



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. A web-based format will be used for assignments and for course notes.

## 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*

### 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 historical evolution of child care*
- *determine 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*
- *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*

- *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 and/or projects*
3. **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*
4. **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:
- *determine ways of providing ideal sensory enrichment*
  - *illustrate ways of providing support and of enhancing learning during routines*
  - *assemble a list of appropriate props for resource*

### III. TOPICS:

1. Developing an Individual Program Plan (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. Competent Caregiving and Developmentally Appropriate Practices
6. The interrelationship of caregiving, caregivers and the environment
7. Creating Effective Infant/Toddler Curriculum
8. " Meeting the Match" developmentally
9. Partnering with Parents

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

1. Infants and Toddlers, Watson, Watson, Wilson & Crowther, Nelson, 2000; ISBN:0-17-636784-6
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; ISBN: 0-472-08141-1
3. Early Years Study: Final Report, Hon. M.N. Norrie & J.F. Mustard, Publications Ontario, Toronto, 1999; ISBN: 0-7778-8953-6
4. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, expanded edition; S Bredekamp Ed.; NAEYC, 1987.
5. Video Series: "Let Babies be Babies" - *on Reserve in the LRC*; and accompanying *questionnaires available on web-ct*.
6. **NOTES AVAILABLE ON WEB-CT**
7. Day Nurseries Act of Ontario (DNA), Revised Statutes of Ontario, 1990; ISBN: 0-7778-7721-X

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

<b>1. CHILD STUDY</b>	
a) Observations	10%
b) Profile & graphs	5%
c) IPP	10%
d) Summary & follow-up activities	10%
	<b>35%</b>
<b>2. VIDEOS AND QUESTIONNAIRES</b>	<b>20%</b>
<b>3. TESTS (2x 15%)</b>	<b>30%</b>
<b>4. IN CLASS ACTIVITIES/PARTICIPATION</b>	<b>10%</b>
<b>5. Environmental Rating</b>	<b>5%</b>
	<b>100%</b>

**ASSIGNMENTS**

***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 September 29<sup>th</sup>, 2000
- b) Complete visit #2 and observations/developmental differences by Oct 30<sup>th</sup>, 2000
- c) IPP & Observations,(Include Parts I & II), due Nov 8<sup>th</sup>, 2000  
Part III Summary and Follow-up Activities, due Dec 6<sup>th</sup>, 2000

***VIDEO GROUPS AND ASSIGNMENTS - 20%***

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 (ie. complete readings and "Before Viewing Activities" beforehand; answer questions following group discussions; complete "After Viewing" activities).

These viewing questionnaires *will be submitted via e-mail* and will be rated on a *3-point scale*, as follows:

0 - *not completed*

1 - *minimal effort*

2 - *exceptionally thorough*

For the sequence of these video-related 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". These articles will also be *available on the web*, and should be read prior to attending the group discussions. Students will be required to evaluate their own participation and that of their group members.

***TESTS - 30%***

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

Test #1 (15%) October 11, 2000

Test #2 (15%) December 6, 2000

**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 438) and make alternate arrangements. *If this procedure is not followed then a grade of zero will be applied for the test.***

***IN CLASS ACTIVITIES/PARTICIPATION - 10%***

Students will participate in a number of group activities in class to discuss weekly topics and readings. Students are expected to attend classes in order to benefit from these discussions.

***ENVIRONMENTAL RATING - 5%***

Students will investigate the elements of appropriate environments for infants and toddlers, through assigned readings. As well, after viewing the "TTERS" 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. (In-class assignment, guided by teacher).

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

### Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

**Late Assignments:** Consistent with the ECE Academic Policies, late assignments will be graded only if submitted within one week of the due date (must be submitted no later than two weeks prior to the end of the semester). A consequent mark reduction of one grade level will apply. **NOTE: The video assignment is excluded, in other words, individual and group video assignments will not be graded if submitted past the due date.**

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**DIRECT CREDIT TRANSFERS:**

**VIII.**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**VIDEO SERIES: "LET BABIES BE BABIES"****VIEWING SEQUENCE AND ACTIVITY DATES**

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*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 must read the accompanying articles in the respective video manuals PRIOR to viewing the video!*

***ONCE THE READINGS AND DISCUSSIONS HAVE BEEN COMPLETED, THEN THE GROUP RECORDER WILL SUBMIT THE "AFTER VIEWING" RESPONSES ALONG WITH EACH GROUP MEMBER'S "BEFORE VIEWING" RESPONSES BY E-MAIL TO THE PROFESSOR.***

***NO LATE ASSIGNMENTS, WILL BE ACCEPTED FOR THIS PROJECT!!!***

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**VIDEO #1: Rethinking Infants & Toddlers**

Complete "Before viewing activity" & assigned readings  
Submit by e-mail *After video questions by: Sept 27<sup>th</sup>, 2000*  
(One set of answers per group)

**VIDEO #2: Helping Babies Learn**

Complete "Before viewing activity" & assigned readings  
Submit by e-mail completed *After video questions by: Oct 11<sup>th</sup>, 2000*  
(One set of answers per group)

**VIDEO #3: Guiding the Journey to Independence**

Complete "Before viewing activity" & assigned readings  
Submit by e-mail completed *After video questions by: Oct 25<sup>th</sup>, 2000*  
(One set of answers per group)

**VIDEO #4: Caring for the Caregiver**

Complete the "Before viewing activity" & assigned readings  
Submit by e-mail completed *After video questions by: Nov 8<sup>th</sup>, 2000*  
(One set of answers per group)

**VIDEO #5: Keeping Babies Healthy and Safe**

Complete the "Before viewing activity"  
Submit by e-mail completed *After video questions by: Nov 22<sup>nd</sup>, 2000*  
(One set of answers per group)

**VIDEO #6: Understanding the Partnership with Parents**

Complete "Before viewing activity" & assigned readings  
Submit by e-mail completed *After video questions by: Dec 6<sup>th</sup>, 2000*

*(One set of answers per group, for each "after viewing" questions)*