SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON

COURSE OUTLINE

Course Title: INFANT/TODDLER CARE & EDUCATION
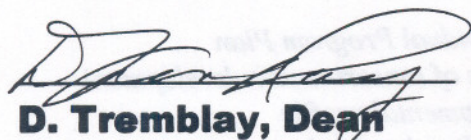
Code No.: ED 213   **Semester:** THREE

Program: EARLY CHILDHOOD EDUCATION

Author: BEV BROWNING
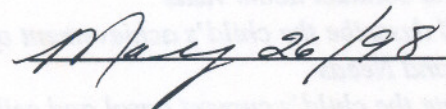
Date: Sept' 98   **Previous Outline Date:** Jan 98

Approved: *D. Tremblay*
D. Tremblay, Dean
Health, Human Sciences and Teacher Ed.

Date: *May 26/98*

Total Credits: 3   **Prerequisite(s):** HSC104
Length of Course: 16wks   **Total Credit Hours:** 48
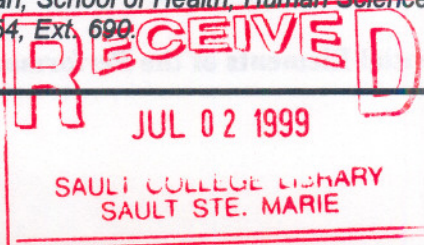
TOTAL CREDITS: 3
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PREREQUISITE(S): HSC 104 Child & Adolescent Dev I

I.   COURSE DESCRIPTION: This course provides an introduction to the area of infant and toddler care. The young child's developmental changes during the infant and the toddler periods are significant. Infants and toddlers 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. Consequently, the student will develop an appreciation of the importance of ensuring quality caregiving and of the need for a good learning environment in both the home and group care settings.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course the student will demonstrate the ability to:

1.   Plan And Implement An Appropriate IPP For An Infant Or Toddler; Analyze Its Relevance And Its Success, And Formulate New Objectives For The Child.

Potential Elements of the Performance:

➢   *analyze the components of an Individual Program Plan*
➢   *distinguish between Piaget's stages of sensori-motor development*
➢   *investigate the features of a developmental profile*
➢   *differentiate between basal and ceiling levels when observing for skill achievement*
➢   *describe critical developmental milestones and developmental ladders*
➢   *choose an infant or toddler subject and conduct home visits*
➢   *complete a developmental profile and describe the child's achievement of milestones*
➢   *outline a list of the child's Strengths and Needs*
➢   *make and score graphs which illustrate the child's current basal and ceiling levels*
➢   *formulate IPP objectives*
➢   *evaluate the IPP's success*

This learning outcome will constitute 35% of the course's grade

2.   Determine The Child's Cognitive, Physical And Emotional Needs During Early Childhood; Examine The Role Of A Responsive Caregiver/Teacher.

Potential Elements of the Performance:
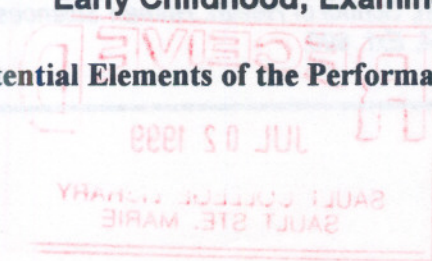
➤ *outline the essential components of quality care*
➤ *describe the relationship between one's beliefs, knowledge & values, to philosophy & goals for infant programming*
➤ *examine the qualities of, and roles of the competent caregiver*
➤ *describe how to interpret infant states and cues*
➤ *assess characteristics of temperament and relate these to attachment behaviours*
➤ *determine appropriate ways of promoting emotional well-being*
➤ *propose ways of fostering positive social interaction*
➤ *explain the process of infant action-reaction*
➤ *view relevant videos and complete the related "before viewing" and "after viewing" questionnaires in assigned groups*
➤ *rate one's involvement and participation in group discussions/projects*

This learning outcome will constitute 30% of the course's grade.

3. **Formulate And Implement Appropriate Curriculum Plans And Activities For The Individual Infant/toddler Within The Context Of The Group Care Setting.**

Potential Elements of the Performance:

➤ *select developmentally appropriate materials for infants and toddlers*
➤ *determine ways of providing ideal sensory enrichment*
➤ *illustrate ways of providing support and of enhancing learning during routines*
➤ *assemble appropriate props for resource*
➤ *plan developmentally appropriate variations to resource kits*

This learning outcome will constitute 10% of the course's grade.

4. **Assess The Features Of A Positive Infant/toddler Environment.**

Potential Elements of the Performance:

➤ *outline the characteristics of a supportive/responsive environment*
➤ *propose methods of establishing good stimulus shelters*
➤ *outline the factors which provide an appropriate balance between over & under stimulation*
➤ *complete an ITERS rating scale*
➤ *formulate I-messages*
➤ *select useful measures for interacting with and supporting parents*
➤ *detail the DNA requirements pertaining to infant/toddler environments*

This learning outcome will constitute 5% of the course's grade.

III. TOPICS TO BE COVERED:

1) Developing an IPP

2) The historical evolution of child care for infants and toddlers

3) The philosophy and goals of QUALITY CARE

4) Understanding Temperament: infant states & cues

5) The interrelationship of caregiving, caregivers and the environment

6) Competent Caregiving and Developmentally Appropriate Practices

7) Creating Effective Infant/Toddler Curriculum

8) " Meeting the Match" developmentally

9) Taking Advantage of Routines

10) Partnering with Parents

11) Assessment of the infant/toddler environment

IV. REQUIRED RESOURCES

1. Every Child is Special: Quality Group Care for Infants and Toddlers,
   Shimoni, Baxter, Kugelmass: Addison Wesley Publ., 1992.

2. Developmental Programming for Infants and Young Children, revised
   Vol. 1, 2 & 3; S.J. Rogers and D.B. D'Eugenio, U of Michigan Press,
   Ann Arbor, 1977, 1981.

3. Video Training Guide: Infant/Toddler Learning Environments, Harms & Cryer; Teacher's
   College Press

4. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from
   Birth through Age 8, expanded edition; S Bredekamp Ed.; NAEYC, 1987.

5. Annual editions, 1998-1999 *Early Childhood Education*, Dushkin

7. Video Series: "Let Babies be Babies" - *on Reserve in the LRC*; and accompanying *questionnaires available on line.*

8. *HANDOUTS AS SUPPLIED BY PROFESSOR*

9. Day Nurseries Act of Ontario (DNA)

VIII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY

1. ON RESERVE IN LRC:
   a) <u>Infancy: Infant, Family & Society,</u> 2nd ed, A.Fogel; West Publ.; St. Paul   MN; 1991

   b) <u>Infant Development</u>, C.W. Snow; Prentice Hall; 1989

V. EVALUATION PROCESS/GRADING SYSTEM

1. CHILD STUDY
a) Observations	10%
b) Profile & graphs	5%
c) IPP	10%
D) Summary & follow-up activities	10%

35%

2. VIDEOS AND QUESTIONNAIRES   30%

3. Tests (2x 15%)   30%

5. Environmental Rating   5%

100%

ASSIGNMENTS

1. CHILD STUDY- 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 about the success of the plan. Also, the student will propose appropriate follow-up activities which could subsequently be used with the child.

a.   Complete visit #1 and observations/profile by Oct 1, 1998

b.   Complete visit #2 and observations/developmental differences by Oct 29, 1998
c.   IPP & Observations,(Include Parts I & II), <u>due Nov 12, 1998</u>
d.   Part III Summary and Follow-up Activities, <u>due Dec 10, 1998</u>

2. VIDEO GROUPS AND ASSIGNMENTS - 30%

Students will be assigned to groups in order to view all of the videos in the series "Let Babies be Babies" (reserve viewing room in LRC) and complete the prescribed activities (eg complete readings beforehand; answer questions following group discussions; complete "before viewing and after viewing" activities). These viewing questionnaires *will be submitted via e-mail* and will be rated on a *3-point scale*, as follows:

0 - *not completed*
1 - *minimal effort*
2 - *exceptionally thorough*

For the sequence of these activities and *<u>due dates, see further in the course outline</u>*. Students will also be responsible for the information contained in the manuals accompanying each video in the series "Let Babies be Babies". These articles will also be *available on the web*, and should be read prior to attending the group discussions. Students will be required to evaluate their own participation and that of their group members.

3. TESTS - 20%

Achievement of course learning outcomes will be measured by mandatory testing as follows:

Test #1 (15%)   October 15,1998
Test #2 (15%)   December 17,1998

NOTE: **Students must complete tests on the designated date. If the student cannot attend the class for the test , the student <u>must telephone the teacher prior to the time of the test (759-2554. Extension 548) to inform the teacher</u> and make alternate arrangements (see Testing Policy for Human Sciences & Teacher Ed).** *If this procedure is not followed then a grade of zero will be applied for the test.*

4. ENVIRONMENTAL RATING - 5%

Students will investigate the elements of appropriate environments for infants and toddlers, through assigned readings. As well, after viewing the "Harms & Cryer" video in class, the student will practice using the rating scale. After each segment of the tape is observed, the student will rate the environment shown, according to the code supplied. (In-class assignment, guided by teacher).

VI.   **PRIOR LEARNING ASSESSMENT:**

NOT YET AVAILABLE

IX.   **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.

ED 213: GROUP PARTICIPATION EVALUATION

Names of Group Participants:

NO. OF TIMES PARTICIPATED:

a.   Number of scheduled group sessions: _____

b.   Number of times you attended and participated: _____

For the following, rate yourself by assigning a number to each:
> *1 = always*
> *2 = sometimes*
> *3 = rarely*

WERE YOU PREPARED, HAVING COMPLETED READINGS
BEFOREHAND: _____

DID YOU PARTICIPATE ACTIVELY IN DISCUSSIONS:
_____

DID YOU CONTRIBUTE ACTIVELY TO GROUP GOALS:
_____

DID YOU ALLOW ALL OTHER MEMBERS TO GIVE THEIR
OPINION/PROVIDE INFORMATION: _____

DID YOU FOLLOW THE GOLDEN RULE OF CONFLICT:
_____

DID YOU COMPLETE THE OBJECTIVES SET FOR EACH GROUP SESSION ON TIME:
_____

GROUP PROJECTS COMPLETED:_____

INDIVIDUAL PROJECTS COMPLETED:_____

Overall, rate yourself on the group participation out of 5 marks: _____

Members Signatures:

Ed 213 - RESOURCES for TOPICS

Topic #1: **Developing an IPP**

Resources: Developmental Programming, Vol 1 to 3
a BABY: 6wks to 24 mos of age
handouts: IPP description
Child Study sheets
"Developmental Milestones"

Topics **#2: The Historical Evolution Of Child Care For Infants And Toddlers**
#3: The Philosophy And Goals Of Quality Care
#4: Understanding Temperament: Infant States & Cues
#5: The Interrelationship Of Caregiving, Caregivers And The Environment
#6: Competent Caregiving And Developmentally Appropriate Practices

Resources: Shimoni Ch 1 & 2
Shimoni Ch 3 to 5
Developmental Programming: Sensori-motor Stages (preface)
Developmentally Appropriate Practice: Preface & Part I, pages 1 & 2
Videos: Rethinking Infants & Toddlers (series)
Every Child is Special (in class)
Helping Babies Learn (series)
Infant Development (HS 18) in class
Baby Basics (HS 19) in class
Handouts: Before Viewing & After Viewing Forms
"Engagement & Disengagement Cues"
Articles: (from Video Series Manuals):
"Meeting The Needs Of Infants"
"Role Of The Child Care Professional"
"Caring For A Living In A World That Doesn't Understand"

Topics **#7: Creating Effective Infant/toddler Curriculum**
#8: Meeting The Match Developmentally
#9: Taking Advantage Of Routines

Resources: Shimoni Ch 6 to 8, Ch 19
Developmentally Appropriate Practice: Part I, pp 3-13; Part 2, pp 17-33
Videos: Creating Infant Curriculum (in class)
Guiding the Journey to Independence (series)
Caring for the Caregiver (series)
Keeping Babies Healthy & Safe (series)
Understanding the Partnership with Parents (series)
Handouts: Before Viewing and After Viewing Forms

"Day Care: Planning for Learning"
Articles (from Video Series Manuals):
"What is Curriculum?"
"Toddlers: What to Expect"
"Guiding Infants & Toddlers"
"Sharing the Responsibility for Health in Child Care"
"Preventing Childhood Injuries in Day Care Settings"
"Parents & Teacher-Caregivers: Sources of Tension and Support"
"Taking a Culturally Sensitive Approach in Infant-Toddler   Programs"

VIDEO SERIES: "LET BABIES BE BABIES"
VIEWING SEQUENCE AND ACTIVITY DATES

Prior to viewing videos in groups, ensure that you have done the relevant readings from the list of corresponding resources on previous pages of course outline. Also, you must complete the appropriate "Before Viewing" questionnaires. This will ensure that you are prepared for participation in group discussions and for completing the follow- up questions. Students must read the accompanying articles in the respective video manuals PRIOR to viewing the video!
ONCE THE READINGS AND DISCUSSIONS HAVE BEEN COMPLETED, THEN THE GROUP RECORDER WILL SUBMIT THE "AFTER VIEWING" RESPONSES ALONG WITH EACH GROUP MEMBER'S "BEFORE VIEWING" RESPONSES BY E-MAIL TO THE PROFESSOR.

NO LATE ASSINGMENTS, NO NQA'S WILL BE ACCEPTED FOR THIS PROJECT!!!

VIDEO #1:   **Rethinking Infants & Toddlers**
Complete "before viewing activity" & assigned readings
Hand in completed *post video questions by* : **Oct 1, 1998**
(One set of answers per group)

VIDEO #2:   **Helping Babies Learn**
Complete "before viewing activity" & assigned readings
Hand in completed *post video questions by* : **Oct 15, 1998**
(One set of answers per group)

VIDEO #3:   **Guiding the Journey to Independance**
Complete "before viewing activity" & assigned readings
Hand in completed *post video questions by* : **Oct 29, 1998**
(One set of answers per group)

VIDEO #4:   **Caring for the Caregiver**
Complete the "before viewing activity" & assigned readings
Hand in completed *post video questions by* : **Nov 12, 1998**
(One set of answers per group)

VIDEO #5:   **Keeping Babies Healthy and Safe**
Complete the "before viewing activity"
Hand in completed *post video questions by* : **Nov 26, 1998**
(One set of answers per group)

VIDEO #6:   **Understanding the Partnership with Parents**
Complete "before viewing activity" & assigned readings
Hand in completed *post video questions by* : **Dec 10, 1998**
(One set of answers per group, for each "after viewing" questions)

VIDEO SERIES: "LET BABIES BE BABIES"
VIEWING SEQUENCE AND ACTIVITY DATES

Prior to viewing videos in groups, ensure that you have done the relevant readings from the list of corresponding resources on previous pages of course outline. Also, you must complete the appropriate "Before Viewing" questionnaires. This will ensure that you are prepared for participation in group discussions and for completing the follow-up questions. Students must read the accompanying activity in the respective video sections PRIOR to viewing the video!

ONCE THE READINGS AND DISCUSSIONS HAVE BEEN COMPLETED, THEN THE GROUP RECORDER WILL SUBMIT THE "AFTER VIEWING" RESPONSES ALONG WITH EACH GROUP MEMBER'S "BEFORE VIEWING" ANSWERS BY E-MAIL TO THE PROFESSOR.

NO LATE ASSIGNMENTS/ANSWERS WILL BE ACCEPTED FOR THIS PROGRAM!

VIDEO #1:   Rethinking Infants & Toddlers
Complete "before viewing activity" & assigned readings
Hand in completed/past video questions by : Oct 1, 1998
(One set of answers per group)

VIDEO #2   Helping Babies Learn
Complete "before viewing activity" & assigned readings
Hand in completed/past video questions by : Oct 15, 1998
(One set of answers per group)

VIDEO #3   Guiding the Journey to Independence
Complete "before viewing activity" & assigned readings
Hand in completed/past video questions by : Oct 29, 1998
(One set of answers per group)

VIDEO #4:   Caring for the Caregiver
Complete the "before viewing activity" & assigned readings
Hand in completed/past video questions by : Nov 12, 1998
(One set of answers per group)

VIDEO #5   Keeping Babies Healthy and Safe
Complete the "before viewing activity"
Hand in completed/past video questions by : Nov 26, 1998
(One set of answers per group)

VIDEO #6   Understanding the Partnership with Parents
Complete "before viewing activity" & assigned readings
Hand in completed/past video questions by : Dec 10, 1998
(One set of answers per group, for each "after viewing" questions)

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

ED 213-INFANT & TODDLER CARE
CHILD STUDY
CHILD STUDY PROCEDURE

PART A:

1. Choose an infant or toddler (between the ages of 3 to 18 months of age) and visit this child in his/her home environment at least twice, with as close as possible to four weeks between visits (one to two hours each visit).

2. In the first visit the "Child Study Data Sheet" will serve to help you and the parent(s) become comfortable with each other. Emphasize to the parent(s) that this is merely an assignment to assist you in gaining observation skills as well as more understanding of developmental milestones. Reassure them that your results will be strictly confidential. You are not an "expert" and if the parent (s) have any concerns about the development of their child, this should be discussed with their family physician or other professional!

3. Complete the following during *each visit*:
   - Summary of Routines, and Likes and Dislikes
   - Running Record (10-15 min running observation of child engaged in activities). Give *details of child's actions and what the child says.*
   - Developmental Landmarks (either consult with the parents or *pinpoint from your running observation*. Remember to consult your checklist and developmental texts **PRIOR** to your visit so that you are prepared and know what milestones to look for ! !)

4. Upon the completion of your second visit, *compare* the checklist results as well as your observational data and *discuss* the developmental differences between visits. Make a graph of each visit to obtain a visual comparison. Also make a "strengths/needs" list for *each developmental area*. From this information and the strategies described in your text, plan an IPP for your child. Activities must be planned for *each of the five* major developmental areas, including one for *receptive* as well as one for *expressive* language. Remember to focus on activities which will be easily completed by busy parents; some activities may be combined (eg. Social-emotional or gross-motor and language).

5. Complete the "Individual Program Plan Overview" sheet and submit Part A of the project to your course professor, *by the due date*. The "Activity Assignment Sheets" are to be given to the parents/relatives for them to carry out the activities with their child for the following 1 to 2 weeks.

PART B:

1. The student will retrieve the "Activity Assignment Sheets" and discuss with the parent(s) whether or not the assigned activities were successful in terms of helping the child to progress developmentally. The results of this discussion will be included in the project summary. Provide explanations as to why the activities were/or were not successful.

2. Suggest a follow-up activity *for each* developmental area *which you would assign next if you were responsible for continuing to visit* this child and plan programming activities. Complete the second IPP Overview sheet which will describe these activities.

3. Give an overall conclusion **AND** provide a personal impression/evaluation of this project.

PART A:

1. Choose an infant or toddler (between the ages of 3 to 18 months of age) and visit this child in his/her home environment at least twice, with as close as possible to four weeks between visits (one to two hours each visit).

2. In the first visit the "Child Study Data Sheet" will serve to help you and the parent(s) become comfortable with each other. Emphasize to the parent(s) that this is merely an assignment to assist you in gaining observation skills as well as more understanding of developmental milestones. Reassure them that your results will be strictly confidential. You are not an "expert", and if the parent(s) have any concerns about the development of their child, this should be discussed with their family physician or other professional.

3. Complete the following during each visit:
   - Summary of Routines, and Likes and Dislikes
   - Running Record (10-15 min running observation of child engaged in activities). Give details of child's actions and what the child says.
   - Developmental I materials (either consult with the parents opinions) from your running observation. Remember to consult your checklist and developmental materials BEFORE to your visit so that you are prepared and know what milestones to look for (11).

4. Upon the completion of your second visit compare the checklist results as well as your observational data and discuss the developmental differences between visits. Make a graph of each visit to obtain a visual comparison. Also make a "strengths needs" list from the developmental area. From this information and the strategies described in your text, plan an IPP for your child. Activities must be planned for each of the five major developmental areas, including one for receptive as well as one for expressive language. Remember to focus on activities which will be easily completed by busy parents, some activities may be combined (eg. Social-emotional or gross-motor and language).

5. Complete the "Individual Program Plan Overview" sheet and submit Part A of the project to your course professor, by the due date. The "Activity Assignment Sheets" are to be given to the parents/caregivers for them to carry out the activities with their child for the following 1 to 2 weeks.

PART B:

1. The student will retrieve the "Activity Assignment Sheets" and discuss with the parent(s) whether or not the assigned activities were successful in terms of helping the child to progress developmentally. The results of this discussion will be included in the project summary. Provide explanations as to why the activities were/or were not successful.

2. Suggest a follow-up activity for each developmental area which you would assign next if you were responsible for continuing to visit this child and plan programming activities. Complete the actual IPP Overview sheet which will describe these activities.

3. Give an overall conclusion AND provide a personal impression/evaluation of this project.

PART A: COVER PAGE

STUDENT: _____ **DATE SUBMITTED:** _____

_____

PART A INCLUDES: **CHECK**

I.   **OBSERVATION DATA**
     - Child Study Data Sheet   _____
     - Running Observations from Visit 1   _____
     - Running Observations from Visit 2   _____
     - Developmental Landmarks from Visit 1   _____
     - Developmental Landmarks from Visit 2   _____
     - Completed Developmental Profile   _____
     - Graph of Visits 1 & 2: *basal and ceiling levels for each*   _____

II. **SUMMARY DATA**
     - Discussion of Developmental Differences Between Visits _____
     - Strengths and Needs List (from these needs, create activities) _____
     - Individual Program Plan Overview (refer to pp 55-68) _____
       (Summary of Activity for Each Developmental Area: Activity
       Sheets given to parents for 1-2 weeks)

ED 213-INFANT & TODDLER CARE
PART A

CHILD STUDY DATA SHEET

STUDENT: _____   DATE OF VISIT: _____

CHILD'S INITIALS: _____   GENDER: _____D.O.B. _____

SIBLINGS: GENDER & AGES: _____ _____

_____ _____

A: **BIRTHING REPORT:**

Information re: pregnancy (eg. Length, complications etc.)

_____

_____

_____

Delivery: (eg. Method of childbirth, complications, etc.)

_____

_____

Infant's: birth weight   _____

length   _____

Apgar Score   _____

Other details   _____

B: **TYPE OF FEEDING (at birth)**

If breast fed, for how long ?   _____

Presently ?   _____

At what age did infant begin eating solid foods ? _____

What was first food ?   _____

Food allergies ? _____

C: SLEEP PATTERNS:

Any sleeping problems ?_____

Length of sleep at night ?   _____

Sleeping pattern for the day ?   A. M. _____   P. M. _____

Preference for sleeping: back   _____   stomach _____

Does child usually cry before going to sleep ?   Yes _____ No _____

If yes, how long ?   _____

Before bed routine: _____

Method for helping child sleep: _____

Does child cry when waking up ?   Yes _____   No _____

What do you do ?   _____

Does child sleep in own room ?   Yes _____ No _____

Does child sleep in a crib or a bed ?   Yes _____ No _____

D: LANGUAGE

Is any language other than English spoken at home ? Which?   _____

Does your child express him/herself orally ?   Yes _____ No _____

How ? Age of onset ?   Babbling   _____

                              Single Words _____

                   Two Words   _____

                   Sentences   _____

Does your child use gestures to communicate desires ? (eg. Pointing ?)

_____

E: EMOTIONAL STATES:

How would you characterize your child's general temperament ?

Easy _____   Difficult _____   Combination _____

How does your child approach new situations or people ?

_____

_____

What does your child do when s/he does not get what's desired ?

_____

_____

What calming techniques do you use ? (Eg. Pacifier, rocking, swaddling, auditory stimulation)

_____

F: DISCIPLINE:

What do you do when your child disobeys you ?

_____

How does your child react to your discipline techniques ?

_____

G: GAMES/INTERACTIONS:

What kinds of games do you play with your child ?

Mother   _____

Father   _____

Siblings_____

Grandparents _____

Does your family have any cultural or ethnic beliefs or activities ?

_____

_____

H: OTHER:

PART A : OBSERVATION VISITS

	VISIT 1 DATE:	VISIT 2 DATE:
CHILD'S AGE		
DAILY ROUTINE (be specific)		
LIKES/DISLIKES (eg. Foods, toys, etc.)		

PART A: RUNNING RECORD OF CHILD ACTIVITY
(10 min. Running record: Give details of child's actions and language)

VISIT 1 DATE:	VISIT 2 DATE:

Infant study, p.8

VISIT 1 DATE:		VISIT 2 DATE:	

PART A : DEVELOPMENTAL LANDMARKS
(Consult Resource Texts; Pinpoint Milestones Observed from <u>Running Observations</u>)

	VISIT 1 DATE:	VISIT 2 DATE:
MOTOR: Large (Gross) Small (Fine)		
LANGUAGE: Receptive Expressive		
COGNITIVE: Sensory Awareness		
SOCIAL: Personal Interaction		

	VISIT 1 DATE:		VISIT 2 DATE:
Cultural			
OTHER: (Eg. Self-help routines)			

PART A: STRENGTHS/NEEDS LIST

DEVELOPMENTAL AREA	STRENGTHS	NEEDS
Perceptual/Fine Motor:	*Priorities:*	*Priorities:*
Cognition:	*Priorities:*	*Priorities:*
Language: Receptive		

	Priorities:	*Priorities:*
Language: Expressive	*Priorities:*	*Priorities:*
Social/Emotional; Self Care:	*Priorities:*	*Priorities:*
Gross Motor:		

	Priorities:	

PART A: INDIVIDUAL PROGRAM PLAN OVERVIEW

CHILD'S INITIALS: _____ **D.O.B.:** _____

CURRENT AGE: (in months)_____ **DATE:** _____

STUDENT: _____

DEVELOPMENTAL AREA	ACTIVITY DESCRIPTION *refer to pp. 55-68 for correct programming terminology re. Setting objectives*
Perceptual/Fine Motor: *Child will......................*	
Cognition: *Child will......................*	
Language: Receptive *Child will......................*	
Language: Expressive *Child will......................*	
Social/Emotional; Self Care: *Child will......................*	
Gross Motor: *Child will......................*	

Infant study, p.13

PART B: COVER PAGE

STUDENT: _____ DATE SUBMITTED: _____

PART B INCLUDES:	CHECK
• Summary of Planned Activities; Explanations of Parent Interactions	_____
• Rationale for Succes (Or Failure) of Planned Activities	_____
• Activity Assignment Sheets: completed by parents	_____
• Individual Program Plan Overview: Lists *next* Activities for Each Developmental Area	_____
• Concluding Discussion	_____
• Impression/evaluation of Project	_____

Infant study, p.14

PART B: INDIVIDUAL PROGRAM PLAN OVERVIEW
(*Follow-up Activities*)

CHILD'S INITIALS: _____ **D.O.B.:** _____

CURRENT AGE: (in months)_____ **DATE:** _____

STUDENT: _____

DEVELOPMENTAL AREA	ACTIVITY DESCRIPTION*refer to pp. 55-68 for correct programming terminology re. Setting objectives*
Perceptual/Fine Motor: *Child will.....................*	
Cognition: *Child will.....................*	
Language: Receptive *Child will.....................*	
Language: Expressive *Child will.....................*	
Social/Emotional; Self Care: *Child will.....................*	
Gross Motor: *Child will.....................*	

ACTIVITY ASSIGNMENT SHEET

BABY'S INITIALS: _____ **DATE:** _____

STUDENT: _____

DEVELOPMENTAL AREA: _____

Activity Description: _____

_____

_____

_____

/x per day

Date	Time	Person doing exercise	Notes: Baby's performance and reactions

ACTIVITY ASSIGNMENT SHEET

BABY'S INITIALS: _____ **DATE:** _____

STUDENT: _____

DEVELOPMENTAL AREA: _____

Activity Description: _____

_____

_____

_____

/x per day

Date	Time	Person doing exercise	Notes: Baby's performance and reactions

ACTIVITY ASSIGNMENT SHEET

BABY'S INITIALS: _____ **DATE:** _____

STUDENT: _____

DEVELOPMENTAL AREA: _____

Activity Description: _____

_____

_____

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/x per day

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ACTIVITY ASSIGNMENT SHEET

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