

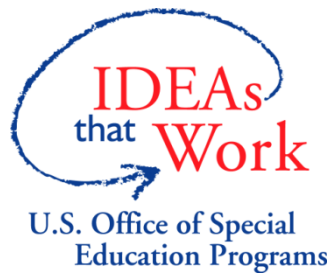
PROJECT P2ECE: PREPARING PARAPROFESSIONALS
FOR EARLY CHILDHOOD EDUCATION

ECE 111: Infant and Toddler Theory and Practice

Bank of Resources

PREPARING PARAPROFESSIONALS FOR EARLY CHILDHOOD EDUCATION

ECE 111: Bank of Resources



This Bank of Resources was developed under Project P2ECE (Award# H325N110018) funded by the U.S. Department of Education, Office of Special Education Programs.

Project P2ECE is collaboration between the PAR2A Center of the University of Colorado Denver, the University of Northern Colorado and the Early Childhood Education programs at Colorado Community College System.



Table of Contents

| | |
|--|----|
| Table of Contents | 1 |
| Acknowledgements..... | 3 |
| Introduction to the Bank of Resources | 4 |
| ECE 111: Infant and Toddler Theory and Practice | 5 |
| Recommended Syllabus..... | 7 |
| Bank of Resources | 12 |
| Selected Examples of Assignments | 23 |
| Competency A: Basic concepts of infant/toddler development | 24 |
| Assignment A2: 10 Core Concepts of Prenatal, Infant, and Toddler Development | 24 |
| Competency B: Child Development Theories that Guide Our Knowledge and Practices..... | 25 |
| Assignment B2: Three Broad Categories of Development | 25 |
| Competency C: Appropriate observation techniques and assessment tools. | 26 |
| Assignment C2: Child Observation | 26 |
| Competency D: Significance of health, safety, and nutrition practices pertaining to infants and toddlers. | 27 |
| Assignment D4: Program/Classroom Design | 27 |
| Competency E: Many components of the environment promote quality care for infants and toddlers. | 28 |
| Assignment E2: Rearrange a Classroom | 28 |

**ECE 111 BANK OF RESOURCES
PROJECT P2ECE**

Competency F: Colorado infant and toddler licensing regulations and quality indicators29

 Assignment F2: Rating and Recommendations 29

Competency G: Developmentally and culturally appropriate learning experiences.30

 Assignment G2: Culturally Responsive Teaching..... 30

Competency H: Legal and ethical requirements for referral, services in the natural environments and inclusion31

 Assignment H1: Reflection on Natural Environments..... 31

Competency I: Importance of collaboration with families and professionals.32

 Assignment I2: Applying the DEC Recommended Family Practices..... 32

Recommended Books..... 33

Acknowledgements

The **Preparing Paraprofessionals for Early Childhood Education** project (**Project P²ECE**) is funded by the Office of Special Education, U.S. Department of Education. Project P²ECE is a partnership between the Paraprofessional Resource and Research (PAR²A) Center at the University of Colorado Denver, University of Northern Colorado, and the ECE Statewide Community College Faculty Coalition. The project addresses the critical need for well-prepared professionals who are equipped with knowledge and skills to provide instructional support to children in a variety of preschool settings, including local school districts, Head Start, and community-based preschool programs for 3- to 5-year-olds.

An expert panel reviewed and adapted course competencies addressed in existing ECE-related certificate coursework and Associates of Arts programs in various community colleges in Colorado, by incorporating standard-based and evidence-based special education content and practices. After extensive review, the expert panel provided their recommendations for the **ECE 111: Infant and Toddler Theory and Practice** course syllabus, course outline and resources, which were later collated as the **ECE 111: Recommended Syllabus & Bank of Resources** booklet. This booklet addresses all of the course competencies by providing relevant resources for ice breakers, readings, assignments/assessments, websites, and video clips.

We would like to acknowledge the ECE professionals who supported the development of this booklet through their input and guidance. We appreciate their invaluable assistance in reviewing the recommended syllabus for the ECE 111 course and contributing invaluable resources to address each competency. We express our gratitude to the following members of the expert panel and community college faculty members:

- Fran Herbert, Colorado Department of Education
- Rebecca L. Ward-Smith, Colorado Community College Online & Aims Community College

We also like to thank the following individuals for their efforts in bringing the **ECE 101: Recommended Syllabus & Bank of Resources** to its current form:

- Rashida Banerjee, University of Northern Colorado
- Ritu V. Chopra, University of Colorado Denver
- Namita Arora Mehta, University of Colorado Denver
- Geraldine I. DiPalma, University of Colorado Denver
- Cathy Smyth, University of Northern Colorado

We would also like to place on record our appreciation for the invaluable support rendered by the members of the ECE Statewide Community College Faculty Coalition for endorsing and helping the effort to make the recommendations a part of the statewide common core syllabus.

Introduction to the Bank of Resources

The following document provides a Bank of Resources (BoR) for instructors who are teaching the course *ECE 111 – Infant/Toddler Development Theory* at the Colorado Community College. The course presents an overview of theories, applications (including observations), and issues pertinent to infant and toddler development in group and/or family settings. It covers state requirements for licensing, health, safety and nutrition and focuses on birth through age three.

What is BoR?

The BoR booklet provides a menu of teaching resources for instructors to use in their college teaching. The content is specifically designed to include evidence-based resources to prepare early childhood professionals for inclusive classrooms that serve *all* children, including those with identified disabilities.

Each BoR booklet focuses on particular course content and includes the following:

1. A syllabus template for instructors
2. A matrix with the resources, and
3. Appendix with examples of assignments

Developed through multiple iterations and field input, the matrix with resources is arranged in columns that include (a) Reading Materials, (b) Icebreakers and Assignments, (c) Websites, and (d) Videos. These resources are arranged in rows according to the competencies stated for each course in the Colorado Community College Common Course Numbering System (CCCNS).

Who can use BoR?

While the booklet was designed with Colorado Community College faculty who teach in early childhood programs in mind, the content can easily be used by instructors in other programs and by professional development providers who are seeking resources to enhance their teaching and professional development materials.

How do I use BoR?

We recommend that instructors print out the document and review the document prior to developing the course syllabus. Instructors can then select specific resources for their courses based on their individual course goals, course format, and student needs. Since the BoRs are presented by competencies, the instructors may need to align the resources with their course schedules. For example, instructors may decide that the competency C in the BoR relates to the topics for Units 3 and 7. Thus, when planning for Units 3 or 7, the instructors will review the resources provided in Competency C and select those that they want to include in their teaching.

ECE 111: Infant and Toddler Theory and Practice

Recommended Syllabus & Bank of Resources

Recommended Syllabus

Course Title: ECE 111: Infant and Toddler Theory and Practice

Minimum Credit: 3

Day/Time:

Maximum Credit:

Instructor:

Status Notes: Prefix change, Course title change

Office:

Origin Notes: ACC

Phone:

Section:

E-mail:

Location:

Office Hours:

Required Textbook:

COURSE DESCRIPTION

Presents an overview of theories, applications (including observations), and issues pertinent to infant and toddler development in group and/or family settings. Includes state requirements for licensing, health, safety and nutrition. Focuses on birth through age three.

COURSE COMPETENCIES/OBJECTIVES

- A. Define the basic concepts of infant/toddler development
- B. Identify child development theories that guide our knowledge and practices
- C. Identify appropriate observations techniques and assessment tools.
- D. Explain the significance of health, safety, and nutrition practices pertaining to infants and toddlers.
- E. Explain how the many components of the environment promote quality pertaining to infants and toddlers.
- F. Utilize Colorado infant and toddler licensing regulations and quality indicators.
- G. Identify developmentally and culturally appropriate learning experiences.
- H. Identify legal and ethical requirements for referral, services in the natural environments and inclusion.
- I. Analyze the importance of collaboration with families and professionals.
- J. Analyze the importance of the role of responsive adult-child relationships as related to implementing instruction.

TOPICAL OUTLINE

1. Infant and Toddler Development

- a. Brain
- b. Cognitive
- c. Language
- d. Social/Emotional
- e. Motor
 - i. Small motor
 - ii. Large Motor
- f. Physical Characteristics
 - i. Small motor
 - ii. Large motor

2. Observations and Assessment

- a. Informal
- b. Formal (Standardized)
- 3. Health and Safety**
- 4. Nutrition**
- 5. Environment**
 - a. Physical
 - i. Indoor
 - ii. Outdoor
 - b. Social/Emotional
 - i. Positive Guidance
- 6. Licensing/Quality Indicators**
 - a. Colorado Rules and Regulations for Child Care
 - b. National Association for the Education of Young Children’s Accreditation Standards
 - c. National Association for Family Child Care Accreditation Standards
 - d. Colorado Quality Standards for Early Childhood Programs
 - e. Qualistar
 - f. Environment Rating Scales
- 7. Learning Experiences**
 - a. Daily routines
 - b. Sensory
 - c. Cognitive
 - d. Language/Literacy/Culture
 - e. Social/Emotional
 - f. Small/Large Motor
 - g. Outdoor
- 8. Inclusion**
 - a. Early Intervention Referral and Resources
- 9. Collaboration**
 - a. Families
 - b. Colleagues
 - c. Community and Society

NAEYC STANDARDS ADDRESSED IN THIS COURSE

Standard 1. Promoting child development and learning. Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children

Standard 2. Building family and community relationships. Candidates know about, understand, and value the importance and complex characteristics on children’s families and communities. They use this to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

Standard 3. Observing, documenting and assessing to support young children and families. Students know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal

relationships that support and empower families and to involve all families in their children's development and learning.

Standard 4. Using developmentally effective approaches to connect with children and families. Students will integrate their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

Standard 5. Using content knowledge to build meaningful curriculum. Students will use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

Standard 6. Becoming a professional. Students will identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

PARAPROFESSIONAL STANDARDS ADDRESSED

ECP1S1: Basic early childhood and early childhood special education terminology.

ECP1S3: Services consistent with family rights and procedural safeguards.

ECP4K2: The role of responsive adult-child relationships as related to implementing instruction.

ECP4S2: Integration and participation of young children and their families within early childhood settings.

ECP4S5: Promote a young child's positive sense of self and self-regulation.

ECP4S6: Strategies that promote successful transitions for young children.

ECP4S7: Effective, developmentally appropriate, instructional and facilitation strategies that are responsive to the child and family's learning style.

ECP5K1: Strategies to facilitate responsive adult-child relationships.

ECP5K3: Identify the possible communicative intent of behaviors of young children.

ECP5S2: Universal precautions to assist in maintaining a safe, healthy learning environment for young children and their families.

ECP5S4: Collaborate with families in using developmentally and functionally appropriate materials, equipment and environments to support young children learning.

ECP5S7: Promote self-regulation and independence in young children.

ECP6K1: Language and communication development in young children.

ECP6S6: Collaborate with families and early childhood professionals to respond to a young child's communicative intent and preferences, establish predictable routines, and facilitate communicative intentions.

ECP6S8: Communication systems for young children that support self-advocacy (e.g., standing up for oneself and needs, not be victimized).

ECP7K1: Purpose and components of Individualized Family Service Process (IFSP) and of Individualized Education Plan (IEP).

ECP7S4: Individualized intervention strategies appropriate to the abilities and needs of the young children as determined by the early childhood team.

ECP7S5: Developmentally and ability appropriate strategies, technology, activities and materials for young children.

EIP8K3: Role of the family in the assessment process.

ECP9K2: Personal and cultural biases and differences that affect one's practice.

ECP9S12: Reflect on one's performance for continuous improvement.

ECP10S1: Federal, state and local policies for confidential communication about early childhood team practices.

ASSIGNMENTS & ASSESSEMENT OF ASSIGNMENTS

- 1.
- 2.
- 3.

GRADING

In order to receive a course grade as indicated relative to the point distribution, all required activities and projects must be completed.

94% to 100% – A

90% to 93% – A-

87% to 89% – B+

83% to 86% – B

80% to 82% – B-

75% to 79% – C

74 and below – F

COURSE OUTLINE

Faculty will list the schedule of topics/requirements in this area. See [Bank of Resources](#) for suggestions.

| Week | Dates | Topics | Activities/Readings | Graded Assignments Due |
|------|-------|--------|---------------------|------------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |

| | | | | |
|----|--|--|--|--|
| 15 | | | | |
| | | | | |

STUDENT ETHICS & POLICY INFORMATION

Each community college must include policies regarding incomplete process, academic honesty, access, disability, communication, etc.

Bank of Resources

The following Bank of Resources table has suggested readings, ice breakers and assignments, websites, and video clips for each competency. Selected examples are available in the next section.

| Competency A: Basic concepts of infant/toddler development. | | | |
|--|--|---|--|
| Readings | Ice Breakers and Assignments | Websites | Video Clips |
| <p>Wittemer, D.S., & Petersen, S.H. (2010). Core Concepts of Prenatal, Infant, and Toddler Development [excerpt]. Retrieved from http://www.education.com/reference/article/core-concepts-prenatal-infant-toddler/</p> <p>National Early Childhood Technical Assistance Center, (2011). The importance of early intervention for infants and toddlers with disabilities and their families. Retrieved from http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf</p> | <p>Ice Breaker A1: Tell how a “young infant”, a “mobile infant”, or an older toddler might play with a toy and what he/she would be learning. What if the infant/toddler was demonstrating developmental delays or disabilities? What would you change about your answer?</p> <p><u>Assignment A2: 10 Core Concepts of Prenatal, Infant, and Toddler Development</u></p> | <p>Early Intervention/Early Childhood Special Education: Glossary of terms http://ectacenter.org/sysframe/glossary.asp</p> <p>Zero to Three www.zerotothree.org</p> <p>U.S. Department of Education-Office of Early Learning http://www2.ed.gov/about/offices/list/oese/oel/index.html</p> <p>Division for Early Childhood www.dec-sped.org</p> <p>National Association for the Education of Young Children www.naeyc.org</p> <p>National Head Start Association www.nhsa.org</p> | <p>The Secret Life of the Brain: The Baby’s Brain-Wider Than The Sky http://watchdocumentary.org/watch/the-secret-life-of-the-brain-episode-01-the-babys-brain-wider-than-the-sky-video_4323828a3.html</p> <p>Brain Development PowerPoint Presentation http://www.pitc.org/cs/pitcli_b/query/q/1273?type=ppt&x-o=0</p> <p>National Geographic. Science of Babies. https://www.youtube.com/watch?v=GV7pl7dWU3c</p> |

| | | | |
|--|--|---|---|
| | | Developmental timelines. http://www.parentingcounts.org/information/timeline/ | |
| Competency B: Child development theories that guide our knowledge and practices. | | | |
| Readings | Ice Breakers and Assignments | Websites | Video Clips |
| <p>Influences On Early Childhood Development Jennifer Grisham-Brown (2009). http://www.education.com/reference/article/early-childhood-development/</p> <p>Child Development Theories J. Aldridge. Goldman http://www.education.com/reference/article/child-development-changing-theories/</p> | <p>Ice Breaker B1: Jig saw activity: have student's identify which major theory of child development is matched with the individual who originated the theory: Gesell, Skinner, Piaget, Vygotsky, Maslow, Erikson, Ainsworth, Bowlby, Bronfenbrenner</p> <p><u>Assignment B2: Three Broad Categories of Development</u></p> <p>Assignment B3: Write a 1-2 page paper on how the following three child development theories can guide adults in making decisions about teaching and caring for all children? -Maturational Theory (Gesell, A.) -Environmental Theory</p> | <p>Theories of Child Development and Learning http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea7lk18.htm</p> <p>A Basic Introduction to Child Development Theories http://lrrpublic.cli.det.nsw.edu.au/lrrsecure/sites/lrrview/7401/documents/theories_outline.pdf</p> | <p>The Science of Early Childhood Development http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief_series/inbrief_science_of_ecd/</p> <p>Attachment Theory: The Essential Bond http://www.youtube.com/watch?v=kwxjfuPIArY</p> <p>Behaviorism http://www.youtube.com/watch?v=KxKfpKQzow8</p> <p>Piaget's Sensory Motor Stage http://www.youtube.com/watch?v=ue8y-JVhjS0&feature=related</p> <p>Cognitive Development in Infancy http://abavtooldev.pearsoncmg.com/myeducationlab/singlepl</p> |

| | | | |
|--|---|--|--|
| | <p>(Skinner) -Constructivist Theory (Piaget, Vygotsky) As there is not a single theory that is a complete account of development, identify common threads of the key developmental theories and give critiques of the theories. Is there one theory amongst these that refers to difference in development? Which one? How does it describe that?</p> | | <p>ay.php?projectID=mcdevitt.ormrod&clipID=Cognitive_Developmental_Infancy.flv</p> |
|--|---|--|--|

Competency C: Appropriate observation techniques and assessment tools.

| Readings | Ice Breakers and Assignments | Websites | Video Clips |
|---|--|---|--|
| <p>National Infant and Toddler Childcare Initiative, (2010). Infant/Toddler Development, Screening and Assessment. Retrieved from: http://www.zerotothree.org/public-policy/state-community-policy/niteci/multidisciplinary-consultant-module-2.pdf</p> <p>Head Start. Using What You Learn from Observation: A Form of Assessment</p> | <p>Ice Breaker C1: How quickly they forget activity: Students partner up and talk with another student. Then have them turn back to back and give a sheet with questions to answer such as eye color, hair color, length of hair, wearing glasses?, description of clothing, etc. Debrief if they were careful observers.</p> | <p>Learn the Signs: Act Early http://www.cdc.gov/ncbddd/actearly/concerned.html</p> <p>Early Intervention Colorado http://www.eicolorado.org/#sthash.EjJIESY.dpuf</p> <p>An example of an observation tool for infants and toddlers: Ages and Stages Questionnaire http://agesandstages.com/</p> | <p>Look at Me! Using Focused Child Observation with infants and toddlers http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/cde/saeo/LookatMeUsing.htm</p> <p>Authentic Assessment in Early Intervention http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessInEI_SA</p> |

| | | | |
|--|---|--|---|
| <p>http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd</p> <p>The National Dissemination Center for Children with Disabilities: An Overview of Early Intervention http://nichcy.org/babies/overview</p> <p>Developmental Screening, Assessment, and Evaluation: Key Elements for Individualizing Curricula for Early Head Start Programs http://www.zerotothree.org/child-development/mental-health-screening-assessment/the-power-of-play-1.pdf</p> <p>Forman, G., & Hall, E. (2005). Wondering with children: The importance of observation in early education. Retrieved from http://ecrp.uiuc.edu/v7n2/forman.html</p> | <p><u>Assignment C2: Child Observation</u></p> | | <p>asp</p> <p>Observing Young Children http://www.youtube.com/watch?v=t1Xtr3RKjGc</p> <p>Introduction to the Rating Observation Scale http://www.youtube.com/watch?v=O-SDG-8kRLE</p> <p>The Ounce: Skilled Teaching https://www.youtube.com/watch?v=ZUajb1Ll2qQ</p> |
|--|---|--|---|

Competency D: Significance of health, safety, and nutrition practices pertaining to infants and toddlers.

| Readings | Ice Breakers and Assignments | Websites | Video Clips |
|--|--|---|--|
| <p>DEC Position Statement Paper: Promoting the Health, Safety and Well Being of Young Children with Development Delays (2012). Retrieved from http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Health%20Position%20Statement.pdf</p> <p>Stepping stones for caring for our children: National health and safety performance standards; Guidelines for early care and education programs, 3rd Ed. (2013). Retrieved from: http://nrckids.org/index.cfm/products/stepping-stones-to-caring-for-our-children-3rd-edition-ss3/</p> <p>Bruns & Thompson (2011). Feeding Children with Disabilities: An Overview of Strategies and Specialized Interventions. Exceptional</p> | <p>Ice Breaker D1: Use glowgerm and black light to practice handwashing and/or diapering..</p> <p>Assignment D2: Choose a health, safety, or nutrition topic that you feel would be useful for families regarding infant or toddler (birth – 36 months) health, safety, or nutrition issues. Research the topic by reading widely on the chosen topic. At a minimum find information from at least three different resources. Create an informative brochure.</p> <p>Assignment D3: Develop a detailed training plan for infant-toddler caregivers on the topic of safe environments. Consider any of the following two special circumstances in your training plan: classroom that includes a child (a) with</p> | <p>National Resource Center for Health and Safety in Child Care and Early Education. http://nrckids.org/</p> <p>Feeling Matters https://www.feedingmatters.org/</p> <p>Zero to Three: Most Popular Resources on Health and Nutrition http://www.zerotothree.org/child-development/health-nutrition/professional-resources-on.html</p> <p>Early Head Start National Resource Center https://eclkc.ohs.acf.hhs.gov/hslc</p> <p>CDC Infants and Toddlers Safety in the Community http://www.cdc.gov/parents/infants/safety.html</p> <p>Some Health Risk Conditions in Infant/Toddlerhood: *Prematurity: http://www.marchofdimes.org/baby/low-birthweight.aspx *Second hand smoking:</p> | <p>Safe Child Care Video Series: https://www.virtuallabschool.org/management/safe-environments/lesson-3</p> <p>Infant Nutrition: http://www.thevisualmd.com/health_centers/child_health/infant_nutrition</p> <p>About Infant CPR: https://www.youtube.com/watch?v=fkZA-C0hj6E</p> |

| | | | |
|---|---|---|--|
| <p>Parent, 41, 12-1. http://eric.ed.gov/?id=EJ916466</p> | <p>visual impairment, (b) with hearing impairment, (c) who uses a wheel chair, (d) who has food allergies.</p> <p><u>Assignment D4:</u> <u>Program/Classroom Design</u></p> | <p>http://www.cdc.gov/tobacco/data_statistics/fact_sheets/secondhand_smoke/health_effects/ *Alcohol: http://www.mayoclinic.org/diseases-conditions/fetal-alcohol-syndrome/basics/symptoms/con-20021015</p> <p>Infant Toddler Diseases and Conditions http://www.cdc.gov/parents/infants/diseases_conditions.html</p> | |
|---|---|---|--|

Competency E: Many components of the environment promote quality care for infants and toddlers.

| Readings | Ice Breakers and Assignments | Websites | Video Clips |
|--|--|--|--|
| <p>Stonehouse, A. (1994). The golden rule for child care: Treating children as we want them to treat us. Child Care Information Exchange, 86-86.</p> <p>Conn-Powers, M., Cross, A. F., Traub, E. K., & Hutter-Pishgahi, L. (2006). The universal design for early education: Moving forward for all children. Young Children, 1-9.</p> <p>Lally, R. (1990). A guide to setting up Environments: Infant/Toddler Caregiving. Retrieved from http://clas.uiuc.edu/fulltext/cl03267/cl03267.html</p> <p>Torelli, L. & Durrett, C. (2008). Landscape for learning: The impact of classroom design for infants and toddlers. Retrieved from http://www.earlychildhoodnews.com/earlychildhood/article</p> | <p>Assignment E1: Research optimum environments to promote quality care for infants and toddlers. What does quality care look like for infants and toddlers?</p> <p>Assignment E2: Rearrange a Classroom</p> <p>Assignment E3: Develop a detailed training plan for infant-toddler caregivers on the topic of safe environments. Consider any of the following two special circumstances in your training plan: classroom that includes a child (a) with visual impairment, (b) with hearing impairment, (c) who uses a wheel chair, (d) who has food allergies.</p> | <p>Accommodating All Children in the Early Childhood Classroom http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/program%20planning/accessibility/accommodatingall.htm</p> <p>Zero to Three: Caring for Infants and Toddlers in Groups http://www.zerotothree.org/early-care-education/child-care/caring-for-infants-and-toddlers-in-groups.html</p> | <p>Child Care Environment http://www.youtube.com/watch?v=PGy1QQEry2Y</p> <p>Selecting Quality Child Care for Infants and Toddlers. http://www.youtube.com/watch?v=J7xziqnAQ3U</p> <p>NAEYC Accreditation-The Right Choice for Kids http://www.bing.com/videos/search?q=quality+care+environments+for+infants+and+toddlers&view=detail&mid=872840E1FB289C32E283872840E1FB289C32E283&first=0&FORM=NVPFVR&qv=quality+care+environments+for+infants+and+toddlers</p> <p>Bilingual Infant/Toddler Environment: Supporting Languages and Learning in Our Youngest Children https://www.comminit.com/?q=early-child/node/189030</p> |

| | | | |
|--|--|--|---|
| view.aspx?ArticleID=238 | | | <p>Communities of Practice in Autism http://www.youtube.com/watch?v=37N0I1xNOLM</p> <p>Parent child interaction: http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=mcdevitt.ormrod&clipID=Literacy_Infanicy.flv</p> |
|--|--|--|---|

Competency F: Colorado infant and toddler licensing regulations and quality indicators

| Readings | Ice Breakers and Assignments | Websites | Video Clips |
|--|---|--|--|
| <p>Designing Quality Rating and Improvement Systems Inclusive of Infants and Toddlers http://www.zerotothree.org/public-policy/state-community-policy/nitcci/qr-is-design-elements-for-infant-and-toddlers.pdf</p> <p>Infant/Toddler Development, Screening, and Assessment http://www.zerotothree.org/public-policy/state-community-policy/nitcci/multidisciplinary-</p> | <p>Icebreaker F1: Discuss the following questions: -What does ‘quality’ mean? -Why is a quality environment important for infants/toddlers?’</p> <p>Assignment F2: Rating and Recommendations</p> | <p>Colorado Office of Early Childhood: Rules and Regulations http://www.coloradoofficeofearlychildhood.com/#!/rules-and-regulations/c86y</p> <p>Colorado Office of Early Childhood: Quality Improvement (QI) Initiatives http://www.coloradoofficeofearlychildhood.com/#!/quality-improvementinitiatives/chem</p> | <p>Providing Quality Care Matters http://coloradoshines.force.com/ColoradoShines/website_program_menu?p=ProvidingQualityCareMatters</p> |

| <p>consultant-module-2.pdf</p> <p>Development Screening Assessment, and Evaluation: Key Elements for Individualizing Curricula in Early Head Start Programs http://www.zerotothree.org/child-development/mental-health-screening-assessment/thepowerofplay-1.pdf</p> | | | |
|--|---|--|---|
| Competency G: Developmentally and culturally appropriate learning experiences. | | | |
| Readings | Ice Breakers and Assignments | Websites | Video Clips |
| <p>MI-AIMH Infant Mental Health http://mi-aimh.org/michigan-coalition-for-children-families/</p> <p>EC Rating and Improvement System Pilot Approved Curricula and Instruction Assessment 2012 http://ndc.ndgrowingfutures.org/files/pdf/ApprovedCurriculaandAssessment.pdf</p> | <p>Ice Breaker G1: Reflect and talk about how you would adapt an infant and/or toddler environment to be culturally sensitive to families and children of other cultures.</p> <p>Assignment G2: Culturally Responsive Teaching</p> | <p>National Infant & Toddler Child Care Initiative Resource Archive http://www.zerotothree.org/public-policy/state-community-policy/national-infant-toddler.html</p> | <p>Music Culture, and Early Childhood Development http://www.youtube.com/watch?v=DOM8Z2UQKR4</p> <p>Education: Culture Matters http://www.youtube.com/watch?v=6YAPRsDEOsU</p> <p>Culturally Sensitive Child Care http://www.youtube.com/watch?v=Bw_9z_m6EFQ</p> |

Competency H: Legal and ethical requirements for referral, services in the natural environments and inclusion

| Readings | Ice Breakers and Assignments | Websites | Video Clips |
|--|---|--|-------------|
| <p>IFSP and Transition Regulations http://www.ideainfanttoddler.org/pdf/IFSP_and_Transition_Regulations.pdf</p> <p>Natural Environments Correlations with Federal Regulations, Policies and Procedures and OSEP Policy Letters http://www.infantva.org/documents/pr-NaturalEnvironment.pdf</p> <p>IDEA Part C and the Natural Environment Requirements http://www.healthandwelfare.idaho.gov/Portals/Rainbow/Manuals/FACS/TTP_eManual/IDEA_and_Part_C_Natural_Environment_Requirements.htm</p> <p>DEC and NAEYC Joint Position Statement on Inclusion http://www.naeyc.org/files/nae</p> | <p>Assignment H1: Reflection on Natural Environments Reflect on why services are better delivered to infants and toddler in the natural environment. How can the family facilitate and reinforce the providers' services?</p> | <p>IDEA and Part C Natural Environment Requirements http://www.healthandwelfare.idaho.gov/Portals/Rainbow/Manuals/FACS/TTP_eManual/IDEA_and_Part_C_Natural_Environment_Requirements.htm</p> <p>American with Disabilities Act and Compliance in Child Care http://www.ada.gov/childqanda.htm</p> | |

| yc/file/positions/DEC_NAEYC_EC_updatedKS.pdf | | | |
|---|---|--|--|
| Competency I: Importance of collaboration with families and professionals. | | | |
| Readings | Ice Breakers and Assignments | Websites | Video Clips |
| <p>Family Guidebook from Early Intervention Colorado http://www.directionservice.org/cadre/exemplar/artifacts/CO-4%20EI%20Guidebook%20I%20ENGLISH-FINAL.pdf</p> | <p>Assignment I1: Observe the provision of services in the natural environment and discuss the dynamics between the provider and the family. Write three key factors you observed that served as relationship builders between the provider and the family.</p> <p>Assignment I2: Applying the DEC Recommended Family Practices</p> | <p>Early Intervention Colorado’s Public Awareness Documents http://www.eicolorado.org/index.cfm?fuseaction=Documents.content&linkid=275</p> <p>Websites on Family/Professional Collaboration: http://www.ncset.org/topics/family/websites.asp?topic=29</p> <p>Early Intervention Family Alliance http://eifamilyalliance.org/</p> | <p>DEC Recommended Practices: Share the Knowledge with Families http://www.dec-sped.org/rpvideos</p> |

Selected Examples of Assignments

Competency A: Basic concepts of infant/toddler development

Assignment A2: 10 Core Concepts of Prenatal, Infant, and Toddler Development

Reflect in a class journal on the following 10 Core Concepts of Prenatal, Infant, and Toddler Development (2010) and how they are interconnected. For example, discuss how core #2 would affect core #1. Provide examples to substantiate how the core concepts are interconnected.

Below are the ten core concepts:

1. Both Nature and Nurture Affect Children's Development (Both play their parts in shaping who the infant will become)
2. Culture Influences Development and Child-Rearing Beliefs and Practices
3. Self-Regulation Is an Important Indicator of Development
4. Children Contribute to Their Own Development Through Active Exploration
5. Human Relationships, and the Effects of Relationships on Relationships, Are the Building Blocks of Healthy Development
6. There Is a Broad Range of Individual Differences
7. The Development of Children Is Both Continuous and Discontinuous
8. Infants and Toddlers Are Both Vulnerable and Resilient
9. The Timing of Early Experiences Can Matter and Children Are Open to Change
10. Early Intervention Can Make a Difference

Competency B: Child Development Theories that Guide Our Knowledge and Practices

Assignment B2: Three Broad Categories of Development

Development is generally divided into three broad categories: physical development, cognitive development, and social emotional development. In your class journal, reflect on and give examples of what supports an infant/toddler would need to foster adequate development in the three categories. What theorists come to mind when you speak about development in each category? What if one or more of these categories showed a delay in development? Would the recommended supports be different?

Physical Development

Cognitive Development

Social-Emotional Development

Competency C: Appropriate observation techniques and assessment tools.

Assignment C2: Child Observation

1. Complete an objective observation of an infant or toddler. Ensure all domains of learning are addressed.
2. Develop 3 goals for this child's development.
 - a.
 - b.
 - c.
3. Based on those 3 goals, describe a responsive plan that you would incorporate into that child's day to lure the child forward in development. Include responsive interactions, environment, toys, materials, and experiences that would support this plan. Also, include how you would work with the family.

Competency D: Significance of health, safety, and nutrition practices pertaining to infants and toddlers.

Assignment D4: Program/Classroom Design

Design either a prenatal program or an infant/toddler classroom. Consider the diverse needs of children such as speech/language, cognitive, social/emotional, and physical needs in your design. Here are some questions to consider:

- What environmental factors contribute to the optimum development of infants and toddlers?
- What teaching practices would you institute?
- How would you partner with families to support children?
- What would you do to ensure that children with special and diverse needs can actively participate in the classroom?
- Also, consider how this environment may support greater interaction amongst children and adults in the classroom. [Consider child-child, child to adult, and adult to adult interactions].

Competency E: Many components of the environment promote quality care for infants and toddlers.

Assignment E2: Rearrange a Classroom

Rearrange a childcare room or childcare setting for infants and toddlers. Create drawings of before and after or take photographs to document changes. Rearrange the setting to better meet the needs of the children in terms of accessibility, health and safety. Consider specific changes you may make if you have a child with visual impairment, hearing impairment, sensory integration issues or a child who uses a wheelchair. Explain the changes you made and include the reasons for the changes.

Before

After

Reasons for Change

Competency F: Colorado infant and toddler licensing regulations and quality indicators.

Assignment F2: Rating and Recommendations

Use the Colorado licensing rules and regulations and quality standards to rate an infant/toddler classroom. Using the data you have collected, write three recommendations that would improve the quality and licensing compliance of the room.

Observations

Three Recommendations

1.

2.

3.

Competency G: Developmentally and culturally appropriate learning experiences.
Assignment G2: Culturally Responsive Teaching

How do you integrate the child's culture into learning experiences?

How would you alter the classroom environment to make it more inclusive and culturally responsive?

How do you partner with families to create a more consistent learning experience between home and school?

What steps would you take to learn about a child's culture?

If a different language is spoken at home, what would you do to communicate with the family and support the child's language and literacy in the infant toddler program?

Competency H: Legal and ethical requirements for referral, services in the natural environments and inclusion

Assignment H1: Reflection on Natural Environments

Reflect on why services are better delivered to infants and toddler in the natural environment. How can the family facilitate and reinforce the providers' services?

What information would you gather to better support the child in the infant toddler program?

What resources, tools, or strategies would you provide to families to create consistent learning environment?

Competency I: Importance of collaboration with families and professionals.
Assignment I2: Applying the DEC Recommended Family Practices

The DEC Recommended Practices offer three types of family practices: (a) family-centered, (b) family capacity-building, and (c) family and professional collaboration. DEC (2014) defines these three areas as:

Family-centered practices: Practices that treat families with dignity and respect; are individualized, flexible, and responsive to each family’s unique circumstances; provide family members complete and unbiased information to make informed decisions; and involve family members in acting on choices to strengthen child, parent, and family functioning

Family capacity-building practices: Practices that include the participatory opportunities and experiences afforded to families to strengthen existing parenting knowledge and skills and promote the development of new parenting abilities that enhance parenting self-efficacy beliefs and practices.

Family and professional collaboration: Practices that build relationships between families and professionals who work together to achieve mutually agreed upon outcomes and goals that promote family competencies and support the development of the child.

For more information on these practices, visit:

<http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf>

What family-centered practices would you use?

What are some ways to support family capacity-building?

As a professional, how do you create a strong partnership with families?

Recommended Books

- Butte, N., Cobb, K., Dwyer, J., Graney, L., Heird, W., Rickard, K. (2004)
The Start Healthy Feeding Guidelines for Infants and Toddlers
- Hyun, E. (1998). Making sense of developmentally and culturally appropriate practice (DCAP) in early childhood education. P. Lang.
- Lally, R., Mangione, P.L., & Greenwald, D. (Eds.). (2006). *Concepts for care: 20 Essays on infant/toddler development and learning*. San Francisco, CA: WestEd.
- Martin, S., & Berke, J. E. (2007). *See how they grow: Infants and toddlers*. Wadsworth Publishing Company.
- National Head Start Association. (2014). Frameworks for Response to Intervention in Early Childhood Description and Implications. *Communication Disorders Quarterly*, 35(2), 108-119.