

Emily Crapa

Fieldwork cover pages (9 videos)

ECE 410 FIELDWORK HOURS COVER PAGE

DATE: 2/18/22
STUDENT'S NAME: Emily Crapa
TITTLE OF VIDEO AND WEBSITE: Using Fine Motor Skills to Reinforce Positional Words - Case 547 – ATLAS Week 4
DESCRIPTION/SUMMARY OF VIDEO: please be sure to include strategies used, and evidence of culturally responsive practices, if there is no evidence of culturally responsive practices, please state how these practices could have been included. To support the child's learning, the teacher prepared activities to help the child write letters. They started on the carpet with other children present. The teacher had them go over the words "Top, middle and bottom" using their whole body to get them ready for letter structure which was coming up next. The children are engaged. The teacher then starts a one on one with the child after the recognizing top, middle and bottom activity. The teacher then has the child trace over his name as well as crosses and the letter L with crayons. The teacher guides the child's hand at some moments and encourages the children by saying

“good job”. The teacher has a positive attitude throughout. The child repeats after the teacher and has enthusiasm with that he is doing. When the teacher says “bottom” so does he. After tracing his name, the teacher has him imprint the letters in playdough. The teacher asked him what each letter that was, and he said it very clearly and confident. After that, they moved on to tracing the letter L on the floor using toy cars. At first the child went outside the lines, but then the teacher showed him the right way and the child did it just like the teacher.

Sometimes all you need is an example. Materials that were used in this video were 2 rulers, crayons, paper, play dough, toy cars etc. What struck me from this video was how prepared the teacher was and how the child said the letters so clear. The teacher did each activity back-to-back, and the child was having fun and happy overall throughout. He listened to the teacher and respected her. I can envision myself using praise and guiding the child. Both things can help the child become more confident and successful.

ECE 410 FIELDWORK HOURS COVER PAGE

DATE: 2/18/22
STUDENT'S NAME: Emily Crapa
TITTLE OF VIDEO AND WEBSITE: Using PECS (Picture Exchange Communication System) to Request Toys - Case 156- ATLAS Week 4
DESCRIPTION/SUMMARY OF VIDEO: please be sure to include strategies used, and evidence of culturally responsive practices, if there is no evidence of culturally responsive practices, please state how these practices could have been included. <p>In this video, the child uses PECS to help him communicate with the teachers to tell them what he wants to do. The teacher starts of showing him objects and asking if the object is in fact the object. Example being, is this a bear? The child responds with enthusiasm every time. The teacher gives praise, "very nice, good job" and a high five. When the child wanted to play with a toy, he would grab his picture book and bring his picture and sentence to the teacher. The teacher would turn away until the child tapped her, showing him that he must get the teachers attention before asking something. The child practiced asking to play with toys. He would bring his sentence and picture to the teacher and say, "I play train please"? Or "I play with fish please"? Both the teacher's fingers and child's fingers followed the word as he said it. There was one time where he said, "I fish please". The child corrected himself and tried to do so until he succeeded. "I play with fish please". He sometimes just mixes up the</p>

order of the sentence. The teachers took the toy back very quickly each time he got it. There was a lot of repetition involved. Materials used were sentence/ picture book, toy fire trucks, mini objects, toy train, etc. What struck me from the video was the use of repetition and how quick the teacher took the toy back to repeat the scenario. I can see myself using repetition. Doing things over and over helps you memorize.

ECE 410 FIELDWORK HOURS COVER PAGE

DATE: 2/18/22
STUDENT'S NAME: Emily Crapa
TITTLE OF VIDEO AND WEBSITE: Learning and Matching Rhyming Words-ATLAS week 4
DESCRIPTION/SUMMARY OF VIDEO: please be sure to include strategies used, and evidence of culturally responsive practices, if there is no evidence of culturally responsive practices, please state how these practices could have been included. In this video, there are two children. The two children and the teacher start off reading a rhyming book. The children chant / sing along with the teacher and the book. The teacher reads/ sings the book out loud, and the children follow and read out loud. They tended to say the last word of the sentence very clear but the rest of the sentence low or not at all. When one child said the wrong rhyming word, the teacher redirected him. One of the children said bucket when the word was pale. The teacher said, "not a bucket... there's another word for bucket" and then the child said pale. The teacher also gives hints when the child needs it. "What do we wash with" ... When the child said the wrong rhyming word again, the teacher makes a face and says rake? And child says no. The teacher helps the child think about his answer and realize if it's right or wrong. One child was a bit more enthusiastic than the other and participated sometimes after the other child did. After the book, they moved on to the smartboard slides where they had to match the rhyming words. The children encouraged

each other as well and you can see that it was engaging for them. "Good job" one child said to the other when they matched two rhyming words. The children seemed to be having fun with these activities, one child couldn't sit still in the chair and both children started to dance. The teacher says, "no dancing" and the children laugh, but then stop for a little bit. The teacher corrects the children many times throughout the video. "You guys need to be sitting", "do not make a circle". The children often laugh as they are corrected but stop the action for a little while. What surprised me most was how long the activities were. Even though the children liked the activity, and it was interactive with them, I believe it should have been shorter for the sake of not overwhelming them. I can see myself giving the children hints when they need it. Sometimes we all need a little push to help us realize. Some materials used was a book and a smartboard.

ECE 410 FIELDWORK HOURS COVER PAGE

DATE: 3/11/22
STUDENT'S NAME: Emily Crapa
TITTLE OF VIDEO AND WEBSITE: Reading and retelling a story using a augmentative device- ATLAS WEEK 5
DESCRIPTION/SUMMARY OF VIDEO: please be sure to include strategies used, and evidence of culturally responsive practices, if there is no evidence of culturally responsive practices, please state how these practices could have been included. In this video, a teacher and a child are reading a book. The child uses the augmentative device to respond to questions his teacher asks as well as follow along with the book. The teacher holds up the book so the child can see everything and he uses the buttons which were programmed with vocabulary from the book. The child followed along with the story that way. The teacher reads with passion and excitement. The child shows excitement when he gets something right. The teacher encourages him by saying "your doing sooo good" and right after he presses the caterpillar button he waves his arms up and down after the machine repeats. The teacher says "you are so smart, Gimmie five"! The child seems to be excelling in this and is finding the buttons faster and faster. It struck me to see how fast he was finding

the buttons and had me wondering if he read this book before and if he had experience with the vocabulary words. The child responded to the teacher's questions but at some points he got too excited and started pressing buttons he knew were not the answers. At one point, the child started to put 2 words together. The child pressed "red strawberries" and the teacher asked "can you do it again"? The child then presses "red oranges". The teacher says "nooo oranges aren't red, what color are oranges"? The child presses "blue" and the teacher says "noo you are being silly". The child listened to the teacher for the most part but lost focus in his excitement. When he pressed "hungry" the teacher got excited and then the child got excited putting his arms up and down in the air. The child went to the Saturday button while they were still on Friday. The teacher says "yes!, that is Saturday, but we are still on Friday. The teacher tries to redirect his attention to what point in the story they were on. After the book, they move on to a craft activity. He is gluing fruits onto the paper. The teacher asked him how many plums he has. He said four and she says "four what"? She made him put the words together. I can envision myself guiding and encouraging children to put 2 words together which is the start to making a sentence. I can envision myself doing as such because children need motivation and excitement when learning. The start of 2 words being out together is the start to putting more than 2 words together and making a sentence. The order of the story helps do this as well as sounding out words with the child if they need it. It helps give them a better experience and a want to continue with their education. I can envision myself using an augmentation device as well because it seems to really be useful and can help many children communicate and follow along. I would use it like how it was used in this

activity. I would also use it for just creating sentences without the use of a book. I would have the child or children create their own sentences with the device. Each button would have the vocabulary words to make a sentence. I would give them a sentence starter like, I like ____ or I don't like _____. I could also use today is _____ (example Monday) and tomorrow is _____ (Tuesday). This helps children piece sentences together themselves in the long run.

ECE 410 FIELDWORK HOURS COVER PAGE

DATE: 4/1/22
STUDENT'S NAME: Emily Crapa
TITLE OF VIDEO AND WEBSITE: "Thaysa" – Vimeo Week 8
DESCRIPTION/SUMMARY OF VIDEO: please be sure to include strategies used, and evidence of culturally responsive practices, if there is no evidence of culturally responsive practices, please state how these practices could have been included. Module 8 week 9 In this video, one of the children, Thaysa, has ASD. She is in a classroom with other students who do not have ASD. She started off with a regular talk box (augmentative communication device) which limited her speech. The teachers in the class realized that she wanted to say more and was more engaged than her talk box was allowing. The district got her a more advanced talk box (vantage light), and she was able to communicate more and communicated what she wanted and needed. She was able to speak more freely and had more choices in language. Thaysa tends to throw tantrums when schedules are off. She would also have a fit if people were different. It's important to keep the same routine and schedule and not only for children with ASD, but for the whole class. It keeps the class organized and helps everyone remember what is next in the day. The strategy

that I would use to help keep this a go would be keeping the same schedule and routine throughout the day, week, month, and year. The same schedule means there is never a question as to what is going to happen next, and organizations flows through everyone. The benefits of having a child with ASD in an inclusion class is that other children get to experience what it's like to have a classmate with ASD and allows the children to get to know that child as a person and not just as a child with ASD. The drawbacks of having a child with ASD in an inclusion class is that you will need to focus on that child a little more and modify all your lessons to fit her needs. This isn't necessarily a drawback in a sense where it's a bad thing because you are helping this child so much. Thaysa should be in inclusion classes for many reasons. For starters Thaysa has learned to be socially aware of what's going on and thanks to the updated talk box the district purchased for her, she is able to communicate more of what she really wants and needs. She wants to do what the other children do, and she wants to be with her friends. Other children help out and understand that they are modeling. There were many modifications and adaptations to the environment, curriculum, and materials for Thaysa. They used tools that would keep her engaged such as musical instruments and they noticed that she really enjoyed musical instruments. The team went through a lot of training to help support Thaysa. She became more involved in the curriculum socially and academically. They were able to make pages for her that connected to every lesson in the room instead of just using her devices to say things that happened everyday all the time. They also did social pages which involved asking questions and telling jokes. Her behaviors decreased with the device. At home Thaysa was even speaking sentences she normally

wouldn't. The classroom teacher was the pivotal person. Each week the teacher would go to the meeting so that the special education providers had an idea of what the classroom teacher is working on so that all of their lessons can be supportive of what the regular classroom is doing. Thaysa is able to do her work where she pleases. The teachers let her express herself.

ECE 410 FIELDWORK HOURS COVER PAGE

DATE: 4/1/22
STUDENT'S NAME: Emily Crapa
TITTLE OF VIDEO AND WEBSITE: Understanding Challenging behaviors – YOUTUBE Week 10
DESCRIPTION/SUMMARY OF VIDEO: please be sure to include strategies used, and evidence of culturally responsive practices, if there is no evidence of culturally responsive practices, please state how these practices could have been included. You are in relationship with the child. They are learning how to go about doing the right thing and what are good pro social skills by being in a relationship with you. It's okay that not all children sit down and are focused for a book. They will touch and grab the book, but it's normal. I know all behavior is communication and you should always ask why this behavior is happening. The child may be overstimulated and if so, they might retreat. The behaviors might be interpreted as the child having something wrong with them. If they are under stimulated, they might jump around and make lots of noise because they are trying to meet the needs of being stimulated. Some children have a problem communicating what they need or want. I also know

that as teachers, we should be aware of the family routine as that could have some affects on the child. You should always look if there is something medically impacting the child because this can also affect their behavior It's important that the teacher and family works together as you should also get to know the parents. The child's home environment can impact them in many ways. They may come to school with a lot of needs. We have control in helping them build more skills in emotional literacy and pro social behaviors. Their behaviors interfere with their social relationships. You should always think about what might be a uniqueness that a child might be brining. Some children could be auditory learners, kinesthetic learners etc. Having to function in an environment with different expectations is a lot for children to learn the rules of. All teachers and others on the team use the same goal and same strategies. You need to see the whole context of the whole situation and the whole child. What are the child's strengths? What is their temperament, what is their environment like and home life like? It's important to understand challenging behavior because some behavior can be misinterpreted. Some children have been taught things differently from their culture, ex – sit still and only get up when an adult tells you or no eye contact. Some adults think children should just learn or pick up good behavior on their own, but this is not as accurate as we think. If I want my children to act a certain way, I have to figure out if they have the skills to do it and if they don't, how can I teach them and support them to get them where I want them to be. I also must find out why certain needs if so, are unmet and meet them.

ECE 410 FIELDWORK HOURS COVER PAGE

DATE: 4/8/22
STUDENT'S NAME: Emily Crapa
TITLE OF VIDEO AND WEBSITE: Inclusion, belonging and the disability revolution: Jennie Fenton at TEDxBellingham YOUTUBE Week 11
DESCRIPTION/SUMMARY OF VIDEO: please be sure to include strategies used, and evidence of culturally responsive practices, if there is no evidence of culturally responsive practices, please state how these practices could have been included. Challenging behavior interferes with children's learning development and successful play. Challenging behavior can be harmful to others, the child themselves, or other adults. Challenging behavior puts a child at risk for later social problems or school failure. All children who have trouble controlling their behavior can learn new and more effective ways in participating in school activities and playing with their friends. The child in the video did not

cooperate with the teacher. The child kicked the teacher and did the opposite of what he was told. I was shocked when the child kicked one of the teachers. One effective technique that the staff used was trying to get the child to tell the teachers what they wanted. Another good technique was trying to redirect the child in another direction physically and verbally. An ineffective technique strategy that the staff used was that they did not correct his behavior fast enough or on the spot. The situation could have been handled differently in many ways. Maybe trying to help the child understand that kicking is not nice and not appropriate. All the teacher did was move his leg away.

A

B

C

Antecedent

Behavior

Consequence

A-Disobeying the teacher and not listening, B- wondering past the teacher's limit, (physically), C-being placed on his bed

A-crying on his bed and teacher says tell the teacher what you want, B- kicks the teacher, C-held leg back.

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ECE 410 FIELDWORK HOURS COVER PAGE

DATE: 4/18/22
STUDENT'S NAME: Emily Crapa
TITTLE OF VIDEO AND WEBSITE: Inclusion, belonging and the disability revolution: Jennie Fenton at TEDxBellinghen Week 14
DESCRIPTION/SUMMARY OF VIDEO: please be sure to include strategies used, and evidence of culturally responsive practices, if there is no evidence of culturally responsive practices, please state how these practices could have been included. Jennie Fenton talks about her daughter who is disabled, and she walks us through her realizations over the years of raising her daughter. It's hard to hear that some people struggle with having a child with disability. It can be very hard, and a lot of hard work is needed. Jennie said that she believes in possibility more than disability. I like this a lot because I feel as if there is so much hope for the disabled to live just like

us. Jennie did not know much about disability when her daughter was born but she learned and gained new opinions, new skills, and new options. Society focuses on difference a lot. When someone doesn't do things the same as others or in a new way, it's immediately looked down upon and so is the person. I will never understand why people can't see that people who are disabled are human too. They can do everything we can; just differently. Our culture has a hard time loving and accepting the child for who they are. Jennie's message is that disability is just a different path. She says, "disability is a natural part of the human experience". It's normal for humans to be diverse and we should be expressing and accepting that. We need to love the child for who they are. Jennie says "we're all products of conditioning that tells us that negative attitudes about disability are just common sense. Disrespectful language around disability is just part of our language and to change it would be political correctness and that people are segregated because it's in everyone's best interest. In reality disability is just an idea and exclusion is just a habit. We can change ideas that don't work for us anymore and we can learn new habits". Jennie wants us to see it as just another journey and not the end of the world. The exclusion that happens today is based on customs and beliefs. Do your thoughts serve your community well? Cause if they don't maybe it's time to change that. Jennie impacts us as early childhood educators. She teaches us that disability is not something to be worried or scared about. She walks us through how we can be hardworking, calm, and positive. People are individuals. They are not their labels and not your assumptions. Everyone has something to offer, share and say.

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ECE 410 FIELDWORK HOURS COVER PAGE

DATE: 5/13/22
STUDENT'S NAME: Emily Crapa
TITTLE OF VIDEO AND WEBSITE: "Gifted children" - YOUTUBE Week 15
DESCRIPTION/SUMMARY OF VIDEO: please be sure to include strategies used, and evidence of culturally responsive practices, if there is no evidence of culturally responsive practices, please state how these practices could have been included.

People often try to fix gifted children rather than understanding that their way of processing is not like everyone else. "To be great, is to be misunderstood". All children struggle at some point and just like us, they also have a lot going on. Many medical staff don't know what to do when they see the child, so they just give the child medication. Gifted children think and do things differently. When reviewing, gifted children check out sooner because they need more stimulation for their brain. They get bored easily because they already have done and know what you are doing. Gifted children feel better when they are around children like them. It's better to be around people who are like you and understand why this is the way you are because they are the same. A gifted child said that a teacher did not like him because they didn't know what to do with him. This is not surprising for me to hear. This is similar to when I said that sometimes medical staff does not know what to do with the child so therefore, they just give the child medication. Here instead of medication, it's ignoring, forgetting, and giving up on the child. Because some teachers fear having a child who has abilities and the possibility of being on their level, they shut down and don't do what they can or should for the child. We should be embracing their gift and not making them out to be different in a bad way. You can support gifted students even at an early age by giving them something more challenging and on their level. In the article "Differentiation Strategies for Exceptionally Bright Children" by Ann Gadzikowski, it states, "A helpful tool for measuring the complexity of the concepts and experiences we are providing for children is Bloom's Taxonomy (Bloom 1974). The taxonomy is a tool to help teachers define learning objectives that promote higher-order thinking. By higher order we mean thinking with increasing complexity

and creativity. Bloom's Taxonomy, as revised and updated by Lorin Anderson and David Krathwohl (2001), has six levels, with the first level representing the least complex thought and each level thereafter involving greater thought abstraction and sophistication: 1. Remembering 2. Understanding 3. Applying 4. Analyzing 5. Evaluating 6. Creating Bloom's Taxonomy can be used to make sure a curriculum plan is challenging children at every level, to benefit not evaluate the choices they made". Pg 10 "Differentiation Strategies for Exceptionally Bright Children" , Ann Gadzikowski 2013. Because gifted children are more advanced, we can give them more advanced work.