**NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.
ED 213–Infant/Toddler Care & Education

TOTAL CREDITS: 3

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
3. ED 213-Infant/Toddler, cont’d

- assess temperamental characteristics 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.


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
4. ED 213-Infant/Toddler, cont’d

**Topics, cont’d**

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**


7. Video Series: “Let Babies be Babies” - *on Reserve in the LRC*; and accompanying *questionnaires available from instructor*

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:**
   b) *Infant Development*, C.W. Snow; Prentice Hall; 1989
V. EVALUATION PROCESS/GRADING SYSTEM

EVALUATION

1. CHILD STUDY

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

2. VIDEOS AND QUESTIONNAIRES 30%

3. RESOURCE KIT PLANS 10%

4. Tests (2x 10%) 20%

5. Environmental Rating 5%

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 3, 1996
   b. Complete visit #2 and observations/developmental differences by Oct 31, 1996
   c. IPP & Observations (Include Parts I & II), due Nov 7, 1996
   d. Part III Summary and Follow-up Activities, due Dec 5, 1996

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 (e.g. complete readings beforehand; answer questions following group discussions; complete "before viewing and after viewing" activities). These viewing questionnaires 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 due dates, see further in the course outline. Students will also be responsible for the information contained in the manuals accompanying each video in the series "Let Babies be Babies". Students will be required to evaluate their own participation and that of their group members.
6. ED 213-Infant/Toddler, cont’d

3. **RESOURCE KITS AND PLANS - 10%**

Students will provide a list of materials and activities which would be suitable for infants and for toddlers to add to their current Resource Kits. In other words he/she must identify how their present Kits would be added to (in the form of props/pictures/games, etc. to support both infant and toddler learning. Note: the actual “props” are not required, but specific plans of activities (eg. Photocopied activities) to support the theme are required.

4. **TESTS - 20%**

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

- Test #1 (10%) October 17, 1996
- Test #2 (10%) December 19, 1996

**NOTE:**
Students must complete tests on the designated date. If the student cannot attend the class for the test, the student must telephone prior to the time of the test to inform the teacher 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 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.

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

NO. OF TIMES PARTICIPATED:

a. Number of group sessions:

b. Number of times attended:

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: __________
### Ed 213 - RESOURCES for TOPICS

**Topic #1:** Developing an IPP  
**Resources:**  
- Developmental Programming, Vol 1 to 3  
- "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 of Text)  
- 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"  
- Annual Editions (ECE):  
  - #10 - “Amazing Minds Of Infants” P. 50  
- Annual Editions (Ch Dev):  
  - # 7 - “Fantastic Voyage Of Tanner Roberts” P. 32  
  - #17 - “Young Children’s Understanding Of Everyday Emotions” P. 100  
  - #18 - “Understanding And Accepting Separation Feelings” P 111  
  - #19 - “The Development Of Self-concept” P. 116

**Topic #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)
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 page 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 may wish to read the accompanying articles in the respective video manuals PRIOR to viewing the video!

**NO NOA’S WILL BE ACCEPTED FOR THIS PROJECT!!!**

| VIDEO #1: Rethinking Infants & Toddlers | Complete “before viewing activity” & assigned readings | Hand in with completed post video questions by: Sept 26, 1996 (One set of post-answers per group) |
| VIDEO #2: Helping Babies Learn | Complete “before viewing activity” & assigned readings | Hand in with completed post video questions by: Oct 10, 1996 (One set of post-answers per group) |
| VIDEO #3: Guiding the Journey to Independence | Complete “before viewing activity” & assigned readings | Hand in with completed post video questions by: Oct 31, 1996 (One set of post-answers per group) |
| VIDEO #4: Caring for the Caregiver | Complete the “before viewing activity” & assigned readings | Hand in with completed post video questions by: Nov 7, 1996 (One set of post-answers per group) |
| VIDEO #5: Keeping Babies Healthy and Safe | NO “before viewing activity” | Hand in completed post video questions by: Nov 28, 1996 (One set of answers per group) |
| VIDEO #6: Understanding the Partnership with Parents | Complete “before viewing activity” & assigned readings | Hand in with completed post video questions by: Dec 12, 1996 (One set of post-answers per group) |
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"
Annual Editions (ECE)
#22 - "Infants & Toddlers With Special Needs And Their Families" P. 114
Annual Editions (Ch Dev)
#9 - "Infants To Toddlers: Qualities Of Effective Transitions" P. 44