



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

## CEU Homework Cover Sheet

Course Title Relationship Touchpoints, Course 3: 3 years – 4 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 3: 3 Years – 4 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. Understanding a child's individual temperament is helpful at developmental touchpoints because when we understand each child's individual way of addressing a challenge we have an easier time turning the turmoil into a more predictable event. Identify two children in your care by gender and age, not name. Describe each child using the 9 temperamental traits: activity level, biological rhythms, adaptability, approach/withdrawal, sensitivity threshold, intensity of reaction, distractibility, quality of mood, and persistence. Discuss how understanding their temperament can help you when they exhibit challenging behavior.
2. Think of a time when you had "Goodness of Fit" with a child in your care. What was their temperament and what is your temperament? Think of a time when you had "Poorness of Fit" with a child in your care. What was their temperament and what is your temperament? Discuss things you can do when you feel a "Poorness of Fit" in the future.
3. A three year old is happy and active in child care all day, but when the parent comes to pick her up, she flies into a rage and flings herself to the floor thrashing and screaming. The care giver looks at the parent and says, "I just don't understand it, she is always good for me at child care." Explain why this is an example of competitive gatekeeping between the caregiver and parent. Talk about the ways this could be damaging to the parent/child relationship as well as the caregiver/parent relationship.
4. A four year old boy and girl have been playing nicely together but suddenly an argument arises. The boy grabs the girl's pigtail and gives it a vicious yank? The little girl starts to sob. How would you handle this situation taking into account the children's ages and remembering that Dr. Brazelton says we should help the child learn to: stop his behavior, control his emotions and find ways to keep from behaving that way again.
5. If you scored more than 80 points on the stress test from Session 3, Handout 2, then make a list of at least 5 things (be specific) that you can work on to try and reduce the stress in your life. What do you think is the effect on the children in your care when you are feeling stressed?
6. Choose one of the four-year old themes from the Touchpoints Guide, Session 3, Handout #5. (learning language, gender identification, play and fantasy, moral development, temperament, relationships, self control, fears, discipline and limits). Discuss how a child in your care is handling one of these themes, and how you can support the parent and child through this.
7. Dr. Brazelton says that it is important to set firm loving limits so that children can feel safe, and form internal standards of behavior. Children learn what the limits are by testing them out. They need repetition of experience so it is important to make rules clear and to be consistent. Discuss a time when you had a child test his limits and how you reacted. Did your reaction help teach the child what he needed to know to develop self-control?
8. You watched a video where children talked about how important fathers are in their lives. Using Handout #3 from Session 4, (Touchpoints and Fathers) as a reference, make a list of a least 5 things that you can do to foster the father/child relationship with the children and father's in your child care program.