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CCPDI
6515 Old Main Hill
Logan, UT 84322

CEU Homework Cover Sheet

Course Title Child Development Theory & Best Practice, Course 2 – Erikson & Bronfenbrenner

Course Dates _____

Name _____

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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

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



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Child Development Theory & Best Practice Endorsement

Course 2 – Erikson & Bronfenbrenner

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 Theory & Best Practice Course 2.
- Please write in depth, but try to contain your answers to one page per question.

1. Starting at Stage One of Erikson's stages work up to your current stage by describing for each stage whether you think you got more of the stage at that time of your life or more of the polarity. (Use Session 1 Handouts #2a-b, 4a-d to help.) For example: *Trust vs. Mistrust – I think I got more trust because my mother was very nurturing and saw that my needs were met, I have a lot of hope for the future OR I think I got a lot of mistrust because my mother was sick when I was a baby and my dad was overwhelmed with all he had to do and my needs were met inconsistently.*

2. Choose one child from your care. Identify him/her by age and gender, not name. Identify which stage of Erikson's he/she is currently in. Give four examples of **specific** things you will do at child care to see that he/she receives more of the positive stage than the polarity. For example: Boy, age 8 – Industry vs. Inferiority. I will: 1) teach him a new skill (boondoggle); 2) allow him to practice basketball (which he loves); 3) acknowledge his attempts to help younger children; 4) talk to him about what he is good at. You can refer to Session 2 Handouts #7a-f.

3. Using Erickson's stages, discuss how positive guidance reinforces the positive stage and how punishment reinforces the polarities. Give at least 4 examples. Refer to Session 2 Handout's #3-6.

4. Discuss at least 6 ways that learning about Erickson's Stages has affected your child care program.

5. Draw Bronfenbrenner's Chart from Session 4 Handout#3 on a piece of paper with yourself in the center and all of the people or social institutions that affect you represented in each ring: microsystem, mesosystem, exosystem, macrosystem and any event in the chronosystem that has affected you.

6. Using the families that you are currently serving, discuss why it would be important for you to try and take Bronfenbrenner's two microsystems of family and child care and connect it into a smoothly flowing mesosystem for the child. See Session 4 Handout #3.

7. Discuss why Bronfenbrenner would say it is important to have welcoming routines in the morning that help children and families separate. Discuss why Bronfenbrenner would say it is important to have good-bye routines in the afternoon to help re-connect children and families. List one welcoming routine and one re-connecting routine that you can use in your child care program. (If you don't have these in place, talk to other providers to see what they use.)

8. Discuss what you could do to support a family that was going through a hard time (choose one: divorce, death in family, military deployment, health crisis, development delays with child, etc.) Give at least four examples of specific things you could do. Discuss how this family support would help the child.