

CHLD 201: Child Development Practicum 1 – Discussion Questions

The following questions are suggested for use within an online discussion board. They could also be incorporated into a traditional classroom environment.

Discussion Board 1 - Ethics

In a typical Practicum class the weekly seminars provide opportunities to share and debrief with your classmates and learn from their celebrations about what went right the past week. In this on-line version of the course the Discussion Board will replace these conversations. You will be expected to interact extensively on the Discussion Board and each week your post should start with a celebration of a memorable event interacting with children, how you conquered a dilemma, or just an “ah-ha” moment that you experienced.

For this Module’s discussion, first share your celebrations from your practicum experience and then address the following discussion prompt:

Figure 1-7 in Chapter 1 of your textbook lists Ethical Responsibilities to Children. Which Ethical Responsibilities do you feel will be easiest for you to adhere to in terms of your daily practice? Which Ethical Responsibilities do you feel are more challenging, and that you will have to work to address? What strategies can you use to support your alignment with each of the Ethical Responsibilities outlined?

Discussion Board 2 - CARE

For this discussion board, first share your celebrations from your practicum experience and then address the following discussion prompt:

Chapter 2 addresses dispositions and values. On page 42, the acronym CARE is used to help you remember some of the most significant dispositions and values. What does the CARE acronym stand for? How do you feel that the dispositions and values stressed by CARE have been modeled by your cooperating teacher? Which dispositions and values have you demonstrated in your first weeks of placement? Are there any that you have struggled with? As you reflect on effective dispositions and values, what strategies do you feel would support your application of effective dispositions and values?

Discussion Board 3 - Embedding Instruction

For this discussion board, first share your celebrations from your practicum experience and then address the following discussion prompt:

An important part of planning for infant toddler teachers is to decide how instruction and interventions for individual children will be embedded into the daily schedule. Study the **DEC Sample Classroom Activity Matrix form** to see how DEC recommends embedding instruction intentionally throughout the day. Careful planning will facilitate distributing the instruction across various times of the day in a logical context and will clarify which staff member will be responsible for implementing instruction.

Use the **DEC Classroom Activity Matrix form** to plan for four of the children in your assigned room. Include any children who may be receiving early intervention services.

Contact your instructor for guidance if you have difficulty completing the matrix. Share the matrix with your colleagues and provide necessary explanations. Then add suggestions to those created by others as you respond to your peers.

Discussion Board 4 – Cultural and Linguistic Diversity

For this discussion board, first share your celebrations from your practicum experience and then address the following discussion prompt:

As you have been learning, developmentally appropriate, culturally competent environments require attention to and specific supports for children and families who are culturally and linguistically diverse. Reflect on the families you have been working with in your field placement. What types of diversity have you experienced? How does the center/classroom assure that these children and their families are included? What have you personally been doing to maximize participation for each and every child? NAEYC program standard 3.F.05 states that you should, “...support the development and maintenance of children’s home language whenever possible.” What is done to meet this requirement in your placement site? What have you done to meet this requirement?

Discussion Board 5 – Cultural Competence

For this discussion board, first share your celebrations from your practicum experience and then address the following discussion prompt:

As you have been learning, cultural competence is an essential facet of quality early childhood programming. To prepare for this discussion, complete the Promoting cultural and linguistic competency: Self-assessment checklist for personnel providing services and supports in early intervention and early childhood settings.

Goode, T.D. (2009). *Promoting cultural and linguistic competency: Self-assessment checklist for personnel providing services and supports in early intervention and early childhood settings*. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development. Available from <http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.EIEC.doc.pdf>

You will not need to submit the checklist, but will be sharing insights you gained from completing the instrument with your classmates. What do you feel are your strengths in terms of cultural competence? What areas do you feel you can improve upon? What are your goals in terms of supporting your cultural competency?

Discussion Board 6 - Inclusion

Prior to this Discussion Board, please review the DEC/NAEYC Joint Position Statement on Inclusion.

Division for Early Childhood, & National Association for the Education of Young Children. (2009). *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)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute. Available from http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_ECSummary_A.pdf

For this discussion board, first share your celebrations from your practicum experience and then address the following discussion prompt:

How is your placement site supporting children's access, and participation as outlined in the Joint Position Statement? What supports are provided to practitioners to facilitate their successful implementation of inclusive practices? What ideas do you have for improving the services for preschool children with special needs in your practicum site?

Discussion Board 7 – Problem Solving

For this discussion board, first share your celebrations from your practicum experience and then address the following discussion prompt:

Chapter 8 discusses numerous problems that can surface during a practicum/student teaching assignment. Hopefully you are not experiencing any of them. Most challenges can be linked back to communication skills and can benefit from a problem-solving process. Describe a scenario from your practicum experiences (it can be yours personally or something you observed between children and/or families and/or teachers) where a problem was resolved by using problem-solving techniques, or describe a scenario that you think would benefit from applying problem-solving techniques. As you consider and describe your scenario, reflect on how the solution you observed or your proposed solution aligns with the 8 Step Technique from your text. What can you do to apply the 8 step problem-solving technique in the future?

Discussion Board 8 – Career Goals

For this discussion board you will first share your celebrations from your practicum experience. Then share your plans for the future – short term and long term. What are your career goals?