

LORAIN COUNTY COMMUNITY COLLEGE DIVISION OF
SOCIAL SCIENCES AND HUMAN SERVICES

EARLY CHILDHOOD EDUCATION
272

Infant and Toddler
Development

Early Childhood Education 272
Infant and Toddler Care

OBSERVATION #1
Infant Room 2.5 hours

1. Please call the director of the school you wish to visit prior to embarking on your observation.
 - a. Ask permission to observe and schedule a convenient time for the observation.
 - b. Wear your identification badge when making your observation.
2. Be sure to include the following information in your typed observation:
 - a. Class size
 - b. Age of the children
 - c. Teacher/child ratio
 - d. List what type of center you are visiting (Preschool, Daycare, Laboratory School, Montessori, Parent Co-op)
 - e. Identify the geographical setting (rural, suburb, urban)
3. Describe in detail the organization of the child care setting and the kinds of activities that are taking place. Be specific. Look for lesson plans. If the center posts lesson plans, include a copy-were they followed? Describe 3 activities listed on the plans and how the teacher implemented the activities
4. Describe the adult-child interaction taking place, including that of any parents you observe. Give 4 examples.
5. In what ways were children expressing themselves? Give four examples.
6. Identify an activity that you did not see that you believe would be appropriate for an infant in this center. Describe it in detail and describe in detail a activity that you did see that was appropriate for the age of the children.
7. Draw a diagram of the infant room. Was there a large muscle component included in the lesson? Describe.
8. Observe one child during your observation. (An older infant). Write a narrative describing the following: social interaction (with both adults & peers); emotional well-being; communication and language ability; and physical mastery.

NAME _____

DATE _____

SCHOOL/FACILITY _____

TIME (LIST HOURS OBSERVED) _____

SUPERVISOR'S SIGNATURE _____

Early Childhood Education 272
Infant and Toddler Care

OBSERVATION #2
Toddler Room 2.5 hours

1. Please call the director of the school you wish to visit prior to embarking on your observation.
 - a. Ask permission to observe and schedule a convenient time for the observation.
 - b. Wear your identification badge when making your observation.
2. Be sure to include the following information in your typed observation:
 - a. Class size
 - b. Age of the children
 - c. Teacher/child ratio
 - g. List what type of center you are visiting (Preschool, Daycare, Laboratory School, Montessori, Parent Co-op)
 - h. Identify the geographical setting (rural, suburb, urban)
3. Describe in detail the organization of the child care setting and the kinds of activities that are taking place. Be specific. Look for lesson plans. If the center posts lesson plans, include a copy were they followed? Describe 3 activities listed on the plans and how the teacher implemented the activities.
4. Describe the adult-child interaction taking place, including that of any parents you observe. Give 4 examples.
5. In what ways were children expressing themselves? Give four examples.
6. Identify an activity that you did not see that you believe would be appropriate for a toddler in this center. Describe it in detail and describe in detail a activity that you did see that was appropriate the age of the children.
7. Draw a diagram of the toddler room. Was there a large muscle component included in the lesson? Describe.
8. Observe one child during your observation. (a toddler). Write a narrative describing the following: social interaction (with both adults & peers); emotional well-being; communication and language ability; and physical mastery.

NAME _____

DATE _____

SCHOOL/FACILITY _____

TIME (LIST HOURS OBSERVED) _____

SUPERVISOR'S SIGNATURE _____

Early Childhood Education
Observation Rubric

Name _____ Class _____ Date _____

REQUIRED:

Observation not typed

-100 points

Observation no signed

- 100 points

Observation late

- 5 points per day

Total _____

INTRODUCTORY PARAGRAPH:

Name of center:

(5) Listed

(0) omitted

Teacher/child ratio

(5) Listed

(0) omitted

Age of children

(5) Listed

(0) omitted

Geographical Setting/Type of center

(5) Listed

(0) omitted

Total _____

CONTENT OF OBSERVATION:

Questions:

(30) All questions answered

(20) Some questions are answered

(10) Questions were not answered

_____ Total. _____

(25) Detailed answers; specific examples given

(10) Broad unrelated answers; no specific examples

(5) Unclear answers; no specific examples

Total _____

(10) Grammar Correct

(5) Incorrect Grammar

Total _____

(10) Spelling correct

(5) Spelling incorrect

Total _____

(5) Well organized/neat
(Includes drawing if indicated)

Total _____

COMMENTS:

Total Score _____

ECED 272
Infant and Toddler Development
Picture File Rubric

Name _____ Date _____

Criteria:

0 missing 1 not appropriate 2 needs improvement
3 meets requirements 4 exceeds requirement

1. Developmentally appropriate picture to use with children ages birth-36 months

0-----1-----2-----3-----4

2. Appropriate size (larger than 5x7 inches)

0-----1-----2-----3-----4

3. Laminated/clear contact

0-----1-----2-----3-----4

4. Variety of pictures/interesting for infants and toddlers

0-----1-----2-----3-----4

5. Aesthetically pleasing

0-----1-----2-----3-----4

INFANT LESSON PLAN

<u>Child's Name And Age</u>	<u>Large Motor</u>	<u>Small Motor</u>	<u>Language Development</u>	<u>Cognitive Development</u>

Infant and Toddler Case Study

- | | | |
|---|--|------------------|
| 1. Developmental Profiles | | |
| Profile is complete | | 10 points _____ |
| Profile is incomplete | | 5 points _____ |
| 2. Summary of Profiles | | |
| Summary is complete. All areas are
Discussed and summarized | | 25 points _____ |
| Summary is partially complete. Not all
Areas are discussed and 'summarized | | 10 points _____ |
| Summary is incomplete. No areas are
Discussed or summarized | | 0 points _____ |
| 3. Lesson Plan | | |
| Lesson Plan is developmentally appropriate
For toddler age children. Follows college
Format. Spelling and grammar is correct | | 25 points _____ |
| Lesson Plan is developmentally inappropriate
For toddler age children. Does not follow
College format. Spelling and grammar are
Incorrect. | | 10 points _____ |
| 4. Teaching lesson | | |
| Student interacts appropriately with toddler
(see attached evaluation form) | | 25 points _____ |
| 5. Spelling and grammar are correct and appropriate | | 15 points _____ |
| Spelling and grammar are incorrect and inappropriate | | 5 points _____ |
|
 | | |
| <u>Total</u> | | 100 points _____ |

Case study time verification

First 2 hour Observation completed:
(Volunteer time)

Date: _____

Time: _____

Ct. Signature

Second 2 hour Observation completed:

Date: _____

Time: _____

CT. Signature

Case Study lesson taught:

Date: _____

CT. Signature

Classroom instructor approval:

Approximately eight to twelve months of age

Child behavior _____ observed _____ date first practicing _____ proficient _____

Physical development

Muscular control

Trunk and leg

Raises self to sitting position

Sits alone

Stands holding onto furniture or hand

Stands without assistance

Sits from standing

Squats and stands

Locomotion

Crawls

Steps forward.

Crawls up steps

Steps sideways

Walks with help

Climbs on furniture

Hand

Uses thumb and forefinger

Uses thumb and two fingers

Brings both hands to middle of body

Uses finger to poke

Carries objects in hands

Holds and uses pen and crayon

Reaches, touches, strokes object

Uses one hand to hold object, one hand to

Reach and explore

Stacks blocks with dominant hand

Takes off clothes

Sleeping

May have trouble sleeping

Takes morning nap and afternoon nap

Seeks parent or caregiver presence

Eating

Holds bottle

Holds cup

Holds and uses spoon

Uses fingers to eat most food

Starts establishing food preferences

May eat less

Teeth

Begins to get teeth

Emotional Development

Types of emotions-feelings

Shows happiness, joy, pleasure

Shows anxiety

Shows fear

Shows anger, frustration

May have tantrums

Rejects items, situations

Child behavior _____ observed _____ date first practicing _____ proficient

Develops preferences with toys, people
Shows independence-helps with feeding
And dressing self
Shows affection
Begins developing self-esteem

Control

Learning to obey "no"
Sometimes inhibits own behavior
Obey commands: No, Stop
Temperament (List two behaviors which indicate

Basic style)
Activity Level
Regularity
Approach or withdrawal as a characteristic
Response to a new situation
Adaptability to change in routine
Level of sensory threshold
Positive or negative mood
Intensity of response
Distractibility
Persistence and attention span

Social Development

Sensorimotor stage 4
Differentiates goals
Can focus on reaching and focus on toy. .
Object permanence
Object permanence established; object exists
When it is no long visible; child
Seeks toy that rolls behind object.
Causality
Understands that others cause actions

Imitation and play

Imitates other's actions; uses actions as play

Language Development

Babbles
Shouts
Labels object sounds
Uses names: mama, dada
Responds to familiar sounds
Responds to familiar words
Responds to own name
Makes sound which reflect emotions
Repeats syllables, words e.g. bye-bye
Makes sounds like conversation
Repeats, practices words over and over
Connects word with objects; says word
And points to object

Approximately twelve to eighteen months of age

Child behavior _____ observed _____ date first practicing _____ proficient _____

Physical development

Muscular control

Trunk

Shows high energy, is active, moves from one
Activity to another

Raises self to standing

Locomotion

May prefer crawling to walking

Walks alone

Climbs up stairs with help

Climbs down stairs with help

Climbs over objects

Hand

Uses thumb against fingers

Shows hand preference

Points with finger

Carries, exchanges objects in hands

Flings objects

Throws objects

Rolls and catches objects

Eye-hand coordination

Reaches and grasps accurately

Scribbles

Helps in dressing, undressing

Seeing

Watches people, objects, actions

Bends, looks from different directions

Visually scans surrounding area

Visually searches

Sleeping

Begins to move from morning and

Afternoon nap to afternoon nap

Eating

Eats three meals

Feeds self; uses cup, spoon, and fingers

Expresses food likes and dislikes

May eat less food

Emotional development

Types of emotions-feelings

Expresses emotions in behavior and

Language

Recognizes emotions in others

May fear strangeness

Shows excitement, delight

Expresses sense of humor

Shows affection

Displays negativism

May have tantrums

Uses play to express emotions, resolve conflicts

Child behavior _____ observed _____ date first practicing _____ proficient

Seeks dependency, security with parent and
Caregiver

Seeks to expand independence.

Control of emotions-feelings

Begins to understand right and wrong

Reinforces desired behavior

Temperament (List two behaviors which indicate

Basic style)

Activity Level

Regularity

Approach or withdrawal as a characteristic

Response to a new situation

Adaptability to change in routine

Level of sensory threshold

Positive or negative mood

Intensity of response

Distractibility

Persistence and attention span

Social Development

Self

Has concept of self

Is egocentric: understand only own viewpoint

Others

Seeks presence of parent or caregiver

Plays games

Occasionally shares

Acts differently toward different people

Uses variety of behaviors to gain attention

May be shy with some people

Engages in parallel play

Cognitive Development

Sensorimotor development:

Stage 5

Object performance

Watches toy hid and moved

Looks for it where moved

Causality

Investigates cause and effect

Sees self as causal agent

Explores various ways things happen

Employs active trial-and-error to solve

Problems

Experiments

Imitation and play

Copies behaviors of others

Turns play with imitation into rituals

Language Development

Uses intonation

Babbles sentences

Repeats, practices words

Imitates sounds of people, objects

Responds to word and gesture conversation

Responds to many questions and

Commands child cannot say

Uses word approximation for some words

Child behavior _____ observed _____ date first practicing _____ proficient
Uses words in immediate context
Identifies familiar pictures
Uses markers

Approximately eighteen to twenty-four months of age

Child behavior _____ observed _____ date first practicing _____ proficient

Physical Development

Muscular control

Locomotion

Walks forward

Walks backward

Walks sideways

Runs with stops and starts

Jumps with both feet

Kicks object

Walks up stairs holding railing, walks

Down stairs hold railing

Pushes and pulls objects while walking

Climbs

Pedals cycle

Arm

Throws object at target

Hand

Grasps and releases with developing

Finger muscles

Pulls zippers

Helps dress and undress self

Scribbles

Increases wrist flexibility, turns wrist to

Turn object

Establishing right- or left- handedness

Turns book pages

Digs with tool

Makes individual marks with crayon or pen

Sleeping

May move from crib to bed or cot

Eating

Controls cup and spoon better

May eat anything, then change to picky eating

Teeth

Has most baby teeth

Uses toothbrush

Elimination

May show interest in and readiness for

Toilet training

Emotional development

Types of emotions-feelings

Views internal feelings and external

Feelings as same

Shows one or more emotions at same

Time

Continues to develop feelings about self

Child behavior _____ observed _____ date first practicing _____ proficient

Changes feelings about self
Seeks approval
May develop new fears
Increases fantasy
May increase aggressiveness
Seeks security in routines
May become shy again
Sometimes rejects parent or caregiver
Control of Emotions-feelings
Uses reactions of others as a controller of
Own behavior
May resist change
Moves to extremes, from lovable to
· Demanding and stubborn
Temperament (List two behaviors which indicate
Basic style)
Activity Level
Regularity
Approach or withdrawal as a characteristic
Response to a new situation
Adaptability to change in routine
Level of sensory threshold
Positive or negative mood
Intensity of response
Distractibility
Persistence and attention span

Social Development

Self

Is egocentric, sees things from own point
Of view
May change identity of self from day to day
Identifies materials as belonging to self
Uses I, mine, me, you

Others

Demands attention
Begins to be aware of others' feelings
Believes people have changes in identity
Expands social relationships
Looks to others for help
Imitates tasks of others
Wants to help, assists with tasks
May do opposite of what is requested
Difficulty sharing Engages

in parallel play

Cognitive Development

Sensorimotor development:

Stage 6

Mental trial and error
Tries out ideas mentally, based on past
Concrete experiences
Object permanence
Sees object disappear, mentally remembers
Object and figures out where it went
Deferred imitation and symbolization
Imitates past events

Child behavior _____ observed _____ date first practicing _____ proficient

Engages in symbolic play
Resolves conflict
Compensates for unsatisfied needs
Takes roles

Language Development

Uses language to reflect own meaning: expects
Others to have same meaning
Expands vocabulary rapidly, labeling objects
Points to objects and pictures named by others
Learns social words-hello, please, thank you

Approximately Twenty-four to thirty months of age

Child behavior _____ observed _____ date first practicing _____ proficient

Physical Development

Muscular control

Movement

Bends at waist
Climbs
Jumps
Stands on one foot

Arm

Throws

Hand

Touches
Twists

Eating

Uses spoon
Is learning to use fork
Uses fingers

Teeth

Has all twenty baby teeth
Brushes teeth

Elimination

Is learning to use toilet
Has completed toilet training

Emotional development

Types of emotions-feeling

Self-esteem
Feels comfortable with self
Feels positive self-worth
Feels negative self-worth

Control of emotions-feelings

Expresses emotions

Temperament (List two behaviors which indicate

Basic style)

Activity Level

Regularity

Approach or withdrawal as a characteristic

Response to a new situation

Adaptability to change in routine
Level of sensory threshold
Positive or negative mood
Intensity of response
Distractibility
Persistence and attention span

Social Development

Self

Realizes own skills

Others

Shows independence

Acts to please adult Shows feelings

to others Recognizes emotions in

others Recognizes the difference

between

"mine" and "yours"

Shares

Helps others

Engages in parallel play

Cognitive Development

Preoperational state: preconceptual

Nonverbal classification

Makes graphic collections

Verbal precepts

Uses words differently at different times

Uses words with private meanings

Labels objects in one class

Focuses on one attribute

Verbal reasoning

Reasons from particular to particular

Quantity

Understands some,

More;

Gone

Big

Number

Understands more

Space

Understands up,

Down,

Behind

Under

Over

Time

Understands now,

Soon

Language Development

Uses demonstrative naming

Uses attribution

Uses possession

Uses actions

Uses recurrence

Uses negation

Learns word order

Learns prosodic patterning

Uses subject-verb

Child behavior _____ observed _____ date first practicing _____ proficient _____

Uses verb-object
Omits function words
Selects and uses books
Uses controlled scribbling

Approximately Thirty to Thirsty-six months of age

Child behavior _____ observed _____ date first practicing _____ proficient _____

Physical development

Movement and Coordination

Walks evenly

Runs

Jumps in place and forward

Dresses and undresses self with
Assistance

Has established handedness

Sleeping

Assists with preparation of routines

Elimination

Is in process of or has completed toilet

Training

Emotional Development

Types of emotions-feelings

Reacts strongly

Acts negatively

Learns enthusiastically

Is mastering skills

Control of emotions-feelings

Is physically aggressive

Temperament (List two behaviors which indicate
Basic style)

Activity Level

Regularity

Approach or withdrawal as a characteristic

Response to a new situation

Adaptability to change in routine

Level of sensory threshold

Positive or negative mood

Intensity of response

Distractibility

Persistence and attention span

Social Development

Self

Acts possessive

Others

Seeks assistance

Directs others

Helps others

Control of self

Plays cooperatively

Shares

Takes turns

Child behavior _____ observed _____ date first practicing _____ proficient

Cognitive Development

Preoperational stage: preconceptual

Nonverbal classification

Makes graphic collections

Verbal pre concepts

Uses words differently at different times

Labels objects in one class

Verbal reasoning

Thinks one action is like another action

Reasons from effect to cause

Quantity

Understands some,

More,

Gone

Big

Number

Understands more

Space

Understands up

Down,

Behind,

Under,

Over

Time

Understands now

Soon,

Before,

After

Language

development

Increases Vocabulary

Improves syntax

Word order

Two-and three-word sentences

Longer sentences

Improves word forms

Plurals

Past tense

Improves reading skills

Listens to stories, "reads" pictures, storybooks

Uses controlled scribbling

Case Study Clinical Evaluation

Student _____

Subject _____

Please rate the ECE Student on the following:

	5	4	3	2	1
1. Possessed self-confidence and poise					
2. Expressed Enthusiasm while teaching					
3. Related to children in a positive, supportive manner and held the children's interest.					
4. Selected age-appropriate projects and materials. Used creative techniques and aids in projects					
5. Clearly stated objectives and met them					

The student exhibited the following strengths:

The student needs to work on the following areas:

The student's signature indicates that this evaluation was read. It does not necessarily imply agreement.

Student's signature Date

Cooperating Teacher's signature Date

Prop box

Your prop box is an original piece of work. The prop box must contain the following:

Choose a theme for the box. It must be for infants 6wks-18 months or toddlers 18 months-36 months.

7-10 dramatic play props which match the theme

2 age appropriate books which match the theme

5 finger play or songs which match the theme

1 Art Lesson plan and a finished example which go along with the theme of the box

1 game which is both age appropriate for a young infants or toddlers and matches the theme.

Summary page- this will be 1-2 typed pages summarizing the contents of the prop box and 4 ways in which you can use this box in the classroom.

Prop box rubric

1. Theme

Age appropriate	5 points _____
Inappropriate	0 points _____

2. Dramatic play props

Age appropriate	5 points _____
Inappropriate	0 points _____

7 or more props	5 points _____
Less than 7 props	0 points _____

Props are theme related	5 points _____
Not related to theme	0 points _____

3. Books

2 or more books	5 points _____
Less than 2 books	0 points _____

Books are age appropriate, and related to theme	5 points _____
Not appropriate, unrelated	0 points _____

4. Finger plays or songs

a. 5 or more finger plays or songs	5 points _____
b. Less than 5 finger plays or songs	0 points _____

5. Art lesson

Lesson plan	
Follows prescribed form	10 points _____
Does not follow form	0 points _____

Developmentally appropriate	10 points _____
Inappropriate for age of child	0 points _____

Lesson example	
Provides example of lesson	10 points _____

Does not provide example

0 points_____

6. Game

Game is age appropriate for child
Game is inappropriate

5 points_____

0 points _____

Game is safe and attractive
Game is unsafe and unattractive

5 points_____

0 points_____

7. Summary page

Page completely summarizes contents
Of box
Contents list is incomplete

5 points_____

0 points_____

Summary page list 4 variations of box
3 or less variations are listed

15 points_____

0 points_____

8. Prop box is attractive and well organized
Unattractive and disorganized

5points_____

0 points_____

Total

VOLUNTEER HOURS/SUMMARY

Summarize your volunteer experience below. Describe in detail, what you did, your interaction with both children and adults. A minimum of 2 paragraphs (typed is required). This page must accompany the infant volunteer experience summary.

Date _____

Hours _____

CT Signature _____

Center Name _____

TODDLER ROOM DAILY SCHEDULE

7:30-9:00	Morning Activities, Diapers, Potty
9:00-9:10	Transition to Snack
9:10-9:20	Morning Snack
9:15-10:15	Outside/Playground time
10:25-10:30	Transition to group time
10:30-10:35	Group time
10:35-11:15	Center Time
11:15-11:25	Transition to Lunch
11:25-12:00	Nap/Rest Time
12:30-2:15	Wake up, potty, diaper
2:15-2:45	Afternoon Snack
3:00-3:30	Playground/Large Muscle
3:30-5:30	Inside activities

INDIVIDUAL COURSE REGISTRATION

NAME _____

STUDENT
NUMBER _____ Course _____

ADDRESS _____

TELEPHONE () _____

If you have received your syllabus for this course, please sign below.

Your signature affirms both receipt of the syllabus as well as acknowledgment of your responsibility to use the syllabus in determining your mode of class participation.

SIGNATURE _____

DATE _____