

SABBATICAL LEAVE REPORT  
for the Academic Year - 1980-1981

Submitted By  
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October, 1981



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## PURPOSE

My goal for the past year could clearly be stated as a plan to improve my teaching skills and increase my knowledge of the field of Home Economics in many ways. In completing the laboratory manual to use in Early Child Development Observation, the students will have a concise, comprehensive supplement for assignments. The travels in the United States and abroad expanded my perspective of the educational field, as did my reading program. The scope of the conferences and classes related specifically to my interests and provided information concerning recent studies of Child Development and Early Childhood Education.

The Application for Sabbatical Leave, Appendix A, page 29, lists my goals in four areas: independent study, professional development, community volunteer work, and travel. The values to the college and for me in my position as an instructor are clarified in this application, page 30; and the initial plan to meet the goals, page 32, can be found also in Appendix A. My sabbatical year, 1980-1981, was spent in an endeavor to meet these objectives.

CALENDAR OF SABBATICAL ACTIVITIES  
June, 1980 - August, 1981

June            Beginning Microwave Class: West Covina  
                 Beginning Loom Weaving Class: Claremont  
                 Preliminary work on ECD Lab Manual  
                 Art Museum Class and Tours: Citrus College

July            White House Conference on Families: Los Angeles  
                 Completion of ECD Lab Workbook  
                 Microwave, loom weaving, art classes(continued)

August          Microwave and loom weaving classes (continued)

September     College visits to Stanford, San Jose, Menlo Park  
                 Loom weaving class: Claremont

October        Trip to Republic of Ireland, England, Scotland

November      Trip return from United Kingdom and Ireland  
                 College visits to San Bernardino Valley, CSUSB  
                 Cal Poly SLO, UCSB, DeAnza  
                 Perception Development Workshop: Claremont  
                 Advanced Microwave Class: West Covina  
                 Loom Weaving Class: Claremont  
                 National Association for Education Of Young Child, 1981,  
                 Conference in San Francisco

December      Presentation of Master Plan for Children & Families in  
                 Los Angeles  
                 American Indian Exhibit: Los Angeles  
                 Weaving and microwave classes (continued)

January        Beginning Photography: West Covina  
                 Advanced Weaving Class: Claremont  
                 Crisis in Authority for Teaching and Learning: USC  
                 Art Museum Class: Citrus College

February      Weaving and photography classes (continued)  
                 Basketweaving Class: Claremont

March            Parent Education Conference: Newport  
                   Volunteer work for CHEA 1981 Convention  
                   Weaving, basketweaving, photography classes(continued)  
                   California Association for Education of Young Child, 1981,  
                   Conference in Anaheim  
                   Visit to CSU Fullerton, CSUSB, San Bernardino Valley  
                   California Weavers' Guild Convention, 1981, Costa Mesa  
                   California Community College Early Childhood Education,  
                   1981, General Assembly: Anaheim  
                   Gesell Workshop: Point Loma University, San Diego

April            Educating the Infant and Toddler: Dallas, Texas  
                   College and Children's Centers Visits in Florida  
                   Workshop in Crime, Violence, Vandalism: Los Angeles  
                   Showcase, 1981: Upland  
                   Photography and weaving classes (continued)

May              National Headstart Convention, 1981: Los Angeles  
                   College and Children's Centers Visits in Arizona  
                   Pendleton Fabric Craft School: Arizona  
                   West End Advocates of Special Kids: Sensory Motor Train-  
                   ing: Upland  
                   Weaving class (continued)

June             Conference: The Needs' of the 90's: Anaheim, CSUF  
                   Weaving class (continued)  
                   Revised Early Childhood Development Laboratory Workbook

July              Kephart Workshop by G. Rodiger: Pasadena  
                   Weaving class (continued)

August           Travel to: Colleges and Children's Centers, Hawaii  
                   Compiled Sabbatical Leave Report

## TRAVEL

The highlight of the year was my trip to Britain and the Republic of Ireland in the Fall, 1980. Since my ancestors originally came from that part of the world, I researched this, my first trip to England, Scotland, and Ireland, with care and found numerous opportunities to study different areas of home economics and related fields through the people and their culture; however, valuable assistance in making my plans came from other sources as well, as you will read about.

### England and Scotland

While attending the White House Conference on Families in Los Angeles, July, 1980, I met Raymond Clarke, Secretary of The Children's Committee for England and Wales, who had been invited to the White House Conference on Families as a guest of the United States government. The Children's Committee was originally funded three years ago to coordinate social, health, and some educational services offered by public, private, and volunteer agencies for families and children. When Clarke heard that I was especially interested in the children under five years of age, he requested that I let him plan my tour of London so that I might become acquainted with child care and family programs available through government and volunteer agencies.

Letters from The Children's Committee are in Appendix B, on page 33, with a copied brochure listing goals, area of service and the members. Page 37 describes activities of the Voluntary Organizations Liaison Council for Under Fives, a contact arranged for me by the C.C. The schedule of visits on the next two pages was prepared by Maureen O'Meara, Clarke's administrative assistant, who helped me with interviews and transportation. It was a unique, educational tour and without Clarke and O'Meara's aid, my London visit would have been much less valuable.

# The Children's Committee

28 October 1980

MARY WARD HOUSE, 5-7 TAVISTOCK PLACE, LONDON, WC1H 9SS  
TELEPHONE: 01-387 9681

Contact) Ext. 39 - Maureen O'Meara  
Point: ) Administrative Assistant

## Schedule of Visits for Mrs. I. Robertson

### Wednesday 29 October

a.m. (Mrs. Robertson to liaise with office  
to meet Mr. Raymond Clarke)

p.m.

2 p.m. Department of Health & Social Security

Mr. A.B. Barton, Assistant Secretary, Children's Division  
concerned with children under school-age (5 years).  
Statutory/administrative background to services

3.30 p.m. Department of Education and Science

Mr. A.H. Prosser, Principal, Schools Branch I  
concerned with education of children under school-age.  
Statutory/administrative background to services

### Thursday 30 October

10 a.m. Lambeth Walk Day Nursery (local authority: London Borough of Lambeth,  
Social Services Department)  
Mrs. E. Eldridge, Matron. Nursery open 8 a.m. to 6 p.m. to cater for  
working parents.

Return to Base to meet

Professor Brimblecombe, Chairman of Children's Committee

12.30 p.m. Lunch with Prof. Brimblecombe, Raymond Clarke, Terry Powley (& M.O'Meara)  
approx.

2.30 p.m. National Children's Bureau

Ms. Elsa Ferry, Researcher in Services for Under-Fives in general  
(not specifically education)

4 p.m. Voluntary Council for the Under-Fives - VOLCUF

Mrs. Elsa Dicks, Secretary to Council-

Friday 31 October

10.30 a.m. Thomas Coram Nursery ('joint centre')

Miss Marchmont, Principal

11.30 a.m. Family Groups Unit, London Voluntary Services Council

Mrs. Mary Willis, Groups Officer

Mrs. Marjorie Boyanawomah

2 p.m. approx. King's Gate Hall Play Group (within the local authority,  
London Borough of Hackney which  
partly funds group)

Mrs. Janet Zummeris, Play Group Leader.

Return to Base for concluding meeting with Mr. Clarke.

M.O'Meara.

The Children's Committee staff met with me at lunch in order to provide an orientation to their functions and missions for three years. I was pleased to talk to Dr. Frederic Brimblecombe, Chairman of The Children's Committee, who spent his lunch time telling of the aspirations and goals of the Committee and problems which have come about since Prime Minister M. Thatcher has slashed funding for programs. During my visits to the public children's centers and privately endowed day care centers, I found good care for 3's and 4's, much like some centers in California, where they emphasize social and physical development, and present academic learning at appropriate age levels. These would probably be labeled "model centers" and are staffed by trained teachers. The less desirable family care, the other end of the spectrum, available to working parents, was not open to inspect.

The London preschool teachers have far less training than in this state and there is great need for improved standards for government licensing. They lack professional societies and an organized effort to improve child care by parents or directors. Due to unemployment, most mothers are at home with their children under five years of age and the children have little exposure to group care or the advantages of preschool. There are a few parent co-op play groups organized with government aid in some projects, but minority families and children in the inner city need more help in order to become integrated into society and to become aware of the services available to meet their needs. The Children's Committee recently has researched extensively the needs of the under 5's in the family and the results have been published.

To accompany the schedule O'Meara compiled the history and facts sheet found on page 8 and 9. This information provided a better perspective of the centers on the tour and an understanding of backgrounds of those persons I had the opportunity to interview. I really believe they had spent much time and effort to arrange these visits.

PROVISION/CARE FOR THE UNDER-FIVES IN THE U.K.

as regards "nurturing and development" - apart from Health Care.

(Health Care: catered for within the National Health Service, officially, by Ante-Natal Clinics, Post-Natal Clinics, Mother & Baby Clinics: General Practitioners, Hospitals etc.

Local provision may vary, depending on geography & local resources

A) Statutory Provision by:- Two different Govt. departments.

- 1) Department of Education & Science: Nursery classes, usually held in schools.  
via Local Education Authorities
- 2) Department of Health & Social Security: (Visit to King's Gate Hall P.G.) \*  
Through grants to Local Authorities, Day Nurseries, funds to vol. Play Groups \*  
(Social Services Depts.) (& residential nurseries for children temporarily or permanently 'deprived' of CHILDREN'S SCHEDULE parents)
- 3) INNOVATION between 2 Depts. "Combined Centres" run jointly by Education & Social Service Depts. of L.A.s  
(\* Appt. to see Coram Nursery - Principal Miss Marchmont)

B) Voluntary Provision:

As with all areas of social/welfare services in this country, voluntary organisations supplement and support statutory provision. (It was the voluntary bodies who usually pioneered the particular services in the first place, long before statutory provision existed.) Similarly it is usually the voluntary bodies who see where the statutory services are falling short, and campaign for improvements. Research is usually also pioneered by privately-funded organisations, then, with luck, funded eventually by Government.

Implicit in voluntary provision is <sup>spradic growth & size,</sup> independence, and variation from one area to another: also overlap. Below are listed some of the voluntary organisations that exist:-

Voluntary Council for the Under Fives - "VOLCUF" (fairly new body - 10 years.

(\* Appointment to meet Mrs. Elsa Dicks, Secretary).  
No official headquarters: officials are honorary and usually work from home address.

Pre-Schools Playgroups Association - "PPA"

Well-organised on national level, with regional advisers, offices. etc.  
May receive some Govt. or Local Authority funding, but officially voluntary, independent. Support mothers in starting their own groups - not <sup>necessarily</sup> financially but morale-wise, advice etc.

London Voluntary Services Council has "FAMILY GROUPS UNIT" set up to support mothers with young children.

(\* Appointment to meet Mrs. Mary Willis, Group Officer & Mrs. Marjorie Boyanawomah, colleague)

National Campaign for Nursery Education: pressure-group, members work on vol. basis  
(Mrs. Betty Osborne) London-based: 977.3006.

British Association for Early Childhood Education: members work on vol. basis.  
Chairman/Vice-Chairman: Jane Grubb, Paediatrician  
/or/  
At Bristol. Bristol tel.no. 0272.31.37.36

Research

The Thomas Coram Foundation (Appt. to see "joint centre" nursery, there)

National Children's Bureau (Appt. to see Miss Elsa Ferry on needs of Under-Fives)

National Children's Centre (in Yorkshire - north of England)

(Division of National Educational Research & Development Trust)

Miss Hazel Wigmore - Director.

Phone: 0484.41733.

Two research projects at Bristol University:

1) Study of Child Health & Education under Prof. Butler

Dept. of Child Health & Education

Jane Grubb (see under British Assn. for Early Childhood Education, above)  
currently working on this project.

Bristol: 0272.21.12.66.

2) Sonia Jackson (who, with her husband Brian Jackson published:

is directing Social Science Research Project

"Innovation in the Pre-School Field"

at the Univ. Dept. of Applied Social Studies.

Bristol: 0272.24161.

This list is a 'selection' or overview - by no means complete.

After my appointment with the Children's Committee had been completed, I was able to continue my London sight-seeing. Originally in my plans I had allowed time to go on guided tours, visit museums, and attend the theater. The amount of time planned for the stay in London was enough to see a great deal, but I hope to return soon to revisit many spots of special interest.

This list is composed of the highlights of the visit:

Buckingham Palace  
Whitehall and the changing of the guards  
Hyde Park and the Kensington Gardens  
St. James Park  
Tower of London, Crown Jewels, etc.  
Westminster Abbey  
Parliament Buildings, Big Ben, Westminster Bridge  
St. Paul's Cathedral  
Trafalgar Square and Art Museum  
Reform Club: Dinner guest of a member  
Lyric Theater: "Taking Steps"  
Thomas Coran House and Art Museum  
Piccadilly Circus and Soho  
Liberty of London  
Wales Craft Center  
Windsor Castle and Thames Valley

Another town in which I stopped on the tour of England was York, where I had the opportunity to view these points of interest:

University of York, two campuses  
The Shambles, guided walking tour  
York Minster and Museum  
Trinity Chapel  
St. Crux ruins, archaeological digging and exhibit  
Castle Museum--York Square: Textiles, clothing, household items

While I stayed in Edinburgh, I included walking and bus tours to see these famous sights:

The Royal Mile, from Holyrood Palace to The Castle  
The Children's Museum  
Princes Street Gardens

St. Giles Cathedral  
Parliament Buildings  
Shops for tartans and fabrics  
National Art Gallery of Scotland  
New Town and the Firth  
New British Hotel

Although I crowded many activities into the days I visited the United Kingdom, the trip was a brief sampler and I look forward to returning to view the quiet, peaceful countryside. October was a fine time to tour because the crowded tourist season had ended and there were no waiting lines nor need to rush through exhibits. Those changing colors of fall were brilliant and many gardens were unusually beautiful at this time of year. The wet weather did not hamper our movements, although we by-passed flooded areas in northern England. The extreme cold was a surprise, even though we had prepared for it.

## Republic of Ireland

During my visit to Ireland I was most fortunate to have the opportunity to live two weeks with a family in a home in the Dublin suburb of Swords. I learned about children and parenting in Ireland; home furnishings and modern appliances; consumerism and food preparation; as well as the customs and values, directly from this Irish family, the McLaughlins. They are an upper middle-class family who chose to return to live in their native country after having lived in the United States for five years.

Grainne, 8, Aengus, 4, and Imer, 2 1/2 years, lived with their parents in a modern home near large, productive farms and fine country homes. The McLaughlins are not farmers, and lived in a modest home on an acre of land. The mother is a full-time homemaker. The school bus picks up the two older children at the gate and transports them to a school where there are two classrooms and two teachers. It is unusual that these children attend a "public" school, and also that the four-year-old attends school regularly. The two-and-one-half year old would be permitted to attend school also, but her mother prefers to have Imer stay home another year. Since the youngest child remained home, I was able to spend more time observing the interaction between mother and the child.

Although Grainne takes piano and swimming lessons, her activities seemed otherwise limited to visiting friends on neighboring farms. There was far less pressure on these children than on California children but they seemed to keep quietly occupied. Grainne worked on assignments and read, but at no time did she do household chores nor care for her sister and brother. Aengus was involved in games of his own invention and seemed pleased to let Imer join him. In this rural area the children played outside even in rainy weather and we saw few toys in the yard

or house, except bicycles and a roughly constructed playhouse. This seems to be due to the high cost of toys, but it did help Aengus and Imer to be inventive in play ideas.

For the most part these parents seemed more permissive than authoritarian, but that may have been because guests were present. The father's conversation to the children was curt, but he frequently showed his affection for the children in an outward way. The mother was soft spoken at all times and gently chided the children if they did not mind.

We spent considerable time together becoming acquainted in the family room near the fireplace. Since fuel is expensive, other rooms were not heated usually. The oil furnace was operated on weekends when the children were at home. A few U. S. television programs for children are offered. Even though the television was in the family room where it was warm, the children seldom viewed these programs. They enjoyed books but did not own many.

In Dublin City I enjoyed viewing colleges, cathedrals, craft centers, and shops, in addition to historical sights. Scenic and historical stops are listed as we saw them driving through the countryside:

Trinity College and Museum: Book of Kells, Dublin  
Christ Church, Dublin  
St. Patrick's Cathedral, Dublin  
Old Castle and Chapel, Dublin  
O'Connell Street and River Liffey, Dublin  
Malahyde Castle, Swords  
Phoenix Park, Dublin  
Muckross Castle, Killarney  
Kilkenny Castle, Kilkenny  
Bunratty Castle, near Limerick  
Blarney Castle, near Cork, and many other castles  
Adare, Irish Village  
Cork University College  
Waterford and the Glass Factory  
Galway University College  
Kennedy Cathedral, Galway

Spanish Arch and Museum, Galway  
Knowth, Dowth, New Castle in Boyne Valley  
Glendalough, Glen of Downs, Sugar Loaf in Wicklow County  
Powerscourt Falls and Gardens, near Enniscorthy

These are some of the best-known sights but I saw many other places accompanied by the McLaughlins. This list contains centers for folk crafts and performances of folk music and dancing:

Wicklow Avoca Weavers  
Blarney Woolen Mills near Cork  
Dublin Woolen Mills, Dublin  
Galway Crystal Factory, Galway  
Waterford and Ainsely China Factory, Waterford  
Abby Crafts, near Ennis  
Kilkenny Design Center, Kilkenny  
Noritake Factory, Wicklow County  
Donald Davies Fabrics in Enniscorthy  
Bunratty Castle for Folk Music  
Jury Irish Cabaret for Folk Music and Dancing, Dublin

The popular revival of ancient Irish customs and crafts seems to be evident in weaving of textiles; also looms were operated by young people at Avoca and the talented young people performed. The glass factory tours and crystal and china displays were of value in learning about quality control. Museums and workshops exhibited products fashioned by highly skilled artisans.

Through out the trip I photographed people and places which I have used to show students. When I returned, I talked to ECD Field Work students and showed them slides while I emphasized the differences between Irish family life and ours, describing child care in London councils, and reviewing needs of inner city families in London. Since then I have outlined other areas of interest concerning children of England and Ireland, schools, and work of The Children's Committee. This information is available at all times to use in lectures.

## RESEARCH AND WRITING

In addition to foreign travel, I completed four trips around the United States so that I might visit colleges and child development centers. The selected areas have families with similar life styles and needs, as well as having climate like that in southern California. These areas were located in Arizona, Florida, Hawaii, and central California.

### Survey of Schools

At colleges and universities in Table 1., I sought information about the philosophy of early child development programs and early childhood education, the placement level of the laboratory schools, and the availability of parent education courses. My objectives in undertaking this survey were to discover trends and ideas for possible program projections and to compare experiences presently offered to students. When a college designs a program to fit the needs of students, the program may be classified into a variety of departments and show few similarities to those offered other places. Consistency in terminology, placement of teaching experience, and requirements for graduation would be of value to students. However, state requirements for certification of teachers and licensing of schools influence the colleges in each state, and each area within a state.

The state requirements for the areas which I visited are located in Table 2., which shows a comparison of director and staff qualifications and training. More than one state includes the CDA, a field-based assessment, as an option for a children's teacher instead of training. There are fourteen states which have added the CDA for persons who have not attended classes but who exhibit competencies with children.

TABLE 1. COLLEGE PROGRAMS

Two-Year Colleges

Four-Year Colleges

	Parent Ed. Classes	Competency Assessment	College Department	Vocational Academic	Students' Objective	Lab School/ Practicum	Day and Evening	
DeAnza Doreen Croft	3/4	yes	HumE	CD	1/2	yes	d/e	Entry for HiSch Part.
Fullerton Chris Lamm	no	no	HEC	CD FL	2	yes	d/e	Family Life
Manatee M. Lester	no	no	Nur Ass	Nurs	1	no	d	
Merritt M. Scott	4	no	HE	HS	2	no	d	Disbled child
Monterey Peninsula	o	no		ECD				
Palomar, San Marcos S. Aarnett	4	no	con ed	CD	1/2	yes	d/e	
Pensacola	no	no	HEC	chca	2	no	d/e	CD and Family
Phoenix L. Farone	no	no	HEC	chca	2	yes	d	
San Bernardino Valley B. Harkness	no	no	EC	ECD	1/4	yes	d/e	
Maui--UH Diane James	no	yes	ECE	HD	1/2	no	d/e	
San Diego City M. Fox	no	yes	hlth	HS	1/2	yes	d/e	
San Diego CR Dist. R. Morris	no	yes	HEC	CD	1/2	yes	d/e	
Victor Valley	no	no	ECD	ECD	1/2	yes	d/e	
Arizona SU, Tempe J. Creighton	AED	no	CD HD		3/4	yes	d	
Cal Poly, SLO	AED	no	CD HD		3/4	3	d	
Fullerton, CSU S. Hall, J. Ramirez	no	no	HD	CD	3/4	2	d	Certificate:Teacher of Parent Ed.
Menlo Park	no	no	HD	HD	3	0	d	
N. Arizona, Flagstaff	no	no	Psy	CD	3/4	2	d	
Point Loma	no		HD	CD	3	no	d	
SantaBarbara, UC	no	no	Psy	ECE	3/4	no	d	
San Bernardino, CSU	yes	no	Cro	CD	3/4	yes	d	
San Diego, CSU	yes	no	FS	CD	3/4	yes	d	School of Fam. Studies
San Jose, CSU	no	no	ECE	CD	3/4	yes	d	
Stanford	no		ED	ECE	4	3	d	
University of Hawaii	no	no	HD	ECE	3/4	No	d	Vocational: HEC

- 1-Certificate
- 2-AS/AA
- 3-BS/BA
- 4-Teaching/credential
- 5-CDA credential

Here is evidence of how colleges attempt to maintain autonomy and in so doing have developed many diverse programs. Similarities in terminology, standards for quality and objectives would seem to be worth striving for. The goals of all of the college programs should be better education for young children by providing good training for teachers and parents. The CD and ECE specialists need agreement and articulation to accomplish this. In my visits to the colleges I was able to learn more information regarding the programs for ECE and ECD than I have recorded in this table.

TABLE 2. STATE REQUIREMENTS FOR STAFF

Staff  
Training/Experience

Director  
Education/Experience

ARIZONA

1. High school diploma or CDA or equivalent or
2. A. S. Degree or B. A. Degree or
3. Enrollment in program leading to above

1. High school diploma + 2 yrs qualifying experience or
2. CDA or its equivalent or
3. 1 yr college + 18 mon. qualifying experience or
4. A. S. + 6 mon. qualifying experience or
5. B. A. + 3 mon. qualifying experience or

FLORIDA

1. no educational requirements

1. No specific educational requirements
2. Training in First Aid or
3. A course equal to those previously approved by department of counties directed to child care needs or
4. Is concurrently receiving training

HAWAII

1. B. A. in ECE or CD + 2 yrs experience
2. 2 yrs college + 4 yrs of experience

1. B.A. in ECE, CD, related fields or
2. B.A. and supervised teaching experience in nursery-aged group or
3. 2 yrs college + professional training in preschool or ECD + supervised teaching experience or
4. Completion of in-service training program in preschool and ECE by legally-recognized sponsorer including supervised teaching experience in nursery-aged groups of children

TEXAS

For kindergarten class only:

1. B. A. or valid teacher's certificate or
2. CDA credential or
3. A. A. in CD or related field

Other staff for group day care:

1. High school diploma or enrolled in child care related career programs approved by Texas Education Agency or other state or federally approved programs.

1. B.A. or
2. CDA Credential or
3. A. A. in CD or related field or
4. 1 yr experience in family/group child care, teaching, administration or management

CALIFORNIA

1. Enrollment in program leading to high school diploma and 2 yrs experience in group day care + 12 units in ECE or other units of formalized training or
2. High school diploma + 12 units ECE or other units of formalized training under qualified instructor

1. High School graduation + 12 units ECE or other formalized training under qualified instructor + 3 units in Administration and 4 yrs of teaching experience or
2. 1 yr at college + Administration + 2 yrs teaching and child care experience or
3. 2 yrs college and 12 units ECE or other formalized training or
4. B. A. in ECE + 12 units Administration and 17 working with children

In California the Commission for Teacher Preparation and Licensing has recommended a field-based assessment to be used in combination with courses in a community college as an option to qualify for the Children's Center Permit. At present none of the schools which I visited had hired teachers who held a CDA nor any other type of field-based competency assessment credential.

The record of visits to child development centers, on and off campus locations, private day care centers, qualifications of staff, and teaching credentials or CDAs, can be compared in Tables 3A. and 3B., on the following pages. Parent involvement--if they volunteer hours and if they receive training or are offered parenting classes, was discussed in each interview. Agencies responsible for licensing of the schools for children vary in each state, and local laws appear to be stronger than state laws in many states. For the most part child development centers were licensed by state agencies which were responsible for determining qualifications. Private preschools and day care were often licensed by city or county agencies which seemed to have stronger demands for quality care. No staff persons with CDAs were employed in the private schools even in states where this qualification was one option determined by law.

Most of the schools stressed the developmental approach for preschool children although there were schools available in each community for the parents who prefer the academic emphasis. This brief discussion is a summary of information collected, as it would not be possible to review all the information gathered in these visits and the interviews completed. The facts which I collected are very worthwhile for me because I will use them in discussions and lectures.

TABLE 3A. VISITS: Parents Staff Qualify Agency Field  
License Work

Campus Child Development Centers	Parents		Staff		Qualify CDA Permit /Cred. None	Agency License			Field Work Used by Community Colleges in ECD Programs	Educational Objectives
	Ed classes	Volunteers (Part-time)				City	County	State		
Arizona SUniversity (Tempe, AZ)	x	x	x	x					Yes	Developmental. Readiness activities planned as students' responsibility in ECE program.
DeAnza College, CA		x		x				x	Yes	Intern Program, Used for Lab School and Field work, along with community nursery schools.
North Arizona S U (Flagstaff, AZ)	x	x		x				x	Yes	Practicuum for Psyc-Soc. classes and ECE students. Dept. of Education.
Pima College - CC (Tucson, AZ)			x	x				x		Practicuum in local schools for ECE. Approach is basically developmental.
San Luis Obispo-CaPol Xanadu Lab School CDC	x	x						x x x	Yes Yes Yes	Infant/Toddler Program for ECD and CD students to use as practicum; Human Development major. Developmental and extended day care.
Stanford University Escondido Child Care Little Child Care Big Child Care Bing Center	x x x	x x x		x x x						Extended day care with developmental approach. Infant program for parents with developmental aims. Older program for parents: developmental approach. Developmental approach. Research school, Used by college students in ECE and Psyc. Departments.
University of Arizona (Tucson, AZ)				x				x		Lab school for students in Home Economics & Psyc. Developmental approach.

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TABLE 3B. VISITS: Parents Qualify Agency Field  
Staff License Work

Private Schools	Ed classes		Volunteers		Permit/Cred.		Agency License			Field Work		Educational Objectives
	Yes	No	Yes	No	CDA	None	City	County	State	Used by	Community Colleges in ECD Programs	
Guys and Dolls (Venice, Florida)	No	No		x		x					No (HiSch)	Physical Development. No structured activities. Drop-in and extended day care.
Honolulu YWCA (Downtown)	Yes	No	x				x				No	Soc-Emotional Development. Play school. Day care hours limited in summer program.
Honolulu YWCA (UH: Campus)	Yes	Yes	x				x				No	Developmental. Good ratio. Small play area
St. Mark's Day School (Venice, Florida)	Yes	No	x	x			x				No	Academic-Cognitive activities stressed. Extended day care all ages.
San Xavier Papago (Tucson, Arizona)	Yes	Yes	x						s		No	Developmental. Readiness Program. Preschool hours.
United Methodist (Venice, Florida)	Yes	Yes	x				x				No (HiSch)	Developmental. Readiness Activities. Preschool with extended day care limited hours.
Venice-Nokomis (Presbyterian, Fl)	Yes	No	x	x			x				No	Soc-Emotional Development. Play School.
Young Children's Learning Center (Tucson, Arizona)	Yes	Yes	x				x		x		Yes (Pima)	Developmental. Readiness activities planned. Extended day care.
Windham School (Glendora, CA)	Yes	Yes	x						x		No	Academic-Cognitive activities stressed. Limited hours: ages 2 1/2 to 7.

## Workbook for Early Childhood Development Laboratory

Before starting the visits to schools in Summer, 1980, I completed a workbook to be used by students in Early Childhood Development Observation laboratory. I have taught the lecture and laboratory combination for many years and tried to locate a manual which would be suitable for students. Laboratory exercises were needed to coordinate materials in texts and readings, to provide directions for observing and recording children's behavior, and to provide activities for the development of observational skills. After a search of available books, I concluded that I should compile a workbook. The instructor who would use the manual while teaching this ECD class during my leave agreed to try out the first draft and evaluate activities so that I might make revisions at the end of the year.

I completed the laboratory reports in workbook form during the summer and had them printed by the Publications Office. These included reading assignments, lecture outline, and lab exercises for developing sensitivity to the needs of young children and improving writing skills, combined in a pack to be sold at the SAC Book Rac at cost. Near the end of May, 1981, I interviewed instructors and some students who had used this workbook to hear their criticisms and contributions. The instructors had recorded feedback from discussions with students in conferences.

Following reviews of other books on the subject, I finished a revised edition of the Early Childhood Development Laboratory Workbook containing about one hundred pages for use in Fall, 1981, as included in Appendix D, following page 43.

### Reading Program

Included in my reading plans were recently released studies in ECD and related areas of Home Economics. When I am teaching, my reading is limited to subject matter related to courses which I teach, but I find it difficult to review publications in the general field of Home Economics. There was time to pursue special interests in weaving and Indian crafts, food and nutrition, housing and the arts. I reviewed literature obtained at workshops and conferences .

Reports published by the Children's Committee provided extensive materials about families and child care in England and Wales. Looking back over the information which has become available to me this year, I would say without doubt that Burton White's workshop on the parenting of infants and toddlers offered the most helpful aids for use in teaching early childhood development and infant care. I allowed time to review new texts for my courses and to follow the recommendations of reviewers.

## PROFESSIONAL ENRICHMENT

The privilege of having freedom to select from the numerous conferences and workshops related to the area of my special interests, without regard to class schedules and other commitments, gave me pleasure because I enjoy contacts with the leaders about whom I read and the authors who are the source of information relevant to the subjects I continue to study. The value of each conference, workshop, or seminar listed here in chronological order has been summarized. Personal and professional enrichment were gained directly through the increase in knowledge of the topics, in the contacts with outstanding persons in the field, and through my contributions. It was a great opportunity for discovery and enlightenment and I am anxious to share the ideas with students in my classes. On these pages is a description of course work, conventions and conferences of organizations, and volunteer experiences. Appendix C, page 38, contains brochures.

### Descriptions of Classes and Conferences

Microwave Classes, Beginning and Advanced: Tri-Community

(10 weeks) Demonstrations, lectures on principles of microwave cookery and meal preparation. I volunteered to assist the instructor and spent extra time in preparation before each class.

Art Museum Class: Citrus (4 weeks) Lectures and slides of major art works, guided tours of local art museums. Teacher-excellent.

White House Conference on Families: Los Angeles. Delegates of states west of Mississippi met to study challenges and responsibilities of the family. Resolutions regarding child care passed: Government policies should give tax credits to employers for financing day care and increase child care tax credits for working parents, promote alternative forms of child care in public and private sectors with sensitivity to cultural and parental values,

and recognize parental control and involvement of children's services as basis of family-supportive child care system.

Loom Weaving Class: Claremont (three 9 week sessions) Lessons in using floor looms, individualized instruction. Completed fabric for wall-hangings, pillow cover, wind-sock, 3 sets place mats.

Perception Development Workshop: Claremont A multi-sensory programmed learning system demonstration with instructions given by Frank A. Belgau, Perception Development Research Associates.

National Association for the Education of Young Child Conference 1980 San Francisco. Theme - The Future of Child Development. I attended pre-conference meetings, key-note speeches, tours, many valuable, informative presentations and displays.

Presentation of Proposed Master Plan for Services to Children and Youth: Los Angeles. Public hearing to determine support of options by public, professionals. Office of Statewide Health Planning and Development.

American Indian Festival and Weaving Exhibition: Los Angeles.

Demonstrations of ancient and modern crafts. "The History of Navajo Weaving" included a collection of ancient, authentic blankets, traditional techniques and patterns of weaving.

Art Class: Citrus College. Lecture and slides for orientation and tour of Leonardo DaVinci exhibition.

Photography Class, Beginning: Covina (12 weeks) Lecture and lab work on taking pictures and developing prints. Sessions in photographing children, helpful in taking slides for my classes.

Basket Making: Claremont (9weeks) Learned basic construction and information about materials. Individualized instruction.

Crisis in Authority for Teaching and Learning: USC, Los Angeles (3 days) Educational Leaders discussed responsibilities of the educational system and parents, traditional vs. experimental programs. Panels expressed diverse views.

Parent Education Conference: Newport (2 days) Presentations and discussions about provision of support services for families of young children. Child abuse, infant care, training of parents, and care givers.

California Home Economics Association State Convention 1981 in Los Angeles. Assisted in recruiting exhibitors. After the initial contact, I called directly. Theme: 80/80 Vision

California Weavers' Guild Convention 1981: Costa Mesa. Many exhibits of off-loom weaving, loom weaving, fabrics, fibers as well as commercial exhibits.

Institute for Center for Parent Education: Educating the Infant and Toddler: Dallas (3 + days) Lecture and discussion sessions. Main speaker for workshop was Burton White, Harvard Preschool Project. Received excellent resource materials to use in my classes. Slides, films, demonstrations, displays. (Page 38)

California Community College Early Childhood Education 1981: Anaheim, General Assembly. Explanation of outcome of field-based assessment process as recommended by Committee to earn the Children's Center Permit.

Gesell Institute Training Workshop: San Diego. Lecture on the practical effects of developmental placement, aspects of testing process, demonstration of testing of children, discussion on implementation of readiness program and developmental placement. (Page 39)

L. A. Workshop on Crime, Violence and Vandalism: Presentation of "Diet, crime and Delinquency" in Los Angeles. A. Schauss, the Director of Institute for Biosocial Research, about how food and poor nutrition change behavior of youngsters.

Showcase 1981: Upland. Sponsored by Children's Society of California  
National Head Start Annual Child and Family Development Conference  
1981: Los Angeles. Home-Based Program Preconference  
Special interest in CDA Seminars and Home-Based Head Start

presented by Home Start Training Centers. Lectures and discussion groups led by experienced persons. Keynote speakers were outstanding. Association of Directors and Parents Together: ADAPT, contributions to program upgrading. Guidelines for carrying out Family-Child Assessment in Home-Based Head Start. Pendleton Fabric Craft School: Sedona, Arizona. A visit to the school was a learning experience; handweaving, spinning, hand looming, many exhibits of Indian weaving and rug making.

Sensory Motor Training at WEASK, Upland. Lecture, demonstration presented by Georgiana Rodiger on perceptual motor training and information about when a parent should request a Child's assessment by the school.

Kephart Workshop in Sensory-Motor Training: Pasadena (1 week)

G. Rodiger presented components of sensory-motor integration, developmental programs designed to meet children's needs. How motor level, perceptual-motor and perceptual-cognitive difficulties can be accommodated. Explanation of rationale for sensory-motor training.

The Needs of the 90's: Anaheim (3 days) Leaders in child development and human development discussed current research related to child care, policy, educational implications. Beginning reading, infant care, naturalistic videotaping, psycho-emotional development. Coordinated by CSU, Fullerton. (Page 40, 41)

I must point out that many conferences pertained to topics which are included in classes which I teach, but I was especially privileged to have time to investigate related areas of Home Economics. These experiences represent the range of study in the field of Home Economics and they helped me to acquire knowledge of local and national issues, to familiarize myself with additions and changes in curriculum, and to add to my knowledge of studies from the research field.

## CONCLUSION

The initial request for the sabbatical leave was submitted with flexibility in mind so that I might plan my travels around the needs of my family and personal responsibilities. This was helpful when I enrolled in classes and planned attendance at the numerous conferences.

My volunteer experiences included many hours spent in preparation for the California Home Economics Association Conference, assisting in the organization of a class for mothers and tots in a Y.W.C.A. program, and initial planning of an infant center in a community church nursery school. Since I would not have contact with children in the lab school, I arranged to observe a one-year-old each week for three months. These observations along with those of children in the Irish family helped me to continue to gain experience and knowledge in early childhood development.

The visits to colleges were revealing and I thoroughly enjoyed the interviews of instructors and sharing ideas with them. The interviews and observations have provided me content for lectures and information about changing philosophies of the specialists. It was stimulating to view their enthusiasm and encouraging to examine the outstanding programs in some colleges.

Following this busy but relaxing year, I am prepared to incorporate into my teaching plans so much of what I have learned. I would like to propose new ideas for changes in future programs based on these experiences. I thank you for this privilege and the time--one year to study in depth and to pursue my special interests. I am pleased to report that I surpassed my goals and anticipations of what I planned to accomplish during 1980-1981.

APPENDIX



**II. State the anticipated end result, particularly as it will help you to render a more effective service to Mt. San Antonio College.**

As I achieve my goals I will improve my teaching skills, broaden my knowledge of Child Development and Home Economics, and be able to make contributions to enrich the Child Development program at Mt. San Antonio College.

I am concerned about the future of classes in CD and hope that it will be possible to maintain the leadership which has been identified with the nursery school education program for many years. It is essential to offer the best training and education for our students.

Information compiled from the independent study and survey will be studied as we continue to keep our program abreast of the trends in this field for students of the community. This year of study, research and travel, will give me the opportunity to grow professionally and increase my value as an instructor in the Home Economics Department.

Any change or modification of the plans as evaluated and approved by the Committee must be submitted to the Committee for reconsideration.

Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_

**APPROVAL OF THE DEPARTMENT**

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Chairman or Dean

**APPROVAL OF THE OFFICE OF INSTRUCTION 30**

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Vice President, Academic Affairs

DR. JOHN D. RANDALL  
DISTRICT SUPERINTENDENT  
AND PRESIDENT

DR. DENNIS M. MAYER  
VICE-PRESIDENT,  
STUDENT SERVICES

JAMES D. SIMPSON  
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FRANCES L. MASCHIO



# MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: ~~(714) 598-2811~~

(714) 594-5611

March 3, 1980

Mrs. H. Isabel Robertson  
231 Sierra Madre  
Glendora, CA 91740

Dear Mrs. Robertson:

At the regular meeting of the Board of Trustees held Wednesday, February 20, 1980, the Board approved your application for Sabbatical Leave for the school year, 1980-81, to complete the following contracted program:

Independent study, research and travel in the field of child development.

It is the purpose of a sabbatical leave to directly relate to the improvement of instruction and other programs of the College. Any deviation or change from the approved program, which is a contractual arrangement between yourself and the Board of Trustees of Mt. San Antonio College, must be approved by the Board. An unauthorized change will result in withdrawal of financial support. You will be notified in the near future when the contract is ready for signature.

Prior to your departure, you must submit a detailed outline of your study plan and, for travel, a complete itinerary. Following the leave, it is your responsibility to submit a comprehensive report of your activities with an evaluation of the positive effect it will have on your specific teaching assignment.

We hope this will be an outstanding experience for you, and greatly stimulate and enrich your contacts with the students in your classes.

Sincerely,

Max D. Bell  
Director, Personnel

myw



# MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 598-2811

May 19, 1980

To: Max D. Bell, Sabbatical Leave Committee  
From: Isabel Robertson, Home Economics  
Subject: Plan for Sabbatical Leave, 1980-1981

Proposed schedule for year of sabbatical leave:

June, 1980            Begin independent reading program related to developing material for a workbook to be used in Nursery School Observation 66 for ECD majors .

July 10-12, 1980     White House Conference on the Family, Los Angeles

July-Sept., 1980     Classes in Home Economics and Child Development: Weaving, Contemporary Clothing Construction, Photography, Microwave Cookery, and others, to keep abreast of the advances in areas of study for major and minor.

Sept.-Nov., 1980     Visitation of community colleges and universities to survey trends of Early Childhood Education in Arizona, California, Midwest States, East Coast States. Minimum of 12 schools. Emphasis:

1. Use of community schools as field work sites
2. Use of college lab schools for practicum
3. Relationship of programs to schemes for assessment of field-based competencies of teachers

Completion of picture file of Children's Centers and child care facilities visited to be used in my classes.

November, 1980       National Association for the Education of the Young Child, national convention, San Francisco

Feb.-March, 1981     Classes in Home Economics and Child Development

March 13-15, 1981    Southern California Association for the Education of the Young Child, convention in Anaheim

April-May, 1981       Travel to British Isles: visitation of schools for young children, emphasis on open classroom and teacher training.

Professional Growth will include volunteering time to work with children throughout the center in children's centers and other children's programs. I intend to attend regularly scheduled meetings and volunteer service to California Home Economics Association, Foothill Chapter, Southern California Association for the Education of the Young Child and California Community College Early Childhood Education.

Thank you for the opportunity to become involved in this plan of travel, for independent study and professional growth,

Yours truly,  
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Appendix B

# The Children's Committee

MARY WARD HOUSE, 5-7 TAVISTOCK PLACE, LONDON, WC1H 9SS  
TELEPHONE 01-387 9681

Ms Isabel Robertson  
231 East Sierra Madre Avenue  
Glendora  
California 91740  
USA

2 October 1980

*Dear Isabel Robertson*

I was very pleased to receive your letter of 23 September and to hear that you will be coming to London later this month.

In order that I may make some proposals, would you please let me know for how long you will be in London; whether you would like to make visits only within London or more widely - say, within a 20-mile radius; whether you are concerned primarily with pre-school education and care.

I don't envisage any difficulty in my helping you in such a way, but clarity on these issues would be most useful. Personally, I look forward to renewing our acquaintance and introducing you to some friends and colleagues.

With kind regards,

Yours sincerely,

*Raymond T Clarke*

Raymond T Clarke

# The Children's Committee

MARY WARD HOUSE, 5-7 TAVISTOCK PLACE, LONDON, WC1H 9SS  
TELEPHONE 01-387 9681

19 November 1980

Mrs. Isabel Robertson  
231 East Sierra Madre Avenue  
Glendora  
California 91740  
U.S.A.

*Dear Isabel*

Thank you so much for your letter of November 11. I think that you will realise that we were only too pleased to be able to help organise some visits for you during your recent visit to London. We enjoyed your company and Maureen felt that the programme, though somewhat hectic, was worthwhile from every point of view. Your own warm response gave us great encouragement. We trust that you will be able to make future use of the contacts which were established.

We all join in sending you and Al our greetings and we hope that our paths may cross again some time in the future, whether in California or London.

With kind regards and best wishes for the future,

Yours sincerely,

*Kay*

# The Children's Committee

*"There is a need for a change in attitude, a greater concern for the child and the family, a recognition that families could be better at bringing up their children if they were given the right information, support and relationships with the caring professions when it was needed and in a more acceptable way; and an acceptance that the welfare services in this country must now bring into partnership the better educated and more concerned society that a hundred years of social amelioration has created."*

This view was expressed by the Committee on Child Health Services which met under the chairmanship of Professor Donald Court to review the existing health services for children and to propose an outline for a new, integrated service. The Court Committee's report, "Fit for the Future" which was published in December 1976, advocated an integrated, multi-disciplinary approach to the needs of children and their families, which would involve specialists in health, education and social services, as well as parents and voluntary organisations.

In considering the implementation of its proposals to improve the quality of medical, educational and social services for children, the Court Committee asked the question: "Whose job will it be to see that any of our recommendations that are accepted are actually carried out? Not just as elegantly worded circulars of advice and direction but actually in surgeries and clinics, hospitals, schools and homes? And in the spirit we intended? There seemed to be no group we could ask to take this on." It therefore recommended the formation of a Children's Committee as a joint committee of the Central Health Services Council and the Personal Social Services Council.

The Children's Committee, under the chairmanship of Professor Frederic Brimblecombe, has been established by the Secretaries of State for Health and Social Security and for Wales and in consultation with the Secretary of State for Education and Science. Its terms of reference are:

*"To advise the Secretaries of State on the co-ordination and development of health and personal social services as they relate to children and families with children."*

Its members are appointed not as representatives of particular professions, but as individuals with an intimate knowledge of the personal social services, education and health services. The Committee has independent status and is financed by the Department of Health and Social Security. Its small secretariat is based on, and administered by, the Personal Social Services Council.

# The Children's Committee

The Committee's broad strategy is to keep under critical review the needs of children and the adequacy of the services provided by both voluntary and statutory bodies to meet them. Since children have special needs and rights which they cannot articulate for themselves, the Committee hopes to identify those interests and help to achieve improvements in the care, education and health of children.

Its first initiative was to call for a major campaign to reduce rubella deformities in new-born babies. It proposed that the programme should concentrate upon improving the uptake of vaccination among girls aged 11-13 and upon making the vaccine available to women of child-bearing age who have not previously been offered it. The Secretary of State for Health and Social Security has responded to this proposal by announcing that, subject to the advice he receives from the Joint Committee on Vaccination and Immunisation, a major initiative will be mounted in 1979 designed to tackle this problem.

The Committee has also formed working groups on four specific and immediate issues. These subjects are: Needs of the Under Fives in the Family; Inner Urban Areas; Out-of-Hours Social and Paediatric Care; Antenatal and Perinatal Care. In its discussions, the Committee hopes to identify:

*Those areas where services are working well; to discover the reasons for their success and publicise them;*

*Those areas where services are not successful; to concentrate efforts and resources on improving them;*

*The means to achieve an effective and integrated approach between all statutory and voluntary services;*

*The means to bring about a real sense of partnership between parents and professionals.*

The Children's Committee plans to respond to topical issues as they arise and to take initiatives of its own where this is appropriate. It also expects to support and promote programmes which other organisations have already initiated. In formulating these activities, the Committee is ready to receive representations from all quarters. In order to play a part as a catalyst in improving the quality of medical, educational and social services to children, the Children's Committee intends to publicise its recommendations and to engage in public debate.

# The Children's Committee

BROOKHOUSE, 2-15 TORRINGTON PLACE, LONDON WC1E 7HN  
TELEPHONE 01-323 4757

## CHAIRMAN

Professor Frederic Brimblecombe CBE  
Consultant Paediatrician, Royal Devon & Exeter Hospital

## VICE-CHAIRMAN

Dr. Mia Kellmer Pringle CBE  
Director, National Children's Bureau

## MEMBERS

Dr. Stuart Carme OBE  
General Practitioner in West London; Senior Tutor in General Practice,  
Royal Post-Graduate Medical School

Mr. Geoffrey Chamberlain  
Consultant Obstetrician, Queen Charlotte's Hospital for Women

Mrs. J. Davis  
Public Affairs Unit, National Consumer Council

Mr. E. R. Day, JP  
Chairman, Social Services Committee, Devon County Council

Mrs. M. Dykiris  
National Adviser for Wales, Pre-School Playgroups Association

Professor Philip Graham  
Professor of Child Psychiatry, Institute of Child Health, Hospital for Sick Children,  
Great Ormond Street, London

Dr. Wilfred G. Harding CBE (co-opted member)  
Area Medical Officer, Camden and Islington Area Health Authority (Teaching)

Mr. P. Hughes DSC  
Director of Social Services, City of Wakefield Metropolitan District Council

Miss Wary G. Joynton  
Senior Director of Child Care, Dr. Barnardo's

Professor John J. Murray  
Professor of Child Dental Health, University of Newcastle-upon-Tyne

Mrs. J. G. Page  
Peripartetic Teacher of the Deaf, Leeds

Mrs. J. M. Smith  
Area Nurse (Child Health), Birmingham Area Health Authority (Teaching)

Mr. Barry Taylor  
Chief Education Officer, Somerset County Council

Dr. M. C. Tyson  
Professional Adviser and Senior Educational Psychologist for Special Education,  
London Borough of Hounslow

Mr. Brian Waller  
Divisional Director of Social Services, Berkshire County Council

## STAFF

Raymond T. Clarke OBE, JP, Secretary  
Terry Powley, Development Officer

Maureen O'Meara, Administrative Assistant

# The Children's Committee

## A Joint Committee of the Central Health Services Council and the Personal Social Services Council.

# VOLCUF

*Chairman:* Lady Plowden D.B.E.

## *Origin*

The Voluntary Organisations Liaison Council for Under Fives represents a growing number of organisations active in the pre-school field. It developed out of three seminars held in 1974 and 1975, initiated by Lady Plowden, and began in 1976 as a loose federation of bodies which agreed to work together in an exploratory way to discover areas of common interest and, initially, to discuss the possibilities of devising a national policy for under fives.

## *Aims*

VOLCUF's broad aims are to promote and organise co-operation among its members and to further the welfare, health and education of children under five and their families. To achieve these ends the Council provides a forum for ideas and information on developments in provision for the under fives, disseminates information to members and others, and through discussion and consultation facilitates increased understanding between the voluntary agencies and local and central government.

## *Activities*

The Council meets at least four times a year. From time to time working parties are set up to study specific issues in some depth, major seminars are arranged on topics of current concern, and occasional publications are issued. VOLCUF is involved in discussions and explorations with central government departments, local authority associations and other national bodies.

## *VOLCUF*

VOLCUF has grown rapidly. It is now established and recognised as a co-ordinating agency which, without in any way detracting from the autonomy of its member organisations, holds a unique position in the current national debate about that most important and vulnerable of age groups, the under fives.

## *Membership*

Membership is open to national and local organisations whose aims are consistent with those of VOLCUF. Each member organisation may appoint two representatives to attend Council meetings. There is also provision for Associate Membership.

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## *Further Information*

For further information apply to the Co-ordinator, VOLCUF, c/o Friends House, Euston Road, London NW1 2BJ.

## Center for Parent Education

Burton L. White, Ph.D.  
*Director*

APRIL 10, 1981

TO WHOM IT MAY CONCERN:

THIS IS TO CERTIFY THAT ISABEL ROBERTSON  
HAS PARTICIPATED AS A MEMBER OF THE CENTER FOR PARENT EDUCATION INSTITUTE  
ON EDUCATING THE INFANT AND TODDLER, BASIC SESSION, DALLAS, APRIL 9 & 10,  
1981.

APPROXIMATELY 15 HOURS WERE SPENT IN LECTURE AND DISCUSSION SESSIONS.  
I RECOMMEND THAT 1.0 UNITS OF GRADUATE CREDIT BE GRANTED FOR PARTICIPATION  
IN THIS SESSION OF THE INSTITUTE.



BURTON L. WHITE, PH.D.  
DIRECTOR  
CENTER FOR PARENT EDUCATION

BLW/rs

## Training Workshop Format

The Training Workshop is an intensive 4½ day course with sessions beginning at 9 A.M. and ending 4:30 P.M.

Mornings are devoted to lecture presentations and afternoons to testing. There are also daily discussion periods.

Lecture presentations given by developmental placement specialists from the Gesell Institute will cover

- practical effects of developmental placement
- aspects of the testing process
- Cube Tests
- the Initial Interview
- Copy Forms
- Letters and Numbers
- Incomplete Man
- Right and Left
- Visual Tests
- Animals and Interests

### Testing

- Children aged 4½ to 8
- Each day a boy and girl in a progressively higher age group
- Participants will be able to observe firsthand the range of responses as well as the differences between age groups

Discussion periods will cover such topics as

- growth and development
- implementing a readiness program
- setting up a readiness room
- parent conferencing
- community education
- school placement

**Graduate Credit Available.** Through arrangement with Fairfield University, you may earn 3 semester-hour graduate credits. The extra course work required will be to "test along" with the instructor and hand in reports for evaluation. Grading is done on a Pass/Fail basis.

**Continuing Education Units.** Those who do not register for credit may request a CEU certificate for completing 3 2 continuing education units.

## Your Workshop will be led by one of these outstanding Gesell Institute Developmental Specialists



**Clyde B. Gillespie** is the Institute's Workshop Director. He joined the Gesell Institute with a rich background as classroom teacher,

counselor and director of guidance. He is Chief Clinical Examiner there, co-author of *Stop School Failure, School Readiness*, the Gesell Institute's *Child from One to Six*, and the Gesell Institute's *Preschool Test Manual*, with articles in such magazines as *The Instructor, Journal of Learning Disabilities* and *Today's Education*. His impressive lectures are in demand around the world.



**Norman L. Helmgartner, Ed.D.**, is Assoc. Prof. of Educ., Univ. of Puget Sound, Wash. Former work with all types of children earned him "Outstanding Elementary Teacher in America" award in 1973.

mentary Teacher in America" award in 1973.



**Jan Keirns**, formerly elementary teacher and nursery school director, is now president of Learning and School Readiness, Inc., Edmond, Okla.



**Harold J. Price**, principal, Antioch Elementary School in Dalton, Ga. Formerly chief counseling-guidance consultant, Georgia State Dept. of Educ.



**Nancy Richard** does school readiness consulting and training in New Hampshire; co-author, *One Piece of the Puzzle*; has taught in New England colleges.



**Carole Sabin**, former teacher, developmental examiner, principal. Teaches developmental courses at the Univ. of Calif., San Diego.

### Presenter



**Jacqueline I. Haines** is the Gesell Institute's Chief Developmental Examiner, a dedicated researcher, and highly popular lecturer and consultant. Before joining the Institute in 1970, she taught first grade in Colorado twelve years and was a guidance counselor. She is also co-author of *School Readiness*, the Gesell Institute's *Child from One to Six*, and the Gesell *Preschool Test Manual*.



**Marguerite B. Green** is developmental placement examiner and coordinator for the Fullerton, CA Elem Sch Dist. She is also a multi-award winning kindergarten teacher and consultant.

"I believe a more widespread use of the Gesell Institute's developmental philosophy of education and placement programs would update and upgrade the American educational system."

**Fitzhugh J. Dodson, Ph.D.**,  
Internationally renowned psychologist, educator, author and lecturer.

## Register early Workshop enrollments are limited

**Enrollment Information.** The Training Workshop is open to teachers, administrators, psychologists, reading specialists, guidance counselors, special education teachers, principals, superintendents teacher training personnel, and other concerned professionals. Supervisory personnel interested in school testing are especially encouraged to attend.

**Tuition** for the Training Workshop is \$225. A deposit of \$50 must be made at the time of registration to guarantee you a place. The balance is due on arrival. *Register before April 30, 1981 and save \$25. Registrations must be received by April 30th to take advantage of this saving.*

**Required Course Materials. School Readiness**, 2nd ed., by Ilg, Ames, Haines and Gillespie, \$14.95, and the **School Readiness Test Kit**, \$17.95. Materials must be preordered and will be shipped to your workshop for you. Allow at least 2 weeks. You need not order materials if previously purchased.

**Graduate Credit** fees are \$100 and must be paid in advance at the time of registration.

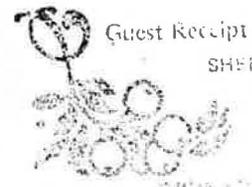
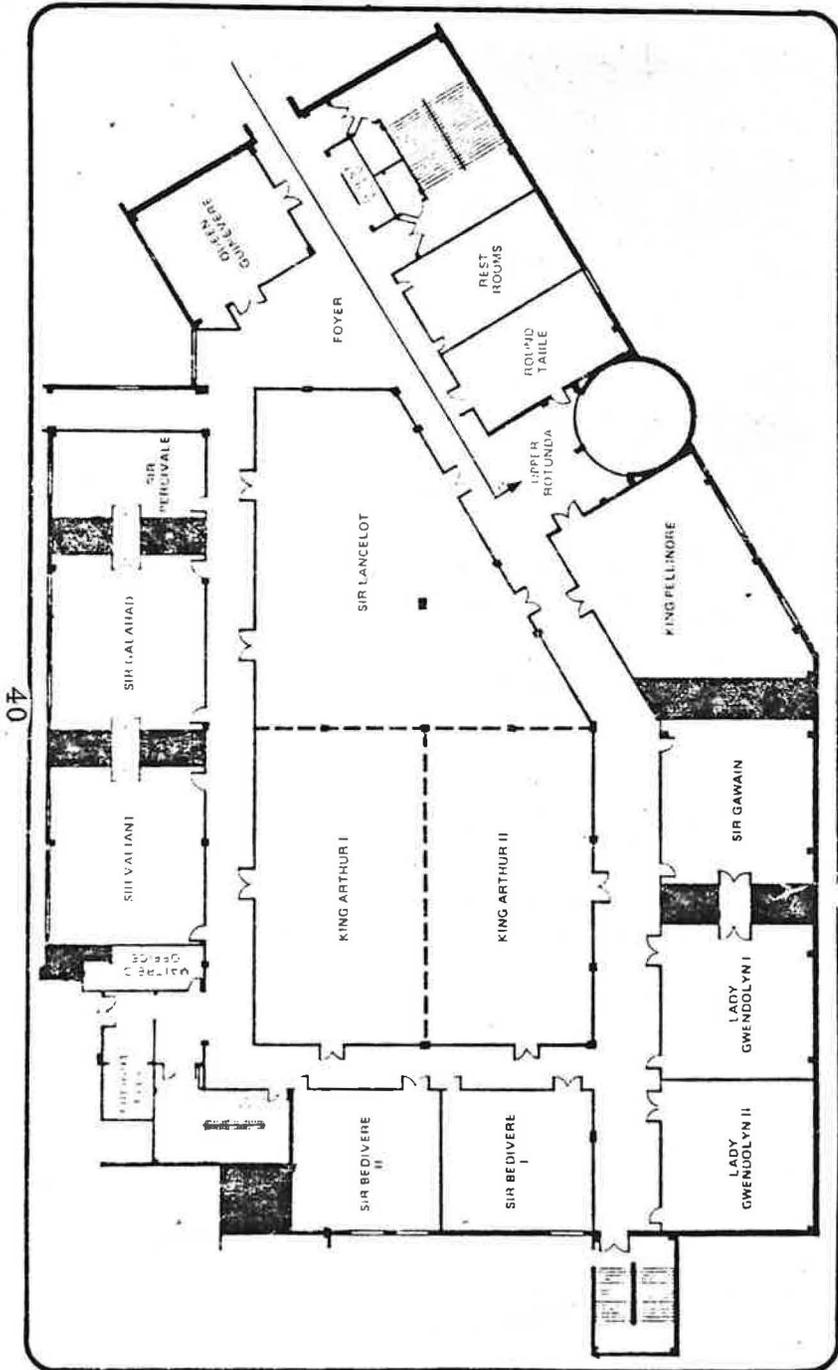
**Facility Use Fee.** Some locations charge a mandatory facility use fee, and this will be billed to you on the registration form.

**Meals and lodging** are individually arranged, although in some instances group arrangements are available. Details will be sent on receipt of registration.

**Tax deduction:** Participants who pay their own expenses are entitled to deduct all expenses, including travel, lodging, food, tuition and materials.

**Recommended Supplementary Reading.** *Is Your Child in the Wrong Grade?* by Louise Bates Ames. A helpful guide for parents. \$8.95.

*One Piece of the Puzzle* by Carll and Richard. A practical guide for schools interested in implementing a readiness program. \$6.95 paperbound.



SHERATON - ANAHEIM HOTEL  
 1015 W. BALL ROAD  
 ANAHEIM, CA. 92802  
 714/778 1100

006  
 6/20/81  
 \$4.50  
 Dr

# needs of the YOUNGS

A Research Conference on Young Children and their Families

## conference program

*3 Round trips to  
 Anaheim Sheraton 64 miles  
 x 3  
 192*



June 18-20, 1981  
 Anaheim-Sheraton Hotel  
 Anaheim, California

**Presented by the:**  
 Institute for Early Childhood Education and  
 Office of Extended Education at  
 California State University, Fullerton

**In cooperation with the:**  
 Bush Foundation Training Program in Child Development and  
 Social Policy at UCLA  
 California Association for Childhood Education  
 California Association for the Education of Young Children  
 California Community College Early Childhood Educators  
 California Child Development Administrators Association  
 California Children's Lobby  
 California Professors of Early Childhood Educators

## general sessions \_\_\_\_\_ 4

### King Arthur Ballroom

#### 1st General Session—Thursday, June 18, 1981; 8-9:15 p.m.

- Presiding Shirley Hill, California State University, Fullerton
- Welcome Peter Facione, Dean, School of Human Development and Community Service, California State University, Fullerton
- Introduction Miles McCarthy, Acting President, California State University, Fullerton
- Keynote Speaker Irving Lazar, Cornell University
- "What Research Questions Do We Need to Address to Prepare for the 90's?"

#### 2nd General Session—Friday, June 19, 1981; 1:45-3 p.m.

- Introduction Peter Facione, Dean
- Speaker Ellen Hoffman, Children's Defense Fund
- "Young Children and Their Families: What Is and What Should Be Our Public Policy?"

#### 3rd General Session—Saturday, June 20, 1981; 1:45-3 p.m.

- Presiding Shirley Hill
- Introduction Judith Ramirez, Associate Dean, School of Human Development and Community Service
- Speaker Barbara Bowman, Erikson Institute
- "Future Public Policy and Educational Implications"

## special seminars \_\_\_\_\_ 5

Thursday, June 18, 1981; 2:30-5 p.m.

Room

- 1. The Art and Science of Funding for Young Children and Their Families** King Pellinore  
Duane Day, CSU, Fullerton  
Patricia Day, CSU, Fullerton
- 2. Infants, Toddlers, and Parents: How Do They Interact?** Sir Gawain  
Elizabeth Ringsmuth, CSU, Northridge  
Ruth Bloom, Venice Family Clinic  
Linda Cravens, Simi Valley U.S.D., Adult Education  
Maria C. Juarez, PEPIE Program, San Fernando Valley  
Judith Wenzel, Echo Park Child Development Center
- 3. Child Development: Implications for Teaching Young Children** Lady Gwendolyn I  
Judith Ramirez, CSU, Fullerton  
Diane Cramos, CSU, Northridge
- 4. The Development of Social Policy in Relation to Child Development Issues** Lady Gwendolyn II  
Roberta Goldberg, UCLA  
Maryalice Jordan-Marsh, UCLA  
Francis Palmer, UCLA  
Karen Hill-Scott, UCLA  
Alice Walker-Duff, UCLA
- 5. Bilingual Education: What Is and What Could Be** Sir Bedivere I  
Conception Valadez, UCLA  
Lupita Tannatt, UCLA
- 6. Equality in Early Childhood Education: Sex Equity in Parenting and Teaching** Sir Bedivere II  
Jeanne Kohl, CSU, Fullerton  
Betsy Gibbs, CSU, Fullerton  
Barbara Peterson, CSU, Fullerton  
Dan McGetrick, CSU, Fullerton  
Othella Daniels, Los Angeles U.S.D.  
Molly Scudder, Pacific Oaks College  
Robert Thayer, CSU, Long Beach
- 7. Parents: What They Want to Know, Need to Know, and How to Tell Them** Sir Valiant  
Helen Durio, University of Texas, Austin  
Robert Hughes, University of Texas, Austin

# Center for Family Focused Programs

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1724 Santa Clara Avenue  
Alameda, California 94501  
(415) 865-0733

June 22, 1981

Isabel Robertson  
231 E. Sierra Madre  
Glendora, CA. 91740

Dear Friend:

Enclosed you will find a copy of "A Guide for Carrying Out Family Child Assessment in Home-Based Head Start Programs." I hope that you find the guide useful for your program.

It was a pleasure having contact with you in Los Angeles.

With regards,



Jerry C. Johnson, Ph.D.  
Project Coordinator

Enclosure

JCJ:cr

# PACIFIC OAKS

COLLEGE AND CHILDREN'S PROGRAMS

*Founded by Friends*

213/795-9161

TITLE: SEMINAR OF KEIHART SENSORY MOTOR TRAINING FOR PERCEPTUAL AND COGNITIVE DEVELOPMENT

DESCRIPTION: This 4 day intensive summer course will present the theoretical foundations, as outlined by Newell Kephart, of the necessity of appropriate motor learning in a young child for the development of perceptual and cognitive abilities. Diagnostic and remediation tools for working with developmentally and learning disabled children will be demonstrated.

FORMAT/LENGTH: Course will be held Monday, June 29; Tuesday, June 30; Wednesday, July 1 and Thursday, July 2 from 8AM to 3PM at 1102 Arden Road, Pasadena, California, 91106. Call 286-0041 with questions.

INSTRUCTOR: Georgiana Rodiger, Ph.D., Fuller School of Psychology; development specialist, traveled for State of California Department of Health for 3 years teaching for State Hospitals, Regional Centers and School Districts, working with a variety of developmentally and learning disabled youngsters. Dr. Rodiger did her Doctoral Internship at Childrens Hospital, Los Angeles. She is Director of the Georgiana Rodiger Center, Inc., a non-profit organization in Pasadena, and is a consultant to the Pasadena Unified School District.

REGISTRATION: Limited enrollment is on a first come basis. To hold a spot a \$20 deposit is required by June 10th. Send \$20 deposit (check made out to Pacific Oaks) along with your name, address and phone number to Georgiana Rodiger Center, 1102 Arden Road, Pasadena, 91106. The deposit will be applied toward you tuition.

CREDIT: Two or three semester units is being offered by Pacific Oaks College for the course. For three units a paper is required, additional to the class participation and books assigned.

FEES: \$40.00 per unit is payable upon registration during the first day of class. Fees may be paid in case, by check or by Visa/Master charge credit card. We will need the expiration date on your card and your signature, if you charge.

**EARLY  
CHILDHOOD  
DEVELOPMENT  
LABORATORY  
OBSERVATIONS**

**HOME ECONOMICS DEPARTMENT  
ECD 66  
MT SAN ANTONIO COLLEGE**

## EARLY CHILDHOOD DEVELOPMENT 66L

Students enroll in ECD 66(Lecture) and one section of ECD 66L for laboratory:

### LAB SCHEDULE -- Children-in-Session

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-11:30 A.M.		X		X	X
1:30-4:30 P.M.	X		X	X	

### LOCATION

Building 19-A, Mini-Mountie Nursery School, Observation Room  
Entrance: gate near covered sand box to plain brown door  
Move to play area when children go outside.

### INSTRUCTORS

Mrs. Koukol or Mrs. Robertson (for ECD 66L) will be in the lab with the children. Your instructor will come to the Observation Room the first day. If you need to contact the instructor enter side door next to kitchen and wait for her there.

### POST CONFERENCE

All students and teachers assemble in conference area of Activity Room at end of children's session, 11:00 A.M. or 4:00 P.M.

These ECD Laboratory Observations were written for use of instructors in the Home Economics Department, Mt. San Antonio College, by Isabel Robertson. (1st ed., 1980; 2nd ed., 1981)

LECTURE GRADING

2 Tests (50 x 2)	100
1 Book Report	60
Other	20
Final Exam	<u>80</u>
	260

LABORATORY GRADING

16 ECD Labs x 10	160
1 Final Lab	10
Recommendations	10
1 Child Study	<u>80</u>
	260

The instructor evaluates the following points in grading observations:

1. Evidence that student understands questions and gives responses which are appropriate
2. Student displays awareness and shows sensitivity to needs of children
3. Student consistently is prompt and is responsible in completing assignments
4. Student continues to improve writing and observation skills

The Grid Sheet at the end of these observations is for you to record completed assignments which have been graded and returned by the lab instructor. You will need all observations for reference when you write the Child Study.

All assignments should be completed as quickly as possible. Sometimes you will not be able to cite all types of behaviors and answers in the week of the assignment and may find it necessary to hold it over one week for completion. Make every attempt to hand observations in to your instructor each week, but if it is impossible, try not to get behind as it is too difficult to catch-up. At the end of each calendar month, set a deadline for yourself to hand-in all back assignments.

Name \_\_\_\_\_  
Lab Instructor \_\_\_\_\_  
Date, Day \_\_\_\_\_

ECD LAB OBSERVATION 1. INTRODUCTION TO MINI-MOUNTIE

To hear and see children from the Observation Room turn on the Sound System and adjust. Try to identify children from name tags and note a unique characteristic of each as well as an example of his or her behavior. Names and birthdates will be given to you in lecture. It will be necessary to complete this page next week. To hand in the assignments, complete in ink.

<u>Child's Name</u>	<u>Birthdate/Age</u>	<u>Characteristics</u>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

Opening days of school are often too busy to make on-the-spot records. Since it is important to have information on how the child starts school, the teacher can record her first impressions of the child's behavior in the early stages of adjustment by circling appropriate descriptive words:

FIRST VISIT WITH CHILD AND PARENT

Name \_\_\_\_\_ Age \_\_\_\_\_

Number of children in group \_\_\_\_\_ Teacher \_\_\_\_\_

Beginning response  
 Friendly    Enthusiastic    Outgoing  
 At ease    Bewildered    Watcher  
 Calm    Curious    Timid  
 Comments

Child's response to teacher  
 Affectionate    Casual    Accepting  
 Independent    Aloof    Resistant  
 Demanding    Shy    Fearful  
 Clinging    Warm    Friendly  
 Comments

Relationship with Parent  
 Apprehensive    Relaxed    Warm  
 Independent    Casual    Cool  
 Demanding    Whining  
 Dependent    Clinging  
 Comments

Child's response to peers  
 Talkative    Teasing    Timid  
 Indifferent    Cautious    Mean  
 Following    Watching    Friendly  
 Reserved    Cooperative  
 Comments

Parent's Relationship with Child  
 Inconsistent    Relaxed    Warm  
 Accepting    Critical    Tense  
 Affectionate    Clinging    Casual  
 Understanding    Punitive    Supporting  
 Comments

Play Pattern  
 Solitary    Exploring    Imaginative  
 Imitative    Onlooker    Possessive  
 Parallel    Destructive    Noisy  
 Comments

Signs of Possible Tension  
 Sucks finger    Anxious    Sulks  
 Blinks, tics    Twists hair  
 Cries    Extreme withdrawal  
 Unprovoked attack on other \_\_\_\_\_  
 Other signs \_\_\_\_\_

Preferred Activities/Materials

Length of Involvement

Clues to Child's Interests

Energy Level  
 Excessive    High    Moderate    Low

Reaction to refreshments  
 Accepting    Enthusiastic    Cautious  
 Independent    Willing    Helpful

## HIGHLIGHTS OF DIFFERENT AGES

Always be aware of individual differences. These are approximations.

You may wish to add to this list as you read your assignments:

Some three-year-olds may show these characteristics;

- is growing up but still dependent upon adults
- is at a turning point in development: looks, vocabulary, activity
- shows interest in other children and the world around him
- dramatic play has become more involved
- needs help in attempts to enter a group
- still a possessive age
- friendships beginning
- is becoming aware of feelings of others
- is able to express sympathy to an unhappy child
- likes praise
- gains security from a daily routine
- shows interest in another child's crying
- is more efficient in use of large muscles than small muscles

Some four-year-olds may show these characteristics:

- shows out-of-bounds behavior
- is assertive, bossy sometimes
- keeps adults on our mental toes
- tends to boast and exaggerate
- functions on a higher level of motor, social and verbal development
- plays cooperatively in groups, enjoys dramatic play
- his muscles are developing
- shows greater ease in self-help routines
- questioning is at its peak
- has a strong sense of independence
- is racing out to meet the world
- has a great curiosity about his immediate environment
- Daddy plays a strong, important role in her/his life

Some five-year-olds may show these characteristics;

- is becoming a social being
- worries have increased as his knowledge of the world has increased
- finds that he is pretty pleased with her/his world
- loves being alive and healthy
- has stopped growing so fast
- is full of fun, joy and energy
- usually is quite emotionally stable and predictable
- cooperates at school with adults
- is discovering how to work along with other five-year-olds
- is more gentle and loving
- tells fabulous, fantastic stories
- has a better understanding of the environment and what people may say to her/him and expect of her/him

Name \_\_\_\_\_

Lab Instructor \_\_\_\_\_

Date, Day \_\_\_\_\_

Reading Assignment  
Cohen & Stern, Chap. 1  
Rowen, Chap. 1, 2

ECD LAB OBSERVATION 2. SCHOOL BEGINNING

At the initial visit a child becomes acquainted with the teachers and the school arrangement. Parents talk to teachers in a relaxed and friendly atmosphere, while small groups of children play. When the child visits with a parent present, s/he feels more at ease. The first day of school with the full class present, the child may have difficulty making the separation from the parent. If s/he is not able to stay, the parent should remain for part of the session.

Watch the arrival of two children. Focus on one at a time, as the child enters and record brief notes. You may miss observing action if you spend too much time writing, but notes will help to remind you of the details when you rewrite. Record only what you see and hear, and do not interpret what you see at this time.

CHILD 1. Arrival

(Relevant facts: setting, conversation, people. What happened before the child entered and what took place after the greeting? \_\_\_\_\_ Age)

Did the child walk in smiling or did s/he seem eager to enter today? \_\_\_\_\_

Did the child seem hesitant at entering or pull back with parent? \_\_\_\_\_

What was the first thing the child did after walking in the door? \_\_\_\_\_

DAILY SCHEDULE OF EARLY CHILD DEVELOPMENT LABORATORY

List activities you see and label according to classification on Tentative Daily Schedule posted on kitchen door.

8:00 (1:00) Planning Session for Teaching Team & Preparation

8:30 (1:30) Welcome Children

Classification

Inside Activities

- \_\_\_\_\_ 1.
- \_\_\_\_\_ 2.
- \_\_\_\_\_ 3.
- \_\_\_\_\_ 4.
- \_\_\_\_\_ 5.

9:20 (2:20) Snack time

9:45 (2:45) Group moves outside

Outdoor Activities

- \_\_\_\_\_ 1.
- \_\_\_\_\_ 2.
- \_\_\_\_\_ 3.
- \_\_\_\_\_ 4.
- \_\_\_\_\_ 5.

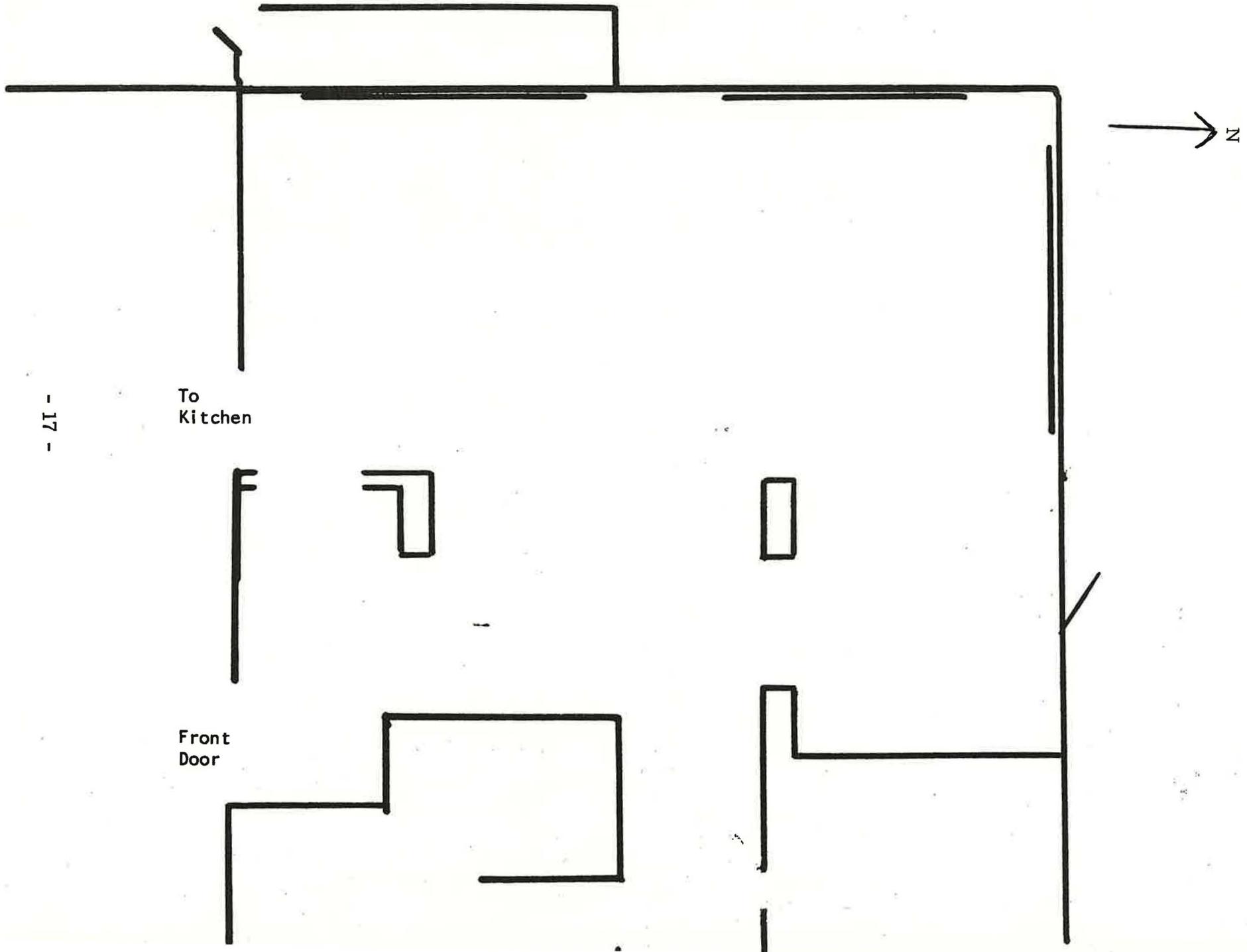
10:40 (3:40) Music and Closing

11:00 (4:00) Departure of Children

POST CONFERENCE FOR ALL STUDENTS & TEACHERS

Be aware of spontaneous activities which may begin during the inside and outside time blocks. Study the contributions of the adults. Do you see responses to the interest of individual children? Explain.

NURSERY SCHOOL PLAN



Name \_\_\_\_\_  
Lab Instructor \_\_\_\_\_  
Date, Day \_\_\_\_\_

Reading Assignment  
Cohen & Stern, Chap. 2  
Rowen, Chap. 3

ECD LAB OBSERVATION 3. BEHAVIOR IN ROUTINES

Some routines in school may be teacher-initiated for children, but the teacher needs to encourage a child to help herself/himself so these activities become self-directed. Each child becomes responsible for personal needs as well as following through with group activities.

Clean-up time, story time, snack time require compliance with the teacher's expectations. They also provide a certain amount of structure to the schedule so the child can develop an understanding of responsibility in the group. The plan remains flexible so that each child can respond in her/his unique way in the performance of routines.

ANECDOTE. Personal routines (Child's Age \_\_\_\_\_)

Observe a child attending to personal needs and describe:  
(this may be washing, drying hands; toileting; serving food, etc.)

ANECDOTE. Snack time (Child's Age \_\_\_\_\_)

Note stimulus for action, setting, child's reactions.

Teachers help children feel that routine clean-up of an activity is important and can be a satisfying experience. Watch as they participate with group putting materials away and classify what children learn.

	<u>TYPE OF DEVELOPMENT</u>			
	<u>Physical</u>	<u>Social</u>	<u>Affective</u>	<u>Cognitive</u>
<u>INSIDE</u> Construction (with blocks)				
Rôle Play (Housekeeping)				
<u>OUTSIDE</u> Obstacle Course				
Sand Play				

Write briefly what learning is taking place in appropriate section above.

### CHILDREN'S BODY LANGUAGE

A child's body may unconsciously indicate his/her feelings. Movement sends a message to you which you learn to read. Frequently seen types of non-verbal communication:

Acceptance of adult or peers

touching another person

leaning against another person

open hands and outstretched arms to another person

face turned upward toward another

palms up on table as arms reach out toward another

Confidence (positive feelings are evident)

hands back with chin thrust forward

erect stance, feet placed squarely on ground, slightly apart

eyes blink very little, good eye contact with others

talks without hand to face gesture

in conversation, listens, then speaks unhurriedly

List gestures you see that convey a message :

Name \_\_\_\_\_  
Lab Instructor \_\_\_\_\_  
Date, Day \_\_\_\_\_  
Child \_\_\_\_\_

Reading Assignment  
Cohen & Stern, Chap. 3  
Rowen, Chap. 4

ECD LAB OBSERVATION 4. CHILD'S USE OF MATERIALS & TOOLS

Exploring and experimenting with materials help a child to develop awareness of the environment as well as strength and coordination of the body. Play materials and tools provide means for real experience and practice. Positive attitudes will come from successful, satisfying experiences and motivate a child to continue. Each child exhibits a uniqueness in his use of materials related to curiosity, persistence, and personal satisfaction.

From now on most observations will be made of the child you have selected for your Child Study.

ANECDOTE 1. The child's first choice of activity when s/he arrived

Description of what Child does and says

Your Feelings

Why did s/he go that activity?

How long did s/he remain?

What caused the child to leave it?

Are you able to determine the degree of involvement?

Checklist help to organize observations more quickly and efficiently. Although there is no place for an explanation of behavior or comments about a child's unique behavior, it is a way to summarize observations.

INVOLVEMENT IN MOTOR ACTIVITIES

<u>Activity</u>	<u>Week 4</u>		<u>Week 10</u>	
	More than/ 5 min.	Less than/ 5 min.	More than/ 5 min.	Less than/ 5 min.
Puts puzzle together				
Plays with play dough				
Paints with tool or uses hand				
Cuts with scissors				
Cuts or spreads with knife				
Pours liquid into cup				
Constructs with put-togethers				
Pounds with hammer				
Digs in sand with tools				
Builds with blocks on floor				
Pushes trucks				
Uses truck to carry cargo				
Throws or kicks a ball				
Climbs on steps, climber				
Rides tricycle, carryall				
Pulls wagon				
Runs in play				
Jumps or hops				
Sets up walking boards				
Carries boards to shed(helps)				
Walks with skates on feet				

When this has been returned by Instructor, after grading, put it in notebook with Observation 10, when you can complete the checklist.

Your Comments about Your Feelings related to the Child your are observing related to his/her successes as shown on Checklist:

ANECDOTE 3. Process in using material

Distinguish between success in the process and success in finishing the product. Write a description of the Child using same material as observed in ANECDOTE 2.

Description of what child does and says

Your Feelings

List some reasons why a child may not become involved in using a material. When you apply this judgment to only one child, you will be generalizing. Think of possible reason for all children holding back from using any material.

- 1.
- 2.
- 3.
- 4.

Describe the Child's coordination in using a tool, such as a knife. Add words to this list: carefully, cautiously, fearfully, determinedly, timidly, apathetically, capably. See Cohen & Stern.

## DISTINCTION BETWEEN FACTS & FEELINGS

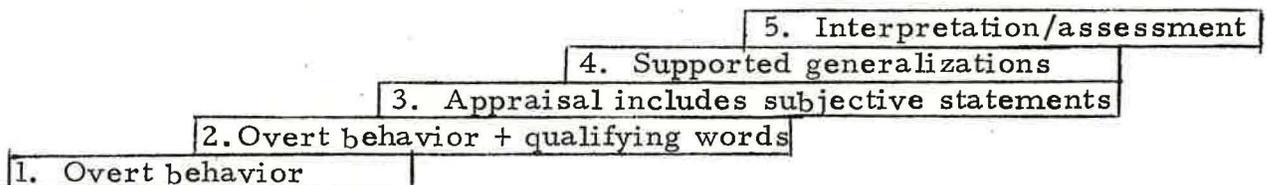
1. A description of overt behavior should be reasonably factual. "He rode the tricycle around the circle four times after the teacher told him to put it in the shed." You heard or observed what he did and how the episode ended, but recorded nothing about feelings.

2. Overt behavior with qualifying words in a record go beyond bare fact. They give interpretation of an action or an explanation of fact, but the explanation deals with the immediate setting and gives more meaning to what has taken place. Without it, the bare fact is too bare, but it is not labeling the child!! "She was unhappy when the teacher said it was time to clean-up and put dress-up clothes on hangers."

3. "His mother is always telling him what to say and do, and now he doesn't try to think for himself." Overt behavior isn't separated from subjective judgment, but it is an appraisal in terms of facts which have previously been observed and behavioral principles. You may inject your own perspective into the record which will include subjective statements based upon previous knowledge of the subject.

4. "She always plays alone in the housekeeping corner and I think it is because she has so many sisters at home and never has any privacy." This goes beyond the immediate facts and inferences are made from enough observations and related material to warrant a judgment that the behavior being observed may be habitual or even characteristic of the child's behavior. This is a generalization which is supported by contacts with the child over a long period of time.

5. "Geoff needs a lot more practice throwing and catching a ball before he is ready for kindergarten." It implies a comparison with norms for the child's age group or application of a testing device, and some experience on the part of observer. Finally after you have learned to use different types of observations and accumulated much information about children, and a specific child, you, as a teacher, will use this level of observation often. Interpretation represents the sum total of your background of understanding and information.



Name \_\_\_\_\_  
Lab Instructor \_\_\_\_\_  
Date, Day \_\_\_\_\_  
Child \_\_\_\_\_

Reading Assignment  
Cohen & Stern, Chap. 4  
Rowen, Chap. 5

ECD LAB OBSERVATION 5. CHILD'S BEHAVIOR WITH PEERS

As children learn ways to get along with others, adults help each one to understand what is socially acceptable. An adult's prejudices play a part in helping her/him to accept a child's behavior or not being able to accept it. Children act differently with different friends; they act differently in small groups than in large ones, inside and outside, too. The same child may behave differently if different adults are present. Watch the Child approach another child.

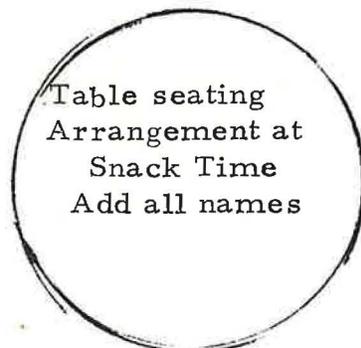
ANECDOTE 1. Successful technique (Child's Age \_\_\_\_\_)

Tell about a situation when a child used a successful, acceptable means of approaching another child or enlisted the cooperation of another in carrying out a purpose. Explain the situation.

Description of what Child does and says

Your Feelings .

Observe group interaction at a snack table. Fill in seating arrangement.



ANECDOTE 3. Child's participation in a routine (Child's Age \_\_\_\_\_)

Watch the Child helping to prepare the table for an activity or clean-up with other children and a teacher. The purpose is to see the child's behavior in an activity which s/he has done ~~before~~.

Description

Your Feelings

Running records are used in recording a child's behavior and language .  
The focus is on an attempt to locate the cause of a child's behavior. Teachers are not able to observe everything, so it is important when you organize observations to decide the purpose. Observations can help to provide evidence .

RUNNING RECORD. How much does the child participate in free play with other children? Choose a time outside when children have the opportunity for free play and record action and language for Outside Time, music circle, up to departure time. It will contain anecdotal records.

What evidence did you see which showed or did not show that the child participated in free play with others? Summarize your answer.

What implications for the teacher do you recognize from the summary?

ANECDOTE 4. Free play with one or more children

Description

Feelings

When a child demonstrates approval or gives affection to another it acts as a social reward. It is more likely to occur in free play, dramatic play or other child-initiated activities, but it influences the status of a child in the group and other children tend to like him/her because of it. Sharing, giving approval, and offering affection are social skills which children may see others do and imitate. The more desirable behavior such as this which occurs in school, the more behavior of this type will be repeated by all children.

During free play in the last episode did you observe examples of peer reinforcement by other children?

What did the child you observed do to reinforce the actions of another child?

Name- \_\_\_\_\_  
Lab Instructor \_\_\_\_\_  
Date, Day \_\_\_\_\_  
Child \_\_\_\_\_

Reading Assignment  
Cohen & Stern, Chap. 5  
Rowen, Chap. 6

EDC LAB OBSERVATION 6. ROLE PLAY

You will see children express feelings and attitudes as they act out roles in the housekeeping center and other role play areas. You will hear the child's background of information and learn about his misconceptions. We need to encourage make-believe and help their imagination along, while giving them time to become innovative and creative.

List kinds of role play you have observed this semester:

	<u>The Roles</u>	<u>Lead Child</u>	<u>Size of Group</u>
1.			
2.			
3.			
4.			
5.			
6.			

Conversation in role play: language samples. Look for interaction in the block area or role play center. Record as much of it as you can hear. Children and Ages \_\_\_\_\_, \_\_\_\_\_; \_\_\_\_\_, \_\_\_\_\_ (LO minutes\_

How does s/he sit in a chair?

How does s/he communicate anxiety or tenseness?

What expressions do you see pass across his/her face?

Does s/he seem serious most of the time? if so, describe:

What messages are conveyed through his eyes?

Does he usually have eye contact with the person he is speaking to?

How does s/he show freedom in body movements when a record plays?

What sounds is s/he likely to make in role play other than words?

Describe how s/he sits on the floor or ground to play.

What makes her/him laugh?

How are you able to tell by his actions when s/he is excited?

ANECDOTE 2. Favorite role play or dramatic play

Observe and record a most-often repeated role your child prefers  
(Include significant people, location, conversation, time)

Description

Your Feelings

PARTICIPATION LISTS OF CHILDREN'S PREFERENCES

Under each activity write names of children who participated today:

Tricycle Riding

Climbing Spool Climber

Sand Play

Climbing Horses/Boards

Block Building

Digging with Tools

Role Play Center

Play Dough Table

Puppet Play

Painting

Puzzle Play

Doll Play

Drawing

Ball Play

Information from this list shows which activities the class became involved in, where the most children played, and which ones need to be encouraged to become active in other areas.

Name \_\_\_\_\_  
Lab Instructor \_\_\_\_\_  
Date, Day \_\_\_\_\_  
Child \_\_\_\_\_

Reading Assignment  
Cohen & Stern, Chap. 6  
Rowen, Chap. 9

ECD LAB OBSERVATION 7. A CHILD'S EMOTIONS

When the rules and routines in the school remain consistent, a child learns to trust adults. If a child is encouraged ~~regularly to make~~ decisions and take care of personal needs, is allowed to explore, to participate in planning, s/he gains confidence. The child needs the chance to strengthen self-esteem, to develop ability to act independently and to develop the ability to initiate plans and action. ~~Materials~~ s/he uses must give him feelings of satisfaction, but you will see outward signs of other types of feelings expressed in the use of materials.

ANECDOTE 1. Response to materials

Watch how the child uses an unstructured material in a way which seems to be typical for her/him. Describe the interaction.

Description

Feelings

The child's actions may be a reaction to people instead of materials.  
Does s/he call for help or seek approval?  
Does s/he listen to limits set by adult while using material?  
Does he talk about what he is doing? Give examples.

How does s/he imitate actions of peers in using this material?

How does s/he experiment with ways of using the material?

What unstructured art material does s/he seem to prefer or at least, uses often?

Describe body movements which communicate trust, fear, self-confidence, and inadequacy.

What frightens your child? Have you seen your child exhibit fear?

Look at the child at story time and describe body language, facial expression, gestures. From this can you determine how the child feels now?

How long did s/he seem to listen to the story? \_\_\_\_\_ When did s/he seem less attentive and become distracted?

What caused the child to lose interest in the story?

Was the story teller able to pull her/him back and get his attention again? Describe how this was accomplished.

Look for smiles of several children and attempt to determine meanings.

List feelings the child seemed to be expressing:

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

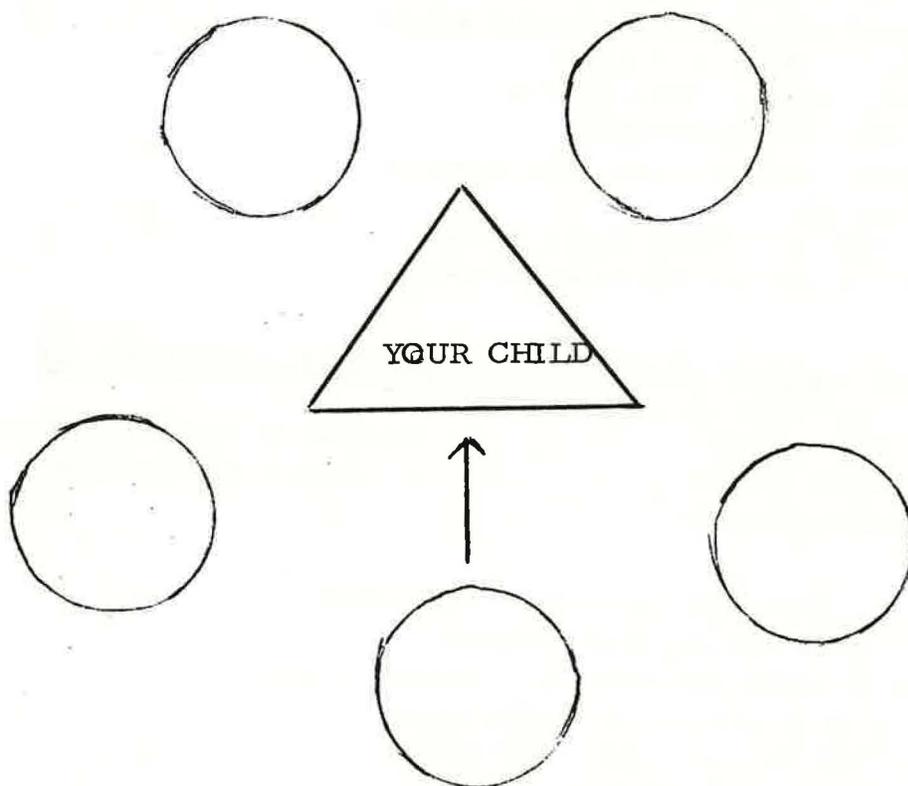
Describe facial expressions of four children at Music Circle.

	<u>Name</u>	<u>Age</u>	<u>Description of Expression</u>
1.			
2.			
3.			
4.			

Observation sociogram is a method of finding out about the child's social status and interaction with peers in group in a graphic form. To see trends in social development of a young child, the teacher sees the child's contacts on a given day for a comparison with another day.

1. List names of children who spoke to your child today or contacted him/her in a physical way.
2. Name the children contacted by the child?
3. After lab chart names of children on diagram from these lists and draw arrows to indicate who initiated the contact each time.

OBSERVATION SOCIOGRAM



Name \_\_\_\_\_  
Lab Instructor \_\_\_\_\_  
Date, Day \_\_\_\_\_  
Child \_\_\_\_\_

Reading Assignment  
Book Report, \_\_\_\_\_  
Rowen, Chap. 10

ECD LAB OBSERVATION 8. CHILDREN WITH ADULTS

As the teacher tries to develop mutual trust with each child, she helps the child to have good feelings about accomplishments, and tries to set realistic goals for all. With the teacher's understanding and guidance, the child becomes a self-directed individual and develops a special relationship with the teacher.

Count adult contacts for the first ten minutes after the Child arrives.

Child's Name _____ / Age _____		Child's Name _____ / Age _____	
Physical Means	Verbal	Physical Means	Verbal

Total the times that the child contacted an adult and compare it with the score of another child collected by another observation student.

If you were to collect such information each week, changes would be evident in dependence-independence of the child studied.

Observe the teacher and child at snack time. Record an incident when the child sought the adult's attention and describe the response.

Description

Comments

Teacher's Role in Child's Cooperation: Look for a time when a child complied with directions and a time when the child complied after showing resistance. Discuss the possible meaning of what the teacher did and the effect on the child.

Description

Comments

Attention given by teacher for child's effort: Approval of an action, rewarding a child for his effort, is important and needs to offer it in a warm, supportive way. Look for an example. Record.

Description

Comments

List evidence of growing independence in the child you are studying.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Write four anecdotes showing the child's behavior and conversation with an adult, teacher or participation student. As the focus is on interaction with adults in the school, label each anecdote according to this focus: resistance to an adult, seeking approval of an adult, unwillingness to share adult, ways of seeking adult's attention, etc. Include child's name, age, time, place, as well as the details.

ANECDOTE 1. Record details \_\_\_\_\_ Label

Description

Comments

ANECDOTE 2. \_\_\_\_\_ Label

Name \_\_\_\_\_  
 Lab Instructor \_\_\_\_\_  
 Date, Day \_\_\_\_\_  
 Child \_\_\_\_\_

Reading Assignment  
 Cohen & Stern, Chap. 7  
 Rowen, Chap. 11

ECD LAB OBSERVATION 9. TEACHER-DIRECTED ACTIVITIES

A schedule helps children to anticipate coming events. Given a general plan, which can be flexible in timing but consistent in sequence, a group learns to behave appropriately with practice. Transitions are changes from one activity to another, planned so that the program runs with a minimum of confusion. The teacher needs to give clear directions with a positive statement followed by a reason. She demonstrates the desired behavior, giving a child ample time to follow, but some may need guidance to complete the change in activities.

A Child's Independence: Look for an incident when s/he displays independence or a time when s/he attempts to remain dependent upon the adult s/he favors in the school. \_\_\_\_\_ Label

Description

Comments

Response of a Child to Directions to Large Group: When the teacher speaks to the group concerning the next activity, some children do not listen. Describe behavior of two after a teacher directs the group without mentioning names.

Description of Behavior: Child 1. (Age )

Comments

SELF-HELP SKILLS CHECK LIST

Look at past records and generalize about how your child handles these personal routines.

	<u>This Week</u>			<u>14th Week</u>		
	<u>Never</u>	<u>Sometime</u>	<u>Always</u>	<u>Never</u>	<u>Sometime</u>	<u>Always</u>
<u>Helps - Self</u>						
Hangs coat in cubby						
Serves snack to himself						
Asks for second servings						
Puts on coat without help						
Zips, buttons jacket						
Puts on shoes if necessary						
Ties shoes/seek help						
Takes drink without help						
Washes hands by himself						
Goes to bathroom voluntarily						
Gleams up after activity						
Volunteers to clean up activity						
Replaces games on shelves						
Gathers belongings:departure						

When you compare this weeks check list with the next one on the 14th week you will be able to see if the child shows progress in acquiring self-help skills. Save this sheet when instructor returns it and add to 14th week.

List ways you have seen a teacher reward a child's effort or acceptable behavior. . Give examples:

- 1.
- 2.
- 3.
- 4.
- 5.

ROLE PLAY RATING SCALE

Describe the child's behavior using this scoring method: Age \_\_\_\_\_

5 - always

2 - with encouragement

4 - sometimes

1 - not interested

3 - seldom

- \_\_\_\_\_ Does s/he select props to create a role (hat)
- \_\_\_\_\_ When area is set-up for specific role play, does s/he join cooperatively (as in post office)
- \_\_\_\_\_ When given props does s/he create appropriate role (trike, cape, tent)
- \_\_\_\_\_ When given no props does s/he create a role from imagination (monster)
- \_\_\_\_\_ When using puppets, does s/he use words and actions
- \_\_\_\_\_ Does s/he regularly play a role in housekeeping center
- \_\_\_\_\_ Does s/he often play along in the housekeeping center
- \_\_\_\_\_ Does s/he play in housekeeping center with other children often playing a role
- \_\_\_\_\_ Does s/he imitate sounds in role play
- \_\_\_\_\_ Does s/he speak frequently to add to role
- \_\_\_\_\_ Does s/he use actions in role play
- \_\_\_\_\_ Is s/he usually the initiator of the role play for a group?

\_\_\_\_\_ Score      Child \_\_\_\_\_ Average \_\_\_\_\_

After scoring the answers and determining the average of the child a teacher would have a quick way to decide if she or he needs to be encouraged to take part in more role play during free time.

What inferences might be made by a teacher if the child was three or if the child was older, nearing five?

## CHILD STUDY: FOCUS ON ONE CHILD

You may have used another outline for a guide to write a Child Study when you were enrolled in Child Growth & Development, but now you are ready to complete a different type of child study, a focus on one child with generalizations providing implications for program planning for the teacher. This helps the teacher to recognize each child's uniqueness and individual needs.

The focus will include evidence which you have gathered over a long period about a child's characteristics as well as generalizations you have made from these regular observations. Be sure that you include anecdotes to substantiate your conclusions in each category of the outline on the next page. It must be written in ink or typewritten, neatly, and about five or six pages in length.

### Considerations in writing the Child Study: Focus on One Child

1. Organization: follow outline, including major categories in sequence, including introduction and overview. Be sure to include a separate sheet with child's strengths and weaknesses outlined, accompanied by your recommendations.
2. Discussion of categories must include valid generalizations which are accompanied by evidence of child's behavior and language samples from your anecdotal records.
3. Content shows that you have a knowledge of Child Development and that your sensitivity and awareness of this child's characteristics have contributed to a complete Child Study.
4. Form includes neatness, vocabulary, and quality in writing skills. Due date is set by Lab Instructor and promptness is important. Label the final page which will be a list of the child's strengths and weaknesses with recommendations for teaching objectives.

Name \_\_\_\_\_  
Lab Instructor \_\_\_\_\_  
Date, Day \_\_\_\_\_  
Child \_\_\_\_\_

Reading Assignment  
Cohen & Stern, Chap. 8  
Rowen, Chap. 12

ECD LAB OBSERVATION 10. CLUES TO COGNITIVE FUNCTIONING

Clues to a child's thinking and understanding include his/her behavior and language, curiosity, purposefulness, organization and involvement in the schools' program. (Review text from Child Growth & Development)

Classification: record one example showing evidence of the child's ability to classify.

Description

Comments

Egocentric Speech: record conversation which is an example of the child's egocentrism.

Description

Comments

Preoperational Thinking (Intuitive Thinking) Look for other traits of a child's way of thinking at this age.

Description

Comments

Does the child show preference for the use of the right or left hand? Watch him/her at painting, throwing, pulling a wagon, or using other tools in food preparation. If s/he changes hands often, watch to see which hand is used more. Did you see any activities in which s/he uses both hands? Which activities?

Give examples of a time when you heard the child make generalizations concerning a discovery while exploring and manipulating one of the unstructured materials.

If you have heard the child, take another child's side or show empathy for another child's plight, explain the incident and tell what occurred.

Description

Comments

Describe how your child shares a game or toy at school? With whom is s/he willing to share? Is this a generalization about observations you have collected over a period of time?

Involvement in puzzles and table games: Look for a time when the child is determined to complete a game s/he began without assistance or with a little help from an adult.

Description

Comments

Offers assistance to another child : Look for a time when the child tried to help another child complete a puzzle or showed him/her how to do a table game.

Description

Comments

What evidence do you have accumulated that the child is passing through the Preoperational Stage?

Name \_\_\_\_\_  
Lab Instructor \_\_\_\_\_  
Date, Day \_\_\_\_\_  
Child \_\_\_\_\_

Reading Assignment  
Cobbin & Stern, Chap. 9  
Rowen, Chap. 13

ECD LAB OBSERVATION II. THE CHILD'S THINKING PROCESSES

In attempting to understand adaptive behavior and a child's personality, we must investigate a child's style of cognitive functioning and learning. Compare episodes you have collected with more recent evidence, so that you can generalize about his/her abilities. Listen for clues which answer these questions.

Curiosity: Does the child try all new activities?

Does s/he eagerly approach anything new?

How long did s/he stay at a new activity today?

What does s/he do if an activity/game is too difficult?

Has s/he questioned natural phenomena outside?

Does s/he frequently ask "why?"

Knowledge of World: Does s/he voluntarily contribute information in groups?

Does s/he recall past experiences and tell about them?

Does s/he relate stories about pets or family?

How does s/he follow stories which are told to her/him?

How does s/he request more information about the story?

Is s/he able to tell a story in a logical sequence?

Does he experiment with new or unfamiliar materials?

Does s/he frequently use materials in a creative way?

Originality: Does s/he initiate play themes?

Is s/he creative in the use of words and sounds?

What information have you heard him share with friends?

What does s/he contribute during puppet play?

Does s/he usually complete a project?

In dramatic play is pretending to be "someone else" enjoyable?

Conversation with Child in Associative Play. Age: \_\_\_\_\_

Listen to a child's conversation outside as he contributes to a play group:

Description

Comments

Story Time: Record interaction of reader with group about story content.

Description

Comments

Cooperative Conversation: What indications do you hear that the child is able to take another's point of view? [ ]

Gather samples of language which will help you to understand the child's thinking processes. Locate yourself near the child, and move with her or him as play continues. Record all language and conversation inside or outside.

Language/Conversation

Comments

Name \_\_\_\_\_  
Lab Instructor \_\_\_\_\_  
Date, Day \_\_\_\_\_  
Child \_\_\_\_\_

Reading Assignment  
Cohen & Stern, Chap. 10  
Rowen, Chap. 14

ECD LAB OBSERVATION 12. A CHILD'S LANGUAGE

In the early years a child must master grammar and increase his/her vocabulary immensely, and most children seem to accomplish that with ease. Comprehension of speech is more highly developed than the use of words or grammatical rules. The more people around to talk to, the more opportunities there are for the child to practice speech so that s/he becomes skillful, but sometimes adults need to encourage each one to talk more--and the adults need to be good listeners as well.

Conversation in Role Play: Record the child's conversation in a role. Does the child speak more or less than at the start of the study? Look for a time when there was no attempt to respond to the content of the other child's speech.

Description

Comments

Record of the Child's Conversation: Time = 20 minutes. Note the vocabulary and sentence length. Move with the child inside while he is involved in table activities and/or snack time. Comments



Name \_\_\_\_\_  
Lab Instructor \_\_\_\_\_  
Date, Day \_\_\_\_\_

Reading & Review  
Cohen & Stern, Chap. 2, 3  
Rowen, Chap. 15  
Montessori readings.

ECD LAB OBSERVATION 13. MONTESSORI SCHOOL

1. Describe the teacher's role in a classroom in a Montessori school.

What is the teacher's title?

Did you see a child go to a teacher for assistance? What happened?

Is the importance of observation for the teacher evident?

2. List three Montessori teaching materials or activities. Describe how the child is taught to use each of them, the purpose of each, and how the child checks for error. Approximate age of group visited \_\_\_\_\_.

8. What motivates a child to pursue the activities which are made available in the classroom?

Do you see unoccupied children?

Do you see small groups working on a project together?

Do you see dramatic play or role play centers? Name ones that you see.

Do you see preparation for snack time or a child preparing his snack?

9. List creative art media seen in the classroom or in the play area.

10. What impressed you most about the Montessori school?

Name \_\_\_\_\_  
Instructor \_\_\_\_\_  
Date, Day \_\_\_\_\_  
Child \_\_\_\_\_

Reading Assignments  
Cohen & Stern, Chap. 11  
Rowen, Review

### ECD LAB OBSERVATION 14. GENERALIZATIONS

You are ready to organize information and view the total child so that you can assess the stage of development and see changes in the child which have occurred since the beginning of the study. How data is to be used influences the type of assessment you make of a child. Assessments may be made statistically in some cases, but we have used naturalistic observations to collect evidence for generalizations. Observations are often used in parent conferences by a teacher and in some instances are used as the basis for referral for screening of a child who may have problems.

Records provide a means of understanding each child's individuality and the strengths and weaknesses of the group. Records are needed to help the teacher plan and evaluate the program and teaching strategies.

Use time in lab today to collect information concerning the child's behavior about which you need more evidence. When you were focusing on a specific behavior earlier in the semester, you may not have been able to spot what you were looking for. Make a list of the child's special interests and preferences:

#### Motor Skills

- 1.
- 2.
- 3.
- 4.

A child's success in motor skills, gross and fine, influence his/her view of himself/herself. Successes provide a source of satisfaction, but failures may cause discouragement in the child. As s/he participates in activities you are able to see much that affects the self-concept, and the child's feelings about his/her abilities.

Many kindergarten teachers give parents a check list of motor skills to use with their child during the summer before kindergarten. Another kind of check list for motor development with similar ~~items~~ might be used by the teacher for objectives in the kindergarten program:

Place a check mark next to the activities which your child is able to include in his/her successes:

- Can walk on straight line
- Can walk straight on raised surface
- Can walk straight on raised surface half way and back
- Can balance on left or right foot

Look back at ECD LAB 8, page 49, and count how many times the child contacted an adult on that date. Repeat the same experience today and compare the scores. Is there a difference? Discuss.

Emotional growth assessment:

Generally Sometimes Seldom

- Spontaneous actions
- Very sensitive
- Disturbed by unexpected
- Happy, cooperative
- Recovers quickly from annoyance
- Prefers adult attention
- Makes decisions and choices
- Shows self-control
- Verbally expresses feelings
- Displays nervous traits
- Shows normal reaction to animals
- Accepts direction from adults

What conclusions or inferences can you draw from focusing on the items in the emotional growth assessment about your child?

Changes in Reactions: Notice a different type of reaction from the child's "typical" reaction to a situation or group activity that you have come to expect.

Description	Comments
-------------	----------

Those children who will enter kindergarten next semester, may be called in with a parent for an interview with the teacher. The new teacher and strange surroundings may cause the child to do poorly on an assessment of skills. Although he/she has attained many skills, the child may need help in meeting the teacher's expectations. Here is a list of questions you might ask the child in preschool so that s/he feels more at ease in the test situation with the new teacher.

O.K. Needs  
Help

1. Say a nursery rhyme or sing a simple song from memory
2. Repeat simple words, numbers, sentence which you say
3. Sort, match playing cards by number, color, suit
4. Assemble simple puzzle
5. Sort buttons or socks by size and color
6. String beads or macaroni in repetitive pattern
7. Define simple objects naming size, color, shape, use  
What is a pencil? an apple? a letter?
8. Point to his head, ears, eyes, nose, mouth, feet,  
ankles, toes, elbows, shoulders, hips
10. Tell color of objects (red, yellow, blue, green)
11. Identify the top and bottom of a box
12. Show left hand, right hand, left foot, right foot
13. Explain the rules for crossing the street
14. Hop 10 times on each foot without losing balance
15. Throw and catch a rubber ball; bounce and catch a ball
16. With scissors cut out a simple shape drawn on paper
17. Color a picture in a book (staying in most of the lines)
18. Button \_\_\_ Zip \_\_\_ Tie shoes \_\_\_ Buckle \_\_\_ Dress self(NO HELP) \_\_\_
19. Tell you how old he is without using fingers
20. Talk in complete sentences
21. Draw recognizable figures and pictures with a pencil
22. Follow simple 3 part directions: get a comb, take it to  
your mother, sit down on the chair (Directions given once)
23. Place 4 different objects in a row before child, mix up and  
have child put them in the same order

Name \_\_\_\_\_

Reading Assignment

Lab Instructor \_\_\_\_\_

Rowen, pp 56-58

Date, Day \_\_\_\_\_

Child \_\_\_\_\_

ECD LAB OBSERVATION 15. SUMMARY AND INTERPRETATION

Patterns of behavior stand out as you recall observations. List the child's accomplishments:

Gross Motor Skills

Fine Motor Skills

Does s/he have a preference for large muscle or small muscle activities? Explain:

Child's Preference: Record an activity which backs up the statement above that you have observed today.

Description

Comments

Child's Ability to Make Choices: Observe the child when s/he goes outside and selects an activity or play group. Describe freedom of movement in play or restraint, his/her tempo, length of interest in activity;

Description

Comments

Child's Adjustment to School: Record evidence from one specific event proving that he is or is not well-adjusted in school.

Description

Comment

Feelings about Food: Does he frequently turn down food offered to him?

Do you think you know why he does not eat some foods?

Record a specific incident at Snack Time when he chose a food or did not accept a food, to prove the above answers.

Description

Comment

At Snack Time s/he usually or very often (Complete with words like talks, squirms, spreads, chews, conforms, hurries)

- 1.
- 2.
- 3.
- 4.

Actions which cause him to withdraw from activities with group:  
What causes him to be distracted from an activity or lose interest?

Record a specific incident to prove the above? If so, describe the incident.

Changes you have observed in the child this semester:

Describe the child's characteristic way of entering the school yard at the beginning of class? Add words to explain "how" the child enters.

What inferences are you able to make from the above description of her/his behavior?

Write briefly how the child takes care of his/her personal needs near the end of the semester. Relate it to dependence/independence of child.

Name \_\_\_\_\_

Lab Instructor \_\_\_\_\_

Date, Day \_\_\_\_\_

ECD LAB OBSERVATION 16. ACTIVITY CONTRACT

List three strengths of the study child:

- 1.
- 2.
- 3.

List three weaknesses of the study child:

- 1.
- 2.
- 3.

From this list you can determine teaching objectives for the individual child. Write one activity for each of the child's weaknesses which would provide experiences to promote optimum development in that area.

Recommendation for an activity for the child:

Select one activity for the child keeping in mind the interests, skills, and past experience of the child. Write a contract on the form used by Participation Students and give to instructor to include in the Plan for the Day. Be prepared to do it with one child or a small group.

Interview with Child: On the day you plan to fulfill the contract, you should plan to ask the child a few questions to make it easier for you the first time in an activity. The questioning approach will also help the child become involved in the activity.



