

HDF/SES 425
Infant and Toddler Programs: Foundations and Methods
Spring 2006
Wednesday 4 – 6:50 pm

Instructors

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Catalog Description

This course will address theories, principles, methods and issues related in infant and toddler programs. An emphasis on integrating knowledge with skills to design, implement, and evaluate programs will be taken. Laboratory experience is required for this course. Prerequisites for this course include HDF 211, 302, SES 242, 2.5 GPA, and formal admission to HDF dept. This is a 4 credit hour course.

Required Texts

Bredekamp, S. & Copple, C. (1997). Developmentally appropriate practice in early childhood programs, revised edition. Washington DC: NAEYC

Knoll, M. & O'Brien, M. (2001). Quick quality check for infant and toddler programs. St Paul, MN: Redleaf Press.

Course Readings - Available online through Blackboard (<http://blackboard.uncg.edu>)

Technology Requirements – In order to participate in this course you will need regular and dependable access to a computer and the internet. All registered students may use the on campus computers for this course if necessary. We will use Blackboard (<http://blackboard.uncg.edu>) for journals and other assignments. You will need to activate your UNCG email account in order to use Blackboard.

Purpose

This course will provide the theoretical foundations of infant and toddler development. From this knowledge base, program issues will be addressed that relate to the program needs of infants and toddlers and their families. Methods of developing and implementing appropriate programs in settings for infant/toddler will be emphasized. Students will participate concurrently in a 40 hour field experience in an inclusive program serving infants and toddlers.

Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical*

deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

Goals and Objectives of the Course

Students should be able to:

1. use knowledge of how infants and toddlers develop and learn to provide opportunities that support their physical, social, emotional, language, cognitive, and aesthetic development.
2. create and modify environments and experiences to meet the individual needs in fostering independence for all infants and toddlers including those with disabilities, developmental delays, and special abilities.
3. affirm and respect culturally and linguistically diverse infants and toddlers, and promote anti-biased approaches through the creation of learning environments and experiences.
4. use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help infants and toddlers develop intellectual curiosity, solve problems, and make decisions.
 - use a variety of strategies to encourage infants' and toddler's physical, social, emotional, aesthetic, and cognitive development in various settings (such as child care programs, the family's home, etc.)
 - demonstrate current knowledge of and ability to develop and implement meaningful, integrated learning experiences for infants and toddlers.
 - develop and implement an integrated curriculum that focuses on infants' and toddler's needs and interests and takes into account culturally valued content and their home experiences.
 - create, evaluate, and select developmentally appropriate materials, equipment, and environments.
 - evaluate and demonstrate appropriate use of technology with infants and toddlers, including assistive technologies for children with disabilities.
5. incorporate knowledge and strategies from multiple disciplines (e.g. health, social services) into the design of intervention strategies and integrate goals from IFSP's into daily activities and routines.
6. demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on infants and toddlers and use these experiences to promote their development and learning.
7. integrate assessment results as an active participant in the development and implementation of the IFSP for infants and toddlers with special developmental and learning needs.
8. support and facilitate family/child interactions as primary contexts for learning and development in infants and toddlers.
9. analyze and evaluate the philosophical basis and theoretical orientation of various curriculum models for infants and toddlers.
10. demonstrate knowledge of systematic transition processes in transitions between settings.
11. demonstrate the ability to access resources for planning instruction available via telecommunications; (e.g. experts, lesson plans, authentic data, curriculum materials).
12. demonstrate the ability to use technology-based tools.
13. demonstrate the ability to locate information and communicate results.
14. demonstrate skills to use media and technology to support learning for children with special needs.
15. demonstrate the ability to use appropriate technological resources to meet diverse learning needs.
16. demonstrate knowledge and skills related to compliance with copyright law, fair use guidelines, security, child protection and ensuring equal access to resources for all children.
17. demonstrate ability to think systematically and reflectively about their appropriate practice and draw upon educational research and scholarship to improve practice.

18. demonstrate appropriate interactions and relationships with professionals in schools and the community during practicum placement.
19. demonstrate awareness of continuing education and professional development.

Class Policies and Organization

The class meets on Wednesdays from 4 to 6:50 pm. Class attendance is expected, except in cases of significant illness or family emergency. If you are sick or unable to make class please notify the instructors in advance by phone or email. **If you miss class, you are responsible for getting notes from fellow students and obtaining any assignments or handouts.** Arrangements for accepting late assignments or exams will only be made in unusual circumstances and only if you contact us immediately about your situation and are able to provide documentation to support your need. Late work will be accepted only on a case by case basis. Since this is a three hour class you are expected to attend the entire class; neither arriving late or leaving early. Please be sure your cell phones and beepers are set so they will not disturb others.

Students are expected to understand and follow the UNCG honor code, which is printed in your handbook and located on the web: <http://studentconduct.uncg.edu/policy/academicintegrity/>. This means that any information you collect is accurate to the best of your ability, and that you write your assignments in your own words, and that all ideas and information taken from outside sources are properly cited and referenced using current APA format. You must also write and sign the Academic Integrity Pledge on all major written assignments (i.e. "I have abided by the Academic Integrity Policy on this assignment"). Please ask us if you ever have any questions on these issues. Every member of class is expected to foster the spirit of academic honesty at all times and to encourage that spirit among others. If you have a documented disability and wish to discuss academic accommodations, please contact us as soon as possible.

This course places an additional obligation on you as a student to maintain confidentiality and ethical treatment toward the children and families in the settings you are placed. The parents and children you will be working with have the right to privacy concerning their identity and school records, just as you have the right to confidentiality of your UNCG transcripts. You may NOT discuss the information you collect on the children with anyone other than the staff at the school/center/program and members of this class. This means that you may not tell a child's name to your friends, or show another person any information that includes a child's name or other clues to his/her identity. To help insure the children's privacy, you will change all children's names in any written work.

All class requirements, with the exception of the IFSP, must be completed using the computer. Computer labs are available on campus. Grammar and spelling will be considered when grading assignments. Please use size 12 font on all assignments.

Our policy for work being submitted late is as follows: Any work not submitted on the night it is due must be substituted with a note indicating when you anticipate turning in the work. For students who are sick this can be done by email. One point will be deducted for work that is one week late, two points for work that is two weeks late, and no work will be accepted after two weeks and a zero will be assigned as the grade. There are two exceptions to this rule: 1) inclement weather that precludes attending your placement, or 2) absence of target child for activity or assistive technology device. These two exceptions need to be approved by the instructors.

Since this class involves interaction with children and teachers in a practicum site you will need to purchase student liability insurance. More information on this insurance will be handed out in class. You will need to complete this process by February 6th in order to continue in your practicum placement.

Finally, we are now using electronic portfolio system for students in the BK program. You will need to sign up and pay for the use of this electronic portfolio system which is called Task Stream. More details on purchasing Task Stream will be provided in class.

Class Requirements

1. **Participation and Attendance** - Be prepared each class session to participate in class discussions on the assigned readings. Participation will be taken into account when grades are determined; this includes active participation in class discussions, small group work, and attendance. We also expect professional behavior to be displayed in all aspects of this course. Two points will be deducted for each absence and one point will be deducted for arriving late or leaving early (20 points possible).
2. **Exams** - Two exams will be given based upon readings, lecture, and class discussions. The first exam will be given **March 1st** and it will be a combination of essay and short answer questions (50 points possible). The final exam will be on **December 10th (3:30 to 6:30 pm)** and will cover material from the second part of the semester (50 points possible).
3. **Laboratory Experience** - Each student will participate in an inclusive infant and/or toddler program for a minimum of 40 hours throughout the semester (approx. 3 hours per week). One time during the semester you will be expected to spend a minimum of 6 hours on one day (this will count for two weeks of participation). You should begin your placement no later than the week of **January 23rd** and should end no later than **April 26th**. The field placement log sheet is due **April 26th** (20 points possible).
4. **Teaching Portfolio Components** - You will need to put together a teaching portfolio that contains 6 components. All materials, whether they have been previously graded or not, must be included in the final portfolio, which will be submitted on **April 26th**. Please do **not** include plastic sleeves in your portfolio (you will need to remove them before we will grade your portfolio).

Components

- a) **Statement of beliefs** related to teaching *infants and toddlers* (**not** preschoolers) due with portfolio on **April 26th** (2-3 pages, double spaced) (10 points possible).
- b) **Journal** – Four times during the semester you will be required to complete a journal entry (1-2 pages, single spaced) describing your involvement in your placement site. Your first three journal entries need to include a running record observation of a specific infant/toddler in your placement. At least one of these must be on a child with an IFSP. Be sure to indicate on this journal that the child you observed had a disability. All journal entries **must be** posted on Blackboard by **5 pm** on the following dates: **Feb 3, Feb 17, March 24, and April 7** (25 points possible; 5 points for each of the four journals and 5 for your Quick Quality Check). Your last journal should include your Quick Quality Check and will be put on Task Stream. You will need to include a copy of each journal entry in your final portfolio so be sure to save a copy for yourself.
- c) Develop, implement, and evaluate 4 **activity plans**. All four plans must be developed and implemented with the infants/toddlers in your placement according to the dates listed in table below. Your cooperating teacher must sign each plan after it has been

implemented. Either activity plan #2 or #3 must be based on an observation of an infant or toddler with a disability. **All 4 plans and evaluations** are due in the portfolio on **April 26th**. A 5th activity may be developed, implemented, and evaluated if you would like to replace an existing activity plan and evaluation or if the instructors feel that you need an additional activity plan to demonstrate competence in this area.

Activity Plan #	Due to Instructors	Implemented & Evaluated by:
1	Feb 8	Mar 1
2	Feb 22	Mar 22
3	March 22	April 12
4	April 5	April 26th

This assignment is worth 56 points: 10 points for each activity plan and 4 points for the evaluation of the activity. If your activity plans #2 - 4 must be re-submitted due to low points, the re-writes will not be eligible for full credit. Please include both the original and rewrite when you submit them to us and when you put them in your portfolio.

Activity plans 3 & 4 and their evaluations need to put on Task Stream.

- d) **IFSP/NIPP** - Each student will develop one IFSP using the format and guidelines discussed in class. It is due on **March 29th** (30 points possible).
- e) Develop 3 **assistive technology** devices for infant/toddlers in your placement and implement them by the due dates listed below.

Assistive Technology Device	Implemented & Evaluated by:
1	March 15 th
2	April 12 th
3	April 26th

Two of the devices must be developed for an infant/toddler with a disability and the third may be done with a typically developing child. The final device will be loaded on Task Stream. Each assistive technology assignment must include a photo of the device (30 points possible).

- f) Learning Environment Project - This group project will involve designing an appropriate environment for infants and presenting this information to the class using PowerPoint. Each student should include in her/his portfolio a copy of the group's goals and the classroom design. Group presentations and final projects will be due on **April 19th** (25 possible points for the written materials and 10 points for the group presentation). You will also need to load this assignment on Task Stream.
- g) Format and Quality of Portfolio – Be sure to check grammar, spelling, etc. to ensure a high quality, professional portfolio. Please do not use plastic sleeves in your portfolio (10 points).

Points will be deducted for all late assignments.

Assignment	Point Value	Due Date
Class participation	20	
Exam I	50	March 1 st
Lab experience	20	April 26 th
Teaching Portfolio		April 26 th
Statement of beliefs	10	
Journals	25	
Activity plans	56	
IFSP/NIPP	30	
Assistive Technology	30	
Learning Environment	25	April 19 th
Learning Envir. Present.	10	April 19 th
Format	10	
Exam II	50	May 10 th
Total Points Possible	336	

Course Grade			
312-336	A	245-257	C
302-311	A-	235-244	C-
292-301	B+	225-234	D+
279-291	B	211-224	D
269-278	B-	201-210	D-
258-268	C+	0-200	F

* On electronic reserves on Blackboard

Please note that additional readings may be assigned during class.

Reminder: If you are in the BK Licensure program and planning to student teach Fall 2006, you must pass the PPST and be accepted into the Teacher's Academy by the beginning of the spring semester. You will need to register for the exam at the beginning of this fall semester in order to get your scores in time.

Course Assignments

Date	Topic	Assignment
Jan 11	Overview of Course Philosophical and Theoretical Perspectives	The idea behind IDEA*
Jan 18	Developmentally Appropriate Practice	DAP book pp. 3 - 25 & 55-94 A developmental-ecological approach to inclusive infant toddler care*
Jan 25	Observing infants & toddlers Assessment Activity Planning	Toddlers at play environments at work* Special issues in infant and toddler assessments* Experiences from the field: New insights into infant toddler assessment* Early childhood: planning a developmental perspective* Activity Planning Form*
Feb 1	Activity Planning Continued	Infants and toddlers exploring mathematics* Music play: creating centers for musical play and exploration * Technology as a scaffold for emergent literacy: Interactive storybooks for toddlers* <i>Journal #1 due Friday</i>
Feb 8	Assistive Technology Case #1 Discussion	Technology for assessment and intervention (a and b)* Case #1* <i>Activity Plan #1 Due</i>
Feb 15	Attachment Developmental Disorders in Infancy	Laying a strong foundation: The building blocks of emotional development* Attachment to early childhood caregivers* <i>Journal #2 due Friday</i>
Feb 22	Responsive Teaching for Infants & Toddlers Quick Quality Check Review for midterm	Responsive teaching techniques for infants and toddlers Responsive guidance for infants and toddlers* Excerpts from Dear Parent: Caring for infants with respect* <i>Activity Plan #2 Due</i>
Mar 1	Midterm IFSP/NIPP	Midterm <i>Activity #1 evaluation due</i>

Mar 8	Spring Break (NO CLASS)	
Mar 15	IFSP/NIPP	IFSP/NIPP* Therapy in natural environments: the means or end goal for early intervention* Education flourishes in natural environments* The Individual Family Service Plan (IFSP)* <i>Assist. Tech. Device - 1 Due</i>
Mar 22	Case #2 Organizing the Infant/Toddler Classroom Outdoor Environments	Case #2* Organizing inclusive infant/toddler care* Infants and Toddlers in the Garden* <i>Midterm Feedback Forms due</i> <i>Activity Plan #3 Due</i> <i>Activity Plan #2 evaluation due</i> <i>Journal #3 due Friday</i>
Mar 29	Activities of Daily Living Learning Environment Project discussed	Health and Nutrition – Caufield Ch. 11 Enhancing Interaction Through Positive Touch http://www.healthychildcarenc.org/info_db/ http://nrc.uchsc.edu/CFOC/ <i>IFSP/NIPP due</i>
Apr 5	Culture	The cultural context of infant and toddler care* Chapter 12 - Steps in the right direction* <i>Activity Plan #4 Due</i> <i>Journal #4 due Friday (Quick Quality Check added)</i>
Apr 12	Partnerships with parents of infants and toddlers	Partnerships with families* Family Support Network; Blending Services <i>Activity #3 evaluation due</i> <i>Assist. Tech. Device - 2 Due</i>
Apr 19	Learning Environment Presentations	<i>Learning Environment Presentations/ Project Due</i>
Apr 26	Learning Environment Presentations cont.	<i>Field Placement Log Due</i>

	Teaching Portfolio Presentations	<i>Teaching Portfolios Due Activity #4 & Assistive Tech #3 due in portfolio Final Feedback Forms Due</i>
May 10	Final exam: 3:30 to 6:30	

NC DPI Technology Standards B-K Undergraduate Program		HDF/SES 425	NC DPI Core Standards B-K Undergraduate Program		HDF/SES 425
1.0	Teachers demonstrate a sound understanding of technology operations and concepts.	Reflective journal	1.0	Teachers know the content they teach	
2.0	Teachers plan and design effective learning environments and experiences supported by technology		2.0	Teachers know how to teach students.	Lab experience Reflective journal
3.0	Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning	X	3.0	Teachers are successful in teaching a diverse population of students.	Lab experience Reflective journal
4.0	Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.		4.0	Teachers are leaders	Portfolio Reflective journal
5.0	Teachers use technology to enhance their productivity and professional practice.	Reflective journal	5.0	Teachers are reflective about their practice	Reflective journal
6.0	Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.		6.0	Teachers respect and care about students.	

NC DPI B-K Standards B-K Undergraduate Program		HDF/SES 425	NC DPI Diversity Standards B-K Undergraduate Program		HDF/SES 425	
1.0	Birth-Kindergarten professionals promote child development and learning for ALL young children with and without disabilities, including those at-risk	Belief statement Essay exam Reflective journals	1.0	Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Lab experience Learning environment project	
2.0	Birth-Kindergarten professionals understand assessment processes including their goals, benefits and uses.		2.0	Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Lab experience IFSP project	
3.0	Birth-Kindergarten professionals build family and community partnerships.	Belief statement Essay exam Reflective journals	3.0	Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.		
4.0	Birth-Kindergarten professionals prepare for teaching and learning by connecting with ALL young children with and without disabilities including those at-risk and their families.	Belief statement Essay exam Reflective journals	4.0	Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.		
5.0	Birth-Kindergarten professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessment.		5.0	Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.		
6.0	Birth-Kindergarten professionals prepare for teaching and learning by creating an integrated curriculum and responsive environment.	Belief statement Essay exam Reflective journals	6.0	Teachers of diverse students are reflective practitioners who are committed to educational equity.		Reflective journal
7.0	Birth-Kindergarten professionals support the learning of ALL young children with and without disabilities, including those at-risk.	Belief statement essay Exam Reflective journals				

8.0	Birth-Kindergarten professionals recognize and respect individual differences in program planning and implementation.	
9.0	Birth-Kindergarten professionals demonstrate respectful, reciprocal relationships with families and communities.	
10.0	Birth-Kindergarten professionals function professionally.	Belief statement Essay exam