



Send completed CEU homework to:
URPD
6515 Old Main Hill
Logan, UT 84322

CEU Homework Cover Sheet

Course Title Guidance & Emotional Wellness, Course 3: Promoting Social & Emotional Competence

Course Dates _____

Name _____

Mailing Address _____

City _____ State _____ Zip _____

Home Phone _____ Work Phone _____

Please complete this form and submit it with your completed CEU homework assignments.

There is no cost for CEU credit. Please note that the CDA Council now accepts clock hours for CDA Renewal so completion of the CEU credit for this purpose might not be necessary. Please contact the CDA Council at 800-424-4310 or check their website <http://cdacouncil.org> for more information.

Homework assignments must be complete in order to be considered for credit. Incomplete assignments will be returned. You can re-submit a homework assignment for credit, as long as it is still before the due date. You **MUST** include a CEU Homework Cover Sheet with all requests.

Homework due dates will be strictly enforced. Homework is due 3 weeks after the last session of class. In order for homework to be considered for credit it needs to be postmarked on or before that date. There are no exceptions to this policy. Classes you are earning CEU credit for must be completed in full. If you make up a session in order to complete the course, the CEU homework is due 3 weeks from the make-up session date.

Please allow 3 weeks for processing of your certificate. If you have any questions, please contact CCPDI at 855-531-2468 or by email at ccpdi@usu.edu

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Guidance & Emotional Wellness, Course 3: Promoting Social & Emotional Competence

- ✓ Choose and complete **four** of the following assignments:
- ✓ Answer all parts of the questions that you choose.
- ✓ Represent what you have learned while participating in the *Guidance & Emotional Wellness* class.
- ✓ Your answers need to be in depth, but try to contain them to one page.

1. Describe a time when you were given encouragement. How did it make you feel? What happened because of it? Describe a time you were given praise. How did it make you feel? What happened because of it? Do you see a benefit to using encouraging statements over praise statements? Defend your reasons for or against.

2. Choose a behavior in one of the children you care for that you think could be changed by using positive reinforcement and ignoring the behavior. (Keep in mind that infants and toddlers needs must be met and not ignored.) Using this new strategy, observe a child over a week's time and write down your observations. Is this something you will continue to use, and why or why not?

3. Explain why it is important to know a child before trying to 'read' their emotions. Describe a time when you helped a child put words to their feelings. How did they respond? Identify a time in your day when you would be able to have one-on-one time with a child; or what steps you would take to help them deal with separation anxiety.

4. Describe a time you had to handle conflict among children. What did you do? How could it have been different using the Problem Solving Process? When would you not use this process when dealing with conflict among children and why?

5. List three examples of natural consequences that children in your care have experienced. Write three logical consequences for actions of children in your care. Did you notice a difference in the outcomes between these two methods for the children? If so, please describe. If not, please write what might be an expected difference.

6. What are the benefits of giving children choices when dealing with behavior? Describe in detail an instance where you offered a child a choice. What was the outcome? Were the choices you offered the child beneficial to his/her emotional well being? Explain.