



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

CEU Homework Cover Sheet

Course Title Relationship Touchpoints, Course 4: 5 years – 6 years

Course Dates _____

Name _____

Mailing Address _____

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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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Relationship Touchpoints, Course 4: 5 Years – 6 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. Think of a relationship you would like to improve with a parent. Review Handout #3, "Listening Skills" from Session 1. Focus on a different one of these skills each day for 5 days and use it with this parent at drop off and pick up time. Do this for 5 days, working on a different skill each day. Write down the skill you used each day and the results for that day. Which skill was easiest for you? Which was the hardest?
 2. Write an example of a time you used scaffolding (refer to Handout #5 from Session #1), to help a child learn or practice a new skill. Next write an example of a time you used scaffolding to help or support a parent during a developmental Touchpoint. What kind of support did you provide? Do you think you provided just the right amount of support or too much support or not enough support?
 3. In this Book, *Mastering Anger & Aggression: The Brazelton Way*, Dr. B talks about how adults sometimes let, "ghosts from the nursery", interfere with using appropriate guidance techniques with their children. Explain how a parent who was severely bullied as a child might react when he/she sees her child bullying another child as opposed to a parent who was not bullied. Identify 1 or 2 ghosts from your past that you need to be aware of when guiding children's behavior.
 4. If you have a 5 year old child in your care, review Handout #2 and #3 from Session 2, "The Fifth Year" and "Themes of the Five-Year-Old Touchpoint. For a day, pay particular attention as this child plays and interacts throughout the day and jot down any of the attributes or themes that you see. Choose the one that you think the parent might need the most support around and write down which of the guiding principles you might use to help guide the parent and child through this Touchpoint.
 5. Imagine that you have accepted a child who is blind into your child care program. The parent seems very worried about whether you will be able to keep their child safe and be able to help their child feel accepted into your program. Using the Touchpoints principle, "Value Passion Wherever you Find It", explain how you could help reassure this parent.
 6. Think of a childrearing practice that you have had conflict with a parent in your program. (Toilet training, discipline, nap time, dependence vs. independence, etc.) Do you think this was a cultural issue? Did you notice a lot of gate keeping going on? With you? With the parent? How could you have solved this using the Touchpoints Approach? (Remember that there are many right ways to do things.)
 7. Discuss 4 or 5 issues that might arise for the child and the parent as the 6 year old transitions to an all day "real school" experience. Discuss how you can help support the parent and the child with each of these issues using the Touchpoints technique, guiding principles or parent assumptions.
 8. Discuss the most important thing you have learned from the Touchpoints Training. Explain 3 ways you will put the Touchpoints Approach to work in your program.