Incorporating the MA Early Learning Guidelines for Infants and Toddlers in Your Program

Course Study Guide
Self-Study

Designed by:
THE INSTITUTE FOR EDUCATION AND PROFESSIONAL DEVELOPMENT
Welcome to the 15 hours course, *Incorporating the MA Early Learning Guidelines for Infants and Toddlers in Your Program.*
**Brief Description of the course:**
The first three years of life area a time of rapid brain development and learning. This time is critically important for infants and toddlers as they develop foundations for learning. The purpose of the Early Learning Guidelines (ELG) for Infants and Toddlers is to provide a comprehensive view of the development of infants and toddlers while documenting experiences that support this development. The Guidelines focus on the relationship between the child and all significant adults in the child’s world. This course will provide direction on using these Guidelines to support your work with infants and toddlers.

**The course will include the following modules:**
This 15 hour course is divided into 3 modules which are 5 hours in length. Each module consists of two, 2.5 hour sessions.

The content of each module is based upon the understanding that each child is an individual with diverse needs. The course articulates a responsive and intentional teaching approach to caring for and educating infants and toddlers. Respecting various family compositions, their cultural backgrounds and languages, as well as learning styles and temperaments, rates of learning, and special needs or delays a child may experience are the foundation of this course.

There are two sessions within each module. Each session will provide an overview of development, alignment with the Guidelines, and learning tasks designed to support developing knowledge and skills. Learning tasks include; reflection, self-assessment of current perceptions and practices, reading, research, observation of children in care, implementing learning tasks, and collaboration with others (peers, families, community members). The evaluation methods are listed in this guide and include pre and post assessment designed to measure an increase and change in knowledge and skills.

### 1. Module 1: 5 hours

**Session 1: Exploring the ELG for Infants and Toddlers**
Students will explore the Early Learning Guidelines for Infants and Toddlers including the format and structure, Guiding Principles, and use of the Guidelines in various settings. Students will reflect upon and build expertise in identifying and implementing the elements of a strength-based approach to caring for and supporting and promoting infant and toddler learning.

**Session 2: Social and Emotional Development**
Healthy Social and Emotional development refers to a child’s developing capacity to experience, regulate, and express a full range of positive and negative emotions in socially and culturally appropriate ways. Content in this session includes an overview of the significance of individual differences, supporting children with special needs, and the influence of culture on children’s social and emotional development.
2. Module 2:  5 hours
   Session 1: Cognitive Development
   Students will explore cognitive development incorporating research on brain
development. The value of responsive interactions and rich learning experiences will
be an important element in this session.

   Session 2: Language and Communication Development
   Session 2: Learning to communicate is the result of cumulative experiences from birth
on. This session will cover receptive and expressive language development along with
strategies to support dual language learners and their families.

3. Module 3:  5 hours
   Session 1: Physical Health and Well-Being
   Students will explore the developmental domains of physical health and well-being of
the Guidelines. This session will provide information on supporting children’s health
through physical activity and nutritional practices. The correlation between children’s
physical wellbeing, health and motor development and school readiness will be
discussed along with strategies to promote obesity prevention.

   Session 2: Beyond the Basics: Best Practices and conclusion
   Students will review and strategize the use of the section of the Guidelines: Beyond
the Basics: Best Practices. Students will review this section and select one of the
following topics to increase knowledge: primary caregivers and continuity of care,
interactions, progress reports, supporting language development, behavior guidance,
physical activity and obesity prevention, partnerships with families, or meeting the
needs of diverse learners.

Achievement Based Learning Outcomes:
In this course, students will:
1. Analyze current perceptions and practices and areas of growth regarding infant and
toddler care and education.
2. Describe and discuss the content and format of the Early Learning Guidelines for
Infants and Toddlers.
3. Identify children’s learning and interactions styles through observation and
recording.
4. Interpret data collected through child observations to determine learning
experiences which support children’s unique strengths and characteristics including
children with special needs, children with developmental delays, and dual language
learners.
5. Assess and articulate how the adult’s cultural competence impacts children’s
development and learning.
6. Describe the influence of experience and interactions on brain development.
7. Examine the importance of family engagement in the program and the impact on
children’s development and learning.
8. Examine and articulate the influence of language and culture on development and
learning.
9. Plan activities that support the physical development of all children including those with special needs, physical limitations, or developmental delays.
10. Analyze current nutritional practices and identify activities to promote healthy eating while supporting children with special needs, delays, or dietary needs.
11. Identify and share community resources with peers and families.
12. Integrate the ELG for Infants and Toddlers and child observation to design an action plan to support physical health and well-being of the children and families in the program.
13. Utilize knowledge learned to improve education and care offered to Infants and Toddlers.
14. Apply new knowledge into work with infants, toddlers, peers, and families.
15. Assess professional development needs and conduct research to increase knowledge.

Assessment Activities:
1. Modules 1-3:
   a. Students will complete a pre-assessment at the beginning of each module and a post assessment at the conclusion of each module. This form is designed to assess current knowledge at the onset of the module and any increase knowledge at the conclusion of the module.
   b. Students will complete a “One Step at a Time” Planning Template at the conclusion of Modules 1 and 2. Students will complete the “Implementation Action Plan” at the conclusion of Module 3. These templates are designed to facilitate application of new knowledge to practice.
2. Module 1:
   a. Students will reflect on current practice.
   b. Students will review the ELG for Infants and Toddlers and complete a Format Matching Game in Module 1.
   c. Students will select an area of the ELG to share with a peer
   d. Students will complete a Child Observation
   e. Students will offer a Supportive Learning Experience
3. Module 2:
   a. Students will research brain development and complete the Baby Brain Map Activity.
   b. Students will complete the Family Engagement Inventory and offer one activity to families in the program.
   c. Students will complete the Language and Culture Questionnaire and articulate strengths, challenges, and strategies to overcome those challenges.
   d. Students will complete a Child Observation
   e. Students will offer a Supportive Learning Experience
4. Module 3:
   a. Students will select and offer a physical learning activity with children.
   b. Students will select and offer a nutrition learning activity with children.
   c. Students will complete a Child Observation
   d. Students will offer a Supportive Learning Experience
   e. Students will identify two community resources

5. Culminating Activities:
   a. Students will complete the Implementation Action Plan.

Evaluation
Level 1: Self-Study
Students will self-assess. It is recommended that this course be completed with a peer in order to share information and learning. Self-Study work will not be evaluated by an instructor.
Module 1

Introduction to the ELG for Infants and Toddlers and Social and Emotional Development

Description:

Session 1: Students will explore the Early Learning Guidelines for Infants and Toddlers including the format and structure, Guiding Principles, and use of the Guidelines in various settings. Students will reflect upon and build expertise in identifying and implementing the elements of a strength-based approach to caring for and supporting and promoting infant and toddler learning.

Session 2: Healthy social and emotional development refers to a child’s developing capacity to experience, regulate, and express a full range of positive and negative emotions in socially and culturally appropriate ways. Content in this session includes an overview of the significance of individual differences, supporting children with special needs, and the influence of culture on children’s social and emotional development.

Achievement Based Outcomes

During Module 1, students will:

1. Analyze current perceptions and practices and articulate areas of growth regarding infant and toddler care and education.
2. Describe and discuss the content and format of the ELG for Infants and Toddlers.
3. Identify children’s learning and interaction styles through observation and recording.
4. Interpret data collected through child observations to determine learning experience which support each child’s unique strengths and characteristics including children with special needs, developmental delays and dual language learners.
5. Assess and articulate how the adult’s cultural competence affects children’s development and learning.
Pre-Assessment – Module 1

Name: ____________________________    Date: __________________________

Please complete this before beginning your work on Module 1.

1. Please describe your understanding of the purpose of the Early Learning Guidelines for Infants and Toddlers:

2. How do you think you will use the ELG for Infants and Toddlers in your program?

3. Do you use the ELG for Preschool in your program? How are they used? (You can ask preschool teachers or your Director if you are in a center based program).

4. Please describe quality infant and toddler education and care? What’s important?

5. Please describe what you do with infants and toddlers in your program that you think are important in promoting quality.
Module 1: Session 1
Introduction to the Early Learning Guidelines for Infants and Toddlers

<table>
<thead>
<tr>
<th>Achievement Based Outcomes</th>
<th>Reading</th>
<th>Learning Tasks</th>
</tr>
</thead>
</table>
| 1  | Describe and discuss the content and format of the ELG for Infants and Toddlers. | Read Pages 6-16 and review format of the guidelines. | 1. Complete pre-assessment  
2. Complete reflection sheet on current practice and strategies for improvement after reading the guidelines (pgs. 6-16)  
3. Complete the Format Matching Game  
4. Select one area of the Guidelines to share with a colleague or peer  
5. Explore the Zero to Three website – www.zerotothree.org and provide a summary of available resources for parents |
| 2  | Analyze current perceptions and practices and articulate areas of growth regarding infant and toddler care and education. | Refer to reading above |

Resources:


<table>
<thead>
<tr>
<th>What I do now</th>
<th>What I would like to do differently</th>
<th>Strategies for change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how you plan for infants and toddlers? (curriculum, environment, learning materials and activities) Description:</td>
<td>Ideas for change:</td>
<td>How I could accomplish this:</td>
</tr>
</tbody>
</table>

Refer to the Guidelines and describe what you do now to plan for individual children (as opposed to the group) Description: | Ideas for change: | How I could accomplish this: |

Describe how your currently involve families in the education and care of children in your program Description: | Ideas for change:
**Format Matching Game – Module 1, Session 1**

Name: ____________________________  Date: __________________

<table>
<thead>
<tr>
<th>Format Matching Game</th>
<th>Write the letter of the correct answer on the line</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____Title of the document for this course</td>
<td>A. Social-Emotional, Language and Communication, Cognitive, Physical Health and Well-Being, and Approaches to Learning.</td>
</tr>
<tr>
<td>_____Age ranges for infants</td>
<td>B. Massachusetts Early Learning Guidelines for Infants and Toddlers</td>
</tr>
<tr>
<td>_____Age ranges for toddlers</td>
<td>C. Divided into four main sections: Early Learning Guidelines for Infants, Early Learning Guidelines for Toddlers, Identification of specific EEC regulations and technical assistance, and glossary and bibliography/resource list.</td>
</tr>
<tr>
<td>_____Developmental domains covered</td>
<td>D. Birth to fifteen months</td>
</tr>
<tr>
<td>_____Number of Guiding Principles</td>
<td>E. …to provide a comprehensive view of the development of infants and toddlers while documenting the experiences that support this development.</td>
</tr>
<tr>
<td>_____Purpose of the Guidelines</td>
<td>F. This section examines regulations and the rationale behind the regulations. These meet or exceed regulations and are research based demonstrating practices to support growth and development.</td>
</tr>
<tr>
<td>_____The Structure of the Guidelines</td>
<td>G. Eight</td>
</tr>
<tr>
<td>_____Alignment with Preschool Early Learning Experiences</td>
<td>H. The ELG for Infants and Toddlers are the foundation for all guidelines and these align with the Preschool Guidelines showing the continuum of development. Both help educators and parents understand and track children’s progress.</td>
</tr>
<tr>
<td>_____Use of Beyond the Basics: Best Practices</td>
<td>I. Twelve to 33/36 months</td>
</tr>
</tbody>
</table>
### Module 1: Session 2

**Infant and Toddler Social and Emotional Development**

<table>
<thead>
<tr>
<th>Achievement Based Outcomes</th>
<th>Reading</th>
<th>Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify children’s learning and interactions styles through observation and recording.</td>
<td>Read pages 19-33 and pages 90-105 ELG (.25)</td>
</tr>
<tr>
<td>2</td>
<td>Interpret data collected through child observations to determine learning experience which support each child’s unique strengths and characteristics including children with special needs, developmental delays and dual language learners.</td>
<td>Read pages 168-199 ELG (.25)</td>
</tr>
<tr>
<td>3</td>
<td>Assess and articulate how the adult’s culture competence affects children’s development and learning.</td>
<td>Review Cultural Competence self-assessment (see next column, #2)</td>
</tr>
</tbody>
</table>

**Resources:**
Child Observation – Module 1, Session 2

Name: __________________________ Date: __________________

Select an infant or toddler to observe for 10 minutes. Write down what you see and what the child babbles or says. Complete the information below.

Child’s Age: __________________________ Is the child male or female (circle)
Child’s Ethnicity: __________________________ Home Language: ____________

Observation Notes

Observe with all of your senses when possible: What do you see, smell, feel, and hear? Do not interact with the child, sit to the side and observe. Write the facts (what you see, hear, smell, and feel physically); do not write your interpretation at this point.

Response to the Observation: Please type out this section with your name and the date on the top of the page – attach to the observation sheet above when submitting to your instructor
1. What was the child doing?
2. What or who was the child playing with?
3. Did you perceive the child was enjoying the activity? How do you know?

Based upon the child’s interactions and play, review pages 19-30 (infants) or 90-100 (toddlers) and complete the Learning Activity Planning Template.
Module 1, Session 2

Learning Activity Planning Template: Social and Emotional Development

Select and offer one Supportive Learning Experience on Social and Emotional Development (refer to this section in the ELG).

Your name: ____________________________ Date: __________________

1. Outcome: What do you hope children will learn from this activity? Refer to the indicators in the ELG for Infants and Toddlers:

2. List the Suggested Supportive Learning Experiences you will offer:

3. List your ideas for additional learning experiences that will support the outcome you listed in #1:

4. Offer the activity and respond:
   a. How did the children react to the activity (observe, ask)
   b. What changes would you make to improve this learning experience?
   c. How could you adapt this experience to support a child with special needs (such as a child with a visual impairment)?

5. What activities will you offer to support learning in this area?

6. Additional Comments:
## Cultural Competence Self-Assessment Checklist

**Module 1, Session 2**

Name: ____________________________ Date: ______________________

### MY VALUES AND ATTITUDES

**DIRECTIONS**
Please select A, B, or C for each of the items presented in this checklist. Describe strategies for your individual growth and improvement in the right hand column.

<table>
<thead>
<tr>
<th></th>
<th>My Response</th>
<th>My plan to improve my cultural competence in this area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I try to understand another person’s point of view when in conflict with my own.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I avoid imposing insisting on my own way of doing things when these may be in conflict or be inconsistent with those of cultures or ethnic groups other than my own.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I learn about other cultures by reading, observing and asking about what makes people feel comfortable as well as what they want for their children to build my own awareness about perspectives and beliefs different from my own.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>As children are learning about differences, we read books about diverse families, individuals, cultures, and other areas that support honoring differences.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>If a child uses a racial and ethnic slur, I help them to understand that certain words can hurt others. I reinforce the value of differences.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I intervene in an appropriate manner when I observe individuals engaging in behaviors that show cultural insensitivity, bias or prejudice.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I recognize and accept that individuals from culturally diverse backgrounds may desire varying degrees of acculturation into the dominant culture.</td>
<td></td>
</tr>
</tbody>
</table>

A = Things I do frequently  B = Things I do occasionally  C = Things I do rarely or never
<table>
<thead>
<tr>
<th>A = Things I do frequently</th>
<th>B = Things I do occasionally</th>
<th>C = Things I do rarely or never</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My Response</strong></td>
<td><strong>My Plan - To increase my cultural competence</strong></td>
<td></td>
</tr>
<tr>
<td><strong>8</strong> I understand and accept that family is defined differently by different cultures (e.g., extended family members, fictive kin, and godparents).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9</strong> I accept and respect that among different cultural groups male-female roles in families may vary significantly (e.g., who makes major decisions for the family, play and social interactions expected of male and female children).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10</strong> I understand that age and life cycle factors must be considered in interactions with families (e.g., high value placed on the decisions or childrearing practices of elders or the role of the eldest female in the family).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11</strong> Even though my professional or moral viewpoints may differ, I accept the family/parents as the ultimate decision makers for services and supports for their children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12</strong> I accept that religion, spirituality, and other beliefs may influence how families respond to illness, disease, and death.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>13</strong> I understand that the health care practices of families served may be rooted in cultural traditions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14</strong> I recognize and understand that beliefs and concepts of mental health or emotional well-being, particularly for infants and young children, vary significantly from culture to culture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15</strong> I recognize and accept that familial folklore, religious, or spiritual beliefs may influence a family’s reaction and approach to a child born with a disability or later diagnosed with a disability or special health care need.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A = Things I do frequently</td>
<td>B = Things I do occasionally</td>
<td>C = Things I do rarely or never</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>My Response</strong></td>
<td><strong>My Plan - To increase my cultural competence</strong></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I understand that beliefs about mental illness and emotional disability are culturally-based.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I accept that culture has a great influence on how parents, families and communities respond to these conditions and related treatment/interventions.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I recognize that the meaning or value of early learning, early childhood education, early intervention, and/or school readiness may vary greatly among cultures.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I understand that traditional approaches to disciplining children are influenced by culture.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>I understand that families from different cultural backgrounds will have different expectations of their children for acquiring toileting, dressing, feeding, and other self-help skills.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>I accept and respect that customs and beliefs about food, its value, preparation, and use are different from culture to culture.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>I seek information on acceptable behaviors, courtesies, customs, and expectations that are unique to families of specific cultural groups served in my early childhood program or setting.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>I review my programs or agency’s mission statement, goals, policies, and procedures to ensure that they include principles and practices that promote cultural diversity, cultural competence and linguistic competence.</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>I seek information from family members or other key community informants that will assist me to respond effectively to the needs and preferences of culturally and linguistically diverse children and families served in my program.</td>
<td></td>
</tr>
</tbody>
</table>
One Step at a Time Goal Sheet – Module 1

Name: ____________________________ Date: __________________________

Please select one goal that you will implement within the next week after your review of the Guidelines:

By __________, I will do the following:

Signature: __________________________ Date: __________________________

Self-evaluation

1. Was the above goal achieved? Yes No

2. Why or why not:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

3. Date it was completed: __________________________

4. Notes:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Incorporating the MA ELG for Infants and Toddlers in Your Program, 2011 –Self Study
Post-Assessment – Module 1

Name: ____________________________ Date: ______________________

Please complete this after you finish your work on Module 1.

1. Describe how your understanding of the purpose of the Early Learning Guidelines for Infants and Toddlers has changed:

2. After reviewing the ELG for Infants and Toddlers, how do you think they can be used in your program and/or work with infants and toddlers?

3. Describe how you can link your use of the ELG for Infants and Toddlers with the ELG for Preschool? (the next step for toddlers is moving onto preschool – how can you link your work with what happens “next?”)

4. Has your view of quality infant and toddler education and care changed after reading these guidelines? What’s different?

5. Please describe what you would change in your work with infants and toddlers after reviewing the Guidelines.
Description:
*Session 1:* Students will explore cognitive development incorporating research on brain development. The value of responsive interactions and rich learning experiences will be an important element in this session.

*Session 2:* Learning to communicate is the result of cumulative experiences beginning at birth and throughout life. This session will cover receptive and expressive language development along with strategies to support dual language learners and their families.

Achievement Based Outcomes

During Module 2, students will:

1. Analyze current perceptions and practices and areas of growth regarding infant and toddler care and education.
2. Describe and discuss the content and format of the Early Learning Guidelines for Infants and Toddlers.
3. Recognize the individuality of each child and his/her needs learning and interaction styles.
4. Interpret data collected through child observations to determine learning experiences which support children's unique strengths and characteristics including children with special needs, children with developmental delays, and dual language learners.
5. Describe the influence of experience and interactions on brain development.
6. Examine the importance of family engagement in the program and the impact on children's development and learning.
7. Examine and articulate the influence of language and culture on development and learning.
Pre-Assessment – Module 2

Name: ____________________________ Date: ____________________________

Please complete this before beginning your work on Module 2.

1) When does brain development begin?

2) Please describe your view of which plays a more important role in brain development, nature (genes) or nurture (environment)?

3) Does experience change the actual structure of the brain? Please support your answer.

4) What is your understanding of cross-cultural engagement?

5) When communicating and supporting parents from different cultural backgrounds, what steps would you take to stimulate and increase communication?
### Module 2: Session 1
**Infant and Toddler Cognitive Development**

<table>
<thead>
<tr>
<th>Achievement Based Outcomes</th>
<th>Reading</th>
<th>Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the influence of experience and interactions on brain development. (see <em>Baby Brain Map</em> link in resources).</td>
<td>Read pages 50-68 and pages 124-147 (.5)</td>
<td>1. Complete Pre-Assessment (.25)</td>
</tr>
<tr>
<td>Recognize the individuality of each child and his/her needs learning and interaction styles.</td>
<td></td>
<td>2. Complete Baby Brain Map activity on the Zero to Three Website and complete response sheet – select cognition and language (.5)</td>
</tr>
<tr>
<td>Interpret data collected through child observations to determine learning experiences which support children's unique strengths and characteristics including children with special needs, children with developmental delays, and dual language learners.</td>
<td></td>
<td>3. Offer one Supportive Learning Experience to children, observe response and scaffold that activity to another activity. (.75)</td>
</tr>
<tr>
<td>Examine the importance of family engagement in the program and the impact on children's development and learning.</td>
<td></td>
<td>4. Complete the Family Engagement Inventory on your own or with a peer (see #2 in resources) (.5)</td>
</tr>
</tbody>
</table>

**Resources:**
Brain Map Response Sheet
Module 2, Session 1

Name: ____________________________ Date: ______________________

Instructions:

Access the baby brain map activity from the Zero to Three website:
Cut and paste into your browser:

- Select an age range for your review
- Select cognition and learning on the picture of the brain.
- Read the question and click on it – the answer will appear
- Review “what you can do”
- Select an activity or interaction to offer to the children in your group.

1) List two things that you learned from this activity about brain development:
a.

b.

2) What surprised you?

3) What do you want to know more about?

4) Describe the activity your offered?

5) What was the child(ren)’s reaction?
Module 2, Session 1

Learning Activity Planning Template: Cognitive Development

Instructions:
Select and offer one Cognitive Supportive Learning Experience (complete Learning Activity Planning Template) to children (pages 51-65 for infants and 125-143 for toddlers), observe response and complete Activity Observation on next page.

Your name: ____________________________ Date: __________________

1. Outcome: What do you hope children will learn from this activity? Refer to the indicators in the ELG for Infants and Toddlers:

2. List the Suggested Supportive Learning Experiences you will offer:

3. Offer the activity and respond

   a. What changes would you make to improve this learning experience?

   b. What additional activities will you offer to support learning in this area?

   c. Describe how you would adapt this activity for a child who has cognitive limitations or delays?

Additional Comments:
**Observation**

**Observation Tips:**

Observe with all of your senses when possible: What do you see, smell, feel, and hear? Do not interact with the child, sit to the side and observe. Write the facts (what you see, hear, smell, and feel physically); do not write your interpretation at this point.

Your name: ___________________________  Date: ______________________

<table>
<thead>
<tr>
<th>Supportive Learning Experience</th>
<th>Describe what happened during this activity</th>
<th>Additional activity you plan to offer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**Comments/Questions:**

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
Family Engagement Sheet
Module 2, Session 1

Name: ____________________________ Date: ____________________________

Refer to the Working with Families Inventory

1) List the ways you currently support families. List additional strategies to support family engagement:

2) Offer and describe at least one activity you offered to families after you completed the Working with Families Inventory:

3) How did the families respond?

4) Describe how would you adapt this activity to engage families for whom English is a second language or for families who do not speak English:

5) List at least 2 additional goals to you have to further engage families in your program and build relationships:
## Module 2: Session 2

**Infant and Toddler Language and Communication Development**

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<th>Achievement Based Outcomes</th>
<th>Reading</th>
<th>Learning Tasks</th>
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<tr>
<td>Recognize the individuality of each child and his/her needs learning and interaction styles. Interpret data collected through child observations to determine learning experiences which support children’s unique strengths and characteristics including children with special needs, children with developmental delays, and dual language learners.</td>
<td>Read pages 34-49 and 106-123. (.25)</td>
<td>1. Conduct an observation of a group of infants or toddlers using the ELB for infants (p.34-49) or toddlers (p.106-123) and offer one supportive learning experience (1)</td>
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<td>Examine and articulate the influence of language and culture on development. Focus on dual language learners.</td>
<td>Retrieve and read article. <em>One Language, Two Languages, Three Languages . . . More?</em> See #2 in Resources below (.25) Read about areas you would like to know more about using Resource #5.</td>
<td>2. Complete the Language and Culture Questionnaire and the response sheet (.5) 3. Complete “One Step at a Time” Goal Sheet (include how you will engage families) (.25) 4. Complete Post-Assessment (.25)</td>
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### Resources:
Child Observation – Module 2, Session 2

Name: ____________________ Date: ____________________

Select a group of infants or toddlers to observe for 10 minutes. Write down what you see and what the children do and babble/say. Complete the information below.

Children’s Ages: ____________________ Are the children male or female (circle)
Children’s Ethnicities: ________________ Home Languages: ________________

Observation Notes

Observe with all of your senses when possible: What do you see, smell, feel, hear? Do not interact with the child, sit to the side and observe. Write the facts (what you see, hear, smell, feel physically), do not write your interpretation at this point.

Response to the Observation: Please type out this section with your name and the date on the top of the page – attach to the observation sheet above when submitting to your instructor.

1) What were the children doing?
2) What or who was the children playing with?
3) Did you perceive the children were enjoying the activity? How do you know?
Based upon the child’s interactions and play, review pages 36-46 for infants, or 107 - 119 for toddlers and complete the Learning Activity Planning Template
Select and offer one Supportive Learning Experience on Language and Communication Development (refer to this section in the ELG).

Your name: ______________________ Date: ________________

1. Outcome: What do you hope children will learn from this activity? Refer to the indicators in the ELG for Infants and Toddlers:

2. List the Suggested Supportive Learning Experiences you will offer:

3. List your ideas for additional learning experiences that will support the outcome you listed in #1:

4. Offer the activity and respond:
   a. How did the children react to the activity (observe, ask)
   b. What changes would you make to improve this learning experience?
   c. How would you adapt this activity for a child who does not speak English or who does not understand the language in which you offered the learning experience?

5. What activities will you offer to support learning in this area?

6. Additional Comments:
LANGUAGE AND CULTURE QUESTIONNAIRE
Module 2, Session 2

Name: ___________________________________ Date: __________________

In this questionnaire, the term *bilingual* means “a child who is being exposed to at least two languages on a daily basis.”

Read each statement carefully and then circle the one response that most closely fits your level of agreement with the statement. Instructor will respond with suggestions of resources to learn more about different areas.

1. It is easy for children to learn a second language.
   - strongly disagree
   - disagree
   - agree
   - strongly agree

2. The most appropriate educational program for all children is one that is based entirely on American values and ways of doing this.
   - strongly disagree
   - disagree
   - agree
   - strongly agree

3. It is important that all educational personnel know how children learn a new language.
   - strongly disagree
   - disagree
   - agree
   - strongly agree

4. The same educational program will work for all children, bilingual or not.
   - strongly disagree
   - disagree
   - agree
   - strongly agree

5. English should be the only language spoken during school-sponsored activities.
   - strongly disagree
   - disagree
   - agree
   - strongly agree

6. Parent whose first language is not English should speak English at home to help their children learn it as quickly as possible.
   - strongly disagree
   - disagree
   - agree
   - strongly agree

7. It takes a long time for young children to become proficient in a second language.
   - strongly disagree
   - disagree
   - agree
   - strongly agree

8. Educational personnel can help children from other cultures become bicultural by respecting their home culture and introducing aspects of American culture.
   - strongly disagree
   - disagree
   - agree
   - strongly agree
9. It is important for teachers to share information about home languages with all of the children in the classroom.
   strongly disagree       disagree       agree       strongly agree

10. There’s no point in educational personnel trying to communicate with parents who speak a different language.
    strongly disagree       disagree       agree       strongly agree

11. Parent should continue to speak their home language with their children.
    strongly disagree       disagree       agree       strongly agree

12. The process of learning English is remarkably similar for all children no matter what other language they speak.
    strongly disagree       disagree       agree       strongly agree

13. All children should be exposed to materials from other languages and cultures.
    strongly disagree       disagree       agree       strongly agree

14. The more bilingual children there are in an educational program, the more need there will be for special education services.
    strongly disagree       disagree       agree       strongly agree


**Suggested reading and sections for review:**
- Page 25: Communication (what you can do)
- Page 34: Socio-Linguistic Environments
- Page 41: Planning a parent agenda
One Step at a Time Goal Sheet – Module 2

Name: ___________________________          Date: ___________________________

Please select one goal that you will implement within the next week after your review of the Guidelines:

By ____________, I will do the following:

Signature: ___________________________          Date: ___________________________

Self-evaluation

1) Was the above goal achieved?    Yes          No

2) Why or why not:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

3) Date it was completed:          ________________

4) Notes:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

_____________________________________________________________________
Post-Assessment – Module 2

Name: ______________________________  Date: ______________________

Please complete this after you finish your work on Module 2.

1) When does brain development begin?

2) Please describe your view of which plays a more important role in brain development, nature (genes) or nurture (environment)?

3) Does experience change the actual structure of the brain? Please support your answer.

4) Describe your experiences with cross cultural encounters. Do you have feelings or ideas about those experiences?

5) When communicating and supporting parents from different cultural backgrounds, what steps would you take to open up communication between the two of you?
Module 3
Physical Health and Well-being and Beyond the Basics – Best Practices

Description:
Session 1: Students will explore the developmental domains of physical health and well-being of the Guidelines. This session will provide information on supporting children’s health through physical activity and nutritional practices. The correlation between children’s physical wellbeing, health and motor development and school readiness will be discussed along with strategies to promote obesity prevention.

Session 2: Students will review and strategize the use of the section of the Guidelines: Beyond the Basics: Best Practices. Students will review this section and select one topic to increase knowledge: primary caregivers and continuity of care, interactions, progress reports, supporting language development, behavior guidance, physical activity and obesity prevention, partnerships with families, or meeting the needs of diverse learners.

Achievement Based Outcomes:
During Module 3, students will:
1. Analyze current perceptions and practices and areas of growth regarding infant and toddler care and education.
2. Integrate new knowledge into work with infants, toddlers, peers, and families.
3. Select learning experiences which support children’s unique strengths and characteristics including children with special needs, children with developmental delays, and dual language learners.
4. Plan activities that support the physical development of all children including those with special needs, physical limitations, or developmental delays.
5. Analyze current nutritional practices and identify activities to promote healthy eating while supporting children with special needs, delays, or dietary needs.
6. Identify and share community resources with peers and families.
7. Articulate the continuum of learning that links early education and care to later success in school and in life by aligning the Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences, and the Kindergarten Frameworks.

Course Completion & Culminating Activity:
1. Apply new knowledge learned to work with infants, toddlers, peers, and families.
2. Assess professional development needs and conduct research to increase knowledge.
Pre-Assessment – Module 3

Name: ___________________________  Date: ______________________

Please complete this before beginning your work on Module 3.

1. Reflect on your own health and activity status. How do you build on and use your strengths and interests regarding physical development and health with children?

2. How do you overcome your own challenges regarding physical development and health to ensure children receive a balanced and well-rounded experience in your program?

3. Given that you are a role model for children about health and well-being, what are children learning from you about physical development, health and healthy habits?

4. Why is it important to provide your infant with the least restrictive space to develop his gross motor skills?

5. List a physical activities which would support learning and growth for a young infant, a mobile infant, and a toddler:
   ✓ Young infant
   ✓ Mobile infant
   ✓ Young Toddler
   ✓ Older Toddler
6. Do basic movement skills such as running, jumping, throwing and kicking, emerge from an interaction between hereditary potential and movement experience? Please support your answer.

7. Think about how your own culture affects how you approach feeding the children in your program.
Module 3: Session 1
Infant and Toddler Physical Health and Well-Being

Develop a collaborative relationship with the community.

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<tr>
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<th>Reading</th>
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<tbody>
<tr>
<td>Analyze current perceptions and practices and areas of growth regarding infant and toddler care and education.</td>
<td>Read pages 69-81 and 148-161 (.5)</td>
<td>1. Complete pre-assessment (.25)</td>
</tr>
<tr>
<td>Recognize the importance of physical activity on children’s health and determine strategies to involve all children in physical activities including children with special needs or physical limitations.</td>
<td></td>
<td>2. Select either a physical activity or nutrition activity to offer in your program and provide summary. (.75)</td>
</tr>
<tr>
<td>Analyze current nutritional practices and identify activities to promote healthy eating while supporting children with special needs, delays, or dietary needs.</td>
<td></td>
<td>3. Obtain at least 2 community resources on children’s physical health and well-being you can share with colleagues and families. (.5) Submit to instructor</td>
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<tr>
<td>Develop a collaborative relationship with the community.</td>
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Resources:
1) Center for Chronic Disease Prevention and Health Promotion (CDC). Healthy Youth: http://www.cdc.gov/healthyyouth/obesity/


Module 3, Session 1

Learning Activity Planning Template: Physical Health OR Nutrition

Select and offer one activity on physical health and one on nutrition to the children in your group. Refer to pages 71-79 and 144-157 to design the activity.

Your name: __________________________ Date: __________________

1. Outcome: What do you hope children will learn from this activity? Refer to the indicators in the ELG for Infants and Toddlers:

2. List the Suggested Supportive Learning Experiences you will offer:

3. List your ideas for additional learning experiences that will support the outcome you listed in #1:

4. Offer the activity and respond:
   a. How did the children react to the activity (observe, ask)

   b. What changes would you make to improve this learning experience?

   c. How would you adapt this activity for a child who is not yet walking or has motor challenges?

5. What activities will you offer to support learning in this area?

6. Additional Comments:
### Module 3: Session 2
**Beyond the Basics: Best Practices**

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<td>Utilize intentional and responsive teaching practices by observing and integrating knowledge about <em>Approaches to Learning</em> in practice.</td>
<td>Read pages 82-87 and 162-167. (.25)</td>
<td>1. Offer a Supportive Learning Experience to a child in your group. Observe and describe approaches to learning that you observe. (.5)</td>
</tr>
<tr>
<td>Articulate the continuum of learning that links early education and care to later success in school and in life by aligning the Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences, and the Kindergarten Frameworks.</td>
<td>Review the Guidelines for PS Learning Experiences and the Kindergarten Frameworks. Summarize the continuum of learning using these resources. (.5) (Module 3)</td>
<td>2. Complete the Action Plan template describing how you will use what you have learned. (.5)</td>
</tr>
<tr>
<td>Integrate new knowledge into work with infants, toddlers, peers, and families.</td>
<td>Read pages 169-199. (.5)</td>
<td>3. Summarize the continuum of learning. (.25)</td>
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<td>4. Complete post-assessment</td>
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**Resources:**
  Interesting resource on the components of responsive caregiving.
# Learning Activity Planning Template: Approaches to Learning

## Module 3, Session 2

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<th>Your name: __________________________</th>
<th>Date: ______________</th>
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1. Describe the
   a. Indicator:

   b. Suggested Supportive Learning Experience:

2. Write down the child’s reaction to the activity:

3. What does this begin to tell you about this child’s approach to learning?

4. Describe the next steps you would take if you had concerns with a child’s development/approach to learning? Such as lack of interest, attending, etc.

5. List ideas for additional learning experiences that will support this child’s approaches to learning as you practice responsive and intentional teaching practices:

6. Additional Comments:
Summarize the Continuum of Development  
Module 3, Session 2

Your name: ___________________________  Date: ______________________

After reviewing the Guidelines for Preschool Learning Experiences and the Kindergarten Frameworks, answer the following:

<table>
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<th>How does this inform your work with infants and toddlers?</th>
<th>What questions remain on linking the ELG for Infants and Toddlers with the tools for preschool and kindergarten?</th>
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Post-Assessment – Module 3

Name: ___________________________   Date: ______________________

Please complete this after you finish your work on Module 3.

1) Reflect on your own health and activity status. What have you learned in this module and what changes do you plan to make to build on and use your strengths and interests regarding physical development and health with children?

2) What have you accomplished in overcoming your own challenges regarding physical development and health to ensure children receive a balanced and well-rounded experience in your program?

3) Describe any changes you have made in your own health habits to enable you to serve as a better role model for children:

4) List the improvements you made to the program learning environment to provide the least restrictive space for the development of children’s gross motor skills:

5) List physical activities you have done with the infants or toddlers in your age group during this module:

6) What are the three most important things you learned in this module? How will you use this knowledge in your work with infants/toddlers?

7) What changes did you make in your own perceptions about eating and the differences you might see in the children and families in your program?
# Course Implementation Action Plan

Name: ____________________  
Date: ____________________

Please list the steps you will take to implement what you have learned in this course in your work with children and families. This can be a summary of the *One Step at a Time* sheets with perhaps an additional step or two.

<table>
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<tr>
<th>Action Step</th>
<th>How I will do this</th>
<th>By what date…</th>
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Signature: ____________________________________________  
Date: ________________
Bibliography


NCCIC. *Current curricula/teaching approaches for infant and toddler care and education.*


http://nccic.acf.hhs.gov/poptopics/itcurricula.html


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Zero to Three. (2010). *Everyday ways to support your baby’s and toddler’s everyday learning.*

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Zero to Three: *Promoting Social and Emotional Development.*

http://www.zerotothree.org/child-development/social-emotional-development/

