ED213 INFANT/TODDLER CARE AND LEARNING PRESENTATION OUTLINE

STUDENT:	E.J. 882 (GAME) 3 10100 001
TOPIC:	Zing ii than
IDENTIFY PROBLEM:	
DATE OF PRESENTATION:	
DATE SUBMITTED:	
A. SUMMARY OF BACKGROUND RESEARCH: /10 MARKS	
OR RESOLUTION TO PRODUCE A COMMENS	HOAORTIA deconomi
<i>y</i>	

ED213 INFANT/TODDLER CARE AND LEARNING PRESENTATION OUTLINE PAGE 2

B. POSSIBLE PROBLEM (situation/scenario related to the topic with which a caregiver might be faced): /2 marks						
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	; Mi	MYATESSEE TO MAG				
		INSTITUTE TAO				
	ENKAIN UL HONASETH UNUONO	ADAM NO YOUNGER OF				
ı	PROPOSED APPROACH OR RESOLUTION TO PROBLEM:	/8 MARKS				
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VI 450		orgo Organi	ATABEST.	LINS OF	oonua 1			
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i so vide	51 600	A	202100	iga beo.	y hans	7.33578		
. CLASS PRESENTATION	ON:	(SEE EV	/ALUAT	TON F	ORM)	Suppo	5 MARI	(S

эмплио могтативавля эмимавл диа высо язидоступивами (676) ED213 - RESEARCH PRESENTATION EVALUATION FORM

MARKS: /10 - 5% OF GRADE

INTRODUCTION:		Gained immediate attention
		Stated purpose and research information clearly
		Maintained good eye contact and class rapport
KNOWLEDGE and ORGANIZATION:		Supported statements with facts
		Summarized research concisely and clearly
		Organization was coherent and easy to follow
		Defined the problem clearly
CONCLUSION:		Encouraged audience involvement
		Acknowledge and responded to audience comments and suggestions
		Proposed appropriate approach or resolution to problem
COMMENTS/SUGG	ESTION	NS:

ED213 - INFANT/TODDLER TOPICS FOR PRESENTATION ON DEVELOPING CONCERNS/PROBLEMS

Refer to Infancy, Infant, Family & Society, 2nd Ed, A. Fogel, West Publishing Co. 1991

		3343 1833012	ASSI	14820
WEEK		TOPIC	STUDENT	PRESENTATION DATE
Three	AT	TACHMENT BEHAVIOURS: (pp 104-107, 186-195, 228-231, 254-265, 297-307, 329-335, 338-340, 420-422)	astor exists	
	a)	mother-infant bonding	- 1020phi 291 Yo	HINE LE
	b)	father-infant bonding	1.00000000	230 (01) (12)
	c)	caregiver-infant bonding	7.0	
	d)	first-born interactions vs later-born interactions	5	C-200504871 - re
	e)	non-verbal communication and attachment	A Marinoot Emerons of	Assets to
	f)	Attachment and the handicapped child	one semple touche	OFFICE PROPERTY.
Four	(pp	COGNITION AND EXPRESSION OF AFFECT: 53–58, 217–220, 249–251, 281–291, 319–320, 3–356, 387–391)		
	a)	expression of contentment vs distress (enjoyment/affection)	OF TATIONITE INC	
	b)	negative emotions/laughter	EUWGISIOU SUIV	ATTALAS TO
	b)	anger/wariness/sadness	engine cun	
	c)	affective sharing & social referencing		_
	c)	separation anxiety	ATDA BOTOM SAME A-CO COS COS COS COS COS COS COS COS COS C	HOROTE TO SERVICE TO S
Five		LE OF ADULT SOCIAL BEHAVIOUR 221-231, 256-260, 363-365, 373-375, 412-413)		
	a)	exaggeration/slowing down & simplification	v ilasiginos	dae1 fo
	ь)	rhythm & repetition/matching & attachment	Vanorating lastin (s.m.	200 10
	c)	turn taking/synchronicity	suppliered b	msd (b
	d)	cultural differences/parent infant games	agong of africa price	International Control
	e)	parental proactive behaviour & compliance	Holomorpia Brisz Ha	3135 (I

ED213 - INFANT/TODDLER TOPICS FOR PRESENTATION ON DEVELOPING CONCERNS/PROBLEMS PAGE 2

WEEK		TOPIC	STUDENT	PRESENTATION DATE
Six		ADING NEO-NATAL CRIES & STATES: 153-171, 172-182, 207-212, 243-245, 426-431)		
	a)	sleep/wake states	CC1-001 V01-902	33
	b)	interpreting cries	-302 322-632 336-	100
	c)	calming techniques	antoned Intini ses	Non-
	d)	temperament	gharine Jeclei- e	-
Seven	Perc	ception & Sensory Stimulation	mibood Instal-rovig	enea (a
	a)	visual stimuli: looming & zooming; pattern & complexity	novembros lagar-	rage (a
	b)	Auditory Stimuli: loudness; pitch; sound recognition & localization	in sala bas inemiae	d <u>es 0 10</u>
	c)	taste, smell & touch	HOLE ON A MOTO	(arosan tan
	d)	habituation & learning	25-19-20 (43-25-12) (1-2)	10 - 10 - 10 - 10 - 10 - 10 - 10 - 10 -
	OVI	ER-UNDER STIMULATION		
	a)	stimulus tolerance	gus/verror sons ser a	200
	b)	stimulus shelters	CE90/DE 3/8720010 19/25	yar N
Eight	(pp	OVIDING MOTOR ACTIVITIES: 165-172, 200-206, 239-243, 273-276, 314-317, -345, 380-384)		
	a)	reflex coordination	ACOUNT SOCIAL	G HOUSE SOF
	ь)	task complexity	- <u>101 JUS-021 JUS</u>	-111 10
	c)	postural manipulations/massage	E garreotetractions is	
	d)	hand preference	manaculadar 2 mca	(4)
	e)	adapting skills to properties of objects and surfaces	s taking/syechtonics wal officiences	out (s
	f)	action and attention	dad awitseng lains	led (e

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WEEK	naea ag	TARGOUT TOPIC	STUDENT	PRESENTATION DATE
Eight	(pp	STERING COGNITIVE DEVELOPMENT: 182-186, 212-217, 245-249, 276-281, 317-318, -353, 384-387)		
	a)	relational play		ABT (E
	b)	coordinating secondary circular reactions		dai (d
	c)	integration of concepts & actions		Nee . (e
	c)	searching for objects direct vs indirect search	ne-made vs processed	nod b
	d)	symbolic play	economità forma	d <u>ara (s</u>
	e)	symbolic thought & emotional experiences		
Ten	(pp	OMOTING COMMUNICATIVE BEHAVIOURS: 200-205, 251-253, 254-255, 293-297, 320-329, -362, 391-397)		
	a)	babbling		
	b)	adult interpretations of intentions		
	c)	gestural production patterns		
	d)	infant perception of adult speech		
	e)	intentional naming		
	f)	speech styles & guided participation		
	g)	endings, questions & conversations		
Eleven		ER & SIBLING RELATIONS 1 303-304, 326-329, 365-366, 398-408)		
	a)	friendships		
	b)	sex-role concepts	-	
	c)	gender-related differences in parent-child relationships		
	d)	siblings		

ED213 - INFANT/TODDLER TOPICS FOR PRESENTATION ON DEVELOPING CONCERNS/PROBLEMS PAGE 4

WEEK	PRESIDE	THEOLET TOPIC	STUDENT	PRESENTATION DATE
Twelve		TING DURING ROUTINES: 48, 373–375)		Appendig of the State of the St
	a) feedi	ng patterns	· Code from	
	b) intro	ducing solid foods		
	c) self-	feeding	S 2222 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	20.524
	d) hom	e-made vs processed baby foods	and the second second second	
	e) cultu	iral differences	er concern anadien in Man	

CHILD STUDY COVER PAGE AND CHECKLIST

STU	DENT:	MARCOR PROCESSES CONTRACTOR PROCESSES CONTRACTOR PROCESSES	
PAR	T A - DATE	OF SUBMISSION:	
PAR	T A INCLUD	ES:	CHECK
1.	PART I:	Child Study Data Sheet Observations of Visit I & II Anecdotal Record of Child Activity Developmental Landmarks Completed Developmental Profile Graph of visit I & II	6 VE VIII VIII VIII VIII VIII VIII VIII
2.	PART II:	Discussion of Developmental Differences between Visit I & II Strengths and Needs List Activity Assignment Summary Sheet (5 Activity Assignment Sheets are given to parent)	
PAR	T B - DATE	OF SUBMISSION:	Mara avil
PAR	T B INCLUD	ES:	CHECK
1. 2. 3. 4.	Rationale for Summary Ad	success of planned activities r success or failure ctivity Assignments for follow-up or substitution personal impression/evaluation of project	turioni seri

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

EARLY CHILDHOOD EDUCATION PROGRAM ED 213-3

CHILD STUDY ASSIGNMENT INFANT CARE - CHILD STUDY DATA SHEET

Procedure is as follows:

- Choose an infant or toddler (2 months to 2 years) and visit in his/her home environment twice, with as close as possible to four weeks between visits. (one to two hours each visit).
- 2. Complete the following during each visit. Note that <u>Anecdotal Record</u> refers to <u>objective</u> observation a detailed report of what you see. <u>Developmental Landmarks</u> you should refer to infant development resources such as "The First Twelve Months of Life" Frank and Theresa Caplan, as well as the Shimoni text.
- 3. Upon completion of your second visit discuss the Developmental Differences between visits. Plan an individual program 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. One "Activity Assignment Sheet" will be completed for each developmental area and given to the parent(s). The parent will carry out the activities for at least one week.
- 4. The student will retrieve the "Activity Assignment Sheets" and discuss with the parent(s) whether or not the assigned activities were successful and whether they helped the infant or toddler to progress developmentally. The results will be included in the project summary. Also discuss reasons why the assigned activities were not useful. As well, suggest a follow-up or substitute activity for each developmental area which you would assign next.

EARLY CHILDHOOD EDUCATION PROGRAM CHILD STUDY ASSIGNMENT

PART I: INFANT CARE - CHILD STUDY DATA SHEET

STU	DENT:		Volume Silling and a	
A)	CHII	LD'S INITIALS:	GENDER:	DATE OF BIRTH:
	PAR	RENT'S INITIALS:		
	SIBL	LING(S) GENDER AND AGE	(S):	Sair sait A
В)	BIR	THING REPORT:		DRIPERING (C
	1.	Information re: pregnancy	(e.g. length of pregnanc	cy, complications, etc.)
		HARRIETTE STATE OF THE STATE OF		rgincesse to sometime
	2.	Delivery (e.g. method of ch	ildbirth, complications,	etc.)
				the analysis to the Co. (1910) and (1910)
			histh weight	
	3.	Infant's:	birth weight	
	3.	Infant's:	length	Tomoor marc or goest blists resold
	3.	Infant's:	25 Y	impor marc mi queta bilita reciú d so dino si ne queta bilita neciú

INFANT CARE - CHILD STUDY DATA SHEET
Page 2

(C)			UPAL BRAD TIM	17/01	4.7989	_
	At what age did infant	begin eating solid	foods?		EJAITER POSED	
	What was first food? Allergies?				2 (A) (T) (A) (A) (A) (A) (A) (A) (A) (A) (A) (A	
(D)	SLEEPING: Any sleeping problems	?			TROTER PRINTING	
	Length of sleep at night	ht?	le digast g.a) yous		ist bouse) to in	
	Sleeping pattern for da	ay?	A.M		P.M	_
	Preference for sleeping				stomach	
	Does child usually cry If yes, how long? Method for helping ch	lications, etc.)	of childrink, comp	borbs		*
	Does child cry when w What do you do?	vaking up?	Yes	No .		_
	Does child sleep in ow		Yes	No	Inelui [

INFANT CARE - CHILD STUDY DATA SHEET Page 3

LANGUAGE:				
Is any language other than	English spoken a	at home? Which?	ah zami a ta zhiri	
Does your child express hir	n/herself orally?	Yes N	lo	
How? Age of Onset?	Babbling	Lagin 3		
	Single Words	2001/42		
	Two Words			
	Sentences			
Does your child use gesture			nting)	
EMOTIONAL STATES:				
How would you characterize	e your child's gen	neral temperament?		
Easy Difficult	t	Combination		
How does your child appro	ach new situation	ns or people?		
What does your child do w			ired?	
	hen he/she does	not get what's des		stimulation)
What does your child do w	hen he/she does	not get what's des		stimulation)

FANT CARE - CHILD STUDY DATA SHEET age 4

What kinds of	games do you play with your child?
	Mother Father Siblings Grandparents ly have any cultural or ethnic beliefs or activities?
	Ty Commission and Commission of Commission Commission of State Commission of Commissio

PART I: OBSERVATION VISITS

	VISIT I DATE:	VISIT 2 DATE
Child's age	7.5 75.4 2 7.66.00	
Daily Routine be specific)		
Likes/ Dislikes (e.g. foods, toys, etc.)		

PART I: ANECDOTAL RECORD OF CHILD ACTIVITY

VISIT 1 DATE:	VISIT 2 DATE:	
		mys a bine?
		Dally Restore
	1 330	

PART I: DEVELOPMENTAL LANDMARKS: (consult Resource Texts) Pinpoint milestones as observed from anecdotal records

	VISIT 1 DATE:	VISIT 2 DATE:
MOTOR:		
Large (Gross)		
Small (Fine)		
Sensory Awareness		
LANGUAGE:		
Receptive		
Expressive		
COGNITIVE:		
SOCIAL:		
Personal		
Interaction		
Cultural		
OTHER: (eg. self-help routines)		



SERVICE TO THE OPINENTAL LANDWARDS

VISIT I DATE:

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Territ Harris

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