INSTRUCTOR'S MANUAL

for

Educating and Caring for Very Young Children: The Infant/Toddler Curriculum

DORIS BERGEN

REBECCA REID

LOUIS TORELLI

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CONTENTS

INTRODUCTION

This manual is designed to assist instructors who are using *Educating and Caring for Very Young Children* as a text in a course or workshop. The manual will help:

- All instructors to engage students in an interactive manner that encourages knowledge construction.
- Experienced early childhood instructors who are new to the concept of infant/toddler curriculum to prepare students to be educarers for this early age period.
- Adjunct/visiting instructors who may have extensive practical experience with infants and toddlers but who may not have taught adult learners, by giving them suggestions for methods to engage adult learners meaningfully.
- Workshop instructors who may have limited infant/toddler knowledge and practical experience working with very young children, and who also have not taught adult learners, by giving them suggestions to meet all of these needs.

The manual discusses general strategies useful in teaching adult learners and strategies that are specific to diverse types of adult learners. It gives tips for using various instructional techniques, such as lectures, group work, case studies, and videotapes. It provides some sample chapter assignments that would be appropriate for adult learners. Finally, it cites additional resources, including websites, that instructors might find useful.

GENERAL STRATEGIES FOR TEACHING ADULT LEARNERS

- Adult learners vary greatly in the types and extensiveness of experiences that they bring to a workshop or college course. Thus, one teaching strategy that applies to all types of adult learners is to engage them in a discussion of the range of experiences they bring to the instructional setting and to encourage them to share these experiences as they are relevant to the course content.
- Individual adult learning styles are also well established, compared to those of children. Thus, another teaching strategy to use is to have assignments that support a variety of learning styles and allow students to have some choices among assignments. For example, you might permit an observational assignment to be reported in a number of ways: in written paper form; as an edited video with narration; as a poster using pictures and captions; or as an oral presentation. Although not all assignments can have this flexibility, your acknowledgment of your students' different learning styles can help them to be successful, and to feel valued.
- All adult students need opportunities to assess how the course is meeting their needs, and a mid-course check on that aspect is valuable to see if you should

make changes to address needs you may not have originally considered. Also, students need the opportunity to assess how the course has changed their view of the care and education of very young children and, if they are working in the field, to evaluate how it has changed their practice. Adults are capable of focused reflection and find this a valuable way to construct knowledge.
- Adult learners often appreciate the judicious use of humor, especially if it is related to relevant "life experience stories." They need to feel the instructor is warm and approachable, willing to discuss concerns, and genuinely interested in making sure students understand the course content. They also value instructors who maintain high yet realistic standards and who convey their intent to assist students in meeting those standards.

INSTRUCTING DIVERSE ADULT LEARNERS

Diversity of Educational Level

- Adult learners in different instructional settings may vary in experiences and expectations about what they will gain from the instruction. Figure 1 gives examples of differing experiences and expectations you might find in students in a number of the instructional settings in which *Educating and Caring for Very Young Children* can be used.

Diversity of Life Experience

- If students are experienced infant/toddler educarers, it is important to acknowledge their areas of expertise and to continually identify and support the practices they use that are appropriate. They respond best to "active" formats, thus lectures and heavy reading loads are not as effective as group projects, in-class assignments, and opportunities to talk about what they read, research, and experience. Because they already have community contacts, they may be able to help you relate the class to existing practice by suggesting parents and agency personnel for class speakers or discussants. By giving these students opportunities to observe and analyze the effects of the current practices of other educarers (either in their own settings or elsewhere), they can be helped to integrate new knowledge with their current practice. You may need to point out in a non-judgmental way why certain practices (some of which they may be using) are not appropriate. If you have provided a good picture of very young children's competencies and vulnerabilities and the environmental factors that enhance their development (based on research evidence), these students may be more willing to change their practices to align them with their new knowledge. They need to be supported in their change efforts, however, because making changes in well-established practice is not an easy task.

FIGURE 1. Instructional Settings, Student Characteristics, and Typical Expectations from Program

Instructional Setting Type	Student Characteristics	Typical Expectations from Program
Inservice education workshops	•Often educarers or persons newly hired to be educarers for infants/toddlers •Often older individuals •Often parents	•Many practical ideas to use immediately •Ways to connect the new information with their present or potential work setting
CDA credential course experiences	•Usually educarers of infants/toddlers or preschoolers •Often older individuals •Often parents	•Practical ideas and connections with present work •Integration of ideas with other CDA-related experiences or course work
Two-year degree programs	•Educarers of either infants/toddlers or preschoolers •Preservice educarers •Full- or part-time students •Young or old •Parents or non-parents	•Basic understanding of child development •Practical ideas, either to connect to present work or to build a portfolio for use in later work settings
Four-year degree programs	•Usually preservice students planning a career in early childhood education (which may include infant/toddler age level) •Often younger, full-time students •Usually non-parents	•Basic understanding of child development •Practical ideas, primarily to build a portfolio for use in later work settings •Connections to body of research and integration with other course work
Graduate programs	•Educarers of infants/toddlers or preschoolers, administrators of early childhood programs, or preservice students planning a career in early childhood education, early intervention, or related field (e.g. speech pathology) •Usually older individuals •Full- or part-time students •Often parents	•Advanced levels of understanding of child development •Practical ideas, primarily to build a portfolio for use in later work settings •In-depth connections to body of research and experience with the research process, as well as integration with other related course work

Note: Although the type of instructional setting does narrow the diversity of students, it is possible that all of these types of learners may be in the same instructional setting.

- With young and/or inexperienced students who bring only their own personal experiences of being cared for and educated to the course, you need to assist them in being open to new knowledge about developmental processes and environmental factors. By giving them many opportunities to observe in field settings where good practice is occurring (some of which may be in the programs of experienced educarers who are in the same class), and by encouraging them to enhance their observational skills, you can "bring to life" the course information and help them to connect it to their experiences. They need to be supported and helped to look in depth, so that they do not just confirm their existing beliefs at a superficial level of understanding. They also respond best to "active" formats, thus lectures and heavy reading loads are not as effective as group projects, in-class assignments, and opportunities to talk about what they read, research, and experience. They benefit greatly by having practicing educarers, agency personnel, and parents as speakers who can share "stories" about their experiences because this helps them tie their knowledge to the "real world."
- For students at advanced levels of training, their experience must also be acknowledged and valued, and their less appropriate practices questioned non-judgmentally. They will also respond positively to "active" learning methods that assist them in constructing knowledge. However, a larger proportion of lecture and reading content, which gives deeper theoretical and research-based information, is also of interest to such students. One effective strategy is to have them articulate their findings from readings, research, or field experiences for other students. Another is to help them gain a deeper perspective by engaging in "action research" as part of the course assignments. These two strategies (reporting to others and conducting research) are also often effective with junior/senior undergraduate students.

Diversity of Culture

- The views and perspectives of students who come from non-dominant cultural backgrounds (i.e., diverse ethnic, racial, socioeconomic, religious, and/or disability conditions) can also add a rich dimension to the course if they are encouraged to present their views. Your ongoing inclusion of ideas from such cultures as each topic is discussed is essential in all instructional settings, but if students from those groups are present, they can be invited to be "resident experts" on cultural similarities and differences. It is important for you to invite rather than expect, however, as some students will not want to accept this invitation. As with others who share experiences and practices, both appropriate practices and those that may have negative developmental consequences will need to be discussed in the light of research-based information about developmental processes and environmental factors that promote optimum development of very young children. If these students are practicing

educarers, other students will also gain important insights into diversity issues by visiting their programs and/or talking to parents of the children.

STRATEGIES FOR USING VARIOUS MODES OF INSTRUCTION

Using Lecture Formats

- With the advent of Power Point/Presentation and other advanced media, material presented by lecture can be highly interesting and engaging to students. In general, such presentations should not just repeat the information provided in *Educating and Caring for Very Young Children*, but should add some deeper insights and relevant examples, although major points can certainly be highlighted. If students are asked to read the material before class and to bring questions about unclear concepts, the instructor can have students contribute details of information that the major points address; thus, the lecture can also be interactive. A good source for general guidelines on presenting material to large groups is Mester and Tauber (2000).
- Students often find it helpful to have the major points of a lecture outlined on a handout or produced on a webpage, so that they can use them as a framework for noting lecture information and as study guides.
- When guest speakers are invited, it is important to give them some background on the course objectives and design, and to inform them of the various types of students who are in the class. You should also give them a clear outline of the topics you hope they will address and the amount of time they should plan to spend giving information before opening the presentation to questions and discussion. Possible speakers for this course include parents of very young children, a parent educator, speech/language pathologist, physician or nurse, occupational and/or physical therapist, social worker, Early Head Start educarer, director of an educare program, home educarer, case manager for early intervention, and architect/designer of educare facilities.

Conducting Discussions and Encouraging Question Generation

- To encourage discussions that draw upon the course information, students should be asked to read the pertinent material before class and bring a brief set of notes on the points they wish to have clarified and/or the issues they wish to discuss.
- To avoid the domination of discussions by a few students, you should state the "discussion guidelines" you wish to have followed. For example, you may say that it is important to have opinions from a diversity of students, that students should listen respectfully until other speakers have completed their point, and that all types of ideas will be respectfully considered.

- As the instructor, you provide the model for discussion effectiveness. You should try to signal your own interest in the opinions of students who have not spoken, should allow enough "wait time" after you ask if there are any questions, and give responsive feedback to speakers. Ideally, as the group becomes more familiar, the other students can give such feedback and be welcoming of different speakers.
- When students raise questions, it is often useful to ask the class if anyone else would like to give an answer rather than immediately stating the answer yourself. This technique helps students to "construct knowledge" as they attempt to make the questions meaningful for themselves.

Using Group Activities/Cooperative Learning

- Group activities can be very effective, especially in engaging all class members actively. However, you must state the guidelines for such activities clearly and use models that require all students to be contributing members. Slavin (1995) and others have outlined a number of effective cooperative learning models. It also helps students to focus if they know that they will need to report their ideas or show their products at the end of the session.
- For activities that continue over a number of class periods, a monitoring system that keeps you updated on each group's progress is needed. Also, students should be aware that they will be evaluating the effectiveness of their group and its members when the project is completed.
- In forming groups, you should use a variety of combinations of students. It usually works best if there is a diversity of members in each group (e.g., some experienced, some inexperienced), and that some "get acquainted" activities are used before the groups begin or as the first group activity. If you have the class break into small groups frequently, you will want to encourage the formation of different combinations of students some of the time (perhaps by occasionally counting off or using some other method of selection). If close friends are always together, the ideas may be less varied, and the same few students may always take the lead. On the other hand, if you have students who are working in the same classroom or program, you may want to group them together at times (e.g., at least two from the same program in each group) so that you will be supporting both their individual professional development and the program development of the center/program in which they work.

Using Case Studies

- The use of case studies in instruction has gained much popularity in recent years. Students find it easy to relate to these "stories" about children and their families, and often the text information appears more relevant when applied to actual cases. However, to get the most out of a case study approach, students

often must be given guidelines to help them see the deeper meanings that are incorporated in the cases. The questions provided at the end of each case in *Educating and Caring for Very Young Children* are designed to draw attention to certain issues raised by that case; thus, they can provide a framework for case discussion.

- Instructors who have used cases routinely (e.g., in law and business) usually require that the case be read by students before class, that the students make an outline of the pertinent points, and that they come to class prepared to "present" the case (if called upon), to answer questions, and to raise additional questions. Since the students in this course will have had less experience analyzing, presenting, and discussing cases, you will probably need to give some structured guidelines to them regarding this process. An example of such guidelines is presented in Figure 2.

- Some ways you can structure the case discussions include asking students to compare age and individual differences among children in each age group and between age groups, to evaluate parents' sensitivity to their children's unique personalities/temperaments and developmental levels, to discuss how to incorporate parents' requests and concerns into the program, and to identify what educarers need to provide to ensure that individual children's needs are being met. Cases can also be used in conjunction with videotape examples (see below).

Using Videotapes

- When you have well-designed and relevant videotapes, you may be tempted to show an entire tape at one time. In general, it is better to show no more than 15 minutes of videotape at a time without having a discussion period. Students often "zone out" after that time period and miss many important points on the tape when it continues for a half hour or full hour. Thus, selective use of videotape is recommended.

- A videotape, *Young Children in Action,* has been developed by Doris Bergen, Rebecca Reid, and Louis Torelli, and produced, with and without narration, by Miami University Center for Human Development, Learning, and Teaching. The narrated form of the video is available from Teachers College Press (www.teacherscollegepress.com). The videotape shows 24 brief vignettes (about 2 minutes each) of the same children whose case studies are described in *Educating and Caring for Very Young Children*. The videotape is designed to be used in conjunction with the case studies. To use the tape, you should have students read the case descriptions from each chapter before viewing the specific set of video vignettes related to that chapter. Have them view those vignettes, discuss their observations, and relate them to the case-description information. Then have students reread the case studies and the chapter description of typical development at that age period. With the insights gained from the video observation, discussion, and written materials,

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FIGURE 2. Guidelines for Case Study Assignment

1. Read the case carefully, and then try to state in your own words the events and themes discussed in the case. Jot down the points you remember.
2. Reread the case, and note whether there were important events or themes you may have missed during your first reading. Jot down those points.
3. Think about the case in regard to the following and write your critique (or plan your discussion) in answer to these questions:

   - What do you know about the child's (children's) developmental level (physical, motor, cognitive, language, social, emotional, self-concept, gender identity)?
   - Are the behaviors appropriate for his/her/their age? Be specific and relate your answers to course information on young children's development.
   - What are the primary issues that educarers and parents must consider in working with this child (these children)? Relate to issues discussed in the course.
   - What are at least two possible ways to facilitate this child's (these children's) development and to handle problems that may occur? State your preferred way and the reasons.
   - What inferences about the child's (children's) long-range developmental progress can be made if your preferred recommendations are used?; If the alternative recommendations are used? Relate to issues discussed in the course.

4. Be prepared to speak briefly in class about the essential elements of the case and to discuss your views of what would be developmentally appropriate responses in this case.

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have students reflect on implications for environmental design and curriculum practice. Then have them read the environment and curriculum suggestions discussed in the book chapter for that age level and discuss the questions at the end of the chapter.

- If you do not have *Young Children in Action*, you can select videotape examples of children of similar age levels to those in the chapters and have students follow a similar sequence of activities as described above. Before showing the videotape segments, be sure you (or the tape narrator) have identified examples on the tape of knowledge construction, social-emotional relationship building, and play development experiences that the children are gaining at that age level. For example, you can focus on gains in motor control, task-oriented problem solving, social problem solving, personality/temperament differences, types of play at different age levels, and amount and types of contact adults have at different age levels.

- If there are students in the class who are educarers, you can also ask them to videotape children of similar ages and bring those to the class to discuss and compare with the case studies and the action scenes from professionally produced videotapes. Be sure to have them gain parental permission before videotaping in their classes.

ASSIGNMENT SUGGESTIONS RELATED TO
EDUCATING AND CARING FOR VERY YOUNG CHILDREN

Part I

- Because students often have had minimal experience with the philosophy and history of child development, a good way to initiate the class is to provide an overview of this perspective. Explain that the class is based on child development and developmentally appropriate practice principles, that this is a philosophical approach that is dynamic, an approach that not everyone agrees with. Then present an overview of child development and child-rearing beliefs/recommendations in the United States from the early 1900s to today, using excerpts from government publications such as *Infant Care*, which has changed over that time period. Discuss the influences of psychologists such as Hall, Watson, Skinner, and Piaget, and doctors such as Gesell, Spock, and Brazelton on how children and child-rearing have been viewed over the century. It is also useful to mention that the perspectives on child-rearing common in the United States are not necessarily the same as those of parents in other parts of the world, even today. This presentation will help students see the changes in the field as a dynamic process, and make them more comfortable sharing their experiences and beliefs. After providing the overview, ask students the following types of questions:

  1. What are their beliefs about child-rearing?
  2. Are their beliefs the same or different from how they were raised?
  3. What do they think are best practices for feeding, sleeping, toileting, and discipline?
  4. What do they think about differences in raising boys and girls?

Since the caregiving aspect is a fundamental component of infant/toddler educare, everyone seems to have an opinion (regardless of past training) on what practices are appropriate. This exercise will help you better understand the students and help you adjust your teaching style to be more reflective of the group. It is an especially useful approach if the class includes students from a variety of ethnic/racial groups and age levels, some of whom may have raised or are raising children. Historical and cultural resources for this overview are listed in the reference section at the end of this manual.

- A small group activity that builds upon the information in Chapter 1 can increase students' meaningful understanding of the information. Give the groups a brief written vignette such as:

  > Picture a child about 12 months old sitting on the floor, surrounded by a variety of toys. He is looking at a busy box with buttons to push that open doors with many interesting things inside. You approach the child and try to engage him in a play episode with the box.

  You could also use a video clip. Have students complete the information in Figure 3 and discuss their varied responses.

- Chapter 1 has 15 Research Notes describing some of the studies that have been done to learn more about infant and toddler development. A good activity for junior/senior undergraduate and graduate students (and other students if you determine they would benefit) is to have them select some of these studies, find the original publication, and read it in depth. Then they could report more details of the study in a poster format, give a critique of the study, or the class could discuss other ways that this topic could be studied. As a follow-up

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FIGURE 3. Written/Discussion Guidelines for Vignette Activity

Part A. Comment on how the following might affect the child's behavior toward the toy and toward you:

1. The child's temperament
2. The child's motivational signals

Part B. Describe what role you might play regarding the following:

1. Increasing the child's attention span for the activity.
2. Assisting the child in using a variety of sensory modalities.
3. Scaffolding techniques that might work with this child.
4. Encouraging imitation and elaboration.
5. Sensing the child's emotional responses to the situation.
6. Increasing the child's social skills.

Part C: Describe how this play scenario could exemplify the following:

1. Practice Play
   a. Describe what "affordances" might be elicited from this toy.
   b. Is it exploratory play or practice play or both?
2. Play with social routines/games
   a. Could this play episode turn into social play, and if so, how?
   b. Could social play happen with another child?

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activity, students could plan an "action research" study that would let them test some aspect of development (e.g., attention, categorization, parallel play) reviewed in the chapter. This might be an alternate assignment congruent with the learning style of some students, while others might not choose this assignment. Because most students are not familiar with presenting information in a poster format, you will want to give them guidelines for this, as provided in Figure 4.

- A small group activity that could make the information in Chapter 2 more likely to be remembered is to have students revise an existing environment to make it more appropriate for infants or toddlers. After students have discussed the chapter and reviewed the guidelines and plans in Appendixes B and C, they could be asked to select either a home space with which they are already familiar or to visit a center-based program, talk with the educarer about its good/bad points, and then "redo" it, using the principles of environmental design discussed in this chapter. They should draw "pre-revision" and "post-revision" plans, describe features that presently are effective and why, and describe changes they made (hypothetically) to bring the space into a better

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FIGURE 4. Suggestions for Poster Presentations

Format

1. Be sure printed copy is readable from a distance. Use font size of at least 32 points for headings and 24 points for body of copy. Use a readable typeface, and bold/underline major points.
2. Make explanatory copy brief but clear, and use pictures, diagrams, charts, or other media to give visual information.
3. Use placement balance, design features, and color to reinforce the message.

Content

1. Title for the presentation.
2. Abstract of the presentation.
3. Objectives of the research or project.
4. Subjects/participants/settings for the research or project.
5. Method/procedures used to carry out the research or project.
6. Results or evaluation of the research or project.
7. Conclusions/implications.

Presentation Style

1. Have an easel or table support so that the poster is visible to the audience.
2. You may need to present to the whole group; thus, be prepared to give a brief summary of the poster information.
3. Be prepared to explain, discuss, and/or answer questions about the research/project (i.e., you need to know more details about the research/project than what you have described in your poster).

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alignment with the chapter information. They should also estimate the cost of such changes. Practicing educarers in the class may wish to volunteer their settings for this exercise. Figure 5 gives guidelines for observing effective and less effective features of the environment. Students could also use the physical environmental rating scales mentioned in the text.

- There are many possible observation projects that would require students to combine the knowledge they have gained from Chapters 1 and 2. For example, you could have students observe a recently mobile child in either a home or center educare program and do a half hour time sampling in which they keep track of what the child does in each half minute, or they could directly count the number of times the child changes activities. You can ask students to analyze what preferences and skills the child showed during their observation, how the educarers reacted to and supported the child's exploration, and what features of the environment facilitated and hindered the child's exploration. Or students could observe a child at-risk for developmental delay, preferably in an inclusive program, and then compare this child's activities with peers in the same environment who are not delayed. They could also discuss how the environment could be adapted to make it more responsive to the child with special needs. A

FIGURE 5. Environmental Evaluation Guidelines

The following information should be included in the evaluation:

Program type observed (home, Early Head Start, private center)
Time period of observation
Characteristics of program (length of day, group size, adult-child ratio, age range served)
Drawings of floor plan of room(s) and outdoor play area
Environment narrative description:
    Activity areas
    Types/quantity/accessibility of materials
    Health/safety conditions
    Accommodations for staff and parents
Activity narrative description:
    Free play
    Other activities
Critique of environment (based on information in Chapter 2):
    Strengths
    Areas needing improvement
Recommendations for environmental modifications (based on information in Chapter 2)

good resource for helping students learn observation skills is Cohen, Stern, and Balaban (1997), referenced in the text. For a detailed description of the range of observational techniques used in early childhood, see Bergen (1997). Another option would be for students to use an environmental rating scale mentioned in the text, such as that of Harms, Cryer, and Clifford (1990), which includes ratings for both the physical and social environment. Figure 6 gives some guidelines for observation and suggests some observational methods.

Part II

- Some additional questions that might be discussed by students after reading the case studies include the following:

For Chapters 3, 4, 5:

1. What do these infants already know how to do, and what are they ready to learn about their physical and cultural worlds?
2. How does their early environment affect their development?
3. What curriculum experiences might be of greatest value to these particular children, and what adaptations might need to be made for an infant who was premature or who is at-risk for developmental delay?
4. How do infants begin to differ as they "sit up to take notice," and how does this change their educational world?
5. What cultural or parental preference differences affect curriculum decisions at these age levels?

For Chapters 6, 7, 8:

1. What developmental milestones do these children have in common, and how do they differ?
2. What aspects of their learning are ones they are now ready to control, and how can the curriculum help them do that?
3. How does the curriculum change as children's spatial and perceptual range of the world is extended?
4. What is different and similar about the curriculum for children with differing language skills, and how can they all be helped to progress toward communicative competence?
5. What are the early manifestations of these children's transition to representational thought?
6. What indicators are they giving that show their zone of proximal development in social skills?
7. What adaptations need to be made in the environment for a child who is developmentally delayed?
8. How do family values influence aspects of the curriculum?

FIGURE 6. Observation Guidelines

General Guidelines

1. Plan your observation before you go to visit. For example, know what your purpose is for the observation, how much time you will spend observing, and what method you will be using to observe. (See Suggested Methods below.)
2. Gain permission of the parent, teacher, or subject before you begin the observation. (See the Sample Permission Form below.)
3. Set up the date and time for the observation. Be on time.
4. At the observation, try to be objective. Be aware of your personal biases and the tendency to be influenced by your first impressions or an exceptional event (halo effect). Recognize your response tendencies, and try to balance your observation (being neither too positive nor too negative).
5. Be as unobtrusive as possible. Do not engage in superfluous talk with other adults or interact with the children, unless absolutely necessary (someone needing help).
6. Use the method you decided upon systematically. Do not change methods in the middle of the observation.
7. Be specific in what you record (e.g., for a running account record, write "picked up a block, put it on top of another block, added three more blocks in order", not "built a block tower"; for a time sample, record actions at exact times selected; for an event sample, record every instance of the event).
8. When you leave, thank the parent, teacher, or subject for allowing you to observe. If they request feedback, be sure to give it to them at a later time.
9. Interpret the information you observed objectively, based on the actual information you collected. If possible, cross-check your observations with another data source (e.g., interview with parent or teacher).
10. Make conclusions that identify areas of child strengths and needs, and develop recommendations based on these conclusions.

Suggested Observational Methods

Running Account. Sequentially record in narrative form all activities, language, and emotions that occur behaviorally while you are observing. Use an objective, detailed recording style, making no inferences or judgments regarding the behavior. Analyze by organizing themes, counting instances of certain behaviors, and compiling most common activities. Interpret by comparing to norms of development and theoretical explanations of the behaviors. Make recommendations based on the observation and interpretation. (*Note:* Running accounts differ from anecdotal records, which are usually recorded after events occur and focus on behaviors most salient to the observer.)

Event Sample. Identify specific behaviors operationally (is it "aggression" when the child pushes another child or only when the child hits another child?). For a planned period of time, systematically record every event that includes an example of the behavior(s) of interest. Also record the immediately preceding event (antecedent) and the immediately subsequent event (consequence). Note the setting in which the event occurred and the persons (peer or adult) present at the time of the event.

FIGURE 6. *continued*

Analyze by counting events in which the behavior occurred, categorizing antecedent and consequent conditions, and noting peer and/or adult initiations and responses to the behavior. Interpret by comparing to norms of development and theoretical explanations of the behaviors. Make recommendations based on the observation and interpretation.

Time Sample. Determine operationally the set of behaviors to be observed (e.g., types of play in which the child engages and/or communication attempts during play). Select an interval of time in which to record the behaviors of interest (e.g., every 2 minutes, every 5 minutes, every 10 minutes). The time interval is usually based on the expected frequency of the behaviors and the total length of the observation. Follow the time plan systematic- ally and record at each time what is observed in regard to the behaviors of interest. It is usually helpful to make a chart of the behaviors you observe (e.g., practice, pretend, game play, gesture communication, vocal communication, speech), and then to record whether that behavior is present at each time interval. Analyze by counting the times the behavior occurred, getting means and percentages of time by total time for each behavior of interest, and/or graphing the time periods for each behavior. Interpret by comparing to norms of development and theoretical explanations of the behaviors. Make recommendations based on the observation and interpretation.

Sample Permission Form for Observation/Interview Assignment*

As part of the requirements for [LIST CLASS NUMBER/NAME], this student must observe the behaviors of a child (and interview the parent or teacher of the child). The purpose of the assignment is to help students see examples of the developmental concepts they are learning about in the course and to relate their observations (and interviews) to course material. If you are willing to let your child be observed (and agree to be interviewed or let your child's teacher be interviewed), please sign this form. The information collected will be reported without giving identifying information and will be discussed only in the [CLASS NUMBER/NAME]. If you have questions that you would like answered before signing the form, please contact the student's instructor, [LIST NAME AND PHONE].

I have been informed of the purpose of the observation (and interview) and agree that my child may be observed by a [CLASS NUMBER/NAME] student. (I also agree to be interviewed or to allow my child's teacher to be interviewed.) I understand that a brief description of the observation (and interview) will be written and discussed in [CLASS NUMBER/NAME]. I further understand that the description will protect my child's and my identity, that I may stop the observation (and interview) at any time without penalty, and that the observation (interview) methods will not cause my child or myself to be at risk.

_____   _____   _____
Name   Date   Phone number (optional)

* If the interview is also assigned, include the information stated in parentheses.

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For Chapters 9, 10, 11:

1. What are major developmental changes evident for typically developing children?
2. For what "academic" content are these children ready, and how does the curriculum provide these in a developmentally appropriate way?
3. What are these children's educational interests and needs, and how do their preferences influence developmentally appropriate practice?
4. How can the curriculum be adapted to meet the needs of children this age who have medical problems and/or developmental delays, as well as the needs of children who are advanced in their development?
5. What language and cultural adaptations should be made for children from non-dominant cultures?
6. How do these children show readiness for their transition to preschool, and what are the ways the curriculum can help children from both dominant and non-dominant cultures make the transition?

- All students need to have opportunities to "try out" what they are learning. Figure 7 gives an activity-plan outline that students can use to describe how they would present specific toys or materials, introduce songs or finger plays, set up activities to encourage pretend play, or engage children in outdoor play. It requires them to explain their objectives in relation to the knowledge construction, social-emotional relationship building, and play development aspects of the curriculum. Once they have made the plan and received feedback, they can try out the plan, evaluate its effectiveness, and report to other students on the insights they have gained.
- Students can conduct interviews with parents to "validate" whether other parents of children of a particular age have the same concerns as expressed by the parents in these cases. For example, some students could talk to parents of 4-month-olds or 30-month-olds. They could then discuss their findings with the class and compare them to the parent comments in the cases for these (or other) age levels. It would be an especially useful exercise if the parents were of varied ethnic/racial/socioeconomic backgrounds. Suggest to students that they have a short list of open-ended (and non-leading) questions to ask, using prompts such as, "Can you tell me more about that?" rather than, "Don't you think *x* is important?" If observation has also been done, interview questions can validate what was observed. For example, students might say, "I noticed Jeremy played mostly with blocks and trucks. Is that a typical type of play for him?" It is also appropriate to ask about the earlier life of the child, with questions such as "What was Jordan like as a baby?" The types of information parents choose to give often provide insights into the family dynamics.
- Class trips to visit various programs for infants and toddlers would also extend students' learning. While there, they could interview the director or other

FIGURE 7. Infant/Toddler Activity Plan

The following information should be included in the plan:

Name _____	Date presented _____

Title of activity and source (where found or self-invented):

_____

Target age of children _____

Curriculum area(s) to be emphasized (e.g. knowledge construction, social-emotional relationship building, play development)

Developmental area(s) to be emphasized (e.g., fine motor, language)

Specific concepts to be stressed (e.g., object permanence, cause/effect)

Communication skills to be emphasized (e.g., gestures, signs, verbalizations, words)

Learning objective(s) of the activity

Materials/objects to be used

Steps in presenting the activity (introduction, on-going sequence, completion)

Evaluation of effectiveness (include detailed description of how child/children participated, whether the intended outcomes were achieved and whether there were unintended outcomes—either positive or negative)

Recommendations for improving the activity based on what worked, what didn't, what variations could be tried

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educarers to find out what they thought were the most important needs of children of different age levels and what techniques they used to scaffold young children's development. They should also plan these questions ahead of time and try for open-ended ones that educarers can expand upon.

- Students can review the ideas presented in some of the "activities" books listed in Appendix A of *Educating and Caring for Very Young Children*. They can write critiques of the developmental and cultural appropriateness of activities and present some of these activities to the class, leading the class in discussion of their value in relation to knowledge construction, social-emotional-relationship building, and play development.

- These same activities can be evaluated in relation to their value for young children with developmental delays, and students can suggest adaptations that would make the activities more appropriate for these children. The assessment model presented in Chapter 1 (Figure 1.1) can be used to compare the status and learning objectives for children with and without developmental delays.

Part III

- There are many issues related to Chapters 12 and 13 that could be explored further by students. You can hold class debates or discussions on issues such as:
    1. How can quality educare be made more available?
    2. What is high quality educare?
    3. Who should determine the standards of quality educare?
    4. Should the U.S. government have national standards for educare as many other countries do?

- If you choose to hold debates, you must give guidelines since many students are not familiar with that format. Stress that the purpose of the debate is to present both sides of the issue fairly, not to "win." Have students present facts and opinions with citations from readings and experts; allow each side to present facts without comment, then let each side make a "rejoinder" to address points the other made; identify questions for the rest of class to discuss and hold a brief discussion; then end by summarizing both sides of the issue.

- There are many scenarios that can be developed to demonstrate conflicts between a family and an educarer over a culturally sensitive issue. You can design such scenarios and assign students to "act out" the conflict resolution process. Students can also write scenarios and present them to other class members, with a general class discussion then being held. These "interactive" case studies can make the information especially relevant for students and increase their ability to gain pertinent information from their observations of adult–child and adult–adult interactions in the "real world."

- Practical developmental dilemmas to address and resolve can also be presented in scenarios or discussed, such as how educarers can help a child who seems too attached/not attached enough, or what discipline methods work best with particular temperaments of children at various ages.

- You can have a lawmaker, police officer, judge, or "advocate" who deals with children's issues speak to the class about policies that promote or harm children's welfare (e.g., child abuse and neglect) or that affect educarers negatively (e.g., low wages, inadequate care subsidies for educare programs). Students can devise an "action plan" that educarers and parents could propose to change one of these policies. They could also act upon it (e.g., write letters to state or congressional representatives.)

- Students can read articles in "futurist" magazines or books to see what trends are predicted that might have an impact on the quality or availability of educare. They can plot trends by making either positive or negative assumptions about technological or other societal effects on young children's development. For example, "smart toys" that have computer chips embedded

in them are already in many stores and infant/toddler toy catalogs, and television programs specifically for infants/toddlers (e.g., Teletubbies) are already being watched by many children. Students can debate what effect these may have on young children's exploration, practice play, pretend play, and social game play.

ADDITIONAL RESOURCE MATERIALS

References Not Listed in *Educating and Caring for Very Young Children*

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Websites

Association for Childhood Education International: *www.udel.edu/bateman/acei*

Early Head Start National Research Center: *www.ehsnrc.org*

Head Start: *www.acf.dhhs.gov*

Maternal and Child Health Bureau: *www.mchb.hrsa.gov*

National Association of Child Care Resource and Referral Agencies: *www.naccrra.net*

National Association of Early Childhood Teacher Educators: *www.naecte.org*

National Association for the Education of Young Children: *www.naeyc.org*

National Institute on Early Childhood Development and Education: *www.ed.gov/offices/OERI/ECI*

Program for Infant/Toddler Caregivers (Wested/Lally): *www.pitc.org*

Zero to Three: *www.Zerotothree.org*

Educating and Caring for Very Young Children
The Infant/Toddler Curriculum

"Chock full of specific ideas for infants and toddlers at each stage of development, this curriculum guide will be very helpful for educarers whether they work in centers or provide in-home care. Vivid examples of infants with varying birth situations, culture groups, temperaments, and learning styles bring to life the importance of a keen understanding of early development. The authors offer guidelines on how to individualize programs and sensitive ideas to help educarers truly work in partnership with parents."

—**Dr. Alice Sterling Honig**, Syracuse University

"Finally, a book that clearly explains what a curriculum for infants and toddlers should look like. After decades of caregiving confusion during which infants and toddlers were treated as either preschoolers or brainless blobs, a path has been charted that honors both the infant's vulnerability and competence."

—**J. Ronald Lally**, Ed.D., Director, WestEd

With the number of infants and toddlers in group care increasing, this important work offers a timely contribution to early childhood learning practices. Expanding on the idea of curriculum as a dynamic, responsive experience rather than a rigid learning structure, the authors stress the need for education along with nurturing for very young children. They focus on play as the basis for curriculum and show how infant/toddler "educarers" can combine theory and practice, taking into account both the physical and social environments. Through case descriptions of actual children, this insightful volume discusses how to accommodate children with different development levels, backgrounds, personalities, and special needs. Finally, the authors examine infant/toddler curriculum in the context of family, community, and society, and explore ways to enhance curriculum quality. Based on up-to-date research, this book is an essential tool for early childhood educators and educarers, administrators, parents, and all involved in the care and development of young children.

Doris Bergen is a professor and Director of the Center for Human Development, Learning, and Teaching at Miami University, Ohio; **Rebecca Reid** is a professor at SUNY College of Agriculture and Technology, Cobleskill, New York; **Louis Torelli** is co-director and founder of Spaces for Children in Berkeley, California

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Forthcoming in January 2001
COMPANION VIDEO:

Young Children in Action

Developed by
Doris Bergen, Rebecca Reid, and **Louis Torelli**
55 min. VHS   ISBN 0-8077-4037-3