

ED213 – RESEARCH PRESENTATION EVALUATION FORM

MARKS: /10 – 5% OF GRADE

INTRODUCTION:

- Gained immediate attention
- Stated purpose and research information clearly
- Maintained good eye contact and class rapport

**KNOWLEDGE
and
ORGANIZATION:**

- Supported statements with facts
- Summarized research concisely and clearly
- Organization was coherent and easy to follow
- Defined the problem clearly

CONCLUSION:

- Encouraged audience involvement
- Acknowledge and responded to audience comments and suggestions
- Proposed appropriate approach or resolution to problem

COMMENTS/SUGGESTIONS:

**ED213 - INFANT/TODDLER
TOPICS FOR PRESENTATION ON DEVELOPING CONCERNS/PROBLEMS**

Refer to Infancy, Infant, Family & Society, 2nd Ed, A. Fogel, West Publishing Co. 1991

WEEK	TOPIC	STUDENT	PRESENTATION DATE
Three	ATTACHMENT BEHAVIOURS: (pp 104-107, 186-195, 228-231, 254-265, 297-307, 329-335, 338-340, 420-422)		
	a) mother-infant bonding	_____	_____
	b) father-infant bonding	_____	_____
	c) caregiver-infant bonding	_____	_____
	d) first-born interactions vs later-born interactions	_____	_____
	e) non-verbal communication and attachment	_____	_____
	f) Attachment and the handicapped child	_____	_____
Four	RECOGNITION AND EXPRESSION OF AFFECT: (pp 53-58, 217-220, 249-251, 281-291, 319-320, 353-356, 387-391)		
	a) expression of contentment vs distress (enjoyment/affection)	_____	_____
	b) negative emotions/laughter	_____	_____
	b) anger/wariness/sadness	_____	_____
	c) affective sharing & social referencing	_____	_____
	c) separation anxiety	_____	_____
Five	ROLE OF ADULT SOCIAL BEHAVIOUR (pp 221-231, 256-260, 363-365, 373-375, 412-413)		
	a) exaggeration/slowing down & simplification	_____	_____
	b) rhythm & repetition/matching & attachment	_____	_____
	c) turn taking/synchronicity	_____	_____
	d) cultural differences/parent infant games	_____	_____
	e) parental proactive behaviour & compliance	_____	_____

WEEK	TOPIC	STUDENT	PRESENTATION DATE
Six	READING NEO-NATAL CRIES & STATES: (pp 153-171, 172-182, 207-212, 243-245, 426-431)		
	a) sleep/wake states	_____	_____
	b) interpreting cries	_____	_____
	c) calming techniques	_____	_____
	d) temperament	_____	_____
Seven	Perception & Sensory Stimulation		
	a) visual stimuli: looming & zooming; pattern & complexity	_____	_____
	b) Auditory Stimuli: loudness; pitch; sound recognition & localization	_____	_____
	c) taste, smell & touch	_____	_____
	d) habituation & learning	_____	_____
	OVER-UNDER STIMULATION		
	a) stimulus tolerance	_____	_____
	b) stimulus shelters	_____	_____
Eight	PROVIDING MOTOR ACTIVITIES: (pp 165-172, 200-206, 239-243, 273-276, 314-317, 344-345, 380-384)		
	a) reflex coordination	_____	_____
	b) task complexity	_____	_____
	c) postural manipulations/massage	_____	_____
	d) hand preference	_____	_____
	e) adapting skills to properties of objects and surfaces	_____	_____
	f) action and attention	_____	_____

WEEK	TOPIC	STUDENT	PRESENTATION DATE
Eight	FOSTERING COGNITIVE DEVELOPMENT: (pp 182-186, 212-217, 245-249, 276-281, 317-318, 345-353, 384-387)		
	a) relational play	_____	_____
	b) coordinating secondary circular reactions	_____	_____
	c) integration of concepts & actions	_____	_____
	c) searching for objects direct vs indirect search	_____	_____
	d) symbolic play	_____	_____
	e) symbolic thought & emotional experiences	_____	_____
Ten	PROMOTING COMMUNICATIVE BEHAVIOURS: (pp 200-205, 251-253, 254-255, 293-297, 320-329, 356-362, 391-397)		
	a) babbling	_____	_____
	b) adult interpretations of intentions	_____	_____
	c) gestural production patterns	_____	_____
	d) infant perception of adult speech	_____	_____
	e) intentional naming	_____	_____
	f) speech styles & guided participation	_____	_____
	g) endings, questions & conversations	_____	_____
Eleven	PEER & SIBLING RELATIONS (ppq 303-304, 326-329, 365-366, 398-408)		
	a) friendships	_____	_____
	b) sex-role concepts	_____	_____
	c) gender-related differences in parent-child relationships	_____	_____
	d) siblings	_____	_____

WEEK	TOPIC	STUDENT	PRESENTATION DATE
Twelve	SUPPORTING DURING ROUTINES: (pp 142-148, 373-375)		
	a) feeding patterns	_____	_____
	b) introducing solid foods	_____	_____
	c) self-feeding	_____	_____
	d) home-made vs processed baby foods	_____	_____
	e) cultural differences	_____	_____

CHILD STUDY COVER PAGE AND CHECKLIST

STUDENT: _____

PART A - DATE OF SUBMISSION: _____

PART A INCLUDES: CHECK

- | | | | |
|----|----------|---|---|
| 1. | PART I: | Child Study Data Sheet
Observations of Visit I & II
Anecdotal Record of Child Activity
Developmental Landmarks
Completed Developmental Profile
Graph of visit I & II | _____

_____ |
| 2. | PART II: | Discussion of Developmental Differences between Visit I & II
Strengths and Needs List
Activity Assignment Summary Sheet
(5 Activity Assignment Sheets are given to parent) | _____

_____ |

PART B - DATE OF SUBMISSION: _____

PART B INCLUDES: CHECK

- | | | |
|----|--|-------|
| 1. | Summary of success of planned activities | _____ |
| 2. | Rationale for success or failure | _____ |
| 3. | Summary Activity Assignments for follow-up or substitution | _____ |
| 4. | Conclusion, personal impression/evaluation of project | _____ |

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

EARLY CHILDHOOD EDUCATION PROGRAM
ED 213-3CHILD STUDY ASSIGNMENT
INFANT CARE - CHILD STUDY DATA SHEET

Procedure is as follows:

1. Choose an infant or toddler (2 months to 2 years) and visit in his/her home environment twice, with as close as possible to four weeks between visits. (one to two hours each visit).
2. Complete the following during each visit. Note that Anecdotal Record refers to objective observation - a detailed report of what you see. Developmental Landmarks - you should refer to infant development resources such as "The First Twelve Months of Life" - Frank and Theresa Caplan, as well as the Shimoni text.
3. Upon completion of your second visit discuss the Developmental Differences between visits. Plan an individual program for the parent to carry out with the child at home. This should be done in consultation with the course teacher. Activities must be planned for each of the five major developmental areas. One "Activity Assignment Sheet" will be completed for each developmental area and given to the parent(s). The parent will carry out the activities for at least one week.
4. The student will retrieve the "Activity Assignment Sheets" and discuss with the parent(s) whether or not the assigned activities were successful and whether they helped the infant or toddler to progress developmentally. The results will be included in the project summary. Also discuss reasons why the assigned activities were not useful. As well, suggest a follow-up or substitute activity for each developmental area which you would assign next.

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EARLY CHILDHOOD EDUCATION PROGRAM

CHILD STUDY ASSIGNMENT

PART I: INFANT CARE - CHILD STUDY DATA SHEET

STUDENT: _____

(A) CHILD'S INITIALS: _____ GENDER: _____ DATE OF BIRTH: _____

PARENT'S INITIALS: _____

SIBLING(S) GENDER AND AGE(S): _____

(B) BIRTHING REPORT:

1. Information re: pregnancy (e.g. length of pregnancy, complications, etc.)

2. Delivery (e.g. method of childbirth, complications, etc.)

3. Infant's: birth weight _____

length _____

Apgar Score _____

Other Details _____

(C) TYPE OF FEEDING (at birth): _____

If breast fed, for how long? _____

presently? _____

At what age did infant begin eating solid foods? _____

What was first food? _____

Allergies? _____

(D) SLEEPING:

Any sleeping problems? _____

Length of sleep at night? _____

Sleeping pattern for day? A.M. _____ P.M. _____

Preference for sleeping? back _____ stomach _____

Does child usually cry before going to sleep? Yes _____ No _____

If yes, how long? _____

Method for helping child sleep? _____

Does child cry when waking up? Yes _____ No _____

What do you do? _____

Does child sleep in own room? Yes _____ No _____

Does child sleep in a crib or bed? _____

(E) LANGUAGE:

Is any language other than English spoken at home? Which? _____

Does your child express him/herself orally? Yes _____ No _____

How? Age of Onset? Babbling _____
Single Words _____
Two Words _____
Sentences _____

Does your child use gestures to communicate desires? (eg. pointing)

(F) EMOTIONAL STATES:

How would you characterize your child's general temperament?

Easy _____ Difficult _____ Combination _____

How does your child approach new situations or people?

What does your child do when he/she does not get what's desired?

What calming techniques do you use? (e.g. pacifier, rocking, swaddling, auditory stimulation)

(F) DISCIPLINE:

What do you do when your child disobeys you?

INFANT CARE - CHILD STUDY DATA SHEET
age 4



3) GAMES/INTERACTIONS:

What kinds of games do you play with your child?

Mother

Father

Siblings

Grandparents

Does your family have any cultural or ethnic beliefs or activities?

(H) OTHER:

PART I: ANECDOTAL RECORD OF CHILD ACTIVITY

VISIT 1 DATE:

VISIT 2 DATE:

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PART I: DEVELOPMENTAL LANDMARKS: (consult Resource Texts) Pinpoint milestones as observed from anecdotal records

	VISIT 1 DATE:	VISIT 2 DATE:
<u>MOTOR:</u> Large (Gross) Small (Fine) Sensory Awareness		
<u>LANGUAGE:</u> Receptive Expressive		
<u>COGNITIVE:</u>		
<u>SOCIAL:</u> Personal Interaction Cultural		
<u>OTHER:</u> (eg. self-help routines)		

