



## 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 individual program plan for an infant based on observations and collaborations with parent(s)/caregivers; analyse its relevance and its success, and formulate new experiences for the child

*(Reflection of ECE Program Standard Vocational Outcomes #2 and #3)*

#### Potential Elements of the Performance:

- choose an infant and conduct home visits
- complete a child history, developmental screening assessment and describe the child's developmental skills and tasks
- analyse the child's developmental progress
- analyze the components of an Individual Program Plan (IPP)
- formulate Individual Program Plan objectives and experiences/activities to provide the child with experiences that are developmentally appropriate and match the child's interests
- evaluate the IPP's success and formulate further suggestions for appropriate developmental experiences
- develop strategies for communicating effectively with parents of infants and toddlers
- communicate throughout the process with the child's family and keep clear and appropriate documentation of the process

### 2. determine the child's cognitive, physical and emotional needs during the infancy and toddler period; examine the role of a responsive educator.

*(Reflection of ECE Program Standard Vocational Outcome #1)*

#### Potential Elements of the Performance:

- determine the essential components of quality infant and toddler care
- describe the relationship between one's beliefs, knowledge & values, to philosophy & goals for infant/toddler programming
- examine the qualities of, and roles of the competent educator
- determine appropriate ways of promoting physical, cognitive and emotional well-being
- propose ways of fostering positive social interaction

### **3. assess the features of a positive infant/toddler environment**

*(Reflection of ECE Program Standard Vocational Outcome #1)*

#### Potential Elements of the Performance:

- outline the characteristics of a supportive/responsive environment that promote a high quality infant/toddler environment
- outline the factors which provide an appropriate balance between over- & under-stimulation
- complete an Infant Toddler Environmental Rating Scale (ITERS)
- detail the DNA requirements pertaining to infant/toddler environments
- arrange and equip the environment for active learning for infants and toddlers

### **4. determine appropriate curriculum for individual infants/toddlers in group care settings.**

*(Reflection of ECE Program Standard Vocational Outcome #2)*

#### Potential Elements of the Performance:

- propose strategies for providing ideal sensory enrichment
- establish schedules and routines which support the developmental needs of infants and toddlers
- evaluate and design curriculum activities/experiences
- create infant/toddler play materials

### **5. act in a professional manner**

*(Reflection of ECE Program Standard Vocational Learning Outcome #6 and Essential Employability Skills #1, 5 and 6)*

#### Potential Elements of the Performance:

- Contribute one's own ideas, opinions and information while demonstrating respect of those of others
- Communicate clearly, concisely, and effectively in written, spoken, and visual form
- Work collaboratively with others
- Take responsibility for one's own actions, decisions, and consequences
- Apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- Cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Program Manual
- Demonstrate reflective practice.

### **III. TOPICS:**

These topics may overlap and will not necessarily be presented in this order:

1. Infants and Toddlers in groups – the philosophy and goals of quality care.
2. Features of a Quality Environment for Infants and Toddlers
3. Components involved in conducting home visits; developmental assessments and Individual Program Plans (IPPs)
4. Critical Milestones with Infants and Toddlers
5. Arranging and equipping an active learning environment for Infants and Toddlers

6. Supportive Adult-Child Interactions with Infants and Toddlers
7. Establishing Schedules and Routines for Infants and Toddlers
8. Creating Active Experiences for Infants and Toddlers as a key component of effective Infant/Toddler Curriculum

#### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Squires, J., Twonbly, E., Brickers, L., *ASQ-3 User's Guide, 3<sup>rd</sup> Edition*. Brookes Publishing Company.
2. Squires, J., Twonbly, D., Brickers, L., *Ages and Stages Learning Activities*. Brookes Publishing Company.
3. *Day Nurseries Act of Ontario (DNA)*
4. Also, we will use resources from textbooks used in other classes and materials provided by professor

#### V. EVALUATION PROCESS/GRADING SYSTEM:

##### ***Child Study = 35%***

This will involve home visits with a family that has a child between the ages of 6 months to 18 months to complete a developmental screen (ASQ-3) and suggest learning experiences that are developmentally appropriate and match the child's interests. Complete criteria for this major assignment will be reviewed in class. Due dates will be communicated in class and posted on LMS.

##### ***Reflective/Professional Practice = 5%***

You will be engaging in professional practice. This will encourage you to actively reflect on what you have learned and to develop professional practices that will enhance the learning process. This will be completed at midterm and at the end of the semester.

##### ***In-Class Experiential Learning and Collaborative Teams = 15%***

You are expected to be actively involved in your learning by attending class and fully participating in the learning activities and in-class workshops. This will involve working within a collaborative team to complete assigned activities related to course materials. You will be expected to actively engage in discussion within your collaborative team. Some classroom learning will occur in the form of workshops that are delivered from professionals in the community.

If you are not present or you do not bring all the necessary materials (i.e. textbook) or you are not fully participating for any of the activities, this will impact your grade in this evaluation factor.

##### ***Infant/Toddler Environmental Rating Scale (ITERS) = 5%***

Training in the use of the Infant/Toddler Environmental Rating Scale will occur in class. Students must be in attendance and fully participating to receive full credit.

The information from this training will also be evaluated within one of the tests for this course. No other date will be provided to access this training. This will occur during a regular class time. The date will be announced in class and posted on LMS.

### ***Infant/Toddler “Play Kit” = 15%***

You will be creating a very simple “play kit” for an infant or toddler. It will involve using “found”, recycled or hand-made materials that are safe, yet encourage active, curious exploration that develops the joy of wonder with new possibilities for learning for an infant/toddler. Complete criteria for this project, including due date will be explained in class and posted on LMS.

- *Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;*
  1. *Major assignments that are late are to be handed in to Room E3207 (slip under the door).*
  2. *The professor will be notified, through LMS, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received.*
- *Late, major assignments will be deducted 5% per day, including weekends. Assignments will not be evaluated if they are received more than 1 week after the due date.*
- *All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Plagiarism posted on the Student Portal.*
- *In-class or weekly assignments are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work, discussions and course expectations.*
- *Students are responsible for retaining a file of all drafts and returned assignments. Students should keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.*
- *Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.*
- *Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date*

### ***Tests = 25%***

Test #1 = 10%

Test #2 = 15%

Dates will be announced in class and posted on LMS

*As per the testing policy, Tests/Quizzes must be completed on the date scheduled. If unable to attend **due to illness or extenuating circumstances**, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.*

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## VI. SPECIAL NOTES:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

### Learning Environment Responsibilities

1. Students are expected to be present, on time, and stay for all scheduled classes.
2. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.
3. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within any classroom discussions that occur in any of their courses.
4. Students are expected to be prepared each day with all assigned work due completed.

5. Students are reminded to turn their phone off or turn on silent mode. Students will be asked to refrain from engaging in “texting” during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behaviour, or any other behaviour deemed disruptive continues, the student(s) will be asked to leave the class room.
6. The use of computers in the class is permitted for course work only. Students using their computer for personal or non-course work will be asked to shut their computer off.
7. Students are expected to participate fully within class activities.
8. Light snack foods are permitted in the class during scheduled class, however students who wish to consume “meals” will be asked to consume their meal in another location outside of the classroom setting.
9. Students are responsible for putting their own items in the “garbage” / recycling bins.
10. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
11. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.
12. Students are responsible for obtaining course material missed due to class absence. Therefore, students are encouraged to communicate with a classmate who can collect information on behalf of the absent student.

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

**Dates for projects or tests may be revised depending upon course content/flow.**

**Students will be informed of any changes in class and through LMS.**

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.