

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: INFANT TODDLER CARE AND LEARNING

CODE NO.: ED 213 SEMESTER: THREE

AUTHOR: BEV BROWNING , Extension 548

DATE: SEPTEMBER 1997 PREVIOUS OUTLINE DATED: SEPT 1996

APPROVED:

DEAN

DATE

**\*\*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**

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**PREREQUISITE(S):HSC 104 Child & Adolescent Dev I**

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**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**

1. Every Child is Special: Quality Group Care for Infants and Toddlers, Shimoni,Baxter,Kugelmass: Addison Wesley Publ., 1992.
2. Developmental Programming for Infants and Young Children, revised Vol. 1, 2 & 3; S.J. Rogers and D.B. D'Eugenio, U of Michigan Press, Ann Arbor, 1977, 1981.
3. Video Training Guide: Infant/Toddler Learning Environments, Harms & Cryer; Teacher's College Press

4. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, expanded edition; S Bredekamp Ed.; NAEYC, 1987.
5. Annual editions, 1996-1997 *Early Childhood Education*, Dushkin
6. Annual Editions, 1996-1997 *Child Growth and Development*, Dushkin
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:

- a) Infancy: Infant, Family & Society, 2nd ed, A. Fogel; West Publ.; St. Paul MN; 1991
- b) Infant Development, C.W. Snow; Prentice Hall; 1989

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

### **1. CHILD STUDY**

a) Observations	10%
b) Profile & graphs	5%
c) IPP	10%
D) Summary & follow-up activities	10%
	<hr/>
	<b>35%</b>

### **2. VIDEOS AND QUESTIONNAIRES** **30%**

### **3. Tests (2x 15%)** **30%**

### **5. Environmental Rating** **5%**

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**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**

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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:



**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 (ECF)

#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



