

READING MATERIALS

Blair, K. C., Fox, L., and Lentini, R. (2010). Use of positive behavior support to address challenging behavior of young children within a community early childhood program. *Topics in Early Childhood Special Education, 30*, 68-79. doi:10.1177/0271121410372676

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Buschbacher, P., Fox, L., & Clarke, M. (2004). Recapturing desired family routines: A parent-professional behavioral collaboration. *Research and Practice for Persons with Severe Disabilities, 29*, 25-39.

Carta, J. J., Greenwood, C. R., Luze, G. J., Cline, G., & Kuntz, S. (2004). Developing a general outcome measure of growth in social skills for infants and toddlers. *Journal of Early Intervention, 26*, 91-114.

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Carter, D. R., & Van Norman, R. K. (2010). Class-wide positive behavior support in preschool: Improving teacher implementation through consultation. *Early Childhood Education Journal, 38*, 279-288.

Charlop-Christy, M. H., & Daneshvar, S. (2003). Using video modeling to teach perspective taking to children with Autism. *Journal of Positive Behavior Interventions, 5*(1), 12-21. doi:10.1177/10983007030050010101

Cheatham, G., & Santos, R. M. (2005). A-B-C's of bridging home and school expectations for children and families of diverse backgrounds. *Young Exceptional Children, 8*(3), 3-11.

Conroy, M. A., Asmus, J. M., & Sellers, J. A. (2005). Using an antecedent-based intervention to decrease automatically reinforced stereotypic behavior in a general education classroom. *Focus on Autism and Developmental Disorders, 20*(4), 223-230.

Conroy, M. A., & Brown, W. H. (2004). Early identification, prevention, and early intervention with young children at-risk for emotional/behavioral disorders: Issues, trends, and a call for action. *Behavioral Disorders, 29*(3), 224-236.

Conroy, M. A., Brown, W. H., & Olive, M. L. (2008). Social competence interventions for young children with challenging behavior. In W. H. Brown, S. L. Odom, & S. R. McConnell (Eds.), *Social competence of young children: Risk, disability, and evidence-based practices (2nd ed.)* (pp. 205-231). Baltimore: Brookes.

Conroy, M. A., Dunlap, G., Clarke, S., & Alter, P. (2005). A descriptive analysis of positive behavioral intervention research with young children with challenging behavior. *Topics in Early Childhood Special Education, 25*(3), 157-166. DOI: 10.1177/02711214050250030301

Conroy, M., Hendrickson, J. M., & Hester, P. P. (2004). Early identification and prevention of emotional and behavioral disorders. In R. Rutherford, M. Quinn, & S. Mathur (Eds.), *Handbook of research in behavior disorders* (pp. 199-215). New York: Guilford Press.



**CATHOLIC UNIVERSITY COLLEGE
OF GHANA, FIAPRE**

FACULTY OF EDUCATION
CERTIFICATE PROGRAMMES

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C.U.C.G

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PROGRAMME DESCRIPTION

This four-week certificate course on Early Childhood Education is meant to introduce non-professional teachers involved in day care centers, crèche, nurseries and the kindergarten. It is a four-week interactive and active-based certificate programme designed to help early childhood teachers. Emphasis will be on helping teachers early childhood teachers to understand the behavior patterns of children from birth to 5 years. It is organized by the Faculty of Education, CUCG.

PROGRAMME OBJECTIVES

This course is intended to update the competencies of teachers at the day care centers, the crèches, the nurseries and kindergarten that will enhance their interactions and participation of children from birth to 5 years. At the end of the programme participants are expected to have acquire essential practical skills in early childhood education

PROGRAMME CONTENTS

Lessons will include:

Topic 1: Introduction to Early Childhood Education;

Topic 2: Health and Wellbeing in Early Childhood;

Topic 3: Infants and Toddlers Curriculum and Teaching;

Topic 4 Guiding Children's Social Development and Behaviour and Child Growth and Development

READING MATERIALS

Baker-Ericzén, M. J., Stahmer, A. C., & Burns, A. (2007). Child demographics associated with outcomes in a community-based pivotal response training program. *Journal of Positive Behavior Interventions*, 9(1), 52-60. doi:10.1177/10983007070090010601

Baggett, K. M., & Carta, J. J. (2006). Using assessments to guide social-emotional intervention for very young children: An individual growth and development indicator (IGDI) of parent-child interaction. *Young Exceptional Children Monograph Series*, 8, 67-76.

Benedict, E. A., Horner, R. H., & Squires, J. K. (2007). Assessment and implementation of positive behavior support in preschools. *Topics in Early Childhood Special Education*, 27(3), 174-192. DOI: 10.1177/02711214070270030801
<http://tec.sagepub.com/content/27/3/174.full.pdf>