Helping children respond appropriately to their feelings Setting limits Redirecting "I" messages Use of finger-plays to help children focus their attention Conflict Resolution What is conflict Resolution. Why is conflict important. 6 steps of conflict resolution Reflecting on our own feelings about conflict Reflecting on our own ability to facilitate conflict resolution Addressing Challenging Behaviors Using curriculum to address challenging behaviors Books, songs, puppets, felt stories Extending Learning What does it mean to extend learning. Strategies for extending learning Help children see themselves as thinkers Be responsive to their curiosity

Lab Content

Introduction Identify class expectations Discuss guidelines for student participation Roles Responsibilities Review student evaluation instruments Read and discuss lab school handbook Purpose Philosophy

Policies Explain health and safety procedures Environment safety check First reactions Identify and recognize elements of quality Physical environment Indoor and outdoor Play spaces and arrangement Equipment and materials Safety Esthetics Program Schedule Routines Implements planned activities and routines which: are safe, secure prevent accidents and illness encourage play and exploration promote problem solving and learning promote growth in all area reflect childrens learning styles meet needs of all children Transitions Curriculum Follows and implements a curriculum, program plan and scheduling that meets the needs of children, families and staff. Interaction patterns – Understands and emphasized the attachment/ separation process in the child's development and the establishment of primary care-giving relationships for optimal growth and development. Staff with children Children with children Staff with parents Staff with coworkers and students Compare and contrast Lab School with prior experience Building Relationships – Discuss emotional development and importance of fostering healthy emotional development Discuss adult needs Maslows Hierarchy of Needs Physiological Safety/Security Social/Affiliation Esteem Self Actualization Discuss child needs Maslows Hierarchy of Needs as it relates to Young Children Physiological/ Biological Psychological/Safety Belonging/Affection Esteem Personal Autonomy Recognizes child behaviors that indicate emotional stress Recognizes positive care giving strategies that support children in emotional stress Identify examples for adults and children at each level Explore teacher role in meeting needs Observe and record childrens Needs in classroom and student response to meet them Observe the child with sensitivity and records for purposes of understanding the child's needs Child behavior management Define child guidance Discuss purpose of guidance Analyze sample guidance situations Identify why teacher failed Recognize possible causes for behavior Phase of growth and development Unsatisfied need Unrealistic expectations Under/over stimulating environment Explain factors to consider when intervening Level of egocentricity Purpose of child's activity Verbal skills Emotional state Level of reasoning Suggest alternate strategies Redirect behavior Encourage use of words Identify consequences of behavior Listen to understand and acknowledge child's feelings Reestablish limit Give behavioral choices Provide a model for desired behavior Encourage problem solving Review basic guidance principles Positive phraseology < Body position / language Consistency Observe and record classroom situations requiring teacher guidance Assess success of self or teacher Propose alternative strategies Teacher roles Nurturer Observer Observe and record emotional needs Trust and security Self regulation Self help skills Adult dependence Acceptance of limits, rules, social expectations Observe and record peer interactions Level of social participation Position within play Social sensitivity Sources of conflict Conflict resolution skills Special relationships Observe and record play Interests Attention span Ability to enter, sustain, elaborate play Type of play Exploratory Practice Constructive Symbolic Identify special needs Utilize observation and evaluation tools Play terms Play value analysis Activity participation record Anecdotal record sheet Play facilitator Generate list of teacher behaviors that support play Define role of stage manager Stage setter Property manager Housekeeper Mediator Actor Co-player Director Parallel player Interpreter scribe Identify elements of successful teacher intervention Childrens responses Awareness Exploration Inquiry Utilization Evaluate success of play interventions in classroom Childrens response

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

- Lab (04)
- DE Live Online Lab (04S)
- DE Online Lab (04X)

Instructional Techniques

Seminar: small and large group discussions Written assignments Participation in lab hours

Reading Assignments

Reading of textbook 1.25 hour a week

Writing Assignments

Students will complete analytical exercises on the following: Elements of a Quality Preschool Maslows Hierarchy of Needs Adapted to Young Children Child Guidance Child Play Observation Teacher Role in Facilitating Play Students will successfully utilize observation and evaluation tools in the classroom. 1 hour a week

Out-of-class Assignments

Students will complete at least 54 hours of Practicum experience in a classroom with children ages 2-5 and demonstrate satisfactory performance of each competency as determined by: Instructor Evaluation Mentor Teacher Evaluation Self Evaluation 54 hours in total of Practicum experience

Demonstration of Critical Thinking

Seminar group participation, completion of lab hours and assignments, demonstration of satisfactory performance of practical competencies as identified in the instructional objectives.

Required Writing, Problem Solving, Skills Demonstration

Skill demonstration shown in: 1. Supporting Classroom Routine 2. Builds Relationships and Respects Childrens Needs 3. Guides Childrens Behavior 4. Demonstrates Health and Safety Practices 5. Enters and Sustains Play in a variety of areas 6. Facilitates Learning and Social Interactions 7. Communicates with Parents 8. Communicates and Coordinates with Staff

Eligible Disciplines

Child development/early childhood education: Masters degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR bachelors degree in any of the above AND masters degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent. Masters degree required.

Other Resources

1. Selected handout materials to be provided and distributed by the instructor.