

EDUC 894 Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts
2 credits Section 3 Fall 2010 Monday 7-9 pm

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Course Description

Early Childhood Practicum I & II is a year-long course that provides graduate students in the Special and General Early Childhood Education programs the opportunity to integrate theoretical knowledge with guided practical experience as they work individually with a child and the child's family. This course is designed to address two areas of study that are fundamental for early childhood professionals:

1. Observation as the basis of early childhood assessment
2. Culturally responsive, family-based practice

The overarching goal of the course is for the student to become a reflective teacher/practitioner, developing a deeper awareness of his or her own beliefs and of the life experience of the children and families with whom they work. During Early Childhood Practicum I, students will learn how to observe and record children's behavior in a variety of settings--home, school, and community. Through regular interactions with the child, the student constructs a full, respectful and increasingly complex understanding of the child, as he/she exists in his/her family, culture, and community, with special emphasis on the strengths of the child and his/her social environment. Based on analysis and synthesis of their observations, students will develop and present a thorough, detailed, and respectful study of the child that will inform their work with the child during the second semester. Through discussion, course readings, and analysis of observations, students develop greater awareness of their own perspectives and beliefs, and the ways their personal experience affects what they notice and how they interpret their observations of children and families. Students will also begin to integrate information on adult development, family systems theory, and cultural/linguistic diversity as a basis for developing their understanding of and relationship with the family.

Prerequisites: EDUC 500; EDUC 803; EDUC 505; permission of instructor

Course Goals

1. Students will develop skill in observing, recording, and describing the behavior of young children in a variety of settings.
2. Students will use multiple perspectives to interpret observations of children's behavior and to develop alternative hypotheses about the meaning of behavior.
3. Students will establish and maintain a respectful, caring, and professional partnership with families demonstrating understanding of adult and parent development, family systems theory, and cultural and linguistic diversity, including application to families of children with disabilities.
4. Students will become familiar with the use of observation as the basis of assessment, and begin to use observation as a primary means to develop an ecological understanding of a child, with a focus on his/her strengths, within the contexts of family, culture, and society.
5. Students will develop awareness of and sensitivity to differences and strengths in family structures, socio-economic, and cultural/linguistic backgrounds, including their influence on beliefs about assessment and personal and educational goals.
6. Students will analyze their own cultural biases and points of view that affect objectivity in observation, interpretation, and perspective taking.
7. Students will develop their ability to write a case-study of a child, based on rigorous observation, record-keeping, analysis, and synthesis, which will describe, in language free of judgment and jargon, the complexity, strengths, and unique characteristics of the child and his/her family and context.

Course Expectations

Attendance

Please make every effort to come **on time** to all sessions. If you must miss a class, please notify me as soon as possible to find out how to make up the work you missed. All absences will be reported to the registrar; missed classes will certainly affect your understanding and your grade.

Grading

Please see attached rubric for information about grading criteria.

Incompletes

The nature of this course is time sensitive. Incompletes are not considered.

Texting

Be professional. No texting in class!

Graduate Students with Disabilities

Bank Street has both a legal obligation and a philosophical commitment to making reasonable accommodations in order to meet the needs of students with learning or other disabilities. If you have any learning needs that I should know about, please make a point of speaking with me early in the semester. You are also advised to discuss your concerns in this area with, Olga Romero, Coordinator for students with disabilities, at 875-4468, room 605. She coordinates the effort to make modifications and adaptations in graduate school classes for students with disabilities, and she can provide you with any information you may need.

Required Texts

Barrera, I. & Corso, R. (2003). Skilled dialogue: Strategies for responding to cultural diversity in early childhood. Baltimore, MD: Paul Brookes.

Cohen, D.; Stern, V. & Balaban, N (2008). Observing and recording the behavior of young children (5th Ed.). New York: Teachers College Press.

Himley, M. with Carini, P. (Eds.) (2000). From another angle: Children's strengths and school standards. New York: Teachers College Press.

Suggested additional texts (in library):

Kalyanpur, M. & Harry, B. (1999). Culture in special education: Building reciprocal family-professional relationships. Baltimore, MD: Paul Brookes.

Ramsey, P (1998). Teaching and learning in a diverse world: Multicultural education for young children. 2nd ed. New York: Teachers College Press.

OVERVIEW OF COURSE ASSIGNMENTS

1. Genogram of Your Own Family

Due Session 3 (September 27)

- A. Following the directions given on the following website <http://www.genopro.com/genogram>, construct a portrait of your own family documenting, if possible, three generations. Be as accurate as possible with dates, and note the relationships among family members, from your own perspective or those of relatives.
- B. Write a brief interpretation of the genogram, describing themes, roles, and relationship dynamics that you notice in your family.
- C. In a final section, answer these questions: How can looking at your own family and its patterns help in your work with children and families? How could your own family background and cultural patterns affect your reactions to families that are different from you? How might your stage in the developmental phases of adulthood impact on your work with children and families?

2. Meetings with the Child

You will meet with your study child on a weekly basis, developing a relationship over the course of two semesters. During the winter break, in addition to the required conversation with the family (see assignments), you should plan to meet at least once with the child and should remain in touch with the child by phone or mail if you are away for an extended time.

3. Seven Observational Logs

Due Sessions 5-11 (October 18, October 25, November 1, November 8, November 15, November 22, November 29)

Use the attached format to prepare 7 logs that will document your observations of your study child during your weekly meetings. Each log except the first one will focus on a specific developmental domain. Logs should be numbered sequentially and turned in as close as possible to their assigned dates. Although there is some flexibility about the visits you are able to arrange with your child (cancellations due to illness, family circumstances, etc) there is no flexibility about the need for you to write up and turn in your written logs within one week of your actual visit. Failure to comply with this requirement will result in serious consequences, including requiring that you drop the course. Under no circumstances should two or more logs be turned in at the same time, since you will need time to consider the feedback the instructor has given you on your previous log. Please see pages 15 & 16 of syllabus for log format.

4. In-class Assignment: Description of a Child's Artwork
Session 8, November 8

Bring to class a sample of your child's artwork. We will practice using a descriptive process in relation to a creative production.

5. In-class assignment: Sharing Age Level Information
Due Session 12 (December 6)

Bring to class some information about the skills, interests, capabilities, and issues of typically developing children the age of the study child. Refer to your own knowledge and child development texts for information. During class you will meet in small groups around a specific age level to share your age level information and to augment your own material.

6. In-class assignment: Identifying Patterns of Behavior -- Preparing for the Descriptive Review of a Child
Session 13 (December 13)

Bring all completed logs to class. We will analyze our records and observations to understand emerging patterns of behavior under specific topic headings.

7. Written Study of a Child
Due Session 14 (December 20)

Write a Descriptive Review of your study child, based on these topic headings:

Physical stance in the world
Disposition and temperament
Connections to other people
Strong interests and preferences
Modes of thinking and learning

Paint a picture of your child. Use descriptive language to capture the qualities, strengths, and vulnerabilities of the child so that someone else reading about the child will have a full, nonjudgmental picture of the child in his family and/or school context. End your study with a brief written summary of your current ideas about:

- A. Emerging patterns you are noticing.
 - B. Emerging questions to guide your assessment in the second semester.
 - C. Emerging recommendations for interactions and experiences to support the child's development and learning within the family context.
- Some students will present their study of a child orally, using a group process, during Session 14. Everyone will turn in a written study of a child.

8. Intersession assignment: Learning about the family

This assignment is due in the second class of the spring semester. You must schedule and carry out a conversation with the family or caregiver during December or early January, before the class reconvenes for the spring semester.

Building on information about family systems and on course readings, you will begin to develop an understanding of the child's family. You will meet with the child's family for a conversation about their experiences, using suggestions from the Barrera & Corso (2003) text in Skilled Dialogue and Kalyanpur & Harry's (1999) framework of cultural reciprocity. After the meeting you will make brief notes about the family's history, child-rearing practices, beliefs and values, the role of parents and extended family, their views of disability, and the family's understanding of and expectations for their child.

At the first session of the spring semester you will meet with other students in small groups to discuss your conversations with the family. At the second session of the spring semester you will turn in a written description of your study child's family and a personal reflection describing differences and similarities between the child's family and your own family of origin, addressing beliefs and values as well as life circumstances.

LOG FORMAT AND AREAS OF FOCUS

Log 1 follows a unique format, recording initial observations and information about the child. Be sure to include the information specified below.

Subsequent logs should focus on a single developmental domain, each of which will be covered in class. Following this sequence as you write your logs will allow the topic to be fresh in your mind. However, allow for flexibility. There are times when your meetings with the child provide opportunities to observe areas of focus that are out of sequence. For example, if you are planning to observe the child's motor behavior at the playground, but it is raining, you may instead be able to observe a child's social interaction with his or her siblings. In any case, you should number the logs sequentially and clearly label each log with its area of focus. Each log should have only one main area of focus and all areas of focus should be covered within your seven logs. Although your log descriptions will include other aspects of behavior, you should try not to combine two areas of focus within one log.

Log 1: Due Session 5 (October 18)

Area of Focus: Family Context, Setting, First Impressions.

1. Provide very brief background information about the child and his family, using the child's pseudonym. Where does the family live, what kind of school setting does the child attend, are there siblings? (Just include what you already know. Do not ask any further questions of the parent at this point.)
2. Observe your study child in a classroom or other group setting. If possible, plan this observation after you have contacted the family and received permission to work with the child, but before you meet with the child for the first time.
3. Discuss briefly the classroom setting, including age group, number of children and adults, etc. (Do not use the actual name of the school in any of your logs.)
4. General: What are your general impressions, especially regarding the child's physical stance in the world, his/her apparent temperament, the activities he or she seemed drawn to. Was there a particular gesture, facial expression, or pattern of movement that struck you as unique to this child? What were your initial feelings about and reactions?
5. Specific: Observe the child when he/she is interacting with another person, and write a detailed record, including information about the context, the activity, the kind of language used, proximity of other children and adults, other activities in the room, etc.
6. Based on what you have observed, what are your plans for your next meeting?

FOR THE REMAINING LOGS, USE OUTLINE ATTACHED AT END OF SYLLABUS (on p. 15-16)

Log 2: Due Session 6 (October 25)

Area of Focus: Affect, Emotional Tenor, Social Interaction (*Connection to Developmental Systems I—sessions 3-5--Emotion/Memory/ Attachment/Social Cognition*)

FOLLOW THE LOG FORMAT OUTLINE

Observe your study child engaged with an adult (parent, teacher, other caregiver, yourself) and also observe your study child interacting with another child. In what ways are his/her emotions visible in his/her actions or through other forms of expression? Describe his/her patterns of emotional regulation. In terms of social interactions, describe your child's patterns of communication with adults and children, his/her awareness of nonverbal pragmatics, his/her use of receptive and expressive language, and his/her interest or engagement in social interaction. Is he/she comfortable with close physical contact and touch?

Log 3: Due Session 7 (November 1)

Area of Focus: Self-Regulation (*Connection to Developmental Systems I—session 6—Self-regulation*)

FOLLOW THE LOG FORMAT OUTLINE

Record an observation of your study child participating one or more routine of some sort, including what you notice about the child's ability to self-regulate his/her own behavior and his/her reaction to the behavior of others. How does the child react to limit setting or requirements to shift to a new activity? Note his/her attention to the surrounding environment during the transition or routine. How does he/she react to sounds, motion, tactile stimulation, visual information, and other sensory experiences?

Log 4: Due Session 8 (November 8)

Area of Focus: Motor Development (*Connection to Developmental Systems I—session 7—Sensory Integration and Motor Development*)

FOLLOW THE LOG FORMAT OUTLINE

Describe study child during physical activity outdoors in a free play situation, and indoors engaging in a task requiring fine motor control. Describe your child performing a self-help task that requires motor planning, such as putting on his/her coat, gathering up belongings and putting on a backpack, etc. (Refer to Chapter 12 in Cohen, Stern, & Balaban. and handouts.)

Log 5: Due Session 9 (November 15)

Area of Focus: Symbolic Development/Artistic Expression (Connection to Developmental Systems I—session 8— Symbols and Representation)

FOLLOW THE LOG FORMAT OUTLINE

Collect a sample of a self-portrait and any other graphic representation your child has made and bring to class. Observe and describe your child using expressive materials--clay, paint, drawing, collage, building with blocks or legos, etc.

Log 6: Due session 10 (November 22)

Area of Focus: Dramatic Play (Connection to Developmental Systems I—session 8— Symbols and Representation)

FOLLOW THE LOG FORMAT OUTLINE

Observe and describe your child during imaginative or dramatic play, including a situation of play with other children. Try to record an accurate sample of the language the child uses in his/her play. Describe the sequence of actions and scenarios as they unfold.

Log 7: Due session 11 (November 29)

Area of Focus: Cognition, Attention, Learning Patterns (7) (Connection to Developmental Systems I—session 8— Symbols and Representation)

FOLLOW THE LOG FORMAT OUTLINE

Observe child engaged in an academic or conceptual task, teacher-provided and structured in some way, such as a classification task, a game provided by the adult, an early literacy task, a writing assignment, etc.

COURSE OUTLINE

September 13 Session 1: Goals of course/Exploring Professional Identities

The importance of practical experience with children and families
Perspective-taking
Confidentiality
Working with a child and a family: a yearlong commitment
Stages of Adult Development
Cultural variations in beliefs, values, and knowledge
What group memberships are meaningful to your identity?

September 20 Session 2: Family Systems Theory

Stages in adult development
Understanding one's own family
Using an ecological, systems based approach
Preparing genograms

Required Reading Due Today:

Klass, C.S. (1997). The home visitor-parent relationship: The linchpin of home visiting. *Bulletin of Zero to Three*, 17(4).

Distributed Article, copied for First-Time Use

Barrera, I. & Corso, R. (2003). Skilled dialogue: Strategies for responding to cultural diversity in early childhood. *Introduction, Chapters 1-3, pp. xix- 37.* Baltimore, MD: Paul Brookes.

Online Reading:

GENOGRAMS: Multigenerational Transmission of Patterns

<http://www.genopro.com/genogram/>

Read all of the sections on the website; they are short.

September 27 Session 3: Identity and Power Dynamics in Working with Families
DUE SESSION 3: ASSIGNMENT 1, FAMILY GENOGRAM

Reflecting on genograms
Factors affecting differential access to education
What power dynamics exist in an educational setting? How are these dynamics perpetuated?
What cultural groups do you belong to? How do you define your identity? How does membership in these different groups affect your access to power?

Required Reading Due Today:

Delpit, L. (2006). Education in a multicultural context: Our future's greatest challenge. In *Other people's children: Cultural conflict in the classroom* (pp. 167 – 183). New York: The New Press.

Cohen, D.; Stern, V. & Balaban, N. (2008). *Observing and recording the behavior of young children* (5th Ed.). Chapter 1, pp.1-14. New York: Teachers College Press.

**Revisit Skilled Dialogue readings from last week.

October 4 Session 4: Learning to observe, record and describe

Learning about observation

Diminishing subjectivity

Considering behavior in context

Description and the power of clear descriptive language

Interpretive vs. categorical descriptions

Qualitative language

Developing Multiple Hypotheses

Observing Emotional Expressiveness: Cultural variations

Required Reading Due Today:

Himley, M. with Carini, P. (Eds.) (2000). *From another angle: Children's strengths and school standards. Chapter 3, Pp. 56-64. Chapter 6. Pp. 126-134.* New York: Teachers College Press.

October 11 NO CLASS COLUMBUS DAY

**October 18 Session 5: Affect, Emotional Tenor, Social interaction, Language
Due Session 5: Log 1**

Area of Focus: Observing social interactions with adults and children

Expressing and regulating emotions

Understanding social pragmatics

Recording actual language

Required Reading Due Today:

Cohen, D.; Stern, V. & Balaban, N. (2008). *Observing and recording the behavior of young children* (3rd Ed.). Chap. 4, pp. 53-69. Chap. 6, pp. 96-109. Chap.10, pp. 152-171. New York: Teachers College Press.

**October 25 Session 6: Self-Regulation and Temperament
DUE SESSION 6: LOG 2**

Area of focus: self-regulation, sensory processing, and temperament

Observing routines, transitions, and attention

Observing sensory processing and modulation

Required Reading Due Today:

Cohen, D.; Stern, V. & Balaban, N. (2008). *Observing and recording the behavior of young children (5th Ed.)*. Chap. 2, pp. 15-33; Chap. 12, pp. 205-224. New York: Teachers College Press.

November 1 Session 7: Goal directed movement
DUE SESSION 7: LOG 3

Area of focus: Gross and fine motor development
Observing outdoor and indoor movement
Observing motor planning
Observing characteristic gesture and dynamics

Required Reading Due Today:

Tortora, S. (2006). Communication without words: Early childhood development and interaction. In *The dancing dialogue: Using the communicative power of movement with young children* (pp. 29 – 59). Baltimore: Paul H. Brookes Publishing.

Review Cohen, D.; Stern, V. & Balaban, N. (2008). *Observing and recording the behavior of young children (5th Ed.)*. Chapter 12, pp. 205-224. New York: Teachers College Press.

Handouts on observing motor behavior and development

November 8 Session 8: Artistic expression
DUE SESSION 8: LOG 4 AND SAMPLE OF CHILD'S ARTWORK

Area of focus: Symbolic Development/Artistic Expression
Observing representations (self-portraits, drawings, buildings)
Using expressive materials

Class activity: Description of a child's work as a descriptive process.

Required Reading Due Today:

Himley, M. with Carini, P. (Eds.) (2000). From another angle: Children's strengths and school standards. Chapter 2, pp.23-55. New York: Teachers College Press.

Cohen, D.; Stern, V. & Balaban, N. (2008). *Observing and recording the behavior of young children (5th Ed.)*. Chapter 3, pp. 34-52. New York: Teachers College Press.

November 15 Session 9: Dramatic play and symbolic processes
DUE SESSION 9: LOG 5

Area of focus: Dramatic Play
Object play and dramatic play
Scaffolding to support dramatic play

Required Reading Due Today:

Cohen, D.; Stern, V. & Balaban, N. (2008). *Observing and recording the behavior of young children (5th Ed.)*. Chapter 5, pp. 70-95. New York: Teachers College Press.

Rosenberg, N. & Boulware, G-L. (2005). Playdates for young children with autism and other disabilities. *Young Exceptional Children*, 8 (2). 11-20. (Distributed article, copied with permission.)

November 22 Session 10: Symbolic and cognitive development: representation
DUE SESSION 10: LOG 6

Area of Focus: Cognition
Attention, memory, organization
Making connections
Modes of learning

Required Reading Due Today:

Cohen, D.; Stern, V. & Balaban, N. (2008). *Observing and recording the behavior of young children (5th Ed.)*. Chapters 7-9 pp.110-151. New York: Teachers College Press.

Himley, M. with Carini, P. (Eds.) (2000). From another angle: Children's strengths and school standards. Chap. 5, pp. 87-125. New York: Teachers College Press.

November 29 Session 11: Guest speaker with descriptive review
DUE SESSION 11: LOG 7

Presenting the Descriptive Review
Role of participants
Developing a guiding question

Required Reading Due Today:

Cohen, D.; Stern, V. & Balaban, N. (2008). *Observing and recording the behavior of young children (5th Ed.)*. Chapters 13, pp. 225-237. New York: Teachers College Press.

December 6 Session 12: Developmental milestones
Due Session 12: Age level information

In-Class Assignment : **Sharing information about age level developmental accomplishments in small groups.**

Find and bring to class websites and other resources for age level accomplishments

December 13 Session 13: Organizing for the descriptive review
Due Session 13: Bring all completed logs to class

Finding patterns in your data.

In class activity: Work in groups to find patterns in your observations and develop the descriptive review categories

Required Reading Due Today:

Revisit-- Cohen, D.; Stern, V. & Balaban, N. (2008). *Observing and recording the behavior of young children (5th Ed.)*. Chapters 13, pp. 225-237. New York: Teachers College Press.

December 20 Session 14: Planning for the family meeting
Due Session 14: Descriptive Review

Presentations of oral Descriptive Review of a Child as a group process.

Planning for the family meetings (Setting up the meeting, preparing culturally responsive questions)

Developing a protocol that supports families and children

Cultural reciprocity

Respecting the family's traditions, beliefs, and coherence

Bridging the gap between home and US educational culture

Listening as a way of knowing

Required Reading:

Banks, R.; Santos, R. M. & Roof, V. (2003). Discovering family concerns, priorities, and resources: sensitive family information gathering. *Young Exceptional Children*. (6) 2, 11-19. (Distributed article, copied with permission.)

Kalyanpur, M. & Harry, B. (1999). Culture in special education: Building reciprocal family-professional relationships. Chap. 5, pp. 13-131. Baltimore, MD: Paul Brookes. (Distributed Article)

Online Reading

O'Connor, S. (1993). Multiculturalism & Disability: A collection of resources and issues. Retrieved 8/31/10 from <http://thechp.syr.edu/multovw1.htm>

Suggested Log Outline

Use for Logs 2-7

I. Heading

Your name:

Log #:

Child's Code Name:

Child's Age:

Date of visit:

Time of visit:

Setting/Situation:

People present:

II. Overview (one page)

Context: *(Example: Today I met with Jimmy at his home after school. When I got there he hadn't come home yet so I waited for him, and saw him coming down the street with his mother. They had been talking with his teacher and his mother wanted to tell me about what he was doing in school. We spent the first 15 minutes talking together while Jimmy had a snack. Then we went into Jimmy's room to play.)*

Plan: *(Example: I wasn't sure what kinds of games or activities would interest Jimmy so I brought a few different things—markers and paper, a concentration game, a book, and two puppets. I planned to begin with Jimmy's own toys, to see what he chose on his own and how or if he would include me in his play. If we got off to a slow start, then I planned to bring out the markers first, then the game, then the puppets. I wanted to end by reading a book—either one of his from his home or the one I brought. I planned to follow Jimmy's lead today, but to try to keep him engaged with each thing for as long as possible. ETC)*

Actual Sequence of Events: *(Example: Jimmy wanted to play with his cars when he went in his room. He has a large collection of matchbox cars, so we played with these for 10 minutes. Then he wanted to watch TV but I brought out the markers and paper and he used these to draw and then, with my help, to make a roadway for his cars. He brought his mother into the room to show her his work. He extended the roadway under the table and used a lot of language to accompany his play, telling me what to do. After 20 minutes we put away the cars and stacked up the papers so he could use them again for the roadway when I had gone. We went to the kitchen for another snack, then came back to the room and played concentration. We played concentration for about 10 minutes and then I asked him to choose a book to read before I left. He was eager to show me a book he loved and we read it together twice before it was time for me to go.)*

III. Description/Anecdotal record

Choose one or two experiences that you want to focus on for this log—either to fulfill the observation assignment and/or something else that caught your attention. Describe this experience in detail, trying to describe the child's behavior with lots of actual examples of what the child did. Include your responses if these are relevant to the child's actions. Include child's expression of emotion, his/her physical actions, the quality of his/her responses to events and materials. This is the section that should be as objective and as full of descriptive material as possible. Try to include everything you can about what you noticed, without making generalizations about what you saw. This material will be your "evidence" as you begin to develop a fuller understanding of the child. Suspend judgment and learn to notice and describe the important details of what you see.

IV. Thoughts, Comments, Interpretations, Hypotheses, Questions

In this last section you can explore your hunches, your questions, the things that puzzle you, the things you are thinking about. In this section you do not have to maintain an objective stance; however, this is not a place for conclusions, but a section where you learn to hypothesize about possible interpretations of what you have observed. Here is where you try to come up with 5 different possibilities to explain what you see, where you ask yourself questions that will guide your next interaction with the child, where you plan how to gather evidence for one or another hypothesis. In this section you can make connections to other children you have known, to your own childhood and life experience, and develop your awareness of the particular lens through which you give meaning to the world. You can also reflect on your personal responses to the child and the situation. It is here that you bring together your personal and professional self as you become more fully aware of what you bring to your role as an educator.

This is the section where you begin to explore patterns that you see in your observations of the child, as well as individual complexity and contradictions to those patterns. Throughout this section you will try to “re-view” the child in your mind, leading to “more attentive looking and listening.” The purpose, throughout all the logs, is “to be more sensitively attuned to who they [the children] are and are becoming, so that, recognizing them as persons, we can assist and support their learning better.” (Carini, P. (2000). A Letter to parents and teachers on some ways of looking at and reflecting on children, p. 57. In M. Himley, with P. Carini. (Eds.) (2000). From another angle: Children's strengths and school standards. New York: Teachers College Press.

EDUC 894
Early Childhood Practicum

Grading Rubric for Final Semester Grade

Student's Name:

Semester: Fall, 2010

Course Expectation	Possible Points	Points Earned
Regular Attendance	10	
Timely Completion of Assignments	10	
Class Participation	10	
Ability to take a non-judgmental, self-aware perspective in work with child and family	20	
Development of ability to use richly descriptive, non-evaluative language in writing about children in written work	20	
Ability to develop sound hypotheses regarding children's behavior, and to modify these hypotheses in response to new evidence	20	
Ability to connect knowledge of child development to work with children in real-life circumstances	10	
TOTAL	100	
FINAL GRADE		

Comments: