



**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Child Development 114  
**Descriptive Title:** Observing and Assessing Young Children  
**Course Disciplines:** Child Development/Early Childhood Education  
**Division:** Behavioral and Social Sciences

**Catalog Description:**

In this course, students will examine the appropriate use of assessment and observational strategies for young children and document development, growth, play, and learning in order to work with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating systems, portfolios, and multiple assessment methods will be explored. Students will analyze, through observation and research, common behavioral issues and the possible underlying influences on behavior. The role of the teacher in promoting an environment which fosters appropriate behavior will be examined. Students will be required to conduct observations in local school programs.

**Conditions of Enrollment:**

**Prerequisite** Child Development 103 with a minimum grade of C or Concurrent Enrollment

**Recommended Preparation** English 1 or eligibility for English 1A or qualification by appropriate assessment

|                          |   |   |
|--------------------------|---|---|
| <b>Course Length:</b>    | <input checked="" type="checkbox"/> Full Term | <b>Other (Specify number of weeks):</b> |
| <b>Hours Lecture:</b>    | 3.00 hours per week                           | TBA                                     |
| <b>Hours Laboratory:</b> | 0 hours per week                              | TBA                                     |
| <b>Course Units:</b>     | 3.00  |   |

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:**  Effective Date: 11/20/2006  
**Transfer UC:** No

**General Education:**

El Camino College:

CSU GE:

IGETC:

## II. OUTCOMES AND OBJECTIVES

**A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

1. Assessment Tools: Utilize the California State Department of Education assessment tool (Desired Results) to evaluate all children's developmental, cultural, and linguistic characteristics.
2. Observation Methods: Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.
3. Interpretation and Implementation of Assessments: Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

**B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)**

1. Compare and contrast the various stages of child development from birth to age twelve in physical, cognitive, and social-emotional development.
  - Term or other papers
2. Select and utilize the appropriate observation and documentation tools and strategies, such as anecdotal records, running accounts, time sampling, event sampling, and current trends in observation and assessment to identify patterns, trends and anomalies in individuals and groups of children and to establish appropriate expectations.
  - Presentation
3. Develop and embed activities related to assessment within play-based environments, curriculum, and care routines for typically and atypically developing children.
  - Term or other papers
4. Analyze the possible underlying source/s of challenging behavior.
  - Essay exams
5. Examine and assess the effects of various social factors and sensitive topics such as child abuse, illness or death in the family, birth of a sibling, divorce, or exposure to violence, foster care, and special needs on the behavior of children.
  - Presentation
6. Demonstrate and apply knowledge of developmental domains when assessing and working with children with differences, delays, and disorders.
  - Presentation
7. Select and demonstrate effective individualized strategies that help children develop emotional and self-regulation.
  - Term or other papers
8. Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.
  - Essay exams
9. Design and implement environments which foster pro-social behavior and lead to positive experiences for children.
  - Presentation

10. Define cultural diversity and establish guidelines for culturally aware and culturally sensitive practices.
  - Term or other papers
11. Analyze the characteristics of supportive relationships between children and adults as the foundation for pro-social behavior.
  - Presentation
12. Utilize a variety of research-based positive guidance techniques.
  - Presentation
13. Examine and analyze personal biases and values that may interfere with working with children.
  - Term or other papers
14. Use appropriate, effective communication techniques when working with families and articulate the value of involving them and other professionals in the observation and assessment process for all children.
  - Essay exams
15. Research and select appropriate public and private agencies and community resources that serve the various needs of children and families.
  - Term or other papers
16. Use observation tools to identify patterns, trends, and anomalies in individuals and groups of children.
  - Term or other papers
17. Use observation tools to identify quality in play-based environments, curriculum, and care routines.
  - Term or other papers
18. Demonstrate knowledge of the legal and ethical responsibilities, including confidentiality, related to assessment in early childhood settings.
  - Term or other papers

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

| Lecture or Lab | Approximate Hours | Topic Number | Major Topic   |
|----------------|-------------------|--------------|---|
| Lecture        | 4                 | I            | Overview of the Principles of Assessing Children<br>A. Importance of Observation and Assessment<br>B. Objectivity and Subjectivity<br>C. Importance of Guiding Children's Behavior<br>D. Short and Long Term Objectives for Child Guidance<br>E. National Association for the Education of Young Children's (NAEYC's) Position Regarding Observation and Assessment   |
| Lecture        | 5                 | II           | Application of Basic Elements of Child Development Theory to Observation and Assessment in Physical, Cognitive, Social, and Emotional Domains<br>A. Infants (Birth to Twelve Months)<br>B. Toddlers (Twelve Months to Three Years)<br>C. Preschoolers (Three to Five Years)<br>D. Early School-Age (Five to Eight Years)<br>E. Older School-Age (Nine to Twelve Years)<br>F. Dual-Language Learners<br>G. Effects on the Assessment Process |

|         |   |     |  |
|---------|---|-----|--|
|         |   |     | <ol style="list-style-type: none"> <li>1. Social Context</li> <li>2. Child's State of Health and Well-Being</li> <li>3. Primary Language</li> <li>4. Environment</li> </ol>  |
| Lecture | 7 | III | <p>Observational and Assessment Tools and Strategies</p> <ol style="list-style-type: none"> <li>A. Evaluating Methods of Observing</li> <li>B. Anecdotal Records</li> <li>C. Running Accounts</li> <li>D. Time Sampling</li> <li>E. Events Sampling</li> <li>F. Historical Perspectives</li> <li>G. Current Trends</li> <li>H. National and State Standards</li> </ol>   |
| Lecture | 5 | IV  | <p>Documentation and Record Keeping</p> <ol style="list-style-type: none"> <li>A. Building Observations into Programs</li> <li>B. Supporting Child Development</li> <li>C. Managing Paperwork</li> <li>D. Summarizing Observational Data</li> <li>E. Ethics and Confidentiality</li> <li>F. Collaboration with Parents, Professionals, and Colleagues</li> <li>G. Observations, Assessments, and Interventions</li> </ol>  |
| Lecture | 3 | V   | <p>Historical and Current Perspectives of Guidance Theories</p> <ol style="list-style-type: none"> <li>A. Historical Influences and Their Effect on Children's Growth and Development</li> <li>B. Understanding Philosophies of Key Child Development Groups</li> <li>C. Kohlberg's Stages of Moral Development</li> <li>D. Maslow's Hierarchy of Needs</li> <li>E. Erikson's Stages of Psychosocial Development</li> <li>F. Piaget's Theory of Cognitive Development</li> <li>G. Screening Tools</li> <li>H. Desired Results Developmental Profile (DRDP) Overview</li> </ol> |
| Lecture | 4 | VI  | <p>Cultural Influences and Their Effects on Children's Growth and Development in Assessment</p> <ol style="list-style-type: none"> <li>A. Assessing and Reflecting Personal Values</li> <li>B. Assessing and Reflecting Children's Anomalies</li> <li>C. Assessing and Reflecting Children's Developmental Stages</li> <li>D. Assessment and Early Intervention</li> <li>E. Issues Related to Dual Language Learners <ol style="list-style-type: none"> <li>1. Communicating with Families</li> <li>2. Collaborating with Families</li> </ol> </li> </ol>                      |
| Lecture | 3 | VII | <p>Behavioral Issues and Children with Special Needs</p> <ol style="list-style-type: none"> <li>A. Attention Deficit Disorder</li> <li>B. Attention Deficit Hyperactivity Disorder</li> <li>C. Cognitive Delays</li> <li>D. Learning Disabilities</li> <li>E. Autism Spectrum Disorders</li> <li>F. Collaborating with Parents, Professionals, and Colleagues</li> </ol>   |

|         |   |      |   |
|---------|---|------|---|
| Lecture | 5 | VIII | <p>Defining Challenging Behaviors</p> <ul style="list-style-type: none"> <li>A. Underlying Influences</li> <li>B. Inappropriate and Misunderstood Expectations</li> <li>C. Immature Self-Control</li> <li>D. Group Contagion</li> <li>E. Boredom</li> <li>F. Fatigue and Discomfort</li> <li>G. Desire for Recognition</li> <li>H. Discouragement</li> <li>I. Frustration</li> <li>J. Personal, Family, and Environmental Changes</li> </ul>  |
| Lecture | 3 | IX   | <p>Effective Guidance Techniques and Needs Assessment</p> <ul style="list-style-type: none"> <li>A. Role of Assessment and Observation <ul style="list-style-type: none"> <li>1. Comforting</li> <li>2. Redirection</li> <li>3. Intervention</li> <li>4. Mediation</li> </ul> </li> <li>B. Role of Health, Well-Being, and Environment</li> </ul>   |
| Lecture | 9 | X    | <p>The Teacher's Role in Promoting Appropriate Behavior</p> <ul style="list-style-type: none"> <li>A. Communicating Effectively</li> <li>B. Responding to Individual Needs</li> <li>C. Clarifying Expectations</li> <li>D. Maintaining Consistency</li> <li>E. Maintaining Objectivity</li> <li>F. Expressing Appropriate Feelings Clearly</li> <li>G. Explaining Natural Consequences of Behavior</li> <li>H. Developing Schedules</li> <li>I. Transitional Activities</li> <li>J. Creating Developmentally Appropriate Activities, Materials, and Routines</li> <li>K. Fostering Cooperative Settings</li> <li>L. Modeling and Fostering Appropriate Behavior</li> <li>M. Affirming and Encouraging Appropriate Behavior</li> <li>N. Attentive Listening Skills</li> <li>O. Nonverbal Cues and Body Language</li> <li>P. Helping Children Resolve Problems Independently</li> <li>Q. Logical and Natural Consequences</li> <li>R. Differences Between Punishment and Guidance</li> <li>S. Overview of the Classroom Assessment Scoring System (CLASS)</li> <li>T. Understanding Emotions and Personal Biases</li> </ul> |
| Lecture | 3 | XI   | <p>Documenting Developmental Concerns</p> <ul style="list-style-type: none"> <li>A. Physical Conditions</li> <li>B. Language Development</li> <li>C. Self-Regulation and Emotional Regulation</li> <li>D. Signs and Symptoms of Child Abuse</li> <li>E. Child Abuse Reporting Laws</li> <li>F. Communicating with Parents</li> <li>G. Private and Public Agencies and Community Resources</li> </ul>  |

|                        |    |     |   |
|------------------------|----|-----|---|
| Lecture                | 3  | XII | Observation, Assessment, and Curriculum Development<br>A. Play-Based Environments<br>B. Creating Developmentally Appropriate Programming<br>C. Environmental Changes<br>D. Professional Development for Teachers<br>E. Portfolio Development to Document and Assess Children's Learning Across the Curriculum<br>F. Overview of Environmental Rating Scales (ECERS) |
| Total Lecture Hours    | 54 |     |   |
| Total Laboratory Hours | 0  |     |   |
| Total Hours            | 54 |     |   |

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Visit an infant/toddler, preschool, or after-school program for a minimum of two hours. Select three different children to observe during this period. Record the behavior of one child using running accounts, the second child using anecdotal records, and the third child utilizing events sampling. Submit your observation records. In a two to three page essay explain the advantages and disadvantages of each method.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Review the section in chapter seven entitled *What is the Difference Between Punishment and Guidance*. In a two to three page essay, describe the differences between the two approaches. Include examples of both punishment and guidance in your essay. Analyze which approach is more effective in working with children and explain why you support this conclusion.
2. Review the elements of *The Teacher's Role in Promoting Appropriate Behavior*. Visit a school program and focus your observation on teacher-child interactions. In a three to four page typed paper, describe a minimum of five interactions. Evaluate the techniques modeled by the teacher and the reaction of the child/children, and then analyze the effectiveness of the teacher's methods.

##### D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams  
Objective Exams  
Quizzes  
Written homework  
Term or other papers  
Multiple Choice  
Completion  
Matching Items  
True/False  
Presentation

## **V. INSTRUCTIONAL METHODS**

- Demonstration
- Discussion
- Group Activities
- Guest Speakers
- Internet Presentation/Resources
- Lecture
- Multimedia presentations
- Role Play
- Simulation

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

## **VI. WORK OUTSIDE OF CLASS**

- Study
- Answer questions
- Required reading
- Observation of or participation in an activity related to course content

**Estimated Independent Study Hours per Week: 6**

## **VII. TEXTS AND MATERIALS**

### **A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Judy R. Jablon, J.R., Dombro, A.L. Margo L. Dichtelmiller, M.L., *The Power of Observation: Birth to Age 8* (2<sup>nd</sup> Edition), Washington, D.C. Teaching Strategies, 2011.  
Qualifier: Discipline Standard

Janice J. Beaty. Observing Development of the Young Child. 8th ed. Wadsworth Publishing, 2013.  
Qualifier Text: Discipline Standard

### **B. ALTERNATIVE TEXTBOOKS**

### **C. REQUIRED SUPPLEMENTARY READINGS**

Desired Results Developmental Profile-Revised User's Guide, August 2015. California Department of Education, Child Development Division.

### **D. OTHER REQUIRED MATERIALS**

## VIII. CONDITIONS OF ENROLLMENT

### A. Requisites (Course and Non-Course Prerequisites and Corequisites)

| Requisites                                   | Category and Justification |
|--|----------------------------|
| Course Prerequisite<br>Child Development-103 | Sequential                 |

### B. Requisite Skills

| Requisite Skills   |
|--|
| Knowledge of typical development of children in the social, cognitive, and emotional domains.<br>CDEV 103 - Analyze the interdependence of the cognitive, psychosocial and physical domains of development.  |
| Understanding of Piaget's stages of Cognitive Development and Erikson's stages of psychosocial development.<br>CDEV 103 - Examine and discuss major theories of child development such as those of Piaget, Vygotsky, Freud, Erikson, and Bronfenbrenner. |

### C. Recommended Preparations (Course and Non-Course)

| Recommended Preparation   | Category and Justification   |
|---|--|
| English 1   | <b>Category:</b> Course<br><b>Justification:</b> This course involves reading college level textbooks, developing written projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills. |
| Eligibility for English 1A or qualification by appropriate assessment | <b>Category :</b> Non-Course<br><b>Justification:</b> This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.    |

### D. Recommended Skills

| Recommended Skills  |
|---|
| Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects. In addition, writing is required for essay questions and projects. |
| ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.   |
| ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.  |



**E. Enrollment Limitations**

| <b>Enrollment Limitations and Category</b> | <b>Enrollment Limitations Impact</b> |
|--|--------------------------------------|
|--|--------------------------------------|

**Course created by Loetta Taylor, Janet Young, Susan Baxter, and Antoinette Phillips on 09/01/2006.**

**BOARD APPROVAL DATE: 11/20/2006**

**LAST BOARD APPROVAL DATE: 10/21/2019**

**Last Reviewed and/or Revised by: Cynthia Cervantes  
20068**

**Date: 3/27/2019**