**NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.
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
- 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


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

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 2, 1997
b. Complete visit #2 and observations/developmental differences by Oct 30, 1997
c. IPP & Observations,(Include Parts I & II), due Nov 6, 1997
d. Part III Summary and Follow-up Activities, due Dec 4, 1997

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 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.

3. TESTS - 20%

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

Test #1 (15%) October 16, 1997
Test #2 (15%) December 18, 1997

NOTE: Students must complete tests on the designated date. If the student cannot attend the class for the test, the student must telephone the teacher prior to the time of the test (759-2554, Extension 548) to inform the teacher and make
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”
Annual Editions (ECE)
   #10 - “Amazing Minds Of Infants” P. 50
   #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

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"

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
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 may wish to read the accompanying articles in the respective video manuals PRIOR to viewing the video!

NO NQA’S WILL BE ACCEPTED FOR THIS PROJECT!!!