



Linn Benton Community College,
Child and Family Studies

Practicum Student Handbook

Guide to Child & Family Studies Practicum Experience

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Welcome and Introduction

Thank you for your interest in Linn-Benton's Child and Family Studies Program. We are pleased to take this opportunity to share about the practicum experience for students majoring in the two year Associates of Arts Degree.

This practicum handbook is designed to guide child and family studies majors in understanding the purpose and expectations associated with the practicum experience at Linn Benton Community College.

We truly hope that by providing this comprehensive resource, that your experience in the Child and Family Studies Program will be successful and enjoyable.

What is Practicum?

Practicum is a course of study for teachers that involves actually working in an early education setting to gain the practical experience and skills to be a teacher of young children. At Linn-Benton, students in their second year (full-time) will complete three successive practicum courses. Due to the size of our program, these courses are offered once per year.

Fall - ED 101	Winter - ED 102	Spring - ED 103
60 hours classroom 22 hours seminar	60 hours classroom 22 hours seminar	90 hours classroom 11 hours seminar <i>* students are strongly encouraged to complete 30 of 90 hours at an approved early intervention program.</i>

The Child and Family Studies faculty at LBCC would like to welcome you to your upcoming practicum and wish you success in your teaching endeavors.

MISSION AND PHILOSOPHY

The Child and Family Studies(CFS) program at LBCC is for students interested in supervising, caring for, and educating young children in early education settings. The program emphasizes the art and science of early childhood education, focusing on pedagogical innovation, individualization, cultural sensitivity and supporting children's unique dispositions through constructive guidance and discipline. The program provides students studying to be early educators teachers opportunities to apply knowledge and skills with children at early childhood sites in Corvallis and Albany.

Critical thinking and reflective practice are integrated throughout the CFS courses. Through placements in community ECE programs, students develop a wide array of intentional teaching practices, including developmentally appropriate curriculum planning, teacher-child interactions and constructive discipline techniques.

The LBCC Child and Family Studies program offers a variety of coursework encompassing infants, toddlers, preschoolers, and primary school-aged children. Early childhood education is an exciting and dynamic field in which standards for teachers are rising and career opportunities are constantly being developed.

CHILD & FAMILY STUDIES - GUIDING PRINCIPLES

Principles:

The primary educational themes within the program include understanding children as the leaders of their own learning, respecting children's competence, reflective practice, individualizing learning experiences, and constructing knowledge with children.

Observing and interacting to discover and honor children's cultures and dispositions is woven throughout the program. Also emphasized is the concept of 'digging deeper' within observations and interactions to discover the developmental themes children are exploring. In addition, the use of 'loose parts' and the use of recycled materials is a major theme in planning learning experiences to optimize learning, creativity and imagination.

A child's family and culture is the foundation of their identity and development. We integrate cultural awareness and sensitivity in many of the required courses.

Goals:

When CFS students complete their practicum experience our goal is that each student will be able to:

- Plan, implement and evaluate developmentally appropriate curriculum.
- Create developmentally appropriate learning environments.
- Implement positive guidance strategies.

- Interpret child assessments, observations and documentation to create developmentally appropriate learning experiences for children.
- Function effectively as a team member in an early childhood education setting.
- Analyze collaborative parent partnership strategies.
- Recognize the importance of providing culturally sensitive care.

NONDISCRIMINATORY STATEMENT

Linn Benton Community College seeks to develop degree credit programs, courses, community service offerings, provides open admission, counseling, placement services for all persons regardless of religion, sex, national origin, physical or mental disabilities, age, or veteran status.

AMERICAN DISABILITIES ACT STATEMENT

If you need course adaptations or accommodation because of a disability, if you have emergency medical information to share with your instructors, or if you need special arrangements in case the building must be evacuated, please make an appointment with your instructor as soon as possible.

CODE OF ETHICS

The Childhood Education and Family Studies Program follows and adheres to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct. These ethics may be accessed online at <http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>

PRACTICUM PREREQUISITES

All students participating in the program must have the following documentation before beginning to work in the classroom.

- ✓ Criminal History Records Check Clearance
- ✓ Measles Immunization Verification
- ✓ Negative TB Skin Test
- ✓ Current Food Handler's Card
- ✓ Introduction to Child Care Health and Safety Course Certificate

Background Check

Your background check is valid for a two year period. It must be renewed if you take more than two years' to complete your program. Fingerprints are now part of the background check process. The fee for background checks is now \$35.00 and the fingerprinting fee is \$12.50. See the website for additional information.

Documentation

Most of the documents will already be on file from your enrollment in the CFS curriculum courses (HDFS 248, ED 152 & ED 179). You will need to obtain a Food Handler's Card and complete the free Health and Safety Course & Recognizing & Reporting Child Abuse and Neglect classes (through Portland State: <http://campus.educadium.com/OCCD/>) before you begin your practicum hours. Information can be found on the course instructor's website or the internet.

When do I enroll in practicum?

Toward the end of your first year, please talk with your advisor about your plans to take practicum. The practicum instructor will provide you with a 'Student Intake Form' to fill out your availability and preferences. Students work in the assigned programs in the mornings from 9-12 pm, two to three days a week. The student needs the practicum instructor's signature to enroll in practicum. The hours for students working in infant/toddler classrooms may vary.

Practicum Orientation

In September (before classes start), your practicum site will host an orientation for you and the other students assigned to that program. This typically involves a tour and information about the program. Students are strongly encouraged to check LBCC emails to receive relevant information about their practicum placement and this orientation. Each early education setting is unique, and therefore each orientation will vary in the type of information shared.

PROFESSIONAL EXPECTATIONS

The Child and Family Studies Program is a Career Technical Program (CTE) meaning that we are preparing you to work as a teacher upon graduation. For this reason, and our dedication to excellence, professional expectations are part of this program. Each term, students will be evaluated by their mentor teacher and instructor in their level of professionalism during practicum (see resources section for 'Professionalism Points')

Core values of the Code of Ethical Conduct

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to:

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture,* community, and society
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

National Association for the Education of Young Children. (2005). Code of Ethical Conduct and Statement of Commitment: A position statement of the National Association for the Education of Young Children. Retrieved from:
<http://208.118.177.216/about/positions/pdf/PSETH05.pdf>

Health Policy for Student Participants

Students should not participate in the children's classrooms if a cluster of the following symptoms are present (unless symptoms of allergies). Please confirm this with your mentor teacher.

- Temperature of 100° or above
- Green/yellow thick discharge from the nose or eyes
- Watery eyes
- Swollen glands
- Vomiting
- Diarrhea
- Severe cough
- Sore throat

If you are too ill to attend on your scheduled day, call your practicum site before your scheduled time to be there, and also email your instructor.

Dress Code

Dress & Personal Items - As an early childhood professional, your dress is expected to reflect the same professional standard that your work does. Depending on the setting you will be working in, different expectations may exist. Please give consideration to these expectations and discuss with your mentor teacher the most appropriate way to reflect them in your dress.

- Teaching is an active profession. Your shoes, clothes, and jewelry must not inhibit you from moving and interacting with the children or expose views that may be deemed inappropriate by the children/families you serve.
- Teaching requires close contact between adults and/or children. Arriving at your field placement emitting a strong/distinct smell is unprofessional and can be uncomfortable/unhealthy for children/adults with respiratory sensitivities. Be sure you, your clothes, and your belongings do not give off strong/ distinct smells (i.e. smoke, body odor, perfume). Be respectful of any scent allergies children or workers at your placement site may have.

Specific guidelines

- **Grooming** –Hair and nails should be clean and neat with attention given to bodily odors. Men must appear clean-shaven or with well trimmed facial hair.
- **Footwear**- Shoes should be comfortable and clean (e.g., no beach footwear, high heels, or tattered cross trainers/tennis shoes). Sandals can be worn if the teaching/caregiving environment allows.
- **Jeans and sweatpants**- Unless stated more stringently by your assigned teaching/caregiving environment, denim jeans of any color that are in well kept condition (i.e., no holes or “fringes”) are allowed. Sweatpants, yoga pants and loungewear are not considered professional attire.

- **Questionable wording** Garments and tattoos containing obscene, offensive or gang-related messages, or references to products that are illegal to minors are generally forbidden for young children to be exposed to and therefore must be covered at all times.
- **Strong Odors:** Please be aware that strong indications of cigarette, cigar or pipe use, cologne, aftershave or perfumes may be offensive to colleagues and teacher candidates in schools.

Personal Items

Refrain from bringing any unnecessary personal items (purses, backpacks, electronic devices, etc.) to your field experience. Bring only the papers/pencils/etc. that are required by your assignment. It is impossible to ensure that the contents of your personal items are safe for the children. Students may, without realizing their potential dangers, have medicine, lotions, etc. with them.

Cell phones/communication devices should not be audible or visible during field placements. Please talk to the mentor teacher or director at your practicum site for where you can safely store your personal items.

Collaboration

Attitude - Each person you meet will be left with a lasting impression of you as a professional. Be sure the impression you leave is a positive one in which you are seen as a dedicated, responsible and caring early childhood professional. Just because you have a passing evaluation at mid-term, does not mean you can become lax in professional preparation, delivery, and initiative. LBCC is a small program. If you do not pass a term of practicum, you will need to wait a year until that course is offered again.

Attendance & Documentation - Show your professional commitment to teaching by being punctual for each day in your field experience. You are expected to arrive before the start of your assigned experience and stay through the duration of the placement. Taking breaks during field placement are only permitted during times when the mentor teacher is taking a break (unless medically documented as necessary).

If you are going to be late to your scheduled field experience, contact the school/program prior to the scheduled arrival time and advise them of your late arrival. If you are ill and need to be absent for a scheduled visit, contact the program and advise them of this. It is your responsibility to email your instructor to alert them to your status. Please remember, your absence is your responsibility and should not cause inconvenience or hardship for the mentor teacher or course instructor. Please be patient and flexible in making arrangements to make-up missed hours.

Arrival - Upon arrival at the classroom, please enter the classroom, carefully looking for children or adults who may be close to the door you are opening. If the door is locked, knock. Wash your hands thoroughly before beginning your duties. Join in the flow of the classroom, developing your relationship with the children, and begin your assigned work.

PRACTICUM OVERVIEW & GOALS OF PRACTICUM EXPERIENCE

Your practicum experience occurs in the second year of your AAS degree. A signature is required from the practicum instructor for you to register. The practicum placement is designed in the second year so you have a strong base of courses in child development before you begin working directly with children and your mentor teacher. Practicum is designed to support you in implementing what you learned in previous child development classes, while introducing you to more nuanced approaches to building relationships, intentionally facilitating children's learning and assessing children's development.

There is a seminar that accompanies your practicum placement. You meet weekly with the other practicum students and instructor to support you with practicum behavior goals, assignments and working intentionally with young children.

Year two also includes ED 131 (Positive Guidance with Young Children) and ED 222 (Constructive Discipline). These classes are aligned with practicum to provide you with hands-on experiences guiding and supporting children's prosocial behaviors that you can directly apply to your practicum experience.

The practicum experience moves beyond developing familiarity with young children, their families and the field of early education. As teacher candidates you will be interacting with young children and teachers regularly. You may be invited by your mentor teacher to attend parent events and/or conferences. This is highly recommended! During Spring term you will attend a parent conference as an assignment. These interactions are intended to contribute to the teacher candidate's: a.) understanding of young children and how they develop, b.) ability to plan and implement early childhood learning experiences, c.) pedagogical skill and ability to engage children in meaningful learning experiences, d.) reflective practices as a means to developing as a teacher. The expectations these practicum experiences will include:

- Observing young children
- Developing learning experiences and lesson plans for early education settings
- Assessing the outcomes of planned lessons
- Providing positive guidance to young children
- Reflecting on field experiences through journaling and reflective group dialogue.
- Practicing behavior goals of interacting and supervising young children
- Assessing a focus child through observation and formal assessment tool
- Using photos and assessment measure to document learning

PRACTICUM SERIES

2nd year, AAS Degree students only

ED 101: Fall Term (Observation & Guidance) - 4 credits

Theme: Building Relationships

6 hours/ week at practicum site (2 morning shifts a week)

2 hours/ week seminar (usually Mondays 1-3)

ED 102: Winter Term (Education Practicum) - 4 credits

Theme: Curriculum & Environment

6 hours/ week at practicum site (2x a week)

2 hours/ week seminar (usually Mondays 1-3)

ED 103: Spring Term (Extended Education Practicum) - 4 credits

Theme: Management & Supervision & Family Relationships

9 hours/ week at practicum site (2-3 x a week).

** Recommended 3 hrs/week at an approved early intervention program
in Albany or Corvallis.*

1 hours/ week seminar (usually Mondays 1-2)

INTERACTIONS WITH CHILDREN, FAMILIES & COLLEAGUES

While in the classroom, please remember you are there to enhance the experience of the children and learn while doing it. Should a teacher make a request of you, you are expected to comply with their request. It is the teacher's responsibility to ensure the safety of all children enrolled in the program, as well as maintain compliance with program/school requirements. What may appear an 'odd' request may have an understandable/appropriate rationale behind it. If you have any questions or concerns about a request that you don't understand or deem unreasonable, please discuss it privately with that teacher after the session ends or at a scheduled meeting.

- It is never appropriate to engage in a tension-filled discussion when children are present. Doing so may result in immediate and ongoing removal from field experiences.
- Also, if the teacher communicates to you that it is not possible for you to complete the tasks assigned by your instructor, please contact your course instructor. It is important that if you have questions about your field experience, you have the opportunity to discuss them with the classroom staff. For this reason, you will be scheduling a weekly meeting with your mentor teacher at the beginning of each term.
- Please hold any questions for the teacher until s/he is free. If you are unable to ask while you are there, consider e-mailing the teacher or leaving a note. Talk to your mentor teacher what is preferable for them.

Confidentiality - In completing assignments for your field placement, ensure the confidentiality of all children, families, teachers and individuals you interact with. All documentation and reporting of events should maintain anonymity (i.e. Child X walked from the block area to the dramatic play area. Child X said 'can I play' to child Y. Child Y said "no." Teacher 2 said, "remember our rule..."). Discussion of children, families, teachers, etc. should only occur with the staff of the program, or in your college classroom, nowhere else. If your course requires that you obtain artifacts (pictures, video, work samples, access to the child's enrollment file) from the classroom, be sure you have written permission from the individuals involved to do so. It is your responsibility to work with your mentor teacher and ensure permission; failure to respect confidentiality policies creates irreversible consequences for LBCC, the program, your placement in the program, and the individuals involved. As such, the consequences are significant and may include removal from the CFS program.

The only exception to this policy occurs when there is a reason to believe that a child has disclosed child abuse or neglect. Any incident that leads you to believe that a child is being abused or neglected should be shared with the supervising teacher as soon as possible. The mandatory reporting of abuse or neglect is a 24 hour obligation.

Food Experiences - During your practicum experience, food and drinks may be served. Please look to the cooperating/mentor/classroom teacher for guidance on how you should participate. In some classrooms, you will be encouraged to sit and visit with the children as they eat. In others, you will be invited to, also, enjoy some of the snack foods. Please do not eat or drink the snack foods unless you are invited to do so by the teachers. Each program has specific rules and availability regarding food. When in doubt, ask! Also, please do not bring food from home unless you have permission from the teacher to do so. Some children have food allergies and outside food may compromise their safety.

If you see something that is concerning or unsafe, gain a staff member's attention immediately. If time does not allow for that, directly intervene and protect the children's safety until a staff member can arrive. **If you observe an adult inappropriately interacting with children, immediately inform your mentor teacher or the site director.**

Responsibilities - Field experience teacher candidates are never to be left alone (out of sight of a staff member) with children. This includes taking children back and forth from the playground into a classroom where no teacher is present; taking children to the bathroom; etc. If a teacher asks you to be in a situation where you would be alone with a child, inform her/him that you are not permitted to be alone with children. This rule exists for your safety.

Leaving your field experience - When it is time for you to leave your field experience, be sure you have cleaned up any areas you worked in. If appropriate, say goodbye to the children; however, always be sure the teacher is aware you are leaving. Sign-out and ensure that after you leave the exit door is securely closed. Remember to complete your sign out log.

WHAT WILL I BE DOING IN MY PRACTICUM EXPERIENCE?

_Merriam Webster Dictionary Definition: prac-ti-cum *noun* \^lprak-ti-kəm\

: a course of study for teachers, doctors, nurses, etc., that involves actually working in the area of study and using the knowledge and skills that have been learned in a school

You are to work in an early childhood classroom during practicum. Most students do this on a volunteer basis, but if you are already working in an accredited site or Head Start, you may be able to use your workplace as your practicum site. This is decided on a case-by-case basis by the course instructor.

What kind of work will I do?

Although you are never to be solely in charge of students, you are to do what you see the other teachers in the classroom doing. Please don't be shy to ask what they would like you to do. The first term you will primarily be focusing on building relationships with

the children. In subsequent terms, you are encouraged to help out a bit with clean-up tasks like cleaning and sanitizing tables. Your primary focus is working with the children. If you are being asked to clean up regularly, please contact your instructor.

Practicum Competencies

Each term you will receive the 'competencies' for the term. These are a set of predetermined behavior goals based on NAEYC Teacher Standards, and best practice for interacting with children, and with teachers. You will be evaluated on these competencies at the middle and end of each term. Each practicum course includes "Weekly Behavior Goals" that are related to the competencies and your reading assignments. You are strongly encouraged to practice the 'Weekly Behavior Goals' to enhance your skill development and understanding of young children.

For Winter and Spring terms, your mentor teacher will provide suggestions for the following term, and you will self-evaluate and set objectives for yourself, connected to upcoming term competencies.

During your practicum experience:

- You will practice being present with children and seeing their competence
- You will intentionally play with children, facilitating their play to scaffold learning... Apply principles and philosophy of previous coursework related to child development
- Problem-solve when children have conflicts... Using positive guidance techniques, begin to utilize a variety of management and communication strategies to positively influence children's learning and development.
- Supervise children (but never alone)
- Practice targeted language and relationship building strategies used in the CLASS assessment tool
- Take the initiative to help and attend to any need the teacher or students may have. Ask the teacher for guidance in what is expected in this area
- Read to students; Talk with students... encouraging literacy skills.
- Observe, listen, and effectively use feedback from mentor teacher and instructor
- Respect confidentiality at all times
- You will begin to design, implement, and evaluate learning experiences that promote optimal learning and development for all children.
- In an organized and timely manner, meet all requirements and assignment deadlines of the practicum syllabus
- Demonstrate responsibility and initiative for communicating practicum requirements to the mentor teacher.
- Refrain from communicating information directly to parents. There will be times later in your practicum experience where you attend a parent conference. You are welcome to say hello and attend a parent event which will provide the opportunity to get to know some of the families better.

Early in the first week, we request that the student and mentor teacher find an opportunity to meet and talk about the following:

- Get to know each other (if you didn't at the initial orientation)
- Introduce student to the children and other teachers
- Establish weekly meeting times
- Talk about communication and feedback. How will your feedback be communicated to you? What's best for both you and the mentor teacher?
- Talk about your goals for practicum. What are your career goals? How do you learn best?
- Discuss the guidance and discipline policy of the program and classroom. What does the mentor teacher expect of the student at the beginning.
- Talk about mealtimes. What are some practices or rules for mealtime? What does the mentor teacher expect of the student at the beginning?
- Show your mentor teacher the syllabus, behavior goals and weekly tasks.

One Reminder: There must be another teacher (or staff member) in the classroom with the student at all times.

CLASSROOM MANAGEMENT & GUIDANCE PHILOSOPHIES OF CHILDREN

To ensure each child's safety in the program, please follow the Oregon Child Care Division's regulations. Below are the guidelines for supervising children:

Prohibited punishment includes but is not limited to:

- Hitting, slapping, shaking, striking with hand or instrument, pinching, tying or binding, or inflicting any other form of corporal punishment.
- Mental or emotional punishment including but not limited to, name-calling, ridicule, yelling, or threats.
- Confining a child in an enclosed area (e.g. a locked or closed room, closet, or box).
- Forcing or withholding meals, snacks, rest, or necessary toilet use.
- Belittling a child or forcing a child to clean up after toileting accidents.

Other guidelines:

- Be aware of who comes into and leaves the areas where children are playing at all times.
- Maximize your ability to see all the children.
- Avoid clustering in groups as adults.
- Often teachers have developed specific ways of supporting certain children in the classroom. Ask if you have questions.
- Observe outdoors and ask your teacher about specific 'playground rules'.
- When you are leaving the outdoor area, or going to the restroom, make sure the supervising teacher is notified. Return outdoors again as soon as you have completed your task.

GUIDANCE PRACTICE

Guiding children is very personal and makes you think about how your family or other adults disciplined you as you were growing up. In our program the knowledge of child development provides us a better understanding of how children in any given age group are developing their social and emotional milestones. We believe that infants and toddlers are not miniature preschoolers and preschoolers are not miniature adults. You are encouraged to reflect on how you approach children to make sure that you are consistently focusing on the child's needs and intentionally adapting to their needs.

Guidance is one of those areas that is impacted greatly by our cultural upbringing. Your mentor teacher and instructor are great people to talk to if you are experiencing any uncomfortable feelings or feelings of powerlessness working with the children. They have been working with children for a long time and have much to share with you about guiding children.

Direct Guidance deals with the child and the direct interactions between child and adult.

Indirect guidance deals with the environment and the use of space, equipment, and materials in that space. For example, the daily schedule is an example of indirect guidance. There is a balance between quiet and active periods and group activities and individual activities. Another example is providing an environment that helps children understand how they can use the materials and space through exploration and problem solving. Designing and maintaining the children's environment so that it's a safe, comfortable, and interesting place to be is essential for good indirect guidance.

Establishing Relationships

- Sit at the child's level in a position to see the whole room.
- Use nonverbal communication such as a smile, nod, or touch (be aware that many children are not ready for adults to touch them until trust has been developed).
- Communicate with eye contact, smiles, and a natural speaking voice. Avoid "baby talk" or high pitched voices. Make eye contact when children are ready and if culturally appropriate.
- Acknowledge children's overtures with words, "You brought me a ball."
- Relax and try to remain present and calm— try not to react with body language or yells when you see a child fall. Talk calmly about what you see, "Oh, you fell down. Can you get up?"
- Use children's cues for physical touch (such as holding, sitting on laps, rubbing backs or arms, hugging). If they resist or stiffen, let them go.
- Guide gently. Examples: "You can throw the ball." "Stop before you bump." "Uh-oh, Alex was using the car. Let's find a car you can use." "Water stays in the sink or water table."

Modeling Appropriate Behavior

- Children learn by what they see and hear adults saying to children and other adults in the classroom.
- Acknowledge appropriate behavior; describe what you see the child doing.
- Encourage verbalization and problem solving by providing positive suggestions, choices, and/or redirection as appropriate.
- Model manners, “Thank you for the baby.” “Please pass the crackers.” “I’m sorry you fell down. I know that hurts. Are you okay? Can I help you?”

Setting Limits

Set clear and reasonable limits that protect the child’s safety and welfare, the rights of others, and the environment. Remember this is based on the child’s level of development and language abilities.

Encourage interdependence, self help skills, and independence based on the child’s readiness.

Problem Solving and Conflict Resolution

1. Come to the situation in a calm and relaxed manner.
2. Acknowledge the feelings of all of the children involved in the conflict. We want to allow feelings and to support them instead of fixing them. Avoid statements such as “Don’t cry, you’re a big girl/boy. If you keep crying you will not get a snack.”
3. Talk to children about their feelings and offer to help. “You’re crying because your mommy had to go. Do you want me to hold you?” Instead of saying “You’re ok,” say “Are you okay?” Please wait until the child has worked through the feeling before using distraction. For example, after a child has stopped crying and is looking around, you can talk about the other children and toys and offer to let him play when he’s ready.
4. Help children to express feelings verbally. For some children, expressing their feelings is hard; you can share your ideas with the other child. “Taja is not ready to talk.” “Natalya does not like it when you hit.”
5. Gather information. Ask children for their ideas about what is happening. “I can tell both of you are unhappy. Can you tell me what happened?”
6. Restate what the children have said to make sure that everyone understands.
7. Ask children for suggestions or solutions about how to handle the situation. Some children may not be ready to share their ideas. Use the solution kit to help come up with ideas. If the solution kit (CSEFEL) isn’t effective, you can offer suggestions and see if the children are interested in your ideas.
8. Ask children what they want to do.
9. Observe children as they leave the situation and play for about 15 minutes to see if they need additional support. Wait for the child to show he/she is ready to re-enter the activity and help him/her to re-enter successfully.

10. Tell children what to do instead of what not to do. For example, “please walk” rather than “don’t run.”

Challenging Behaviors

If you are feeling uncomfortable or are not sure how to support a child with challenging behaviors please discuss your concerns with your mentor teacher. If the staff is not available then talk to your instructor.

Helping Children Make Choices

Give a child a choice only when you intend for him to have a choice. “It’s time to wash your hands now.” rather than “Do you want to wash your hands now?” Watch teachers for techniques on how to handle difficult situations. If you feel uncomfortable handling certain situations, ask the mentor teacher to help out and observe how he/she deals with the problem.

SUPPORTING CHILDREN’S PLAY EXPERIENCES

LBCC values and supports the belief that allowing children to engage in long, uninterrupted play is critical to their social, emotional, cognitive, creative, language and physical development.

Each child is exactly where she/he needs to be in development. Our goal is to discover what the child is working on and to provide him/her with opportunities to do that. Even though some children may be working on the same developmental task, the way they choose to learn will not be the same. The classroom environment and the adults in the environment must provide the variety and flexibility required to allow each child to experience success and growth at his/her specific tasks.

The way in which children play with materials and engage with other children and adults is based on the child’s temperament, culture, and their need for interdependence or independence.

Through your observations and knowledge of child development, you will learn how to support individual and groups of children’s play experiences. It is just as valuable to watch a child or a group of children playing. This helps you know when to intervene or participate in their play. You will practice becoming intentional in your interactions with children. Sometimes it is appropriate to offer a prop or an open-ended question that may extend the play theme. For example, a group of children are playing going to the grocery store; you can offer them paper bags and a cash register to help them play out their play theme. Or children are playing with cars and one mentions a bus; you can go and get several busses for them to use in their play. Some children prefer to play alone and others are eager to play with others.

When you are engaged in a child's play experiences

- Follow the child's conversation and ask open-ended questions.
- Be aware of the child's verbal and nonverbal cues to see if s/he wants or needs you during their play.
- Support play with nods, smiles, and words.
- Always talk to the child first and wait for him/her to let you know that it's okay to pick them up. This is especially important if a child has fallen or been hurt.

Some samples of open-ended questions to use with children are:

Predict: What do you think will happen next?

Reconstruct a previous experience: What happened at your dad's house yesterday?

Make comparisons: How are these shapes the same or different?

Evaluate: Which story was your favorite? Why?

Imagine something: What would it be like to be a cat?

Propose alternatives: What is another way you could walk on the beam?

Apply factual knowledge: How do you think we could find out how many marbles are in this jar?

Generalize: Now that you saw what happened when we heated the ice cube, what do you think will happen with this snowball?

Prompting Thought Processes: How did you know how to do that? Where did you learn that?

Transform: How would you make muffins from all of these ingredients?

Reasons: How did you decide those went together?

Concepts and phrases to avoid using in your practicum experience

Instead of saying.....	Try this...
"You have to share."	"Let's take turns." "First she will use it and when she is done, you can use it." "It's Andy's turn; now it's Jeffrey's turn, and next it will be Andrea's."
"Will you...for me?"	"Would you like to...?" "Can you...?" "It's time to..."
"You need to..."	"I want you to..." "Can you..." "It's time to..."
"Good job!"	"You really worked hard!" "That was hard to do!" "You did it!" "I can see you are very proud of..." "You spent a lot of time on..."
"It's not okay with me when you..." or "That's not nice."	"That hurts her body." "That hurts her feelings." "I don't like that." "What were you trying to say?" "What were you trying to do?"
"Be good."	"Have fun!"
"Play nice"	"Play hard!"
"Don't...(do that, hit, etc.)"	Tell them what to do instead (specific info.) "Put your feet on the floor." "Jump from the blocks." "Give her gentle touches."
<i>Ending statements with the word "Okay."</i>	Eliminate okay. Make a pure statement to help avoid "okay." Answer questions with "Sure!"
"Tell Rafael you're sorry."	"Umejo is sad because..." "Let's see what we can do to help her feel better."
<i>Obvious answers to your questions (rhetorical questions) such as:</i> "How many balls do you have?" "What color is that bear?" "Where is the cat in the picture?"	Make statements "You have three balls." "I see the blue bear." "There is a cat on this page."

HEALTH & SAFETY PRACTICES

Wiping Children's Faces

Try to have the children clean their own noses and faces. If the children are younger and need more assistance, tell them what you are doing before you do it. Wait for a response from them and then either encourage them to wipe their own noses or wipe them gently. If the children resist, let them know that you understand that it is hard for them.

Hand Washing

- Wash hands when you enter the classroom for the day.
- Wash hands after helping children use the bathroom, wiping noses, and changing diapers. Have children wash their hands before and after snacks and meals.
- Always wash hands with soap and water before serving food or sitting at the snack or lunch table.
- Turn off water with a paper towel to keep hands sanitary.

PRACTICUM EXPERIENCE ADVICE

GETTING THE MOST OUT OF YOUR PRACTICUM EXPERIENCE

(Adapted from "Student Teaching: Early Childhood Practicum Guide")

The following suggestions are offered to help you maximize your personal growth during field experiences. Taking the time to read the following information and acting on the suggestions will help you develop your knowledge and skill in working with young children, as well as, promote positive working relationships with the classroom teachers.

1. Examine your attitude and decide you are going to expend every effort to learn new skills. Risk trying new ways and making mistakes. Communicate your desire to be given added, and more challenging, responsibilities. Welcome and encourage feedback from those supervising your experience.
2. When in doubt, ask questions. Select the time and place most convenient for your course instructor or mentor teacher or write questions down for them if conferencing is immediately impossible. Be willing to come early or stay late.
3. Being professional involves a timely arrival and telephone calls when you need to be late or absent. Inform your course instructor of field trips, testing, or special events when his or her observation of your work would not be possible. Your dress, personal

appearance and manner represent your professional image.

4. Make decisions using your best judgment. Seek clarification if you are uncertain of rules or expectations.

5. Realize the mentor teacher's first priority is the needs, safety and welfare of children. You are an added responsibility. Be aware there are times when the mentor teacher cannot focus on your concerns.

6. See what needs to be done and do it without waiting for directions. Observe and study the children, program, and environment. Familiarize yourself with all aspects of the situation. Know where equipment and materials are stored. Be alert to daily schedules and routines.

7. See yourself as a needed assistant being increasingly responsible and alert to where you are most necessary.

8. Be friendly, learn names, and fit into classroom life quickly by being helpful and sensitive to school staff members.

9. Watch teacher's skills, techniques, and behaviors with children and parents. Try to identify the goals of instruction behind works and actions.

10. Avoid socializing with other adults during work periods, and, instead, be watchful, observant, and ready to learn from children and classroom situations. Scan the area, and develop "eyes in the back of your head". When sitting, choose positions that allow the best classroom views.

11. Remain nonjudgmental if site politics are present Try to inwardly evaluate staff conflicts. Discuss with your course instructor your position as a "fence sitter" who avoids taking sides if a difficult situation or power struggle between adults arises.

12. When viewing new techniques or methods, remain open-minded and reflective. If ethics are involved, email or call the course instructor.

13. Receive input from mentors with the belief that both compliments and suggestions for growth will enable you to become a more skilled and valuable early childhood educator.

Adapted from Metropolitan Community College. (2009). Early Childhood Education Practicum Manual. Obtained 8/15/2009 from: <http://www.mccneb.edu/ecp/manual.asp?Theme=2>

Mentor Teacher/Practicum Student Relationship

As a practicum student you will receive support and guidance from your mentor teacher. We collaborate with different sites within the community and each site approaches mentoring in an individualized way. Please ask the mentor teacher or instructor if you have any questions or are seeking clarification. Some of the ways your mentor teacher will support you are:

- Meet with you weekly to talk about assignments and your progress.
- Approve your learning experiences.
- Approve environment change assignments.
- Evaluate your progress at mid-term and end of term.
- Participate in student assignments as requested.

Practicum Site Selection

Students will participate in practicum experiences at Periwinkle CDC or pre-approved early education settings in Linn or Benton Counties.

PRACTICUM STUDENT RESPONSIBILITIES

The responsibilities of the practicum student are as follows:

1. Observe and practice ideas and skills in working with young children.
2. Develop skills to function as a team member of a professional staff.
3. Communicate professionally.
4. Develop an understanding of daily operation and evaluation.
5. Continue to develop areas of strength and to self-assess areas in which more learning, practice, and/or experience is needed.
6. Expand awareness and knowledge of the roles and responsibilities of professional team members.
7. Complete required hours and assignments.
8. Participate in feedback meetings with the course instructor.
9. Complete related assignments maintaining professional tone and confidentiality. If you do not complete one or more assignments, the Instructor has the right to lower the final course grade. All students need a 'C' or better to pass each level

of practicum courses.

10. Complete and submit to course instructor documentation of all hours spent in each classroom.

ROLE OF THE COURSE INSTRUCTOR

The course instructor will monitor each practicum student's practicum experience. This includes observations, individual meetings with the student, emailing the mentor teacher to check on the student's progress and professionalism. The course instructor is also available during office hours to support students with questions, assignments, and/or communicating directly with their mentor teacher.

Corrective Action Policy for Practicum Experiences

Course requirements (syllabus) determine the minimum number of practicum hours, but if at midterm there are portions of the midterm evaluation that indicate the student may be having difficulty, the course instructor may determine that the student needs more time in a particular placement, or needs to be moved to a different classroom or program. For instance, if it is apparent that the student does not yet exhibit the kind of professional behavior expected of a teacher, or that he or she consistently uses ineffective teaching methods or is not participating in the role of teacher in the classroom, such a situation may require an extension of classroom time or even a formal intervention plan. (Extremely Concerning Behaviors Can Result in Termination of Practicum.) The instructor and program director must approve extensions and intervention plans. The student will meet with the instructor to review the plan.

Removal from a Practicum Site Experience

Students who are asked to leave a practicum site by a director or site coordinator will be given a "warning". The student will be withdrawn from the practicum site for a minimum of one week. A CFS department meeting will be held to determine if the practicum student will be placed at another site. CFS faculty will communicate clearly with practicum students if any such action is taken.

Practicum Termination

1. Reasons for discharge from field experience include the following:
 - Breaking confidentiality.
 - Displaying inappropriate or unprofessional behavior.
 - Use of illegal chemical substances or alcohol.
 - Not meeting the site's policies and procedures.
 - Violations of professional code of ethics.

- Performance/evaluations below a “C” as determined by the mentor teacher or course instructor
- Excessive absences at the field experience site and/or field experience classroom sessions (seminars)
- Violation of the site, agency/organization’s policies and procedures
- Violation of standards of practice consistent with the profession including:
 - Not maintaining accurate records and reports
 - Inappropriate and unprofessional clothing
 - Using inappropriate language and behavior
 - Lack of adherence to code of ethics, relevant laws, and agency policy
 - Use of alcohol or other mood altering, non-prescription drugs prior to or during a class or field experience site.

Termination of a practicum experience is not limited to the listed factors.

Substance Abuse - If it is determined that a field experience teacher candidate has inappropriately used alcohol or other non-prescription drugs in such a way as to adversely affect the field experience, he/she will automatically be suspended from his/her field experience class and may receive a grade of "F" for the course. The teacher candidate will be referred to the faculty student affairs committee if circumstances appear to warrant further disciplinary action and/or referred to the Dean of Students’ office for appropriate action.

Alcohol and Drug Use - Any indication of drug and/or alcohol use will result in removal from the practicum setting.

Helpful Links:

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| www.naeyc.org | National Association for the Education of Young Children |
| www.zerotothree.org | Zero to Three |
| www.nwrel.org | Northwest Regional Educational Laboratory |
| www.highscope.org | High Scope |
| www.rootsforchange.net | Early Education Equity Alliance |

State of Oregon Child care Division Rules for Center Based Care

<http://www.oregon.gov/OCC/OCC%20Forms/CRT/CRT-132/CRT-132.pdf>

The LBCC CFS program wishes to thank Southwestern Oregon Community College & Portland Community College for providing permission to use their practicum handbooks

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