

EQIT and ECE 111: Recommendations and Menu of Assignment Options

Recommendations for Accepting EQIT Training As Part of the ECE111: Infant Toddler Theory and Practice Course

The Expanding Quality in Infant Toddler Care (EQIT) course provides 48 hours of face-to-face training in all of the CCNS competencies required for ECE111. However, the EQIT course of training is not intended to take the place of ECE111: Infant Toddler Theory and Practice. Individuals who wish to earn credit for ECE111 by completing the EQIT course of training should be required to complete additional work to ensure they meet the rigorous standards of the community college Early Childhood Education programs and are able to demonstrate his/her knowledge in the content. The individual ECE faculty may choose how he/she prefers this process to take place. A “menu” of assignments was created by a group of EQIT teachers and ECE faculty for each module. Faculty may use this menu in any way they deem appropriate including offering students the entire menu of options, specifying which assignments students must complete, or altering assignments to meet their individual or college-specific needs. It is not required that faculty use these options. They are being provided to be of assistance. Any options that are chosen should be updated as appropriate. For example, websites change frequently so please be sure that references are accurate.

Recommendations for accepting EQIT training in partial fulfillment of ECE111

Students should submit his/her:

- EQIT Training Portfolio
- State-issued EQIT certificate (upon completion of EQIT course)
- Relate Reflections for all modules (as part of portfolio)

Students should demonstrate their knowledge of each of the 16 modules. This can be accomplished by having the student do an assignment per module (see “menu” for each module) or an assignment that demonstrates knowledge of several modules (see “menu” on Assignments Not Specific to a Module). Faculty can choose which assignments he/she chooses to use for each module.

It is not recommended:

To require the students to turn in his/her “My EQ RELATE Dialogues Journal”. This is used in coaching and is for private reflection for the students; if you want further reflection than the RELATE Reflections have a different format so that the Dialogues Journal is not submitted for evaluation.

Module 1: Wonder of Infancy

Module 1, Option 1

- ❖ Choose a child between the age of 2 months and 36 months. Observe the child when you are not his or her caregiver. Record the child's behavior for 30 minutes. This observation may be broken down into smaller time segments, but should total 30 minutes of observation time.
- ❖ Running records are accounts of **all** behaviors as they occur. It involves "taking on-the-spot records of behavior as it is occurring. You are to "paint a picture" with words about what the child is doing from one moment to the next. You should be very detailed and objective and avoid unexplained gaps in time. The reader should be able to close his/her eyes and get a mental picture of the scene.
- ❖ You will record your *observation* on the left half of your paper. Your *interpretations* will be recorded on the right half of your paper and must directly relate to your observation on the left side. Relate the behaviors you have observed to child development concepts you have learned in class.
- ❖ Be sure to note the child's age, gender, and date of observation at the top of the page.
- ❖ All of the domains of development (physical (ex. height/ weight), cognitive, language, social, emotional, small motor, and large motor) must be covered in your observation/interpretation.
- ❖ After completing the observation and interpretation write summary statements for each domain that indicate if this child is below, at, or above typical development.
- ❖ Review the rubrics for grading before submitting your assignment.

Example:

Childs age: <u> </u> Years <u> </u> Months	Gender: Male	Date of Observation:
Observation	Interpretation	
9:00 – 9:05 P is playing with the shape container on the floor. He is holding triangle in his hand using his whole fist. He is trying to fit the triangle in the hole that is shaped like a circle. 9:05 P looks up. The caregiver is leaving the room for her break. He cries.	Motor: P has developed his <u>large muscles</u> in his back and neck to be able to sit up. Cognitive: He has not developed the cognitive <u>skill of properties and grouping</u> because he cannot put the triangle in the triangle hole. Emotional: P is also going through <u>separation anxiety</u> with his caregiver as evidenced by his crying when he sees her leave.	

Continue on in this manner for the entire 30 minutes.

Module 1, Option 2

- ❖ Choose a child between the age of 2 months and 36 months. Observe the child when you are not his or her caregiver.
- ❖ Complete the appropriate Ounce Scale Observation Record (with three observations per question) on one child over the course of two months. Contact the instructor if you do not have access to an Observation Record. If you have not been trained in using the Ounce Scale either attend a training or complete a different option.
- ❖ Complete the Summary Report and Setting Goals pages. Specify a minimum of 3 goals.
- ❖ Based on the information documented in the Observation Record complete the Developmental Profile (including comments).
- ❖ Review the rubric for grading before submitting your assignment.

Module 1, Option 3: Observation Activity

Spend at least 15 minutes on two different days observing one child between birth and 2.5 years of age. A good observation will likely take more than 15 minutes. This should be a time that you are not working so that you can totally focus your attention on the child you are observing. You may observe a child in your care or your program. It is okay to observe the same child each day or observe more than one child of the same age or children of different ages. Pay attention to the child's behavior. Note what the child is doing and what you think she or he is learning about.

Use a separate piece of paper for each observation. Include the following points for each observation.

- **Age of Child**
- **Behavior – describe what the child is doing**
 - Include answers to as many of the following questions as you can as you write your description observation. It is **OKAY** if every question is not answered.
 - What toys or materials is the child interacting with?
 - What does this child have to see in the environment? What does this child have to hear in the environment?
 - What activities does the child participate in?
 - How does this child communicate? What sounds, gestures or words are used? Who does the child initiate communication with?
 - Who initiates communication with the child? What words, sounds or gestures are used?
 - What do you see that the child might be learning about his/her culture?
 - How does this child use his/her large muscles?
 - How does this child use his/her small muscles?
 - What might this child need from a relationship?
 - What feelings might this child be experiencing during the time you are observing?

The purpose of this assignment is to practice observing young children and to practice writing descriptions of the behaviors that you see.

Module 1, Option 4: Reflections on Brain Development

Go to: <http://www.pitc.org/brain/index.htm>

Click on "Click here to start web presentation" Move through the slides by clicking on the arrow at the bottom of the slide. Watch the slide show on Brain Development (You do not need to print out the power point presentation as it will use A LOT of ink!). Write a reflection on what you learned from the information and how you will apply this information to your work with children and families. Your reflection should be detailed and 1 -2 typed pages (double spaced, 12 point font) in length.

Module 1, Option 5: Building Your Baby's brain

Review Building Your Baby's Brain (Booklet handed out in the EQIT training) and write a reflection on what you learned from the information. Describe how you will apply this information to your work with children and families. Your reflection should be somewhat detailed and 1 -2 typed pages (double spaced, 12 point font) in length.

Module 1, Option 6: Brain Development Activity

The goal of this assignment is to become familiar with at least one resource related to infant-toddler brain development and to apply what you learn in your work site or a potential work site.

1. Review a book, article or video related to brain development from:
 - the resources that are available in class – or
 - from a library or other resource center
2. Utilize the information that you learn in #1 and complete one of the following activities. You are welcome to do more than one. You may also create an alternative activity related to brain development.

Possible activities—complete at least one:

- a. Write a newsletter for parents or staff. (one page is adequate) Include at least two resources cited in either APA or MLA.
- b. Write a series of 4-6 articles that can be posted on your room's parent board. For each article include at least two resources cited in either APA or MLA.
- c. Write a one-two page handout that will be made available to the parents in your center, home or program. Include at least two resources cited in either APA or MLA.
- d. Develop a training outline for staff—that could be presented at a staff meeting. Include at least two resources cited in either APA or MLA.
- e. Using a completed activity/lesson plan for a week or month, using a different color of ink indicate how you will incorporate the information from the resource you reviewed.
- f. Develop a plan of individual activities for a child incorporating the information you gained in #1. These activities could be used for a home visit, "leave with parents" activities or PACT (Parents and Children Together) Time.

You may access resources for APA and MLA citation at:

<http://www.aims.edu/kieferlibrary/styleguides.htm>

An example of a book cited in APA is:

Brazelton, B. & Sparrow, J. (2006) Touchpoints: Birth to three. Cambridge, MA: Da Capo Press.

Module 1, Option 7: Building Your Foundation-Creating Your Philosophy

What we do with infants and toddlers is based on our beliefs and knowledge. These beliefs change as a result of what we know about infants and toddlers and our experiences. Respond to the two questions that are in bold and follow this paragraph. Do this by typing at least a two paragraph response to each question. The idea is to think about what you believe and put those thoughts on paper.

How do infants and toddlers learn? & What is important for them to learn?

Module 2: Care of the Spirit

Module 2, Option 1: Book Review

Review a chapter of a book (or more if you want!) and write notes and points you would use in your work. Summarize the content most relevant to your work. Explain how the content relates to your job and how you would use the information to better serve children and/or families. These might be notes to share with parents or teaching notes for child care providers.

Clearly identify the book and chapter at the top of the assignment. Choose from one of the following books or seek PRIOR approval by the instructor to use another book:

- Brazelton, B. & Sparrow, J. (2006) Touchpoints: Birth to three. Cambridge, MA: Da Capo Press. ISBN: 9780738210490
- Greenspan, S. (1985). First feelings: Milestones in the emotional development of your baby and child. New York, NY: The Penguin Group.
- Honig, A. (2002). Secure relationships: Nurturing infant/ toddler attachment in early care settings. Washington, DC: NAEYC. ISBN: 1-928896-03-0
- Lieberman, A. F. (1993). The emotional life of the toddler. New York, NY: The Free Press. ISBN: 0-02-874017-3
- Pruett, K. D. (1999). Me, myself, and I: How children build their sense of self 18 to 36 months. New York, NY: Goddard Press. ISBN: 0-9666397-5-8

Check your local library for these books or they could be available for a 1 week checkout through the EQIT trainers

Module 2, Option 2: Ages and Stages

A number of agencies use the Ages and Stages Questionnaire as part of their work with families. This assignment provides you an opportunity to review the Ages and Stages Questionnaires for: 4, 6, & 8 months or 12, 16, 18, & 20 months or 24, 30, & 36 months. It is important to note that the Ages and Stages Questionnaire was designed for the PARENTS to complete.

Describe how you would assist parents or caregivers in providing appropriate social and emotional activities for the age groups selected. This assignment involves writing a “handout” that parents or caregivers could use to assist children in developing social and emotional skills.

Ages & Stages Questionnaires® (ASQ)

A Parent-Completed, Child-Monitoring System, Second Edition

By Diane Bricker, Ph.D., & Jane Squires, Ph.D., with assistance from Linda Mounts, M.A., LaWanda Potter, M.S., Robert Nickel, M.D., Elizabeth Twombly, M.S., and Jane Farrell, M.S.

<http://www.brookespublishing.com/store/books/bricker-asq/index.htm>

Module 2, Option 3: Temperament Scale Assignment

1. Review the temperament handout from class and any notes that you took while viewing the video: *Fearful, Flexible and Fiasty* and /or during the class discussion. You can also read more about temperament in the book, *The Emotional Life of the Toddler* by Alicia Lieberman.
2. Locate an infant or toddler classroom where you can implement this assignment. Ideally this would be the classroom you work in or a class at the center where you work as a director and where you would like to provide staff education, training and support. Check with the center director prior to implementation that it is okay to do this assignment at the site. You might also use

this information with individual families to assist parents in further understanding the dynamics of parenting and family life. This process may also be helpful to providers who want to increase their skills and knowledge related to the children in their care.

3. **Reminder:** all information is confidential and will not be shared beyond the staff in your classroom or site director. At some point or in certain circumstances, it may be valuable to share information with parents. It is VERY important that this be done only to share information, not label and categorize any one child.
4. Using the temperament handout from class, along with at least two brief observations, identify which temperament type you believe is the best fit for at least two children in your room or group or for an individual family that you work with. Use three or more examples to support your decisions—these can be typed on a separate piece of paper. Ideally you would complete the process for all children in the room, group or family.
5. Select your own temperament on the handout.
6. Answer the following questions. These answers should be word processed. Responses should be reflective and more than one or two words or one very brief sentence.
Were you surprised by any of the results, why or why not?
Were the results in keeping with your expectations, why or why not?
What are three things that you learned about your group, family or yourself in completing this process?
Describe at least two changes or strategies that you want to implement or try as a result of this process.
Choose one change or strategy that you implement and describe what you learned from this process.

Module 2, Option 4: Observation

Write up an objective observation of an infant or toddler. The observation should be at least 20 minutes. Submit the observation and your responses to the following. Be sure to include information from the module and your text.

- Following your observation:
Describe what you saw in terms of self-regulation, emotional expression, and attachment.
- Describe what the child may be experiencing and how you can be a friend to this child in this moment.
- Include at least one paragraph that describes your own thoughts and feelings about what you observed.

Module 3: Responsive Caregiving for Healthy Relationships

Module 3, Option 1

Respond to all of the following items. Be complete in your responses:

- Describe an infant or toddler with whom you have had to work at developing a positive relationship. This does not have to be an extreme situation. It can simply be a relationship in which you did not immediately or very quickly feel “in tune”.
- Include three or four factors that you feel have influenced or are influencing your relationship. These can be positive or negative factors or a combination of the two.

- Do you feel that you are currently “in tune” with the child or that you eventually felt “in tune” with this child? Why or why not?
- Describe any previous experiences for this child as well as for yourself that you feel impacted your relationship.
- Describe any actions, activities, or information that you feel made a difference in this relationship becoming successful. Describe actions, activities or information that you feel might have helped the relationship to become successful.
- Do you feel that working on this one relationship impacted your relationship(s) with other children in your care?
- If you were not feeling successful in developing this relationship, or another relationship in the future what resources would you use?
- Feel free to add additional thoughts or feelings about the process of this relationship.

Module 3, Option 2: Book Review

Review a chapter of a book (or more if you want!) and write notes and points you would use in your work. Summarize the content most relevant to your work. Explain how the content relates to your job and how you would use the information to better serve children and/or families. These might be notes to share with parents or teaching notes for child care providers.

Clearly identify the book and chapter at the top of the assignment. Choose from one of the following books or seek PRIOR approval by the instructor to use another book:

- Brazelton, B. & Sparrow, J. (2006) Touchpoints: Birth to three. Cambridge, MA: [Da Capo Press](#). ISBN: 9780738210490
- Greenspan, S. (1985). First feelings: Milestones in the emotional development of your baby and child. New York, NY: The Penguin Group.
- Honig, A. (2002). Secure relationships: Nurturing infant/ toddler attachment in early care settings. Washington, DC: NAEYC. ISBN: 1-928896-03-0
- Lieberman, A. F. (1993). The emotional life of the toddler. New York, NY: The Free Press. ISBN: 0-02-874017-3
- Pruett, K. D. (1999). Me, myself, and I: How children build their sense of self 18 to 36 months. New York, NY: Goddard Press. ISBN: 0-9666397-5-8

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Module 3, Option 3: Reflection on Responsive Care

Using the handout the “Top Three Results of Responsive Care” from the module, write a reflection on why these are the top three results and whether you agree or disagree with these three items. What might you add? Change?

Module 3, Option 4: Implementing Responsive Routines

A theme throughout the EQIT training is responsive care giving and making the most of one-on-one time with infants and toddlers through daily routines as both learning and nurturing times. For this assignment, choose one routine to implement with an infant or toddler age 3 months to 35 months. This could be feeding, diapering, toileting, transitioning, changing clothes, etc. Then respond to the all of the following:

- ✓ What is the age of the child and the setting?

- ✓ Describe the entire process from start to finish. Give details including the child's and your quotes and gestures.
- ✓ Reflect on this experience. Using the information in the module and your text book (if applicable); examine how you tried to accomplish the goals of the 3 R's.
- ✓ What opportunities did you have to build on knowledge from the child's parents or home life?
- ✓ What would you try differently next time?
- ✓ Recognizing that all interactions with infants and toddlers are learning times; reflect on and document (describe) opportunities that were present related to the following developmental areas: cognitive, social/emotional, language, motor, sensory. This does not mean that you must "force" the learning to take place; it should occur naturally.

The evaluation of this assignment will be based upon the Guidelines for All Written Work and your ability to demonstrate that you understand the principles of developmentally appropriate practice, child development, and how to implement a responsive, nurturing, positive learning experience.

Module 4: Our Partners, The Families

Module 4, Option 1

Respond to one of the following topics. Your response must be a minimum of one typed page (double spaced, 12 point font). *Remember to include principles discussed in the training module!*

- A. Are you saving children from their parents, educating the parents to be as good as you are, or seeing parents as partners? Discuss the reasons for your response and back these up with examples.
- B. Suppose you are a caregiver and a parent is very angry about something you did with her child. This something was not illegal, just not what the parent wanted. How would you handle this situation? What are your next steps?
- C. 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?
- D. If a baby took the first step while in your care, would you tell the parent? What considerations would go into your decision?

Module 4, Option 2: Developing a Flyer

Develop a one – two page flyer you could post that outlines options for parent partnership. The intent is to make a flyer that is visually appealing, interesting, easy to read, simple to understand, and full of ideas for parent partnerships. Include a descriptive picture, cartoon or some other visual eye-catcher. This could also be a flyer that is sent home with each child or is included with a parent newsletter.

On a separate page, briefly describe why you believe each of these options are important for families.

Module 4, Option 3

Do an assignment of your choice that is related to working with families. This could involve reading, writing, or developing a tool you want to use with parents. This may also be a report on actual work with parents, describing your goals, actions, and outcomes. You must get **prior approval** of your idea before you complete this assignment or you will not receive full credit. Submit your idea in writing to your instructor.

Module 4, Option 4: Parent Interview

Interview parent(s) of an infant or toddler who is in a child care setting daily.

Ask the following questions and at least two additional questions of your choosing:

- ✓ What do you expect of the child care program?
- ✓ Have your expectations been met?
- ✓ What are the strengths of the program?
- ✓ What are your relationships like with the caregivers in the program?
- ✓ What is your involvement in the program?
- ✓ What suggestions would you offer to the program to increase family involvement?

Share the interview questions, responses, other information, and your reflection on the interview in a written format. Your response must be a minimum of one typed page (double spaced, 12 point font).

Module 4, Option 5: Director or Teacher Interview

Interview a director or care giver in a care setting. Ask the following questions and at least two additional questions of your choosing:

- ✓ What does a family partnership look like?
- ✓ How do you form family partnerships?
- ✓ What are some of the ways that you have included parents?
- ✓ Do you think there is a difference between family involvement and family partnerships? Which do you prefer and why?
- ✓ What are the obstacles in forming positive family partnerships or having family involvement?
- ✓ How have you addressed these obstacles?

Share the interview questions, responses, other information, and your reflection on the interview in a written format. Your response must be a minimum of one typed page (double spaced, 12 point font).

Module 4, Option 6: Video Review

Check out from the EQIT instructors and view the video “Protective Urges.” Write a brief synopsis of the video. Identify three concepts that were new to you or that you thought were important for caregivers. Describe something that is a different perspective from what you currently see happening or you currently practice.

Module 4, Option 7: Family Communication

Collect examples of all the methods of how you currently communicate with families about their infant and toddler. Examples would include: daily notes, newsletters, photo of your bulletin board, brochures, etc.

In a short paper (approximately one page double spaced) reflect on:

- The successes of these methods
- If you were in charge would you change these in any way and what would you do?
- Based on the content of the module (and text) what would you add?

Modules 5 & 6: Cornerstones of Quality: Safety, Health, & Nutrition

Module 5 & 6, Option 1

“Each new stage of development brings new potential harm to very young children. Infants and toddlers must especially rely on adults to protect them and ensure their safety” (EQIT Curriculum)

Respond to the following questions considering the roles of staff, families, public authorities, and children:

How should routine safety checks be done in a child care program?

Who should do them?

How often should they be done?

How can follow-up on problems be ensured?

Identify how to correct safety problems in child care when expense is involved.

Your response should be a minimum of 1-2 pages, double spaced.

Module 5 & 6, Option 2: Developing a Safe Environments Training Plan

Develop a detailed training plan for infant-toddler caregivers on the topic of safe environments. Include a detailed outline of key topics; including what you will include in the training (content and how it will be presented) and a list resources you would use. The training should be 30-60 minutes in length. Include to whom this training is targeted (new staff or a refresher for current staff).

Include a paragraph stating why you chose to create a training plan on this particular topic and other comments that you may have.

Module 5 & 6, Option 3: Newsletter Article

Write a newsletter article for parents on the topic of health and safety. Topics might include (choose one):

- ✓ Child abuse and neglect and the importance of prevention
- ✓ SIDS
- ✓ Home safety for infants and toddlers
- ✓ Nutrition
- ✓ Car seats
- ✓ other

Remember to include principles discussed in the training module and /or text!

Module 5 & 6, Option 4: Room Arrangements

Rearrange a child care room or child care setting for infants and toddlers.

Create drawings of before and after or take photographs to document changes. Rearrange the setting to better meet the needs of the children in terms of learning, health and safety. Explain the changes you made and include the reasons for the changes.

Module 5 & 6, Option 5: Stepping Stones Checklist

Using the Stepping Stones yellow checklist you received in the EQIT training evaluate your own classroom/ program. Submit the completed checklist and your written reflection on what are the strengths

of the environment and what needs to be improved for each chapter/heading. Include how you will make the improvements. Indicate N/A if not applicable or done in your program.

Module 5 & 6, Option 6: Brochure Review

Read the “Healthy from the Start: How feeding nurtures your young child’s body, heart, and mind” brochure from Zero to Three (provided in the EQ training). This brochure is targeted to parents; the content is just as relevant for infant and toddler providers.

Respond to the following:

- What was new information for you?
- What will you share with parents?
- What will you share with coworkers?
- In the “What Does Food Mean to You” section of the booklet, respond to the 9 questions.
- If you were in charge of a program, what ideas would you implement?

Module 5 & 6, Option 7: Reflections and Discoveries

Go to <http://www.infanet.cahs.colostate.edu/index.html>

Choose one of the three major topics and read the handouts for that topic. Write a reflection about a new discovery for you (what did you learn?). Share at least three specific ways you might apply and/or use this information? Is there anything that you read or reviewed that you’re uncomfortable or disagree with and why?

Module 7: The Power of Places and Spaces

Module 7, Option 1

Use the handout given in class that corresponded to the “Space to Grow” video: My Environment: Key Environmental Considerations rate your own *infant or toddler room or program*, a different room in your center, or a room from a center or family home where you observe on each of the eight areas. Rate based on a scale of 1-7, with 1 being unacceptable and 7 being excellent. Write at least two strengths and at least two challenges for each of the eight areas. Overall, set at least three goals that you want to accomplish in order to improve your environment or that you feel the site or classroom should set in order to improve the environment. These goals should be realistic and manageable within the next year.

Module 7, Option 2: Using the ITERS-R and FCCRS-R

Using either the ITERS-R or FCCRS-R score sheet rate your own room or program, a different room in your center or a room from a center where you observe. The book might be available from your local library, Early Childhood Council, college bookstore, or from your EQIT instructor. Review the instructions for rating and complete the Activities section (ITERS-R = 10 items, FCCRS-R = 11 items). Write a minimum of one page summary of strengths and recommended changes. Include an over all score in your rating of 1-7, 7 being the highest score.

Module 7, Option 3: Environment Rating Scales Internet Site Review

Visit the web site of the Frank Porter Graham Institute at the University of North Carolina.
<http://www.fpg.unc.edu/~ecers/>

Click on “ITERS-R” or “FCCRS-R”

Review several aspects of the site and write at least one page about what you learned and whether or not you would encourage a program to have a rating done. If your program has been rated reflect on that experience and how helpful or not helpful it was for improving your program.

Module 7, Option 4: Improving Room Design

After reviewing your room or program based on the information shared in class make some positive changes. Your room design should be for 8 infants or toddlers or for a home setting show how you will be accommodating the care of 3 children under the age of 2 years. Changes to the environment are often difficult for the children who have grown to trust that this is a place that they are familiar with and secure in; prepare the children for the change or, if possible, make changes with the children present.

Document the changes with pre-and post drawings or photos. Your drawing does not need to be on graph paper but detailed enough to show what you have and where you have things placed for the children.

Write a brief description of the changes to the environment and why you made them.

What changes did you notice from children as they interacted with the new room / home arrangement?

If you were in charge what equipment, materials, or furnishings would you want to purchase to include in your program and why?

Module 8: Day to Day the Relationship Way: Curriculum for Infants and Toddlers

Module 8, Option 1: Curriculum Resource Review

Using at least one curriculum resource that is used in planning for infants and toddlers in your program. If you do not have curriculum planning resources try one of the following ideas: check the library, book store, check out a resource from your instructor or EQIT trainers, or ask to review a resource from a center or home provider.

- Write a review of the strengths and weaknesses of the resource.
- Describe how the resource includes the key areas of development (social, emotional, cognitive, motor and language)
- Describe how the resource fits the goals of developmentally appropriate practice.
- Describe how the resource addresses the needs of all children.
- Describe how the resource could be used to support individual needs.
- Describe how the resource supports relationships between caregiver and children, between children and between caregivers and families

Your review should be one - two typed pages (double spaced) long. Include the complete citation of the resource in your review (APA or MLA). It is also possible to review an activity resource that parents of infants and toddlers might purchase or use.

Module 8, Option 2: Newspaper/Newsletter Articles

Write a newspaper or newsletter column on curriculum resources for use with infants and toddlers. This article could be directed at child care providers, parents or other early childhood professionals. You could write your column as a review of one source or of several sources. It is also appropriate to use a book on developmentally appropriate practice. This should be one-two typed pages (double spaced) long.

Module 8, Option 3: Observation

Using the handouts provided in class, complete an observation (running record or anecdotal) at least 30 minutes in length on a child that you work with or could work with and complete the Individual Child Observation and Planning Guide. Complete another observation on a group of children and complete the Individually Responsive Group Planning Guide.

Using the plans you created under the Relate section of the forms (both the Individual and the Group) and write a reflection to include:

- How were your Responsive Interactions helpful for the child/children?
- How did The Environment further this child/ children's learning?
- What are your next steps?

Submit your observations, the completed guides, and your reflections.

Module 8, Option 4: Curriculum Planning

Plan a curriculum for a group and then for an individual child. Use the planning sheet that is in your handouts. You will have two curriculums, one for an individual infant or toddler and one for a group of infants or toddlers. If you are in the home setting you will have two curriculums, one for a group of mixed ages and one for an individual infant or toddler.

Module 9: Exploring Early Learning

Module 9, Option 1

Write an observation of an infant or toddler playing. Describe the child's "play activities". Include specific descriptions of the child's activities. Strengthen the observation by describing the cognitive discoveries, stage of play, and use the handouts from class. The observation should be approximately 30 minutes long and your write up should be at least one double spaced page, with one inch margins on all sides.

Module 9, Option 2**

This assignment builds on earlier assignments you have completed. You must have already completed the Wonder of Infancy module's Brain Development activity or the Curriculum module's Individual Child Observation and Planning Guide to complete this option. If you didn't, please choose a different option for this module.

Review the information you have developed in the earlier modules. Using the information gained in the *Exploring Early Learning* module, expand or further develop the information you compiled.

For the Wonder of Infancy module's Brain Development activity you:

- Implement at least one day of the lesson plans that you developed and reflect on the results. Write a brief observation of how individual children responded and include any changes or adaptations that are needed or might be included next time.

For the Curriculum module's Individual Child Observation and Planning Guide

- What cognitive discoveries are supported in these activities?
- How did this support the baby to be a member of his/her family and culture?

Module 9, Option 3: Ages and Stages

A number of agencies use the Ages and Stages Questionnaire as part of their work with families. It is important to note that the Ages and Stages Questionnaire was designed for the PARENTS to complete.

This assignment provides you an opportunity to review the Ages and Stages Questionnaires for: 4, 6, 8 and 10 months or 12, 14, 16, 18, 20 and 22 months or 24, 27, 30, 33, 36 months

Describe how you would assist parents or caregivers in providing appropriate learning discovery activities for the age groups selected. This would involve writing a “handout” that parents or caregivers could use to assist children in developing and practicing the learning discoveries. You should include tips for good adult strategies and discuss the impact of experiences. **It is possible to use other resources other than the Ages and Stages Questionnaires.** It is important that the resource be developmentally based. Include the citation of the resource that you use.

You may access resources for APA and MLA citation at:

<http://www.aims.edu/kieferlibrary/styleguides.htm>

An example of a book cited in APA is:

Brazelton, B. & Sparrow, J. (2006) Touchpoints: Birth to three. Cambridge, MA: [Da Capo Press](#).

Ages & Stages Questionnaires® (ASQ)

A Parent-Completed, Child-Monitoring System, Second Edition

By Diane Bricker, Ph.D., & Jane Squires, Ph.D., with assistance from Linda Mounts, M.A., LaWanda Potter, M.S., Robert Nickel, M.D., Elizabeth Twombly, M.S., and Jane Farrell, M.S.

<http://www.brookespublishing.com/store/books/bricker-asq/index.htm>

Module 9, Option 4: Parent Information Sheet

1. Create a parent information sheet on how parents can support their infant or toddler’s early learning. Remember, you must include information from the module and/or readings.
2. Research the topic. You will need to seek out **at least 3 sources of information**. The resources you use and list for parents should be a combination of professional literature and lay information. Resources must be cited using APA or MLA style (see links from course home page for more info). Annotated may be helpful (See Wikipedia for more information on annotated resources). Back up what you say with research findings and solid sources on child development. It is important that the resource be developmentally based.
3. Create an informative Parent Information Sheet. Your information sheet should be typed and two pages in length, and should include the following elements:
 - ✓ Use bold headings to make the information logical and well organized.
 - ✓ Relate to the content of the module and appropriate chapter in the textbook.
 - ✓ Identify the parent or caregiver’s role. You might include tips for good adult strategies and discuss the impact of experiences.
 - ✓ Identify three resources for parents who want to learn more about this topic and the resources you used to research this topic.
 - ✓ Include appropriate professional graphics.

Module 9, Option 5: Video Review

Check out the video, “Helping Babies Learn” or “Helping Toddlers Learn.”. Watch one of the videos and submit your notes from viewing the video. Include a description of ideas you gained and possible ways to implement these ideas in your work.

Nornes, S. and Coker, E. (1999). Helping babies learn. Fort Collins, CO: Colorado State University.

Nornes, S. and Coker, E. (2000). Helping toddlers learn. Fort Collins, CO: Colorado State University.

Module 10: Learning to Talk, Talking to Learn

Module 10, Option 1: Observations

Choose one child and observe this child at least *two* different times during the week. Each observation should be at least 15 minutes long. If it is impossible to observe the same child, do two individual children.

Use the following form to record your observations. Make additional copies of the form as needed.

After the observations reflect on what you observed. To get you started, you could consider responding to one or more of the following questions in your response:

- What did you discover?
- Were you surprised by anything (the way the children communicated, when they chose to communicate, their method of communication, etc)?
- Was this a typical day for the children?
- What did you learn about the children's persistence?
- Does this change the way (amount, type, etc) of communication you use with the children?
- If all of the providers in the child's care setting spoke the child's native language, would this change the way the child attempts to communicate?
- Any additional insights you might have had?

Your reflection should be a minimum of one paragraph.

All observations and results are confidential

Age of Child: _____ Child's First Language: _____ Date of Observation _____

<p align="center">Reason the Child Communicates</p> <p>Make note of any sounds, words or gestures the infant or toddler makes. Examples: cry, fuss, look, change expression, smile, use gestures, sound, words, reach or move toward someone or something.</p>	<p align="center">How Often</p> <p align="center">(number of times)</p>
<ul style="list-style-type: none"> • TO PROTEST 	
<ul style="list-style-type: none"> • TO REQUEST OBJECT OR ACTION 	
<ul style="list-style-type: none"> • TO CALL FOR ATTENTION 	
<ul style="list-style-type: none"> • TO RESPOND TO YOU WHEN YOU TALK TO HER/HIM 	
<ul style="list-style-type: none"> • TO REQUEST COMFORT 	
<ul style="list-style-type: none"> • TO SHOW OFF OR DRAW ATTENTION TO SELF 	
<ul style="list-style-type: none"> • TO DRAW ATTENTION TO PEOPLE, THINGS, EVENTS 	
<ul style="list-style-type: none"> • TO LABEL (SAYS A WORD) 	
<ul style="list-style-type: none"> • TO REQUEST INFORMATION (BY USING QUESTIONING INTONATION) 	

Module 10, Option 2: Language Observation

Observe a toddler (18 – 36 months of age) for at least 15 minutes and write down the words, gestures, and other communication cues that the toddler uses. Include both easily understood (intelligible) and words or gestures that you aren't fully sure of the toddlers meaning.

Count the number of different words used. Determine if the child primarily uses one word sentences, two word sentences, or longer. Compare this information to the normative information given in the module or a child development text available at the library or from your resources. Write about this comparison.

Important: Record the child's birth date. Include your language observation record with your write up.

The www.talaris.org Timeline is a good resource for normative developmental information.

Module 10, Option 3: Conversations with Babies and Toddlers

Tape (video or audio) your conversation with an infant or toddler using the child's home language. Describe your speech patterns. Did you modify them? If so, in what way? Did you take turns? How did you know when to lead and when to follow?

What new words did you introduce to the child? Why did you introduce those particular words at that time? Did the child attempt the new words?

Write up your responses and turn in your tape with your responses. This should be at least two paragraphs and fill most of one type written page.

Module 10, Option 4: Observation

Observe an interaction between a 6- to 18-month old child and a parent using their home language (approximately 5-15 minutes). This might be in a caregiving situation or an interaction you observe out in the community (store, restaurant, etc).

Write up your observation and answer the following questions:

Did the parent use "parentese"?

Describe aspects of the adult's speech such as high-pitched voice, exaggerated intonation, and simplified vocabulary.

Was the child a passive listener or an active participant?

Note child's age (a good guess is okay) and length of observation.

Your observation and write up should be a minimum of one page in length.

Module 10, Option 5: Considerations for Use of Sign Language

Some programs promote the use of signing with a baby to facilitate communication and reduce the baby's frustration when trying to get his/her needs met.

Review a baby sign training video and/or book. The video and/or book need to be designed for adults to learn sign (not a toddler board book). Include the citation of the book and/or video. You can also utilize information gained from a baby sign class or training workshop that you have attended. Include an evaluation of the resource.

Write a short (approximately one page) description of how you use (or plan to use) the information. Consider information contained in the EQIT modules, how and when is it most appropriate to introduce signs to babies? Discuss any possible or real results. What might be some drawbacks to using signs with

babies? What did you experience? Include information about who you used (or would use) the information with.

Possible resources include:

Garcia, J. (1999). Sign with your baby. Bellingham, WA: Stratton Kehl Publications.

Acredolo, L., Goodwyn, S. & Abrams, D. (2002). Baby signs: How to talk with your baby before your baby can talk. Chicago: Contemporary Books.

Time to Sign with Children. 2003, Time to Sign, Inc., Indialantic, FL

Time to Sign with Children Infant/Toddler., Time to Sign, Inc., Indialantic, FL

Classroom Management. 2007, Time to Sign, Inc., Indialantic, FL

Time to Sign with Music. 2003, Time to Sign, Inc., Indialantic, FL, www.timetosign.com

Module 10, Option 6: Self-Reflections

Using the handout “Talking Points: A Self Reflection Tool for Caregiver-Child Interactions,” develop a plan that includes the following:

- Choose one area that is a strength. Describe (minimum of half page) how this is a strength, giving examples.
- Choose an area that you would like to work on. Describe (minimum of half page) how you are going to develop and accomplish your new plan.

Module 10, Option 7: Creating Parent Information Sheets or Brochures

Create a parent information sheet (brochure).

Objective

The student should be able to create a document to help parents understand and respond appropriately to particular topics or issues in infant or toddler development.

Task

The intent is to make an information sheet that is interesting, easy to read, simple to understand, and full of ideas for handling problems or concerns. The sheet should be visually appealing also. Include a descriptive picture, cartoon or some other visual eye-catcher.

1. Create a parent information sheet that informs the parents how to increase their infant or toddler’s language skills. Remember, you must include information from the module and/or readings.
2. Research the topic. You will need to seek out **at least 3 sources of information**. The resources you use and list for parents should be a combination of professional literature and lay information. Resources must be cited using APA or MLA style. Annotated may be helpful. The purpose of [annotations](#) is to provide the reader with a summary and an evaluation of the source (see www.wikipedia.com for more information). Back up what you say with research findings and solid sources on child development. It is important that the resource be developmentally based.
3. Create an informative Parent Information Sheet. Your information sheet should be typed and not more than two pages and should include the following elements:
 - ✓ Use bold headings to make the information logical and well organized.
 - ✓ Relate to the content of the module and appropriate chapter in the textbook.
 - Briefly summarize/ state the issue.
 - Discuss why this issue comes up (*relate it to the underlying pattern in normal development*).

- Identify the parent or caregiver's role. You might include tips for good adult strategies and discuss the impact of experiences.
- Identify three resources for parents who want to learn more about this topic and the resources you used to research this topic.
- Include appropriate professional graphics.

Module 11: The Joy of Discovering Literacy

Module 11, Option 1: Self-Assessment with ITERS-R or FCCRS

Use the rating scale (ITERS-R or FCCRS) pages related to books and language and do a self-assessment of your program. You could also do an observation of another room in your center or ask permission to observe at a center or home. Write up the results. Include both strengths and areas to improve. Set three goals to continue to work on for your site or that you would encourage the provider that you observed to work on.

Note: You can check a book out of the library, from the Expanding Quality in Infant Toddler Care trainers, or use one from your site.

Reference:

Harms, T., Cryer, D., Clifford, R. M. (2003). Infant/ toddler environment rating scale (revised). New York: Teachers College Press.

Module 11, Option 2:

Review the books, music choices, and displays (pictures/ posters) that you use with the infants and toddlers in your care. List the general categories and the number in each category. The categories are:

- Books: people of varying races, ages, and abilities; animals; familiar routines and familiar objects.
- Music: classical; popular; cultural; different languages.
- Display: hanging from the ceiling; at the child's eye level; photos of different ages and races; photos of the current children and their families.

Describe the strengths of your collection and list at least five books and five pieces of music that you want to add. What can you do to improve the display?

If you are not currently working with infants and toddlers, you can find an infant and/or toddler environment to visit and evaluate.

Module 11, Option 3: Increasing Literacy Exposure

Based on the information shared in class, develop a plan to increase exposure to literacy in your program or classroom. This should include at least two new literacy ideas that you implement. The literacy plan can include ideas that you want to add and/or do as well as changes you want to make in the environment. You can list equipment or materials that you want to add. Include a description of how you involve families in the literacy plan.

Module 11, Option 4: Developing a Checklist

Develop a one page checklist from the information in this module and the module Learning to Talk, Talking to Learn to complete on your classroom or home environment. The checklist should be a minimum of one page long and contain the elements on literacy and language that you have learned about. Other resources may be used to develop the checklist. Be sure to cite any sources used at the bottom of your checklist.

Use the checklist!

Turn in the completed checklist and a reflection on what you will do to improve your environment.

Module 11, Option 5: Developing a Parent Information Sheet/ Brochure

Objective: The student should be able to create a document to help parents understand and respond appropriately to particular topics or issues in infant or toddler development.

Task: The intent is to make an information sheet that is interesting, easy to read, simple to understand, and full of ideas for handling problems or concerns. The sheet should be visually appealing also. Include a descriptive picture, cartoon or some other visual eye-catcher.

1. Create a parent information sheet that informs the parents how to increase their infant or toddler's literacy skills. Remember, you must include information from the module and/or readings.
2. Research the topic. You will need to seek out at least 3 sources of information. The resources you use and list for parents should be a combination of professional literature and lay information. Resources must be cited using APA or MLA style. Annotated may be helpful. Back up what you say with research findings and solid sources on child development. It is important that the resource be developmentally based.
3. Create an informative Parent Information Sheet. Your information sheet should be typed and not more than two pages and should include the following elements:
 - Use bold headings to make the information logical and well organized.
 - Relate to the content of the module and appropriate chapter in the textbook.
 - Briefly summarize/ state the issue.
 - Discuss why this issue comes up (relate it to the underlying pattern in normal development).
 - Identify the parent or caregiver's role. You might include tips for good adult strategies and discuss the impact of experiences.
 - Identify three resources for parents who want to learn more about this topic and the resources you used to research this topic.
 - Include appropriate professional graphics.

Module 11, Option 6

Refer to the handout Language and Culture: Respecting Family Choices Viewing Guide. If you would like to view the video "Language and Culture: Respecting Family Choices" again, check it out from your EQIT trainers.

Considering your own program, what messages do you feel children and parents currently receive about their home language in your care setting? How do they get these messages?

What can you do to be more intentional about providing positive messages to the children and parents regarding their home language? What are obstacles or challenges to this? What are some resources in your community for supporting the home language of the families that are enrolled?

Module 12: Babies in Motion

Module 12, Option 1: Observations

Observe in a setting where you feel comfortable: playground, park, child-care setting, an eating or play area of a mall. Watch the infants and toddlers and see if you can determine how old a particular child is based on your observation of the child's size and motor development. Then, ask the parent how old the child actually is. Continue watching to see how to refine your skills in this area. Write a brief (one page typed) description of the above process. Comment on your areas of strength and areas to continue growing in terms of motor development observation.

Module 12, Option 2: Parent Meetings

Assume that you are going to conduct a parent meeting related to motor development. Outline the points you would want to include. It is best to include developmental information as well as information about how to promote motor development. Include the sources of information you use for your outline. This should be detailed and 1 -2 pages in length. Include a handout that you would provide to the parents. This can be one you create or copied from another source. (If copied from another source you **MUST** provide the citation or you will receive a zero on this assignment.)

Module 12, Option 3: Ages and Stages

A number of agencies use the Ages and Stages Questionnaire as part of their work with families. This assignment provides you an opportunity to review the Ages and Stages Questionnaires for: 4, 6, & 8 months or 12, 16, 18, & 20 months or 24, 30, & 36 months. It is important to note that the Ages and Stages Questionnaire was designed for the PARENTS to complete.

Describe or plan for at least three indoor activities or opportunities that you want to create for the children and at least three outdoor activities or opportunities that you want to create for the children in the areas of gross motor development. The goal is to give children in the selected age group opportunities to gain motor skills. This could be a plan for parents to implement at home or for a child care provider to implement in a care setting.

Write out the activities, tell the approximate age of the children completing the activities and evaluate the activities. What did the children learn from the experience? What would you do differently? Were the activities developmentally appropriate?

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<http://www.brookespublishing.com/store/books/bricker-asq/index.htm>

Module 12, Option 4: Your choice!

Complete another assignment of your choice related to this topic. You **must get prior approval** of your idea before you complete this assignment or you will not receive more than five points. Submit your idea in writing to your instructor.

Ideas: review the motor section of the developmentally appropriate practice book, review a recent journal article, examine the developmental section of *Growing Up Again* by Jean Illsley Clarke and Connie Dawson. Review a section of *Building Healthy Minds* by Stanley Greenspan. Review *Developing Fine and Gross Motor Skills: Birth to Three*. Visit a web sites or sites related to child development and motor development.

Module 12, Option 5: Reviewing “On the Move”

Read the booklet, “On the Move” that was given to you during EQIT class. What information in this booklet was new to you? What confirmed what you already knew? Choose 3 of the suggested activities to try with 3 different children. Write a brief description of the activities you tried and the children’s responses to them.

Module 13: Understanding and Respecting the Gifts of Culture

Module 13, Option 1: Personal Competencies Checklist

Review and complete the *Personal Competencies Checklist*. You do not have to turn in the completed checklist. Based on this checklist, write up a description of your strengths and why you believe they are strengths. Describe two areas in which you would like to grow. Set two goals for growth and describe at least two things you will do to work towards and/or reach your goals

Module 13, Option 2: Interviews

Use the interview format from class or design your own and interview at least two parents of infants and toddlers. Ideally these would be two children that you care for. Turn in the completed interview forms; black out names to protect confidentiality. Write a description of new information that you learned or a new idea that you gained through the interview.

Module 13, Option 3: Scenarios

Read all of the following scenarios. Choose one of the scenarios. In your response, include specific information about what you would say and do. Clearly written and complete answers are important. Include your responses to the following questions:

- How might the parent feel in this situation?
- What would the caregiver be feeling?
- How would this effect the infant?
- Develop a description of how you would resolve it.
- Have you or your program faced a similar problem? If so, what did you do? Describe. Note key discussion points.
- Reflecting on what you have learned in the EQIT training, would you still resolve it the same way? Why or why not. Describe. Note key discussion points.

Scenarios:

1. An infant in your care always seems to have some kind of jewelry on. You have repeatedly asked the parents not to put the jewelry on the infant, because you feel this is a safety issue.
2. You have an infant in your care that will not let you hold her while you feed her the bottle. When you ask the parents of the infant about this, they say, “We don’t hold her when we feed her, we are trying to teach her to be independent.”
3. An infant has just enrolled in your classroom. This family is of the Native American culture. The parents have requested that you not take any pictures of their child. You explain that you like to make portfolios of the children for the parents, which involves taking pictures of the child. The parents still insist that you not take picture of their child because of their cultural beliefs.
4. A mother has left a bottle for her baby that looks like it has chocolate milk in it. When you ask the mother about the milk, she says, “I put chocolate in her bottle because she doesn’t like her formula plain and this is the only way I can get her to drink it.” You explain to the parent that you have a policy about feeding infants only formula or breast milk in the bottle. The mother continues to insist that you feed her infant the chocolate formula.
5. A parent of a typically developing fourteen-month old arrives at lunchtime and witnesses a calm family style meal and the children self-feeding. The parent quickly takes her child and storms to the director’s office to complain that the caregivers aren’t doing their job. The parent believes that the child should be fed by the caregiver and not be self-feeding.
6. A typically developing 18-month old boy occasionally takes toys away from other children in the classroom. The parents witness one such incident and see the caregiver use redirection to provide the boy a different toy with which to work. The parents ask the caregiver to please spank their child when he misbehaves and takes toys away from others. They feel strongly that this is how he will learn to respect others as both mom and dad were spanked as a child, and they feel they learned to be respectful of others.

Module 13, Option 4: Article Reviews

Read one or more of the culture articles chosen from the list below or with prior instructor approval.

Give the complete citation of the article and a brief (one paragraph) summary.

Describe the types of things that you learned or were new information.

Describe any changes or approaches that you would like to make in your work with infants and toddlers and/or their families.

Describe changes that you might make to your care environment and/or daily routines and schedule.

(Provide list of articles here☺)

Module 14: Welcoming Children with Special Needs

Module 14, Option 1

If you have an infant or toddler in your class or program with an identified special need, review your environment and the materials and activities you provide for the children. Describe what you currently do to meet this child’s needs. What further adaptations will you implement to better meet the child’s needs? Include each major developmental area (motor, cognitive, language, social, emotional).

Implement at least two of the adaptations. Report on the success or needs for improvement of these adaptations.

Module 14, Option 2: Adaptations to Meet Individual Needs

Choose two infants or toddlers in your class or program, review your environment and the materials and activities you provide for the children. Describe what you currently do to meet these children's needs. What further adaptations will you implement to better meet the children's needs? Include each major developmental area (motor, cognitive, language, social, emotional).

Implement at least two of the adaptations for each child. Report on the success or needs for improvement of these adaptations.

Module 14, Option 3: Interviews

Interview a parent whose infant or toddler has an identified special need. Focus on listening to the family's concerns and needs. Ask them the kinds of things that they would like early childhood specialists and professionals to know and understand about their role as a parent and their child's needs. Ask the families what resources they have accessed and which were the most helpful. Describe what you learned and how this will impact your work with infants and toddlers.

Your write up should be 1-2 pages in length.

Module 14, Option 4

Based on the handouts, articles and activities from the EQIT training, plan at least a 20 minute activity or information sharing time for a staff meeting or a meeting with colleagues focused on Welcoming Children with Special Needs. Create an original handout. Describe what you would do and what handouts you would share and why you would share the ones you selected. Attach the handouts you will use. If you actually do this (this is not required, but recommended), discuss the result.

Module 14, Option 5

You are welcome to create and do an assignment related to including children with special needs. You **must get prior approval** of your idea before you complete this assignment or you will not receive more than five points. Submit your idea in writing to your instructor.

Module 14, Option 6

Explore the website, www.eicolorado.org What information here might be helpful for parents of children with disabilities? For child care professionals working with infants and toddlers with special needs? What information would you like to have that you did not find here?

Module 14, Option 7: Newsletter Review

Go to <http://www.ccplus.org/BackIssues.html> Select at least three newsletters that are of interest to you. Carefully read each newsletter and write a paragraph describing what you learned and how you will use this information (three paragraphs total).

Discuss the information from the newsletters with at least one other child care professional. Write 1 -2 paragraphs describing how you shared the information and what the response was.

Module 15: Making a Difference with Relationship-Based Care

Module 15, Option 1

Guidance for infant and toddlers is generally most effective when the adults involved plan ahead to meet the needs of the children. Outline key points and ideas that parents and/or care givers might use in guiding mobile infants and toddlers. Describe suggestions and ideas for complete clarity if needed. Your assignment should be at least one page in length. Feel free to include strategies that are not effective or age appropriate (Be sure to clearly indicate that they are the not effective or age appropriate strategies!). Cite the sources of your information.

Module 15, Option 2: Newspaper/Newsletter Column

Write a newspaper or newsletter column on guidance for infants and toddlers. Include information about age appropriate strategies and developmentally appropriate practice. You might address particular behaviors of infants and toddlers in general. This article could be directed at child care providers, parents or other early childhood professionals. You could also include resources—print materials as well as community resources for learning more.

Module 15, Option 3: Parent Information Sheet/ Brochure

Objective

The student should be able to create a document to help parents understand and respond appropriately to particular topics or issues in infant or toddler development.

Task

The intent is to make an information sheet that is interesting, easy to read, simple to understand, and full of ideas for handling problems or concerns. The sheet should be visually appealing also. Include a descriptive picture, cartoon or some other visual eye-catcher.

1. Choose a topic that is of interest to you, that you would like to know more about, or that you feel would be useful for parents you work with currently regarding infant or toddler development and behavior (guidance and discipline issues). Possible topics include, but are not limited to:
 - ✓ Biting
 - ✓ Toilet learning
 - ✓ Guidance techniques
 - ✓ Discipline vs. punishment
 - ✓ Assessing problem behaviors
 - ✓ Temper tantrums
2. Research the topic. You will need to seek out **at least 3 sources of information**. The resources you use and list for parents should be a combination of professional literature and lay information. Resources must be cited using APA or MLA style. Annotated may be helpful. Back up what you say with research findings and solid sources on child development. Remember to use information provided in the training and / or the readings.
3. Create an informative Parent Information Sheet. Your information sheet should be typed and not more than two pages and should include the following elements:
 - ✓ Use bold headings to make the information logical and well organized.
 - ✓ Relate to the content of the module and textbook.
 - ✓ Briefly summarize/ state the issue, concern, or the problem.

- ✓ Discuss when this topic is most likely to be an issue.
- ✓ Discuss why this issue comes up (*relate it to the underlying pattern in normal development that the child is struggling with*).
- ✓ Identify the parent or caregiver's role – what techniques will make it better, what adult actions might make it worse.
- ✓ Identify three resources for parents who want to learn more about this topic and the resources you used to research this topic.
- ✓ Include appropriate professional graphics.

Module 15, Option 4

Using the *Respect, Reflect and Relate Approach to Guidance* explore one behavior that you find challenging. Describe the behavior and explain why it is challenging to you. Write a one-two page paper on strategies addressing that behavior. Be sure to include information from the module/ text (esp. the 3 R's).

Module 16: Celebrating Our Profession

Module 16, Option 1

Attend a meeting of your local Early Childhood Council. Write a brief description of the meeting, including your thoughts about the issues that are discussed. Identify how the Early Childhood Council is addressing issues of concern to infants, toddlers, their families and those caring for them. Are there ways in which you might become involved and influence the work of the Council to better serve the needs of infants, toddlers, and their families?

Module 16, Option 2

Consider the three questions at the end of the handout *Indicators of Workforce/Caregiver Health*. Respond to these questions. This should be approximately one-two pages and somewhat detailed.

Module 16, Option 3

Create a Family Child Care Home statement of policies for parents in accordance with the proposed rules and regulations. These can be accessed through the website: <http://www.cdhs.state.co.us/childcare/>

Module 16, Option 4

You are welcome to create and do an assignment related to this topic. You must get prior approval of your idea before you complete this assignment or you will not receive more than five points. Submit your idea in writing to your instructor.

Module 16, Option 5

Create a poster reflecting the most important information you received throughout the class. You will be displaying posters at the business of your choice in our community. You are responsible for bringing the poster to class or submitting a photo of the poster and displaying it in the community for at least two weeks. Let the instructor know where you will display it.

Module 16, Option 6

Based on the handouts, articles, and activities from class, plan at least a 20 minute activity or information sharing time for a staff meeting with colleagues that have not taken the EQIT training. Create at least one original handout. Describe what you would do and what handouts you would share and why you would

share the ones you selected. If you actually do this (this is not required, but recommended), discuss the result. Attach the handouts you will use.

Module 16, Option 7: Building Your Foundation-Revising Your Philosophy

Revisit your philosophy that you created for Module 1, Option 8 (see below) and reflect on how your philosophy has been reinforced (stayed the same) or changed as a result of the EQIT training.

Module 1, Option 8: What we do with infants and toddlers is based on our beliefs and knowledge. These beliefs change as a result of what we know about infants and toddlers and our experiences. Respond to the two questions that are in bold and follow this paragraph. Do this by typing at least a two paragraph response to each question. The idea is to think about what you believe and put those thoughts on paper.

How do infants and toddlers learn? & What is important for them to learn?

SAMPLE
(courtesy of Rebecca Ward-Smith, Aims Community College)

GUIDELINES FOR ALL WRITTEN WORK:

- Quality work is expected. You are an early childhood professional, be sure that your work reflects your professionalism.
- Type using 12 point font, and double-space papers. The Parent Information Sheets may vary from this format.
- Proofread for spelling, grammar, and sentence structure.
- Remember to cite your sources if you use another's words or ideas in your assignments. ***Plagiarism is unacceptable.*** Changing a few words in a sentence that you copied from another source is still plagiarism! Assignments without proper citation will receive a "0". Refer to the Aims Community College Student Code of Conduct available under the Student Resources section, under the Student tab on your home page. It is your responsibility to know and understand the student code of conduct. The claim of ignorance is no excuse.
- Confidentiality: please do NOT use the real name of any children, family, center, teacher or staff in your assignments. Use initials or make up a fictional name. Professional ethics dictate that children and their families and what goes on in the classroom or family home are not discussed outside of that environment or with anyone not involved with the child's care.
- For each module you are to choose an assignment to complete.
- Please submit at least one assignment to the instructor via the appropriate assignment drop box weekly. Some weeks you will need to submit at least 2 assignments to ensure that all assignments are submitted by the end of the semester.
- See the Assignments tutorial at <http://www.aims.edu/online/index.php>
You can access this link under the Course Information link.
- Assignments must be submitted in either Microsoft Word (.doc), Microsoft Publisher (), Adobe (.pdf), or as a filtered web page. Microsoft Works is NOT the same.
- Pay close attention to the opening and closing dates of all of the assignment drop boxes. Some assignment drop boxes will close at the end of each month. **No late assignments will be accepted without prior instructor approval and will automatically lose points.** Turning in work that is due on time is considered to be part of professional behavior. While I check my email often during the work week, sometimes that is not possible. Do not wait until the last day before an assignment is due to contact me if you have questions. Computers and internet have their quirks. Do not wait until the last moment to submit an assignment.
- The heading for each assignment should include the module, the letter of the choice you are submitting and your name.

Example:

Wonder of Infancy

Choice A

Alaina Smith

- The expectation is that you are demonstrating the knowledge that you have gained from the Expanding Quality in Infant Toddler Care training, web sites, videos, in class activities, discussions, and the readings in the text book. Your assignment will be graded based on:
 - ✓ All of the above elements included (professional, typed, etc)
 - ✓ Completeness
 - ✓ Appropriateness
 - ✓ Detailed information
 - ✓ Relation to the module / chapter addressed
 - ✓ Responses are thoughtful, insightful, and include application of information
 - ✓ Appropriate spelling/ grammar