



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

CEU Homework Cover Sheet

Course Title Infant & Toddler, Course 2: Social-Emotional Growth of Infants & Toddlers

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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Infant & Toddler, Course 2: Social-Emotional Growth of Infants & Toddlers

Infant Toddler Course #2

Choose and complete six of the following Assignments:

Answer all parts of the questions that you choose.

Represent what you have learned while participating in the Infant/ Toddler Course 2

Your answers need to be in depth, but try to contain them to one page.

1. Of the 5 temperament traits given, what was your personal temperament as a child? Identify 2 advantages and 2 disadvantages that your temperament posed.
2. What might cause “goodness of fit” difficulties between a child whose temperamental traits may be categorized as “cautious”, and an adult care giver whose temperament has always been “feisty”? Explain at least 2 ways the adult in this situation might work to overcome possible incompatibility problems. What adjustments in the adult’s behavior might need to be made?
3. The Responsive Process suggests 3 steps Watch, Ask and Adapt. Explain each of the 3 steps and tell how each step can positively impact the quality of care giver/ child interactions.
4. Dr. Greenspan asserts that all learning is emotionally based (emotional milestones.) Assuming this is true, what are some ways adults can enhance the emotional impact, and therefore increase the learning potential in an adult/ infant interaction? Include at least 2 different ways in your answer.
5. What are the 3 “R’s” of relationship based care? How do you build your relationship based care with the children you work with?
6. According to Attunement care givers are instructed to pay attention to their own feelings, and to keep personal emotional inclinations (“hot spots” or “red button” behaviors) in mind. What is the purpose behind this? Explain how doing these things helps a care giver to get in tune with a baby?
7. Separation is a difficult issue in infant/ toddler care for children, parents and care givers. What can you as a care giver do to help a parent deal with separation issues and help an infant or toddler deal with separation from parents?
8. Explain the difference between punishment and guidance. What steps can you take to always use guidance when working with children?
9. Choose 4 of the 7 characteristics of The Social-Emotional Foundations of School Readiness competencies, and explain how you would demonstrate these with the children you care for in your program.