

## CHLD 101: Introduction to Early Childhood Education

### Inclusion at the Child Development Lab

<b>Learning Outcomes</b>	1. Analyze critical, current trends and issues in early childhood field as they reflect the historical roots of early childhood education, emphasizing the impact of the dominant culture and the influence of other diverse cultural groups. 4. Identify evidence-based practices, curriculum, environments, teaching models, and technologies that support the development and learning of diverse populations in early childhood. 9. Identify observation, screening, and assessment techniques and demonstrate competencies in observation techniques, synthesis, and analysis by observing in diverse early childhood programs and analyzing information gathered with respect to the role and influence of culture, linguistic, and ability diversity.
<b>DEC Recommended Practices</b>	C9. Services are provided in natural learning environments as appropriate. These include places in which typical children participate such as the home or community settings. C15. Recommended practices are used to teach/promote whatever skills are necessary for children to function more completely, competently, adaptively, and independently in the child's natural environment. Skills should include teaching those that maximize participation and membership in home, school, and community environments – including those that are typical or similar to other persons in the environment. I17. Team members plan to provide services and conduct interventions in natural learning environments.
<b>NAEYC Standards</b>	1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Your first field experience will be at the Heartland Community College Child Development Lab. According to their web page, “The CDL is a nationally accredited inclusive demonstration laboratory school that provides high-quality care and education to the children of Heartland Community College's students, faculty and staff.” The purpose of this field experience is for you to identify the policies and procedures that the Child Development Lab has implemented to meet the needs of culturally, linguistically, and ability-diverse young children.

#### To prepare for this field experience:

- Review Chapter 1: Introduction to Early Childhood Education.
- Review the additional reading assignment: “*Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).*” Available from: [http://www.naeyc.org/files/naeyc/file/positions/DEC\\_NAEYC\\_EC\\_updatedKS.pdf](http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf)
- Study the CDL web page. Available from: <http://www.heartland.edu/cdl/> This web page will familiarize you with the center and allow you to gather information for your “description of the setting” that you will need later.

- Call (309) 268-8210 and schedule an appointment. Indicate to the staff that this is your first observation for CHLD 101: Introduction to Early Childhood Education.
- Equip yourself with materials for good note taking - pencils, notebook, and earphones to listen from the observation windows.
- Read this entire assignment carefully so you know what questions you will be addressing in your Reflection.

**Part I: Center Visit.** Be prepared to observe within the environment for an hour. While observing, take objective notes on what you observe using one of the observation methods outlined on the handout “**Common Observation Strategies.**”

Please remember: When you are undertaking a field experience within an ECE environment, you are looking at one point in time. As a result, what you see may be a specific response to a unique situation and not always reflective of common practices. Therefore, field experiences must be conducted with an open mind.

**Part II: Reflection.** Based on your observation completed during Part I, please respond to each of the following:

- Questions pertaining to method:
  - What method of observation did you use to collect data?
  - What did you see as the strengths and weaknesses of this method?
- Questions pertaining to environment:
  - Describe the setting you were observing within, including:
    - Type of facility and classroom
    - Number of children
    - Number of staff
    - Activities occurring during observation time period
    - Other relevant information (whether families were in the room, how children responded to strangers, etc.)
  - What environmental and interaction strategies are used to support child and family diversity?
  - What did you see as the environment’s strengths?
  - What did you see as the environment’s challenges?
- Questions pertaining to children:
  - Describe the diversity-related characteristics of children within the classroom environment.
  - How were children interacting with the environment?
  - Did you feel there was a sense of classroom community?
  - Did the children seem engaged?
  - Would you suggest any strategies to support further engagement?
- Questions pertaining to staff:
  - How was the staff interacting with the children and each other?
  - Did the staff seem engaged?
  - Would you suggest any strategies to support further engagement?
- Questions specific to the CDL:

- What makes the CDL an inclusive environment?
- Did you see signs of the staff meeting the ethics standards cited in your Ethical Dilemma?
- Links to your learning:
  - In what ways did your field experience complement what you have learned in the course?
  - In what ways did your field experience contradict what you have learned in the course?
  - How do observed practices reflect evidence-based practices you have learned about in the course?
  - Did you feel the program was individually and developmentally appropriate?

**After you complete your field experience:**

- Submit your objective notes collected in Part I and your Reflection developed in Part II to your instructor.