

ARIZONA STATE UNIVERSITY MAIN / EAST

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 4/20/09

1. ACADEMIC UNIT: Psychology

2. COURSE PROPOSED: PGS 344 Directed Child Study 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Elizabeth Wiley Phone: 5-9550
Mail Code: 1104 E-Mail: Elizabeth.Wiley@asu.edu

4. ELIGIBILITY: New courses must be approved by the Main Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Core Areas

Literacy and Critical Inquiry-L ☐
Mathematical Studies-MA ☐ CS ☐
Humanities and Fine Arts-HU ☐
Social and Behavioral Sciences-SB ☒
Natural Sciences-SQ ☐ SG ☐

Awareness Areas

Global Awareness-G ☐
Historical Awareness-H ☐
Cultural Diversity in the United States-C ☐
(Note: **one course per form**)

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: _____

Is this a multisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? _____

MORRIS A. Okun for Kerth Crnic Morris A. Okun
Chair/Director (Print or Type) Chair/Director (Signature)

Date: 4/21/09

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: **(1)** social scientific theories and principles, **(2)** the methods used to acquire knowledge about cultural or social events and processes, and **(3)** the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	PGS 344 Course Syllabus: course description		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%;"> <tr> <td> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td> <ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 	PGS 344 Course Syllabus : Assigned Readings
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center;">OR</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	PGS 344 Course Syllabus: Assigned Readings and Practicum		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	PGS 344 Course Syllabus: Assignments		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 			

Course Prefix	Number	Title	Designation
<u>PGS</u>	<u>344</u>	<u>Directed Child Study</u>	

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Course is designed to advance basic understanding and knowledge about human interaction.	Course assists students in developing the basic human relations/interaction skills necessary to introduce students to the field of applied developmental psychology.	Syllabus: Course Description
Course content emphasizes the study of social behavior such as that found in social psychology.	Students explore how psychologists think about child development and how they go about finding answers to various questions concerned with children's growth.	Syllabus: Assigned Readings
Course emphasizes the distinct knowledge base of the social and behavioral sciences.	Course highlights child growth and development processes, including biological and environmental factors which shape personality from infancy to early childhood.	Syllabus: Assigned Readings and Practicum
Course illustrates use of social and behavioral science perspectives and data.	An in-depth analysis of children's development and behavior is conducted using regular observations within the early childhood classroom. The application of developmental theories and research is put into action by using the Hawaiian Early Learning Profile to create a case study.	Syllabus: Course Assignments

PGS 344: DIRECTED CHILD STUDY Spring 09

Instructor: Beth Wiley
elizabeth.wiley@asu.edu 965-9550
PGS 178 (Monday 9:00-11:00)

Credits: 3 credits

Required text: Koplow, Lesley. Unsmiling Faces: Creating Preschools that Heal, Teachers College Press, Teachers College, Columbia University; 2nd edition, 2007.

Additional readings & materials provided by the supervising teacher.

Rationale: By examining how children develop, we can learn more about others and ourselves. Further, in order to make decisions about needed psychological or social services for a child, it is necessary to know how typical or atypical the behaviors and experiences of the child are. This class explores normal development from infancy through early childhood.

Description/Purpose:

PGS 344 is a supervised practicum designed to introduce students to the field of applied developmental psychology. The course is offered for 3 credits. Students are placed in the Child Study Laboratory in the Department of Psychology. Specifically, the course is designed to help students:

1. Develop the basic human relations/interaction skills necessary to introduce students to the field of applied developmental psychology.
2. Develop a working knowledge of young children's social, emotional, physical, and cognitive development by exploring developmental theorists.
3. Develop the ability to work effectively with other professionals as a member of a child development assessment team.
4. Recognize typical development in children in order to ascertain atypical child development.

Course Competencies:

After completion of this course, the student will be able to:

1. Recognize biological, environmental, and socio-cultural influences on development.
2. Identify and discuss some of the most important aspects of normal physical, mental, and personality development.
3. Relate child development research and theory to real-life situations.
4. Recognize the diversity of approaches in child development research and theory.
5. Distinguish between the popular conceptions of rigid developmental stages and the actual flexibility that occurs in the developmental process.
6. Demonstrate openness and objectivity toward issues, theories, and orientations in child development.
7. Demonstrate how to work effectively with other professionals as a member of a child

development assessment team.

Requirements/Grades

PRACTICUM:

Students are required to spend 90 hours/registered semester hours working with young children under the direct supervision of the Child Study Laboratory staff. Required and suggested readings will be assigned by the CSL staff and/or the course instructor. Grades for the course are determined by the supervising teacher in consultation with the course instructor, and are based on the student's competence with children. The competencies which form the basis for evaluation are listed in the accompanying hand-out (Guidelines). These will be discussed by the university supervisor throughout the semester and will be the basis for a mid-term and final evaluation.

Attendance is mandatory. Two sessions may be missed with permission of your supervising teacher without penalty to your grade. Each additional absence will lower your grade by one-half letter grade. Three times late to the practicum equals one absence. Excessive and consistent tardiness will affect your grade.

[illegible]**GRADES:**

Practicum Competence/Lab Participation:	60 points
Practicum Midterm	10 points
Child Observation	5 points
Research Summaries (2)	10 points
<u>Case Study</u>	<u>35 points</u>
Total	120 points

ARIZONA DEPARTMENT OF HEALTH SERVICES: **REQUIREMENTS/COURSE FEES**

TB Test: State law also requires evidence of a negative TB skin test or chest X-ray taken within the last year. Both are available at the student health center (\$10.00 for the skin test).

See Beth Wiley at the Child Study Lab for additional information.

PGS 344
Directed Child Study
Spring 09
Beth Wiley

Tentative Schedule

<u>Date</u>	<u>Topic</u>	<u>Assigned Reading and Information</u>
January 26	Intro to Directed Child Study: Logistics Stanley Greenspan: FloorTime	<ul style="list-style-type: none"> ▪ Syllabus Explained ▪ The Film: <i>FLOOR TIME</i> - TUNING IN TO EACH CHILD. Scholastic Inc, NY, 1990.
February 2	Scientific Methods of Study & How to Observe Kids	<ul style="list-style-type: none"> ▪ Child Observation Assignment ▪ <u>Unsmiling Faces</u> Ch. 1-3
February 9	History of Early Intervention /Current Models of Service/Assessment (H.E.L.P.), Case Study Info	<ul style="list-style-type: none"> ▪ Assessment Tool: Hawaiian Early Learning Profile (H.E.L.P.) ▪ Case Study Assignment
February 16	Piaget & Vygotsky <i>Child Observation Due</i>	Woolfolk, Anita. (2004). <i>Educational Psychology</i> . (9th ed). Boston: Allyn and Bacon.
February 23	Cognitive Development and Intelligence Gardner/Bruner <i>Research Article Summary Due</i>	<ul style="list-style-type: none"> ▪ Brualdi, A. C. (1996) 'Multiple Intelligences: Gardner's Theory. ERIC Digest', <i>Eric Digests</i>, [http://www.ericdigests.org/1998-1/multiple.htm. Accessed June 15, 2008]
March 2	Social-Emotional Development <i>Midterm (done with practicum teacher)</i>	<ul style="list-style-type: none"> ▪ Katz, L.G., & D. McClellan. 1997. <i>Fostering children's social competence: The teacher's role</i>. Washington, DC: NAEYC. ▪ Eisenberg N, Cumberland A, Spinrad, T. L., Fabes, R. A., Shepard, S. A., Reiser, M. et al. (2001). The relations of regulation and emotionality to children's externalizing and internalizing problem behavior. <i>Child Development</i>, 72(4), 1112-34.
March 9	No class or practicum: Spring Break	No class or practicum: Spring Break
March 16	Motor and Perceptual Development	<u>Unsmiling Faces</u> : Ch. 4-6
March 23	Language Development	EDO-CS-00-05 October 2000 Language Development in the Early Years Prepared by: Mei-Yu Lu ERIC Clearinghouse on Reading, English, and

		Communication Digest #154
March 30	Attachment <i>2nd Research Article Summary Due</i>	Extra. Lewis, M., Feiring, C., & Rosenthal, S. (2000). Attachment over time. <i>Child Development</i> , 71(3), 707-720.
April 6	Gender	Brannon, Linda. (2002). <i>Gender: Psychological Perspectives</i> . Chapter 7: Gender Stereotypes: Masculinity and Femininity (pp. 152-176). London. Allyn and Bacon.
April 13	Temperament	Fox, N. A., Henderson, H. A., Rubin, K. H., Calkins, S. D., & Schmidt, L. A. (2001). Continuity and discontinuity of behavioral inhibition and exuberance: Psychophysiological and behavioral influences across the first four years of life. <i>Child Development</i> , 72(1), 1-21.
April 20	Culture	Shonkoff, J.P., & Phillips, D.A. (Eds.), (2000). <i>From neurons to neighborhoods: The science of early childhood development</i> , Chapter 3, "The challenge of studying culture," pp. 57-69). Washington, DC: National Academy Press.
April 27	Early Intervention & Risk Factors	Sameroff, A.J., & Fiese, B.H. Transactional regulation: The developmental ecology of early intervention. <i>HECI</i> , 135-159.
May 4	Debriefing the Class <i>Final (done with practicum teacher) Case Study Due</i>	
May 5	Last Day of Lab preschool classes	

PGS 344

Directed Child Study

Observations:

Observations are due: **Monday, February 11 and Monday, March 24.**

You will keep your lab notes to turn in with your case study.

General Information

Students will observe a toddler/preschool child who is 15 months to 5 years old at the Child Study Lab. The child you choose will be chosen from the particular class you are in. Your observations will come from your notes as well as your experience with this child.

OBSERVATIONS: You are to spend no less than 2 hours (15-30 minutes each observation) observing a selected child and writing anecdotal notes (lab notes) about what you see and hear your lab child and the other children and adults around him/her doing and saying. Two hours of observations should result in approximately 10 handwritten pages of notes to use for writing your case study.

OBSERVATION PROCEDURES: Write down the exact time of your arrival in your anecdotal notes. Please also sign in when entering into the Observation room. It is extremely important that you use all of your time observing and writing. This time is not to be spent on any other activities. Write down what activities were observed that day—arrival, departure, free play, art, circle time, language activity, drama center, transitions, outdoor play, snacks, music, etc. (There should be several.

CONFIDENTIALITY: Information learned about any child and family during the process of observing in the CSL and reading the developmental charts will be held in strictest confidence and will not be discussed outside the CSL or with the parents. (For this reason I will keep your observation notes and case study.) Parents often come into the observation room and you are unlikely to be able to distinguish them from the other lab students. If a parent sees you observing their child or hears you discussing the child with other students (positively or negatively), they may become defensive or curious and may question you or ask your opinions about the child's behavior or development. Discourage any discussion by explaining that you are only there to observe and learn that you are not an expert and are not qualified to make judgments. If you have a concern or question about a child, discuss it with the child's teacher or CSL staff—not with the parents.

LAB NOTES: These notes are the basis for your case study. Put the day and date at the beginning of each observation. Note the time when your child changes

locations, activities, moods, or other significant changes. [3:15, 3:22] This will help you analyze your child's areas of interest, disinterest, abilities, attention span, etc. Refer to your child, as well as the other children in the room, by the initial of his/her first name. In both your notes and your case study, teachers may be referred to as "T.", and "I" for interns.

Begin each observation by noting the activities set out for the day. Survey the setting and note distinguishing factors for the day—especially unusual weather resulting in a change in routine, birthday celebrations, special visitors (people or animals), field trips, etc. Note new materials, equipment or activities set up for the day/week. Your child does not exist in a vacuum, so describe the people and things around him/her so that the interactions are clear.

Try to capture as much as possible of exactly what the child does and says and how it is done or said. Include descriptions of body language—gestures, facial expressions, and movements. Instead of just writing, "B. said..." you might write, "B. whispered..." or "B. shouted..." Describe the rhythm and tempo of body movements (jerky, smooth, easy, jumpy, rapid, quick, slow, and leisurely). Your observations should be strictly objective and should include only the actual behaviors you observe. If your child cries, indicate that he/she whimpered, sniffled, sobbed, wept, bawled, or simply looked sad. GIVE LOTS OF DETAILS AND BE SPECIFIC AND DESCRIPTIVE. Use direct quotations to help you analyze your child's language development. Observations should be made in a variety of situations and activities because children show different behaviors under different circumstances. Try to be present at least once when the parent brings or picks up the child so you can observe parent-child interaction. Observe indoor and outdoor play, snack, and structured group activities. Free play offers the child an opportunity for social interactions with adults and children and the chance to choose activities and materials. Each entry should contain some statement of the situation (or context) in which the incident occurred so that it can be properly interpreted. If a child is shouting loudly and excitedly during outdoor play, this would be interpreted quite differently from the same type of shouting during circle time.

Your lab notes do not have to be pretty or neat. You don't have to use complete sentences, or even complete words if you need to abbreviate at times. Spelling and grammar aren't important here. You have to write quickly to get all the information down about a very active child.

Entries should be professional, objective reporting of facts as far as possible. A generalized statement or tentative interpretation may be necessary to make the picture clearer, but should be based upon adequate facts. (Interpretations and generalizations should be placed in parentheses to differentiate them from factual data.)

COMMON ERRORS TO AVOID IN LAB NOTES:

Generalizations: "chatters all the time; never takes turns; always giving toys away;

tends to be messy". Evaluations: "is insecure; is afraid of heights; doesn't like men; is lazy; is very sensitive, "Personal reaction to child instead of objective reporting of behavior:"...is such a good, cute, sweet, pretty/handsome, smart, funny, charming, delightful, adorable angel" (These descriptive adjectives are reserved for doting grandparents!), or "...is a mischievous, plain, homely, sloppy, clumsy, stupid, slow, silly, rude, obnoxious, irritating."

Entries of incidents showing desirable, passive, inconspicuous, or non-participating behavior are as important in giving a true picture of the child as are incidents of undesirable, loud, or dramatic behavior. A child who at first glance is "not doing anything" is actually doing something. It may just be sitting quietly and watching others, but it is something. Guard against recording primarily negative, dramatic incidents. Your notes must not become a report of the child's misdeeds and failure to conform. It should be a fair, objective, balanced, well-rounded picture of the child.

EXAMPLE OF LAB NOTES

Your notes will be handwritten as you observe.

Initials of Child A.L.

Mon., Mar. 8: Exploring the Circus seems to be theme kids are involved in

(Today is a very hot day, so the children stay inside the majority of the time. There are some new circus posters up showing circus animals, clowns, and trapeze artists. One mother here with son's clown-shape birthday cake.)

9:15 The pre-k class were playing in their room. A. was walking along a row of cabinets and drawers, pulling the doors and drawers open and shutting them. At the end of the row was a toy school bus. A. got on her knees and pushed the toy back to the other end, making bus sounds—went around the kids who were painting. – taking the bus back to the carpet. A. stops, pushes the bus onto carpet and joins kids who are painting.

9:30 Next, A. fingerpaints. She chose red and blue paint. Covered half the paper with blue—half with red. Made slow, circular movements —kept colors separated. A. looked over and saw her friend J. playing with puzzles, but kept doing her art. A. suddenly made swift, large, jerky movements with both hands, mixed the two colors together all over the paper. Said, "Look, Mr. Joe. I got purple!" The T. replied that A. had made purple by mixing red and blue. A. smiled (seemed proud of her work and pleased with the recognition).

The details in the sample notes above provide information that can be used in the case study in the sections on gross and fine motor skills, language development, creativity, imagination, emotions, attention (ability to attend, or focus), self-esteem, and teacher-child interaction.

PGS 344

Case Study Information

Case Study and all handwritten lab notes are Due Monday, April 28.

CASE STUDY INSTRUCTIONS TO STUDENTS:

5 POINTS WILL BE DEDUCTED FOR EACH DAY IT IS LATE. START NOW. DON'T WAIT UNTIL THE LAST WEEK TO FINISH. STUFF HAPPENS!!

Your case study must be typed. Your handwritten lab notes must be stapled together and turned in with the case study.

I will check your lab sign-in sheets from the Child Study Lab Observation room Sign in sheet.

Use many specific examples from your notes and experiences indicating your child's behaviors and developmental level in various areas. Remember, it is extremely important that the conclusions you draw in this paper be richly supported by your observations in and out of the classroom.

Supplementary materials needed for your case study:

*Erikson's Theory of Personality Development (Psychosocial Stages), handout

*Piaget's Stages of Cognitive Development, handout

*Stanley Greenspan, Floortime handout

*Topics covered in lecture

*Developmental Assessment handouts

Your case study will have a **cover sheet** with the following information:

Your Name

ASU

Directed Child Study PGS 294 or 344

Child Study Lab, Name of Class where your child attended

(Your lab child's first and last initials; male or female; age of child in years and months when you began and when you finished observing him/her.)

K. L., male; 3 yr. 4 mo. – 3 yr. 7 mo.

Date case study is turned in

Your case study will follow an **outline form**. **EACH SECTION HAS SEVERAL TOPICS AND QUESTIONS LISTED. YOU SHOULD INCLUDE ALL OF THEM.** Give specific examples and details of what you saw and heard your child do and say

that let you know about his/her developmental level, skills, personality, etc. If you were unable to observe certain behaviors or skills, indicate this on that item. Most areas will be easily observed during this time as well as time spent in class with them.

USE ONLY THE FIRST INITIAL OF YOUR LAB CHILD & OTHER CHILDREN IN YOUR PAPER. Do not include names or initials of family members.

OUTLINE OF YOUR CASE STUDY

I. GENERAL INFORMATION ABOUT LAB CHILD

A. **Developmental information.** Give information about your lab child taken from the parent interview. Note the parent's description of their child. List items that may explain your child's behavior, reinforce what you've seen, or contradict what you've noticed. The child may act one way at home, another way at school or may be growing out of a stage, maturing, developing, or changing. Note their family dynamic and their role in the family.

B. **Physical description.** Give a complete physical description of the child. Discuss height and body build in comparison to other children the same age, hair color and style, and any other distinguishing features.

C. **Selection of child.** State your reasons for selecting this particular child.

D. **Lab setting.** Give a complete description of your child's room—arrangement, equipment, decorations, etc. List and describe each interest center—materials and equipment, activities performed there.

II. MOTOR DEVELOPMENT: Use specific examples to describe each skill you observe—how, where, how well. Then list all the remaining skills you were unable to observe. The fewer skills you see, the more details you need to induce about the ones you did see.

A. **Gross (large) motor skills.** Describe the types of gross motor skills the child engaged in and how his/her performance compared to other children the same age.

B. **Fine (small) motor skills.** Describe the types of fine motor activities your child engaged in and tell how his/her performance compared to other children the same age. Include handling small objects, pincer grasp (using the thumb and index finger to pick up objects), zipping, dressing, working puzzles, cutting, pasting, coloring, painting, manipulating blocks, hand motions to songs, and any other skills observed.

III. COGNITIVE DEVELOPMENT: Use specific examples for each area.

A. **Concepts**: Discuss their understanding of number, shape and letter

B. **Attention and problem-solving style**: Discuss the child's ability (or inability) to **attend** (pay attention, focus or concentrate) to various activities or projects. **Tell how many minutes he/she stays at each major area or activity.** [Example, "She often spent from three to fifteen minutes on art activities."] What did your child seem to enjoy doing the **most**? The **least**? When working (or playing), is he/she easily distracted by other people, noises, etc.? When faced with a new activity, does the child get frustrated easily and give up or keep trying for a long time?

C. **Reasoning ability and learning** Tell if your child indicated by words or actions that he/she "figured out" something—how to work something, how to get to something he/she wanted, why something happened, etc. What has this child learned while you observed? What specific problems has he/she solved?

D. **Curiosity, creativity and imagination**. How does this child show (1) curiosity about things around him/her? Exploratory tendencies? Give examples of (2) creativity (new, different, unusual, original) things the child has made, said, or done. How did this child use his/her (3) imagination (imaginary activities, people, creatures, etc.)?

E. **Memory**. Discuss child's (1) **short term** and (2) **long term memory** abilities. How has the child indicated remembering usual daily routines, people, special events from past

F. **Piaget's stages of cognitive development**. In observing your child, determine which stage and sub stage, your child is in, according to Jean Piaget's theory. Give specific examples, reasons for your answer. Use your handout to help you answer this section.

IV. LANGUAGE DEVELOPMENT [elements of language] Give direct and indirect quotations for each of these areas. Include both correct and incorrect usage.

Quote several instances of your child's words. How does this child's vocabulary compare with that of other children the same age? How well does the child understand the meaning of words used by others? (This is passive/receptive vocabulary). Give examples of specific directions given by the teacher and describe whether the child understood and followed them. List any examples of child's misunderstanding word meanings.

Does your child speak when appropriate and listen when appropriate? Does the child speak especially loudly or softly? What kind of tone? How does the child use language? To whom does he/she speak, and in what settings? To what extent does the child use egocentric speech (failing to take the listener's viewpoint into account) vs. socialized speech? How

effectively is the child able to communicate with peers? With teachers? Give examples in detail. Tell how this child communicates. Describe non-verbal communication—body language, gestures, and facial expressions – especially if the child is not yet very verbal.

(Indicate if your child is younger or older than the other children, or about the average of others in the room.)

V. SOCIAL/EMOTIONAL DEVELOPMENT

A. **Play**. What types of play does your child engage in? Number, list, and underline each type. Give specific examples of each type—1) practice, 2) pretense/symbolic, 3) social, 4) constructive [this is making or building something—2- or 3-dimensional art, puzzles, blocks, legos, sand castles, etc.], 5) games. Tell which ones he/she does not use. Tell what % of time the child spends in group play? % alone? Is this age-appropriate? What have you observed the child learning from play? What gender differences in play activities have you noticed? What toys/activities are both sexes involved with? Girls only? Boys only?

B. **Interactions with peers**. Give examples of each behavior. How does your child interact with other children? How is he/she a follower or a leader? How does he/she influence the others, if at all? When & how is the child friendly, cooperative, hostile, outgoing, withdrawn? Does the child engage in aggressive behavior? When? Why? To whom? And how? How does the child react to aggression expressed by others? Who does the child spend the most time with? How do the other children react to this child? Does the child express sympathy to others or help them in any way?

C. Interactions with adults

1. **Parents**. Describe the parent-child interaction if observed. Was the child's behavior different when the parent was there? How? How did the parent relate to the child? What was said?

2. **Teachers**. Does the child have a favorite teacher? How does the child relate to various adults in the room—lead teacher, aide, pgs students, and other visitors? Compared to the others, how well does the child listen & follow the teachers' requests and instructions? Is the child clingy, dependent or independent? How do the teachers react to this child? How do the teachers deal with problems concerning this child? What methods of guidance are used with all children? Tone of voice? How are positive actions reinforced? How do the teachers help this child learn and express themselves? How much attention does this child get from teachers?

D. **Erikson's theory of personality development (psychosocial stages)**. In observing your child, determine which stage, or stages, your child is in,

according to Erik Erikson's theory. Give specific examples and reasons for your answer. Use your Handout to help answer this section.

E. **Emotions.** Describe the emotions that your child expressed. Does he/she cry easily? Become frustrated? Indicate that he/she is happy, mad, sad, hurt, etc.? How does your child problem-solve situations? (Give specific examples of situations for each.)

F. **Self esteem.** How would you describe the self-esteem of the child—high, low, average, or a combination? What have you observed that causes you to draw this conclusion?

VI. DEVELOPMENTAL SUMMARY

A. **Developmental Milestones.** Using the H.E.L.P., find the age section that corresponds to your lab child's age. Choose several items from each developmental section on the list. Compare your lab child's developmental abilities with those listed and describe how your child is on target, behind, or ahead of schedule in each area. Give specific examples. (Keep in mind there is a very broad range of "typical" as far as the ages that different children reach various milestones.)

B. **Developmental evaluation.** Summarize how your lab child is doing in each area—social/ emotional, cognitive, gross and fine motor, self-help and language development. In what areas are your child most advanced for his/her age? Which abilities are least developed? Which areas are average? Are there any inferences you can draw in thinking about what you have observed, what you have learned about this child, family life and their developmental profile?

VII. PERSONAL VALUE

Describe in detail how observing the child and writing the case study was valuable to you. Even the people most experienced in working with, or parenting, children continually learn new lessons from them. What was new to you? What surprised you? What do you expect to remember the most vividly? What previous knowledge was reinforced? How can you apply what you have learned to your personal and professional life, both now and in the future?

Hawaiian Early Learning Profile

Also known as HELP:

HELP® is a widely-used, family-centered, curriculum-based assessment for use by professionals working with infants, toddlers, young children, and their families: As a curriculum-based assessment, HELP is not standardized; it is used for identifying needs, tracking growth and development, and determining "next steps" (target objectives). It offers play-based activities and intervention strategies for each skill.

HELP is comprehensive and developmentally sequenced -- covers 685 skills (birth-3 years) and 622 skills (3-6 years) in the six domains: Cognitive, Language, Gross Motor, Fine Motor, Social, and Self-Help.

HELP promotes a cross-disciplinary, integrated approach - used by physical, speech, and occupational therapists, early childhood educators, infant specialists, psychologists, social workers, and nurses.

HELP focuses on the whole child -- the importance of supportive environments and interactions, building on strengths and providing activities for working on specific needs.

unsmiling faces

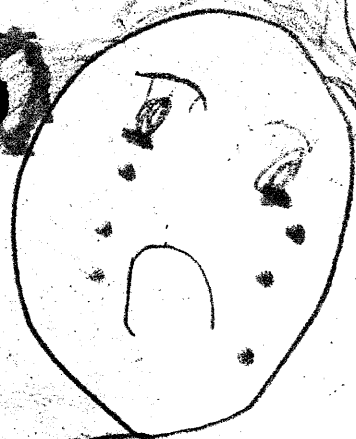
**how preschools
can heal**

**SECOND
EDITION**

Lesley Koplow

Editor

Foreword by Vivian Gussin Paley



copy
and
manning
standards
up


1/28



Contents

<i>Foreword by Vivian Gussin Paley</i>	vii
<i>Preface: The Changing Landscape of Early Childhood Education</i>	ix
<i>Preface to First Edition</i>	xi
<i>Introduction: Knowing What We Know Now</i>	xiii
PART I: Making Room for Emotional Life in Preschool	
1. Developmental Reality and the Reality of Experience	3
<i>Lesley Koplow</i>	
2. "If You're Sad and You Know It": The Value of Children's Affects	17
<i>Lesley Koplow</i>	
3. A Look in the Mirror: Self-Concept in Preschool Children	29
<i>Judith Ferber</i>	
Part II: Structure and Relationships in Preschool	
4. Therapeutic Teacher, Therapeutic Classroom	47
<i>Judith Ferber</i>	
5. Play Therapy as Early Intervention	65
<i>Lesley Koplow</i>	

cept
For
standards
up
Concluded
mirrored

1/28


6. Therapeutic Technique: The Tools of Preschools That Heal	79
<i>Lesley Koplow</i>	
Part III: The Meaning of Curriculum	
7. Playing for Keeps: The Value of Open-Ended Play	97
<i>Lesley Koplow</i>	
8. Affect Meets Cognition: Building a Curricular Bridge	114
<i>Lesley Koplow, Virginia Hut, and Judith Ferber</i>	
9. Lesson Plans for Emotional Life	132
<i>Virginia Hut, Beverley Dennis, Lesley Koplow, and Judith Ferber</i>	
Part IV: Understanding Special Populations	
10. The Traumatized Child in Preschool	175
<i>Lesley Koplow and Judith Ferber</i>	
11. Helping Children with Autistic Spectrum Disorders	194
<i>Lesley Koplow, Suzanne Abrams, Judith Ferber, and Beverley Dennis</i>	
12. Why Homeless Children Can't Sit Still	215
<i>Lesley Koplow</i>	
Part V: Preschool as Home Base	
13. Caring for Families and Staff	229
<i>Lesley Koplow</i>	
<i>About the Editor and the Contributors</i>	251
<i>Index</i>	253

IS THERE A PRESCHOOL
sad, angry, and helpless
escape the sudden fear
known. There is the fear
late who refuses to emerge
in all our classrooms.

Even so, when I refer
to limit its use. Here is
extraordinarily stressful
the population of the nation
heal and give comfort
ready see themselves as
to appear "therapeutic."

The rest of us, teachers
idea that some form of
larger numbers of families
in the face of worry
is not meant to be a the
random pieces of confusion
surround us as we try to

The problem, I suspect
looks like; we think it is
and understanding. We
that provides, in eminence
script to help us see ourselves
Remarkably, it has the strength
of recognizable good teaching

Their vision of the
practice this approach in
to structure an environment
dare to emerge from hiding
tell their own stories and