CDE A165: OBSERVING AND RECORDING CHILD BEHAVIOR

Item	Value
Curriculum Committee Approval Date	09/22/2021
Top Code	130500 - Child Development/Early Care and Education
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
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

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored. Formerly known as EC A165. PREREQUISITE: CDE A155 or EC A155; and CDE A180 or HMDV A180. Transfer Credit: CSU. C-ID: ECE 200.**C-ID:** ECE 200.

Course Level Student Learning Outcome(s)

1. Assess and document, through observation, a child's learning and development and communicate findings through a parent-teacher conference.
2. Use observations and assessments to create curriculum to meet children's interests and needs.

Course Objectives

- 1. Demonstrate knowledge of the legal and ethical responsibilities, including confidentiality related to assessment in early childhood settings.
- 2. Identify and evaluate logistical challenges, biases and preconceptions about assessing children.
- 3. Compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation.
- 4. Consider the effect of social context, childs state of health and well-being, primary language, ability and environment on assessment processes.
- 5. Identify and apply basic quantitative and qualitative observation and recording techniques.
- 6. Compare and analyze historic and currently recognized current state and widely-used assessment tools and processes.
- 7. Articulate the value of involving families and other professionals in the observation and assessment process for all children.
- 8. Use observation tools to identify patterns, trends and anomalies in individuals and groups of children (e.g., DRDP-R, Ages and States).
- 9. Use observation tools to identify quality in play-based environment, curriculum, and care routines (e.g., ECERS-R, ELLCO).
- 10. Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.
- 11. Demonstrate and apply knowledge of developmental domains to interpretations of observations.
- 12. Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.
- 13. Demonstrate knowledge of the role that observation and assessment play in intervention.

Lecture Content

Introduction to child study Examine research strategies Experimental research Laboratory Field Standardized tests Intelligence Achievement Readiness Inappropriate practice Clinical interviews Naturalistic research Investigate purpose Norms of development Individual child development Classroom management Identify observation guidelines Consent Objectivity Personal bias Gender Appearance Ethnicity Language Lifestyle Behavior Childhood Experience Personality Confidentiality Interpretation of appropriateness to culture, language, and family values Observation strategies Examine and utilize narrative methods Diary descriptions Running records Objective record Subjective comments Anecdotal records and logs The quality of behavior Project Narratives Examine and utilize sampling methods Time sampling Event sampling Checklists Webs Charts Examine and utilize rating scales Standard rating Cumulative point Forced choice Graphic Constant category Descriptive category Numerical Examine child work portfolios Purposes What to include Record and evaluate emotional development Emotional expression Recognition by others Response to frustration, anger, rejection Attitude toward others Sense of security Sense of autonomy Sense of initiative Record and evaluate social development Approach to interaction with peers Interaction with peers Social sensitivity Conflict with peers Level of social participation Unoccupied Onlooker Solitary Parallel Associative Cooperative Negotiating / bargaining ability Group membership Record and evaluate language development Receptive skills Hearing and understanding Clues to receptive language deficit Reading stages Expressive language Vocabulary Purpose and use of oral language Speech patterns Writing stages Record and evaluate cognitive development Cognitive functioning style Purpose of involvement Exploratory play Mastery play Constructive play Symbolic play Game play Level of involvement Active Passive Response to challenge Flexibility Strategic planning Perseverance Elaboration Cognitive processes Egocentrism Prelogical thought Generalizing information Constructing relationships Similarities and differences Comparisons Cause and effect Symbolic thought Make believe Role play Sociodramatic play Drawings, paintings, models Arbitrary symbols Memory (Recognition and recall) Content Areas Logio-mathematical Classification Seriation Quantity and number Sp atio-temporal Portfolios Childrens work samples Constructing a portfolio Applying portfolio data to complete portions of the state preschool assessment tool. Parent Conferences Applying observational data to complete a developmental profile. Planning for the conference Conducting an effective yearly parent conference. Conducting a conference when there is a developmental issue. The State Preschool Assessment Tool and the State Preschool Standards Applying observation data to the assessment tool Applying the assessment tool to plan curriculum Using Observations to Evaluate and Plan for Curriculum   Using Observational Tools to Document Classroom Curriculum Using Technology to Enhance Observation Tools Physical development Utilizing observation and assessment strategies that support appropriate teaching strategies for dual-language learners. The value of collaboration

with families and other professionals to support all children The role of assessment in early intervention

Lab Content
see course content

Method(s) of Instruction
- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques
1. Lecture about observation strategies and observation tools   2.   Lecture and group discussion about developmental tasks for children ages 18 months-8 years   3.   Presentation of concepts with overheads to highlight concepts   4.   Cooperative learning activities such as carousel brainstorming and jigsaw to help students share knowledge of course material   5.   Role play and video observation practice activities   6.   Group analysis of rating scales and time and event sampling with instructor feedback   7.   Peer evaluation of observation lab assignments   8.   Student revision of draft observation lab assignments   9.   Instructor feedback on observation lab assignments   10.   Group completion of descriptive terminology work sheets with instructor feedback   11.   Group analysis of objective observation data with instructor feedback   12. Computer demonstration and computer lab time

Reading Assignments
Assigned reading from articles/class packet (1-2 hrs/week).

Writing Assignments
Written assignments (1-2 hrs/week) including: Students will satisfactorily compile a professional portfolio including Observations of the child using each of the recording techniques Observations of the child in a variety of indoor and outdoor learning environments Analysis of the childs physical, emotional, social, cognitive, and language development A written vision statement addressing the following questions: How will I use my portfolio system. What is its purpose. What skills, knowledge, and dispositions will I want to document. What tools will I choose to document childrens learning. Students will complete weekly written lab assignments Students will complete 18 hours observing one child age 18 months - 8 years in an approved preschool or early primary classroom. Students will complete group lab assignments including the construction of observation tools and analysis of objective observation data. Portfolio Curriculum documentation Evaluation of parent conference

Out-of-class Assignments
Child observations are conducted and analyzed (2-4 hrs/week).

Demonstration of Critical Thinking
Class participation, completion of lab hours and assignments, observation portfolio including vision statement and documentation sampler Observation data produced with the use of technology Peer evaluation of parent conference simulations Presentation of documentation using technology Create a portfolio

Required Writing, Problem Solving, Skills Demonstration
1) Students will satisfactorily compile a professional portfolio including   *   Observations of the child using each of the recording techniques   *   Observations of the child in a variety of indoor and outdoor learning environments   *   Analysis of the childs physical, emotional, social, cognitive, and language development   *   A written vision statement addressing the following questions: a.   How will I use my portfolio system.   b.   What is its purpose.   c.   What skills, knowledge, and dispositions will I want to document.   d.   What tools will I choose to document childrens learning.   2)   Students will complete weekly written lab assignments   3)   Students will complete 18 hours observing one child age 18 months - 8 years in an approved preschool or early primary classroom.   4)   Students will complete group lab assignments including the construction of observation tools and analysis of objective observation data. 5)   Portfolio 6)   Curriculum documentation 7)   Evaluation of parent conference

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 will be provided and distributed by the instructor.