



Dear Gesell Observation Workshop Participant:

Graduate Credits can be earned by workshop participants in certain states and are available directly from Madonna University. Instructions for filing application forms are available on-line at either our website www.gesellinstitute.org or Madonna's www.madonna.edu/pages/pdpgesell.cfm

Continuing Education Units (CEU's) are awarded by CEU Granting Agencies in individual states. In most cases, the local school district is the local granting agency. Local Colleges, Junior Colleges and State Departments of Education are also granting agencies. Participants of our workshops should take the prepared packet which includes a cover letter, course syllabus and 3 day agenda to their local granting agency to obtain CEU's.

Sincerely,

Marcy Guddemi, PhD
Executive Director
Gesell Institute of Child Development

Gesell Institute of Child Development
310 Prospect Street
New Haven, CT 06511
800-369-7709
www.gesellinstitute.org



To Whom It May Concern:

Dear CEU Granting Agency:

Gesell Institute of Human Development in New Haven, CT, a non-profit child advocacy and education agency, had been in operating since 1950. We provide effective quality programs and resources for educators and parents worldwide (www.gesellinstitute.org). Our flagship products include the Gesell Developmental Observation for assessing children ages 2-9 years old, and the accompanying three-day professional development workshop to become a trained administrator of the assessment.

The person providing you this packet of information participated in our three-day, 18 hour professional development workshop which is conducted by one of our highly qualified National Lecture Staff Members. In this packet you will find a syllabus of the course content, the agenda for the three days, and verification that the person has indeed attended all 18 hours.

As a CEU granting agency, we hope this meets the requirements set by your state in awarding 1.8 CEU's or the equivalent for your state. The content of this training has also been approved by Madonna University (www.madonna.edu/pages/pdpgesell.cfm) for graduate credit from their education department. If more information is needed, please do not hesitate to contact us at 800-369-7709.

Sincerely,

Marcy Guddemi, PhD
Executive Director
Gesell Institute of Child Development

Gesell Institute of Child Development
310 Prospect Street
New Haven, CT 06511
800-369-7709
www.gesellinstitute.org



I. Overview:

A 18 hour (X credit hours) workshop is available for either the 2 ½ to six year old child and/or the 6 to 9 year old child. It will examine the overall develop of young children ages 2 ½ to 6 years old examining the social, emotional, physical, cognitive, and adaptive domains. The workshop is based upon the theories of Arnold Gesell, eminent early childhood development scholar, who pioneered the use of cinematography in studying and documenting growth and development in the early part of the twentieth century at Yale University.

II. Methods of Instruction:

The class content will be provided in a variety of modes of delivery—Lecture, PowerPoint, Video, Overheads, and Demonstration. Class sessions will be interactive where students will be expected to have read assignments as a foundation for engaging in class discussions. The instructor will also be modeling administration of the assessment and the participant will have time practice administering the assessment to each other. One young child will be brought in each of the three days for the participants to observe the actual administration of the assessment and practice scoring on a real child.

III. Required Text:

The Gesell Developmental Observation-Revised Scoring Manual, ©2011 Gesell Institute of Human Development.

Additional required readings (e.g., pamphlets, journal articles, handouts and web articles) will be provided by the instructor and the Gesell Institute.

III. Goals:

Students will:

- A. Gain knowledge, understanding, and an appreciation of the unique and personal development of each child based on the research of Arnold Gesell.
- B. Grow in the ability to administer and score a developmental assessment.
- C. Explore the various tasks of a developmental assessment and articulate classroom applications that would best meet the needs of the child.
- D. Know how assessment, teaching, and learning are related
- E. Utilize a developmental assessment as only one portion of a complete assessment system
- F. Gain skills in observing in the child in a variety of settings
- G. Comprehend contemporary philosophical and practical assessment issues in early childhood.
- H. Learn to understand and respect the individuality of each child.

GESELL DEVELOPMENTAL OBSERVATION-REVISED

THE 2 ½ TO 6-YEAR-OLD CHILD ***Agenda Day 1***

8:30 a.m. – 4:30 p.m.

Morning:

- Welcome/Introductions/Housekeeping
- Overview of workshop: Review of handout booklet, objectives and focus of three-day workshop, purpose and use of the Gesell Developmental Observation tool
- Understanding developmental age and its implications for learning
- Ages & Stages of Development: Birth – 16

Mid-Morning Break

- Review and demonstration of complete screening kit and recording forms; discussion of components of observation assessment: adaptive, language, motor, and academic skills
- Distribution of scoring manual
- The Early Years: In-depth developmental behaviors of the 2 ½ to 6-year-old child and theories and theorists that have influenced our understanding of growth and learning
- Review of process to be used for first live demonstration; assignment of specific observation tasks

Lunch

Afternoon:

- Demonstration of Developmental Observation with 3 ½-year-old child
- Discussion of observations based on assigned observation tasks

Mid-Afternoon break

- Demonstration of use of Cubes using scoring manual
- Administration of Cubes (process only)
- Distribution of script
- Hands-on practice using Cubes
- Administration and interpretation of Color Forms, Three Hole Form Board, Motor Tasks, Action Agents

- Review/questions and answers

GESELL DEVELOPMENTAL OBSERVATION-REVISED WORKSHOP

THE 2 ½ TO 6-YEAR-OLD CHILD ***Agenda Day 2***

8:30 a.m. – 4:30 p.m.

Morning:

- Review and overview
- Review administration of Cubes
- Recording, interpretation, and scoring procedures for Cubes
- Hands-on practice scoring Cubes samples in handout booklet
- Hands-on practice observing, administering, recording, and interpreting Cube tasks with partners

Mid-Morning Break

- Administration, recording, and interpretation of Initial Interview
- Introduction of Paper and Pencil Tasks
- Review assignment of specific observation tasks in preparation for live demonstration

Lunch

Afternoon:

- Demonstration of Developmental Observation with 4 ½-year-old child
- Discussion of observations based on assigned observation tasks

Mid-Afternoon break

- Paper and Pencil Tasks: Administration and interpretation of Copy Forms, Writing Name and Numbers
- Hands-on practice interpreting Copy Forms samples in handout booklet
- Analyze and discuss interpretation results
- Administration and interpretation of Digit Repetition, Prepositions, Comprehension Questions, Counting Pennies and Computations, Letters and Numbers
- Review/questions and answers

GESELL DEVELOPMENTAL OBSERVATION-REVISED WORKSHOP

THE 2 ½ TO 6-YEAR-OLD CHILD

Agenda Day 3

8:30 a.m. – 4:30 p.m.

Morning:

- Quick review of progress
- The Incomplete Man: in-depth interpretation, recording, and scoring
- Hands-on practice scoring the Incomplete Man samples in handout booklet

Mid-Morning Break

- Analyze and discuss scoring results
- Brief review of the administration and interpretation of Visual 1 and Animals & Interests
- Review assignment of specific observation tasks in preparation for live demonstration

Lunch

Afternoon:

- Demonstration of Developmental Observation with 5 ½ to 6-year-old child
- Discussion, interpretation, and scoring of observation
- Discussion of observations based on assigned observation tasks

Mid-Afternoon break

- Hands-on practice (with partners administering and) scoring the following Gesell Developmental Observation tasks: Cubes, Initial Interview, Paper and Pencil tasks including Copy Forms, Incomplete Man, Animals and Interests, and Visual I
- Discuss results; transfer scores to Profile Sheet
- Discuss appropriate and inappropriate uses of Gesell Developmental Observation
- Workshop evaluation
- Certificate distribution

GESELL DEVELOPMENTAL OBSERVATION-REVISED WORKSHOP

THE 6 TO 9-YEAR-OLD CHILD ***Agenda Day 1***

8:30 a.m. – 4:30 p.m.

Morning:

- Welcome/Introductions/Housekeeping
- Overview of workshop: Review of handout booklet, objectives and focus of three-day workshop, purpose and use of the Gesell Developmental Observation tool
- Understanding developmental age and its implications for learning
- Ages & Stages of Development: Birth – 16

Mid-Morning Break

- Review and demonstration of complete screening kit and recording forms; discussion of components of observation assessment: adaptive, language, motor, and academic skills
- Distribution of scoring manual
- The School Years: In-depth developmental behaviors of the 6 to 9-year-old child and theories and theorists that have influenced our understanding of growth and learning
- Review of process to be used for first live demonstration; assignment of specific observation tasks

Lunch

Afternoon:

- Demonstration of Developmental Observation with 6 ½-year-old child
- Discussion of observations based on assigned observation tasks

Mid-Afternoon break

- Demonstration of use of Cubes using scoring manual
- Administration of Cubes (process only)
- Distribution of script
- Hands-on practice using Cubes
- Review/questions and answers

GESELL DEVELOPMENTAL OBSERVATION-REVISED WORKSHOP

THE 6 TO 9-YEAR-OLD CHILD *Agenda Day 2*

8:30 a.m. – 4:30 p.m.

Morning:

- Review and overview
- Review administration of Cubes
- Recording, interpretation, and scoring procedures for Cubes
- Hands-on practice scoring Cubes samples in handout booklet
- Hands-on practice observing, administering, recording, and interpreting Cube tasks with partners

Mid-Morning Break

- Administration, recording, and interpretation of Initial Interview
- Introduction of Paper and Pencil Tasks
- Review assignment of specific observation tasks in preparation for live demonstration

Lunch

Afternoon:

- Demonstration of Developmental Observation with 7 ½-year-old child
- Discussion of observations based on assigned observation tasks

Mid-Afternoon break

- Paper and Pencil Tasks: Administration and interpretation of Copy Forms, Writing Name and Numbers
- Hands-on practice interpreting Copy Forms samples in handout booklet
- Analyze and discuss interpretation results
- Review/questions and answers

GESELL DEVELOPMENTAL OBSERVATION-REVISED WORKSHOP
THE 6 TO 9-YEAR-OLD CHILD
Agenda Day 3

8:30 a.m. – 4:30p.m.

Morning:

- Quick review of progress
- The Incomplete Man: in-depth interpretation, recording, and scoring
- Hands-on practice scoring the Incomplete Man samples in handout booklet

Mid-Morning Break

- Analyze and discuss scoring results
- Administration and interpretation of Right and Left
- Brief review of the administration and interpretation of Visual I, Visual III
- Review assignment of specific observation tasks in preparation for live demonstration

Lunch

Afternoon:

- Demonstration of Developmental Observation with 8 ½-year-old child
- Discussion of observations based on assigned observation tasks

Mid-Afternoon break

- Hands-on practice with partner administering and scoring the following Gesell Developmental Observation tasks: Cubes, Initial Interview, Paper and Pencil tasks including Copy Forms, Incomplete Man, Animals and Interests, Right & Left, Visual I & III
- Discuss results; transfer scores to Profile Sheet
- Discuss appropriate and inappropriate uses of Gesell Developmental Observation
- Workshop evaluation
- Certificate distribution