



Send completed CEU homework to:
CCPDI
6515 Old Main Hill
Logan, UT 84322

CEU Homework Cover Sheet

Course Title UAAYC Child Development & Guidance, Making Learning Fun

Course Dates _____

Name _____

Mailing Address _____

City _____ State _____ Zip _____

Home Phone _____ Work Phone _____

Please complete this form and submit it with your completed CEU homework assignments.

There is no cost for CEU credit. Please note that the CDA Council now accepts clock hours for CDA Renewal so completion of the CEU credit for this purpose might not be necessary. Please contact the CDA Council at 800-424-4310 or check their website <http://cdacouncil.org> for more information.

Homework assignments must be complete in order to be considered for credit. Incomplete assignments will be returned. You can re-submit a homework assignment for credit, as long as it is still before the due date. You **MUST** include a CEU Homework Cover Sheet with all requests.

Homework due dates will be strictly enforced. Homework is due 3 weeks after the last session of class. In order for homework to be considered for credit it needs to be postmarked on or before that date. There are no exceptions to this policy. Classes you are earning CEU credit for must be completed in full. If you make up a session in order to complete the course, the CEU homework is due 3 weeks from the make-up session date.

Please allow 3 weeks for processing of your certificate. If you have any questions, please contact CCPDI at 855-531-2468 or by email at ccpdi@usu.edu

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Choose and complete four of the following assignments for 1 CEU; 2 from the applicable sessions for .5 CEU.

- Answer all parts of the assignments that you choose.
- Represent what you learned from your participation in the classes.
- Please write in depth, but try to contain your answers to one page per question.

1. In session 1 you were introduced to several principles of development and observation techniques. Observe a child in your class. Create a web of their interests and developmental areas that could be strengthened. Write one developmental goal for each child (make sure the goal builds on one of their current competencies). Then plan a strategy to support the child's progress towards the goal that fits with the child's interest (e.g. specific examples of providing materials, social interaction, parenting support). If possible, try your plan. Then write a short reflection answering the following questions: What did you do? How did it work? What would you change?

2. Complete the Observation Self-Assessment handout provided in session 1. It is taken from the Utah Core Competencies for Early Childhood Professionals. Identify your current competencies and next steps for growth. Make an action plan to build your skills. Include 3 things you can change to benefit the children and families your work. If possible, try your action plan for 1 week then write a short reflection answering the following questions: What did you do? What did you like? How did it benefit children and families? What would you change?

3. In session 2 the concept of "Positive Guidance" was introduced. Identify a common problem behavior you have experienced with the children in your classroom. Write an anecdotal observation of what happened. Include what you and the children say and do. Consider how the misbehavior is being promoted and could be prevented. Identify several direct and indirect positive guidance strategies you could apply to support children in developing self-regulation. If possible, try the plan. Write a reflection about what happened. Describe the problem, what you did, and how the children responded. Consider: What would you change now?

4. In session 2, you had an opportunity to evaluate the daily schedule and review techniques for making routines, and transitions more productive. Revise the daily schedule for your class by incorporating the suggestions discussed for routines and transitions. If possible, try out the revised schedule for 1 week. Then write a reflection describing how the schedule, transition, and routine changes have influenced children's experiences.

5. In session 2, techniques for planning and implementing "Developmentally Appropriate Circle Time" were discussed. Demonstrate your knowledge of these techniques by developing a circle time lesson plan. Include the following:

- Developmental goals being targeted
- Key concepts and learning objectives
- Age of children and length of time
- Procedures for the activity including:
 - What materials are needed
 - How will children participate
 - How you will set expectations and engage children's attention

If possible, implement the lesson plan and write a reflection on the following questions: What happened? What did you like? Was the activity effective in meeting your goals or objectives? What would you change?

6. In session 3 participants explored how play provides a foundation for academic learning. Play with a child for 10-15 minutes. Your role is to follow the child's lead and support their play. Write an anecdotal observation of what happened. Then reflect on the following questions: How did this play experience support this child's development? What did you do to support the child's play? Was it difficult to follow the child's lead? If so, Why? What would you change?

7. In session 3 participants explored how to increase children's engagement using open-ended activities. Evaluate a weekly lesson plan for your class. Choose one activity to change by making it more open-ended. Implement the new activity. Describe the changes you made. Then reflect on the following questions: What did you change? Why? How did it work?

8. In session 4 participants explored a variety of ways to implement an integrated curriculum. Select a developmental goal for the children you work with. Create a planning web with 5 different types of curriculum activities (e.g. blocks, music, movement, math, literacy, cooking, outdoors) that could be used to support children's development towards the goal. Include the possible learning children may experience towards the goal when participating in each activity.

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