

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INFANT TODDLER CARE AND LEARNING

Course No.: ED 213-3

Program: EARLY CHILDHOOD EDUCATION

Semester: THREE

Date: SEPTEMBER 1991 Previous outline dated: SEPTEMBER 1990

Author: BEVERLEY BROWNING

Approved: _____

K. DeRosario
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School of Human Sciences
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Date: _____

June 20/91

Infant/Toddler Care (ED 213-3) Cont'd
Instructor: Bev Browning

COURSE PHILOSOPHY

The importance of the early childhood years is currently recognized by most professionals. The infant is seen as an individual with strengths and needs which are to be interpreted and promoted by the sensitive caregiver.

COURSE OBJECTIVES

1. To give the student an understanding of the physical and emotional needs of the individual infant and/or toddler in both their home and a group setting.
2. To enable the students to compare and evaluate some of the current theories in research in the field.
3. To develop a personal philosophy toward infant/toddler care and learning.

COURSE GOALS

The student will:

1. Demonstrate the ability to recognize and meet the physical and emotional needs of an individual infant and/or toddler, in both the home and the group setting.
2. Carry out a child study assignment involving observations and individual program plans.
3. Become aware of issues/trends in the education of infants/toddlers through a review of current literature.

TEXTS

1. Infants and Toddlers, Curriculum and Teaching, Lavisia Cam Wilson, Delmar Publishing Inc., 1986.
2. Developmental Programming for Infants and Young Children, revised Vol. 1, 2 & 3; S. J. Rogers and D.B. D'Eugenio, University of Michigan Press, Ann Arbor, 1977, 1981.

NOTE: Facilitation of learning will take place through class discussions, assigned readings, class presentations and films.

RESOURCES

Kit - Portage Guide to Early Education
List of available resources in Sault College LRC, as attached

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ASSIGNMENTS

1. Child Study Assignment
2. Paper Debate
3. 3 Tests - on text readings and classroom presentations

EVALUATION

1. <u>Child Study Assignment</u>		
a) Observation/Profile	- 10%	
b) Class presentation	- 5%	
c) IPP	- 10%	35%
d) Summary	- 5%	
2. <u>Paper Debate</u>		
Topic Research	- 5%	
Debate - Pros & Cons	- 15%	25%
Debate summary	- 5%	
3. <u>Three (3) Quizzes</u> (10%, 15% and 15%)		40%
Total		<u>100%</u>

EVALUATION SCHEME

1. Child Study Assignment - 35%

The student will prepare an individual program plan based on home visit observations and a Developmental Profile. Also, the student will make arrangements to have the child visit the class and give a presentation/demonstration outlining child's baseline skills. The IPP activities will be assigned and explained to the parent. The child's progress will be summarized and conclusions made.

- a) IPP Observations, Due November 22th, 1991
- b) Class Presentation - scheduled in class
- c) Summary, Completed Project Due December 6th, 1991

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2. Paper Debate

Students will review current (within the last five (5) years) literature (journals, books, magazines) and decide on a potential debate topic. Initial research will determine the availability of information and help the student clarify reasons for the choice of topic. In-depth study of accessible material will provide the basis for a discussion of the pros and cons of the chosen issue. A summary will emphasize the student's conclusions based on impartial judgements of research material. Students can collaborate on the debate material but must submit a separate paper elaborating on their own views for the summary.

Debate Topic - Due: September 27th, 1991
Pros/Cons/Summary Due: December 6th, 1991

3. Quizzes

Quiz #1 (10%) - October 25 - Infants and Toddlers - pp. 2-34
- Developmental Programming - pp. 1-15
and notes, discussions

Quiz #2 (15%) - November 22 - Infants and Toddlers - pp. 35-129
- Developmental Programming - pp. 55-94
and notes, discussions

Quiz #3 (15%) - December 13 - Infants and Toddlers - pp. 130-288
and notes, discussions

Note: Students must complete all tests on the designated date. C.D.C. block students can complete tests in the L.A.C. on their lunch hour, if prior arrangements have been made. If illness prevents a student from attending class for a test, the student must telephone prior to the test to make alternate arrangements.

Infant/Toddler Care (ED 213-3) Cont'd
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SYLLABUS (This is intended as a general outline only)

WEEKS #1 & #2

- Introduction to Course
- Explanation of Assignments
- Readings: pp. 2-22, "Infants"; pp. 1-14, "Programming"

WEEKS #3 & #4

- Developmental Profiles and Programming
- Infant Presentations - scheduling
- Readings: pp. 23-34, "Infants"; pp. 15-94, "Programming"
- Debate Topic due

WEEKS #5 & #6

- History and Trends
- "Holistic" Day Care
- "Developmental" Day Care - Child Care settings
- Communication: Parents and Staff
- Readings: pp. 36-71, "Infants"

WEEK #7

- Curriculum Planning
- Goals, Objectives, Evaluations
- Readings: pp. 72-129, "Infants"

WEEK #8

- The Caregiver
- Competencies and Strategies
- Learning and Development
- Caregiver Support and Knowledge
- Readings: pp. 130-152, "Infants"

WEEK #9

- The Learning Environment
- Designing Indoor and Outdoor Settings for Infants and Toddlers
- Readings: pp. 153-202, "Infants"

WEEK #10

- Strategies to Enhance Development
- Birth to Four Months
- Four Months to Eight Months
- Readings: pp. 203-239, "Infants"

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WEEK #11

- Eight Months to Twelve Months
- Twelve Months to Eighteen Months
- Eighteen Months to Twenty-four Months
- Twenty-four months to Thirty Months
- Thirty months to Thirty-six Months
- Review

WEEK #12 through #15

- Class presentations
- Review and Final Test

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

EARLY CHILDHOOD EDUCATION PROGRAM
ED 213-3

CHILD STUDY ASSIGNMENT

Procedure:

Part I

- a) Choose an infant or toddler (2 months to 28 months) and visit in his/her home environment twice, with as close as possible to four weeks between visits. (One to two hours each visit) Prior to the 1st visit you should refer to infant development resources such as "The First Twelve Months of Life" - Frank Caplan and "The Second Twelve Months of Life" - Frank and Theresa Caplan.
- b) Complete the following during each visit:
 1. Observation Summary Sheets
 2. Anecdotal Record (an objective, detailed report or running observation of what you see)
 3. The "Sample Development Profile"
 4. Developmental Landmarks observed during the visit

Part II

- a) Based on the information provided by the parent(s) and on your observations used to complete the Developmental Profile, determine the Basal and Ceiling Levels for each developmental area. Chart these for each visit
- b) Discuss the developmental changes between visit one and visit two
- c) Summarize the child's current abilities and areas needing growth by making a Strengths/Needs list
- d) Prioritize the "Needs List" and determine an appropriate individual programme for the parent to carry out with the child at home. This should be done in consultation with the course teacher. Activities must be planned for each of the five major developmental areas.

Part III

- a) Complete an "Activity Assignment Sheet" for each suggested activity. Directions for the task must be clearly stated. Have parent carry out the activities for two weeks.
- b) Summarize the I.P.P. indicating the following:
 1. Baby's (Parent's) response to the activities
 2. Was each activity appropriate? Why?
 3. Discuss possible changes and possible activities to progress further up the developmental ladder.

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EARLY CHILDHOOD EDUCATION PROGRAM

Child Study Assignment - Complete for Part I

INFANT CARE - CHILD STUDY DATA SHEET

Student: _____

A) Child's Name _____ Date of Birth _____

Parent(s) Name(s): _____

Sibling(s) Name(s) and Age(s): _____

B) Birthing Report:

1) Information re: pregnancy (e.g., length of pregnancy, complication, etc.)

2) Delivery (eg., method childbirth, complications, etc.)

3) Infant's: birth weight _____

Apgar Score _____

Other details _____

C) Type of Feeding (at birth): _____

If breast fed, for how long? _____

Presently _____

At what age did infant begin solid foods? _____

What was first food? _____

D) Description of Child

How would you describe your baby's personality and temperament?

How does your baby react to his/her own anger or frustration?

How does your baby comfort himself/herself?

How do you comfort your baby?

E) Social Development

How has your child reacted to change or to separation from parents?

What peer or group contacts has your child had? (describe type of play, ages of children)

F) Language development

How does your baby respond to familiar faces?

How does your baby anticipate and respond to routines (preparations for feeding, bathing, etc.)

OBSERVATION VISITS (Complete for Part I)

VISIT 1 - Date

VISIT 2 - Date

Child's Chronological
Age (CA)

Daily Routine

Likes/Dislikes
(eg., foods, toys, etc.)

VISIT 1 - Date

VISIT 2 - Date

Anecdotal Record

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DEVELOPMENTAL LANDMARKS: (observed during visits)

VISIT 1 - Date

VISIT 2 - DATE

MOTOR:

Large (Gross)

Small (Fine)

Sensory (awareness
of sounds, light,
intensity, smells,
textures, etc.)

LANGUAGE:

Receptive

Expressive

CONSULTIVE:

SOCIAL:

Personal

Interaction

Cultural

SELF-HELP: