



SLO Assessment Cycle for C D 74

Early Childhood Mental Health Seminar and Fieldwork SLO Modified: [10/30/2011]

Christina Lopez-Morgan's Team Members:

1. [Mayra Cruz](#) (x8215) C D

Additional Team members not on list/notes about team:

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Additional Notes:

Outcomes:

Outcome 1: Statement Modified: [06/03/2011]

Using a reflective practice model, identify the meaning of a child's behavioral concerns as well as the source of the problem including the possible contributing factors: environment, curriculum, individual development, temperament and relationships.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [06/01/2011]

Assessment Strategy Used:

Quarter: Spring 2011

Assessors: Julie Kurtz

Assessment Tools: Papers/Essays • Written Reports • practicum

Outcome 1: Reflect & Enhance Modified: [10/30/2011]

Number of people involved in Phase III: 1

Changes:

Methods:

This class incorporates a practicum placement of 10 hours total observation in an infant, toddler or preschool classroom. The students must journal their observations applying learning about the meaning of a child's behavior (ie curriculum, environment, relationships, temperament, individual development). They must be able to identify the meaning of behavior in this context and also identify red flag concerns and subsequently develop a plan of action if there are concerns or red flags. The means of reflection are through a journal of their observations as well as in-depth class discussions using the reflective practice model. Additionally, the students read a chapter per week from the assigned book reading and write weekly in the journal their learning of theory as well as reflection of the children they observe and their own life/childhood etc. I think I can improve this class by providing more resources for community referral. This has not been a point of emphasis in the past and I have received feedback and comments that student need more of this.

Summary:

The feedback provided is the class is very powerful and impactful in getting the students to think and learn by reflecting on themselves, their experiences and the many reasons for a child's behavior. They also are appreciative of the reflective practice in identifying strategies for intervention with children. The feedback I have gotten is that students need to learn more about community referrals and referrals to low income early intervention and therapeutic referral sources. They would like more practice in how to talk to parents or other teachers when there are differences in opinion about a child.

Enhancement (Part I):

Enhancement (Part II):

[Number of Outcomes for C D 74: 1]