

University of Massachusetts Boston  
 Early Education and Care in Inclusive Settings  
**Massachusetts Early Learning Guidelines for Infants and Toddler**  
ECHD 154 – one credit  
 Spring 2012  
Syllabus

Instructor:  
 Telephone and email:  
 Office location:  
 Office hours:  
 Day:  
 Section times:  
 Location of class:

**Course description:** This course will provide opportunity to use the Massachusetts Early Learning Guidelines to support your work with infants and toddlers. The first three years of life area a time of rapid brain development and learning. This time is critically important for infants and toddlers as they develop foundations for learning. The purpose of the Early Learning Guidelines (ELG) for Infants and Toddlers is to provide a comprehensive view of the development of infants and toddlers while documenting experiences that support this development.

**Course relationship to the Professional Education Unit’s Conceptual Framework:**

This course engages future early childhood and special education teachers in becoming a **“Thoughtful and Responsive Educator”** which is at the center of the College of Education’s conceptual framework. The specific outcomes of **"Commitments"** (ethical behavior, life long learner, dedication, modeling and mentoring), **"Understandings"** (content, pedagogy, assessment, and technology), and **"Practices"** (caring, collaboration, reflection and social justice) are integrated into the goals, assignments and activities of the class. In addition, the Early Childhood/Special Track Teacher of Students with Disabilities and Without Disabilities (Level Pre-K-2) has the conceptual framework of **Careful, Connected Educator** integrating into the goals, assignments, reflections, and activities of the class on: culturally sensitivity to families and community; awareness of cognitive, physical and social ability; group dynamics of young children; and participatory classroom community.

**Course Objectives:**

Students will:

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| 1. Analyze current perceptions and practices and areas of growth regarding infant and toddler care and education.   |
| 2. Describe and discuss the content and format of the Early Learning Guidelines for Infants and Toddlers.   |
| 3. Identify children’s learning and interactions styles through observation and recording.  |
| 4. Interpret data collected through child observations to determine learning experiences which support children’s unique strengths and characteristics including children with special needs, children with developmental delays, and dual language learners. |

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| 5. Assess and articulate how the adult's cultural competence impacts children's development and learning.   |
| 6. Describe the influence of experience and interactions on brain development.  |
| 7. Examine the importance of family engagement in the program and the impact on children's development and learning.  |
| 8. Examine and articulate the influence of language and culture on development and learning.  |
| 9. Plan activities that support the physical development of all children including those with special needs, physical limitations, or developmental delays.   |
| 10. Analyze current nutritional practices and identify activities to promote healthy eating while supporting children with special needs, delays, or dietary needs.   |
| 11. Identify and share community resources with peers and families.   |
| 12. Integrate the ELG for Infants and Toddlers and child observation to design an action plan to support physical health and well-being of the children and families in the program.  |
| 13. Utilize knowledge learned to improve education and care offered to Infants and Toddlers.  |
| 14. Apply new knowledge into work with infants, toddlers, peers, and families.  |
| 15. Assess professional development needs and conduct research to increase knowledge.   |
| 16. Create a continuum of learning that links early education and care to later success in school and in life by aligning the Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences, and the Kindergarten Frameworks. |

**Prerequisites:** none

**Required Texts:**

Massachusetts Early Learning Guidelines for Infants and Toddlers, available on line at:

[http://www.eec.state.ma.us/docs1/Workforce\\_Dev/Layout.pdf](http://www.eec.state.ma.us/docs1/Workforce_Dev/Layout.pdf)

Zero to Three

**Websites:**

Brain Wonders <http://www.zerotothree.org/brainwonders/>

Early Head Start Resource Center <http://www.ehsnrc.org/>

EHS links <http://www.ehsnrc.org/InformationResources/resmat.htm>

**Methods of Evaluation:** Participation, pre/post tests, planning activities, self-assessment.

|   | <i>Outcome</i>  | <i>Assessment Tool</i>                                  | <i>Grading Criteria</i> |
|---|---|---|-------------------------|
| 1 | <i>Analyze current perceptions and practices and areas of growth regarding infant and toddler care and education.</i> | Pre and Post test in each session                       | 15%                     |
| 2 | <i>Describe and discuss the content and format of the Early Learning Guidelines for Infants and Toddlers.</i>         | Reflection Sheet (2.5%) and Format Matching Game (2.5%) | 7.5%                    |
| 3 | <i>Identify children's learning and interaction styles through observation and recording.</i>                         | Observation (10% each) (Modules 1, 2 )                  | 20%                     |

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| 4  | <i>Interpret data collected through child observations to determine learning experiences which support children’s unique strengths and characteristics including children with special needs, children with developmental delays, and dual language learners.</i>    | Use Observations to select and offer Supportive Learning Experience (5% each) (Modules 1, 2, 3)  | 15%                  |
| 5  | <i>Assess and articulate how the adult’s cultural competence impacts children’s development and learning.</i>  | Cultural Competency Self-Assessment (Module 1)   | 2.5%                 |
| 6  | <i>Describe the influence of experience and interactions on brain development.</i>   | Brain Map Activity (Module 2, Session 1)   | 2.5%                 |
| 7  | <i>Examine the importance of family engagement in the program and the impact on children’s development and learning.</i>   | Family Engagement Activity (Module 2, Session 1)   | 2.5%                 |
| 8  | <i>Examine and articulate the influence of language and culture on development and learning.</i>   | Language and Culture Questionnaire (Module 2, Session 2)   | 2.5%                 |
| 9  | <i>Plan activities that support the physical development of all children including children with special needs, physical limitations, or developmental delays.</i>   | Review ELG Section and offer a Physical Activity or Nutrition Activity (Module 3, Session 1)   | 5%                   |
| 10 | <i>Analyze current nutritional practices and identify activities to promote healthy eating while supporting children with special needs, delays, or dietary needs.</i>   | Review ELG section and offer a Physical Activity or Nutrition Activity (Module 3, Session 1)   | n/a (included in #9) |
| 11 | <i>Identify and share community resources with peers and families.</i>   | Identify two community resource on children’s physical health and well-being and share with families (Module 3, Session 1)                               | 2.5%                 |
| 12 | <i>Create a continuum of learning that links early education and care to later success in school and in life by aligning the Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences, and the Kindergarten Frameworks.</i> | Review the Guidelines for PS Learning Experiences and the Kindergarten Frameworks. Summarize the continuum of learning using these resources. (Module 3) | 5%                   |
| 13 | <i>Utilize intentional and responsive teaching practices by observing and integrating knowledge about Approaches to Learning in practice.</i>  | Observation of approaches to learning and offering a Supportive learning experience (Module 3, Session   | Under ABO #3         |

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| 14 | <i>Apply knowledge learned to improve education and care offered to Infants and Toddlers.</i> | Implementation Action Plan (Module 3, Session 2)  | Under ABO #15 |
| 15 | <i>Integrate new knowledge into work with infants, toddlers, peers, and families.</i>         | One Step at a Time Goal Sheet (Module 1 and 2)<br><br>Implementation Action Plan (2.5% each) (Module 3)   | 7.5%          |
| 16 | <i>Assess professional development needs and conduct research to increase knowledge.</i>      | Final Project: Select one topic (each has specific requirements); responsive caregiving, children with special needs, professional development or dual language learners. | 15%           |

**Accommodations:** Section 504 and the American with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present and discuss these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s).

Students are advised to retain a copy of this syllabus in their personal files for use when applying for certification, licensure, or transfer credit.

**This syllabus is subject to change.**

## Schedule

### 1. Module 1: 5 hours

#### Session 1: Exploring the ELG for Infants and Toddlers

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

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| Complete Pre-Test   |
| Read pages 4-13 and skim Mass. Early Learning Guidelines for Infants and Toddlers |
| Reflection sheet  |
| Complete Matching Game  |
| Select one area of the Guidelines to share and complete activity summary sheet    |
| Complete Post-Test  |

Websites:

- Zero to Three. (2010). *Supporting your baby's thinking skills*. [http://main.zerotothree.org/site/PageServer?pagename=ter\\_par\\_012\\_think\\_what&JServSessionIda004=oryll90ij1.app33c](http://main.zerotothree.org/site/PageServer?pagename=ter_par_012_think_what&JServSessionIda004=oryll90ij1.app33c)
- Zero to Three. (2010). *School readiness: 0-3 – Self-confidence*. [http://main.zerotothree.org/site/PageServer?pagename=ter\\_par\\_012\\_selfconfidence\\_what&JServSessionIda004=oryll90ij1.app33c](http://main.zerotothree.org/site/PageServer?pagename=ter_par_012_selfconfidence_what&JServSessionIda004=oryll90ij1.app33c)
- Zero to Three. (2010). *School readiness: 0-3 – Self-control*. [http://main.zerotothree.org/site/PageServer?pagename=ter\\_par\\_012\\_selfcontrol\\_what&JServSessionIda004=oryll90ij1.app33c](http://main.zerotothree.org/site/PageServer?pagename=ter_par_012_selfcontrol_what&JServSessionIda004=oryll90ij1.app33c)
- Zero to Three. (2010). Tips for promoting social and emotional development. <http://www.zerotothree.org/child-development/social-emotional-development/tips-and-tools-on-promoting-social.html>
- Zero to Three. (2010). *Temperament and behavior*. <http://www.zerotothree.org/child-development/temperament-behavior/>

Choose one reading:

- Britt, D. & Gillespie, L. (2008). New Year's resolutions for infant/toddler teachers. *Beyond The Journal, Young Children*, retrieved from <http://www.naeyc.org/files/yc/file/200801/BTJRockingandRolling108.pdf>
- Community Playthings, Lindon, J. & Langston, A. (2010). Creating Places. Retrieved from <http://www.communityplaythings.co.uk/resources/downloads/creating-places.pdf>
- Mind in the Making. (2009). [What is Early Learning?](http://www.bestbeginningsalaska.org/images/stories/whatisearlylearning222.pdf) Retrieved from <http://www.bestbeginningsalaska.org/images/stories/whatisearlylearning222.pdf>
- NAEYC (2009) Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/position%20statement%20Web.pdf>

- Sawyers, J. and Rogers, C. (2003). [Helping Babies Play](http://journal.naeyc.org/btj/200305/helpingBabies_sawyers.pdf). *Beyond The Journal, Young Children*, retrieved from [http://journal.naeyc.org/btj/200305/helpingBabies\\_sawyers.pdf](http://journal.naeyc.org/btj/200305/helpingBabies_sawyers.pdf)
- Wiggins, F (2000) [Infant brain development](#). *Texas Child Care* 2:4 pp 2-8.

## Session 2: Social and Emotional Development

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

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| Complete pre-test   |
| Read pages 16-30; 87-98 and 164-198 of Mass. Early Learning Guidelines for Infants and Toddlers |
| Conduct an observation, select a Supportive Learning Experience – Complete response sheet       |
| Complete cultural competence self-assessment checklist  |
| Complete One Step at a Time Goal Sheet  |
| Complete post - test  |

Web links:

- Center for Social Emotional Development on Early Learning: <http://csefel.vanderbilt.edu/>
- DEC. (2010, September). *Responsiveness to ALL children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice*. [http://www.dec-spced.org/uploads/docs/about\\_dec/position\\_concept\\_papers/Position%20Statement\\_Cultural%20and%20Linguistic%20Diversity\\_Exec%20Summary\\_updated\\_sept2010.pdf](http://www.dec-spced.org/uploads/docs/about_dec/position_concept_papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity_Exec%20Summary_updated_sept2010.pdf)
- DEC and NAEYC. (2009, April). *Early childhood inclusion*: [http://www.dec-spced.org/uploads/docs/about\\_dec/position\\_concept\\_papers/PositionStatement\\_Inclusion\\_Joint\\_updated\\_May2009.pdf](http://www.dec-spced.org/uploads/docs/about_dec/position_concept_papers/PositionStatement_Inclusion_Joint_updated_May2009.pdf)
- Zero to Three. Early Experience Matters: <http://www.zerotothree.org/child-development/early-development/>
- Zero to Three: Promoting Social and Emotional Development: <http://www.zerotothree.org/child-development/social-emotional-development/>

Choose one reading:

- Adams, E. (2011). Teaching children to name their feelings. *Young Children*. May 2011. pp 67-68. [http://www.naeyc.org/files/yc/file/201105/Naming\\_Feelings\\_RocknRoll\\_OnlineMay2011.pdf](http://www.naeyc.org/files/yc/file/201105/Naming_Feelings_RocknRoll_OnlineMay2011.pdf)
- Elliot, E. (2003). Helping a baby adjust to center care. *Young Children*, July 2003. Retrieved from <http://journal.naeyc.org/btj/200307/ChallengingOurAs.pdf>

- Faris, M. & McCarroll E.(2010) Crying babies: Answering the call. *Texas Child Care*. 10:3 pp 14-21. Retrieved from [http://www.childcarequarterly.com/pdf/fall10\\_babies.pdf](http://www.childcarequarterly.com/pdf/fall10_babies.pdf)
- Fox, L. (2004) Recommended practices: Supporting infants and toddlers with challenging behaviors. Center for Evidence Based Practices: Young Children with Challenging Behavior. Retrieved from [http://www.challengingbehavior.org/do/resources/documents/rph\\_supportInfantsToddlers.pdf](http://www.challengingbehavior.org/do/resources/documents/rph_supportInfantsToddlers.pdf)
- Gillespie, L.& Hunter, A. (2008). Emotional flooding: Using empathy to help babies handle strong emotions. *Beyond the Journal Young Children on the web*. Retrieved from <http://www.naeyc.org/files/yc/file/200809/RockingRolling.pdf>
- Gillespie, L.& Hunter, A. (2010). Believe, watch act: Promoting prosocial behavior in infants and toddlers. *Young Children* Jan 2010 pp42-43. Retrieved from <http://www.naeyc.org/files/yc/file/201001/RocknRollWeb0110.pdf>
- Gonzalez-Mena, J. (2007). What to do with a fuzzy baby: A problem-solving approach. *Beyond the Journal Young Children on the web*. Retrieved from <http://www.naeyc.org/files/yc/file/200709/Gonzalez-Mena.pdf>
- National Training Institute for Child Care Health (2010). *Relationships, the Heart of Development and Learning*. Retrieved from [http://nitcci.nccic.acf.hhs.gov/resources/relationships\\_module.pdf](http://nitcci.nccic.acf.hhs.gov/resources/relationships_module.pdf)
- Natrajan, R. & Myers-Walls, J. (2004). Setting limits. Parent Provider Partnership Purdue University. Retrieved from <http://www.ces.purdue.edu/providerparent/PDF%20Links/SettingLimits.pdf>
- Natrajan, R. & Myers-Walls, J. (2004). Finding the causes of misbehavior. Parent Provider Partnership Purdue University. Retrieved from <http://www.ces.purdue.edu/providerparent/PDF%20Links/FindingCausesMisbehavior.pdf>
- Powell, D. & Dunlap, G. (2010). Family-focused interventions for promoting social-emotional development in infants and toddlers with or at risk for disabilities. Technical Assistance Center on Social-Emotional Interventions. Retrieved from [http://www.challengingbehavior.org/do/resources/documents/roadmap\\_5.pdf](http://www.challengingbehavior.org/do/resources/documents/roadmap_5.pdf)
- Ranks, R. & Vi, S. (2007) Dealing with biting behaviors in young children. *Clearinghouse on Early Education and Parenting*. Retrieved from <http://ceep.crc.uiuc.edu/poptopics/biting.html#why>
- Texas Child Care (2009). Guiding toddlers. pp 16-21. Retrieved from [http://www.childcarequarterly.com/pdf/summer09\\_toddlers.pdf](http://www.childcarequarterly.com/pdf/summer09_toddlers.pdf)
- Gillespie, L.& Seibel, N. (2006) Self-regulation: A cornerstone of early childhood development. *Beyond the Journal Young Children on the web*. Retrieved from <http://journal.naeyc.org/btj/200607/Gillespie709BTJ.pdf>

## 2. Module 2: 5 hours

### Session 1: Cognitive Development

Students will explore cognitive development incorporating research on brain development. The

value of responsive interactions and rich learning experiences will be an important element in this session.

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| Complete pre-test   |
| Read pages 46-64 and pages 120-143 of Mass. Early Learning Guidelines for Infants and Toddlers  |
| Complete baby brain map activity and <i>Response Sheet</i>                                      |
| Plan one Supportive Learning Experience, observe, offer another activity based upon observation |
| Complete <i>Family Engagement Inventory</i>   |
| Complete post-test  |

Websites:

- NAEYC. (2010). *Engaging diverse families*. <http://www.naeyc.org/ecp/trainings/edf>
- The Center for Social and Emotional Foundations for Early Learning. (2006). *Working with families inventory*. Nashville, TN: Vanderbilt University. <http://csefel.vanderbilt.edu/resources/trainings/1.11.pdf>
- Zero to Three. (2010). *Everyday ways to support your baby's and toddler's everyday learning*. Retrieved January 7, 2011, from [http://main.zerotothree.org/site/DocServer/early\\_learning\\_handout.pdf?docID=3081&AddInterest=1153&JServSessionIda004=oryll90ij1.app33c](http://main.zerotothree.org/site/DocServer/early_learning_handout.pdf?docID=3081&AddInterest=1153&JServSessionIda004=oryll90ij1.app33c) **Available in English or Spanish.**
- Zero to Three (2010). *Early Literacy*. <http://main.zerotothree.org/site/DocServer/earlyliteracy2pagehandout.pdf?docID=2681&AddInterest=1145&JServSessionIda004=oryll90ij1.app33c>
- Zero to Three. (2010). *Language and literacy - School readiness 0-3*. [http://main.zerotothree.org/site/PageServer?pagename=ter\\_par\\_012\\_langwhat&JServSessionIda004=oryll90ij1.app33c](http://main.zerotothree.org/site/PageServer?pagename=ter_par_012_langwhat&JServSessionIda004=oryll90ij1.app33c)
- Zero to Three. *Tips and tools on brain development*. <http://www.zerotothree.org/child-development/brain-development/brain-development-tips-and-tools.html>

Choose one reading:

- Friedman, S. & Soltero, M. (2009). *Following a child's lead: emergent curriculum for infants and toddlers* *Beyond the Journal Young Children on the web*. Retrieved from <http://journal.naeyc.org/btj/200607/Friedman706BTJ.pdf>
- Gillespie, L.(2009). Why do babies like boxes best. *Beyond the Journal Young Children on the web*. Retrieved from <http://www.naeyc.org/files/yc/file/200905/BTJRockRoll.pdf>
- National Training Institute for Child Care Health Consultants. (2010). *Infant/Toddler Curriculum and Individualization*. Retrieved from [http://nitcci.nccic.acf.hhs.gov/resources/it\\_curriculum\\_module.pdf](http://nitcci.nccic.acf.hhs.gov/resources/it_curriculum_module.pdf)
- National Training Institute for Child Care Health Consultants. (2010a). *Supporting Infant/Toddler Development, Screening, and Assessment*. Retrieved from [http://nitcci.nccic.acf.hhs.gov/resources/it\\_development\\_module.pdf](http://nitcci.nccic.acf.hhs.gov/resources/it_development_module.pdf)



- Parlakian, R. & Lerner, C. (2010). Using music with infants and toddlers. *Young Children*. Retrieved from <http://www.naeyc.org/files/yc/file/201003/ParlakianWeb0310.pdf>
- Texas Child Care. (1999). Planning curriculum for infants Retrieved from [http://www.childcarequarterly.com/pdf/spring99\\_planning.pdf](http://www.childcarequarterly.com/pdf/spring99_planning.pdf)
- Texas Child Care. (2007). Which hand? Brains, fine motor skills, and holding a pencil. Retrieved from [http://www.childcarequarterly.com/pdf/spring07\\_whichhand.pdf](http://www.childcarequarterly.com/pdf/spring07_whichhand.pdf)
- Texas Child Care. (2010). Standing the test of time: Infant nursery games. Retrieved from [http://www.childcarequarterly.com/pdf/spring10\\_infantgames.pdf](http://www.childcarequarterly.com/pdf/spring10_infantgames.pdf)
- Young Children. (2010). Talking to families of infants and toddlers about developmental delays. Retrieved from <http://www.naeyc.org/files/yc/file/201001/OnOurMindsWeb0110.pdf>

**Session 2: Language and Communication Development**

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

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| Complete pre-test  |
| Read pages 31-43 and 102-118 of Mass. Early Learning Guidelines for Infants and Toddlers |
| Conduct an observation and plan one Supportive Learning Experience                       |
| Complete <i>Language and Cultural Questionnaire</i> and Response Sheet                   |
| Complete <i>One Step at a Time</i>   |
| Complete post test   |

Websites:

- California Department of Education. *Language development domain*. <http://www.cde.ca.gov/sp/cd/re/itf09langdev.asp>
- Department of Health and Human Services: Center for Disease Control and Prevention. *Child development*. <http://www.cdc.gov/ncbddd/child/infants.htm> *Resources in English and Spanish, by age and domain*.
- Prieto, Victoria. 2009. *One language, two languages, three languages . . . More?* *Young Children*. <http://journal.naeyc.org/btj/200901/pdf/BTJRockingRolling.pdf>
- Stechuk, R.A., Burns, M.S., & Yandian, S.E. (2006, June). *Bilingual infant and toddler environments*. The Center for Early Care and Education. [http://www.aed.org/Publications/upload/BITE\\_web1106.pdf](http://www.aed.org/Publications/upload/BITE_web1106.pdf)
- Zero to Three. (2010). Tips and tools for brain development. <http://www.zerotothree.org/child-development/brain-development/brain-development-tips-and-tools.html>

Choose one reading:

- Center for Early Literacy Learning. (2010). Let me tell you what I want: use of gestures and signs. Retrieved from [http://www.earlyliteracylearning.org/cell\\_practice\\_tier2/CP2\\_LetMeTell\\_WM.pdf](http://www.earlyliteracylearning.org/cell_practice_tier2/CP2_LetMeTell_WM.pdf)
- Bales, D. (1998) Building babies’ brain: Learning language. University of Georgia/College of Family and Consumer Sciences. Retrieved from <http://www.fcs.uga.edu/pubs/PDF/FACS01-6.pdf>
- Hart, B. & Risley, T. (1995) The early catastrophe: The 30 million word gap by age three. American Federation of Teachers. Retrieved from [http://www.ipoddes.com/iPoddes/Resources/Entries/2008/10/23\\_The\\_Very\\_Best\\_of\\_iPod\\_and\\_Podcasting\\_files/30MillionWordGap-by-age3.pdf](http://www.ipoddes.com/iPoddes/Resources/Entries/2008/10/23_The_Very_Best_of_iPod_and_Podcasting_files/30MillionWordGap-by-age3.pdf)
- Im, J. Parlakian, R. & Osborn, C. (2007) Stories: Their powerful role in early language and literacy. *Beyond the Journal Young Children on the web*. Retrieved from <http://www.naeyc.org/files/yc/file/200701/BTJRcknroll.pdf>
- Prieto, H.V. (2009). One language, two languages, three languages, more? *Beyond the Journal Young Children on the web*. Retrieved from <http://www.naeyc.org/files/yc/file/200901/BTJRckngRolling.pdf>
- Stechuk, R. Burns, S. & Yandian, S. (2006). Bilingual infants and toddler environments: Supporting language and learning for our young children. AED Center for Early Care & Education. Retrieved from [http://www.aed.org/Publications/upload/BITE\\_web1106.pdf](http://www.aed.org/Publications/upload/BITE_web1106.pdf)

**3. Module 3: 5 hours**

**Session 1: Physical Health and Well-Being**

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

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| Complete Pre-test  |
| Read pages 65-75 and 144-157 of Mass. Early Learning Guidelines for Infants and Toddlers |
| Plan one physical activity or nutrition activity and provide a summary                   |
| Obtain 2 community resources   |
| Complete Post-test   |

Websites:

- Center for Chronic Disease Prevention and Health Promotion (CDC). Healthy Youth: <http://www.cdc.gov/healthyyouth/obesity/>
- Healthy Children. (2011). *Eating for good health*. <http://www.healthychildren.org/english/healthy-living/nutrition/pages/Eating-for-Good-Health.aspx>
- Zero to Three. (2010). *Most popular resources on health and nutrition*. Retrieved January 7, 2011, from <http://www.zerotothree.org/child-development/social->

[emotional-development/tips-and-tools-on-promoting-social.html](http://emotional-development/tips-and-tools-on-promoting-social.html) Resources available in English and Spanish.

- Zero to Three. (2010). *Healthy from the start*. Retrieved January 7, 2011, from [http://main.zerotothree.org/site/DocServer/Healthy\\_eating\\_parent\\_handout--eng.pdf?docID=4181&JServSessionIda004=oryll90ij1.app33c](http://main.zerotothree.org/site/DocServer/Healthy_eating_parent_handout--eng.pdf?docID=4181&JServSessionIda004=oryll90ij1.app33c)

Choose one reading:

- American Academy of Pediatrics (2008). *A Child Care Providers Guide to Safe Sleep*. Retrieved from <http://www.healthychildcare.org/pdf/SIDSchildcaresafesleep.pdf>
- Chenfeld, M. (2009). It’s hard to smile with a binky in your mouth. *Beyond the Journal Young Children on the web*. Retrieved from <http://www.naeyc.org/files/yc/file/200901/BTJChenfeld.pdf>
- Patrick K, Spear B, Holt K, Sofka D, eds. 2001. *Bright Futures in Practice: Physical Activity*. Arlington, VA: National Center for Education in Maternal and Child Health. Retrieved from <http://www.brightfutures.org/physicalactivity/pdf/>
- Texas Child Care. (2011). Infant health and safety: Test what you know. Retrieved from [http://www.childcarequarterly.com/pdf/summer11\\_infants.pdf](http://www.childcarequarterly.com/pdf/summer11_infants.pdf)
- Parlakian, R. & Lerner, C. (2007). Promoting Healthy eating practices right from the start. *Beyond the Journal Young Children on the web*. Retrieved from <http://www.naeyc.org/files/yc/file/200705/RockingandRolling.pdf>

**Session 2: Beyond the Basics: Best Practices and conclusion**

Students will review and strategize the use of the section of the Guidelines: Beyond the Basics: Best Practices. Students will review this section and select one final assignment (graded for college credit, rated for CEUs, not graded or reviewed by instructor for self-study – peer review is suggested) based upon primary caregivers and continuity of care, interactions, progress reports, supporting language

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| Complete pre-test  |
| Read pages 79-84 and 158-161 of Mass. Early Learning Guidelines for Infants and Toddlers           |
| Plan a Supportive Learning Experience, observe, document approaches to learning that are observed. |
| Complete the Action Plan   |
| Complete the Final Project   |
| Complete the post test   |
| Complete the Self-Evaluation   |

Websites

- MU Center for Family Policy and Research. (2009, July). *Missouri Infant/Toddler Responsive Caregiving Checklist*. [https://www.openinitiative.org/content/pdfs/MoNotes/IT\\_Checklist\\_Notes.pdf](https://www.openinitiative.org/content/pdfs/MoNotes/IT_Checklist_Notes.pdf)
- NCCIC. *Current curricula/teaching approaches for infant and toddler care and education*. (2010, June). <http://nccic.acf.hhs.gov/poptopics/itcurricula.html>

- Zero to Three. (2010). *Early Experiences Matter*. Retrieved January 15, 2011, from <http://main.zerotothree.org/site/Search?query=best+practice&inc=10>

Choose one reading:

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