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URPD  
6515 Old Main Hill  
Logan, UT 84322

## CEU Homework Cover Sheet

Course Title Relationship Touchpoints, Course 2: 9 months – 2 years

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](mailto:ccpdi@usu.edu)*

***Completed CEU homework is due 3 weeks after the last session of class.***



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## Relationship Touchpoints, Course 2: 9 Months – 2 Years

### Instructions:

- Choose and complete four of the following assignments.
- Answer all parts of the assignments that you choose.
- Represent what you learned from your participation in Touchpoints Course 1.
- Please write in depth, but try to contain your answers to one page per question.

1. Alicia Lieberman said, “The balance between attachment and exploration in the child is mirrored by the balance between protectiveness and encouragement of exploration in the caregiver. When things go well, the caregiver serves as a secure base from which the child sets forth to explore and to which he can trustingly return for solace before moving on to explore again.” Discuss specific ways that you can become a “secure base” for the children in your care.

2. The development of separation anxiety at the end of the first year of life is a healthy and universal achievement signaling that a relationship is formed. The reaction is a result of consistent caregiving, and the maturation of memory and emotion centers in the brain. Once object (or person) permanence is achieved, children may express distress and begin to use strategies to cope with separations. These strategies are assisted by the presence of familiar transitional objects (security blanket, etc). Discuss ways that you can assist children and their parents in the separation process.

3. You viewed a video clip, where the mother was asked to engage and interact with her baby, then to turn away and turn back with a still, disinterested face, not paying attention to the baby, and then turn away again and then turn back and reunite and re-engage with her baby. Discuss what happened to the baby’s behavior when the mother turned and didn’t respond to her child’s signals. What was the effect on the baby when the mother re-engaged with the baby? List each child you provide care for identifying them by sex and age, not name. (i.e. 5 yr. old boy) Then list one specific thing you can do with each child to be more responsive in your care of them.

4. How might parents interpret an 18-24-month-olds assertiveness and self-confidence as the child moves towards increasing independence? What are the positive aspects? What concerns might a parent have? What kinds of anticipatory guidance could you share with parents to get them ready for the 18-month - “Rebel with a Cause” or 24-month - “Getting to “NO!”” stage?

5. Dr. Brazelton talks about the 7 signs of readiness for toilet training. (1- They can walk well and are over the early excitement of being upright. 2 – They have receptive language and can understand what you ask them to do. 3- They can say, “No” and are starting to have their own ideas. 4- They start putting things where they belong. 5- They start to imitate adult behavior. 6- Urination and bowel movements become more predictable. 7- They become more aware of their body.) Take each number (sign) and explain how waiting for a child to have this skill contributes to a more successful toilet learning experience, remembering that Dr. Brazelton believes that this should be the child’s job not the parents.

6. Review the Parent Assumptions. Discuss which one is the hardest for you to accept and why. Do the same for the assumption that is the easiest for you to accept.

7. Dr. Brazelton talks about the periods of disorganization preceding spurts of development. Choose a child in your care and explain which Touchpoint stage he is working toward and discuss how an understanding of this can help you keep the relationship intact as you both move through this period.

8. Some benefits of using the Touchpoints approach with families, are improved relationships, understanding, communication, and collaboration in focusing on the child. Discuss how you have benefited by using the Touchpoints Approach in your work with children and parents.