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Foreword

What is appropriate and effective training for infant-toddler caregivers? This guide gives an answer to that question in the form of a “curriculum” or a “plan for learning.” I didn’t write this guide alone. I had a lot of help from friends and colleagues in California and especially in Wisconsin.

What a responsibility I took on when I said I would create this curriculum! How can I decide what to teach and how to teach it for the many unknown instructors destined to use this guide? What about the large numbers of students I will never know who will be recipients of the education contained within these pages? In order to address the problem of one person deciding what’s right for another, I set up a framework and offered choices within it. I hope instructors will feel free to delete, add to, modify, and make each course their own. I hope too, that they will constantly assess their students’ needs to discover where to put the focus and what kinds of activities are most effective. When I teach, I use a feedback tool after nearly every session. In this guide I put the tool into the journal suggestions, though, it may be more useful for the instructor to make copies and ask for anonymous feedback in class on a regular basis. I use the last five minutes of the class meeting to have students fill out some variation of the sheet below. It helps the students self-reflect and thereby they get benefits from the exercise as well as giving me feedback. This is the tool:

FEEDBACK
1. What stands out in your mind about this session?
2. What was the most meaningful or useful thing you got out of this session?
3. What questions, issues, feelings, or concerns are left as this session ends?
4. Other comments?

Themes

Diversity is an important theme of this Guide and the courses contained within it. Diversity is always present even if a group seems to be homogeneous. In infant-toddler care the diversity issues may arise when the child care culture clashes with the home culture. Responding respectfully to diversity is often a difficult challenge. Nothing is value free and this document is no exception; however, I tried to state my values up front. I ask the instructor and student to realize that values never come as a one-size-fits all. Throughout the document I invited questioning and made room for other sets of values.

One of the hardest situations caregivers and providers face is when feelings arise over differences in perspective. How can you believe in something and celebrate other views that may oppose what you believe? That is an important question in early childhood education today. In infant-toddler caregiving the question hovers over us like a shadow as parents bring their precious and vulnerable young to be cared for by caregivers and providers who may have very different ideas about the nature of infancy, who infants and toddlers are, and what they need. The big question of conflicting perspectives and underlying values finds its way into each and every course.

Another important thread in this document is creativity. I invite instructors to be creative and hope that they will invite their students to be creative as well. Rather than telling teachers how to teach, I offer themes, learning objectives, and an array of ideas and strategies to help
students think about, experience, and reflect on what they already know while they are taking in new information in a variety of ways.

This guide is divided into three sections plus an appendix. Section I gives information about the course format, how to use the guide, and principles related to the teaching/learning process. Section II describes strategies related to the teaching/learning process. Section III gives a detailed description of each session of the three courses. The appendix contains outlines of the three courses including core competencies.

Janet Gonzalez-Mena  
Suisun Valley, California  
June 2000
SECTION I

INTRODUCTION

About the Guide

The guide is designed to give freedom to the instructor to design the course or module, but within a framework that keeps the integrity of the curriculum. The basic curriculum is composed of the themes (which can be rearranged, condensed, and combined) the core competencies and the linked core abilities. Any major changes should involve an approval process by The Registry. If you are unable to locate materials listed in this curriculum, please select alternative options that support the competencies.

Course Format

Each course in the credential sequence can be taught in three different formats:

1. Semester Courses
   The traditional college semester format adapted as necessary to the requirements of the particular higher education institution offering it. Section III of this manual outlines three courses of three credits each. Each course is designed for 54 hours of coursework, which is appropriate for two-year institutions. Four-year institutions must condense or modify the content for a 45 hour format.

2. Modular Semester Courses
   Each course described in Section III is broken down into 18 hour, one-credit modules, which meets the requirements for two-year institutions. Four-year institutions must condense the content into 15 hours (class sessions) for each one-credit module. Modules could be further broken down into half-credit workshops.

3. Intensive Courses
   The intensive format can take several shapes. Courses can be divided and spread out over several weeks or months. Or courses can be taught in a week long intensive format with advance assignments and follow-up activities including a major out-of-class assignment.

Whatever the format, the courses can be taught on a campus, in other community settings, at conferences, or as distance learning courses. The design of the schedule, activities, and assignments vary according to the format. It is important that students enrolled in intensive formats gain the same skills and acquire the same knowledge as students in semester courses. This will require use of advance assignments, post-course assignments and tight scheduling. It is also important that students enrolled in semester-long courses gain the same transformational effects that occur when students in intensive courses become involved in group learning activities and form a community of learners.
To be most effective, these courses should be taken in sequence. Exceptions should be made where necessary. Because the curriculum doesn’t have at true beginning or end, it is possible to enter at any point and eventually get the whole picture, if not from the single piece, from the entirety of the curriculum.

**Class Sessions**

Each session of each class is designed for 3 hours with a break, or breaks, included. Length of sessions can vary but each 3 credit course must meet for 45-54 hours depending on the institution. If modular format is used, 15-18 hours.

**Evaluation of Student Competency**

To be awarded the credential each student must complete a portfolio that includes a variety of materials reflecting the experiences of the student while completing the work for the credential. The portfolio consists of samples of the students’ best work (artifacts) that will be reviewed against specific criteria by the Registry Credential Commission. The portfolio gives students a chance to present a comprehensive collection of their work in order to show that they have internalized the required outcomes of the Infant/Toddler Credential course work. The portfolio consists of: an autobiography, a personal philosophy statement, a professional development plan, a resume, a Registry certificate, professional artifacts related to the 6 categories and two optional professional artifacts. Categories are: Family and Community; Program Management; Growth and Development (Birth-3); Guidance; Observation and Assessment; Developmentally Appropriate Environments. Each artifact must be accompanied by a rationale, oral or written, that states why the artifact was chosen, i.e. what that artifact demonstrates, the thought process involved in its selection, how it fits the category, and how it demonstrates a multicultural, anti-bias perspective, if applicable. For more details see “Preparing your Portfolio for The Infant/Toddler Professional Credential” obtainable from the Registry, 5900 Monona Drive, Suite 205 Madison, WI 53716. Phone: 608-222-1123 or email Registry@The-Registry.org

Ideas for artifact preparation are included in the course sessions where applicable. Portfolio work should be integrated into the course work so students are thinking about the Portfolio and what they need to put in it during each course.

**Principles Related to the Teaching/Learning Process**

Some important principles for teaching these courses are:

1. Relationships matter. Just as in infant-toddler caregiving, helping students make connections will enhance their learning. Interaction is an important part of the teaching/learning process; from respectful interactions will come relationships.

   **Implications for teaching:** Those relationships among students and between students and instructor should be nurtured. Competition should be minimized.
2. Students can learn from each other, not just the teacher. **Implications for teaching:** Use small groups so that participants can share their ideas and learn from each other. Small-group tasks help student relationships form and also help the entire group to become a group.

3. Responsiveness counts. Instructors must read cues and adjust to the feedback of individuals and the group. **Implications for teaching:** Flexibility in any lesson plan is important.

4. Learning styles vary. Some students take in information from lectures, but not all. Teaching isn’t just telling, but is exposing students to situations and experiences that increase their knowledge and changes their behavior. **Implications for teaching:** Choose strategies that involve a variety of modalities.

5. Equity and social justice are appropriate topics no matter what the subject matter of the course. **Implications for teaching:** Make “inclusion” a recurring theme and don’t avoid bringing up issues of oppression. Don’t let differences and possible biases go underground, but address the issues directly. As differing groups and individuals get to know each other and begin to form a learning community they learn each others’ perspectives and discover misconceptions.
SECTION II

TEACHING/LEARNING STRATEGIES

Active learning is important to the mastery of the credential requirements as are interaction and participation. Many strategies are offered in the Strategy section below and also in Section III in the detailed descriptions of the courses. Strategies are not meant to be recipes, but rather invitations or starting points to take off from. Many of the strategies came from my own experience as a student in classes or as a participant in workshops. Many I eventually adapted and made them my own. Unfortunately, I have forgotten where they originally came from. Some are as old as the hills, others are newer. Some I invented. Strategies described can serve as examples or inspiration for instructors to invent and create their own.

Strategies for Working with Groups

Facilitating Discussion in Large Groups

Decide how to conduct the discussion. Will it be freeform, teacher directed or will there be a device for deciding how to determine who gets to talk next. Address the issue of the discussion format with the group to get cultural issues and individual/familial differences on the table right away. This conversation can happen before, after or during the first large group discussion. If the group tries a freeform discussion, various styles will emerge and can be talked about. This analysis of discussion styles not only makes the invisible visible in the immediate class situation, but gives students strategies to use when faced with discussion groups in child care meetings in the real world.

One way to get at the underlying issues in group discussions is to create an activity using the following scenarios:

1. Four people out of a group of 25 carry on a lively discussion about a topic of interest to everyone in the class. They are energetic and excited about the topic. Each has much to say. No one raises a hand to speak and the talkers interrupt each other constantly. The pace of the discussion quickens. Afterwards when analyzing the discussion, it turns out that no one has a complaint. The silent members of the group enjoyed their role as listeners. They felt they learned something. The talkative ones liked their interactive style. Everyone who wanted to felt that they were able to get to say what they wanted to say. No one’s feelings were hurt.

2. The same scene could have had some drastic underlying differences. Let’s look at the same situation with different underlying feelings:

Four people out of a group of 25 carry on a lively discussion about a topic of interest to
everyone in the class. They are energetic and excited about the topic. Five other participants regularly think of something they want to say. They raise their hands. In this freeform discussion, no one acknowledges them. The talkers continue to jump in on each other. The five put down their hands. One tries to jump in to the discussion, but is not loud enough. She is ignored.

The analysis by participants afterwards shows that many students were frustrated at this discussion. The four talkers are still satisfied and four of the listening participants are satisfied. Seventeen members of the group, however, have feelings about what happened. Some of them have strong feelings. A large number thought someone should have been in charge of making sure everyone had a chance to speak. A smaller number blamed the talkers for being insensitive to the nontalkers. One of the talkers argued that it is up to nontalkers to jump in and make themselves heard. She was confronted by one of the listeners who felt strongly that it is the responsibility of everyone to make sure all voices were heard.

3. Here’s a different scenario: During a group discussion, one student takes over. Although half the group is involved in the discussion, this participant talks more than the rest of them put together. No matter what anyone says, she has a follow-up response. All of her responses are lengthy. She also repeats herself and regularly gets off track.

In the analysis afterwards, most of the students sit silently. Some look as if they feel angry, frustrated, or resentful, but no one talks. One student catches the teacher after class and blames her for not stopping the one student from talking so much. The teacher delicately tries to tell the talkative student to please monitor herself. The student looks defensive, then pouty. She doesn’t say another word in class for weeks.

4. Here’s a variation of the #3 scenario. During group discussion, one participant takes over. It becomes clear that she knows more about the subject than anyone else in the room and the other participants are turning to her to learn from her. She continues to dominate the discussion, but only because students keep asking her questions. She checks with the workshop leader to see if this is okay–she is assured that it is.

In the analysis afterwards everyone, including the workshop leader expresses appreciation to this participant for sharing her knowledge. They all agree that it was a good discussion even though there wasn’t equal participation from everyone.

5. The teacher has important information to convey to the group. She doesn’t believe in lecturing, so she creates a discussion. Her purpose is to get the participants to make the points that she wants to make. Some students (the ones who read the chapter) are alive and alert throughout the session. They participate willingly. Two students who read the chapter want to take it further and add their own thoughts, questions, and arguments. The teacher keeps guiding things back to her agenda. About half the class looks bored, and
nods off. One student raises her hand and asks, “Will this be on the test?” When told no, she gets out her biology book and starts doing her homework.
In the analysis some students are pleased to get the information this way instead of through a lecture. They like the interactive aspects of this kind of “fishing” discussion. (Fishing because the teacher is fishing for the answers to her questions from the students.) Other students wanted a more open-ended discussion. Other students didn’t see a need for the information and weren’t interested.

6. Here’s a variation of scenario #5. The teacher has important information to convey to the group. She has honed it down to a few points that she knows won’t take the whole time. Her goal is to both convey information and explore the subject. She is skilled at doing both and manages to “wake up” most of the class and get them involved.

Her success comes out in the analysis. Although she didn’t reach 100% of the students, the majority of them were interested and participated at some level.

**Tips for Creating Large Group Discussions**

1. Pay attention to the seating arrangement. If possible, arrange chairs so participants can see each other.

2. Try out devices for insuring that all voices are heard after discussing the issue of equity with the group. One such device is the **talking stick**. The leader introduces an object that the person who has the floor holds. He or she keeps the floor until passing the stick on to someone else. A variation of the talking stick is a soft ball that one participant throws to another. Such devices move the facilitating role to the group instead of leaving it in the hands of the leader.

Keep the facilitation in the hands of the leader, who makes sure all voices are heard. Raising hands is a time-honored device. The leader chooses who will talk next. When multiple hands raise a technique to insure that all get heard is the **“take a number” method** (sometimes called the **stacking method**). The leader gives each person a number and the discussion proceeds in order by number. If someone wants to respond, it’s possible for the leader to request permission of the person whose turn it is to break in.

When the discussion moves off track but important subjects are arising, it’s possible for the leader to suggest putting them in storage for the time being. These subjects are written on chart paper labeled **storage bin** (or **parking lot**) so they’ll be there for discussion at a later time.

3. When discussion bogs down:
   Do something else.
   Go into small groups
Try asking students to take out a pencil and paper and write down whatever is on their mind at the moment (called a **quick write**). If they turn in what they wrote at the end you can ask them to put their names on it or remain anonymous depending on the level of trust.

Try putting students into groups of two (dyads) and teach them the following listening exercise:

Choose who will go first as talker. The talker talks for 2 minutes (could be 5) about whatever is on his or her mind at the moment. The listener’s job is to listen silently without making comments, asking questions, starting a discussion, giving an opinion, probing further. Most of us have had little experience just listening. It’s a good exercise to develop the skills to show you have heard, but without responding. At a signal the two switch roles and the talker becomes the listener.

This exercise takes only four minutes away from discussion time, but the energy of the group is always changed after they come back together.

Note: Dyads can be used in combination with a **quick write** answering the questions, what’s going on in here right now? What are you feeling? What’s on your mind? What do you want to say?

**Small Group Discussions**

Grouping and regrouping is a key to helping a class get to know each other and form relationships. Groups can vary in size from a dyad to the whole class. For small group discussions the ideal size is from 4-6 people. For some tasks a threesome works well. It is important to change the people in the groups until the whole class gets to know each other. Sometimes it’s good to group people with similar background and experience; other times it’s better to mix and match. Be aware of age differences and be sure that people of different ages have reasons to talk to each other. If semi-permanent groups form (either intentionally or unintentionally) make sure they don’t become exclusive. The ideal is when the whole class becomes a community of learners and students support one another. To facilitate group formation, help students learn each other’s names and choose discussion topics that allow people to express their individual views and use each other as resources. Food helps. So does the instructor’s modeling caring relationships.
Strategies for Starting a New Course or Module

Tips for the first session of each new course or module:

- The goal should be to help participants feel comfortable and make connections.

- Icebreakers or warmer uppers help students get to know each other. (See warmer uppers in Strategies section).

- Work on having participants learn each other’s names in a variety of ways.

- Make it active. Either have students moving around, or create a hands-on activity for at least part of the first session.

- Give information about the course, the expectations, and the requirements. This should include giving students the Portfolio booklet if they don’t have one.

- Do something of substance so they take home some content related to the course.

- The goal should be that by the end of the first session everyone should have
  - Said his or her name out loud
  - Learned the name of another student
  - Talked one-on-one with someone
  - Made a connection or two. Exchanging phone numbers can be helpful
  - Gained information about the course expectations and requirements
  - Had a taste of the course content
  - Had a chance to ask questions and express concerns
Outline for a Typical First Session
(order of elements is somewhat arbitrary)

Icebreaker

Introductions  If the group is small enough, go around and have students introduce themselves. An alternative is to pair off students, have them find out about each other and ask each to introduce the other. Introductions are a good time investment.

Play a Name Game  A goal is for everyone during the first session to have said his or her name at least once and learned the names of others. If you don’t know any name games, ask group for ideas.

Orientation to the Credential  Answer questions regarding the details of completing the requirements for the Infant/Toddler Credential.

Orientation to the Course  Give out written information. Discuss. Answer questions.

Course Content  Give a lecture, plan an activity, show a video, do something introductory that has some meat to it—Something that is interesting and makes the students feel as though they learned something.

Small Groups  Do something in a small group format so that students can talk one on one to each other as a further means of connecting and helping students feel comfortable.

Closing Activity  Ask the group for suggestions if you don’t have any ideas for a closing.

Written Feedback  Use such questions as: How was this session? What worked well? What didn’t work so well? Any worries, concerns, or questions about this course? Other comments?
Miscellaneous Strategies

Warmer Uppers (Ice Breakers)

Strategy 1: The Lemon Exercise

Whoever first used this exercise with me used lemons. Maybe because they had a lemon tree at home. Over the years I have adapted it, using whatever fruit was in season. I like a fruit the students can eat on the spot. Lemons don’t work for that goal. Here are the directions for the exercise.

Bring one piece of fruit (same type of fruit) for each of the participants. Pass out fruit. Ask students to examine their piece of fruit carefully. You can make this an observation exercise, giving details on how to observe. Or you can make it a sensory experience, asking students to use more than one sense to “get to know” their fruit. Once they know their fruit well, tell them to introduce it to someone else and show that person what makes their piece of fruit unique. Tell them to introduce it to a second person. Tell them that this is for identity purposes, in case they need a witness. Then collect all the fruit into one or two baskets, depending on the size of the group. Pass the basket around and see if each person can pick their own fruit out from all the rest. If their fruit is missing, they can take their witnesses around and examine other people’s fruit to see if they can find their missing fruit. Usually everyone ends up satisfied having found their own fruit by the end. Even in a large class. Ask students what the purpose of the exercise was or what they got out of it. They usually have some good answers to those questions.

Note: Attachment is common. After doing some close observation they see the fruit as an individual and feel some attachment to “their” fruit. Most aren’t too attached to eat it, however, especially if they are hungry. This is a good lesson on one of the benefits of observation.

Strategy 2. Who is Like Me?

This works best if there is some diversity in the room, but it wouldn’t hurt to try even with a homogeneous group. Choose a nursery rhyme and walking around the room with your eyes closed saying it in your native language and say it over and over. Listen for others speaking your language or saying a rhyme that you know and can relate to. Stick close to that person or persons. On the leader’s signal, open your eyes and see who is in your group.

Strategy 3. The Story of My Name

This is a “round robin” (see Strategy 13) Go around the room using some object as a “talking stick.” Whoever has the object has the floor and doesn’t give it up until passing the object (or throwing it if it is a light-weight ball). The directions are: “Tell us
whatever you want about your name. Your first, last or both. Suggestions: how you got it, if it reflects your roots, culture, ethnicity; a special story, if it suits you; how you feel about it; any history.” This exercise helps students remember each other’s names.

Strategy 4. Reading Clues

Have each student put their keys in a bag or box. Then the bag is passed around and each student selects a bunch of keys and has to say five things they feel the keys show about the owner. The point is to help students see that there are subtle ways to find out things about people. They can think about how to look for clues about the children in care. Another effect of this activity may be to show how we can make wrong assumptions. Adults can explain where we misinterpreted the cues. Babies can’t. It’s important to remember to check out assumptions. (Activity idea contributed by Barb Armstrong)

Strategy 5. Protective Urges

Ask students to look in their handbags, backpacks, pockets or on their person for something that has personal meaning—something they can hold in their hand that is important to them. Have them tell the person next to them why it is important and personal. Then have them exchange items. Ask them how it feels to give over something to which you have a personal attachment. How might this be like or different from a parent giving is or her baby or child over to a caregiver, provider, or teacher for the first time? Did trust issues come up? Talk about ways to help parents feel more confident in separating from their children. (Activity idea contributed by Gretchen Brooks)

Strategy 6. Defining Words

Have students create posters in small groups to define words using only visual images. Have each group explain their poster to the larger group. This is particular effective device for getting students to look at the term “culture” and try to define what they mean by it. “Diversity” is another word that is worth exploring this way. Any word will work. The exercise taps resources that remain untapped when definitions are verbal. (Activity idea contributed by Intisar Shareef)

Strategy 7. Scavenger Hunt

Who is like me? Who is different from me? To whom am I drawn? Write the name of a person in this group for each of the following items. You may use a person’s name only once.

1. Who has a birthday the same month I do?

2. Who has the same last initial as mine?
3. Who has the same first initial as mine?

4. Who has the same hobby as I do?

5. Who has my hair color?

6. Who would I like to have as my neighbor?

7. Who was born outside the state of Wisconsin?

8. Who was born in the state of Wisconsin?

9. Who is somebody I wanted to meet when I first saw him or her?

10. Who enjoys being a parent?

11. Who reads the same kind of books that I read?

12. Who is my friend?

13. Who likes swimming (or sport that you like)?

14. Who likes to watch TV (or kind of entertainment that you like)?

15. Who has the same favorite television program that I have?

16. Who was born on a farm?

17. Who was born outside the United States?

18. Who is someone with whom I have something in common?

19. Whom do I know least in the group?

20. Who likes math?

Adapted from: Teaching Affective Behavior in the Classroom, Provo Public Schools.
Closing Activities

Strategy 8. One Word Poem

Stand in a circle (holding hands or not as feels comfortable and appropriate). Ask students to say a one word poem. You can give it a theme: How I felt tonight; something I learned about the content of the course; How I feel right now, etc. Tell students they can give as many one word poems as they want, but not in a row.

Strategy 9. Name Game

Use a light-weight ball or a soft throwable object for this exercise. Say the name of a student and toss him or her the ball. Tell that student to do the same until all students have been named aloud. This can also be done as a waker upper when the class drags.

Strategy 10. Good-Night or Good-Bye Story

Choose a story and read it at the end of class. Or tell a story. These could be content related, children or adult stories, or just generally interesting stories. The instructor can be in charge of choosing stories, or the students can take turns sharing a story. An alternative to a story is to read a quote that relates to the class somehow. Or show an image on the overhead projector that leaves the students something to think about.

General Teaching/Learning Strategies

Strategy 11. Brainstorming

Choose a word to explore through this exercise. Attachment, power, infant, caregiver, discipline, environment, respect are all words that offer opportunities for students to gain insights into associations, meanings, innuendos of the word that they might not get any other way. It also helps students to understand that not all share the same associations, so it tunes students into each other’s experiences. Here is how to carry out the exercise using the word power. Brainstorm this word. Ask what comes to their mind when you say the word “power.” Write down words and phrases so everyone can see them. Sometimes it helps to have two people writing so the exercise doesn’t slow down. Let people call out their words. Don’t censor, correct, question, or comment. Accept whatever associations they give as valid. Don’t laugh or allow students to laugh. The idea is to be creative and tap into the unconscious. Teacher’s comments or facial expressions of surprise or puzzlement will dampen the creativity, so be neutral and accepting. Keep the exercise going for awhile even after it begins to slow down. Pushing on past the natural stopping place helps students think broader, deeper and more creatively. Sometimes it helps to ask students to think of making a TV commercial for some product using images that invoke the word or concept “power.” When you have covered several chart sheets or the chalk board with the brain-stormed words, ask students to use the words to:
1. Write a definition or
2. Create a poem or
3. Make up a song or
4. Create an image or symbol or
5. Draw a picture or
6. Make up a dance or make up a movement, gesture, or some other body expression or
7. Create a role play.

By giving a choice of expression students can use their strengths instead of always being in a more academic, literary, or linear mode.

**Strategy 12. Exploring Stereotypes**

This is a variation of “brainstorming.” Pick two groups of people that lend themselves to stereotypes. One group should somehow relate to the people of the class. Two contrasting groups that bring forth lots of discussion are football players and infant-toddler caregivers. On chart paper or a board write down everything the class has ever heard someone say about the first group. Don’t censor. The point is to get the stereotypes down on the paper. Then do the same with the other group. Compare the two and let the class decide which are stereotypes and which are valid descriptions. What usually happens is that it is easier to see the stereotypes of one’s own group than another group. After a fairly unthreatening start with two less emotional and controversial groups, it is possible to take a risk and add a group like gay men or lesbian women. Don’t do this until the group has begun to come together and support each other.

**Strategy 13. Taking a Stand**

Make a statement about a topic that will provoke discussion. (Underage girls should have parental consent for abortions, for example.) In the four corners of the room post signs: Strongly agree, agree, strongly disagree, and disagree. Have students stand in the corner that best fits their opinion. Have them discuss why they stand where they do. Get them to dialog with each other. Have someone from the strongly agree restate the position of someone from the strongly disagree and vice versa—to practice listening skills.

**Strategy 14. Make a Continuum**

Similar to taking a stand except instead of four corners there are two ends and participants place themselves along where they belong by talking to the other people in the line. For example, a good discussion can come out of helping students look at their assumptions about the “basic nature of the child” by making one end of the continuum the “flower” and the other the “tree.” I explain that I want each participant to decide where he or she stands. I start at the flower end and explain how a child is like a flower. I paint a picture of a seed planted in good soil and carefully nurtured as it grows. I explain that all the potential of the flower is already in the seed and that all that is
necessary for it to be fulfilled is for its needs be met. One must water, feed, and protect
the plant, but need not direct its growth, because it has in it the capacity to know its own
direction. Given a nurturing environment, one can count on the plant’s sense of self-
direction to be the right one. Then I ask participants to consider the tree on the other end
of the continuum. The tree also has potential contained in its seed and it also must have
its needs met to grow. However, in order to have a tall, straight, shade-giving tree, it is
necessary to clip and prune. The tree will be very different if left to grow wild. One
must direct its growth if it is to be the very best tree it can be. Left to chance, it may
grow crooked or too busy, or its many limbs may crowd each other and be unhealthy and
unattractive. Therefore, besides the nurturing that must be done, one must also watch the
direction of the growth—guiding and controlling it.

Strategy 15. Guided Imagery

One way to get students to reflect on their own experience is to help them re-experience it
through the use of guided imagery. Prepare students for a guided imagery by getting
them to relax. Ask them to get comfortable. It helps sometimes to turn out the lights.
Ask them to take deep breaths and lead them by saying, take a deep breath in. Hold it;
now let it out. Do that several times. Then tell them to become aware of their breathing.
Just notice your breath going in and out. Tell them if they aren’t comfortable to move
into a more comfortable position. Tell them to notice where points of tension exist and
consciously relax them. Tell them to notice where their body touches the chair and floor.
Move until they are comfortable. Tell them, If your clothes bind you, notice that and
then put it aside. Notice your breathing. Try becoming aware of breathing. Tell them
to take deep breaths from the lower abdomen rather than the chest. gain touch on Don’t
talk too much, but keep leading them to relax. You can start at the toes and ask them to
be aware of them and tighten them up, then relax them. Work your way up the body. Or
if you don’t want to take all the time to get them deeply relaxed, the guided imagery will
still work if you take them rather quickly into it. Ask them to experience being in their
body, their mind, and their feelings. Make this a sensory experience. The more detail
you can suggest the better the experience for most people. Some people may get
emotional. That doesn’t hurt. People will only get out of a guided imagery what they are
ready to handle. This isn’t therapy and students realize that. They don’t expect you to be
a therapist.

The following is an example of how guided imagery can be used to re-experience
childhood. Say, “Go back to a time in your childhood when you were playing. Get in
touch with what that was like. Actually experience it. Be in the child body you had then.
What does that feel like? Look at your hand. Is something in it? What does it feel like?
Look down at yourself. How do you look? How do you feel in this small body? Look at
your feet. How do they look? Next help them get in touch with the surroundings. Say
something like: Look around, where are you? What do you see? What is there in the
environment with you? Any people? What is it like where you are right now? How do
you feel? Can you get in touch with any emotions? What are your senses taking in?
Smells, sounds, sights. What does it feel like? Touch something. Explore it. Experience your tactile sense. What are you thinking as you play in this environment? Now go ahead and play, undisturbed for awhile. Be silent for awhile then slowly guide them back to the here and now. Tell them to say good-bye to the people and things that are around them. Tell them to walk away and wave. Tell them to walk slowly back to the classroom and when they are here and ready, to open their eyes.

Let them share their experiences with the large group, a small group, in a dyad, or in writing. Then discuss: How was the experience for you? What worked? What didn’t work? Think about your own play experience. How can you use your own experience to understand the importance of free play for infants and toddlers?

**Strategy 16. Round Robin or Go Round**

This is a useful strategy to explore a topic. It results in informal classroom research and helps students get to know each other. Any topic that everyone in class has had experience with will work. Examples: 1. How did you learn what it means to be a girl (boy)? Who did you learn it from? Would you teach what you learned to children with whom you work or live? 2. What is your experience with, ideas about or feelings regarding thumb sucking? This is an excellent “diversity” strategy because even in a homogeneous class you’ll discover differences. If more than one culture is present you’ll discover possible cultural differences too.

**Strategy 17. Circle within a Circle**

The point of this exercise is to lower the number of people in a discussion and practice observation skills. Arrange chairs so that half are in an inner circle and the other half around them. Inner circle people discuss a topic, while outer circle people observe. After a period, observers discuss what they noticed and then they switch places, and continue the discussion. This is a good way to limit the number of people in a large class and still involve everyone. It also lets the class understand the dynamics of the discussions.

**Strategy 18. Poster Sessions**

Divide the class into small groups and give each group a different topic or different question related to the topic of the session. Each group is given a big sheet to write the results of their discussion. When ready, hang sheets on the wall. Ask other students to add to the sheets as they want—they should circle things they disagree with, question or want to know more about. Have a discussion about the circled items. This is a good way to get the whole group to find out what was discussed in each small group without a long tedious report-back session after the small groups.

**Strategy 19. Give One and Get One Activity**
Fold a piece of paper in two the long way. Number down the left side 1-12. Number down the fold 1-12. The idea is to share ideas about two topics or questions. Here is an example. When studying what factors influence attachment have students write at the top of one column “Identify adult behaviors that promote positive adult/child attachments.” At the top of the other “Identify adult behaviors that inhibit positive adult/child attachments.” After they write their name at top of paper they write something by number 1 on both sides of the paper. Then they walk around and gather ideas to write under the other numbers—sharing what is written on their paper with others. This gives students a chance to learn from each other in an active learning format. The discussion afterwards can look at possible misconceptions or differences in perspective. It’s important to respect diversity in this and every exercise.

*These last strategies are ways of getting students to interact with and respond to what they read.*

**Strategy 20. Save the Last Word for Me**

Each participant receives two 4x6 cards. The student picks two quotes or segments from the reading and copies what is selected on one side of each card. The student then writes a personal response on the other side. In small groups the participants share quotes and responses by going around the group one at a time. The first person reads both sides of one card and the group comments and discusses. The participant responds to comments. Each student follows this procedure for both cards.

**Strategy 21. Double Entry Journals**

Participant folds paper in half lengthwise. On one half, the student writes a quote from the reading. On the other half, the student writes a response to the quote. In small groups these quotes and responses are shared, taking turns so each student gets to share.

**Strategy 22. Triple Entry Journals**

Have each student fold a piece of paper into three sections. In section one, the student will write a quote from reading. In section two, the student will describe a provider experience that is related to the quote. And in section three, the student will describe a personal experience that is related to the quote. Each student then shares the responses in a small group setting.
QUICK GUIDE TO STRATEGIES

Warmer Uppers

Strategy 1.  The Lemon Exercise
Strategy 2.  Who is Like Me?
Strategy 3.  The Story of My Name
Strategy 4.  Reading Clues
Strategy 5.  Protective Urges
Strategy 6.  Defining Words
Strategy 7.  Scavenger Hunt

Closing Activities

Strategy 8.  One Word Poem
Strategy 9.  Name Game
Strategy 10.  Good Night or Good-Bye Story

General Teaching/Learning Strategies

Strategy 11.  Brainstorming
Strategy 12.  Exploring Stereotypes
Strategy 13.  Taking a Stand
Strategy 14.  Make a Continuum
Strategy 15.  Guided Imagery
Strategy 16.  Round Robin or Go Round
Strategy 17.  Circle within a Circle
Strategy 18. Poster Sessions

Strategy 19. Give One and Get One Activity

Strategy 20. Save the Last Word for Me

Strategy 21. Double Entry Journals

Strategy 22. Triple Entry Journals
Section III
COURSE CONTENT

COURSE 1
INFANTS, TODDLERS, AND CAREGivers

Module 1: Infant and Toddler Development

Session 1

Theme: Ages and Stages

Student Reading: None

Learning Objectives
Students will be able to:

- Tell the difference between the developmental skills and tasks of a young infant, a mobile infant, and a toddler.

Note: A young infant is defined as one not yet crawling, and a mobile infant is from crawling to a beginning walker. A toddler is a child who walks well (usually around 18 months to three years). These stages are labeled for typically developing children. They don’t work for children with disabilities that make their developmental stages impossible to define by their ability to move around and get upright.

Teaching/Learning Ideas, Activities, and Assignments

Note 1: The following is an assortment of ideas on how to reach the objectives of this course without merely assigning readings and lecturing on them. These ideas, activities, and assignments are sometimes in some order or sequence, but not always. In most sessions there are more ideas than time to carry them out. The instructor must pick and choose. Also, the instructor is invited to create his or her own ideas and disregard any or all of these. Lectures are not always mentioned as a suggestion, but it is understood that they have their place as a way of conveying information.

Note 2: This is a first session. See Section 11 for “Tips for First Sessions of Course or Module” and also “Outline of a Typical First Session”.

How many ways to hold a baby?
This works well as an opening exercise. Bring a baby doll, or pretend that you have a baby. Don’t say what age. Ask, how many ways are there to hold a baby? How do I hold a baby? How do you hold a baby? Start out by demonstrating one way to hold a
baby and say why you hold the baby that way. Explain that you don’t always hold a baby
that way, this is just one way. Then invite participants to show a different way to hold a
baby. Tell them that if they need some material, or piece of equipment, they should
pretend they have it and tell the group about it. Ask them if they see any connections to
their culture and the way they hold a baby. After seeing demonstrated a number of ways
to hold a baby, say, we’ve seen lots of “right” ways to hold a baby; are there any “wrong
ways?” Demonstrate one or two—holding baby by one arm, for example. This is a good
place to mention the dangers of shaking babies. The point is that there are many right
ways to hold a baby, but there are also some harmful ones. The problem is it is hard to
know which are harmful if you are working across cultures. And what is considered
harmful can change as in the example of the back to sleep campaign. (If they don’t know
about the change in policy from putting babies asleep prone to laying them on their
backs, they need to be told about the risk factors of SIDS (Sudden Infant Death
Syndrome—crib death).

Other points to stress:
1. Be open to differences
2. Suspend judgment in order to discover the meaning behind behavior
3. But don’t decide that anything goes

This last point is important. Otherwise some people may get the idea that whatever
someone does in the name of culture is okay. That’s not true when it comes to harmful
practices or outright abuse. The goal is not to give up professionalism but to be more
open to cultural differences.

A second set of points to draw out of the group is that there are many ways to hold a baby
and we can think about why we hold them certain ways. On the board, chart paper, or
blank overhead sheet, write: “What influences how we hold babies?” Ask the group to
write down what they say. Usually they can think back to what they have just seen
illustrated and explained. Sometimes something new comes up. Here is a sample that
can come out of such a discussion.

What influences how we hold babies?
1. Age and stage
2. Baby’s:
   Basic needs
   Special needs
   Physical or neurological condition
   Personal preference
   Temperament
   Cues
3. Family culture
4. Caregiver’s
   Culture
Physical make-up, condition, body type
Personal preference
Need to be doing other things while holding baby
Ideas about what individual babies (and babies in general) need

5. Gender of baby or caregiver may have an influence

Environmental Chart:
Introduce the “Environmental Chart” in Appendix B of Infants, Toddlers, and Caregivers.
Point out how it is set up for ages and stages as it applies to setting up environments.
Show Program for Infant-Toddler Caregivers (PITC) video, “Ages of Infancy”.
Create a discussion or activity around the video.
Live Examples of Ages and Stages:

1. Bring in children representing the three stages and observe them.

2. Observe children representing the three stages in their own homes or in child care.

3. Bring in homemade slides, overheads, or videos of a baby someone is related to or personally acquainted with that shows the three stages. Have the person who knows the baby tell about him or her at each stage.

The “Whole Child”
Create a mini lecture about the concept of the whole child. This is the way I do it: I draw a baby. Then I circle the head and explain this is one of the parts that will be studied. Next to the head I write the words “mind,” “intellectual development” and then I explain the more technical term “cognitive domain.” I try to introduce all new vocabulary by first using words the familiar to the students. Next I circle the body and write “body,” “physical development” and finally “psycho-motor domain”. Next I draw a heart (valentine shape) and circle it. I label it “feelings,” “social and emotional development,” finally “Affective domain.” Then I draw a big circle around the baby and explain that the baby always comes in a context. I ask the students to think of all the various aspects of the context starting with family, culture. I make a list of what they say. I then make the point that though we may focus on just one aspect of the baby or the context, all are interconnected and influence each other.

Comments/Points to Remember/Key Concepts
As an introductory session, the activities will only set a tone, not go very deep. The idea is to acquaint students with the three stages through the activities above or activities that the instructor creates. A key concept is that each stage is different, has different skills required and tasks to be mastered. The instructor should also give a picture of the “whole child” in a social and cultural context and make the point that though we may focus on just one aspect of the baby or the context, all are interconnected and influence each other. Through this introductory lesson, students can then be guided to think of specific ages and stages rather than talking and thinking general about infants and toddlers. As a tone setter, the lesson should be more interesting than academic.

Possible Portfolio Artifacts
(Children and families must remain anonymous to maintain professional confidentiality)
- A video display of a child’s developmental stage with interpretation and response to the child’s needs.
- A written description of a child’s physical developmental stage with interpretation and response to the child’s need.
Session 2

Theme: Attachment

Student Reading: Chapter 5 – *Infants, Toddlers, and Caregivers*

Learning Objectives
Students will be able to:

- Explain the importance of attachment as it relates to development.
- Recognize and name two milestones of attachment.
- Discuss one attachment issue.

Teaching/Learning Ideas, Activities, and Assignments

Name Game: Keep Working on Names.
One idea is a go-round where each person says his or her name and then tells something about it. (See Section II, Strategy 3). Could be either first or last name or both. Could be anything–how they got it. This sometimes brings up cultural information. It also helps students remember each other’s names and sets a tone for the rest of the session. Either set up the exercise in an open ended way by saying, tell us something about your name–either first or last or both. Or give the exercise more structure by using the following questions. What is the story of your name? Does it reflect your cultural or ethnic heritage? Does it relate to your family history? Do you have a nickname? Where does it come from? How do you feel about your name? Your nickname? If the group is large, set a time limit so this activity doesn’t take too much of the session. An alternative is to divide up the name exercise and just do a few at a time–throughout the session–or over the first few sessions.

Mini lecture on attachment based on Chapter 5 of *Infants, Toddlers, and Caregivers*

Observation Activity (either video or live–child and parent could come into class)
Observe a 1 or 2 year old child in a setting where there is freedom to move around. List attachment behaviors. Notice the reaction to any novel situations that may occur. Note how the child responds to strangers. What happens if the parent leaves the room for a moment?

The Lemon Game: an Interactive Exercise
If you didn’t use this the first session, this exercise (Strategy 1) fits in well to this session. This exercise is described in Section II under “Warmer Uppers”.

Give One and Get One Activity.
(See Strategy 16) Directions for students: Fold a piece of paper in two the long way. Number down the left side 1-12 Number down the fold 1-12. At the top of one column write “Identify adult behaviors that promote positive adult/child attachments.” At the top
of the other write “Identify adult behaviors that inhibit positive adult/child attachments.”

Put your name at the top of the paper. Write something by number 1 on both sides of the paper. Walk around and gather ideas to write under the other numbers—sharing what is written on your paper with others. Discuss what you learned from this activity when the large group gets back together.

Journal Writing/Small Group Discussion Questions:

- What do you know about your own attachment process?
- Are you a person with attachment issues?
- If you were told that adults with unresolved trust issues seek relationships with other adults that mimic their early caregiving experience, would you agree with that statement or not?
- What are your experiences with attachment, separation, and child care?
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts

Attachment comes from ongoing interactions in which there is synchrony. Attachment, which is the desire of infants to be with their primary caregivers is not only good, but important. Attachment is believed to be the basis of children’s ability to form social relationships throughout life. Our own attachment issues influence our perceptions of infants and toddlers’ attachment issues. Other key concepts: What attachment is and why it is important; How attachment to parents or family members is different from attachment to caregivers; How to recognize “attachment behaviors”; Why some babies are afraid of strangers; What to do about “separation anxiety”; What happens if there is no attachment; Why attachment behaviors may be delayed and what to do about it; Attachment comes from nurturing and results from attunement which makes brain connections. This is a good place to mention the new brain research.

Possible Portfolio Artifact

(Children and families must remain anonymous to maintain professional confidentiality)

- A journal of the process of facilitating bonding with a specific child.
Session 3

Theme: Perception

Student Reading: Chapter 6 – *Infants, Toddlers, and Caregivers*

Learning Objectives
Students will be able to:
- Demonstrate or explain how to facilitate development in each of the sensory areas by offering a sensory experience but not “stimulating” the child.
- Demonstrate a beginning familiarity with sensory impairments and how to respond to infants and toddlers who display them.

Teaching/Learning Ideas, Activities, and Assignments

Sensory Activity
Following the directions on the first page of Chapter 6, help each student focus on one or two senses at a time. This exercise can be done like a guided imagery. (See Guided Imagery in Section II, Strategy 12)

Sensory Walk
Take students on a “sensory walk” and ask them to focus on nothing but what is coming in through their senses. Talk about how similar or different this walk was from one a caregiver might take with a toddler or two. What about a group of toddlers? What did the students get out of this experience that would help them understand toddlers’ senses?

Sensory Toys
Have students bring in materials to make a toy that allows the child to gain a particular kind of sensory experience. (Alternative - make toys at home and bring them to class to share.)

Sensory Environment
Have students observe an infant toddler environment and list the experiences they feel foster perceptual development.

Sensory Impairments
Observe a child with a sensory impairment. What adaptations does the child make? How does the environment support his or her efforts?

Journal Writing/Small Group Discussion Questions:
- Consider how aware you are of your own sensory experiences. What do you think is your “favorite sense?”
- Are you stronger in some senses than others?
• How similar are your sensory awareness and perceptual abilities to a particular infant or toddler that you know?
• Where do you differ perception-wise from that particular infant or toddler?
• Feelings, reactions, ideas about the reading.
• What was the highlight of the class?
• What was the most meaningful or useful thing that happened?
• What came up for you: reactions, thoughts, feelings?
• What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
Students need to understand the difference between “stimulating” a child, that is doing something to him or her and offering a variety of sensory experiences that the child can choose to take in or not. Choices empower. Infants and toddlers both learn to perceive and perceive to learn. Infants and toddlers with sensory disabilities are infants and toddlers first. Nurturing is important. An infant or toddler whose needs are met is more available to perceive and respond to sensory experiences.
Session 4

Theme: Motor Development

Student Reading: Chapter 7 – Infants, Toddlers, and Caregivers

Learning Objectives
Students will be able to:
- Show that they are familiar with the normal patterns of gross and fine motor skill development up to age 3.
- Describe some specific ways to facilitate development in fine and gross motor skills for young infants, mobile infants, and toddlers.
- Describe an infant or toddler with a developmental delay and make some suggestions about how to work with that particular infant.

Teaching/Learning Ideas, Activities, and Assignments

Video “See How They Move” (Source: RIE, 1550 Murray Circle, Los Angeles, CA 90026)
Show video, “See How They Move” and discuss Magda Gerber’s philosophy on non-intervention with motor development.

Creating a Class Generated Developmental Chart
Ask students who have experience with infants and toddlers to create a developmental chart without looking at the book. Chart should show when children are likely to reach the major gross motor milestones up to three. Then compare with the chart (could be charts if done in small groups) in Chapter 7. If there is a difference, talk about why that might be. Emphasize the wide range of normal and also mention that different populations represent different timetables, with African-American babies achieving motor milestones on average ahead of other babies.

How Does a Baby Move?
Magda Gerber describes an exercise to show how much energy babies put into moving around. She says, “Just copy everything a crawling baby does and see how long you last.” If you try this, warn students to not make the baby feel uncomfortable. It shouldn’t look like making fun of the baby or teasing.

Exercise: “Babies with Disabilities”
The point of this exercise is to see that people with disabilities are people first and that a person’s disability is only one part of a whole person.
1. Start by asking the group to define the word disability. Write the responses on the chalk board or chart paper.
2. Ask participants to stand. Tell them: (participants can move more than once)
   - Anyone wearing glasses move to the front of the room
   - Anyone who is left-handed move to the back of the room
   - Anyone who cannot parallel-park stand by the door
   - Anyone who has not used a computer move to the right front corner
   - Anyone who cannot read a road map sit in your chair.
   - Anyone who cannot remember people’s names move to the left front corner
3. In the groups where they end up have them discuss their experience of this exercise.
4. In the large group once students are back in their seats have them discuss:
   - Do you have limitations and challenges?
   - Can you compensate for your challenges and have you done so?
   - What is the difference between your limitations and a disability?
   - Might someone have lower expectations of you because of your limitations or disability?
   - What are the barriers that may keep us from viewing a person with a disability as a person first?
   - Why do you think we did this exercise?
Make the following key points if they don’t come out in the discussion:
1. Every person is unique. No one is perfect. We all have limitations and challenges.
2. People with disabilities are people first. A person’s disability is only part of the whole person.
3. Labels and predetermined attitudes about others can create barriers.
4. There is no line separating human beings from one another.
5. Infant-toddler caregivers have unique opportunities to help break down barriers and be models for all children by treating children with disabilities as children first.

Comments/Points to Remember/Key Concepts
Babies’ first motor skills start with reflexes. Students should know how specialists use reflexes to assess development. Some reflexes are necessary for survival. Motor development occurs in a sequence. There are ways to facilitate infants’ and toddlers’ gross and fine motor development including some ways of adapting environment and materials for infants and toddlers with developmental delays and physical disabilities. Nurturing is important for gross motor development to occur optimally.
Session 5

Theme: Cognition

Student Reading: Chapter 8 – Infants, Toddlers, and Caregivers

Learning Objectives
Students will be able to:

• Demonstrate a general understanding of Piaget’s sensorimotor stage.
• Explain the importance of exploration to cognitive development.
• Explain some approaches to take with an infant or toddler who doesn’t learn as quickly as the typically developing child.

Teaching/Learning Ideas, Activities, and Assignments

“Discoveries of Infancy”
Show PITC Video “Discoveries of Infancy” and discuss. Make sure students grasp the important points. It’s easy to watch this video and just enjoy all the cute babies doing interesting things. Stress the importance of exploration to cognitive development. You could also ask students to analyze the video in terms of the information on Piaget’s stages that is in the assigned reading.

Creating a Class Generated Developmental Chart
If the class created a developmental chart focused on motor development in the last session, have them to expand it by adding cognitive development. See if they can do it on experience without looking at the book. Chart should show when children are likely to reach the major cognitive milestones up to three. Compare with the information in the chapter, standardized charts, or Environmental Chart (Appendix B) in Infants Toddlers, and Caregivers in Chapter 7. If there is a difference, talk about why that might be. Emphasize the wide range of individual differences as typically developing babies operate on their own individual timetables

Gregory Harper’s Gloquez Exercise:
Bring in a large cardboard box and pretend to take out an imaginary something that is large and heavy. Plug it in. Tell the students to ask you questions so that they can identify the imaginary object. Harper suggests the following questions and answers, though instructor can also make up his or her own. The point is to introduce imaginary words that will have no meaning for the students. Q. What’s it called? A. gloquez (pronounced glocks).
Q. What does it do? A. Counteracts bad vibrations in a room. Q. How does it work? A. An inversely reciprocating framfram bollixes any waves entering the aperture. Q. What is it made of? A. Hyperventilated case-hardened mollox. Q. Why can’t I see it? A. You can’t? The point is that it’s hard to remember something you’re not familiar with if you don’t have something to hook it on to. Test the students to see how much knowledge they retained of the Gloquez. If they have difficulty talking
about it, or can only describe it in terms of something else (it’s like a ... or it’s the same as....) point out the similarities between themselves and a toddler trying to understand something he or she is not familiar with and has no vocabulary for. (Adapted from Gregory Harper, (1979). “Introducing Piagetian concepts through the use of familiar and novel illustrations.” Teaching of Psychology. 6(1), 58-59.)

Collections (Inspired by Margie Carter and Deb Curtis)
Ask students to bring in some collections. Display the collections and let other students look them over. Then, working in small groups, ask students to see how many ways they can sort, classify, arrange and combine the objects in the collections. Have a discussion of the importance of having something interesting to work with and the kind of the importance of materials that are special and meaningful.

Alternative to Collections
Sort items from purses, backpacks, and pockets and discuss classifying, rearranging and reclassifying.

Point out key experiences for classification are:
- Investigating and labeling the attributes of things
- Noticing and describing how things are the same and how they are different
- Sorting and matching
- Using and describing something in several different ways
- Describing what characteristics something does not possess or what class it does not belong to
- Holding more than one attribute in mind at a time
- Distinguishing between some and all

(From High Scope)

Atypical development
Have students work in small groups to come up with some approaches to take with an infant or toddler who doesn’t learn as quickly as the typically developing child.

Brain Research
Give a mini-lecture on the new brain research.

Comments/Points to Remember/Key Concepts
During the first year of life cognitive development occurs at a rapid rate. The baby moves from knowing the world only through reflexive action on the concrete world to becoming a toddler who can figure things out and create internal representations (pretend play) Exploration is important in the lives of infants and toddlers and should be planned for in a safe environment. Nurturing is important too! Language, perception, motor skills, and cognition all come as a package. Research on brain development shows it isn’t just cognitive “activities” that enhance
the connections in the brain, but also attunement, that is synchrony or “getting in synch,” with caregivers.
Session 6

Theme: Language

Student Reading: Chapter 9 – *Infants, Toddlers, and Caregivers*

Learning Objectives
Students will be able to:
- Describe or otherwise demonstrate an understanding of the progression of language development and explain how to foster it.
- Explain in general terms what a communication disorder is.
- Demonstrate knowledge of an overview of ages and stages related to the categories of development studied in the class sessions to here.

Teaching/Learning Ideas, Activities, and Assignments

Early Messages
Show PITC video Early Messages: Facilitating Language Development and Communication. Create a discussion around the video. Review information through discussion or mini lecture format.

Observe Language Development
Observe an infant or toddler and pay special attention to signs of language development. Check out what you observed with the Table 9.1 in Chapter 9. Did you see something that wasn’t on the chart? Were there things on the chart that you didn’t see? Did the child’s language development fit on the chart under his age group? How did this child get his or her needs communicated?

Creating a Class Generated Developmental Chart
If the class created a developmental chart focused on motor development and/or cognitive development in the last session, have them to expand it by adding language development. See if they can do it on experience without looking at the book. Chart should show when children are likely to reach the major language milestones up to three. Compare with the information in the chapter, standardized charts, or Environmental Chart (Appendix B) in *Infants Toddlers, and Caregivers* in Chapter 7. If there is a difference, talk about why that might be. Emphasize the wide range of individual differences as typically developing babies operate on their own individual timetables.

Read a Book to an Infant or Toddler
Have students discuss in small groups what they got out of the reading experience. What did the child get out of it? What stood out in your mind about the experience? What did you learn? What might you do differently next time?
Books for Toddlers
Tell students: Visit the library in your area and review the children’s section. Select at least five books that you think are appropriate for toddlers. Explain to the class why you chose them.

Journal Writing/Small Group Discussion Questions:
• Feelings, reactions, ideas about the reading?
• What was the highlight of the class?
• What was the most meaningful or useful thing that happened?
• What came up for you: reactions, thoughts, feelings?
• What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
Infants come equipped to learn language from birth and they follow the same sequence of learning. Language learning occurs in a social context and involves teamwork. Babies learn language by communicating with an “other”, especially an adult “other” to whom they are attached. Language and cognitive development come in a package. Carrying on conversations during caregiving routines or any other time is an excellent way to facilitate language development. Reading picture books (even to babies) is another good way and encourages emergent literacy. Nurturing is an important part of language development.

Possible Portfolio Artifact
*Children and families must remain anonymous to maintain professional confidentiality*
To end these sessions about development, students could be asked to sum up what they have learned about ages and stages by creating:
• A video display of a child’s developmental stage with interpretation and response to the child’s needs.
• A written description of a child’s physical developmental stage with interpretation and response to the child’s needs.
• Photographs of a classroom with captions explaining how depictions demonstrate a safe and secure environment relative to age development.
Module 2: Caregivers and Caregiving

Session 7

Theme: Principles of Caregiving

Student Reading: Introduction and Chapter 1 – Infants, Toddlers, and Caregivers

Learning Objectives
Students will be able to:
- Explain how the ten principles in chapter 1 of Infants, Toddlers, and Caregivers relate to respectful, responsive, and reciprocal interactions.
- Give examples of how the principles play out in scenarios.
- Explain the principles in terms of their own lives.
- Distinguish between “wants something quality time” and “wants nothing quality time”.

Teaching/Learning Ideas, Activities, and Assignments

Note: if this is the first session of a new module and not just session 7 of a semester course, see Section II for “Tips for First Sessions of Course or Module” and also “Outline of a Typical First Session.”

Caregiving Principles
- Give a mini lecture on the ten principles.

Demonstrating the Principles
- Have small groups or pairs of students choose one of the principles and demonstrate it through role play.

Written Exercise
- Have students pick three of the principles that they relate to most easily and write about why. Then write about one that they have questions about, think is less important or don’t understand.

Video
- Show any video (commercial or home-made) where infants and toddlers interact with adults and look for examples of the principles in action.

The Three R’s of Interactions
- Round robin or go round (Strategy 13) When were you involved in a respectful, responsive, and reciprocal interactions? Describe what it was like. Then contrast that description with an experience you’ve had with a disrespectful, unresponsive,
nonreciprocal interaction. What are the implications of your experiences for working with infants and toddlers?

Discussion of Developmental Charts (could use any classroom charts created by students)
Talk about how to use standardized charts as very general guides to growth and development without pushing children to move up them faster. Ask what students think the message is to children when they are given the feeling that what they are doing at present isn’t good enough, but that they should progress quickly to the next stage.

Journal Writing/Small Group Discussion Questions:
• Think about the benefits of quality time for an infant. Can you remember a time when someone was fully available to you without being directive? What was that like for you? Can you understand from your own experience how that might benefit an infant?
• Think about someone you know very well. Can you remember some ways that person communicates with you without using words?
• Have you ever been rescued from a problem in a way that frustrated you? Have you ever seen an infant in the same situation? How did you feel? How did the infant feel?
• What are your reactions to the phrase, “Faster is better” as it relates to infant and toddler development?
• Feelings, reactions, ideas about the reading?
• What was the highlight of the class?
• What was the most meaningful or useful thing that happened?
• What came up for you: reactions, thoughts, feelings?
• What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
The main goal of this session is to help the students see that the underlying thread of the ten principles in Chapter 1 of Infants, Toddlers, and Caregiving is respectful, responsive, and reciprocal interactions. Students get a better grasp of the principles when they self-reflect and come to understand how they play out in their own lives. Understanding the concept of quality time and the difference between the two types (“wants something quality time” and “wants nothing quality time”) is a prerequisite to working with infants and toddlers.
Session 8

Theme: Infant-Toddler Education

Student Reading: Chapter 2 – *Infants, Toddlers, and Caregivers*

Learning Objectives
Students will be able to:

- Explain or demonstrate that infant-toddler education is not the same as “stimulation” or preschool.
- Explain or demonstrate how problem solving is a central theme in infant-toddler education.
- Explain or demonstrate the four roles of the adult in infant-toddler education.

Teaching/Learning Ideas, Activities, and Assignments

The Four Roles of Adults in Infant-Toddler Education
Divide into small groups and have each make up a scenario and create a role play that demonstrates one of the four roles of adults in infant-toddler education.

Analyze an Example of Infant Education
Ask students to discuss the example of infant education in the last section of Chapter 2 and explain how it illustrates the concepts in the chapter. Give specifics of what illustrates what.

Create an Example of Infant Education
Have students create an “example of infant education” using the last section of Chapter 2 as a model. They can create their example using words (written or oral) video, or role-play.

What is Infant-Toddler Education?
In a small group, come up with a definition of infant-toddler education. Role play a scenario in which a parent who is considering enrolling her infant or toddler asks, “Do children learn anything in this program or do they just play?”

Journal Writing/Small Group Discussion Questions:

- Think of a time when stress was good for you. Can you relate your experience to that of an infant or toddler in group care? How good are you at telling the difference between optimal stress and too much stress in your own life? Does this ability relate to how you can tell when a child is having too much or too little stress?
- Think about how you satisfy your own needs for attention. How aware are you of the ways you get people to pay attention to you?
- List some ways you get attention from other people. Are you satisfied with the ways you get attention? Would you want infants and toddlers to get attention in the same ways?
- Think of a time in your life when feedback was useful to you in a problem-solving situation. Can you apply your own experience to that of an infant or toddler?
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
This chapter has a strong message about what infant-toddler education is and what it is not. Students with preschool experience need to know the difference. Anyone with experience in “infant stimulation” programs also needs to know the difference. This session should focus on the role in education of optimum stress, adult attention, appropriate feedback and modeling.
Session 9

Theme: Play

Student Reading: Chapter 4 – *Infants, Toddlers, and Caregivers*

Learning Objectives
Students will be able to:

- State why play is important in childhood.
- Explain or demonstrate four aspects of the adult role in infants and toddlers’ play giving examples that relate to specific age groups.
- Demonstrate knowledge of specifics about setting up the environment to support play.
- Define the “problem of the match” and give an example.
- Give examples of “scaffolding”.

Teaching/Learning Ideas, Activities, and Assignments

What are These Children Learning? An Observation Exercise
Using the two scenes in Chapter 4 in the section on scaffolding have the students discuss in small groups and then list what the children are learning in each scene. An alternative is to show a segment of the PITC video, “Discoveries of Infancy” with the sound off. Or a home video of infants and toddlers in a play situation can also be used. You could compare infants and toddlers in same age group and mixed age group as well.

What’s it Like to Play? A Guided Imagery Exercise
Prepare students for a guided imagery (See Section II, Strategy 12). Take them back to a time in their childhood and help them relive what it was like to play. Help them get in touch with their whole child. Say, look at your hand. Is something in it? What does it feel like? Look down at yourself. How do you look? How do you feel in this small body? Look at your feet. How do they look? Help them get in touch with the surroundings. Say something like, look around, where are you? What do you see? What is there in the environment with you? Any people? What is it like there? How do you feel? Can you get in touch with any emotions? What are your senses taking in? Smells, sounds, sights. What are you touching? What does it feel like? Touch something. Experience your tactile sense. What are you thinking? Examine your thoughts. Now go ahead and play, undisturbed for awhile. Be silent for awhile then slowly guide them back to the here and now. Tell them to say good-bye to the people and things that are around them. Tell them to walk away and wave. Tell them to walk slowly back to the classroom and when they are here and ready, to open their eyes. Let them share their experiences with the large group, a small group, in a dyad, or in writing. Then discuss: How was the experience for you? What worked? What didn’t work? Think about your own play
experience. How can you use your own experience to understand the importance of free play for infants and toddlers?

What are the Benefits of Play? A Group Discussion
Either use this with the above guided imagery exercise, or on its own. Start by asking students to think of a time when they were deeply engaged in play. This should be as far back as they can remember. Go around the room and have each student share the experience. (See Section II, Strategy 13 for Round Robin or Go Round). Then in dyads or small groups, have them list the benefits of the experience. What did they gain from it? What did they get out of it? When each dyad or group has a list, go back to the large group and start listing the benefits on the board, chart paper, or on a blank overhead sheet. Make the list as long as possible. Then ask students to again work in small groups to categorize the benefits. You can set up categories or let them invent their own. One way is to look at aspects of the whole child and have them categorize by physical benefits, cognitive benefits, emotional benefits, social benefits. Some items will fit in several categories. End by asking students as groups or as individuals to come up with a statement about the importance of play in childhood.

Play Spaces
Go around (See Section II, Strategy 13, Round Robin or Go Round) and ask each student to talk about where was his or her favorite place to play. See if there are any patterns or themes. Ask then what did you learn from this exercise that can help you set up a play environment for infants and toddlers.

Journal Writing/Small Group Discussion Questions:
• What are the models from your own childhood that you carry in your head today?
• Can you relate your own experience to Papert’s “gears” in Chapter 4 of Infants, Toddlers, and Caregivers?
• If you didn’t experience a passionate love of something as a child, do you know someone who did? Write or talk about that person or yourself.
• Have you experienced a time when play was not playful? Discuss.
• Feelings, reactions, ideas about the reading?
• What was the highlight of the class?
• What was the most meaningful or useful thing that happened?
• What came up for you: reactions, thoughts, feelings?
• What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
Students should be able to articulate why play is important by the end of this session. They should know how the environment influences play and how to set up an environment that fosters free play (interactions with objects and people). The adult role in play is also included in this session, including scaffolding. The problem of the match helps students understand that free play with a number of choices is superior to setting up “learning activities” for infants and toddlers.
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Session 10

Theme: Caregiving Routines

Student Reading: Chapter 3 – *Infants, Toddlers, and Caregivers*

Learning Objectives

Students will be able to:

- Create a definition of curriculum that includes caregiving routines.
- Make a connection between caregiving routines, curriculum, attachment, and brain development.
- Explain or demonstrate the Anne Morrow Lindberg quote, “A good relationship has a pattern like a dance and is built on some of the same rules” and relate the demonstration or explanation to caregiving routines.
- Explain or demonstrate how to carry out a caregiving routine respectfully so that it is a “shared experience,” not just a task.

Teaching/Learning Ideas, Activities, and Assignments

What is Curriculum? (can be done individually or in small groups).

Tell students that the word curriculum means “a plan for learning.” Tell them that you want them to represent the word “curriculum” as it applies to infant toddler programs by either:

- Writing a definition
- Making a list of words
- Creating a poem or song
- Drawing a symbol or picture
- Inventing a movement or gesture
- Making up a role play
- or any other means of representation.

At the end, ask how many included the term or concept of caregiving routines such as diapering, feeding, napping, grooming, bathing, toileting in their representation. The point is that when students think of curriculum they should think of caregiving routines as an important part of it.

Attachment behaviors

Have students point out attachment behaviors in the children in the first scene in Chapter 3.

Relationships and Routines

Ask students in small groups to demonstrate, explain or represent in some way the Anne Morrow Lindberg quote, “A good relationship has a pattern like a dance and is built on some of the same rules” and relate their demonstration or explanation to caregiving routines.
Feeding Babies

Form two groups by having the participants pass an object around as they count off, one, two, one, two. (Passing an object puts the decision of who is next in the hands of the participants instead of the instructor needing to guide the counting.). Give someone in group one the instructions below and the bag of supplies. The “ones” go outside the room, where one participant passes out napkins, spoons, and another dishes up small servings of ricotta cheese into paper cups. Either make copies of the instructions or get a participant in the group to read the instructions out loud.

Instructions for group 1:

You will be the caregivers first. You will be feeding babies too young to feed themselves. Don’t tell your “baby” what you will feed him or her, because when babies are first introduced to a food, they can’t know what it will taste like before they taste it. If your baby says she is sensitive to some food products, find out what and respect her need not to taste. Keep this activity sanitary. If you want to taste the food yourself, take a separate cup and spoon. As long as you are sanitary, you can be any kind of caregiver you want to be. It will be a good lesson even if you don’t try to be the very best caregiver you can be. Go back into the room and choose a baby. Pick someone who wasn’t sitting near you. Be sure no baby is left without a caregiver. You may take your baby to a quieter place if you want. Feed your baby until one or the other of you has had enough. Then switch roles. The baby becomes the caregiver and you become the baby. Don’t wait for a signal to switch roles. When you feel you’ve had enough experience being on the other end of the spoon, stop the role play and discuss with the other how you both felt in both roles, what the experience was like for you, and what you might have learned. Come back to the large group prepared to talk about what you got out of this experience, what it brought up for you and what you learned about feeding infants.

The second group stays inside the classroom where one participant passes out napkins, spoons, and another serves up small amounts of rice “milk” into paper cups. Either make copies of the instructions, get a participant in the group to read the instructions out loud, or give the instructions yourself. (You may want to keep yourself free to move back and forth between the groups to answer questions.)

Instructions for group 2

You will be the babies first. You are a baby too young to feed yourself. You won’t be told what you are eating because when babies are first introduced to a food, they can’t know what it will taste like before they taste it. If you are sensitive to some food products, say so and determine whether the food the caregiver has is one you are sensitive to. The caregiver has instructions to keep this activity sanitary. They have also been told that they can be any kind of caregiver they want to be. It will be a good lesson even if they don’t try to be the very best caregiver they can be. They will come in and choose you. They have
been told not to pick someone who was sitting near them. There should be no baby left without a caregiver, but if you find yourself without one, complain loudly. The caregiver has been told to feed his or her baby until one or the other of you has had enough. Then it is time to switch roles. Either of you can initiate the switch so that the baby becomes the caregiver and vice versa. Don’t wait for a signal from the instructor to switch roles. When you feel you’ve had enough of this experience, stop the role play and discuss with the other how you both felt in both roles, what the experience was like for you, and what you might have learned. Come back to the large group prepared to talk about what you got out of this experience, what it brought up for you and what you learned about feeding infants.

Through large group discussion the following subjects will probably come up: Trust issues, health issues, how the setting affects feeding, temperamental, individual, familial, or cultural differences.

Journal Writing/Small Group Discussion Questions:

- Think about how you determine your own needs and get them met. Can you remember a time when you needed something that you could not get by yourself? How did you communicate this need? Were you direct about it? Was your message received? Did you get the results you wanted? Perhaps you can relate your own experience to that of infants and toddlers in child care.
- Can you remember a time when you were treated as an object? How did that feel? Do you know why it is important not to treat a child that way?
- Think of ways that you can make a caregiving routine into a “shared experience.” Discuss how the kinds of one-to-one interactions like you described become the curriculum in an infant program. Can you explain that process to someone, like a parent?
- What do you know about cultural differences in caregiving routines? How does what you know differ from what is talked about in class and in Chapter 3? What would you do if you were told to “follow the book,” and you didn’t believe in the book? What would you do if a parent’s beliefs about carrying out a particular routine differed from yours?
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts

The challenge of this session is to help students see that caregiving routines are curriculum in infant-toddler programs and that they should be done in a responsive, nurturing way. Students should also begin to see a connection between caregiving routines, curriculum, attachment, and brain development. Help students understand the
meaning of Anne Morrow Lindberg’s quote, “A good relationship has a pattern like a dance and is built on some of the same rules” and relate their demonstration or explanation to caregiving routines. Explain or demonstrate how to carry out a caregiving routine respectfully so that it is a “shared experience,” not just a task.

Possible Portfolio Artifact

(Children and families must remain anonymous to maintain professional confidentiality)

- Examples of individualized “curriculum” planning based on informal observations of children.
Session 11

Theme: Caregiving Routines

Student Reading: Program for Infant-Toddler Caregiving: A Guide to Routines

Learning Objectives
Students will be able to:

- Show that they have had some exposure to the specifics of how to carry out caregiving routines including feeding, diapering, napping, grooming, bathing, toilet training, ordering the environment, handling greetings, and departures, record keeping, dealing with health and safety, and special issues with children and families.
- Find specific information in the Guide to Routines.
- Show that when they speak of routines, they continually keep in mind the age and stage of the child, individual differences (including special needs) and cultural differences.
- Reflect on what it is like to be the recipient of caregiving routines.

Teaching/Learning Ideas, Activities, and Assignments

Routines Video
Show PITC video “It’s Not Just Routine”.

Read and Share Exercise on Routines
This exercise can easily spread out over several sessions. Ask or assign groups of students to read one chapter in the PITC Guide to Routines. Tell them to pick one to four key concepts from the chapter and create a way to share those key concepts with the class. You might ask them to create learning objectives around the concepts as well, so they are clear about what they want the class to get out of their presentation. The purpose of this exercise is to give the students an overview of the information in the guide so they can see it as a resource when working with infants and toddlers.

Dressing: An Experiential Exercise
Put students in groups of three. One person in each group should have a piece of removable clothing—sweater, jacket, sweatshirt, vest, etc. If not, consider shoes removable clothing, but it’s better if they have to deal with arms and armholes. One person is the baby, one is the caregiver and one is the observer. The baby decides what age he or she wants to be. Set up the following scenario. Caregiver is impatient to get baby ready to go outside. He/she treats baby brusquely, doesn’t talk, and doesn’t make eye contact. In other words, the caregiver treats baby as an object rather than a person. The two role play this scenario. The observer then says what he or she observed. Then the two role play a difference scenario: This time the caregiver deals with the baby...
respectfully on a human to human level, making it a shared experience. The pace is slow, the caregiver asks for the baby’s cooperation, makes eye contact, and waits for the baby’s response. Afterward the baby and caregiver discuss what it felt like and the differences between the two experiences. The observer offers information about what he or she observed.

Sleeping: a Guided Imagery
Get group quiet, relaxed and comfortable (See Section II, Strategy 12, Guided Imagery). Tell them to go back in their childhood to a time when they were going to bed (either for a nap or at night.) Run them through the experience asking them to look at where they are, feel how it is to be where they are, notice any sounds or smells. Is anyone with them? What do they do before they go to sleep? Are there some self-comforting devices they have? Do they need to be in a particular position? What goes through their mind? What are they feeling? Do this slowly so each participant has a chance to fully appreciate the experience. Bring them back to the classroom and tell them to open their eyes when they feel ready. Follow up by having them do one or more of the following: write about the experience, talk in dyads about it, talk in small groups. Then do a follow-up large group discussion about individual experiences with sleeping and how they relate to children in programs.

Points to Consider
At the end of every chapter in the Routines Guide is a section called “Points to Consider”. Students who are working in programs can gain benefits from discussing these points.

Blind Spots and Hot Buttons: Interview Exercise
Ask students to get into dyads, choosing a partner that they don’t know very well. Ask them to listen to each other talk about the following questions:
- What associations, memories, feelings, or experiences do specific caregiving routines (diapering, feeding, napping, toilet training, etc.) bring up for you?
- Do you have issues around any particular routine? Are you aware of any blind spots, hot buttons, or particular perspectives around routines? If yes, how might these affect you as a caregiver?

Journal Writing/Small Group Discussion Questions:
- What do you know about your own hot spots or particular issues with certain caregiving routines? Write about their effect on you and what you might have to do as a caregiver to work around or through these issues.
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
The last session, this one and the next one can be regarded as somewhat of a unit with overlapping activities. The point of this session is for students to go both deeper and broader into caregiving activities. By the end of the three sessions students should have expanded their awareness of what it is like to be the recipient of caregiving. They should also be familiar with the Routines’ Guide, enough to use it as a resource in the future.
Session 12

Theme: Recording and Assessing Development

Student Reading: Section 8 – PITC Guide to Routines

Learning Objectives
Students will be able to:

- Demonstrate an understanding that records consist of the child’s range of general and specific needs and the family’s expectations.
- Demonstrate an understanding that shows the purpose of keeping records is to build a picture of each child’s development so that caregivers can plan individualized programs.

Teaching/Learning Ideas, Activities, and Assignments

Recording and Assessing Development
Create a mini lecture on key points listed in the comments section below.

Information Forms Exercise
Have students use selected information-gathering forms in the Appendix of the Routines guide, either filling them out themselves or interviewing parents in the class. Afterwards have them discuss their experience in using the forms and make suggestions of how to possibly redesign the forms to be more useful and/or sensitive.

Using a Check List:
Have students try using the check list in Section 8, of the PITC Guide to Routines. Directions: choose a child that you can observe over a period of time (this activity could become a child study for the next module). Use the check list to create a developmental profile of this child.

PITC Video, Ages of Infancy
As a review of Module 1 and to connect the information there with the check list exercise, consider reshowing video, Ages of Infancy and see if you can get a discussion going that takes the information to a deeper level.

Journal Writing/Small Group Discussion Questions:
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts

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• Written records are valuable, even for experienced caregivers who are good at informally assessing development and don’t think they need to write things down.
• Expect development to be normal (it usually is) but watch out for a lag or an atypical pattern which calls for a more carefully individualized program.
• Avoid comparing one child to another.
• Avoid using developmental charts, check lists to label children or “report cards”.
• Remember that developmental profiles do not predict future success or failure except at the extreme ends.

Possible Portfolio Artifact
(Children and families must remain anonymous to maintain professional confidentiality)
• A description of how and why the student’s particular observation/assessment tools were selected and used.
• Written observations of at least 2 children with a description of how the observations were used as a basis for specific planning for the children observed.
• A sequential observation record of one child over a period of 3 months noting grown, maturational and behavioral developments/changes.
• Examples of individualized “curriculum” planning based on information from observations of children.
Module 3: Observing Social and Emotional Development

Session 13

Theme: Observation

Student Reading: None

Learning Objectives
Students will be able to:
- Demonstrate increased observation skills.
- Explain the importance of careful observation.

Teaching/Learning Ideas, Activities, and Assignments

Note: If this is the first session of a new module and not just Session 13 of a semester long course, see Section II, “Tips for First Sessions of Course or Module” and also “Outline of a Typical First Session”.

The Importance of Observation
Give a mini lecture on the importance of observation or create an exercise.

How to do an Observation
Give a mini lecture on how to do an observation based on the points in the comments section.

How do They Walk? An Observation Exercise
Ask a student to walk across the classroom in a place everyone can see. Ask students to describe what they saw. Help them put what they saw in terms of observable behavior. Once they can describe just the behavior, ask them to try looking for the meaning (if any) behind the behavior. Check out with the walker, if the interpretation was correct. Ask a second student to walk across the classroom and ask the students to describe what they saw. Help them see the differences between one walk and the other. Help them expand their vocabulary when it comes to describing simple movements like walking. Make the point of leaving value judgments out of the picture.

Do you See what I See (Inspired by Project Exceptional)
Bring three photos of babies you know and the children they grew into a few years later. Be sure that one of the photos is of a child with special needs, but pick a child whose needs aren’t readily visible in infancy. Put the baby pictures on the overhead projector or pass them around. Ask students to describe what they see. Have them discuss what they wrote. Students will discover from each other what they missed. Then put the pictures of the child each grew into on display and tell what you know of the story of each—what they were like as a baby and what they were like as a child up to the age of the second photo. Make the point that children are children whether they have special needs or not.

Discussing Observation Segments
Read the following observations
1. Rachael is 26 months old and is following her mother toward the bathroom door. Her mother goes in and shuts the door. Rachael pounds on the door, screaming “ma, ma.” She gives up when there is no response from her mother and walks back into the living room. She looks at her four year old sister lying on the floor and walks over and steps on her hand.

Ask students what they think is the meaning of the behaviors described in the observation. What may be missing from the observation that makes it hard to guess at the meanings of the behaviors? What would they like to know more about? How could this observation segment be improved?

2. Bob is 14 months old. He is sitting in the bathtub splashing a wet rag on the side of the tub while water is splattering out onto the floor. He stands up and continues to splash with the cloth, slapping it on the outside of the tub. He sits down and puts the cloth to his nose and his mother says, “Blowing your nose?” He makes some “ah, ah” sounds. His sounds develop into crying. He stops crying when he picks up two containers and pours water from one to the other. He places one cup to his lips, acts like he is drinking, pours it out into the tub. He says, “nu, nu, no” Makes “tsking” sounds, then a “brrr” noise like a motor.

Are details missing from this observation segment? What would you want to know more about? How could this observation segment be improved? Can you guess at any of the meanings of these behaviors described?

How Does it Feel to be Observed?
Tell students that they are to each do a three minute observation of someone in the class during the class session without letting the person know they are observing. They are to take notes on what they see and share later what they observed.

The point of this exercise is to bring home the idea that an observation can make the person observed feel uncomfortable to think that they may be being watched. It feels like an invasion of privacy to many adults. It is even more uncomfortable to be aware of
being observed when it is happening. When working with infants and toddlers, observation is less an invasion and more of a communication mechanism. However even infants and toddlers can feel uncomfortable when they know they are being observed.

Analyzing an Observation
Give out a sample observation of an infant or toddler which is a strictly objective description of behavior with no conclusions or explanation about the meaning of the behavior. Tell students to fill in conclusions and decide the meaning of the behavior(s). Have them discuss afterwards in small groups using the following discussion guide:

Discuss your conclusions. Choose a recorder to fill out the form below:
1. Did this observation have enough details? Was there something missing that you felt you needed to know about?
2. Did this child express any needs?
3. What else do you want to say about this observation or your discussion as a group?
4. How did this exercise work?

Journal Writing/Small Group Discussion Questions:
• Feelings, reactions, ideas about the reading?
• What was the highlight of the class?
• What was the most meaningful or useful thing that happened?
• What came up for you: reactions, thoughts, feelings?
• What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
We all observe all the time. We just don’t pay attention to the fact that we are observing. Much of communication, even between adults, is nonverbal and comes from observable posture, position, facial expressions, gestures, hand, body and eye movements and other equally subtle (though sometimes not so subtle) means. We unconsciously pick up these nonverbal messages through observing. How do we know what a nonverbal infant needs? Through observation. How do we know what a beginning talker is trying to tell us? Through observation. One of the most important skills an infant-toddler caregiver can have is the ability to pay close attention and understand what is being communicated through nonverbal expressions. A good observation describes actions, behavior, posture, position, facial expression. It describes exactly what a child does in descriptive but objective terms. Someone reading the observation should be able to make similar conclusions to the person writing the observation. Advice: Quote what is said or sounds made and describe tone of voice. Be careful about guessing what is going on inside a child. “He’s mad” or “He’s bored.” Describe what you saw that led you to that conclusion. Don’t say, he’s playing with a ball. Describe exactly what he is doing with the ball. Leave out labels and judgments. Avoid such statements as “He’s shy, she’s bright, and he’s a good boy.” An observation can also include interpretations, meanings of the behavior, and conclusions by the observer. These, however, cannot take the place of a detailed description of observable behavior.
Possible Portfolio Artifact

*Children and families must remain anonymous to maintain professional confidentiality*

- A description of how and why the student’s particular observation/assessment tools were selected and used.
- Written observations of at least 2 children with a description of how the observations were used as a basis for specific planning for the children observed.
- A sequential observation record of one child over a period of 3 months noting grown, maturational and behavioral developments/changes.
- Examples of individualized “curriculum” planning based on information from observations of children.
Session 14

Theme: Temperament


Learning Objectives
Students will be able to:
- Create temperamental categories.
- Name the temperamental categories of Chess and Thomas
- Chart their own temperament along 9 dimensions and compare it to that of an infant they know.

Teaching/Learning Ideas, Activities, and Assignments

Temperament Types: Invented Categories
Before reading the assignment, ask students to invent categories of temperament. This can be done in small groups or individually. Care should be taken to be sure students of diverse cultures feel free to be different from the dominant culture view. After categories are invented and named, ask students to observe infants and toddlers in free play and caregiving situations to find examples of the categories they have come up with.

Follow up by having students read “Temperaments of Infants and Toddlers,” Stella Chess article in PITC Guide to Social-Emotional Growth and Socialization.

Flexible, Fearful, and Feisty
Show PITC Video Flexible, Fearful, and Feisty and discuss.

Assessing for Temperamental Match
Make copies of Chart One: The Temperament Assessment Scale on Page 14 of PITC Guide to Social-Emotional Growth and Socialization. Ask students to assess themselves and also an infant they know. Write or talk about how well the two temperaments match or are in synch. What could be done in case of a mismatch?

Journal Writing/Small Group Discussion Questions:
- What kinds of people annoy you the most? Who do you have trouble getting along with and why? What kind of baby behavior bothers you? What about your own behaviors that bother you?
- Can you put yourself into a temperamental category? Which one? How much do you think your temperamental type influences what bothers you? Is it that your own traits bother you when perceive them (perhaps unconsciously) in others?
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
• What was the most meaningful or useful thing that happened?
• What came up for you: reactions, thoughts, feelings?
• What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
The point of this session is to familiarize students with the concepts of temperament, the idea we all have one and mismatches occur, which make developing relationships a challenge. Adults must take the initiative to adjust to infants and toddlers temperaments in the case of mismatches, rather than the reverse. This session also exposes students to the classic research resulting in temperamental categories done by Chess and Thomas.
Session 15

Theme: Emotional Development

Student Reading: Chapter 10 – Infants, Toddlers, and Caregivers

Learning Objectives
Students will be able to:
- Demonstrate observation skills and an understanding of how to help infants and toddlers cope with fears.
- Demonstrate observations skills and an understanding of how to help infants and toddlers cope with anger.
- Observe and list a variety of self-calming behaviors.
- Observe and describe infants and toddlers’ inner sense of direction.
- Describe an emotional disorder.

Teaching/Learning Ideas, Activities, and Assignments

What do you See? An Exercise about Feelings
Have students in small groups talk about what is going on in the opening photograph in Chapter 10. Describe each child’s emotions. Describe what the teacher might be feeling or doing. Role play the scene. Report back to the larger group. Notice any patterns and any differences in perspective. Discuss how hard it is sometimes to agree on what children are feeling. How much do our own experiences, feelings, and ideas enter in to the meaning we place on what we observe?

Observe Attachment Behaviors
After reviewing Chapter 5, Observe a mobile infant or toddler in a setting where there is freedom to move around. List attachment behaviors. Notice the reaction to any novel situations that may occur. Note how the child responds to strangers. What happens if the parent leaves the room for a moment? (This observation can be done from either video or live. Consider inviting a parent and child or several parents and children into the class and set up the room so they are comfortable and the children free to move around.)

What Would you Do? An Exercise in Helping Children Cope with Fear
1. A nine-month old-child has just been left in the center by his mother, who is late to work. Although she did stay with her son a few minutes before handing him over to the caregiver, who happens to be a substitute and new, he started screaming when she hastily said good-bye to him and hurried out the door. He is now sitting on the floor, terrified, alternately screaming and sobbing. What is the meaning of this child’s behavior? How would you respond if you were the substitute?
2. A two-year-old is looking through a stack of books lying nearby. She is on a soft cushion looking very relaxed. Next to her is a caregiver, who is holding another child
who is also holding a book, looking at the pictures. The child on the cushion picks a book and flips through it. She comes to a picture of a clown, slams the book shut, and sits looking terrified. What is the possible meaning of this behavior? How would you respond if you were the caregiver?

3. A two and a half year old is making an enclosure out of large plastic blocks. She stands inside looking very proud of herself, saying, “Look at my house, teacher.” A siren screams outside in the street. She freezes. Then she races to the stack of cots and crawls under the bottom one, squeezing her body almost out of sight. What is the probable meaning of her behavior? How would you respond if you were the caregiver?

What Would you Do? An Exercise in Helping Children Cope with Anger
Have students create scenes like the ones above only focused on anger instead of fear. Have them ask each other the following questions: What is the possible meaning of this behavior? How would you respond if you were the caregiver?

What Would you Do? An Exercise in Working with a “Difficult Child”
Have students who have worked with a “difficult child” describe a scene that exhibits the “difficult behaviors.” Discuss the child and the behaviors as well as the possible meaning of the behavior. Discuss the caregiver response. Ask students how they might determine the possibility of an “emotional disorder” and what would they do if they suspected such a thing.

Journal Writing/Small Group Discussion Questions:
- How do you cope with fear? List the ways. How do your coping methods relate to those of young infants, mobile infants, and toddlers? Are you satisfied with the ways you cope? How might you improve your coping skills? How might you help infants and toddlers improve theirs?
- How do you cope with anger? List the ways. How do your coping methods relate to those of young infants, mobile infants, and toddlers? Are you satisfied with the ways you cope? How might you improve your coping skills? How might you help infants and toddlers improve theirs?
- How does your mood impact the way you interact with others? Why might this be of concern when dealing with infants and toddlers?
- How much are you aware of your own inner sense of direction. Looking back can you see how it has influenced decisions that you have made and led you to the place where you are now? How much has your inner sense of direction contributed to your learning process?
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?
Comments/Points to Remember/Key Concepts
This session is further refinement of observation skills while looking at the meaning of certain fearful and angry behaviors. As always, the student is asked to look at the ways in which caregivers can facilitate coping with feelings. Self-calming behaviors are also a focus of this session as well as self-reflection on a personal inner sense of directions. Students are introduced to the subject of emotional disorders in the chapter.

Possible Portfolio Artifact
(Children and families must remain anonymous to maintain professional confidentiality)
- Written observations of at least 2 children with a description of how the observations were used as a basis for specific planning for the children observed.
- A sequential observation record of one child over a period of 3 months noting growth, maturational and behavioral development/changes.
Session 16

Theme: Social Development

Student Reading: Chapter 11 – *Infants, Toddlers, and Caregivers*

Learning Objectives
Students will be able to:

- Link what they know about ages and stages in the first three years in the physical, cognitive, and social-emotional domains with Erik Erikson’s developmental issues of trust, autonomy, and initiative.
- Explain separation issues and discuss appropriate caregivers’ responses.
- Describe pro-social behaviors.

Teaching/Learning Ideas, Activities, and Assignments

Erikson’s Stages
Create a mini lecture that invites students to revisit attachment issues. Include Erikson’s stages and help students connect what they already know about ages and stages in the first three years in the physical, cognitive, and social-emotional domains with Erik Erikson’s developmental issues of trust, autonomy, and initiative.

Separation Exercise
Help students examine separation issues by going back to a time in their lives when they were feeling the pain of separation. Think about a particular situation or scene. Put students in small groups and ask them to share in a round robin or go round format (Strategy 13). Time the sharing so that everyone has equal time to share. Ask one person in the group to write down the feeling words said by the person talking. Then discuss as a group what was done or could have been done to help the individual cope with the feelings. Have students share with the larger group the list of feeling words and also create as a large group a list of ways that adults could help a toddler who was having problems separating from a parent or family member.

Alternative Separation Exercise
Start the above by doing a guided imagery to re-experience their feelings about separation. (See Section II, Strategy 12, Guided Imagery) Ask them to write about their experience afterwards, then have them talk in dyads. Finally, have them get into small groups to share whatever they want to and then develop a list of ways that adults could help a toddler who was having problems separating from a parent or family member.

Social Skills: A Values Exercise
Have students write, and then discuss: What do you think are the most important social skills in our society? How would you begin to teach them to infants and toddlers? In this exercise the goal is not consensus but honoring diversity. Stress to students it is
important that everyone’s ideas be heard and respected, even those that may be contradictory to the ideas of most of the group.

Observe Infants and Toddlers Playing:
List the pro-social behaviors they exhibit.

Individuality: A Values Exercise
Have students write and then discuss: How important is it to promote a sense of individuality in infants and toddlers? In this exercise the goal is not consensus, but honoring diversity. It is important to recognize that some people value group membership or embeddedness over individuality, even for infants and toddlers. Their views should be respected and given attention even though they may be in direct contrast to the ideas of most of the group. This exercise is about honoring diversity, not reaching agreement.

Journal Writing/Small Group Discussion Questions:
- List behaviors that you think indicate positive social development. How many of them are characteristic of you? How did you learn these behaviors?
- Discuss comments and reactions to any of the in-class experiences you might have had.
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
This session goes backward to pick up old concepts and link them to what may be new ones to some students, linking what they know about ages and stages in the first three years in the physical, cognitive, and social-emotional domains with Erik Erikson’s developmental issues of trust, autonomy, and initiative. A revisit of attachment and issues of separation takes the subjects deeper. Social skills are a subject on their own and also related to what has come before.

Possible Portfolio Artifact
*Children and families must remain anonymous to maintain professional confidentiality*
- Written observations of at least 2 children with a description of how the observations were used as a basis for specific planning for the children observed.
- A sequential observation record of one child over a period of 3 months noting growth, maturational and behavioral development/changes.
- Examples of individualized “curriculum” planning based on information from observations of children.
Session 17

Theme: Social Environment

Student Reading: Chapter 13 – Infants, Toddlers, and Caregivers

Learning Objectives
Students will be able to:

- Point out specifics about what might affect identity, including cultural, gender, and self-concept/self-esteem issues by observing the social environment in an infant toddler program.

Teaching/Learning Ideas, Activities, and Assignments

Body Image
Observe a mobile infant (preferably one who crawls, but doesn’t yet walk). See if you can tell from his or her movements something about his or her body image. How aware is this child of where he or she is in space at any given time? How sure are the movements? What can he or she do? How well?

Toys, Materials, and Activities: An Observation
Directions to student: Watch infants and toddlers at play. Are there gender differences in what toys or materials they choose? Have them write or discuss what they see and determine if there are any differences in gender as far as choices of toys, materials, and activities. If there are differences, why? If there are no differences, why not?

Potential follow up activity. Observe in a preschool classroom for children over 3 years of age. Watch the dramatic play area for a period. Count how many girls and how many boys use it. Watch the block area for the same amount of time. Count how many boys and how many girls use it. Is there a difference? What might account for the difference?

Adult Interactions and Gender Differences: An Observation.
Observe adults interacting with infants and toddlers. Can you see any ways in which they treat the boys and girls differently? Do they tend to comment on girls appearance and nurturing qualities? Do they tend to comment on boys’ strength and capabilities? Or are there no particular patterns? What messages are the adults in this environment giving boys and girls about who they are and what is expected of them?

A Culturally Assaultive Environment: an Exercise
Ask students to imagine themselves in a “culturally assaultive environment. If they can’t imagine such an environment, tell them to pick an environment they feel most comfortable in and then imagine it’s opposite. Discuss in small groups, how would it feel to spend a good part of your waking hours in such an environment? What relationship do your own imaginings and experience have to caring for culturally diverse children?
Self Esteem and Caregiving Principles

Ask students to review the ten principles in Chapter 1 of *Infants, Toddlers, and Caregivers* and write about or explain how each one promotes self-esteem.

Journal Writing/Small Group Discussion Questions:

- Try the visualization exercise outlined in Chapter 13 in order to see a child differently. Pick a child whose behavior bothers you.
- Discuss left over issues, worries, comments, and reactions to anything that happened in class.
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts

This session is about infants’ and toddlers’ self-concept, sense of worth, and identity issues in group care programs.
Session 18

Theme: Guidance

Student Reading:
“Socialization, Guidance, and Discipline with Infants and Toddlers” by Alice S. Honig and Donna S. Wittmer in PITC A Guide to Social-Emotional Growth and Socialization

Reread the Guidance and Discipline section in Chapter 11 – Infants, Toddlers, and Caregivers.

Learning Objectives
Students will be able to:
- Articulate a philosophy on discipline and create a short written summary statement.
- Explain the relationship between self-esteem and discipline practices.
- Explain some strategies for dealing with difficult behavior.

Teaching/Learning Ideas, Activities, and Assignments

Discipline and Self-concept: A Discussion or Paper
After reviewing the discipline and self-concept section in Chapter 13 of Infants, Toddlers, and Caregivers make a connection between self-esteem, and discipline practices.

Discipline Statement
Ask students individually or in small groups to imagine themselves writing a “brochure” for a real or imaginary program. What will they say about the philosophy on discipline? Ask them to produce a statement that reflects their personal philosophy on discipline. If they are working in groups, ask them to produce a statement that reflects the consensus of the group. If it is not possible for the group to reach consensus, have the group produce as many statements as reflect the different views of discipline in the group. Bring in brochures or have them compare their work with the statements about discipline in real-life programs.

Discipline Issues
Imagine yourself working in a toddler program using the principles on which the text Infants, Toddlers, and Caregivers is based and the ideas about discipline discussed in Chapter 11, 13, and the PITC article. You are confronted with a hard-to-handle child whose parent thinks she acts that way because you are not behaving the way her daughter expects an authority to behave. Create a dialogue between you and this parent.

Socialization, Guidance, and Discipline

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Create a read-to-report activity by dividing up the Honig and Wittmer article and have groups of students read each section, discuss and chose a spokesperson to report back to the class on what they read.

Difficult Behavior

In small groups have students discuss what to do about difficult behaviors

1. Tantrums. Have students discuss what to do about children who have tantrums. What causes tantrums? Is it always the same cause? What can adults do to help the child in a tantrum?
2. Biting. What cause biting and what can adults do about it?
3. Negativism. What causes negativism and what can adults do about it?

Journal Writing/Small Group Discussion Questions:

- What does it mean to “model self-esteem by taking care of yourself?”
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts

Guidance and discipline do not equate with punishment. It is possible to guide children and create a sense of self-discipline without punishing them. Limits are a key concept of this session. Biting is a behavior that is almost always of concern to caregivers working with infants and toddlers. Negativism is a natural state of young children experiencing what Erikson calls the stage of autonomy. Tantrums are sometimes of a concern to caregivers. Teaching pro-social behaviors is an important part of discipline, rather than just preventing or dealing with less socialized behaviors.

Possible Portfolio Artifact

(Children and families must remain anonymous to maintain professional confidentiality)

- An auditory tape demonstrating the student’s ability to calm and comfort children (tape to include a verbal explanation of the interaction).
- An anecdotal report of how the student successfully addressed a child’s challenging behavior over a period of time.
- A case study of a family referral.
- A written behavior management plan.
Module 1: Elements of Quality Group Care

Session 1

Theme: Introduction to Elements of Quality Group Care

Student Reading: “Making the Transition from Preschool to Infant/Toddler Teacher” by Marjory Keenan

Learning Objectives
Students will be able to:

- Recognize the general components of quality group care.
- Demonstrate an understanding that infant-toddler programs are different from preschool programs.

Teaching/Learning Ideas, Activities, and Assignments

(See Section II for “Tips for First Sessions of Course or Module” and also “Outline of a Typical First Session”.)

Warmer Upper (For suggestions see Strategies 1-4)
  Introductions
  Name game

Show video, “In Our Hands”
  Discuss video.

Mini Lecture
  Lecture on the points made in the comments/key concepts/points to remember section below.

Small Group Discussion: “My Experiences with Group Care of Infants and Toddlers”
  This can be a large group discussion if the group is twenty or under. Otherwise, put students in small groups, tell them to be sure and learn each other’s names (if applicable). Give them time to discuss their experiences with group care including the challenges, rewards, worries, concerns about infants and toddlers in out-of-home group care. Some may have reactions to the video, if you show it first. Encourage them to express their feelings during the small group session and report back to the large group.

Read to Report
Make sure each student has the Keenan article. Divide it into 10 parts according to subheadings. Assign a group of students to each part. Give each time to read their assigned part and prepare a short talk on it. Have them report back to the whole class or in small groups. Small groups will be scarier if there is only one student representing each part of the whole. Some students have trouble concentrating on reading in a group situation and may feel on the spot if they have to report back what they read. If several students report on the same section to the large class, they can back each other up and the entire burden doesn’t fall on one student. The point of this activity is to get students to understand that quality in infant-toddler programs doesn’t look like quality in preschool programs. The two age groups are very different and have very different needs.

Wrapper Upper
   Work on names and figure out a closing activity (See Strategies 5-7).

Journal Writing/Small Group Discussion Questions:
   • Students’ ideas, feelings, experiences with infants and toddlers in group care.

Comments/Points to Remember/Key Concepts
   Students should come away with an understanding of the growing number of infants in care and the difficulties in giving them what they need in group settings. Quality care is a must, yet there are many constraints in achieving it. Brain research shows that what happens in the early years has serious implication for the physical structures in the brain. We must not warehouse infants and toddlers, but must give them the finest of care. The finest of infant-toddler care does not look like quality preschool care.
Session 2

Theme: Center Care: Philosophical Foundations

Student Reading:
“Caring for Infants and Toddlers in Groups: Necessary Considerations for Emotional, Social and “Cognitive Development,” by J. Ronald Lally

“Curriculum and Lesson Planning: A Responsive Approach” by J. Ronald Lally


Learning Objectives
Students will be able to:
• State necessary considerations for emotional, social, and cognitive development of infants and toddlers in group care.
• Explain “a responsive approach” to curriculum and lesson planning.
• Discuss the impact of child care policies and practices on infant/toddler identity formation.

Teaching/Learning Ideas, Activities, and Assignments

Personal Meaning of Relationships
Brainstorm the word “relationship” (See Strategy 8). Then ask students to write a statement, create a poem, draw a picture or symbol, or otherwise represent what the word “relationship” brings up for them. Create a group discussion from the personal sharing.

Show PITC Video, “Together in Care”, and Discuss
Together create definitions of primary care, continuity of care, and small group size. Allow students to express their ideas feelings and experiences. If they are in opposition try the following exercise.

Share feelings, ideas, experiences:
On each of 4 pieces of poster paper write: Primary caregiver assignments; Small groups; Continuity of care. On the first write: I strongly agree. On the second write, I strongly disagree. On the third, I agree. On the fourth, I disagree. Post the papers in the four corners of the room. Have students choose which corner to stand in. Let them talk to each other about why they took the position they did. Then have them speak to the other corners. This should bring out some feelings and ideas about the three policies. Some students may change their minds after hearing from other students.

Mini Lecture on Information in the Lally Articles
As an alternative to lecture, assign articles to groups of students and have each group report on one article.

Journal Writing/Small Group Discussion Questions:

- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts

Infants and toddlers need deep connections with each person who cares for them, which may not happen for all children in care automatically. Three child care program policies help make it more likely that such attachment will happen: primary caregiver assignments, the use of small groups, and continuity of care. It is important that programs do everything possible to create a continuing relationship with a few caring people in an intimate setting. This relationship is less likely when caregivers come and go in a rotation system, or when children are “moved up” regularly to a different classroom and caregiver as their developmental needs change. Also, when children are in large groups, there is no assignment, and all the caregivers are equally responsible for all the children, some children fail to connect. It is important also to recognize that some students oppose a primary caregiver system because they worry adults and children will get too attached and separation will be hard when it finally comes.
Session 3

Theme: Family Child Care: Providing High Quality Care for Infants and Toddlers

Student Reading: Chapter 5 – Village of Kindness

Learning Objectives
Students will be able to:

• Discuss ways of incorporating infants and toddlers into a group of older children in family child care homes—including potential problems and possible solutions to those problems.
• Describe a respectful, responsive, reciprocal interaction during diapering.
• Name objects found around the house that can become simple, safe, effective toys for infants and toddlers.
• List differences between family child care and center care.

Teaching/Learning Ideas, Activities, and Assignments

Mini Lecture Regarding Differences between Family Child Care and Center Care
1. Usually there is a broader age and developmental span.
2. Family child care providers may have little or no separation between their living space and work space.
3. Family child care providers have multiple roles including being both caregiver and administrators. The business of child care is part of the family child care provider’s job.
4. Family child care providers can find themselves isolated.
5. Family child care providers may have their own children in their program.

Ask family child care providers to list additional differences if they can think of any. Then ask them to go through each of the differences and explain the implications. What do they do about the mixed ages they work with? What are the advantages, what are the challenges? How do they handle the issues of using their home environment for child care? Advantages? Challenges? Continue through each of the differences.

Problem Solving around Age Mixes
Prepare a mini lecture or lead a discussion of what to do when: Older children share the floor space with an infant that you want to put down on the floor. What other solutions are there besides playpens? Older children want to play with toys and materials inappropriate for mobile infants who might put small parts in their mouths, spill glue, poke themselves with pencils? When two year olds won’t share, they may bite to get their way which may disrupt older children’s play?

Show Video, “On their Own with our Help”
Discuss the diapering scene.
Observe Caregivers Diapering
   Look for the behaviors that show the caregivers are respectful, responsive and reciprocal.
   Note pace. Which caregiver is the slowest paced?

What are Some Toys for Babies?
   In small groups have students brain storm toys and objects for babies to manipulate. See
   how many things can be found around the house without going to a toy store or supply
   catalogue. Look for simple, safe toys and found objects to make available to babies. Be
   aware of including a variety of materials—not just plastic. Include natural materials that
   are clean and safe. Make as long a list as possible and then compare to the list on page
   106 of Village of Kindness.

High Chairs? Pro or Con?
   Create a class debate around using high chairs in child care. The Village of Kindness
   recommends them, but there is another point of view. If the goal is independence, high
   chairs won’t contribute much. When strapped in safely, children are helpless to leave
   until an adult puts them down. When they sit at low chairs from the time they can first
   get into a sitting position by themselves, they are free to come and go and don’t have to
   wait for help. That’s both an advantage and a disadvantage unless children learn to sit
   through a meal without wandering around. There’s more to be said on both sides. See
   what the students come up with. If there is no one emotionally attached to one side or the
   other, ask someone to pretend to be on one side or the other and come up with the
   arguments for that side.

Swings, Infant Seats, Walkers? Pro or Con?
   Create a class debate around freedom of movement versus restrictive devices. This can
   be an extension of the high chair debate or a separate debate.

Journal Writing/Small Group Discussion Questions:
   • Feelings, reactions, ideas about the reading?
   • What happened outside of class you might want to write about?
   • What was the highlight of the class?
   • What was the most meaningful or useful thing that happened?
   • What came up for you: reactions, thoughts, feelings?
   • What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
   A major theme of this chapter is examining the differences between center care and
   family child care. Special attention is given to the subject of incorporating babies into the
   mixed age group usually found in family child care homes. The first steps are to work
   with parents before the baby enters, so the transition is as smooth as possible. The other
   children can be included in caring for the baby, and it’s important to do so. They need to
feel part of things so they won’t feel resentful over the extra attention a baby requires. Routines should be anything but routine except in the sense that they happen over and over. Instead of the provider going on automatic pilot and getting the job done, he or she should view these everyday occurrences as opportunities to interact with each child on a one-to-one basis. Respectful, responsive and reciprocal are key words.
Session 4

Theme: Center Care: Respectful Care: The Philosophy of Magda Gerber

Student Reading: Child Care Video Magazine Respectfully Yours, Magda Gerber’s Approach to Professional Infant/Toddler Care. Accompanies PITC video by the same name.

Learning Objectives
Students will be able to:

- Give a definition and examples of what the word “respect” means in infant/toddler care.
- Give examples of areas where Magda Gerber’s philosophy coincides with what they believe in and examples of areas where Magda Gerber’s philosophy differs from what they believe in.

Teaching/Learning Ideas, Activities, and Assignments

Definition of Respect
Brainstorm the word “Respect”.

Video, “Respectfully Yours”
Use the PITC video, “Respectfully Yours” to cover the topics of Magda Gerber’s philosophy of care, her approach to observing infants and toddlers, and her concerns about infant equipment. The video is divided into three parts. Fade outs appear after parts one and two to enable instructors to select any of the three parts to show and discuss during a class session. The scenes of children are shown to illustrate Magda’s points, but are not representative of her program or her philosophy. The major concept to be considered is, what does the term “respect” mean as it applies to infant and toddler care.

Discussion of Full Attention
Ask students to let the following questions guide their discussion if in small groups. If in large groups use the following questions:

- Why do you think it’s so important to give each child some undivided attention during every day?
- What are some ways of showing full attention?
- In what ways can these periods of full attention make your job easier?
- How can team caregivers in a primary care system help each other have the opportunity to give each child some full attention?

Discussion Guidance and Discipline
In small groups ask students to discuss Magda Gerber’s philosophy of how respect for infants’ autonomy and competence relates to issues of guidance and discipline. Each group should choose either young, mobile, or older infants to focus on and should appoint one person to take notes and report back to the larger group.
Journal Writing/Small Group Discussion Questions:

- How do you feel about holding or not holding infants when they cry?
- How do you feel about Magda Gerber’s position on swings, walkers, and other “restrictive devices”?
- Do you agree with Magda Gerber’s positions on infant stimulation? Why or why not?
- Feelings, reactions, ideas about the video?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts

Magda Gerber is a nationally recognized leader in infant care and was educated in Budapest Hungary by Emmi Pickler, M.D. Magda Gerber directs Resources for Infant Educators (RIE), which is located in Los Angeles, California. Her message is that infants who are given respectful, personal care can grow into competent, authentic adults. Even the youngest infant has the ability to communicate and respond in her or his own way. Infants need caregivers who allow them time to respond and who will respond to their messages appropriately. Quality care begins with the caregiver’s respect for the infant’s abilities and point of view. Having the consistency of one special caregiver over time helps the infant learn to predict and become a competent participant in his or her own care. All infants need full attention at times (for example during caregiving routines). This attention helps them feel secure enough to be comfortable on their own while the caregiver attends to the needs of other infants in the group. Infant needs change as they grow. Attempts to stimulate infant learning often amount to interrupting the infant’s own learning process. Simple toys that can be used in a variety of ways are more valuable learning tools for infants and toddlers than elaborate toys and equipment.
Session 5

Theme: Family Child Care: Relationships as a Key Ingredient

Student Reading: Chapter 2 – Village of Kindness

Learning Objectives

Students will be able to:

- Describe what it means to “get in tune” with an infant or toddler.
- Name and explain the three R’s of relationships.
- List ways of promoting self-esteem and explain possible cultural implications of the list.

Teaching/Learning Ideas, Activities, and Assignments

“Getting in Tune”

Mini lecture on the components of learning to get in tune.

1. Learning about what to expect at what age helps caregivers read clues.
2. Reading the individual child is also vital because all children don’t follow the typical age-stage sequence.
3. Talking to family members helps and learning about what goes on at home and by spending time in the child’s community.
4. Being aware of one’s own feelings and reactions to situations that arise in child care helps a caregiver recognize that his or her response to an infant is influenced by personal feelings and experiences.
5. Paying attention to the child’s messages helps a caregiver respond in a way that truly meets the child’s needs.

Show PITC Video “Getting in Tune”

Before showing to students, have them talk in pairs about what it means to have a “nurturing relationship.” Then as a group come up with a definition of a nurturing relationship—not necessarily between a child and adult. Elements of the definition should include support of the person’s self-esteem, trust, and a sense of security. Write the group’s definition on the board or chart paper.

Ask students to pay attention as they watch the video to how nurturing relationships in family child care might be the same or different from those in center care.
Show the first 6 minutes, stop the video after the scene showing the caregiver and two children with a hat. Ask students what impressed them about the scene. Ask “In what ways did the caregiver in the video show respect for the children?” How is her respectful attitude likely to increase the children’s sense of self-worth? Add the following points if they don’t come out in the discussion.

1. The caregiver let the children set the pace.
2. She recognized the children’s feelings.
3. She received from the child, rather than taking.
4. She offered choices, rather than imposing a solution.

The Three R’s of Relationships
Discuss in small groups what it means to be respectful. List the behaviors that indicate respect. Do the same with “responsive.” What does it mean to be responsive? List the behaviors that indicate responsiveness. What about “reciprocal?” What does it mean to reciprocate? List the behaviors that indicate reciprocity. Go beyond the descriptions in Chapter 2 of Village of Kindness. Then create a role play between a provider and an infant or toddler which demonstrates an interaction involving the three R’s. Play the role play for the larger group. Can they give examples of the three R’s from your role play?

How are We Different?
How is a family child care provider different from a doctor, lawyer, elementary school teacher?
How is a family child care provider different from a parent? Create a discussion around the differences.

Self-Esteem in Providers
It is said that we can’t give what we don’t have. What are the implications of that statement for building children’s self-esteem, which should be an important byproduct of relationships between provider and children? How do you model self-esteem? What can you do if your own self-esteem is low? What might be some signs that it is low? Is putting other people first always a sign of low self-esteem? Is a person who always puts others first a victim? Is there another way to look at putting other people first? Be sure to consider possible cultural differences in ideas about how self-esteem looks in adults.

Self-Esteem: What does it look like?
Ask one third of the group to make a list of characteristics of high self-esteem. How does a person who has it look, act, think, feel, and talk? Just a general list. Ask the second third to think of an adult they know who they think has high self-esteem. List the characteristics of that person. Ask the last third to think of a child they know who they think has high self-esteem and list the characteristics of that child. Compare the lists. How much match is there? Discuss the similarities and differences. Think about the question: Are high self-esteem people all alike? Check lists against the list on page 32 of Village of Kindness. Does everyone agree on what a person with high self-esteem looks like, acts like, thinks, feels and talks like? Why or why not.
Promoting Self-Esteem in Children
How can you promote self-esteem in children? Make a list. Discuss. Check out Page 33 in Village of Kindness. Then consider someone from a culture where individuality is not a value, where harmony is more important than honesty, where submitting to fate is more valued than learning to make choices. How might the list change in the face of cultural differences?

Building Trust
What does it mean to build trust? What are some behaviors that help establish trust? Why is trust important in family child care?

Journal Writing/Small Group Discussion Questions:
• What relationship in your personal life is built around the three R’s? Is there one which is not? Compare and contrast the two relationships.
• How is your self-esteem? Do you need boosters in some areas? What might help?
• Feelings, reactions, ideas about the reading?
• What was the highlight of the class
• What was the most meaningful or useful thing that happened?
• What came up for you: reactions, thoughts, feelings?
• What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
The cornerstones of high quality care are assuring the children’s good health and safety and engaging in warm, accepting relationships. Family child care is a job that involves building close relationships with many different people, which means it is a very complicated and demanding job. The kind of relationships the provider builds are unique just as each program develops a culture all its own. The point of relationships is to guard the health, safety, integrity and self-esteem of each member of each interconnected group. The three r’s of relationships are respectful, responsive and reciprocal. Through experiencing the warmth and support of caring adults, children gain a basis for development and learning in all domains—physical, cognitive, and social-emotional. When an infant and caregiver interact in a harmonious way enjoyable to both parties, they can be said to be “in tune.” Getting in tune is a process that can be learned.
Session 6

Theme: Relationship of Brain Development Research to Group Care


Learning Objectives
Students will be able to:
• Explain in general, how the brain works and develops in infancy.
• Explain how caregiving practices relate to current brain research.

Teaching/Learning Ideas, Activities, and Assignments

Articles on Brain Research
Assign students to find more articles on brain research in infancy and bring them to class and report on them.

Video on the Brain Research
Show “Cooing, Crying, Cuddling: Infant Brain Development” from NAEYC which explores the process of brain development during the first 15 months of life and shows how to stimulate this process in order to help build a better brain.
• Discuss how child care practices have an influence on brain development.

Mini Lecture on Brain Research
Using the information in the Lally article, or from other sources, share the highlights of the brain research and the implication for caregiving. Make the point that this is not new information to the early childhood field. The difference is that we now have pictures in living color which show what we knew all along. The early years are important—especially infancy and toddlerhood. What happens in the beginning affects children for the rest of their lives. Emphasize how the nurturing aspects of responsive caregiving are much more important than contrived “cognitive activities” or “lessons.” Bring in the research about resilient children to counteract the idea that if children don’t get what they need early on, they are forever doomed. It’s never too late to work with children to support and facilitate development.

Create a Model of the Way the Brain Works (Activity created by Marion Cowee)
Have students work in small groups to create a working model of the way the brain works. Tell them to represent the structures of the brain: synapses, dendrites, neurons and how they work. Show what happens when sensory information is perceived and processed. Students may create dramatizations, drawings/mural, poems, analogies based on their understanding. They can use the information in the Lally article, the mini lecture, or any other articles brought in to class.
Analyze a Program (Activity created by Marion Cowee)
Have students observe (real life or video) or read a description of a program’s practices and analyze it in light of the brain research. In what way is brain development being fostered? In what ways is brain development not being optimally fostered? Are the program’s practices consistent with brain research? Why? Why not?

Newsletter Article on Brain Development (Activity created by Marion Cowee)
Have students write a short newsletter article to parents about the importance of brain development in infancy. Be sure to communicate how much children are learning and how that relates to brain growth.

Journal Writing/Small Group Discussion Questions:
- What are the dangers of misinterpreting this brain research? Where do you think the pitfalls could be for caregivers, parents, policy makers, businesses?
- Analyze yourself in terms of the brain research? What happened in your own life to make you the way you are? What kind of experiences in your early life affected your brain development? How much of who you are is because of your nature and how much because of your particular life experiences?
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?
- What else do you need to learn?

Comments/Points to Remember/Key Concepts
Students could benefit from knowing something about how the physical and chemical structures of the brain are designed to learn language (more than one), develop attachment, make sense of their sensations through the organizing function of the growing brain. The brain is designed to make connections: physical ones in the brain, cognitive ones in the mind, emotional and social ones in the world. “Connections” is probably a better word to associate with brain development than “stimulation,” which is often interpreted as “doing something” to an infant. Respectful, responsive, reciprocal interactions and relationships in an appropriate environment brings all the “sensory stimulation” that infants and toddlers need. Infants and toddlers in a deprived or stressful environment where they have no attachment figures may fail to make the connections they need (in the brain, the mind, and socially) and neurons are lost because they aren’t used. However, there are no “throw-away” babies. Students need to appreciate the value of the resilient nature of the brain which allows detrimental or early experiences to be transcended.
Module 2: Inclusive and Culturally Responsive Infant Toddler Care

Session 7

Theme: Inclusive Family Child Care

Student Reading: Chapter 8 – Village of Kindness

Learning Objectives
Students will be able to:
- State what all children have in common and also some ways that they differ.
- Explain how the provider’s ability to embrace the wide range of human experience relates to young children’s identity formation.
- Explain how the capacity to build relationships helps providers work with children with special needs while discovering that the skills and tools they have can be expanded to work with children of all backgrounds, abilities, and developmental levels.
- State that no provider will become an expert about all areas of disabilities, (or any other area of difference) but each can tap into the expertise they already have about building relationships and meeting individual needs.

Teaching/Learning Ideas, Activities, and Assignments

Note: If this is the first session of a new module and not just Session 7 of a semester course, see Section II for “Tips for First Sessions of Course or Module” and also “Outline of a Typical First Session.”

Alike and Different:
How many ways are children different from each other? Make a list either individually or in small groups listing the ways that children are different. Make a second list of what all children have in common. Share with the whole group and create a discussion around similarities and differences.

Views of Disabilities:
On three-by-five cards of one color write “paralyzed from the neck down.” On cards of another color write “Christopher Reeves.” Pass out to the group face down and tell them not to turn them over until they are in their small groups. Put students into small groups with each group consisting only of cards of the same color. Ask them as a group to write a list describing the characteristics of the person on the other side of the card. Share in the large group at the end. What happens is that students with Christopher Reeves cards have many more positive words on their list than the students with “paralyzed from the neck down.” Ask students what they learned from doing the exercise.
Caring for a Child with Special Needs:
In small groups or as a class discussion, either read aloud or have students read pages 183 to 185 in *Village of Kindness* and discuss how the information and story there relates to their personal experience.

Including a Child with Diagnosed Special Needs
Create 6 groups. Assign each group one of the following pieces of advice for caregivers to prepare them to work with children with special needs:
1. Evaluate your own attitudes.
2. Check to make sure the child and your group are a good match.
3. Look to the parents first for information and support.
4. Communicate with therapists and specialists to get training for yourself.
5. Get ideas and advice from other providers.

Ask students to brainstorm a number of strategies for carrying out the suggestion they have been assigned. These can be written and posted on the walls to provide visual input in addition to the auditory input from the report-back session after the groups finish.

What about Children who Haven’t Been Diagnosed with Special Needs?
In small groups have students talk about a time when they observed or worked with a child where they suspected “there was something wrong with the child.” Get them to talk about what behaviors they noticed and what they did about their suspicions.

Professional Evaluation
Give a mini lecture on the caregiver’s role in helping parents determine if their child needs some special professional evaluation. Stress that it is not their job to diagnose or name a condition. The caregiver’s job is to notice and identify any worrisome symptoms. They should start gently asking questions to see if parents have noticed the same things they have. They can provide resources in the community to refer the parents to. Help students know what behaviors to look for by using the chart on page 178-179 of *Village of Kindness*.

Journal Writing/Small Group Discussion Questions:
- Whom can’t you stand? What kind of people upset you or make you uncomfortable? Whom do you fear? Whom do you pity? Ask yourself how you feel about people different from yourself and your religious, cultural, or racial group. It’s important to look at your own attitudes and upbringing so you can become aware of the lenses through which you see others. If you’re uncomfortable with some kinds of people, it’s important to work to become more accepting. Otherwise, children pick up your discomfort. Brainstorm with others how you can be more accepting, what specifically you can do. Start with the people in your own life working to be more accepting. Reach out beyond those
you are already familiar with. Go beyond accepting until you reach “welcoming.”
Page 171 in Village of Kindness gives some ideas about how to do this.

- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
Inclusive child care requires providers to have a welcoming attitude toward all children, to respect differences and enjoy diversity, and to embrace the wide range of human experience into their lives. The issue of infants’ and toddlers’ identity formation is at stake so even if providers don’t feel confident about their knowledge to work with differences, hopefully they will remember that they have the capacity to build relationships and that’s what counts. Developing warm, caring, genuine relationships are the beginning as providers discover that the skills and tools they have can be expanded to work with children of all backgrounds, abilities, and developmental levels. Parents can provide specific information about their children’s special needs, and caregivers can also look beyond to other providers and experts for ideas and suggestions. Respectful relationships are the goal and the core of the caregiver’s job, not procedures and policies. No provider will become an expert about all areas of disabilities, but each can tap into the expertise they already have about building relationships and meeting individual needs.
Session 8

Theme: Culturally Sensitive Care

Student Reading: PITC A Guide to Culturally Sensitive Care, “Introduction”

Learning Objectives
Students will be able to:

- Explain the benefits of culturally consistent care to infants and toddlers and their families.
- Defend the position that program practices that are extensions of the home setting provide a harmonious growth environment for children (whether they believe it or not).
- Discuss the connections between respectful relationships and program policies.
- Explain that diversity occurs even among people of the same culture. Elaborate on how differences can cause dissension when practices of the program’s culture conflict with practices of the home culture even though on the surface everybody seems to be of the same culture.

Teaching/Learning Ideas, Activities, and Assignments

Show Video: “Essential Connections: Ten Keys to Culturally Sensitive Care”

One way to show the video is to stop after each key and ask, what was the major message in this section of the video? How did the video illustrate the message? What do you think about the message? Have you practiced or seen this practice in child care? What might the benefits be? What problems? Explain that the ten keys are WestEd’s Program for Infant-Toddler Caregivers philosophy. Everyone doesn’t agree with the philosophy.

If you show the video all the way through without stopping, review the 10 keys at the end and then discuss: What was your general reaction to the video? Which of the ten keys could you agree with? Which do you disagree with? Do you have any questions?

The following issues and questions often come up:

1. Should white children only have white caregivers? PITC’s answer: Not necessarily. Because they are members of the white dominant culture, they are not likely to lose their home language or positive cultural identity when cared for by people from other cultures.

2. But parents want their children to learn English! PITC’s answer. Parents need to know that the caregiver respects the validity of their concerns. They may be reassured if the caregiver explains that the child’s learning of English will not be harmed by postponing an intensive exposure to English until after the child has mastered his or her own home language. Young children are still in the midst of language development and it is important that they continue to learn in the language they started at birth. In addition to cognitive gains,
retaining the home language is important to the child’s overall development including children’s need for security and familiarity.

Cultural Differences in Child Care:
In small groups, discuss: What are some cultural differences that have come up, or could come up in a child care center? Write or tell about the situation. Role play the situation and then analyze them in terms of culturally repressive or culturally sensitive ways in which it was handled.

Observation Activity:
Have students choose a program to observe to look for evidence of inclusion. Have them work together to create a rating scale or observation instrument either from the reading or from the 10 keys in the video. This activity could take several class sessions to prepare for and carry out. End with a class or small group discussion about what they saw, how they rated the programs, and what ideas they have for improvement (if applicable.)

Journal Writing/Small Group Discussion Questions:
- Remind yourself of an experience you enjoyed that involved a cultural difference between you and another person. Write or talk about that experience. What do you feel you gained? Why was it enjoyable?
- Which of the following strengths do you bring to developing culturally responsive caregiving practices? Curiosity about others; enjoyment of others; willingness to learn from mistakes; willingness to take risks; sense of humor; creativity; flexibility; commitment. What other strengths do you have and how might they apply?
- What makes you uncomfortable about learning to be more culturally responsive? What is the worst thing you can imagine might happen? Write down your thoughts. Discuss them with others.
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
Culturally consistent care provides comfort and familiarity, facilitates the development of trust and love, is a factor in infants’ and toddlers’ identity formation, and supports the values of the family. Program practices that are extensions of the home setting provide a harmonious growth environment for children. Respectful relationships are the goal and the core of the caregiver’s job, not procedures and policies. However, in group care, the implementation of such practices is possible only with the support of program policies.
Session 9

Theme: Culture, A Process that Empowers

Student Reading:
PITC A Guide to Culturally Sensitive Care, “Culture, A Process that Empowers” by Carol Brunson Phillips

“Culture and Child Care” (optional handout) by J. Ronald Lally

Learning Objectives
Students will be able to:
- Give a definition of culture in their own words.
- Explain some personal experiences of culture.
- Make a connection between cultural understanding and acknowledgment on the part of the caregiver and infants’ and toddlers’ identity formation.
- Explain why the goal is not just cultural appreciation or enrichment, but empowerment, including promoting the teaching/learning process in a culturally consistent context.
- Explain that diversity occurs even among people of the same culture. Elaborate on how differences can cause dissension when practices of the program’s culture conflict with practices of the home culture even though on the surface everybody seems to be of the same culture.

Teaching/Learning Ideas, Activities, and Assignments

“Child care and Diversity: Then and Now” A survey (Thanks to Hedy Chang)
Ask students to think of their own childhood. Have them raise their hands in response to the following questions:
- How many of you were cared for in your own home during your first three years by a parent or close relative?
- How many were in out of home child care?
- Anybody with in-home child care?
- How many of you were first exposed to someone of a culture or race different from your own in your first three years?
- How many before going to kindergarten or first grade?
- How many between 6 and 12?
- How many over twelve?
Now think of an infant or toddler that you know.
- How many are being cared for in their own home by a parent or close relative?
- How many are in out of home child care?
- How many with in-home child care?
• How many of these infants and toddlers are already exposed to someone who is of a different race or culture than themselves?

Comment on the differences between the early years of the class and the experiences of infants and toddlers today. If the infants and toddlers the students know are being exposed to diversity at a younger age, make the point that that is why caregivers need to understand and respond positively to diversity. If they are mostly in homogeneous settings, remind students that diversity is in their homes everyday through television. Most of the exposure that young children get to diversity is through stereotypes and so the sessions are designed to help caregivers see beyond stereotypes.

Encountering Race and Culture
In small groups or dyads, discuss: When was the first time you became aware of racial or cultural differences? What do you remember about this experience? What were your feelings? How did this experience affect you? Did you learn something about yourself from this experience? Did you learn something about yourself from this discussion?

Definitions of Culture: A “walkabout” Activity (activity inspired by Jean Monroe)
Put up chart paper on the wall. Put one of the following at the top of each:
- Culture is...
- Culture gives..
- Culture determines our..
- Culture shows itself in..
- Culture imposes..
- Culture is not..

Ask students to walk around the room and write something on each paper. The only rule is that they have to read what was already written and they can’t repeat what is already there.

When the group is back together again, have a student summarize the content of each sheet—or the instructor can do it. The class can work toward a joint definition of culture, or the instructor can provide his or her favorite definition.

Alternative Definitions of Culture Walk About Exercise
Put the same headings on the papers and hang them on the wall, but the instructions are to create a visual representation, (drawing, picture, symbol, etc.) To complete the sentences.
- Culture is...
- Culture gives..
- Culture determines our..
- Culture shows itself in..
- Culture imposes..
- Culture is not..

In this version, no words are allowed. This activity taps into a different part of the brain and allows the students who are more visually oriented to shine. Changing modalities
makes a difference. Also this activity can be done with duplicate sets of papers. One set which calls for writing, the other which calls for visual representation. They can be separated by being hung on different walls.

Where Does Race Fit In?
Get students to discuss in small groups or in the large group the question: Are race and culture the same thing? Help them see that race is not real, but racism is. There is no biological basis for racial categories, however, until racism is erased, there are important reasons not to pretend we are all the same. Children grow up thinking that “white is normal” and if that attitude isn’t dealt with, children of color can internalize negative ideas that can damage self-image and identity development. Racism is bad for children of color. It’s also bad for white children if they grow up with attitudes about the superiority of whiteness. Even white children who have no contact with people of color grow up with this attitude if they are exposed to the media.

What do Children Know about Skin Color?
Read aloud the following story which is from Village of Kindness, contributed by an anonymous family child care provider.

I had a little boy, named Christopher, who was African American. He was adopted at birth by a white couple. He was a great kid, but he tantrumed at times in a pretty big way. I wasn’t overly alarmed. Anyway, later in elementary school, he and his parents did some counseling after an incident and it turned out that he was pissed off that he’d been adopted. He thought that being adopted had turned him black and different from all his friends. We lived in a small rural Wisconsin community and he was the only black kid at school. We were all shocked. I guess nobody ever explained where his skin color came from.

Tell students: Think about the children you know. How do they understand skin color? Do they know where it comes from? Talk as a group about what to say to children about skin color. The goal is to help children understand and accept that skin color is part of who we are and whatever color our skin is, it’s from our parents and it’s beautiful. Even if all the children in the program are different shades of white, skin color is still an issue in the United States as everyday on television children see darker-skinned people shown negatively in stereotypical roles. We can’t let these unspoken negative messages about differences pass unnoticed or children will incorporate them in their world view and the ideas of the superiority of white skin will continue into future generations. That’s why we can’t just say that we’re color blind and love everybody. That’s like saying that we don’t notice that Shelby is a girl and Michael is a boy. It’s like saying that we don’t notice that individuals are different, look different, sound different and have individual needs. It’s like saying that we don’t notice that one person is a grown up and another person is a child. Obviously we shouldn’t discriminate on the basis of differences (that’s immoral and illegal) but we should recognize, accept, and even celebrate them.

Who is Like Me? An Exercise about Differences and Similarities
Ask students to think up one or two nursery rhymes they remember from their childhood. Choose ones that they think other people with similar background might know. Tell them to walk around the room chanting their rhyme or rhymes over and over. When they find someone whose rhyme or rhymes they know, stick with that person. See what happens and if more than one group is formed. Ask what students got out of the exercise at the end.

Variation of Who is Like Me? (Inspired by Christina Lopez Morgan)

Prepare slips of paper on which is written

1. Greetings in your culture are warm and personal. When encountering a new person you:
   • make eye contact
   • initiate handshaking
   • hug briefly
   • say your name

2. Greetings in your culture are formal. When encountering a new person you:
   • click your heels together
   • make eye contact
   • touch your heart and say your name adding “at your service”
   • never touch the other person

3. Greetings in your culture follow this pattern. When encountering a new person you:
   • put your head down
   • don’t make eye contact
   • don’t touch
   • turn sideways
   • say your name softly

4. Greetings in your culture are boisterous. You:
   • look the person in the eye
   • shout your name
   • slap the person on the back
   • all the while smiling broadly

5. Greetings in your culture are ritualized and formal. When encountering a new person, you:
   • make no direct eye contact
   • bow deeply
   • say name
   • wait for the other person to bow
   • bow again more deeply

Give out slips face down and ask students not to show each other. Make sure everyone in the class receives one of the four patterns of greetings. Ask students to walk around the
room and greet as many other students as possible in whatever way is mandated by their slip of paper.

Afterwards talk about what it felt like to encounter differences. Usually students feel relieved to find one of “their own kind” even though this is just a made-up exercise.

Mini Lecture or Discussion
Create a mini lecture or make up discussion questions from the information in the Brunson Phillips article.

Journal Writing/Small Group Discussion Questions:
- The following could be questions you can select to help students get in touch with their own cultures: Directions: Remember the household in which you spent the longest period of your childhood. What were the practices/attitudes of that household in relation to the following topics:
  - Crying
  - Anger by children, by adults
  - Treatment of boys, treatment of girls
  - Child’s curiosity about his or her body
  - Toilet training
  - Discipline
  - Authority figures
  - How affection was expressed
  - Assertiveness
  - Disagreements
  - Food
  - Elders
  - Education
  - Teachers
  - Language
  - Ownership
  - Religion
- An alternative set of questions to choose from: Thinking of your early years, what was your: favorite food; everyday outfit; family activity; holiday (if applicable); song; thing to do; place to be; person to be with?
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts

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After looking at other areas of diversity, this session zeroes in on culture and the next sessions also deal with cultural differences. This session is focused on definitions and experiences of culture. Culture is important to understand and acknowledge because infants’ and toddlers’ identity formation is at stake. The goal is not just cultural appreciation or enrichment, but empowerment. Culture empowerment isn’t about teaching culture to children, but promoting the teaching/learning process in a culturally consistent context. Diversity occurs even in what seem like homogenous groups. People of the same background can be very different. The point is that the program’s culture may not be in line with the home culture, so this session is as important for caregivers in homogeneous settings as well as those in settings with obvious cultural diversity.
Session 10

Theme: Diverse Views, Beliefs, and Practices

Student Reading: PITC A Guide to Culturally Sensitive Care
   “Cultural Sensitivity in Routine Caregiving Tasks” by Janet Gonzalez-Mena
   “Culture and Learning in Infancy” by Jayanthi Mistry
   “Concerns of Immigrant Families” by Alicia F. Lieberman

Learning Objectives
Students will be able to:

- Explain that diversity occurs even among people of the same culture. Elaborate on how differences can cause dissension when practices of the program’s culture conflict with practices of the home culture even though on the surface everybody seems to be of the same culture.
- Explain that different cultures have different rules for living; including caregiving practices, and give examples of some differences.
- Give examples of how caregivers can help families from cultural heritages other than their own feel at home in the child care setting.
- Clearly state that a child’s cultural identity should be defined and fostered only in consultation with the family, not decided by the caregiver.
- Demonstrate an understanding of the importance of awareness of the special issues affecting multicultural families when traditional ideas about culture and ethnicity do not apply to bicultural and multicultural families.
- Demonstrate an understanding that within each cultural group there are vast differences and that cultures are flexible, dynamic, influencing one another and changing with time and exposure to other cultures.

Teaching/Learning Ideas, Activities, and Assignments

Suggestions on Reading Assignment
1. The reading assignment could be divided up so that one third of the class read each assignment and they report to the rest of the class about what they read.
2. An alternative is to prepare three mini lectures on the information in the articles.
3. Or, if the students can be trusted to read the assignment: have them discuss either in a small or large group what they read.

Describing Someone Else’s Culture: An Exercise
Pick a culture that is not your own. Write down everything you think you know about that culture. (Could be a list of characteristics). Or use the following as a guide:
Describe: Attitudes toward children; roles of family members; discipline; self-care; routines; religious beliefs and rituals; ownership of property; health practices.
Discuss with someone who described the same cultural group you did. Compare responses and think about where you got the information. Then have them notice where they have similar descriptions and ask themselves, “Could this be a stereotype?” Where they had differences, they should ask themselves, “What might explain the differences?” And “Could there be a variety of descriptions under each item for the same culture?” If possible or advisable, include some members of the cultural group in the small group session, or consult with them afterwards to see if they agree or disagree with the descriptions.

A follow up would be to ask one or more members of the group you described to describe themselves using the same categories.

Observing Yourself: What do you do? How do you do it? Why do you do it?
If you work with children, think about an interaction where you imagine yourself involved in an activity with an infant or toddler. Suppose you are there on the floor by a child building a block tower or working a jack-in-the-box. What role are you playing? What is the purpose behind your various actions? Imagine the child needs assistance. How do you respond? What kind of message does your response give the child? Say you decided to help the child. Do you use words? Do you demonstrate actions? Do you take over the activity or let the child remain in charge. How do you expect the child to respond to your help? Do you want the child to sit quietly and watch or listen to you? Would you expect that the child might try a new action right away and learn from trial and error? Do you expect the child to be a cooperative partner or independent? What are the beliefs about how children learn that shape your behavior?

Journal Writing/Small Group Discussion Questions:
- How is your cultural group stereotyped? How do you feel about it? How does your cultural group stereotype another cultural group? How do you feel about that? What would you tell someone who stereotyped your group?
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
Different cultures have different rules for living. Caregivers need to help families from cultural heritages other than their own feel at home in the child care setting. Understanding the values of other cultures helps caregivers deal with the cultural bumps that may arise from cultural differences in discipline, routines, health practices, etc. Each family has its own unique culture. A child’s cultural identity should be defined and fostered only in consultation with the family, not decided by the caregiver. It’s important to be aware of the special issues affecting multicultural families when traditional ideas about culture and ethnicity do not apply to bicultural and multicultural families. In the U.S. cultural identity is usually characterized by
sweeping geographic terms, such as African, Asian, Hispanic, or Latino, Native American, and sometimes by color (black and white). Yet, within these groups there is a great deal of cultural variation and exchange that we rarely acknowledge. Length of time in the U.S. makes a difference too. And remember, cultures are flexible, dynamic, influencing one another and changing with time and exposure to other cultures. Respectful relationships with parents are the goal and the core of the caregiver’s job, not procedures and policies. Good relationships embrace all of a person including culture and traditional practices. These need to be welcomed into the mix just like any other part of the child and her family.
Session 11

Theme: Responding to Differences: The Process of Culturally Sensitive Care


Learning Objectives
Students will be able to:
- Explain that diversity occurs even among people of the same culture. Elaborate on how differences can cause dissension when practices of the program’s culture conflict with practices of the home culture even though the group appears to be homogeneous.
- Explain and/or demonstrate and analyze a process for becoming more culturally responsive.

Teaching/Learning Ideas, Activities, and Assignments

Show PITC Video “Essential Connections” Again
- Review Acknowledge, Ask and Adapt process

Mini Lecture on the Acknowledge, Ask, and Adapt Process
- Create a mini lecture based on the information in the PITC Guide to Culturally Sensitive Care pages 42-44.

Analyzing the “Acknowledge, Ask, and Adapt” Process
- This can be done in small groups or with the whole group. Read, or ask a volunteer to read, Scenario One, “A Baby is Crying” and “Response X” on page 45 of the Guide to Culturally Sensitive Care. Ask participants to rate Response X for each step in the process of “Acknowledge, Ask, and Adapt.” Compare their responses to the rating that appears in the Guide. Discuss the terms “culturally responsive” and “culturally repressive.”

Repeat this process for Response Y and Response Z.

Read the situation for Scenario Two, “Wearing a Protective Amulet,” on page 49 of the Guide. Ask for four volunteers to play the parts of Rosa, Harriet, Mark and Lynn in the staff discussion on pages 49-50 of the Guide.

Ask participants how they respond to the way in which each staff member handled the amulet situation. Were they culturally repressive or culturally responsive?

Role playing the “Acknowledge, Ask, and Adapt” Process
Using the situation in Scenario Three, have students role play “cleanliness versus active learning”. Talk about what was observed. Ask each role player how they felt. Have them switch roles and replay the scenario. Discuss.

How Do We Know if it’s a Cultural or Developmental Issue: Discussion
Give the students an example of a toddler who refuses to use a spoon. How would you know if the child lacks the fine motor skills necessary to handle the spoon or if there is a cultural meaning to his or her behavior?

Journal Writing/Small Group Discussion Questions:
Further exploration of the “Acknowledge, Ask, and Adapt” process.
• How can a caregiver recognize a special need for communication with parents? What could the caregiver say to the parents to communicate an awareness that there is a problem they need to jointly solve? How can a caregiver acknowledge that there is a problem?
• What questions could the caregiver ask the parents in order to get information that will help her or him understand more precisely the parents’ point of view? What are some strategies for asking.
• How can the caregiver open up a negotiation with the parents about what to do. How can negotiation lead to adapting?
• What other kinds of situations can you think of that might need a negotiation process?
• What were your personal responses to the scenarios shown as role plays in the video? Did you agree or disagree with the process or the outcome?
• Feelings, reactions, ideas about the reading?
• What was the highlight of the class?
• What was the most meaningful or useful thing that happened?
• What came up for you: reactions, thoughts, feelings?
• What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
This session offers participants a process for resolving cultural issues with parents through steps called acknowledge, ask, and adapt. With a respectful attitude of inquiry and a heightened awareness of their own values, caregivers can learn skills for resolving conflicts. Cultural responsiveness allows caregivers to support children’s and adults’ identity and way of being in the world. Caregivers need to become consciously aware of their own cultural beliefs and how these influence their understanding of the cultural beliefs of others. Caregivers need to also be consciously aware of the programs cultural beliefs and those of the early childhood field in general. One can become aware of unconsciously-held self-beliefs through self-reflection. One can discover other people’s beliefs through using certain strategies such as observing and discussing values and beliefs with people of other cultures, visiting diverse cultural communities, and reading about different cultures. Problem-solving strategies for negotiating and resolving
conflicts caused by cultural differences are important tools in working with families of
different cultures.
Session 12

Theme: What’s Appropriate Practice?


Learning Objectives
Students will be able to:

- Demonstrate an understanding that Developmentally Appropriate Practice (DAP) is not always compatible with Culturally Appropriate Practice (CAP).
- Explain that diversity occurs even among people of the same culture. Recognize that practices of the program’s culture including DAP may conflict with practices of the home culture even though the group appears to be homogeneous.
- Explain a process for reconciling incompatibilities.

Teaching/Learning Ideas, Activities, and Assignments

Show Video “Reconciling Contradictions” (available from Herzog Associates, 323- 466 7091 or on website wwwherzogmedia.com)

Show the video and discuss. Or create a lengthier activity by asking students about their own experiences with reconciling contradictions. Start by asking them to think about a time when they strongly disagreed with someone about some child rearing or child care practice. When did they feel like confronting someone who was using what they considered an inappropriate practice? Have them talk in pairs about their experience. Then show video. Discuss video. End by having students work in small groups to explore reconciling their contradictions.

What’s Appropriate for Whom? A Small Group Exercise

Make copies of the infant-toddler section of appropriate and inappropriate practice in NAEYC’s 1997 revised edition of Developmentally Appropriate Practice. Cut out each item and create a set of appropriate and inappropriate practices for each small group. Mix up appropriate and inappropriate practices. Tell students to sort the practices into three stacks: Appropriate, Inappropriate, and Can’t Be Categorized. They must take cultural differences into account as they sort the items. Only put items in the appropriate and inappropriate stack if they fit everybody. If students are unsure, lack agreement, or know that in some cultures what is appropriate in the dominant culture would be inappropriate, put that item in the “can’t be categorized” stack. Discuss each item on which the group doesn’t agree. Support the person or persons who don’t agree with the group opinion to express their difference. This is an activity about respecting diversity and looking for cultural definitions of appropriate and inappropriate practice, so don’t tell students they are wrong or let the group pressure anyone to change their opinion. Report back to the larger group how this experience went and explain how at least three selected
items called “appropriate” in the DAP document could be considered inappropriate if viewed from either a culturally or individually diverse perspective.

Journal Writing/Small Group Discussion Questions:
• How was the small group exercise on sorting DAP items into categories? What were your feelings, your ideas, your experiences?
• How would you respond in the following situations?
  1. Toilet Learning: A new parent explains to you that her 1-year-old child is toilet trained and insists you leave off the diapers.
  2. Feeding: A mother of a toddler is upset by the mess she sees when she discovers you are letting him feed himself. She asks you to spoon feed her child like she does at home, “so he eats more, doesn’t get to messy, and less food is wasted.”
  3. Napping: A parent explains that his baby is used to falling asleep in someone’s arms and not off in a separate room in a crib by herself. He asks that you hold the child until she goes to sleep each day.
• Feelings, reactions, ideas about the reading?
• What was the highlight of the class?
• What was the most meaningful or useful thing that happened?
• What came up for you: reactions, thoughts, feelings?
• What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
The point in this session is to help students understand what Copple and Bredekamp call “both/and thinking” in the introduction to their book Developmentally Appropriate Practice. Both/and thinking is different from the more common either/or thinking, which is also called dualistic thinking or thinking in dichotomies. In dualistic thinking, if it’s appropriate, it can’t be inappropriate; if it’s right, it can’t be wrong. It can’t be both black and white at the same time. When using both/and thinking you can see that something can be both black and white without turning gray. Through a negotiation process two parties who are in disagreement can find a win-win solution to their disagreement without either side giving in or compromising. The activity in this session is designed to help students begin to see the possibility of moving from either-or thinking to both/and thinking.
Session 13

Theme: Introduction to Environments

Student Reading: “Introduction” PITC A Guide to Setting Up Environments

Learning Objectives
Students will be able to:
Explain some of the ways the physical environment affects children and adults.

Demonstrate an awareness of the importance of an optimum environment for young children because they are vulnerable to the effects of their environment and are limited in their ability to leave or change it.

Demonstrate an awareness that environments for infants and toddlers need to support comfort and well-being in the daily activities of both children and caregivers.

Teaching/Learning Ideas, Activities, and Assignments

Note: if this is the first session of a new module and not just Session 13 of a semester course, see Introduction for “Tips for First Sessions of Course or Module”, and also “Outline of a Typical First Session”.

Brainstorm the Word “Environment” (See Strategy 8 in Introduction)
Ask, when I say the word “environment” what comes to your mind? Write down words and phrases so everyone can see them. Sometimes it helps to have two people writing so the exercise doesn’t slow down. Let people call out their words. Don’t censor, correct, question, or comment. Accept whatever associations they give as valid. The idea is to be creative and tap into the unconscious. Teacher’s comments or facial expressions of surprise or puzzlement will dampen the creativity, so be neutral and accepting. Keep the exercise going for awhile in order to get broader and deeper. Don’t let the fact that it slows down stop you from continuing. Sometimes it helps to ask students to think of making a TV commercial for some product using images that invoke the word or concept “environment.” When you have covered several chart sheets or boards with the brainstormed words, ask students to use the words to:

1. Write a definition.
2. Create a poem.
3. Make up a song.
4. Create an image or symbol
5. Draw a picture
6. Make up a dance or make up a movement, gesture, or some other body expression.
7. Create a role play. The basic definition of “environment” is our physical, social, and cultural surroundings, so that leaves a lot of room for creativity and imagination.

How Do you Like the Environment Where you are Right Now?
Discuss the environment in which the class is held. Listen to each student’s experience of it. You will probably find some commonalities and some differences. Our physical environment affects the way we feel about ourselves, but not always in the same way to everyone. How we feel about ourselves affects the way we relate to others. Environment is worth paying attention to. Talk about what kind of changes could be made that would improve the environment and promote a more positive experience. See if any of the suggested changes are feasible and discuss the feasibility. Compare adult’s experiences with their relative power to make environmental changes—or to leave an unpleasant environment with infants’ and toddlers’ experiences and their relatively powerlessness to make changes or leave.

Journal Writing/Small Group Discussion Questions:
- How much are you aware of and do you understand about the effect the environment has on you? How sensitive are you to the environment. Where do you fit on a scale from 1-10, ten being the most sensitive. How much are you alike or different from other people you know as far as the environment’s affects on you?
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
The physical environment has a powerful influence over both children and adults. Young infants and toddlers are limited in their ability to leave or change their environment at the same time that they are particularly vulnerable to its effects. Child care environments for infants and toddlers need to support comfort and well-being in the daily activities of both children and caregivers.

Possible Portfolio Artifact
(Children and families must remain anonymous to maintain professional confidentiality)
- Photographs or drawings of the physical layout of the student’s child care setting examples of programming for individual needs of children birth to 3.
- Floor plans depicting adaptations for special needs.
- An equipment list for different age groups with rationale for the student’s choices as they relate to developmental stages.
Session 14

Theme: Space to Grow: Creating a Child Care Environment for Infants and Toddlers

Student Reading: “Section 1, Creating Environments for Infants and Toddlers” in PITC Guide to Setting Up Environments

Learning Objectives
Students will be able to:
- Show that they remember and understand the key words associated with environments for infants and toddlers: safety, health, comfort, convenience, child-sized, flexibility, movement, choice.

Teaching/Learning Ideas, Activities, and Assignments

Show PITC video, “Space to Grow”
Replay the Video
1. Stop after the discussion of color and noise (about 5 minutes into the video) and ask:
   Have you seen or been in an infant-toddler environment that was overstimulating? One that was under stimulating? What would you do to correct either problem?
2. Stop again after the discussion of flooring (about 6 minutes into the video) and ask:
   What do you think were the most important ideas about flooring that were shown?
3. Stop again after the diapering sequence about 8 minutes into the video. Freeze frame, if possible on the diapering scene. Point out:
   How the towels and other diapering supplies are within reach of the caregiver without leaving the child unattended.
4. Stop after the discussion of interior space considerations (about 9 ½ minutes into the video) Ask:
   How could you adapt some of these ways of organizing space to work in your own setting, or in a setting you have observed?
5. Stop after outdoor space (almost 11 minutes into the video). Ask:
   Which ideas about outdoor space caught your attention?
6. Stop after the discussion of child size (almost 14 minutes into the video) and ask:
   What do you think are the biggest challenges in trying to make the environment child-sized? Did you see anything in the video that particularly impressed you or that you’d like to try?
7. Stop after the section on flexibility (about 15 ½ minutes into the video). Ask
Why is flexibility important? How could a child care setting where you work or have observed be more flexible?

8. Stop after the movement section (about 17 minutes into the video). Ask:
   How did the child care settings shown encourage climbing and jumping?
   How do you feel about the video’s position on walkers and swings? How can a well-planned environment diminish the “need” for these types of equipment?

9. Stop after the choice section (about 19 minutes into the video). Ask
   What are the most important areas to have in an infant-toddler setting?
   How does age affect what you will have in the environment? How did the child care settings in the video define specific areas?

At the end ask students who work in infant-toddler settings to talk about what they might think about changing in their program as a result of seeing this video.

Suggestions of Other Ways to Replay the Video:
1. Decide for yourself where you want to stop and discuss.
   Use the time code/counter on the VCR to keep track of where to find topics and ideas you would like to discuss in detail. Then, use the fast-forward feature to reach spots of special interest on the video. You can also use the pause/still frame button on the VCR to freeze any scenes of environments you would like to examine closely.

2. View the video without sound to concentrate on the various environments that are shown.

Memory Devices
To help students incorporate the key concepts of the video so that they can remember the eight words that go with the concept, make an overhead of the key phrases: THE INFANT-TODDLER CAREGIVING ENVIRONMENT SHOULD:

   1. Ensure safety
   2. Promote health
   3. Provide comfort
   4. Be convenient
   5. Be child-sized
   6. Maximize flexibility
   7. Encourage movement
   8. Allow for choice.

Ask students what devices they use for memorizing and create some kind of exercise so that most students walk away with the key words firmly in memory.

Make an Environmental Rating Chart
Make, or have students make an environmental rating chart from the following elements:

   1. Uses soft, neutral colors.
2. Has a mixture of natural and full-spectrum lighting
3. Has plenty of fresh air.
4. Has reduced noise through carpeting, acoustic tiles, and such.
5. Provides contact with nature.
6. Contains multilevel surfaces.
7. Provides convenient, accessible storage.
8. Is organized around an open center
9. Has separate activity areas.
11. Provides “alone” space for children.
12. Displays a changing array of a few toys.

Cultural Differences around Environmental Issues:
Ask students to discuss and/or modify the environmental rating scale above to be culturally sensitive, if applicable.

Outdoor Equipment
Ask students to brainstorm low-cost outdoor equipment. Discuss what they come up with. Here is a list that may include items they didn’t think of. Benches, plastic milk crates, wide, smoothly sanded boards, inner tubes, air mattresses, balls, tires, hills, swings and hammocks, sanded dead trees, a hose turned on very low, laundry baskets, a big cable spool, cardboard boxes, ice cream cartons, an empty wading pool, an empty shed, a waterbed mattress.

Journal Writing/Small Group Discussion Questions:
• Feelings, reactions, ideas about the reading?
• What was the highlight of the class?
• What was the most meaningful or useful thing that happened?
• What came up for you: reactions, thoughts, feelings?
• What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
There are two parts to the environment: the shell (walls and other immovable features) and the things inside the shell that can be moved around like furniture, equipment, toys, etc. The environment should be safe, promote health, provide comfort and be convenient for both children and caregivers. The environment should promote learning and development by being child-sized, flexible, encouraging of movement and allowing for choice. In an interesting and challenging environment children can play freely and initiate activities independently.

Possible Portfolio Artifact
(Children and families must remain anonymous to maintain professional confidentiality)
• Photographs or drawings of the physical layout of the student’s child care setting.
• Examples of programming for individual needs of children birth to 3.

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• Floor plans depicting adaptations for special needs.
• An equipment list for different age groups with rationale for student’s choices as they relate to developmental stages.
Session 15

Theme: Planning Infant-Toddler Care Settings

Student Reading: Section 2, “Planning Your Infant-Toddler Care Setting” PITC Guide to Setting Up Environments

Learning Objectives
Students will be able to:

- Explain the changing environmental needs of infants and toddlers as they grow by giving specifics.
- Describe the different physical spaces for organizing the indoor environment and explain which activities should be separated.
- Show awareness that children should have a place to get away from other children and give examples of how to create such a place.
- Explain how to use the furniture to create “clear, visible order.”

Teaching/Learning Ideas, Activities, and Assignments

What’s it Like to be an Infant in a Planned Environment?
Ask students to lie down and imagine themselves an infant in a real or imaginary program setting. If they can actually be in a program setting, they will get more out of this exercise. It is possible, however, to do it as a guided imagery (See directions for guided imagery in appendix. If you do a guided imagery, describe the setting to the students. You can take the description from one of the scenes in the video, “Space to Grow:”). Ask them to first lie on their backs. Look around the environment and see it from a young infant’s perspective. Roll over and see how things change. How do you feel? What do you see? What are the possibilities for you in this environment? Is there anything that makes you feel excited, curious, interested? Is there anything that makes you feel afraid? Have them “grow up a little” and become a mobile infant. One that can crawl but not walk. Ask the same questions. Have them explore the environment, or imagine that they are exploring the environment on hands and knees. What do they find? What can they do? What is this perspective like?

What’s it Like to be an Infant in this Adult Classroom?
Do the same exercise in the room where the class is held. Ask the same questions when they are a young infant and when they are a mobile infant. Discuss both experiences. Compare and contrast. Ask how the world looked from an infant’s vantage point? What changes would they make in the planned environment based on their experience?

What do you Need to Consider when Arranging an Environment?
Have students in small groups brain storm the answer to these questions. Then they can share with the larger group and discuss. Be sure the following points come into the discussion:
1. Who will be there—how many children of what ages and age groups, and how many caregivers?
2. How many hours a day will the children stay?
3. What is the purpose of the program? What is it trying to accomplish? How will the environment help or hinder?
4. How much space is available? What other space can you use besides specially designated program space?
5. What are the special features of the environment? How can you use the positive ones and minimize or work around the negative ones?
6. How will weather affect your use of space? What else besides weather might affect your use of space?
7. What kind of changes can you make? Any permanent ones?

Compare the Environmental Needs of Different Age Groups

Divide class into small groups. Give 1/3 of the groups the task of listing the environmental needs of young infants (birth to 6 or 8 months—infants who are not yet mobile). Give the second third of the groups the task of listing the environmental needs of mobile infants (approximately 8-18 months—infants who crawl and walk). Give the remainder of the group the task of listing the environmental needs of toddlers (18-36 months). Use the following to supplement whatever the groups come up with.

**Young infants need:**

1. Small numbers of adults and children (small group size).
2. Should be moved around the environment to see the interesting things in it, or have interesting things brought to them.
3. The setting should facilitate face-to-face and skin-to-skin contact between caregiver and child by providing multilevel areas and comfortable places for caregivers to sit and hold infants.
4. Infants spend a great deal of time looking up toward the ceilings, walls, and lights, so these elements of the environment should be pleasant to look at but not over stimulating. Bare light bulbs and bold colors and patterns can be irritating to young infants.
5. Young infants like to practice body movements while they are lying on a firm, cushioned surface. Watching and exploring with the hands and mouth are prominent learning activities of young infants.

**Mobile infants need:**

1. A safe and interesting environment to move about in and explore with their various senses.
2. A “mouthable” environment where there are no small toys or objects to swallow or choke on.
3. Objects they can manipulate safely (no dangerous, breakable, or costly objects available at their level.)
4. To be seen and protected. The environment should make it easy to supervise so that caregivers can get to each quickly. Caregivers should be available, but not hover.
5. To be allowed to take risks. They need small, safe challenges, such as low steps or risers to crawl up and down or walk on.
6. Opportunities for social play. Duplicate toys help keep conflict down. Double slides or two rocking horses, side by side encourage interaction.

**Older infants need:**
1. An area for dress-up and fantasy play with simple clothing, objects, and equipment to encourage them.
2. Choices. “Learning centers” where they can choose between a variety of manipulative and sensory activities.
3. Increasing opportunities for peer play.
4. Room to move around and engage in vigorous exercise all day long.
5. Barriers to keep them from bumping into, running over, or hurting young less mobile children.
6. Increasing guidance so they learn the limits and expectations around the use of equipment and the environment.

**Setting up Specific Areas**
Divide into small groups. Assign each group to a specific area or allow them to choose from the following list:
1. Entrance and parent communication area.
2. Learning and development centers.
3. Peer play areas.
4. Multilevel areas.
5. Rest and sleeping areas.
6. Rest and sleeping areas.
7. Toileting and washing up areas.
8. Feeding and food preparation areas.
9. Storage and shelves.
10. Outdoor space.

Tell students to read or reread the subsection related to their assigned or chosen subject in section three in PITC Guide for Setting up Environments. Their task is to create a handout for the other students listing the main points of their particular subsection. One person should report back to the larger group when all groups have finished the task.

**Journal Writing/Small Group Discussion Questions:**
- Explore the subject of “purpose” of an infant-toddler program and consider how that might link to the way the environment is set up and used.
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

**Comments/Points to Remember/Key Concepts**

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This session looks at the changing environmental needs of infants and toddlers as they grow. It also focuses on the different physical spaces for organizing the indoor environment. Certain activities should be separated from others (feeding and toileting, for example). Children should have a place to get away from other children. Furniture should be used to create “clear, visible order”. Again it should be stressed that the way an environment is organized has a powerful influence over the way children and adults behave and interact. Thoughtful arrangement of activity areas can create a peaceful, pleasant, and engaging context for the various activities of the day.

Possible Portfolio Artifact

*Children and families must remain anonymous to maintain professional confidentiality*

- Photographs or drawings of the physical layout of student’s child care setting
- Examples of programming for individual needs of children birth to 3
- Floor plans depicting adaptations for special needs
- An equipment list for different age groups with rationale for student’s choices as they relate to developmental stages.
Session 16

Theme: Family Child Care Environments

Student Reading: Chapter 3 – Village of Kindness

Learning Objectives
Students will be able to:

- Explain how to use the total environment of a home as an “assistant provider”.
- Explain what is meant by “A well prepared environment can give the children wonderful experience both special and ordinary everyday experiences.”
- Give examples of how by preparing the environment the provider can assure the safety of the children, manage the routines of the day, convey values and beliefs about parents and children in a tangible way.
- Give an example of how a problem was solved and/or unacceptable behavior managed just by changing the environment.

Teaching/Learning Ideas, Activities, and Assignments

Messages in the Environment
Ask students to answer the following questions from observing a real family child care environment or a video of one, or clips from “Space to Grow” (using freeze frame or stop action, if possible) or using their imagination and memory.

1. What kinds of messages do particular aspects of the environment give? Think of some examples of specific messages.
2. What does it mean to “level and distance” the environment? (Arranging the environment so a child can only reach what is appropriate for their age.) Give specific examples of how this can be done.
3. What values and beliefs can you see reflected in this environment?

Your Values and Beliefs about Family Child Care
Think about what you want for children. Do you believe in lots of free play with numerous choices or do you think children need more adult guidance in their activities. (Child directed versus adult directed) Expand on the implications of one belief or the other. How can you discuss this belief in specifics? Do you want children to be independent or do you value a certain amount of dependence in children? Expand on the implications of one value or the other. How can you discuss this value in specifics. What other values and beliefs can you think of? How would you behave to promote your specific beliefs and values? How would you set an environment to promote your beliefs and values?

How Important is Authenticity?
Discuss: Infants and toddlers are drawn to “real things” as much or more than toys. They often are more fascinated with the box than the toy inside. They like real pots and
pans more than plastic imitations? Why is this? What meaning can we take from their preferences? Think about what it would be like to spend most of your life in an imitation world. Child care is a child rearing environment. Is part of child care exposing children to the real world, or is it okay that they grow up manipulating only toys and other items designed for play?

Preparing the Environment for Individuals

1. Read the following (from an anonymous provider in Village of Kindness)

   I have one little boy who is Christian, but his family doesn’t celebrate Christmas. If we talk about our Christmas preparations he says, “I don’t believe in that.” His Mom is a teacher, so they are usually on vacation for two weeks at Christmas time. I didn’t put up our Christmas tree until after he was gone for the holidays. I figured it’d be more respectful and easier for him that way.

   Discuss in small groups your feelings, experiences, and ideas about holidays and individual differences. To celebrate or not, that is the question. And if you celebrate, how? What about age differences?

2. Read the following (from an anonymous provider in Village of Kindness)

   Nehemiah was a really active boy, very coordinated and strong. He played well with the other children but got restless and scattered during transitions. The second year he was with me, I arranged my environment so there was always space for large motor activity—climbing, bouncing, tumbling, or sliding. Nehemiah would gravitate there in between other activities, play hard for awhile and then move on. His parents were particularly grateful that I respected Nehemiah’s physicality. They said that was what convinced them that he should stay with me another year.

   Discuss in small groups your feelings, experiences, and ideas about providing for a child’s individual needs as in the case above. Is there more than one way to look at the issue?

What About the Family?

Discuss ways that a provider can discover the needs of the family and reconcile them with the needs of the children. What environmental factors need to be taken into consideration when thinking about individual family member’s needs? What about bedrooms and toys? Are they private or shared with the child-care children? How do you decide? How do you problem solve around family complaints about the shared environment?

Journal Writing/Small Group Discussion Questions:

- In what ways is the environment the “assistant” to the family child care provider?
- Think of a time when you were able to change the environment and thereby solve a problem that was plaguing you. How might your experience apply to infants and toddlers?
- Feelings, reactions, ideas about the reading?
• What was the highlight of the class?
• What was the most meaningful or useful thing that happened?
• What came up for you: reactions, thoughts, feelings?
• What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
This session is about how to use the total environment of a home as an “assistant provider”. A well prepared environment can give the children wonderful experiences both special and ordinary everyday experiences. By preparing the environment the provider can assure the safety of the children, manage the routines of the day, convey values and beliefs about parents and children in a tangible way. Some problems can be solved and unacceptable behavior managed just by changing the environment.

Possible Portfolio Artifact
(Children and families must remain anonymous to maintain professional confidentiality)
• Photographs or drawings of the physical layout of student’s child care setting.
• Examples of programming for individual needs of children birth to 3.
• Floor plans depicting adaptations for special needs.
• An equipment list for different age groups with rationale for student’s choices as they relate to developmental stages.
Session 17

Theme: Health, Safety and Nutrition in Family Child Care

Student Reading: Chapter 4 – Village of Kindness

Learning Objectives
Students will be able to:

• Demonstrate an understanding that health and safety procedures provide practical experiences for the children which add to the richness of their lives and interactions and form part of the curriculum.
• Explain what these everyday practical life experiences are and list ways to involve infants and toddlers in them.
• Explain the importance of: hand washing, sanitary diapering procedures, disinfecting, cleaning and vacuuming, taking “universal precautions”, making climbing structures safe, using a safety checklist regularly, nutrition and menu information, meals as pleasant times.
• Explain a caregiver’s responsibility to report suspected abuse.

Teaching/Learning Ideas, Activities, and Assignments

How Does Licensing Look at Health and Safety
Invite a licensing worker to speak to the class about his or her job. Have the class prepare a list of questions beforehand for the speaker to address.

Hand Washing, Diapering, Sanitizing
Divide the class into thirds and have each group report on one of the following subjects:

1. Hand washing as a Health Measure and as a Learning Activity
   Small group discussion. Infants and toddlers love water. Hand washing can be the favorite activity of the day if it isn’t rushed. Make a list of all the things young children can learn from hand washing. Consider how to make it both an activity and a habit. What do you know about making hand washing interesting and attractive to infants and toddlers? What should you teach infants and toddlers about hand washing? When should hand washing occur? List the times. What do you know about instilling habits in infants and toddlers? Report back to the larger group the highlights of the discussion.

2. Sanitary Diapering
   Small group discussion. Why is a sanitary procedure important? What can be the results of an unsanitary procedure? What are the issues around providing diapers versus having the parents provide diapers? What are the pros and cons of cloth versus paper diapers? What are the issues about wearing or not wearing latex gloves to diaper? Why is important to know the actual steps of diapering? What are the steps of diapering? How do
you make a disinfectant solution? How long can you use a bleach-based disinfectant solution? When and where do you use a disinfectant solution?

3. Disinfecting, Cleaning, and Universal Precautions
   Small group discussion. Make a list of everything in a home that needs to be disinfected frequently. Describe what needs to be done daily and what needs to be done weekly. What are “universal precautions?” When do providers need to take universal precautions? How do they take them? How can adults change old habits and instill new habits in themselves? What are some actual strategies?

Looking for Teachable Moments
   Observe in a family child care program and watch for “teachable moments.” Make a list of those that occurred during routines and involved health and safety issues. How many went by that the provider missed taking advantage of?

Safety Check List
   Use the Home Safety Checklist on page 83 and 84 in Village of Children to assess a family child care home for safety. Report back on your experience. What you saw, what you learned, and your experience as an “inspector.” How hard was it to discover some of the items? Were some harder than others? Did you find some things that need to be changed? What plans are there for change?

Child Abuse
   Invite a guest speaker or prepare a mini lecture on child abuse prevention. Include the information on pages 92-94 in Village of Kindness: definitions of abuse; causes of abuse; special challenges for providers; how to reduce the risk of abuse; recognizing the signs of abuse and neglect; providers’ responsibility to report abuse.

Journal Writing/Small Group Discussion Questions:
   • Feelings, reactions, ideas about the reading?
   • What was the highlight of the class?
   • What was the most meaningful or useful thing that happened?
   • What came up for you: reactions, thoughts, feelings?
   • What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
   Health and safety aren’t just check list items, but part of daily living and the procedures provide experiences for the children which add to the richness of their lives and interactions. When the children are involved allow health, safety and nutrition issues to be the core of your curriculum. Take your time, slow your pace. Help them enjoy and be involved in these everyday practical life experiences. This session focuses on health and safety procedures relevant to family child care. Key concepts are:

   1. Hand washing is a way to slow the spread of germs.
2. Sanitary diapering procedures are essential.
3. Disinfectant spray must be used on diapering surfaces, and other frequently handled things.
4. Cleaning and vacuuming must be done daily, weekly, and monthly.
5. Universal precautions means that all blood should be treated as contaminated and rubber gloves must be worn.
6. Climbing equipment over three feet above the ground must have cushioning material under it. (But infants and toddlers shouldn’t have access to climbing equipment over three feet above the ground.)
7. Use safety checklist regularly. These items are not choices.
8. The USDA Child and Adult Care Food Program is an excellent source for nutrition and menu information.
9. Mealtimes should be pleasant. You are in charge of what is served. The children decide how much to eat.
10. Child abuse and prevention is also a focus of this session.

Possible Portfolio Artifact
(Children and families must remain anonymous to maintain professional confidentiality)

- Photographs of how the students meet regulations for handwashing in his or her child care setting.
Session 18

Theme: Elements of Inclusive Environment

Student Reading: “Creating an Inclusive, Nonstereotypical Environment for Infants and Toddlers” by Louise Derman-Sparks, PITC A Guide to Culturally Sensitive Care

Learning Objectives

Students will be able to:

- Explain how to set up infant and toddler environments for diversity and include visual representations of every child in the program, as well as representing the diversity in the U.S.
- Explain how to evaluate infant and toddler environments for offensive elements including stereotypical representations.
- Give specific examples of how to adapt physical and learning environments for children with special needs including examples of feeding adaptations.

Teaching/Learning Ideas, Activities, and Assignments

A Non-stereotypical Infant-Toddler Environment

Prepare a mini lecture or create small group discussions around the following elements of an inclusive environment based on the information in “Creating an Inclusive, Non-stereotypical Environment for Infants and Toddlers” by Louise Derman-Sparks, PITC A Guide to Culturally Sensitive Care. Why is it important to set up a non-stereotypical environment for infants and toddlers even though they are still so young? Louise Derman Sparks says, “All child care environments must reflect the rich variety between and within cultural and ethnic groups.” Discuss: So what specifically does the statement by Louise Derman-Sparks mean in terms of adults’ responsibilities? What can responsible adults look for when evaluating the visual environment of an infant toddler program. What are the elements of a non-stereotypical Infant-Toddler Environment? List them.

Diversity Rich Environments

Create a check list based on the information in “Creating an Inclusive, Non-stereotypical Environment for Infants and Toddlers” by Louise Derman-Sparks, in PITC A Guide to Culturally Sensitive Care. Use the check list to rate an existing center-based or family child-care program that serves infants and toddlers.

Evaluating Books for Diversity

Bring in children’s books that are appropriate for infants and toddlers (or have students bring them in) and evaluate them in terms of gender roles, racial and cultural diversity and stereotypes. Are there children with disabilities? Also, look for books that deal specifically with diversity. Be sure these books are appropriate for infants and toddlers. If there is a problem finding books, create a discussion about why that would be and what to do about it.
Show WestEd Video “Room at the Table: Meeting Children’s Special Needs at Mealtimes.” Discuss the various ways that young children can be accommodated in an infant-toddler program with modifications in their environment.

Modifying the Environment for Infants and Toddlers with Special Needs
Divide students into groups and assign each group one of the following tasks. When they complete their tasks, have them report back to the larger group.

Imagine an infant or toddler with a visual impairment entering your infant-toddler program. What might it be like for that child if no accommodations were made for his or her special needs? Decide what accommodations would need to be made for a young infant, for a mobile infant, for a toddler. List specifics. Consider both the physical environment and the social environment.

2. Auditory impairment.
Imagine an infant or toddler with an auditory impairment entering your infant-toddler program. What might it be like for that child if no accommodations were made for his or her special needs? Decide what accommodations would need to be made for a young infant, for a mobile infant, for a toddler. List specifics. Consider both the physical environment and the social environment.

3. Physically challenged.
Imagine an infant or toddler with a physical challenge entering your infant-toddler program. Describe the physical challenges. What can this child do? What can’t this child do? What is difficult for this child to do? What might it be like for that child if no accommodations were made for his or her special needs? Decide what accommodations would need to be made for a young infant, for a mobile infant, for a toddler. List specifics. Consider both the physical environment and the social environment.

Inclusive Child Care: Modifying the Environment and the Things in It
Invite a special-education expert who is knowledgeable about infants and toddlers to come in and discuss how to make environmental accommodations for children who need them. This could be a follow up to the small group work above. Also ask the guest speaker to bring some sample toys that have been modified for children’s special needs.

Modifying Toys for Children with Special Needs
Have students bring in toys that are typically found in infant-toddler environments. Let them think of creative ways to modify them to meet the special needs of a child who has difficulty manipulating things.

Journal Writing/Small Group Discussion Questions:
• Feelings, reactions, ideas about the reading?
• What was the highlight of the class?
• What was the most meaningful or useful thing that happened?
• What came up for you: reactions, thoughts, feelings?
• What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
Setting up and evaluating infant and toddler environments for diversity and stereotypes is one focus of this session. Key concepts related to an inclusive environment are the adult responsibility to ensure that every child in the program is represented visually, the diversity in the U.S. is represented and no stereotypical or insulting images of any group are present. The other area of focus is adapting environments for children with special needs and includes feeding, physical environment for caregiving and learning environment.

Possible Portfolio Artifact
(Children and families must remain anonymous to maintain professional confidentiality)
• Photographs or drawings showing how student sets up the environment to include all children.
• Floor plans depicting adaptations for special needs.
Module 1: Caregiver and Family Partnerships

Session 1

Theme: Adult Relations: Parent and Caregiver

Student Reading:  Chapter 14 – *Infants, Toddlers, and Caregivers*

Learning Objectives
Students will be able to:

- Name and describe three developmental stages of caregivers including how each influences relationships with parents or other family members.
- Explain what a service plan is and how it is used.
- Explain or demonstrate some communication blocks and describe or show some ways around them.
- Explore some of the issues parents who have children with special needs and how those issues relate to parent education.

Teaching/Learning Ideas, Activities, and Assignments

(See Introduction for “Tips for First Sessions of Course or Module” and also “Outline of a Typical First Session”)

Warmer Upper (For suggestions see Introduction, Strategies 1-4)

Video “Protective Urges”
- Show the PITC video “Protective Urges” and facilitate a discussion afterwards

Mini Lecture
- Lecture on the points made in the comments/key concepts/points to remember section below.

Alternative: Read to Report
- Have students read the chapter in small groups and each group prepare a report on a specific section to the group.

Small Group Exercise:
- Assign different topics to each group. They can either report back to the class or create a role play to share with the whole class.
1. If a baby took the first step while in your care, would you tell the parent? What considerations would go into your decision?
2. Suppose you were a caregiver and a parent or other family member is very angry about something you did with his or her child. How would you handle this situation?
3. Suppose you work with someone from a culture different from your own who has very different ideas about child rearing and caregiving. What steps would you take to open up communication between the two of you?

Am I Saving Children from their Parents?
Create two or more small group discussions by asking which students are caregivers/teachers/providers, which are parents, and which are neither? Create homogeneous groups of students in each of the three categories and give the parent and caregiver group each a set of questions. Give the students who are neither caregivers/teachers/providers both sets of questions and ask them to be observers as the other two groups talk among themselves.

**Caregiver questions:**
1. Which caregiver stage of development are you in at present?
2. Are you saving children from their parents, educating parents to be as good as you, or seeing parents as partners?
3. Can you think of someone who is in a different stage from you?
4. How do your perceptions, behaviors, and attitudes contrast with one another?

**Parent questions:**
1. What experience have you had with caregivers/child care teachers/providers?
2. Could you tell what stage of development each was in?
3. What are your experiences with “saviors” if any?
4. Would you respond differently to each of the different stages?

Wrapper Upper
Work on names and figure out a closing activity (See Introduction, Strategies 5-7).

Journal Writing/Small Group Discussion Questions:
- Feelings, reactions, ideas about what happened in class?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
This session looks at parent-caregiver relations and discuss how the “stage of development” of the caregiver influences those relations. Stages are identified as Stage one: Child as Client (Savior Complex is a complication of this stage); Stage two: Parents as Client; Stage three: Caregiver as Partner to the Parent. This session stresses communication and includes communication blocks and ways around them. The service

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plan is another key concept in this chapter. The issues of parents who have children with special needs are given attention as well as general parent education.

Possible Portfolio Artifact
(Children and families must remain anonymous to maintain professional confidentiality)

- A letter to parents.
- A daily communication system developed by student.
- A video tape of a parent conference.
- Events for parents designed, planned or implemented by student.
Session 2

Theme: Establishing Caregiver-Parent Partnerships

Student Reading: “Establish Caregiver-Parent Partnerships” in PITC Guide to Creating Partnerships with Parents

Learning Objectives
Students will be able to:

- Demonstrate an understanding that successful caregiver-parent relationships are anchored in a philosophy of partnership between both parties.
- Explain how it is the caregiver’s responsibility to clearly articulate this sense of partnership with parents through formal and informal communication, so that both sides know what is expected of them.
- Describe both written and verbal communication used to explain and sustain the partnership between caregiver and parent.
- Describe the benefits of the partnership.

Teaching/Learning Ideas, Activities, and Assignments

Written Materials Help Create the Partnership
Ask students beforehand to bring any written materials about their programs to class for this session.

Brainstorm the Word “Partnership”
This exercise can be the usual brainstorming (See Strategy 8) or it can be done differently. For an alternative approach, ask students to say words that describe how an ideal partnership should be in their minds. Go over words and ask: Is there a common theme? What are the most important words for parents? What are the most important words for providers? Suggest that in a partnership each party has a different role. Put them in small groups or leave them in the large group to explore the difference in roles in the following way: Write two headings on chart paper or board. “Parents” and “Caregivers”. Ask students to describe the role for parents and the role for caregivers in a caregiving partnership.

What are the Benefits of a Parent-Provider Partnership?
Use the Give One, Get One Strategy (Strategy 16) to explore the benefits of partnerships. Ask each student to take a piece of paper and fold it in half lengthwise. Write “parent (family)” on one half of the paper and “Provider (caregiver)” on the other half and number down 1-12 on the left side of the paper and next to the fold. Write one benefit on each half by number 1. Walk around the giving and receiving ideas from other students until everyone’s paper is bordering on full.
An alternative is to create a small group discussion in the following way: Ask students to discuss what both parties get out of becoming partners. They should also look at benefits for the child. This could end as a “Poster Session” as described in Strategy 15. They should produce a list on chart paper to hang on the wall for others to see and comment on in writing.

How to Create a Partnership
Start by helping parents understand the program’s philosophy and goals. The following exercise will help students think through what they would say to parents. If some students aren’t working in programs or are unable to articulate a philosophy or set of goals, make them observers of the process of students who are able to do this exercise. If most students aren’t ready for this exercise use the Fish Bowl Strategy (Strategy X). Otherwise put students in small groups and have them answer the following questions: What is my philosophy of infant/toddler care? What are my goals for the children and families in my program: What are the important practices in my child care program? What are the important policies in my child care program? Next have students compare what they wrote to the written material that they brought about their program. If they don’t match, have a discussion about what to do about that.

What do Parents Need to Know about a Program?
Ask students to recall from their experiences the most common concerns of entering parents. Be sure any parents in the group get to have their say. Make a list (or if in small groups—lists) about what parents need to know. Then examine written materials brought to class to see how closely the information there matches what you have determined are parents’ common concerns.

The Parent Handbook or Brochure
Ask students to create a rough draft or outline of a parent handbook if they didn’t bring one, or revise one if they did. Students not yet ready for this task can create or revise a brochure. If several students are from the same program, they should work together. This project can extend over a period of time and the work in this session can just be considered a start.

How to Create a Partnership with Parents
Partnerships don’t just happen accidentally. What a program does makes a difference. Create a “lesson” around the information in “Establishing Caregiver-Parent Partnerships” in PITC Guide to Creating Partnerships with Parents. Either divide up the material and have students “read to report” or give a mini lecture on the material.

Journal Writing/Small Group Discussion Questions:
- Feelings, reactions, ideas about the class?
- What are your experiences with parent-caregiver partnerships?
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
• What was the most meaningful or useful thing that happened?
• What came up for you: reactions, thoughts, feelings?
• What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
Successful caregiver-parent relationships are anchored in a philosophy of partnership between both parties. It is the caregiver’s responsibility to clearly articulate this sense of partnership with parents through formal and informal communication, so that both sides know what is expected of them and feel comfortable with the relationship. Both written and verbal communication should be used to explain and sustain the partnership between caregiver and parent. The partnership not only enhances the daily experiences of the child, parent, and caregiver, but also provides children with one of their earliest models of a mutually beneficial relationship.

Possible Portfolio Artifact
(Children and families must remain anonymous to maintain professional confidentiality)
• A letter to parents
• A daily communication system developed by student
• A video tape of a parent conference
• A case study of a family referred for services
• Events for parents designed, planned, or implemented by student
Session 3

Theme: Helping Parents Deal with Separation

Student Reading: “Helping Parents Deal with Separation” in PITC Guide to Creating Partnerships with Parents

Learning Objectives (none??????)

Teaching/Learning Ideas, Activities, and Assignments

Video: “First Moves”
   Show PITC video “First Moves” and discuss.

Parent’s Feelings
Ask students to share examples of how parents act when they first leave their child in child care. Ask what the students think the feelings are behind the behaviors. Ask if any students who are parents would be willing to talk about how they felt and how they acted when they first left a child. How did the caregiver help the parent and the child? Underlying feelings probably will include: grief, guilt, relief, concern, anxiety, fear, jealousy, sorry, worry. Ask students to talk about how children react to separation and how they feel.

Point out that caregivers play many roles: source of child development knowledge (offering information about what to expect) counselor (when parents are torn by conflicting feelings, base of support (for children as they adjust.)

Role Playing Separation Scenes
Ask students to pair off and role play parent and caregiver during the initial separation of parent and child. After a few minutes, ask them to switch roles. Ask pairs to discuss their feelings in their two roles. What was most difficult about the separation? What behaviors or words were reassuring? Share insights with the larger group.

How to Help Parents and Children through Separation
Assign small groups to each read one of the four topics on pages 15-18 in the PITC Guide to Creating Partnerships with Parents. Read, discuss and report back to the larger group. Ask each group for other suggestions from their own experiences. Make a list on the board of the suggestions.

Watch “First Moves” Again
This time, while watching “First Moves” video, stop and discuss each time a caregiver does something that could be recognized as a method for addressing the pain of separation.
Journal Writing/Small Group Discussion Questions:
- Feelings, reactions, ideas about the reading?
- Feelings, reactions, ideas about the class?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
Feelings about separation can be experienced by parents and children when they enter the infant/toddler care setting. Learning to manage distress is an important step in the development of every young child and parent. Glossing over the separation process as a passing irritation or resenting it as an unpleasant interruption robs the child, parent, and caregiver of a valuable opportunity for growth. The caregiver who addresses separation anxiety with empathy and understanding not only soothes the pain of the moment, but contributes to the strengthening of the parent-child bond. Such a caregiver serves as a guide to parents and a resource for strategies that ease the pain of separation. Key concepts: Separation is stressful for children, parents and caregivers. Help children and parents maintain a sense of connection while being apart from each other. Caregivers can ease the entry of a new infant or toddler by:
1. Assigning a primary caregiver.
2. Allowing the parents time to get acquainted with the caregiver.
3. Encouraging parents to prepare their child before arriving at the child care setting.
4. Allowing time for the transition between home and child care at drop-off and pick up times.
5. Using empathy and reflective listening to help the parent and child with the initial separation.
6. Allowing children to have transition objects.
7. Handling routines in ways that are familiar to the child, if possible.
8. Acknowledging the child’s feelings of loss.
9. Keeping the family well informed about the child’s experiences in care.
Session 4

Theme: Listening and Responding to Family Needs

Student Reading: “Listening and Responding to Family Needs” in PITC Guide to Creating Partnerships with Parents

Learning Objectives (none???????)

Teaching/Learning Ideas, Activities, and Assignments

Common Sources of Tensions
Ask class as a whole or in small groups to look at the chart on page 42 of the PITC Guide to Creating Partnerships with Parents, which lists common sources of tensions. Ask them to give examples and tell stories from their own experiences related to the items on the list.

Listening to Family Members
Ask students to report on “Listening to Parents” Page 32-34 in the PITC Guide to Creating Partnerships with Parents. Fill in with the following points on listening skills or give a mini lecture. Points: active listening, reading, body language, “door openers” (phrases that invite the parent or family member to talk), restating, and respecting confidentiality.

Using Listening Skills
Ask students to create role plays between family members and caregivers that show the use of the five listening skills in the preceding activity. Students can think of their own situations or the following could be suggested:

1. A single parent who is under stress at her job is called to come pick up her sick child and told he can’t come back until the fever is gone.
2. A father whose wife is out of town for a week arrives twenty minutes late to pick up his son and the caregiver asks for a late fee, which he thinks he doesn’t deserve to pay.
3. A mother who is very anxious about leaving her two-year-old in child care is told by the provider that her feelings may be feeding into her child’s extreme distress about being left.

At the end of each role play ask the parent: Did you feel heard? What specific words or behavior reassured you that the caregiver was listening? Then ask the caregiver: How did the conversation feel to you? How comfortable were you in using the listening techniques? Do you think you need more practice? Then ask the audience their opinions.

Self Awareness
Ask students to report on “Self Awareness” Pages 34-38 in the PITC Guide *to Creating Partnerships with Parents*. Make sure they cover the following points or give a mini lecture. Points: Accepting your feelings about caregiving; knowing your likes and dislikes; becoming aware of prejudgments; dealing with differences.

Ask students to give examples of any of the points. Then divide into small groups and ask students to discuss the scene about Joyce, a teenage mother, on page 39 of the PITC Guide *to Creating Partnerships with Parents*. Ask them to think about what differences in values might exist between Joyce and the caregiver and how the caregiver might approach Joyce about the sleep issue and find a mutually acceptable solution. Ask for other examples of life-style differences they have encountered.

Journal Writing/Small Group Discussion Questions:
- Feelings, reactions, ideas about what happened in class?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
The session emphasizes two interrelated themes: Listening compassionately and being aware of how our past experiences affect our present interactions with infants and their families. One of the most respectful acts is that of listening to the concerns of the child’s family and accepting the validity of their point of view. Sensitivity to family members requires a willingness to face intense feelings in oneself as well as others. Caregivers with such commitment and sensitivity are vital to the functioning of a quality infant/toddler care program. Caregivers may serve a variety of families whose problems and lifestyles may differ from their own. These variations are usually simply differences rather than situations where one way is right and the other wrong. In order to be supportive of families, caregivers need an understanding of how their own beliefs and experiences influence their perceptions. Caregivers can enhance their child care practice by carefully listening to family members and being responsive to their needs.

Possible Portfolio Artifact
(*Children and families must remain anonymous to maintain professional confidentiality*)
- A case study of a family referred for services.
- A resource file of community resources.
Session 5

Theme: Considering the Family in its Culture

Student Reading: “Considering the Family in its Culture” in PITC Guide to Creating Partnerships with Parents

Learning Objectives
Students will be able to:

- Describe ways they can learn about, relate to and communicate with families different from themselves so they can understand the values, family structures, child rearing practices and make the child care environment reflect the families in the program.
- Demonstrate an understanding that culture is made up of all those factors in the environment that are accepted by the group as “normal” such as attitudes, values, laws, cherished beliefs, and ways of doing things.
- State that they have an awareness of a personal cultural identity and explain at least one cultural belief that affects the way they care for children.
- Discuss the difference between cultural sensitivity and cultural enrichment.

Teaching/Learning Ideas, Activities, and Assignments

Video: “Culturally Diverse Families”
Show video “Culturally Diverse Families” (Young Adult Institute, 460 W. 34th St., New York, NY 10001. Telephone (212) 563-7474.) Create a discussion around the approaches that help sensitize caregivers working with culturally diverse families.

Alternative video: “Culture and the Education of Young Children” from NAEYC Phone: (202) 232-8777. Create a discussion around what Carol Phillips says on how programs can show respect for cultural diversity and use this richness to enhance children’s learning.

Considering the Family in its Culture
Divide up the reading (“Considering the Family in its Culture” in PITC Guide to Creating Partnerships with Parents) and have a group of students report on each section. Or create a mini lecture on the material in the chapter.

What is your Culture(s) and How does your Culture Affect the Way you Care for Children?
Create a round robin (also called go round) using Strategy 13 to answer that question. If the class is large, put students into small groups for the round robin. Divide up the time so that each student knows how much he or she is allotted. Use a time keeper if needed. Possible follow up: Answer the question, what is your program’s culture?
Poster Session about Culture and Families

Have students write one of the following questions on chart paper and answer in small groups. Hang these on the wall and allow other students to add to or comment on the items. See Strategy 15.

1. What are some ways you can relate in a positive way to families different from you?
2. How can you communicate with families who don’t speak your language? What are the possibilities and what are the barriers?
3. What are some ways you can learn about the cultures of the families you serve?
4. How can the child care environment reflect the cultures of the families in the program?
5. What might be some different cultural values, family structures, and child rearing practices in the families served?
6. How can you communicate acceptance and respect for cultures different from your own?
7. How do your cultural values and practices influence the way in which you care for children?

Journal Writing/Small Group Discussion Questions:

- Feelings, reactions, ideas about the class?
- Feelings, reactions, ideas about the reading?
- What do you know about yourself as a cultural being?
- What do you know about how your culture affects the ways you care for children?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts

Culture is a fundamental building block in the development of a child’s identity. Culture is made up of all those factors in the environment that are accepted by the group as “normal” such as attitudes, values, laws, cherished beliefs, and ways of doing things. To become culturally sensitive, each person must have an awareness of her or his own cultural identity and beliefs. Cultural sensitivity is different from cultural enrichment. Enrichment involves the study and appreciation of a culture’s products and rituals. Sensitivity is a commitment to understanding and supporting the values, practices, and attitudes of people. Providers need to find ways they can learn about, relate to and communicate with families different from themselves so they can understand the values, family structures, child rearing practices and make the child care environment reflect the families in the program.
Session 6

Theme: Involving Parents in the Program

Student Reading: “Involving Parents in the Program,” in PITC Guide to Creating Partnerships with Parents

Learning Objectives
Students will be able to:
- Describe some barriers and challenges to parent involvement.
- List some elements of a successful parent involvement program.
- Explain the benefits of parent involvement.

Teaching/Learning Ideas, Activities, and Assignments

What are the Barriers to Parent Involvement?
Create a discussion around the following questions:
1. How many have had experience with parent involvement either as a parent or as a provider?
2. Is parent involvement easy to accomplish? Why or why not?
3. What are the difficulties you have encountered as a parent? As a provider?
4. Can anyone describe a successful parent involvement program?
5. How do you measure success? How do you account for the success?

What are the Benefits and Challenges of Involving Parents?
Use the Give One, Get One Strategy (Strategy 16) to explore parent involvement. Ask each student to take a piece of paper and fold it in half lengthwise. Write “benefits” on one half of the paper and “challenges” on the other half and number down 1-10 on the left side of the paper and again next to the fold. Write one benefit by number 1, and one challenge by number 1. Walk around giving and receiving ideas from other students until everyone’s paper is full or close to full.

Poster Session about Parent Involvement
Have students write one of the following questions on chart paper and answer in small groups. Then hang on the wall and allow other students to add to or comment on the items. See Strategy 15. Questions:
1. How do you create a welcoming atmosphere in a program?
2. How do you determine the particular ways most appropriate for each family’s involvement?
3. How do you communicate to parents that their help is needed?
4. How do you foster a sense of community among the parents in a program?

How can Caregivers Involve Parents?
Convey the information in the reading that doesn’t come out in the activities in some way either through mini lecture, a “read-to-report” session, or student reports on what they have read.
Journal Writing/Small Group Discussion Questions:
- What are your experiences with parent involvement?
- Feelings, reactions, ideas about parent involvement?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
Getting parents involved in child care programs is not always easy but it is a valuable part of the relationship between parent, child, and child care program. To be successful, parent involvement needs to respond to families’ needs, and the caregiving setting needs to be “parent-friendly.” Successful parent involvement programs rely on a variety of strategies that encourage family participation at different levels.
Module 2: Families and Society: Working With Families on Issues of Diversity

Session 7

Theme: Resources for Families

Student Reading: None

Learning Objectives

Students will be able to:
- Discuss resources available in their community to serve families with infants and toddlers.
- Show ways of talking to parents about specific concerns.

Teaching/Learning Ideas, Activities, and Assignments

Note: if this is the first session of a new module and not just Session 7 of a semester course, see Introduction for “Tips for First Sessions of Course or Module” and also “Outline of a Typical First Session.”

“Community Resources”: What are Some?

In small groups or as a whole class, brainstorm what resources are available in the community to support families of infants and toddlers. One way to find out is to ask the question, what resources have you used, or known someone to have used? Create as long a list as possible.

“Community Resources:” Where are they?

If appropriate, assign students to investigate and report on community resources throughout the semester so that the class ends up with specific information about the resources, including a list of services, a contact person, a phone number and address, eligibility requirements (if any) fees, etc.

“Community Resources;” Who Needs What?

The purpose of this activity is to link up families with appropriate resources. A sample fictional family is below. Ask students to read the description and, using the list compiled earlier, decide what kinds of resources are available to support the family and help it meet its special needs. Ask students to create other fictional families in small groups, exchange with other groups and find resources to serve them.

Meet Sara. She was a teen parent when she had Ty four years ago; now she is twenty. Ty and his two-year-old brother, Kyle, are both in a campus child care center because Sara is in nursing school at the local two year college.
Sara has had a hard time of it since she became a mother at sixteen. She lived with her mother for the first couple of years, but they argued over how she was raising Ty, and she left to join the homeless population of her city. She and Ty lived for a while in her car until the poor old thing quit running, sat in one place too long, and got towed. Then she lived under a bridge between the highway and the river. Pregnant again as the result of being raped, hungry, and desperate, she finally found a social worker in an agency that hooked her up to some of the services available in her community.

Now Sara is in nursing school, and life is better, but it still isn’t easy. She has financial aid and a place to live, but she’s going crazy trying to go to school all day, study all night, and raise her two boys and 6 month-old Joy (the baby she had with her boyfriend who dumped her right after the birth. The children reflect Sara’s constant stress and they have stresses of their own. Ty seems to have an attention-deficit problem. Although the staff in the center are working with him, he moves from one activity to another so fast that it’s hard to keep track of him. He never seems to settle on any one thing and becomes frustrated very easily when he tries to do something; the result is that he throws regular tantrums.

Then there’s two-year-old Kyle. He appears to be a very sweet child, cuddling up to the teachers whenever he gets a chance. But his brother beats on him, which is starting to make him aggressive toward other children. He has to be watched all the time because he bites. The staff are thinking of putting him in one of the satellite family child care homes available to the center because the stimulation of the center seems to be too much for him to handle.

Then there’s Joy, thin, pale, and listless. It’s hard to feed her a bottle because she seems so weak and tired. She just doesn’t seem to have much life to her. Sara doesn’t want to talk to the staff about Joy except to say it was a difficult birth. She seems relieved that Joy never gives her any trouble, but the staff worries about Joy’s health and her development. They want her evaluated by a specialist. Sara keeps saying she just doesn’t have time to discuss it.

How Do you Talk to Parents about your Concerns?
Have students role play a scenario in which the staff is trying to talk to Sara about Joy. And/or students can make up a scene in which a provider is trying to work with a family around a concern the provider has for an infant or toddler in the family. After the role play ask how each player felt in his or her role. Discuss how providers can best deal with such situations.

Create a Guidance Plan
Create a guidance plan for Kyle. The plan must include teamwork of the staff, family, and awareness of pertinent community resources.
Journal Writing/Small Group Discussion Questions:
- What “community resources” have you used? How can your experience as a consumer of services help you understand about referring families in child care to “community resources”?
- Feelings, reactions, ideas about anything that happened in the class?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
The purpose of this session is to make students aware of the various kinds of community resources available to families of infants and toddlers in the community. Further, students are asked to think about creating linkages between those resources and the family served in child care. Ways of dealing with parents who resist providers and dealing with providers concerns.

Possible Portfolio Artifact
(Children and families must remain anonymous to maintain professional confidentiality)
- A case study of a family referred for services.
- A resource file of community services.
Session 8

Theme: Communication in a Culturally Diverse Society

Student Reading: “Culture, communication, and the Care of Infants and Toddlers” in PITC Guide to Language Development and Communication.

Learning Objectives
Students will be able to:

- Demonstrate an understanding that infants and toddlers acquire the knowledge and rules of behavior of their culture as well as beliefs about the world mainly through communication, both verbal and nonverbal.
- Demonstrate the awareness that the ability to communicate in a culturally appropriate manner is one of the many skills caregivers transmit to children.
- Explain the differences between a direct, verbal and individual approach to promoting language and communication skills and one that deemphasizes individuality, directness, and words.
- Discuss how to respond sensitively to a family’s ideas when they have obvious differences in what infants and toddlers need in the area of language and communication.

Teaching/Learning Ideas, Activities, and Assignments

What Do you Know about Promoting Language Development?
Ask students to discuss and then create a list of ways to promote language development in young children. Put the list aside and go on to the next activity.

Exploring Communication Differences
Ideally, a guest speaker who comes from a culture that deemphasizes direct communication with infants and toddlers could give a personal perspective on the view described in the reading. The challenge would be to find someone who understood the differences and valued his or her own cultural approach. Because such an approach is often diametrically opposed to what most students have been taught or have picked up through experience, it might be difficult to find someone courageous enough to talk about what would seem to many a harmful approach to language development.

With or without a guest speaker, students should have a chance to talk to teach other in dyads or small groups about the differences between two ways of promoting language development. They could be asked to compare and contrast a direct, verbal, individually oriented approach with one that emphasizes direct communication with infants and toddlers and values the child as a member of the group rather than as a unique individual. They could be asked to look at the list they made of promoting language development and see how many of their approaches relate to the first approach and how many to the second. A further description of the first approach is that it focuses on
direct, one-to-one verbal communication emphasizing conversations, labeling objects, asking questions, playing games, telling stories and reading books. In contrast, the second approach emphasizes a rich exposure to language with the infant and toddler in a listener-observer role. In the second approach much of the adult communication with the infant and toddler is nonverbal (physical contact, touch, facial expression and so forth).

Neglectful or Different?
Discuss what you would do if a family never talked to their infant or toddler? How would you decide if this lack of verbal language was a cultural difference or a problem? How would you discover if there were other ways the family communicated with the infant or toddler and if they were healthy ways or not. How could you avoid judging this family with your own yard stick instead of theirs? How would you determine if they needed further education from your program or from an outside resource? What are some caregiver practices that support language development in infants and toddlers who aren’t from the mainstream culture?

Ask students to discuss or create role plays from the information on pages 64-65 of the PITC Guide to Language Development and Communication.

Understanding and Addressing Cultural Differences in Communication
Convey the information in the reading that doesn’t come out in the activities in some way either through mini lecture, a “read-to-report” session where students report on what they have read, or a general discussion based on the reading assignment. Be sure to address the question of what to do if the infant or toddler arrives with a very different background in language learning than the program promotes.

Journal Writing/Small Group Discussion Questions:
- Explore the following statements: Am I sensitive or would I be sensitive to all children and families and understand that everyone has his or her own culture?
- Do I realize that I have a culture and that I am sending important cultural messages when I interact and communicate with the infant?
- Do I recognize the natural tendency in myself and others to view our own culture as “normal” and the cultures of other groups as “not normal,” perhaps even as odd or exotic?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
Children acquire the knowledge, the rules of behavior of their culture as well as beliefs about the world mainly through communication, both verbal and nonverbal. The ability to communicate in a culturally appropriate manner is one of the many skills caregivers transmit to
children. Infants learn when and how it is acceptable to talk, listen, and watch. They also learn with whom it is appropriate to talk. This session looks at two contrasting ways of promoting the development of language and communication skills in infants and toddlers. It explores the elements of culture that influence language development and communication for infants and toddlers. The focus is on responding sensitively to a family’s cultural differences.
Session 9

Theme: Bilingual Child Care

Student Reading: “Caring for Infants and Toddlers in a Bilingual Child Care Setting” in PITC Guide to Language Development and Communication

Learning Objectives
Students will be able to:
- Describe an infant’s experience in a situation with a linguistic mismatch.
- State their values regarding bilingual education or the goal of bilingualism.
- Explain what caregivers can do when they don’t speak the language of a child in their care.

Teaching/Learning Ideas, Activities, and Assignments

What is it Like to be Bilingual?
Ask how many students are bilingual and are they willing to talk about their experiences, ideas and feelings about being bilingual. Ask how many students know a second language or have studied a language other than English. See if you can get students who have had some experiences with second language learning or bilingualism to share what they know. Ask if anyone has worked with or known bilingual people or people who speak a language other than English.

What Would it be Like for an Infant?
To be cared for by a caregiver who didn’t speak the language spoken in the child’s home? Who did speak the language spoken in the child’s home? Is there a difference between an infant and a toddler in this respect? What would it be like for an infant or toddler if the provider or caregiver told the parent to speak English at home if the home language is something other than English?

Take a Stand
Infants and toddlers need to be able to relate to someone of their linguistic background when they are in child care. Use the “Take a Stand” activity (Strategy 10) to help students talk about differences of opinion.

Valuing Bilingual Education or the Goal of Bilingualism for all Children
Ask students to do a “quick write,” that is, write down whatever comes to their mind when asked the question. How much do you value bilingual education or believe in a goal of bilingualism for all children? Give 5 to 10 minutes for the exercise and ask them to keep writing the whole time. They don’t have to turn in what they wrote; it is for them to keep. The idea is to explore in a reflective way by writing before speaking. Then have them get in dyads and talk about whatever came to their mind while writing, or talk about the writing itself. Put the dyads together in small groups to further discuss.
individual values. There is no need to come to a consensus. It’s enough that students hear each other. There are likely to be a variety of views.

Observe an Infant Communicating
Using a real infant or a video with an infant interacting with another person, ask students to observe communication behaviors. Have them discuss their observations and end up with a list of behaviors that show the infant is sending nonverbal messages and is receiving both verbal and nonverbal ones.

What Can Caregivers do when they Don’t Speak the Language of a Child in their Care?
Have students in small groups explore the answers to the above question. A report back session can give the class ideas of strategies and approaches to take in a situation where there is a linguistic mismatch.

Bilingual Child Care
Convey the information in the reading that doesn’t come out in the activities in some way either through a mini lecture, a “read-to-report” session where students report on what they have read or a general discussion based on the reading assignment.

Journal Writing/Small Group Discussion Questions:
• Explore the following questions: How comfortable are you in a bilingual or multilingual environment? How comfortable are you in an English only environment? How comfortable are you in an environment where nobody speaks your language?
• What are your values around bilingual education and/or the goal of bilingualism for all children?
• Feelings, reactions, ideas about the reading?
• What was the highlight of the class?
• What was the most meaningful or useful thing that happened?
• What came up for you: reactions, thoughts, feelings?
• What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
The U.S. has lost valuable linguistic resources over the years as children who started out bilingual give up their home language in exchange for English. At the same time we make children wait until they are half grown before we offer them a second language in our education system. It doesn’t have to be that way, but at this point the direction is toward monolingualism in most citizens. Having a population that is predominately monolingual puts us at great disadvantage on a world market and in world politics. Two ways to produce bilingual citizens starting in infancy are to value the preservation of home language in those infants and toddlers who come from homes where languages other than English are spoken and to promote second language learning in infants and toddlers who come from English-speaking homes. There is no reason not to assume that all children could easily become bilingual if the nation valued bilingualism. There is compelling evidence in the new brain research indicating cognitive benefits of
bilingualism. When working with a diverse population, even when there are bilingual goals, caregivers may find themselves trying to communicate with infants who are new to their language. That shouldn’t stop caregivers from communicating! Much of communication is nonverbal anyway, especially in infancy, so the caregiver can attend to all the infant’s communicative signals and respond with a visible willingness to communicate. With practice communication will become easier. Caregivers of a language background different from the infants and toddlers in the program can bring in home language by playing tapes of stories, rhymes, and songs. Toys, photos, pictures, and books that show the child’s home culture will give the child things to point out, name, and talk about in his or her native language.
Session 10

Theme: Language and Bilingualism

Student Reading: Chapter 4 – *A Place to Begin; Working with Parents on Issues of Diversity*

Learning Objectives
Students will be able to:

- Discuss their own memories of language acquisition.
- Give some ideas about how language development can be fostered.
- Discuss how to foster bilingual language development.
- Explain how to maintain a home language that isn’t English.
- Expose an English-speaking infant or toddler to other languages.

Teaching/Learning Ideas, Activities, and Assignments

What do you Remember about Learning Language?

Ask students to talk in dyads or small groups about their memories of language acquisition in their early years. Have them look for common threads in their discussion. Look also for issues and “language politics.” The chapter says that language has been used throughout history as an excuse to ostracize people. Has anyone in the group had that experience?

How Difficult is it to Learn Two Languages?

If the class lacks bilingual students, ask a bilingual guest speaker to come in and share memories of early language acquisition.

Another idea for a guest speaker is to have a parent who is rearing or wanting to rear a bilingual child come and talk and answer student questions.

How Can Adults Foster Language Development?

Poster session (Strategy 15). Let students choose which discussion to join. Here are the topics:

1. How to foster language development in general.
2. Fostering bilingual development.
3. How to expose an English-speaking child to other languages.
4. How to maintain home language that isn’t English.

Write the topics on the top of 4 large chart papers (one topic to each paper). Ask students to record the results of their discussion on the chart paper. When ready, hang sheets around wall. Ask other students to add to the sheets as they want and circle things they disagree with, question or want to know more about. Have a discussion about the circled items. This is a good way to get the whole group to hear what was discussed in each small group without a long report-back session.
Language and Bilingualism

Be sure that the students cover the material in the reading assignment. A read-to-report session will work in which the material is divided up so that small groups report on a single section. A mini lecture will work too. Students may not know the material in this chapter just from their own experience without some further input.

Observing Bilingual Education

If possible have students observe a bilingual program in action. See if they can discover on which model (pages 84-86) the program is based. Discuss which aspects of what they saw can be modified to fit an infant-toddler program.

Journal Writing/Small Group Discussion Questions:

- What feelings, issues or reactions did “Amanda’s Story” on Page 83 bring up for you?
- Feelings, reactions, ideas about the reading or the class?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts

The focus of this session is further information about how children develop language, how young children become bilingual, the benefits of bilingualism, how to support children’s language learning, and how to talk to parents about second-language acquisition and the benefits of supporting home language. Included are program models and the “politics of language” in the U.S. and why issues of language always have been so controversial.
Session 11

Theme: Supporting Healthy Identity

Student Reading: Chapter 3 – A Place to Begin; Working with Parents on Issues of Diversity

Learning Objectives
Students will be able to:
- Explore the issue of identity formation in young children by reflecting on their own childhood.
- Explore how to create an enrollment interview form that addresses issues of identity in appropriate ways.
- Distinguish between identity issues of children of color, biracial children, children adopted across racial and cultural lines and white children.
- Explore ways of addressing identity issues of infants and toddlers in child care.

Teaching/Learning Ideas, Activities, and Assignments

Who are You
Ask students to write in class an answer to the question “Who are you?” Then ask them to talk in small groups about their own identity development. What they remember. How they came to see themselves as who they are. The times in their lives they questioned or dealt with identity issues. What part their family played in their identity development. What part the society played in their identity development. Ask them to think about what they can learn from their own stories that would apply to their work with infants and toddlers. The questions on page 59 can be used to take this exercise further.

Enrollment Interview Form
Critique the enrollment interview form on page 62-64. How would this form work in a program in your community? How would you modify it to be appropriate for infants, toddlers, and their families in your community? Did you have reactions to any of the questions? What were they?

Supporting Identity Development
Be sure that the students cover the material in the reading assignment. A read-to-report session will work in which the material is divided up so that small groups report on a single section. A mini lecture will work too. Students may not know the material in this chapter just from their own experience without some further input.

Different Ways Children Develop Identity
Let students choose which topic they want to work on. The choices are- Identity development in:
1. Children of color.
2. Biracial children.
3. Children adopted across racial lines.

Each of these groups has special set of issues. Use the information in the reading assignment to start the discussion and see where it goes from there. Report back to the larger group the results of the small group discussion.

Possible follow-up activity. Invite people representing each of the above categories to form a panel and discuss with the class their personal identity development as it relates to race and culture.

Talking About Identity with Young Children

Looking at the check list on page 70, consider which items would be appropriate for infants and toddlers. Can you make a different check list for children under three? What would be on it?

Journal Writing/Small Group Discussion Questions:
- What came up for you about your own identity development?
- Feelings, reactions, ideas about the class or the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts

The subject covered in this session is: How and when children develop an identity which is divided into subsections which include children of color; biracial children, children adopted across racial lines and white children.
Session 12

Theme: The Power of Racism

Student Reading: Chapter 2 - *A Place to Begin; Working with Parents on Issues of Diversity*

Learning Objectives
Students will be able to:

- Explain how racism hurts everyone.
- Define “race” and “racism”.
- Give an example of institutionalized racism.
- Discuss how young children learn racism.
- List ways that adults can address diversity and racism in infant-toddler programs.

Teaching/Learning Ideas, Activities, and Assignments

Race and Racism
A guest speaker who is knowledgeable and experienced in working with adults around issues of race would be helpful for this session.

The video “Antibias Curriculum” available from Pacific Oaks (626-397-1300) addresses issues of bias including helping children appreciate different skin tones.

Interrupting Racism
Ask students to read and discuss the scenes on page 31 of *A Place to Begin; Working with Parents on Issues of Diversity*. Ask them to talk about what the person who was the target of racism might have done (if anything) to challenge the racist behavior. Talk about what the repercussions might be if the person of color stood up for him or herself. Talk about what you might have been able to do if you had been on the scene at the time of the racist incident. What might the repercussions have been for you? What are the challenges and barriers to confronting racism? Discuss alliances. How can white people become allies with people of color in order to erase racism?

Examining our Own Experience
Ask students to talk in dyads about a time they were a target of bias. It could be because of race, culture, religion, gender, sexual orientation, physical size, physical ability, mental ability, class, economic level, educational level, age, or any number of things. Consider such things as “blonde jokes” as a form of bias.

Talk in small groups or as a class what could have been done to support you in the incident. What could an ally have done for you? Was there a way for you to stand up for yourself?
Discussion
What are some ways adults can address diversity and antiracism in infant-toddler programs? Create a discussion that helps students brainstorm positive actions they can take as infant-toddler caregivers.

Rearing Nonracist Children
Convey the information in the reading that doesn’t come out in the activities in some way either through a mini lecture or a “read-to-report” session where the chapter is divided into sections and groups of students report on the section they read.

Journal Writing/Small Group Discussion Questions:
- Feelings, reactions, ideas about the reading?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What came up for you: reactions, thoughts, feelings?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
In this session much of the focus is on adult experiences, feelings, and knowledge. The reason for this focus is that adults must work on themselves before they can be useful to infants and toddlers in the area of racism and other forms of bias. What we say to infants and toddlers is not nearly as important as what we do. They pick up our unspoken attitudes and behaviors, so unless we become aware of our inner selves, we aren’t like to be useful to infants and toddlers when it comes to helping them grow up with an appreciation for diversity. Key concepts are: Racism hurts everyone. Race is not real; racism is. Racism isn’t just about individuals but is embedded in institutions. Young children learn racism. There are specific strategies for helping young children stand up against racism and bias. Child care programs can support parents to raise children who value diversity and resist prejudice and discrimination. White privilege is usually invisible to white people and is the other half of the coin of discrimination.
Module 3: Professionalism

Session 13

Theme: Doing Business in Family Childcare

Student Reading: Selections from Village of Kindness including pages 36 to 45 and all the sections at the chapter ends called “Nice Doing Business with You”

Learning Objectives
Students will be able to:
- List some problems that arise between the professional provider and the family and discuss approaches and solutions.
- List ways for providers to take care of themselves and find support.
- List the roles family child care providers play and discuss how to keep those role separated.
- Discuss assorted aspects of the business end of family child care.

Teaching/Learning Ideas, Activities, and Assignments

Note: if this is the first session of a new module and not just session 13 of a semester course, see Introduction for “Tips for First Sessions of Course or Module” and also “Outline of a Typical First Session.”

“Nice Doing Business with You”
Assign students to read and report on each of the sections called Nice Doing Business with you at the end of each chapter in Village of Kindness. Subjects are:
- Scheduling with slots
- Keeping receipts and recording income
- Using separate checkbooks
- Forms needed and where to get them
- Liability insurance
- Separating food costs
- Including benefits in the contract
- Time/space equation used to calculate business expenses
- Using a sliding scale for fees
- Filing taxes and paying quarterly estimated tax

Test Yourself
Ask students to individually or in small groups list the professional resources available to family child care providers. “Correct” the test by checking the list against the list on pages 246 to 249.
Providers’ Relationships with their Own Families
Ask students to list the problems that arise between the professional provider and the family. Discuss approaches and solutions to each problem.

Intake Process
Have students role play a new family coming into the program, from the initial phone call, to an interview, to a contract signing. Discuss how the role play was typical or not. Role play a different circumstance. Discuss.

How do you Take Care of Yourself and Get Support?
Have students list ways to “nurture the nurturer”.

Support Groups
Discuss the steps to starting a support group. Ask if anyone in the class has had experience with starting a support group, or being in one.

The Many Roles of the Family Child Care Provider
List the roles that family child care providers play. Discuss what happens when the roles mix and how to keep them separated.

Journal Writing/Small Group Discussion Questions:
- Feelings, reactions, ideas about something that came up in the class?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
This session looks at the many roles of the professional family child care provider including the one of business person. Support and nurturing the nurturer are themes and students are asked to determine professional resources available to providers.
Session 14

Theme: Becoming a Professional Family Child Care Provider

Student Reading: Chapter 10 – Village of Kindness

Learning Objectives

Teaching/Learning Ideas, Activities, and Assignments

Professionalism: A Poster Session
Have students get into small groups and give them one of the following questions written on the top of a piece of chart paper. Tell them to discuss the question and write answers on the chart paper. Then hang on the wall and allow other students to add to or comment on the items. See Strategy 15. Questions:

1. What do you think are the qualities of a professional family child care provider?
2. What are the reasons that providers leave family child care?
3. What are some ways to make enough money to stay in business?
4. How can providers get the support they need from parents and from their own families?
5. What are some ways to reduce stress as a family child care provider?

Diversity and Professionalism
Have students discuss:

- Who is missing from the field?
- Are family child care providers representative of all the areas of diversity?
- Is there gender, racial, class, language, cultural equity?
- What are the challenges and barriers to people with physical limitations?
- Is sexual orientation a barrier to being in business as a provider?
- What can be done to increase diversity in the field?

Comparing Professions
Discuss how family child care providers are similar to and different from other professionals. Consider bringing some other professionals to help stimulate this discussion, such as a doctor, lawyer, architect. Could conduct a panel discussion on what professionalism means and how to distinguish a professional from an amateur.

Interview Professionals
Students could interview other professionals in the early childhood field to discover how family child care is similar to or different from child care teachers, Head Start teachers, Program directors, etc.
Journal Writing/Small Group Discussion Questions:
- What came up for you: reactions, thoughts, feelings?
- What was the highlight of the class?
- What was the most meaningful or useful thing that happened?
- What questions, issues, or worries are left over?
- What else do you need to know about this subject?

Comments/Points to Remember/Key Concepts
This session looks at various aspects of professionalism in family child care. Students explore such subjects as the qualities of a professional family child care provider; the reasons that providers leave family child care; ways to make enough money to stay in business; How providers can get the support they need from parents and from their own families; ways of reducing stress as a family child care provider.

Possible Portfolio Artifact
(Children and families must remain anonymous to maintain professional confidentiality)
- A marketing plan.
- A yearly budget developed or implemented by student which includes commentary.
- Description of a policy development process and final policy related to ADA, wage issues, etc.
Session 15

Theme: The Business of Child Care

Student Reading: “Conducting Business with Families” PITC A Guide to Creating Partnerships with Parents

Learning Objectives
Students will be able to:

• Analyze the parts of a business contract.
• Recognize a contract that would probably work for them.
• Demonstrate an understanding of how professional, business-like behavior adds to the partnership aspects of the parent-professional relationship.
• Self reflect on what elements of the business part of the caregiver’s job they need more training or experience in.

Teaching/Learning Ideas, Activities, and Assignments

Conducting Business with Families
Divide the group into four or more small groups. Ask each group to read, discuss, and report on one of the following sections about conducting business with families:

The Contract
Ask students to bring sample contracts to discuss in class. Create an activity around examining which parts of the contract relate to parent responsibilities and which parts relate to caregiver responsibilities. Sort out one or more contracts on this basis. Have them compare and contrast and decide what a good contract would look like for themselves.

Role Play “Doing Business”
• With a parent who is searching for child care and has just told the caregiver that her fees are much higher than those of the other programs she has visited.
• With a parent who is chosen the program and is now looking over the contract.
• With a parent who is a week overdue in paying fees.
• With a group of parents who are being recruited to help fix up the play yard the next Saturday.

Discuss how, in each case, did the professional’s words and actions affect the parent. How much was the professional able to reinforce the idea of a partnership with the parents?

Journal Writing/Small Group Discussion Questions:
• Could you be flexible but fair in business dealings with parents?
• How assertive could you be about business matters? Can you approach problems like late payments early enough so they aren’t drastically delinquent? Could you terminate a family’s enrollment if it became necessary?
• What are your worries or concerns about the business end of child care?
• Feelings, reactions, ideas about anything that happened in class?
• What was the highlight of the class?
• What was the most meaningful or useful thing that happened?
• What questions, issues, or worries are left over?

Comments/Points to Remember/Key Concepts
Clearly defined business policies and practices facilitate the development of a positive relationship between parents and the child care program. Making sure that everyone understands the terms of the business arrangements at the beginning of the relationship can prevent many problems and tensions. Ongoing communication is part of the business relationship.
Session 16

Theme: Letting Families Know About the Program

Student Reading: “Letting Families Know About Your Program,” Section 2, PITC A Guide for Creating Partnerships with Parents

Learning Objectives
Students will be able to:
• Create a new, or revise an existing parent handbook.
• List elements that make a program welcoming.
• Plan a parent meeting.

Teaching/Learning Ideas, Activities, and Assignments

Program Brochures
Ask students to bring a collection of program brochures to class and have them analyze the brochures using as a guide the information in Section 2 of PITC A Guide for Creating Partnerships with Parents. Students can then either revise their own brochure or create one based on their experience in this exercise.

Parent Handbook
Ask students to bring a parent handbook to class and have them analyze the handbook using as a guide the information in Section 2 of PITC A Guide for Creating Partnerships with Parents. Students can then either revise the handbook they brought in or create a new one based on their experience in this exercise.

What Makes a Program Welcoming?
Variation of a “poster session.” Write “What makes a program welcoming?” on two pieces of chart paper. On one write the word “write” and hang on one wall. On the other write “visual representations” and hang on the other wall. The “visual representations” paper could be butcher paper extended along the wall to create a mural. Ask students to write and draw on the papers. The only rule is not to duplicate what has already been written or represented.

Parent Meetings
Role play planning a parent meeting. What are the elements to consider? How will you get parents to come? What will you offer them? How will you evaluate the meeting? How will you use the feedback you get to plan the next meeting?

Journal Writing/Small Group Discussion Questions:
• What factors make you feel nurtured or cared for and how can you translate these to creating a welcoming atmosphere for parents?
• Feelings, reactions, ideas about the reading?
• What was the highlight of the class?
• What was the most meaningful or useful thing that happened?
• What came up for you: reactions, thoughts, feelings?
• What questions, issues, or worries are left over?
• What else do you need to learn?

Comments/Points to Remember/Key Concepts
In this session students will examine the written materials that explain programs as well as create a philosophy statement. They will also explore effective parenting meetings, informal conversations, and how to create good first impressions with a positive program atmosphere.

Possible Portfolio Artifact
(Children and families must remain anonymous to maintain professional confidentiality)
• A marketing plan.
• A journal about student’s advocacy work.
• A video tape of a parent conference.
• A letter to parents.
• A daily communication system developed by student.
• Events for parents designed, planned or implemented by student.
Session 17

Theme: Regulations

Student Reading: Wisconsin Administrative Code “HFS 46 Licensing Rules for Group Day Care Centers

Learning Objectives
Students will be able to:
- Say that they are familiar with the licensing rules.
- Find particular rules that pertain to particular subjects.

Teaching/Learning Ideas, Activities, and Assignments

Licensing Rules: Test Yourself
Have students make up “open book” tests in small groups to give each other. Such tests can either ask for specific information or for the location in the rule book where the information can be found. Sample test items:
- Who needs to be licensed and who does not need to be licensed?
- What is the definition of “universal precautions?”
- On what page can you find requirements for children’s records?
- On what page can you find the qualifications for a child care teacher?

Guest Speaker
Ask someone from one of the Health and Family Services Department’s regional offices (found on page 69) to speak to the class about the licensing procedure and monitoring. Students can prepare questions ahead of time.

What are your Experiences with Licensure
Interview experienced teachers, caregivers, providers and directors about their experiences with being licensed.

Comments/Points to Remember/Key Concepts
The purpose of this session is to familiarize students with the state licensing rules and procedures.
Session 18

Theme: What it Means to Be a Professional

Student Reading: None

Learning Objectives
Students will be able to:
- Articulate what it means to be a professional

Teaching/Learning Ideas, Activities, and Assignments

What Does it Mean to Me to Be a Professional?
Round robin, or go round (Strategy 13) to hear from each student his or her personal views on professionalism

Advice for Beginners
Also part of the go round could be “What advice do you have for beginners just starting the credential program?”

Next Steps
Also part of the go round could be “What are your next steps? Where do you go from here?

Final Wrap Up
One word poem (Strategy 5)

Comments/Points to Remember/Key Concepts
If students took the modules in order, this will be the wrap up session for the credential. Some sort of celebration should be planned. One of the activities can be talking about professionalism from a personal point of view.
APPENDIX

OUTLINES

COURSE 1: INFANTS, TODDLERS, AND CAREGIVERS

Catalogue Description
Introduction to development, care, and education of children 0-3. Includes principles of caregiving, developmentally appropriate practice, diversity issues, curriculum, guidance, observation, and assessment. Both typical and atypical development are examined.

Texts
Please note that some books span several courses.
   *Infants, Toddlers, and Caregivers*, by Janet Gonzalez-Mena and Dianne Eyer

Program for Infant-Toddler Caregivers: A guide to Routines, by Janet Gonzalez-Mena

Articles

   “Socialization, Guidance, and Discipline with Infants and Toddlers” by Alice S. Honig and Donna S. Wittmer in PITC A Guide to Social-Emotional Growth and Socialization

Videos
RIE Video “See How They Move” (Source: RIE, 1550 Murray Circle, Los Angeles, CA 90026)

PITC video Early Messages: Facilitating Language Development and Communication

PITC video, “Ages of Infancy “Chapter 5, *Infants, Toddlers, and Caregivers*

PITC video Early Messages: Facilitating Language Development and Communication

PITC video “It’s Not Just Routine”
PITC Video “Flexible, Fearful, and Feisty”

Course 1 Themes
1. Ages and stages
2. Attachment
3. Perception
4. Motor development
5. Cognition
6. Language
7. Principles of caregiving
8. Infant-toddler education
9. Play
10. Caregiving routines
11. Caregiving routines
12. Recording and assessing development
13. Observation
14. Temperament
15. Emotional development
16. Social development
17. Social environment
18. Guidance

Course Outcome Summary

Core Abilities
Demonstrate
- Awareness of guidance principles
- Observation and assessment skills
- Knowledge of cultural and individual diversity
- Knowledge of child development
- Importance of nurturing
- Critical and reflective thinking

Competencies and Performance Standards

Competency 1.1
Describe in developmental terms, the differences between the skills of a typical young infant, (One who doesn’t move around) a mobile infant, (one who crawls or walks—considered infant up to about 18 months) and a toddler (18 months to 3 years).

Criteria - Performance will be satisfactory when description includes descriptors for each age group of typical:
- Physical skills
- Cognitive and language skills
- Social-emotional skills

Conditions for assessment:
- Chart or
- Observation Assignments or
- Case studies

Linked core abilities:
- Demonstrate observation and assessment skills
- Demonstrate knowledge of child development
Competency 1.2
Describe a child with a physical, mental, or emotional challenge (or combination); give the child’s age; explain how the particular challenge(s) might impact the typical developmental sequence; and explain specific ways that a caregiver can nurture and facilitate development in this particular atypical infant or toddler both as an individual and as a member of a group.

Criteria - Performance will be satisfactory when explanation of nurturing and facilitation relate to the particular disability as well as to the other aspects of development including:

- Physical
- Cognitive and language
- Social and emotional

Conditions for assessment:
- Summary or
- Case study
- Observation assignment

Linked core abilities:
- Demonstrate knowledge of child development
- Demonstrate importance of nurturing

Competency 1.3
Create a detailed definition of the term “curriculum” as it applies to infant and toddler programs.

Criteria - Performance will be satisfactory when the definition includes the following elements:

- Awareness of the importance of attachment, nurturing, and respectful, responsive relationships.
- Ongoing observation and assessment.
- Caregiving routines and how they are performed.
- Play and how it is facilitated, including the adult roles.
- Environments and how children learn.
- Awareness of cultural diversity.

Conditions for assessment:
- Group project

Linked core abilities:
- Demonstrate observation and assessment skills
- Demonstrate knowledge of cultural and individual diversity
- Demonstrate knowledge of child development
- Demonstrate importance of nurturing
- Demonstrate critical and reflective thinking

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Competency 1.4
Examine issues around “cultural bumps” or “personal bumps” as the practices of one person (based on a particular set of cultural or individual beliefs, values, experiences, assumptions, and priorities) are jolted by the practices of another person or with program practices.

Criteria - Performance will be satisfactory when summary:
- Gives examples of differences in practices
- Links differences to beliefs, values, assumptions
- Identifies a process to deal with the differences.

Conditions for assessment:
- essay or
- class presentation (peer and teacher evaluation)

Linked core abilities:
- Demonstrate knowledge of cultural and individual diversity
- Demonstrate knowledge of child development
- Demonstrate critical and reflective thinking

Competency 1.5
Observe a caregiver interacting with children under three to discern, highlight and critique guidance practices used. Summarize what was seen and comment on what was missing, if anything.

Criteria - Performance will be satisfactory when summary contains either examples of the following or acknowledgment of which were missing and descriptions of what the caregiver did instead:
- Prevention procedures
- Limit setting
- Handling aggression in a positive way
- Handling negativism in a positive way
- Teaching prosocial behavior
- Plus reflection on whether cultural or individual diversity was part of the observation and influenced the discipline procedures.

Conditions for assessment:
- Written observation and summary

Linked core abilities:
- Demonstrate awareness of guidance principles
- Demonstrate observation and assessment skills
- Demonstrate knowledge of cultural and individual diversity
- Demonstrate critical and reflective thinking
Competency 1.6

Observe a young infant who is under 6 months of age, a mobile infant who is between 9 and 13 months of age and a toddler who is over 18 months of age. Explain how they are alike, how they are different, and which developmental tasks each is working on.

**Criteria** - Performance will be satisfactory when explanation shows examples of:

- Differences due to age
- Differences due to individuality
- Developmental tasks and how each child is working on them

**Conditions** for assessment:

- Development of a video with narrative or
- Written paper or
- Class presentation (with peer and teacher review)

**Linked core abilities**:

- Demonstrate observation and assessment skills
- Demonstrate knowledge of child development
- Demonstrate critical and reflective thinking

Competency 1.7

Show evidence of reflective thinking

**Criteria** - Performance will be satisfactory when written or oral work shows:

- Awareness of personal emotional reactions
- Self-examination
- Awareness of how own behavior impacts on certain children’s behavior
- Questions or issues
- Awareness of the need for further study

**Conditions** for assessment:

- Journal

**Linked core abilities**:

- Demonstrate critical and reflective thinking
COURSE 2: GROUP CARE

Catalogue Description
Course focuses on caring for infants and toddlers in group settings, both center-based and family child care. Covers program quality, philosophy, structure, environments, health and safety, developmentally appropriate practice and inclusion/diversity issues.

Texts
- Village of Kindness: Providing High Quality Family Child Care by Joan Laurion
- Program for Infant-Toddler Caregivers: A Guide to Culturally Sensitive Care
- Optional Supplementary text: Multicultural Issues in Child Care by Janet Gonzalez-Mena

Articles
- “Making the Transition from Preschool to Infant/Toddler Teacher” by Marjory Keenan
- Caring for Infants and Toddlers in Groups: Necessary Considerations for Emotional, Social and “Cognitive Development,” by J. Ronald Lally
- “Curriculum and Lesson Planning: A Responsive Approach” by J. Ronald Lally
- Child Care Video Magazine Respectfully Yours, Magda Gerber’s Approach to Professional Infant/Toddler Care. Accompanies PITC video by the same name.
- “Brain Development in Infancy: A Critical Period” by J. Ronald Lally

Videos
- Herzog Associates video “Reconciling Contradictions”
- PITC video “Getting in Tune.”
- PITC Video, “In Our Hands”
- PITC Video: “Essential Connections: Ten Keys to Culturally Sensitive Care”
- PITC video, “Respectfully Yours”
RIE Video, “On their Own with our Help”

PITC video, “Together in Care”

PITC video, “Space to Grow”

WestEd video “Room at the Table: Meeting children’s Special Needs at Mealtimes.”

Course 2 Themes
1. Introduction to elements of quality in group care
2. Center Care: Philosophical foundations
3. Family child care: mixed age groups
4. Center Care: Respectful care: The Philosophy of Magda Gerber
5. Family child care: relationships as a key ingredient
6. Relationship of brain development research to group care
7. Inclusive family child care
8. Culturally sensitive care
9. Culture, A process that empowers
10. Diverse views, beliefs and practices
11. Responding to differences: The process of culturally sensitive care
12. What’s appropriate practice?
13. Introduction to environments
14. Space to grow: creating a child care environment for infants and toddlers
15. Planning infant toddler care settings
16. Family child care environments
17. Health, safety, and nutrition in family child care
18. Elements of an inclusive environment

Course Outcome Summary

Core Abilities
Demonstrate

- Knowledge of developmentally appropriate practice
- Observation and assessment skills
- Professionalism
- Knowledge of a safe and healthy environment
- Knowledge of cultural and individual diversity
- Knowledge of child development
- Knowledge of organizational management
- Knowledge of regulatory policy/standards
- Importance of nurturing
- Critical and reflective thinking

Competencies and Performance Standards

Competency 2.1
Create an imaginary dialogue between someone who believes in primary caregivers, (assigning each caregiver a small group of children), small groups, (rather than many caregivers and infants in one large room) and continuity of care (Caregiver remains with same children for several years) and someone who doesn’t believe in or value those three concepts.

Criteria - Performance will be satisfactory when:
- Dialogue defines and explains the terms
- Describes the value of the concepts
- Shows an understanding and awareness of other points of view

Conditions for assessment:
- Role play

Competency 2.2
Create a summary by going through the infant-toddler section of appropriate and inappropriate practice in NAEYC’s 1997 Revised edition of Developmentally Appropriate Practice and explain how at least three selected items called “appropriate” could be considered inappropriate if viewed from either a culturally or individually diverse perspective.

Criteria - performance will be satisfactory when student chooses at least 3 items and gives plausible explanations.

Conditions for assessment:
- Group project

Competency 2.3
Analyze an infant toddler environment in terms of health and safety using a check list.

Criteria - performance will be satisfactory a student correctly judges an infant toddler environment using the check list in Appendix A of Infants, Toddlers, and Caregivers or a student-made check list based on the information in Section 7 of Program for Infant Toddler Caregivers Guide to Routines.

Conditions for assessment:
- Completed checklist

Competency 2.4
Find the resources available for learning more about health and safety by listing the pages in the Program For Infant-Toddler Caregivers Guide to Routines that gives information about:
- Guidelines for detecting illness
- Common childhood illnesses
- Severe infectious diseases
- Guidelines for a safe environment

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- Preventing accidents and injuries
- Preparing for injuries
- Guidelines for emergency drill procedures

**Criteria** for assessment:
- List
Competency 2.5
Choose an age level and list toys/materials appropriate for physical, emotional and social, intellectual and language development. Discuss how to make those toys and materials available including how many at a time and how to set up or arrange them in the environment. Discuss ways of interacting with a child using the toys and materials.

Criteria - performance will be satisfactory when:
- Written or oral work matches, is equivalent to, or goes beyond the “Environmental Chart” in *Infants, Toddlers, and Caregivers*
- Student can describe or role play ways of interacting with an infant or toddler in three different situations using toys/materials. Description or role play includes response strategies to the child’s actions and/or words that help the child feel nurtured, valued, and understood while also feeling encouraged or challenged to explore the toy/material further.

Conditions for assessment:
- Oral or written summary

Competency 2.6
Create a brochure for a fictitious infant-toddler program which reflects a vision of quality group care for infants and toddlers.

Criteria - performance will be satisfactory when brochure shows:
- Fictitious program name
- A philosophy statement
- Goals
- A description of the type of program
- Number of children served
- Ages
- Hours of operation
- Number of classrooms
- Grouping of children
- Group size
- Staffing
- Ratios
- Qualifications of staff
- A statement related to continuity of care and attachment issues and nurturing
- Description of indoor and outdoor learning environment
- An inclusion/diversity/antibias statement
- Family-program partnerships.

Conditions for assessment:
- Brochure

Competency 2.7
Show evidence of reflective thinking

Criteria - Performance will be satisfactory when written or oral work shows:
- Awareness of personal emotional reactions
- Self examination
- Awareness of how own behavior impacts on certain children’s behavior
- Growing awareness of children instead of self questions or awareness of the need for further study.

**Conditions** for assessment:
- Journal
COURSE 3: PROGRAMS, FAMILIES, AND SOCIETY

Catalogue Description
Course focuses on partnerships with parents and collaboration with the community. Covers parent education, involvement, and inclusion as well as such issues as public policy, advocacy, community resources, and professionalism.

Texts
- *Infants, Toddlers, and Caregivers*, by Janet Gonzalez-Mena and Dianne Eyer
- PITC *Guide to Creating Partnerships with Parents*
- PITC *Guide to Language Development and Communication*
- *Village of Kindness: Providing High Quality Family Child Care* by Joan Laurion
- *A Place to Begin: Working with Parents on Issues of Diversity* By Dora Pulido-Tobiasscen and Janet Gonzalez-Mena
- Wisconsin Administrative Code “*HFS 46 Licensing Rules for Group Day Care Centers*

Videos
- PITC video “Protective Urges”
- PITC video “First Moves”
- “Culturally Diverse Families”
- “Antibias Curriculum” available from Pacific Oaks

Course 3 Themes
1. Adult Relations: Parent and Caregiver
2. Establishing Caregiver-Parent Partnerships
3. Helping Parents Deal with Separation
4. Listening and Responding to Family Needs
5. Considering the Family in its Culture
6. Involving Parents in the Program
7. Resources for Families
8. Communication in a Culturally Diverse Society
9. Bilingual Child Care
10. Language and Bilingualism
11. Supporting Healthy Identity
12. The Power of Racism
13. Doing Business in Family Child Care
14. Becoming a Professional Family Child Care Provider
15. The business of child care
16. Letting Families Know About the Program
17. Regulations
18. What it means to be a professional

Course Outcome Summary

Core Abilities
Demonstrate
- Awareness of the importance of relationships with families
- Awareness of guidance principles
- Professionalism
- Knowledge of cultural and individual diversity
- Knowledge of community collaboration
- Knowledge of organizational management
- Knowledge of regulatory policy/standards
- Knowledge of legal issues
- Knowledge of marketing
- Critical and reflective thinking

Competency 3.1
Create a parent-caregiver intake interview process
Criteria - Performance will be satisfactory when the process includes but is not limited to the following:
- a description of a process to make parent(s) or family member(s) and child welcome and comfortable.
- a statement about the intake interview being the beginning of relationship building with the family.
- a description of a way to get
  - Basic information about family, such as address, place of work, telephone numbers, etc. Hours of care needed, ability to pay (if there is a sliding scale).
  - Information about child such as language(s) spoken, special words used to communicate, eating, sleeping, elimination requirements, needs, preferences, habits, medical issues.
  - Basic information about the program such as rates, days and times open, holiday and vacation policy, health policies, clothing needs, requirements for entry such as medical examination and immunization record, what to do when the child is absent or late, late pick up policy.

Conditions for assessment:
- Group or individual written summary of intake process

Linked core abilities:
- Demonstrate awareness of importance of relationships with families
- Demonstrate professionalism
Competency 3.2
Staff negotiates cultural or individual bumps with other staff

Criteria - Performance will be satisfactory when a description of a staff meeting (real or imaginary) shows how staff members experience and negotiate cultural or personal bumps with each other. The description must contain an example of a specific bump, a process for communication and a way to come to some kind of agreement about what to do about it.

Conditions for assessment:
- Written summary
- Role play or
- Group project

Linked core abilities:
- Demonstrates knowledge of cultural and individual diversity

Competency 3.3
Investigate and discover community resources that are available to caregivers, programs, and families.

Criteria - Performance will be satisfactory when list of community resources shows information such as:
- Name of agency, address, phone number
- Name of person to contact
- Eligibility requirements (if any)
- Who is served and under what circumstances
- Fees (if any)
- Sliding scale (if any)
- Map or directions to get there (if applicable)

Conditions for assessment:
- Accurate list showing information

Linked core abilities:
- Demonstrate knowledge of community collaboration

Competency 3.4
Create a new, or revise an existing, parent handbook

Criteria - Performance will be satisfactory when parent handbook shows an understanding of the information parents need as well as professionalism.

Conditions for assessment:
- Completed parent handbook

Linked core abilities:
- Demonstrate awareness of importance of relationships with families
- Demonstrate professionalism
- Demonstrate knowledge of organizational management
- Demonstrate knowledge of marketing
Competency 3.5
Demonstrate an understanding of child abuse reporting laws including the legal responsibilities of child care providers and staff.

Criteria - performance will be satisfactory when summary includes
- The professional responsibility
- The legal aspects of reporting suspected abuse as well as
- A statement that shows awareness that there are possible culturally diverse views of what constitutes abuse.

Conditions for assessment:
- Summary

Linked core abilities:
- Demonstrates knowledge of cultural and individual diversity
- Demonstrate knowledge of regulatory policy/standards
- Demonstrates knowledge of legal issues

Competency 3.6
Create a guidance plan for a caregiver who has particular concerns about the behavior of a toddler with special-needs in her home or program. Plan must include teamwork of staff, family, and awareness of pertinent community

Criteria - Performance is satisfactory when
- Child is adequately described
- The unacceptable behavior is described
- Exact situations in which the behavior occurs is described
- The environment is described
- The caregiver’s actions and approaches are described
- Plan must include expected outcomes using consistency, that is, the details of how the caregiver and parent will work together and how staff will work together (if applicable).
- Also required is information about what agency they will consider using and how.

Conditions for assessment:
- Description and completed plan

Linked core abilities:
- Demonstrate awareness of importance of relationships with families
- Demonstrate awareness of guidance principles
- Demonstrate Observation and assessment skills
- Demonstrate knowledge of community collaboration

Competency 3.7
Show evidence of reflective thinking

Criteria - performance will be satisfactory when written or oral work shows:
- Awareness of how own behavior impacts on children’s behavior
- Self examination as it relates to how parent and caregiver can work as a team
• Ability to look at many perspectives on an issue
• Ability to move from a self centered view to a child-centered and family-centered focus.

**Conditions** for assessment:

• Journal

**Linked core abilities:**

• Demonstrate **professionalism**
• Demonstrate **critical and reflective thinking**