

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INFANT TODDLER CARE AND LEARNING

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Course No.: ED 213-3

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Program: EARLY CHILDHOOD EDUCATION

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Semester: THREE

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Date: SEPTEMBER 1993      Previous outline: SEPTEMBER 1992

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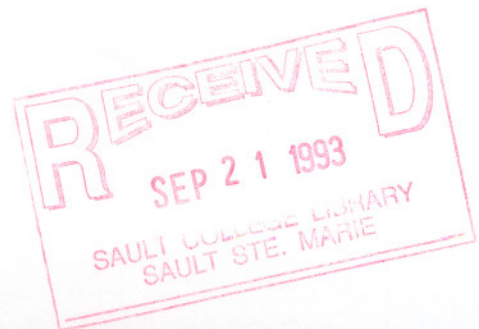
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Approved:

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K. DeRosario, Dean  
School of Human Sciences  
and Teacher Education

Date

June 23/93



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

### COURSE PHILOSOPHY

The relationship between the young child's developmental changes during infancy and the toddler period are significant. The infant and toddler are seen as individuals with strengths and needs which are to be interpreted and responded to by the sensitive caregiver. The synchronicity of this relationship is emphasized.

### COURSE OBJECTIVES

1. To develop an understanding of the cognitive, physical and emotional needs of the individual infant and/or toddler in both their home and a group setting.
2. To learn the role of a responsive caregiver for this age group.
3. To understand and implement concepts of curriculum planning and programming for the individual within the context of the group setting.

### 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 based on in-home observations and plan an I.P.P. for an infant or toddler.
3. Develop practical applications for current theories and related concepts.

### TEXTS

1. Every Child is Special: Quality Group Care for Infants and Toddlers, Addison, (Shimoni, Baxter - Kugelmass), Wesley Publication Ltd., 1992.
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/REFERENCES

Kit - Portage Guide to Early Education

### TEXTS:

1. Infancy: Infant, Family, and Society, 2nd edition, A. Fogel, West Publishing Co., St. Paul, MN, 1991.
2. Infant Development, C.W. Snow, Prentice Hall, 1989. (on reserve in LRC)



Infant/Toddler Care (ED 213-3) Cont'd  
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**ASSIGNMENTS** (explanations follow)

1. Child Study Assignment
2. Research of a current topic/issue which caregivers may face.
3. 3 Tests - on text readings and discussions.
4. Environmental Rating.

**EVALUATION**

1. Child Study Assignment

a) Observations	10%	
b) Profile	5%	
c) IPP	10%	
d) Summary & follow-up activities	10%	
		35%

2. <u>Topic Research and Presentation</u>	25%
3. <u>Three (3) Tests</u> (10%, 10% and 10%)	30%
4. <u>Environmental Rating</u>	10%
Total:	100%

**EVALUATION SCHEME**

1. Child Study Assignment -35%

The student will prepare an individual program plan based on home visit observations and the Developmental Profile. The IPP activities will be assigned and explained to the parent. The child's progress will be summarized and conclusions made.

- a) IPP & Observations, (Include Parts I & II, due Nov. 12, 1993)
- b) Part III Summary - completed Project Due December 6, 1993.

Infant/Toddler Care (ED 213-3) Cont'd  
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2. Topic Research and Presentation: 30%

Each student will research current information on a topic relating to common problems or developmental concerns from the infant/toddler's or caregiver's (parent or teacher) perspective. This topic will be chosen from the list provided. Information from the text "Infancy: Infant, Family and Society" 2nd edition will form the basis for the student's research and other sources will be used and combined for discussion purposes (Students must use at least two other references.) Each student will schedule a presentation date in order to provide a descriptive outline of the topic/issue using the presentation outline attached. Possible approaches for the caregiver and/or resolution to the problem will be discussed. This summary will include the class critique and comments. Each summary will be photocopied for the class to be used for future reference.

**Notes:**

1. Presentation dates cannot be changed or missed, as the topics follow the course syllabus. The student will forfeit the presentation grade, but can still submit the outline for evaluation.
2. **PLAGIARISM WILL NOT BE TOLERATED!** Refer to the "Canadian Writer's Handbook" for methods of quoting references. Students will risk forfeiting the grade for this assignment and possible failure of the course and/or expulsion from the ECE programme as per College Policy (see Student Rights and Responsibilities Handbook.)
3. Failure to attend class presentations will result in the student having 10 marks deducted from their overall grade for each presentation missed. It is important to give support and input to one's fellow classmates.

3. Tests = 30%

<b>Test #1 (10%)</b>	October	8	<u>Every Child is Special Developmental Programming</u> and notes, discussions	to p. 60 pp. 1-15
<b>Test #2 (15%)</b>	November	9	<u>Every Child is Special Developmental Programming</u> and notes, discussions	pp 60 - 101 pp. 55-94
<b>Test #3 (15%)</b>	December	17	<u>Every Child is Special</u> and notes, discussions	pp 103 - 287

**Note:** Students must complete all tests on the designated date. CDC block students can complete tests in the CDC during children's sleeptime, 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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4. Environmental Rating - 10%

Observe the "Harms & Cryer" video describing their method of evaluating the infant or toddler environment, the student will practice using the rating scale. In pairs (or fours at the most, students will make arrangements to visit the CDC and observe the toddlers in order to complete a rating scale. When making arrangements, discuss the ideal time of day and length of time available for your observation (remember to remain unobtrusive!) This is **NOT** to be done during any class time.

**SYLLABUS** (This is intended as a general outline only)

**Week # 1 - Historical Context of Infant Care**

- A. Introduction to course  
Explanation of Assignments
- B. READINGS:
  - a) Shimoni text pp 1-21; "Programming" pp 1-14
  - b) "Opening Thoughts" - answer questions p. 3, p. 13, p.23
  - c) "Application" - #1 & #3, P. 11  
- #2 p. 21
- C. ASSIGNMENT:
  - a) Find an infant for child study project
  - b) Choose a topic to research and a presentation date

**Week #2 - Block**

- B. READINGS:
  - a) Shimoni text pp 23-43
  - b) "Opening Thoughts" p.31
  - c) Application #1 p.43

**Weeks #3 & #4 - Quality/Philosophy**

- A. Developmental Profiles and Programming
- B. Defining Infant Needs  
- Integration of Infants
- C. Defining Quality  
- Philosophy and Goals of Group Care
- D. ASSESSING the INFANT/TODDLER ENVIRONMENT: Clifford and Harmes Rating Scale
- E. READINGS:
  - a) Shimoni pp 45-60
  - b) "Programming" pp 15-94
  - c) "Opening Thoughts" p.45
  - d) "Applications" #1 & #2 p.60
- F. ASSIGNMENT:
  - a) Evaluate an infant/toddler setting. Due by Nov. 26

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Week 5 - Overriding Issues in Quality Group Care

- A. The Interrelationship of Caregiving, Caregivers, and the Environment
- B. Test #1 (October 15/93)
- C. READINGS:
  - a) Shimoni pp 63-73; pp 75-101
  - b) Handouts: Competent Caregivers; Toddler & His Play
  - c) "Opening Thoughts" p. 63, p. 89  
Contrast Play of:
    - 1. Infants
    - 2. Toddlers
    - 3. 3 & 4 year-olds
  - d) "Applications" #2 & #3 p.73

Weeks 6, 7 & 8 - Competent Caregiving

- A. Infant States
  - Interpreting Infant Engagement and Disengagement Cues
- B. Promoting
  - Emotional Well Being
- C. Supporting Social Interactions
- D. READINGS:
  - a) Shimoni pp 103-147
  - b) "Applications" p. 87, #1, #4, #5  
p. 101, #3, #4

Weeks 9 & 10: Creating Infant Curriculum

- A. TEST #2: November 19/93
- B. Providing Sensory Enrichment
- C. Sequencing Fine Motor and Gross Motor Activities
- D. READINGS: PP 149-181

Weeks 11 & 12: Promoting Thinking and Language

- A. Cognition and language skills
- B. READINGS: pp 183-271

Weeks 13 - 15: Support During Routines

- A. Separation
- B. Diapering/feeding times
- C. FINAL TEST, December 20/93



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**COLLEGE GRADING POLICY**

A+ = 90-100%  
A = 80- 89%  
B = 70- 79%  
C = 60- 69%  
R = Repeat (Less than 60%)

**SPECIAL NOTES**

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.