

Course Syllabus: Child Development Practicum 1

Course Prefix and Number: CHLD 201

Course Title: Child Development Practicum I

Credit Hours: 3

Lecture Hours: 1 **Laboratory Hours:** 6

Catalog Description:

Prerequisite: CHLD 102, 105, 109, 202, 209. This course deals with the practical application of evidence-based practices based on early childhood education principles and theories. Students work with diverse young children and families in high-quality, culturally, linguistically, and ability diverse early childhood settings under the supervision of a site supervisor and a college course work supervisor. Six hours of lab work will be required each week.

Course/Lab Outline:

1. Introduction to Practicum
2. Developmentally Appropriate Infants and Toddlers Care
 - a. Environment
 - b. Relationship-based Curriculum
 - c. Screening and Early Intervention
 - d. Instructional Planning
 - e. Language Acquisition
3. Developmentally Appropriate Early Care and Education for Preschoolers
 - a. Classroom management and the environment
 - b. Project Approach to Curriculum
 - c. Differentiated Instruction for children with cultural, linguistic and ability diversity
 - d. Assessment & Instructional Planning
 - e. Working with Families
 - f. Implementing small and whole group instruction
4. Quality Programs

Relationship to Academic Development Programs and Transfer:

CHLD 201 fulfills 3 semester hours of elective credit for the A.A. and A.S. degrees. It should transfer to most colleges and universities as an elective course. However, since this course is not part of either the General Education Core Curriculum or a baccalaureate major program described in the Illinois Articulation Initiative, students should check with an academic advisor for information about its transferability to other institutions.

This course is a part of the Illinois Gateways Infant and Toddler and ECE Credential.

Required Textbook(s):

Machado, J., & Botnarescue, H. (2011). *Student teaching: Early childhood practicum guide* (7th ed). Boston: Thomson Delmar Learning

Harms, T., Clifford, R.M., and Cryer, D. *Early Childhood Environment Rating Scale (Revised Edition)*.(2005). New York: Teachers College Press

Harms, T., Clifford, R.M., and Cryer, D. *Infant Toddler Environment Rating Scale (Revised Edition)* (2006) New York: Teachers College Press

Suggested Resources:

Ages and Stages Questionnaire-Third Edition. (2012). Baltimore: Paul H Brookes Publishing

American Academy of Pediatrics, (2011, October). *Back to sleep, tummy to play*. Available from <http://www.healthychildcare.org/pdf/sidstummytime.pdf>

Center for Early Literacy Learning. (2010). Center for Early Literacy Learning (CELL). *Diaper Changing Games*. North Carolina: Orleana Hawks Puckett Institute. Available from http://www.earlyliteracylearning.org/cellpract_pract/infant/PGPrac_I_DiapChng_WM.pdf

Center for Early Literacy Learning. (n.d.). Center for Early Literacy Learning (CELL). *Early Childhood Classroom Interests Tool*. North Carolina: Orleana Hawks Puckett Institute. Available from http://www.earlyliteracylearning.org/ta_pdf/ec_classrm_ints_tool.pdf

Center for Early Literacy Learning. (n.d.). Center for Early Literacy Learning (CELL). *General Practice Guides for Practitioners*. North Carolina: Orelena Hawks Puckett Institute. Available from <http://www.earlyliteracylearning.org/pgpracts.php>

Center for Early Literacy Learning. (2010). Center for Early Literacy Learning (CELL). *Mealtime Conversations*. North Carolina: Orleana Hawks Puckett Institute. Available from http://www.earlyliteracylearning.org/cellpract_pract/infant/PGPrac_I_MealtimeConv_WM.pdf

Colorin Colorado. (2011). *Preschool for English Language Learners Webcasts*. Available from <http://www.colorincolorado.org/webcasts/preschool/>

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: National Association for the Education of Young Children. Available from <http://www.naeyc.org/store/node/162>

- Division for Early Childhood. (1999, October). *Concept paper on identification of and intervention with challenging behavior*. Montana: Author. Available from http://www.nhsa.org/files/static_page_files/EC5FD710-1D09-3519-AD0DEF5D28FAC3CD/Concept_paper_on_Challenging_Behavior.pdf
- 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 (summary version) http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf (full version)
- Fox, L. (2009, April). *Positive behavior support: An individualized approach for addressing challenging behavior (What Works Brief #10)*. Tennessee: Center on the Social and Emotional Foundations for Early Learning. Available from <http://csefel.vanderbilt.edu/briefs/handout10.pdf>
- Fox, L., & Duda, M. (2008, May). *What are children trying to tell us?: Assessing the function of their behavior (What Works Brief Training Kit # 9)*. Tennessee: Center on the Social and Emotional Foundations for Early Learning. Retrieved from http://csefel.vanderbilt.edu/resources/training_kits.html
- 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>
- Goode, S., Diefendorf, M., & Colgan, S. (2011, July). *The importance of early intervention for infants and toddlers with disabilities and their families*. Chapel Hill: National Early Childhood Technical Assistance Center. Available from <http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf>
- Gateways to Opportunity. Illinois Professional Development System. Available from <http://www.ilgateways.com/>
- Heartland Equity and Inclusion Project (HEIP). (2012). *Classroom Therapist Deegan Interactions Video*. Available from <http://youtu.be/oI3zzpB1340>
- Heartland Equity and Inclusion Project (HEIP). (2012). *Deegan's Story Video*. Available from <http://youtu.be/yJIeZQIBYMc>

- Heartland Equity and Inclusion Project (HEIP). (2012). *Family Conference Video*. Available from http://youtu.be/s517uXGO_Ts
- Heartland Equity and Inclusion Project (HEIP). (2012). *Home Visit*. Available from <http://youtu.be/4nye44rof3c>
- Heartland Equity and Inclusion Project (HEIP). (2012). *Talking to Parents When Concerns Arise Video*. Available from <http://youtu.be/ydPJtXRjQFg>
- Heartland Equity and Inclusion Project (HEIP). (2012). *Teacher/Parent Interview ASQ Video*. Available from <http://youtu.be/ISnpQuwnLHA>
- Illinois State Board of Education: Division of Early Childhood Education. (2013). Illinois Early Learning Project. *Illinois early learning standards*. Available from <http://illinoisearlylearning.org/standards/index.htm>
- Illinois State Board of Education: Division of Early Childhood Education. (2013). *Illinois Early Learning Guidelines for Children Birth to Age 3*. Available from <http://www.isbe.net/earlychi/pdf/el-guidelines-0-3.pdf>
- IRIS Center. (n.d.). Star Legacy Modules. *Functional behavioral assessment: Identifying the reasons for problem behavior and developing a behavior plan*. Retrieved from <http://iris.peabody.vanderbilt.edu/fba/chalecycle.htm>
- Kaiser, A. P. (2011, February). *KidTalk: Naturalistic communication intervention strategies for parents and teachers of young children*. Available from http://kc.vanderbilt.edu/kidtalk/files/presentations/Kaiser_AUCD%20Webinar_2_22_11.pdf
- McWilliam, P.A. (2004) Vanderbilt Home Visit Script. Chattanooga: Siskin Children's Institute. Available from http://www.siskin.org/downloads/Vanderbilt_Home_Visit_Script.pdf
- Milbourne, S. (2007) *CARA's Kit: Creating adaptations for routines and activities*, Philadelphia: Philippa Campbell Available from <http://www.naeyc.org/store/node/666>
- NAEYC. (n.d.). *NAEYC Accreditation Welcome to Torch!* Available from <http://www.naeyc.org/academy/primary/torch>
- National Down Syndrome Society. (2012). "What is Down Syndrome?" Available from <http://www.ndss.org/Down-Syndrome/>
- National Marfan Foundation. (2012). *National Marfan Foundation website*. Available from <http://www.marfan.org/marfan/>

Nemeth, K.N. (2009). *Many languages, one classroom: Teaching dual and English language learners*. Silver Springs: Gryphon House. Available from <http://www.gryphonhouse.com/store/trans/productDetailForm.asp?BookID=14399>

Neuman, S., Copple, C., & Bedekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, DC: National Association for the Education of Young Children. Available from <http://www.naeyc.org/store/node/40>

Purcell, Terri. (2007). *Differentiating Instruction in the Preschool Classroom: Bridging Emergent Literacy Instruction and Developmentally Appropriate Practice*. Available from <http://www.stcloudstate.edu/tpi/teachersupport/documents/DifferentiatingInstruction-EarlyChildhood.pdf>

Santos, R.M., & Ostrosky, M.M. (2007, December). *Understanding the impact of language differences on classroom behavior (What Works Brief #2)*. Tennessee: Center on the Social and Emotional Foundations for Early Learning. Available from <http://csefel.vanderbilt.edu/briefs/handout2.pdf>

Siskin Children's Institute. *Routines Based Interviews*. Available from <http://www.siskin.org/www/docs/112.190/>

Expected Learning Outcomes:

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

1. Articulate and demonstrate skills needed to develop supportive, inclusive learning climates, including collaborative, respectful partnerships between children, professionals, family members, and communities that are culturally and linguistically diverse.
2. Evaluate student strengths and challenges, teaching resources and materials, and evidence-based instructional practices to plan, implement, and assess curriculum appropriate for diverse children within the context of the Illinois Early Learning Standards and other relevant frameworks.
3. Demonstrates professionalism through self-reflection and assessment, professional behavior and dispositions, effective verbal, written, and digital communication and collaboration strategies, appreciation for the importance of professional development and leadership activities, and ongoing adherence to legal, ethical and policy requirements.
4. Demonstrate the knowledge and ability to design, implement, evaluate and adapt respectful, cohesive early childhood environments and evidence-based practices and curricula that are developmentally, individually, and culturally appropriate
5. Use nondiscriminatory formal and informal assessment methods that are also culturally and linguistically valid and appropriate across developmental domains to collect and maintain student assessment data and differentiate and modify instruction, monitor performance and

assess progress, support positive behaviors, and collaborate with families and other professionals.

6. Use assessment data, evidence-based practices, and appropriate materials to plan, implement, assess and modify activities supporting all domains of development including the reading, writing, and oral communication of children who are culturally, linguistically, and ability diverse.

Method of Evaluation (Tests/Exams, Grading System):

Each instructor will use a combination of evaluation methods to determine the grade of each student. They may use a variety of forms of assessment methods including exams, application activities, and discussion / class participation.

Exams	20% - 60%
Activities	20% - 60%
Discussion / Participation	5% - 25%

Grading Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F