

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INFANT TODDLER CARE AND LEARNING

Course No.: ED 213-3

Program: EARLY CHILDHOOD EDUCATION

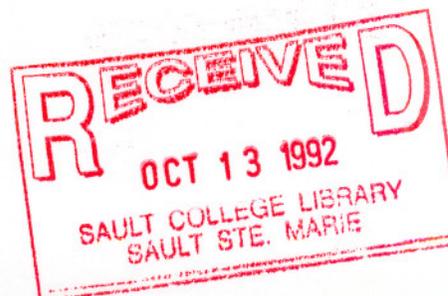
Semester: THREE

Date: SEPTEMBER 1992 Previous outline dated: SEPTEMBER 1991

Author: BEVERLEY BROWNING

Approved: K. DeRosario
K. DeRosario, Dean
School of Human Sciences
and Teacher Education

Date: Aug 20 1992



Infant/Toddler Care (ED 213-3)
Instructor: Bev Browning

COURSE PHILOSOPHY

The importance of the early childhood years is currently recognized by most professionals. The infant and toddler are seen as individuals with strengths and needs which are to be interpreted and promoted by the sensitive caregiver.

COURSE OBJECTIVES

1. To give the student an understanding of the physical and emotional needs of the individual infant and/or toddler in both their home and a group setting.
2. To learn the role of a responsive caregiver.
3. To understand concepts of curriculum planning and programming.

COURSE GOALS

The student will:

1. Demonstrate the ability to recognize and meet the physical and emotional needs of an individual infant and/or toddler, in both the home and the group setting.
2. Carry out a child study assignment involving observations and individual program plans.
3. Suggest practical applications for theories and related concepts.

TEXTS

1. Every Child is Special: Quality Group Care for Infants and Toddlers, Addison, (Shimoni, Baxter - Kugelmass), Wesley Publication Ltd., 1992.
2. Developmental Programming for Infants and Young Children, revised Vol. 1, 2 & 3; S. J. Rogers and D.B. D'Eugenio, University of Michigan Press, Ann Arbor, 1977, 1981.

NOTE: Facilitation of learning will take place through class discussions, assigned readings, class presentations and films.

RESOURCES

Kit - Portage Guide to Early Education
List of available resources in Sault College LRC, as attached

Infant/Toddler Care (ED 213-3) Cont'd
Instructor: Bev Browning

ASSIGNMENTS

1. Child Study Assignment
2. Answers for "Opening Thoughts" and "Practical Applications" (Shimoni text).
3. 3 Tests - on text readings and classroom notes.

EVALUATION

1. <u>Child Study Assignment</u>	
a) Observations/Profile - 15%	
b) Class presentation - 5%	
c) IPP - 10%	40%
d) Summary - 10%	
2. <u>Responses to Text Questions</u>	20%
3. <u>Three (3) Tests</u> (10%, 15% and 15%)	40%
Total	<u>100%</u>

EVALUATION SCHEME

1. Child Study Assignment - 40%

The student will prepare an individual program plan based on home visit observations and a Developmental Profile. Also, the student will make arrangements to have the child visit the class and give a presentation/demonstration outlining child's baseline skills. The IPP activities will be assigned and explained to the parent. The child's progress will be summarized and conclusions made.

- a) IPP & Observations, (Include all of Parts I & II, due Nov. 6, 1992)
- b) Class Presentation - scheduled in class
- c) Part III and Summary - completed Project Due December 4, 1992.

Infant/Toddler Care (ED 213-3) Cont'd
Instructor: Bev Browning

2. Responses to Text Questions

"Opening Thoughts" (5 marks ea) Practical Applications (5 marks each)

p.3, p.13, p.23, p.31, p.45, #1 & #3, P.11
#2 P.21
#1 & #2, P.43
#1 & #2, P.60

DUE: by October 9, 1992
MID-TERM: 25 Marks

DUE: by October 9, 1992
MID-TERM: 25 Marks

p.63, p.89
DUE: By November 6, 1992

#2 & #3, p. 73
#1 & #4 & #5 p. 87
#1 & #4 p. 101

10 marks

35 marks

TOTAL 105 MARKS /

20%

3. Tests

Test #1 (10%) - October 8 - Every Child is Special - to p. 60
- Developmental Programming - pp. 1-15
and notes, discussions

Test #2 (15%) - November 9 - Every Child is Special - pp 60 - 101
- Developmental Programming - pp. 55-94
and notes, discussions

Test #3 (15%) - December 17 - Every Child is Special - pp 103 - 287
and notes, discussions

Note: Students must complete all tests on the designated date. C.D.C. block students can complete tests in the L.A.C. on their lunch hour, if prior arrangements have been made. If illness prevents a student from attending class for a test, the student must telephone prior to the test to make alternate arrangements.

Infant/Toddler Care (ED 213-3) Cont'd
Instructor: Bev Browning

SYLLABUS (This is intended as a general outline only)

Week # 1 - Historical Context of Infant Care

- A. Introduction to course
Explanation of Assignments
- B. **READINGS:** a) Shimoni text pp 1-21; "Programming" pp 1-14
- C. **ASSIGNMENT:** a) "Opening Thoughts" - answer questions p. 3, p. 13, p. 23
b) "Application" - #1 & #3, P. 11
- #2 p. 21
c) Find an infant for research project

Week #2 - Block

- B. **READINGS:** a) Shimoni text pp 23-43
- C. **ASSIGNMENT:** a) "Opening Thoughts" p.31
b) Application #1 & #2 p.43

Weeks #3 & #4 - Quality/Philosophy

- A. Developmental Profiles and Programming
- Schedule of Infant Presentations
- B. Defining Infant Needs
- Integration of Infants
- C. Defining Quality
- Philosophy and Goals of Group Care
- D. **READINGS:** a) Shimoni pp 45-60
b) "Programming" pp 15-94
- E. **ASSIGNMENT:** Shimoni
a) "Opening Thoughts" p.45
b) "Applications" #1 & #2 p.60

Week 5 - Overriding Issues in Quality Group Care

- A. The Interrelationship of Caregiving, Caregivers, and the Environment
- B. Test (October 8)
- C. **READINGS:** a) Shimoni pp 63-73; pp 75-101
b) Handouts: Competent Caregivers; Toddler & His Play
- D. **ASSIGNMENT:** a) "Opening Thoughts" p. 63, p. 89
Contrast Play of: 1. Infants
2. Toddlers
3. 3 & 4 year olds
a) "Applications" #2 & #3 p.73

Infant/Toddler Care (ED 213-3) Cont'd
Instructor: Bev Browning

Weeks 6, 7 & 8 - Competent Caregiving

- A. Infant States
- Interpreting Infant Cues
- B. Promoting
- Emotional Well Being
- C. Supporting Social Interactions
- D. READINGS: pp 103-147
- E. ASSIGNMENTS: Shimoni, "Applications" p. 87, #1, #4, #5
p. 101, #3, #4
(observe in an Infant/Toddler Center) **DUE**: November 6

Weeks 9 & 10: Creating Infant Curriculum

- A. TEST: November 9
- B. Providing Sensory Enrichment
- C. Sequencing Fine Motor and Gross Motor Activities
- D. READINGS: PP 149-181

Weeks 11 & 12: Promoting Thinking and Language

- A. Cognition and language skills
- B. Baby presentations
- C. READINGS: pp 183-271

Weeks 13 - 15: Support During Routines

- A. Separation
- B. Diapering/feeding times
- C. Evaluating Settings
- D. FINAL TEST

COLLEGE GRADING POLICY

A+ = 90-100%
A = 80- 89%
B = 70- 79%
C = 60- 69%
R = Repeat (Less than 60%)

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.