

LOS ANGELES MISSION COLLEGE

CHILD DEVELOPMENT 34

**OBSERVING AND RECORDING CHILDREN'S BEHAVIOR
UNITS: 3**

INSTRUCTOR: RITA GRIGORYAN

Fall, 2014

Section # 0179

Thursday 8:50-12:00

Room CCDS 201

Office Hours: M.1:00 – 3:00 and 6:15- 6:45; W. 6:15-6:45; Th. 12:30 – 2:30 and by appointment

Location: CCDS – office 213

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Office Phone: (818) 364-7860

Required Text: Nilson, Week by Week Plans for Documenting Children's Development, Sixth Ed. 2013

Copple & Bredekamp, Developmentally Appropriate Practice in Early Childhood Programs, 3rd Ed. 2009

Course Description: (3units)

Students will learn the appropriate use of assessment and observation strategies to document development, growth, play and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored.

Student Learning Outcomes:

1. Students will evaluate children's developmental progress using professionally recognized and accepted observation strategy.
2. Students will select an appropriate assessment tool based on the purpose of the assessment.
3. Students will apply the information gained from a professionally recognized assessment tool to design a developmentally appropriate program for a child, document their findings in writing, and make appropriate recommendations/follow-through plans.

Course Objectives:

1. Compare the purposes and value and use of formal and informal observation and assessment strategies.
2. Examine ethical implications of assessment within cultural and social contexts in early childhood settings.
3. Relate and apply NAEYC Code of Ethical Conduct to observation and assessment of young children.
4. Evaluate the characteristics, strengths, and limitations of common observation methods and assessment tools with children's development, cultural and linguistic characteristics.
5. Compare and contrast systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.
6. Compare the various approaches to assessment for relevance, applicability and purpose.
7. Select and apply a method of observation that fits a specific observation purpose.
8. Analyze and evaluate elements of an appropriate learning environment and its effect on the development of the child.

Special Requirements

Students must show proof of a current negative TB test (Mantoux Test) or chest X-ray within the last two years. The Department of Social Services Child Care Licensing Division and the Department of Health requires all individuals working with children in a paid or voluntary position to have a negative Mantoux or chest x-ray every two years.

Attendance:

As in each college level course, attendance and participation is essential for a successful learning experience. Los Angeles Mission College policies related to attendance will be respected. Students are expected to attend and participate in each class session. Students are responsible for all materials and information presented during each class. Absences of more than six (6) hours will result in class "exclusion." Points will be deducted for each absence and for partial class time missed. **It is the student's responsibility to complete all paperwork necessary to add, drop or withdraw from class.**

Students with Special Needs:

Any student that needs special considerations due to a disability is asked to identify their need to the instructor in private by the first day of class and the Office of Special Services or Disabled Students. Special accommodations may be arranged but the instructor must be notified by the student in advance. All information will remain confidential

Cell Phones and iPods:

Please be courteous to your instructor and fellow classmates. Put your cell phone on silent mode while in class. Please check and answer your messages during the break. Use of iPods or MP3's during class time is not appropriate.

COLLEGE RESOURCES FOR STUDENTS

Admissions and Records: Students can register for classes, request transcripts, file petitions for graduation, and drop classes at this office. For more information call 818-833-3322 or visit: <http://www.lamission.edu/admissions/>

Assessment Center: Offers student assessments in English, English-as-a-Second-Language (ESL) and Mathematics. Please contact the Assessment Center at (818) 364-7613 for more information or visit <http://www.lamission.edu/assessment/>

Bookstore: For hours of operation, book availability, buybacks, and other information call 818-364-7767 or 7768 or visit <http://eagleslanding.lamission.edu/default.asp>

Counseling Department Office: For appointments and information call 818-364-7655 or visit <http://www.lamission.edu/counseling/>

Disabled Students Programs and Services (DSP&S): For appointments, eligibility and information call 818-364-7732 or visit <http://www.lamission.edu/dsps/>

Extended Opportunity Programs and Services (EOPS): For appointments, eligibility and information call 818-364-7645 or visit <http://www.lamission.edu/eops/>

Financial Aid: For information and applications call 818-364-7648 or visit <http://www.lamission.edu/financialaid/>

Library: For information on hours, resources, workshops, and other services contact 818-364-7106 or visit <http://www.lamission.edu/library/>

Tutoring Services in Learning Center: Laboratories for Learning, Writing, Math & Science. Walk-in and appointment services offered. Call 818-364-7754 or visit www.lamission.edu/learningcenter/

Child Development Tutoring: For appointments and information call 818-364-7600 ext. 7123

Assignments

Class List Log	10 pts
Anecdotal Records	20 pts
Check list	10 pts
Running Records	20 pts
Frequency Count	10 pts
Language	20 pts
Literacy Rating Scale	10 pts
Work Samples	20 pts
Setting Observation	20 pts
Portfolio and Plan	50 pts
DRDP-R	30 pts
Participation	15 pts
Reflective Journals	50 pts
Grand total	285 pts

Class List Log

10 pts

Fill out a class list (form will be provided) to record short pieces of information about each child present in the class. The list needs to include greetings, separation and self-care.

Grading

- **Form needs to be filled out completely/thoughtfully**
- **Neatness**
- **No judgmental language**
- **Date and Time needs to be included**

Anecdotal Records

20 pts

Is a narrative account of an incident that indicates a child's development and is written shortly after a significant event. It can be an incident that indicates typical or atypical behavior of the child or even a humorous story. More importantly it needs the exact detail of how the incident occurred. The focus should be on one child. The paper needs to be approximately one page, typed or written in blue and black ink.

Grading

- **Neatness**
- **Detailed account**
- **No judgmental language**
- **Easy to follow**
- **Age of child must be included**
- **Quotes from Developmentally Appropriate Practice must be included**

Physical Check list

10 pts

The physical checklist (form will be provided) is a predetermined list of criteria against which the recorder answers yes or no. You will use this on one child in the class. On the back of the page you will write a paragraph of what you learned about the child's physical development, due to the check list.

Grading

- Neatness
- **Form needs to be filled out completely and thoughtfully**
- **Analysis of the information that was provided from the check list.**

Running Records

20pts

Write a detailed account of a segment of the child's day, written as the incident is occurring. The running records (form will be provided) includes setting, descriptions of actions and interactions and exact quotes. You will focus on one child's social development.

Grading

- Neatness
- **Detailed account**
- **No judgmental language**
- **Easy to follow**
- **Age of child must be included**
- **Quotes from Developmentally Appropriate Practice must be included**

Frequency Count

10 pts

Measures repeated actions of a child, the whole group, or the teachers. You will fill out a frequency count (form will be provided) on a few children in the class on their pro-social and antisocial behavior in the class. On the back of the page you will write a paragraph of what you learned about the children, due to the check list.

Grading

- Neatness
- **Form needs to be filled out completely/thoughtfully**

Speech and Language Checklist

20 pts

You will first take a language sample of one child and then fill out the speech and language checklist. You may tape the child talking or write down verbatim what the child is saying.

Grading

- Neatness
- **Form needs to be filled out completely/thoughtfully**

- **Quality of the analysis of the conversation**
- **Age of child must be included**

Literacy Rating Scale

10pts

The literacy rating scale assesses the interest, skill and knowledge of young children's reading and writing. You will watch one child and fill out the rating scale (form will be provided).

Grading

- **Neatness**
- **Form needs to be filled out completely/thoughtfully**
- **Age of child must be included**

Work Samples Checklist

20 pts

Collect four to five work samples from one child. After looking over the samples, fill out the work sample checklist (form is provided)

Grading

- **Neatness**
- **Form needs to be filled out completely/thoughtfully**
- **Three Work samples need to be attached to the checklist**
- **Age of child must be included**
- **Comments section must be complete for all areas.**

Setting Observation

20pts

Take a trip to a child-care center and fill out the setting observation form (form will be provided). No children need to present for the visit.

Grading

- **Neatness**
- **Form needs to be filled out completely/thoughtfully**

- **Analysis of your findings.**

DRDP-R (midterm)

30 pts

The desired result developmental profile - revised (DRDP-R) is an assessment tool that consists of seven domains of learning and development for young children. Each domain consists of the measures that focus on a specific competency. You will mark the developmental level of your focused child for each measure and write anecdotal observations for most measures. This will be your midterm assignment.

Grading

- **Age of child must be included**
- **Neatness**
- **Each measure needs to be filled out completely/thoughtfully**
- **Anecdotal observations for most measures**
- **No judgmental language**

Portfolio and Plan-Final

50 pts

You will create a portfolio for one child. The portfolios includes all methods of assessment and documentation that were presented in class (ie, running records, checklist, work samples, and anecdotal). After analyzing your findings from the portfolio, you will need to create a plan for the child. The plan needs to include social/emotional, cognitive, gross and fine motor development. You will present your plan in front of the class.

Grading

- **Neatness.**
- **Developmental Appropriate Plan**
- **Thoroughness of the portfolio**
- **Diversity of samples (3 different samples for each curricular area)**
- **Two Developmentally Appropriate Practices Quotes in each curricular area.**

Reflective Journals

50 pts

Writing in a journal where you answer reflective questions.

Grading

- **Writing weekly**

Week Date	Topic	Assignments Due
1. Sept. 4	Introduction Guidelines and Procedures. Developmentally Appropriate Practice	
2. Sept. 11	Class Log Separation and School Adjustment. DRDP-R	Ch. 1 & reading code of ethics NAEYC article #12
3. Sept. 18	Anecdotal Self Care DRDP-R pp. 41-43	Read ch. 2. Class list log due
4. Sept. 25	Using check lists to look at physical development. DRDP-R pp.38-40	Read ch. 3. & NAEYC art. # 50 Anecdotal records due
5. Oct. 2	Social/emotional development DRDP-R pp. 1-12	Read chs. 4 & 5 & NAEYC art. # 51 Physical check list due
6. Oct. 9	Language and Speech. DRDP-R pp.13-26	Read ch. 6 & NAEYC art. # 44 Frequency Count Due
7. Oct. 16	Rating Scales, Literacy	Read ch. 9 & NAEYC art. # 33 Language sample Due
8. Oct.23	Standardized Measurements & Cognitive Development. DRDP-R pp.27-37	Read chs. 7 & 8 Literacy Rating Scale due
9. Oct. 30	Work Sample, Creativity,	Read ch. 10
10. Nov. 6	Program Assessments,	Read ch. 13 & NAEYC art. # 24 Work Samples due
11. Nov. 13	Environmental Rating Scale	DRDP-R & Summary of Child's Development due
12. Nov. 20	Using Technology for Documentation Documentation for Child Abuse Self-Concept	Read chs. 11 & 12 Setting Observation Due
13. Nov. 27	Thanksgiving – No Class	
14. Dec. 4	Communication with Families	Read ch. 14
15. Dec. 11	Yearly Plans Portfolios	Read ch. 15
16. Dec. 18	Final Class	Portfolios Due

Week Date	Topic	Assignments Due
17. Sept. 4	Introduction Guidelines and Procedures	
18. Sept. 11	Class Log Separation and School Adjustment	Ch. 1 & reading code of ethics NAEYC article #12
19. Sept. 18	Anecdotal Self Care	Read ch. 2. Class list log due
20. Sept. 25	Using check lists to look at physical development	Read ch. 3. & NAEYC art. # 50 Anecdotal records and check list due
21. Oct. 2	Social/emotional development	Read chs. 4 & 5 & NAEYC article # 51
22. Oct. 9	Language and Speech	Read ch. 6 & NAEYC art. # 44
23. Oct. 16	The samples Standardized Measurements	Read chs. 7 & 8 Language sample Due
24. Oct.23	Rating Scales, Literacy	Read ch. 9 & NAEYC art. # 33. Running Records & Frequency Count Due
25. Oct. 30	Work Sample, Creativity, DRDPs	Read ch. 10
26. Nov. 6	Using Technology for Documentation Documentation	Read ch.11
27. Nov. 13	Documentation for Child Abuse Self-Concept	Read ch. 12 Literacy Rating Scale, work Samples, Setting Observation Due
28. Nov. 20	Program Assessments, ECERS	Read ch. 13 & NAEYC art. # 24
29. Nov. 27	Thanksgiving – No Class	
30. Dec. 4	Communication with Families	Read ch. 14
31. Dec. 11	Yearly Plans Portfolios	Read ch. 15
32. Dec. 18	Final Class	Portfolios Due

