Project CREATE

Caregiver Recruitment, Education, and Training Enhancement

Second Year Report

August, 2001

Prepared by:

Jennifer Helen Adams, M.Ed.

Martha Buell, Ph.D.

| University of Delaware | College of Human Human Services, Education, and Public Policy | Center for Disabilities Studies | Northern Delaware Early Head Start |

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Executive Summary

Project CREATE (Caregiver Recruitment Education and Training Enhancement) is a training initiative funded by the Division of Child Care Licensing of the State of Delaware, using flow-through money from the Federal Child Care and Development Block Grant. Project CREATE is designed as a transitional training experience for people who have experience with community based training but limited or no experience with college course work. The Project CREATE training modules are designed for infant and toddler caregivers in both centers and family day care homes. The content areas covered in the three modules are social-emotional development, cognitive development, and routines and group care.

In Fall, 1999, and Spring, 2000, the training modules were offered through Continuing Education at the University of Delaware. Along with the training, providers who attended the modules were given stipends to purchase materials and equipment for their classes. In addition, the Training Coordinator provided technical assistance by visiting the providers' sites and offering suggestions for ways to improve both the child care environment as well as the adult child interactions.

Providers were recruited for this program from across the state through advertisements in several newsletters targeted at child care providers, as well as a direct mailing to programs previously expressing interest. Interested providers were asked to fill out an application, and providers were selected for admission to the program based on sufficient past training and experience. No one was excluded from this research on the basis of race, ethnicity, or gender. Enrollment for each module was limited to twenty providers. Participating providers were encouraged to attend all three modules offered in each semester, however this was not a requirement. A total of twenty-three participants enrolled in six module offerings.

In order to assess the effectiveness of the training experience as well as assess the differential benefit of technical assistance and monetary support to purchase materials, a pretest/posttest model of assessment was used. Providers had their classrooms assessed using the *Infant/Toddler Environment Rating Scale* (Harms, Cryer, & Clifford, 1990) or the *Family Day Care Rating Scale* (Harms & Clifford, 1989)—depending on the setting. The caregivers' interactions with children were also assessed with the *Arnett Measure* of sensitivity to children (Arnett, 1989). This scale only assesses the adult and in no way evaluates the children with which the adult interacts. Finally, caregivers' knowledge of child development was assessed using the *Childhood Information Questionnaire* (Peters & Brown, 1996) and the *Delaware First…Again Core Curriculum Plus Child Development Awareness Questions Regarding Infant and Toddler Development*. These questionnaire assess developmental knowledge of infants and toddlers. General demographic, workplace, and educational background data was also collected. Measures were taken before the provider attended the training and then again after the completion of the training module(s).

The evaluations of the first two program years were compared to determine differences in effectiveness of the training model. The evaluations also were examined to determine if there were overall gains in developmentally appropriate environment, interactions, and knowledge as a result of the training. Analysis of the evaluations showed Project CREATE training was effective in increasing caregivers' knowledge of developmentally appropriate environments and interactions.

Introduction

Project CREATE was initiated to develop, implement, and evaluate college-level educational experiences in infant-toddler caregiving for child care providers in New Castle County, Delaware. Participants in the training modules were expected to apply their knowledge gained through Project CREATE to their current child care programs. Technical assistance and stipends to purchase materials were expected to contribute to additional improvements in participants' child care programs.

In an effort to achieve the expectations, project goals and objectives were identified to guide the process of program development. Below are the primary project goals and subsequent objectives.

Course Development
GOAL: To facilitate linkages between early childhood community-based training and college credit via an infant/toddler curricula that is accessible to child care providers.

1. Continue to review and modify curriculum (*The Program for Infant/Toddler Caregivers*) used in previous program year.

2. Effectively implement three one-credit hour courses that are high in quality.

GOAL: To develop additional training modules for infant/toddler caregivers.

1. Survey child care providers state-wide to determine training needs and barriers to training and providing high quality infant/toddler care.

2. Review competency based assessments of infant/toddler caregivers and programs.

3. Develop a plan to implement this information into an expanded curriculum consistent with national recommended practices for infants and toddlers.

Course Offering
GOAL: To offer the Project CREATE curriculum to 40 to 120 participants in New Castle Kent, and Sussex Counties in a community based forum and with appropriate incentives for participation.

1. To financially support 40 to 120 participants by providing tuition remission.

2. To provide incentives to all participants including onsite technical assistance and books and materials for coursework.

3. To provide the one credit-hour courses during weekend and evening hours.

4. To rotate the location of the class meetings between New Castle County and Sussex County to promote accessibility and participation.

GOAL: To assess the effectiveness of incentives as a means for enhancing caregiver competency.

1. Provide each previous Project CREATE participant who completed all course requirements with a stipend ($210-$450 based on number of completed modules) to purchase materials for infants and toddlers or training.

2. Provide each participant with technical assistance in developing and writing goals for selecting appropriate materials and/or training.

Technical Assistance
GOAL: To promote the application of course content in participants' own child care setting via systematic, supportive, on-site technical assistance.

1. Develop an individualized professional development plan for each project participant.

2. Establish a mentoring relationship between each project participant and the project coordinator.

3. Provide one on-site technical assistance visits per participant, per college credit hour.

GOAL: To offer the Project CREATE curriculum to 40 to 120 participants in New Castle Kent, and Sussex Counties in a community based forum and with appropriate incentives for participation.

1. To provide incentives to all participants including onsite technical assistance and books and materials for coursework.

Evaluation of Effectiveness
GOAL: To evaluate the effectiveness of Project CREATE via pre- and post-assessments of participants and the child care environments in which they are employed.

1. To obtain baseline assessments of both participant skill in an early childhood setting as well as the programmatic environment in which they are employed.

2. To document ongoing participant progress via the individualized professional development plan and course work.

3. To obtain post-assessment of both participant skills in an early childhood setting as well as the programmatic environment in which they are employed.

GOAL: To assess the effectiveness of on-site technical assistance and participation incentives as a means for enhancing caregiver competency.

1. Provide pre and post assessment of participant skill in the early childhood setting and the programmatic environment for all participants.

2. Compare data from assessments of previous and current participants, interview participants in each group, and evaluate the findings.

3. Prepare a written report for Project CREATE to include the comparison of data from both groups of participants.

GOAL: To assess the effectiveness of incentives as a means for enhancing caregiver competency.

1. Provide pre- and post-assessment of participant skill in the early childhood setting and the programmatic environment for all.

2. Compare the data from previous assessment of participants and evaluate the findings.

3. Include a comparison of data in the written report of Project CREATE.

Methods

Course Development

Curriculum and Instruction

The Program for Infant/Toddler Caregivers (Singer, Wright, & Mangione, 1993a, 1993b, 1995) is a comprehensive training system developed by the California Department of Education, Child Development Division and the Far West Laboratory for Educational Research and Development, Center for Child and Family Studies. *The Program* emphasizes respectful, responsive care based on direct observations and sound understanding of child development.

The Program is broken down into four Modules: Social-Emotional Growth and Socialization; Group Care; Learning and Development; and Culture, Family, and Providers. Each Module is a collection of videos, books, and training activities designed to help participants construct knowledge of developmentally appropriate methods of caring for infants and toddlers. Activities from *The Program* are largely based on group discussion following review of video clips or printed material and small group explorations of ideas and concepts.

Dr. Martha Buell, Director of Project CREATE, reviewed *The Program* and attended the Module Training Institute conducted by the California Department of Education, Child Development Division and the Far West Laboratory for Educational Research and Development, Center for Child and Family Studies. During the previous grant year and under the direction of Dr. Buell, Sharon Brady (Ph.D. candidate in Individual and Family Studies at the University of Delaware) developed three one-credit courses (Modules) based on *The Program*. The Project CREATE Modules were Infant/Toddler Programs in: Social/Emotional Development and Guidance, Cognitive Development and Learning, and Environments and Group Care.

For the current grant year, the previously developed modules were used with minor modifications based on participant feedback. In October, 2000, the current Training Coordinator also attended the Module Training Institute for *The Program*. Each Project CREATE Module drew heavily from the complementary Module in *The Program*. In class activities and discussions were tailored to participant needs and additional activities were created as needed.

Course Assignments

In addition to participating in class activities and discussions, participants were required to complete three assignments for each Module. The main assignment was an essay describing the participant's personal philosophy of topics discussed in class. Participants chose additional assignments from a list of suggested projects which included written letters to parents, essays, and videos of themselves engaging in practices demonstrating strategies discussed in class. The syllabi for each Module are included in Appendix A.

Assessment of Effectiveness

Effectiveness of the courses was measured by completion of course assignments and participant feedback. Upon completing the course, participants were asked to complete a

comprehensive Course Evaluation questionnaire (see Appendix B) which included ranked statements, yes/no questions, and short answer questions. Questions focused on the course content, assignments, and instructor.

Additional Training Modules
Project CREATE began developing a phone survey to determine training needs and barriers to training and providing high quality infant/toddler care in Delaware. The information gained through the survey was to guide the development of additional training modules. The initial goal was further expanded and included in Year 3 of the Project. Discussion of this goal and analysis of data will be included in the Year 3 report.

Course Offering

Recruitment
Project CREATE participants were recruited through a direct mailing to providers previously expressing interest in the Project. The classes were advertised in three newsletters: *Small Wonders* produced by the Delaware Association for the Education of Young Children, the Delaware Association of Child Care Professionals training newsletter, and *Provider Pursuits* produced by The Family Workplace Connection. Additional recruitment was through personal contact with the Training Coordinator or previous participants.

Application Process
Each participant's application (see Appendix C) was reviewed by a committee of child care professionals. The committee consisted of the Training Coordinator and Director of Project CREATE, a representative from Northern Delaware Early Head Start, a community representative from Licensing or The Family Workplace Connection, and a provider representative.

Applications were reviewed for the following criteria:

1. Training: The committee was looking for a provider whose minimum training included child development and one hundred training hours earned over the previous five years. Preference was given to providers currently working toward a Child Development Associate (CDA). Providers with previous college level infant/toddler courses or a recently earned CDA or early childhood associates or bachelors degree were considered for acceptance after providers with less training.

2. Employment: The committee was looking for providers currently working in a program with infants and/or toddlers. At least one year of experience with this age group was preferred. Providers working in child care centers also needed a letter of support from the director of the center.

3. Writing: Each applicant completed an essay describing her professional development goals, her description of quality infant/toddler child care, and her perception of how Project CREATE could impact her own child care program. These essays were not only reviewed for content, but writing abilities.

Logistics

The courses were held in two locations: University of Delaware Newark Campus and the Wonder Years Kids Club, a child care center in Harrington, Delaware. Table 1 details the dates, times, and location of each Module.

Table 1. Year Two Project CREATE Module Dates, Times, and Locations

Module	Dates	Times	Location
I, Fall	Friday, September 24th Saturday, September 25th	6:00 PM – 10:00 PM 9:00 AM – 8:00 PM	UD Newark Campus
II, Fall	Saturdays, October 9th & 23rd	9:00 AM – 5:00 PM	UD Newark Campus
III, Fall	Saturdays, November 6th & 20th	9:00 AM – 5:00 PM	UD Newark Campus
I, Spring	Saturdays, February 26th & March 11th	9:00 AM – 5:00 PM	Wonder Years Kid's Club, Harrington
II, Spring	Saturdays, April 8th & 29th	9:00 AM – 5:00 PM	Wonder Years Kid's Club, Harrington
III, Spring	Saturdays, May 6th & 20th	9:00 AM – 5:00 PM	Wonder Years Kid's Club, Harrington

Stipend

In the second year of Project CREATE, no participants were to receive a stipend, however, due to lower than expected enrollment, a stipend was offered to qualifying participants. Qualified participants completed at least one module in the first or second program year, were currently working with infants and toddlers, and completed an application form (see Appendix D) detailing their experiences with Project CREATE and goals for improving the quality of their infant/toddler care.

All participants who completed at least one module, all assignments, and all pre- and post-observation visits were awarded a $210 stipend. In addition, participants who did not receive a stipend in the first year of Project CREATE received a graduated stipend. Table 2 details the stipend amounts.

Table 2. Project CREATE Year 2 Stipend Awards

Extent of Participation	Stipend Amount Awarded
Participated in one, two, or three modules in Spring, 1999, Year One	$210
Participated in one module in Summer, 1999 (Year One) or Year Two	$250
Participated in two modules in Summer, 1999 (Year One) or Year Two	$330
Participated in three modules in Summer, 1999 (Year One) or Year Two	$450

Technical Assistance

Each participant in Project CREATE received one technical assistance visit per module. The visits generally were sixty minutes long and began with a discussion focused by pre-assigned talking points or assignments. After the initial focused discussion, participants were encouraged to ask questions about specific children, course assignments, and topics presented in class, as well as business related questions.

During the visits, the Training Coordinator often interacted with the children to demonstrate appropriate techniques discussed in class and used the time to learn more about the individual children and the participant's style of caregiving.

In class or during the technical assistance visits, participants recorded individual goals for their professional development. A plan of action was developed to help each participant reach her goals. During subsequent technical assistance visits, progress toward the goals was discussed and further planning was initiated.

Evaluation of Effectiveness

Observations
Before beginning Project CREATE modules, or shortly thereafter, each participant was observed for the purpose of completing the *Infant/Toddler Environment Rating Sc*ale for center-based providers or the *Family Day Care Rating Scale* for family-based providers and the *Arnett Measure* of caregiver sensitivity. Each observation was two to three hours in duration and ended with an interview of the participant in order to assess items not observed. Several weeks after the completion of the modules, each participant was visited again to conduct an observation and complete the same rating scales a second time. The observation process was similar to that before the classes began.

The *Infant/Toddler Environment* and *Family Day Care Rating Scales*
The *Infant/Toddler Environment Rating Scale* (ITERS) consists of thirty-five items from seven categories, which are: Furnishings and Display for Children, Personal Care Routines, Listening and Talking, Learning Activities, Interaction Items, Program Structure, and Adult Needs. The *Family Day Care Rating Scale* (FDCRS) is comprised of forty items from seven categories, which are: Space and Furnishings, Basic Care, Language and Reasoning, Learning Activities, Social Development, Adult Needs, and Provisions for Exceptional Children. Each individual item on both instruments is rated on a scale of one to seven. A score of one indicates inadequacy, and a score of seven indicates excellence. The instrument lists specific practices or materials that must be observed in order for a participant to achieve a score. Notes for clarification are often included to ensure ratings are similar across observers and environments.

The *Arnett Measure*
The *Arnett Measure* (see Appendix E) consists of twenty-six items from four categories, which are: sensitivity, harshness, detachment, and permissiveness. Each individual item on the instrument is rated on a scale of one to four depending on the caregiver's compliance with the item. Suggested conventions are given to clarify some items and ensure ratings are similar across observers and environments.

Questionnaires
At the first course meeting for the Modules, participants were asked to complete the *Childhood Information Questionnaire* and the *Delaware First…Again Core Curriculum Plus*

Child Development Awareness Questions Regarding Infant and Toddler Development (see Appendix E). Participants were given ample time (approximately forty-five minutes) to complete this questionnaire before course instruction began. At the completion of the classes, the participants again were given ample time to complete the same questionnaire.

Childhood Information Questionnaire

The *Childhood Information Questionnaire*(CIQ) consists of fifty statements about infant/toddler development and caregiving practices. To each statement, there are five possible responses ranging from strongly agree to strongly disagree, including undecided.

Delaware First…Again Core Curriculum Plus Child Development Awareness Questions Regarding Infant and Toddler Development

The *Delaware First…Again Core Curriculum Plus Child Development Awareness Questions Regarding Infant and Toddler Development* is a questionnaire developed by the Delaware First…Again training initiative. The questionnaire consists of eight true or false questions and two questions requiring the participant to circle the most appropriate responses.

Results

Course Development

Curriculum and Instruction

Table 3 shows participant satisfaction with the content of the Project CREATE Modules. Eighty-six percent of all participants felt the content was always relevant and ninety-one percent felt the content was always appropriate. As compared to the responses of first year participants, it appears the second year participants were more satisfied with Project CREATE course content than first year participants.

Table 3. Participant Evaluation of Project CREATE Module Content

Question	Responses*	Fall, 1999 Number of Responses	Spring, 2000 Number of Responses	Year Two Percent of Responses, Both Sessions	Year One Percent of Responses, Both Sessions
Content presented in this class was relevant to my needs	Sometimes	0	0		4%
	Most of the time	2	1	14%	12%
	Always	13	6	86%	84%
The course content was appropriate	Most of the time	2	0	9%	15.4%
	Always	13	7	91%	84.6%

*Only ratings with responses are listed. All possible ratings are listed on the Course Evaluation in Appendix B.

Project CREATE participants' evaluation of the instructor is described in Table 4. One-hundred percent of participants felt the instructor always was prepared for class and knowledgeable about infants and toddlers. Ninety-five percent of participants felt the quality of instruction was always appropriate and the instructor was always open to different ideas. Ninety-one percent of participants felt the instructor always had their best interests at heart, and seventy-seven percent believed the class always had the appropriate amount of structure.

As compared to the responses of first year participants, it appears the second year participants were more satisfied with the instructor in all areas except openness and interest in students' success, where slight decreases in satisfaction appear evident.

Students cited a variety of characteristics as the strongest aspect of Project CREATE. From the Course Evaluation, participants wrote the following statements in response to the open-ended prompt: "Strongest aspects of this course were:"

> *"I learned more about child care in this course than any course I have taken"*
> *"Open relaxed atmosphere where you felt comfortable to express your own opinions"*
> *"Information gained"*
> *"Meeting people in the same business sharing ideas"*

Table 4. Participant Evaluation of Project CREATE Instructors

Question	Responses*	Fall, 1999 Number of Responses	Spring, 2000 Number of Responses	Year Two Percent of Responses, Both Sessions	Year One Percent of Responses, Both Sessions
The instructor was prepared for the class	Always	15	7	100%	100%
The instructor was knowledgeable about the content	Most of the time	0	0		3.8%
	Always	15	7	100%	96.2%
The quality of instruction was appropriate	Most of the time	1	0	4.5%	7.7%
	Always	14	7	95.5%	92.3%
The instructor was open to different ideas	Most of the time	1	0	4.5%	
	Always	14	7	95.5%	100%
The instructor had my best interests at heart	Sometimes	2	0	9%	3.8%
	Always	13	7	91%	96.2%
The class had the right amount of structure	Most of the time	4	1	22.7%	28%
	Always	11	6	77.3 %	72%

*Only ratings with responses are listed. All possible ratings are listed on the Course Evaluation in Appendix B.

> *"Learning social emotional development"*
>
> *"Cognitive language"*
>
> *"Environment/group care"*
>
> *"Focusing on the developmental stages of children birth to 36 mos."*
>
> *"The environment-consistent routines in a safe and healthy area"*
>
> *"The instructor was very knowledgeable and informative"*
>
> *"It helped my ability to deal better with infants and toddlers in a way of their growing and learning ability"*
>
> *"I enjoyed the overall presentation together with the books and handouts. They have so much information and I found them to be a helpful resource."*
>
> *"Sharing the view with others"*
>
> *"Learning new ideas through play"*
>
> *"Building trust, confidence, and self-esteem in children"*
>
> *"Caregivers involved wanted to attend this class, which made group discussions/activities enjoyable (TEXT)"*
>
> *"Instructor was knowledgeable and made the information easy to understand and fun"*
>
> *"Learning about cognitive development"*
>
> *"The manner in which it was presented and the instructor"*

> *"Handouts, videos"*
> *"The courses were very interesting"*

From the Course Evaluation, participants wrote the following statements in response to the prompt: "Weakest aspects of this course were:"

> *"There wasn't any weak aspects in the course"*
> *"Working on assignments for module completed while attending new module- a bit confusing"*
> *"Home visits didn't get much out of them"*
> *"The video could have been updated to give us more ideas for today's time"*
> *"I think any person enrolling in Project CREATE should be here because they want to learn additional things, not because it's a job requirement"*
> *"The format of the assignments"*
> *"Class participation"*

Table 5 further describes participants' experiences with Project CREATE Modules. Over seventy-seven percent of the participants felt they always worked consistently throughout the course. The Modules always met the expectations of ninety-one percent of the participants. Nearly three-quarters (72.7%) of participants learned more than they expected during Project CREATE Modules.

As compared to the responses of first year participants, it appears the second year participants worked less consistently throughout the courses but the courses better met their expectations and taught them more than they expected.

Table 5. Participant Evaluation of Project CREATE Modules

Question	Responses*	Fall, 1999 Number of Responses	Spring, 2000 Number of Responses	Year Two Percent of Responses, Both Sessions	Year One Percent of Responses, Both Sessions
My effort was consistent throughout the course	Most of the time	3	2	22.7%	7.7%
	Always	12	5	77.3%	92.3%
The course met the expectations I had for it	Sometimes	0	0		3.8%
	Most of the time	2	0	9%	7.7%
	Always	13	7	91%	88.5%
How much did you learn in this course?	Some	0	0		7.7%
	A lot	4	2	27.3%	26.9%
	More than I expected	11	5	72.7%	65.4%

*Only ratings with responses are listed. All possible ratings are listed on the Course Evaluation in Appendix B.

Course Assignments

Table 6 details participant evaluation of Project CREATE assignments and the grading of those assignments. Over sixty-five percent of participants felt the assignments were always appropriate while eighty-six percent felt the grading of those assignments was always fair. All participants felt the feedback regarding their work on assignments was appropriate. Seventy percent of participants felt the assignments were at the appropriate difficulty level while twenty percent felt the assignments were too hard and ten percent felt the assignments were too easy.

As compared to the responses of first year participants, more second year participants found the assignments too easy or too difficult. Assignment feedback was found to be more appropriate by the second year participants.

Table 6. Participant Evaluation of Project CREATE Assignments and Grading

Question	Responses*	Spring, 1999 Number of Responses	Summer, 1999 Number of Responses	Year Two Percent of Responses, Both Sessions	Year One Percent of Responses, Both Sessions
Course assignments were appropriate	Sometimes	1	0	4.5%	3.8%
	Most of the time	4	2	27.3%	15.4%
	Always	10	5	68.2%	80.8%
I was given appropriate feedback regarding my efforts	Sometimes	0	0		7.7%
	Always	15	7	100%	92.3%
The grading system was fair	Sometimes	0	0		3.8%
	Most of the time	3	0	13.6%	7.7%
	Always	12	7	86.4%	88.5%
Class assignments were	Too easy	1	1	10%	3.8%
	About right	8	6	70%	76.9%
	Hard	3	0	15%	19.2%
	Too difficult	1	0	5%	

*Only ratings with responses are listed. All possible ratings are listed on the Course Evaluation in Appendix B.

Course Offering

Recruitment

More participants were recruited through personal contact after responding to a newsletter advertisement than through direct mail. Many providers responded to *Provider Pursuits* and the DACCP newsletter. After calling to receive an application, those providers who talked at length with the Training Coordinator were more likely to apply for the modules than those who did not discuss the application process or course expectations.

Application Process
All applicants were accepted for both the Fall and Spring sessions because the number of seats in the courses exceeded applications. Several students who were accepted were outside the target audience of Project CREATE. One undergraduate student enrolled in the psychology major at the University of Delaware attended CREATE (although no CREATE tuition was used to support her enrollment). Two teachers working with preschoolers and a director enrolled as well as a child care center cook with limited classroom duties.

Logistics
Based on participant feedback, the dates and times of the courses were made uniform for both sessions with the exception of one module due to scheduling conflicts. Most participants indicated through feedback on the course evaluations the two Saturdays format was preferred over the Friday night, Saturday format and the four Wednesday nights format used in Year One.

Demographics
Table 7 details the demographics of Project CREATE participants. Fifty-nine separate registrants completed one, two, or three Modules. Eighteen individual participants attended the Fall offering while only eight individual participants attended the Spring offering. A total of thirteen centers and eight family day care programs participated in both offerings. Five centers were represented by two or more participants in the same session. One center was represented by two participants in both the Fall and Spring sessions.

Table 7. Year Two Project CREATE Participant Demographics*

Module, Date	Format	Location	Participants	Center Based	Family Based	Infant/ Toddlers Impacted	Centers with Multiple Participants	White/ Caucasian Participants	Minority Participants
I, Fall	Friday night, Saturday	UD Newark Campus	8	4	3	65	0	5	3
II, Fall	Two Saturdays	UD Newark Campus	17	8	7	103	3	9	8
III, Fall	Two Saturdays	UD Newark Campus	16	8	7	101	3	8	8
I, Spring	Two Saturdays	Wonder Years Kids' Club, Harrington	7	6	0	35	3	4	3
II, Spring	Two Saturdays	Wonder Years Kids' Club, Harrington	5	4	0	21	2	3	2
III, Spring	Two Saturdays	Wonder Years Kids' Club, Harrington	5	4	0	21	2	3	2
		Totals Individuals:	23 (-11)	13 (-3)	8 (-10)	128 (-75)	5 (+1)	12 (0)	11 (-11)

*The number indicated in parenthesis is the numerical change from year one of Project CREATE.

During the course of the Modules, one-hundred twenty-eight infants and toddlers were cared for by participants. However, those twenty-three participants have the potential to impact many more children's lives based on the length of time they remain in the child care field and the number of preschoolers and school age children to which they apply the information.

As compared to the first year of Project CREATE, in the second year, CREATE increased the number of centers sending multiple participants, and the number of white/Caucasian participants remained the same. The number of overall participants, minority participants, center-base and family child care providers decreased, as did the number of children impacted.

As Table 8 illustrates, Project CREATE attracted participants from New Castle, Kent, and Sussex Counties in the Fall and Spring offerings. Four participants (15%) provided child care in the City of Wilmington while twelve participants (46%) provided care in the suburbs of New Castle County. Eight participants (31%) were from Kent County; and two participants (8%) were from Sussex County.

Table 8. Geographical Locations of Project CREATE Participants for Modules I through III in Fall, 1999 and Spring, 2000

Geographic Area	Module I, Fall	Module II, Fall	Module III, Fall	Module I, Spring	Module II, Spring	Module III, Spring	Total Individuals
Hartley	0	1	0	0	0	0	1
Dover	0	0	0	4	3	3	4
Middletown	0	1	2	0	0	0	2
Wilmington	2	4	3	0	0	0	4
Hockessin	1	1	1	0	0	0	1
Rehoboth	0	0	0	2	2	2	2
Newark	2	4	4	1	1	1	6
Claymont	2	2	2	0	0	0	2
New Castle	1	1	1	0	0	0	1
Smyrna	1	3	3	0	0	0	3

Course Completion

Of the seventy-five total registrants in Fall, 1999 and Spring, 2000, seventeen registrants (23%) did not complete the requirements for the course or withdrew before the courses began. Fifty-nine registrants completed all the course requirements. Table 9 details the letter grades of the registrants.

Table 9. Project CREATE Registrant Grades

Letter Grade in Modules	Number of Registrants	Percent of ALL Registrants, Year Two	Percent of All Registrants, Year One

A	37	49%	80%
B	19	25%	15%
C	2	3%	2.5%
Withdrawn	17	23%	2.5%

Fifteen participants (42%) completed all three Modules. Three participants (8%) completed one Module, while five participants (14%) completed two Modules. Thirteen participants (36%) who were accepted to the Project did not complete any Modules.

As Table 10 shows, over half of Project CREATE participants had previously taken college courses. Of the participants who had not previously taken college courses, all reported they would consider taking more college courses. In the second year as compared to the first year, Project CREATE reached more participants who never attended college.

Table 10. Project CREATE Participant Experience with College Course Work

Question	Responses*	Number of Responses, Both Sessions	Year Two Percent of Responses,. Both Sessions	Year One Percent of Responses, Both Sessions
Prior to taking this course, had you taken any college classes before?	No Yes	8 10	44% 56%	34.6% 65.4%
If you answered no to the previous question, would you now consider taking more college courses?	Yes to previous question Yes	10 8	56% 44%	61.5% 38.5%

*Only ratings with responses are listed. All possible ratings are listed on the Course Evaluation in Appendix B.

Stipend

Fifty participants from the first two years of Project CREATE were eligible for stipends. Eighteen participants applied for and received the stipend. The participants used $5952.16 to purchase materials and training. Table 11 details the purchases.

Table 11. Materials and Training Purchased with Project CREATE Stipend

Item Type	Approximate Quantity	Approximate Cost
Manipulative toys, such as key sorters, shape sorters, discovery table, activity blankets, puzzles	29	$409
Music, such as children's tapes/CDs, instruments	49	$308

Indoor/Outdoor Large Motor equipment, such as parachutes, wagon, trucks, trikes, mat systems, climbers, sandbox	18	$1727
Art Supplies, such as easels, paper, finger paint, aprons, crayons and markers, paint cups and brushes	42	$597
Block sets and block accessories, such as wooden unit blocks, people, and farm animals	6	$228
Storage units	1	$265
Dramatic play furniture and props, such as woodworking center	4	$159
Language, such as books, flannel boards and stories, easels	32	$263
Sensory, such as bins and sand and water sets	3	$86
Conference Attendance (DAEYC Annual Conference)	1	$65
Monitors (closed circuit for monitoring nap room)	1	$160
NAFCC Accreditation	1	$210
Scholarships to Delaware Technical and Community College	2	$540

Technical Assistance

Based on the experiences of the Training Coordinator who conducted the technical assistance, those participants who most effectively used the technical assistance visits seemed open to feedback, sought resources to solve a problem, sought confirmation that their current practices were appropriate and indicative of high quality care, or prepared themselves to discuss topics determined on the syllabus. Those participants who least effectively used the technical assistance visits seemed uncomfortable being observed and closed to alternative styles of caregiving.

Table 12 summarizes the participants' personal assessment of their likelihood to make programmatic changes based on information they learned in the Project CREATE modules and technical assistance visits. Ninety-four percent of participants made changes to their programs before the classes ended. Nearly ninety percent planned to make a few more changes, while over ten percent planned to make many more changes.

Table 12. Participant Likelihood to Make Program Changes Based on Project CREATE

Question	Responses*	Number of Responses, Both Sessions Year Two	Percent of Responses, Both Sessions, Year Two	Percent of Responses, Both Sessions, Year One
Do you plan to make changes in your childcare practices and/or setting as a result of taking this course?	I'll make a few changes	12	89%	57.7%
	I'll make a lot of changes	6	11%	42.3%
Have you made any changes in your childcare practices and/or setting as a result of taking this course?	Yes	17	94%	100%
	No	1	6%	

*Only ratings with responses are listed. All possible ratings are listed on the Course Evaluation in Appendix B.

Evaluation of Effectiveness

The scores on all the instruments for all participants were calculated. The scores were analyzed for changes that occurred between the pretest and posttest for all participants as well as for overall changes between the participants in years one and two of the Project.

Observations

Infant/Toddler Environment Rating Scale
As summarized in Table 13, overall scores and scores in each subcategory on the ITERS for Year Two participants increased slightly after completing the Project CREATE Modules. For all participants, Year One and Year Two, scores slightly increased overall and in all subcategories, except Program Structure. Most of the score increases in Years One and Two are not statistically significant; the increase in average in the Listening and Talking subcategory approaches statistical significance.

Table 13. Participants Average Scores on the *Infant/Toddler Environments Rating Scale*

Evaluation Category	Pretest Average Score, Year 2	Posttest Average Score, Year 2	Pretest Average Score, Years 1 and 2	Posttest Average Score, Years 1 and 2
Furnishings and Display for Children	4.9467	5.0889	5.2981	5.5316
Personal Care Routines	4.9467	5.0440	5.5033	5.6374
Listening and Talking	3.6111	3.9444	4.2105	4.7368
Learning Activities	3.8578	3.9896	4.5887	4.6891
Interaction Items	4.3333	4.4444	4.9825	5.0175
Program Structure	4.6736	4.7153	5.2505	5.1937
Adult Needs	3.6389	3.694	4.3947	4.4211

All Categories	4.3882	4.5034	4.9908	5.1112

Bold indicates statistically significant change.

Family Day Care Rating Scale

As Table 14 summarizes, overall scores on the FDCRS for Year Two participants decreased very slightly. Scores in the Social Development subcategory increased slightly; scores in the Language and Reasoning and Adult Needs subcategories remained the same; and scores in the Space and Furnishings, Basic Care, and Learning Activities subcategories decreased. For all participants, Year One and Year Two, scores increased overall and in all subcategories. Although none of the score increases for Year Two are statistically significant, the increases in overall score, Space and Furnishings, Basic Care, Social Development, and Adult Needs for Years One and Two combined are statistically significant.

Table 14. Participants Average Scores on the *Family Day Care Rating Scale*

Evaluation Category	Pretest Average Score, Year 2	Posttest Average Score, Year 2	Pretest Average Score, Years 1 and 2	Posttest Average Score, Years 1 and 2
Space and Furnishings	4.8286	4.6571	4.5154	**4.9683**
Basic Care	4.5183	4.2857	4.8737	**5.3704**
Language and Reasoning	5.8667	5.8667	4.6496	5.5648
Learning Activities	7.0444	5.5778	4.9691	5.3210
Social Development	4.4667	4.6000	4.6383	**5.0000**
Adult Needs	6.4000	6.4000	6.1852	**6.5185**
All Categories	5.2539	5.2318	4.7833	**5.3940**

Bold indicates statistically significant change.

The *Arnett Measure*

Table 15 indicates overall scores on the *Arnett Measure* for Year Two participants increased slightly after completing the Project CREATE modules. Scores in the Detachment and Sensitivity subcategories increased, and scores in the Harshness and Permissiveness subcategories decreased. For all participants, Year One and Year Two, scores increased slightly overall and in all subcategories.

The negative change in the Permissiveness subcategory for Year Two participants approaches statistical significance. For Years One and Two combined, the positive changes in Total Score, and Sensitivity and Permissiveness subcategories were statistically significant.

Table 15. Participants Average Scores on the *Arnett Measure*

Evaluation Category	Pretest Average Score, Year Two	Posttest Average Score, Year Two	Pretest Average Score, Years One and Two	Pretest Average Score, Years One and Two
Harshness	3.6806	3.5972	3.7322	3.7835
Detachment	3.6169	3.7188	3.6762	3.8077
Permissiveness	3.5671	3.3958	3.4363	**3.6752**

Sensitivity	3.0543	3.1985	3.1666	**3.4045**
Total	3.4168	3.4393	3.4719	**3.6290**

*Higher scores indicate appropriate styles of interaction that <u>*minimize*</u> harshness, detachment, and permissiveness, and maximize sensitivity. Bold indicates statistically significant change.

Questionnaire

Childhood Information Questionnaire
Table 16 indicates overall scores on the *CIQ* for all participants increased slightly after completing the Project CREATE modules. The increase in scores for Year Two approaches statistical significance.

Table 16. Participants Average Scores on the *Childhood Information Questionnaire*

Session	Pretest Average Score	Posttest Average Score
Year 2	3.9652	4.0312
Years 1 and 2	4.1096	4.1557

Bold indicates statistically significant change.

Delaware First…Again Core Curriculum Plus Child Development Awareness Questions Regarding Infant and Toddler Development
Table 17 indicates overall scores on the *Delaware First…* questionnaire for Year Two participants increased slightly after completing the Project CREATE modules; however, the scores in the Toy Subcategory decreased. Similarly, for all participants, Year One and Year Two, scores increased slightly overall and decreased in the Toy Subcategory. No changes in scores on the *Delaware First…* questionnaire were statistically significant.

Table 17. Participants Average Scores on the *Delaware First…Again Core Curriculum Plus Child Development Awareness Questions Regarding Infant and Toddler Development*

Evaluation Category	Pretest Average Score, Year Two	Posttest Average Score, Year Two	Pretest Average Score, Years One and Two	Posttest Average Score, Years One and Two
Toy Subcategory	1.8070	1.7895	1.7897	1.7589
Total	1.7895	1.7950	1.7804	1.7925

Bold indicates statistically significant change.

Stipends

Each participant receiving a stipend will receive a pre- and post-observation in order to complete the *Infant/Toddler Environment Rating Scale* or the *Family Day Care Rating Scale*. Participants receiving scholarship and custom built equipment needed additional time to completely utilize their stipend. For this reason, post-observation data has not been collected on all participants. This data will continue to be collected and an analysis will be included in the Year 3 report.

Discussion

Course Development

Curriculum and Instruction
Overall, Project CREATE participants seemed very pleased with the content of the course and the instructors. It appears the students felt the courses' emphasis on discussion of materials and use of students' experiences to illustrate concepts was a great asset. However, it also appears some students felt the structure provided for these open discussions could be strengthened.

The emphasis on learning through discussion of experiences seems to be the strongest aspect of the Project CREATE courses. Both through the course evaluations and informal discussion, participants shared how much this experience benefited them. During class, it was easy to observe relief on participants' faces when they discovered other professionals experienced problems similar to their own. It was also beneficial for participants to take on the role of instructor when explaining their points of view to fellow participants.

One of the most consistent pieces of informal feedback from participants focused on the development of new courses. Most participants expressed a need for Modules IV, V, and VI. It seemed as though they not only wanted the opportunity to learn new information about infants and toddlers but also wanted to continue a relationship with their Project CREATE cohort.

Course Assignments
A key element that contributed to the participants' learning was the written assignments given throughout the workshops. Although several participants felt there were too many assignments, when queried, most participants said the assignments' focus on reading material, reflecting on it, and then writing about it was a particularity effective method for leaning the material. Additionally, the editorial support given by the instructors and in some cases by other students contributed to improving the participants' overall literacy abilities. Given that a high level of literacy competence coupled with the ability to reflect on course materials are requirements of college course work, the fact that these were welcomed by the participants is a strong endorsement of their compatibility with further higher education.

Course Offering

Recruitment
Personal contact seems to be the most effective method of recruiting. Therefore, the primary method of recruiting participants in the future will rely on personal contact as a follow-up to newsletter advertisements and direct mailings.

Application Process
As a result of experiences in the first year of CREATE, the selection criteria for application were relaxed in order to serve the majority of infant/toddler child care providers. Although

applicants were told the selection criteria, in practice, all applicants were accepted. Criteria would have been applied had the number of applicants exceeded the number of seats available in the courses.

Logistics
More child care providers participated in the Fall offering of Project CREATE than the Spring offering. Through informal discussion, Project CREATE found that we probably needed additional advertising time in Southern Delaware to attract more participants in the area. Participants from Kent and Sussex Counties suggested many providers may have thought the program was too new to get involved; perhaps offering the courses in Southern Delaware more often would build interest and confidence among providers.

Demographics
Project CREATE was more successful at enrolling center-based participants than family-based participants in Year Two. No family based providers from Kent and Sussex Counties participated in Year Two. Given that many family child care providers often report additional challenges in offering quality services, including the fact that they are isolated, and the reluctance to enroll in new programs, increased efforts at recruiting Southern Delaware family child care providers for specialized training focused on caring for infants and toddlers may be appropriate.

Course Completion
In Year Two, Project CREATE had a larger number of participants withdraw from the courses. Several participants who withdrew were from a single area—the Dover Air Force Base. Those participants were dealing with housing issues and many of them were forced to move their family child care programs immediately before the courses started. This change in their program seemed to cause their withdraw as a group. Several other participants were from one center in Dover and also seemed to withdraw as a group.

All participants who had no previous experience with college courses, reported wanting to continue taking college courses. It seems Project CREATE was successful in serving as a bridge between community training and college level course work. Project CREATE emphasizes improving writing skills and assisting participants in negotiating University rules and regulations. This assistance may have contributed to the participants' positive experiences.

Technical Assistance

Technical Assistance seems to be valuable to a particular type of provider. For most participants, there seemed to be enough discussion topics to carry out three technical assistance visits rather than six, as in Year One. Most participants did not know what to discuss during visits, however the exercise of goal setting and assigning discussion topics often led to meaningful discussion and problem solving. As a result of the courses and technical assistance, almost all participants made changes to their program or environment.

Evaluation of Effectiveness

Observations

Infant/Toddler Environment Rating Scale and *Family Day Care Environment Rating Scale*

Project CREATE most helped family-based child care providers improve their programs. The increases in appropriateness of infant/toddler care in the family environment were statistically significant. Family-based participants made improvements in many of the subcategories of the FDCRS. This indicates that the project CREATE modules were effective in raising the overall quality of programs and that the effect was not limited to one subcategory, such as adult needs or displays. This is important to note given that many training opportunities available to infant and toddler providers focus on certain aspects of the program and therefore are unable to support more global improvements.

Although changes in center-based programs were not as significant, they are meaningful. As with the family-based providers, the center-based participants made improvements in all subcategories. Providing center directors with similar training may help support participants in implementing change in their programs.

Arnett Measure

Project CREATE modules were successful in increasing providers' caregiving practices. Positive change occurred overall, but the most significant change was in increased sensitivity and decreased permissiveness. This is important because it means the CREATE modules were able to go beyond impacting the environment and setting but were also able to have a significantly positive impact on the providers' caregiving practices. Given the critical importance to infants and toddlers for responsive, sensitive caregiving, these increases are particularly salient.

Questionnaire

Childhood Information Questionnaire

CIQ scores for participants increased. Though these increases were not statistically significant, they do indicate that Project CREATE increased the providers' overall knowledge about appropriate practices and infant and toddler development.

Delaware First…Again Core Curriculum Plus Child Development Awareness Questions Regarding Infant and Toddler Development

The scores on the *Delaware First…* questionnaire for participants increased overall, though these increases were not statistically significant. The scores on the Toy Subcategory decreased. In the Toy Subcategory, participants are instructed to select, from a list, toys that are appropriate for infants and toddlers. A decrease in score on this subcategory may be due to an emphasis on adapting materials for any age. Although safety is always a primary concern, Project CREATE encourages participants to adapt materials and use them in non-traditional ways to meet the needs of infants and toddlers. With this philosophy in mind, participants may have been more inclined to select traditionally inappropriate materials for use with infants and toddlers.

Conclusion

Project CREATE was successful in increasing the quality of caregiving for infants and toddlers by increasing the quality of the child care environment, the sensitivity of the provider in caring for infants and toddlers, and the providers' knowledge of infant and toddler development. Furthermore, it appears that the effects of Project CREATE may have a latent positive effect in that the CREATE participants expressed a firm commitment to continue with college course work. Should they accomplish this, they will further increase their knowledge and skill.

Steps to increase the effectiveness of Project CREATE would include increased support for literacy development, particularly through supporting providers in networking and supporting each other. Furthermore, providers expressed a sincere interest in having more "CREATE-like" training Modules. This may be due to a lack of training opportunities focused specifically on the needs of infant and toddler child care providers. Therefore further efforts to provide training geared to the specific needs of infant and toddler providers must be supported.

References

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Harms, T. & Clifford, R. (1989). *Family day care rating scale*. New York: Teachers College Press.

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Peters, D. L. & Brown, M. (1996). *Parent education partnership evaluation: Implementation assistance project, final report*. Unpublished manuscript, University of Delaware.

Singer, S. M., Wright, S. S., & Mangione, P. L. (Eds.). (1993a). *Trainer's manual Module I: Social-emotional growth and socialization*. Sacramento: California Department of Education in collaboration with West Ed/Far West Laboratories.

Singer, S. M., Wright, S. S., & Mangione, P. L. (Eds.). (1993b). *Trainer's manual Module II: Group care*. Sacramento: California Department of Education in collaboration with West Ed/Far West Laboratories.

Singer, S. M., Wright, S. S., & Mangione, P. L. (Eds.). (1995*). Trainer's manual Module III: Learning and development*. Sacramento: California Department of Education in collaboration with West Ed/Far West Laboratories.

Appendix

A: Course Syllabi

B: Course Evaluation

C: Application

D: Stipend Application

E: Evaluation Instruments
   Arnett Measure
   Childhood Information Questionnaire

Appendix A

Course Syllabi

THE UNIVERSITY OF DELAWARE

College of Human Resources, Education, and Public Policy

Center for Disabilities Studies

Northern Delaware Early Head Start

_____

Course Title:	IFST 167-410: Infant Toddler Programs: Social Emotional Development
Class Dates/Hours:	Friday, September 24th 6:00 PM – 10:00 PM
	Saturday, September 25th 9:00 AM – 8:00 PM
Class Location:	Alison Hall, Room 202/Alumni Room
Instructor:	Jennifer Adams
	Center for Disabilities Studies
	Northern Delaware Early Head Start
Office Location:	101 Alison Hall, Newark, DE 19716
Phone:	831.3492 (office) 530.5677 (cell)
Fax:	831.0474
E-mail:	jenadams@udel.edu

Introduction:

This course is designed to provide practical information, based on current theory, research, and practice, on becoming sensitive to the individual traits and needs of infants and toddlers and creating emotionally nurturing relationships with them. Strategies for helping children gain a positive and realistic sense of self, learn social skills, and follow social rules will be addressed. The critical importance of adapting caregiving techniques to rapidly changing developmental abilities of children as they move from being young infants, to mobile infants, to older toddlers will be emphasized as well.

This class is conducted as a seminar. The experiences, ideas, and knowledge of class members are an integral part of the course. Because the course is offered within a condensed timeframe, attendance and class participation are most important.

Required Text:

Lally, J. R. (Ed.). (1990). A guide to social-emotional growth and socialization. Center for Child and Family Studies. Far West Laboratory for Educational Research and Development. California Department of Education.

Honig, A. S. (1997). Behavior guidance for infants and toddlers. Southern Early Childhood Association.

Supplemental Readings:

Articles will be provided by the instructor to supplement text/course content and facilitate discussions and completion of assignments.

Assumptions:

This course is based on the following assumptions:

1. We are all intelligent adults and tend to learn best when we (given the appropriate resources and information) are allowed to construct our own meaning and relevance.

2. We are intelligent adults who, when given the opportunity, will act in a responsible and ethical manner. This includes respecting individual's rights to express their own opinions without being judged by peers.

3. We are all intelligent adults who understand and pledge to maintain confidentiality when sharing personal information about children or ourselves. Information shared in class will not be repeated outside of class.

Course Objectives:

The readings, assignments, products, and activities of this course are intended to provide students with the opportunity to:

1. Discuss infant/toddler temperament traits and types and how to respond in a manner that meets the individual temperamental needs of each child in a group.

2. Describe ways to "get in tune" with infants and toddlers to provide sensitive, responsive care.

3. Understand the watch, ask, and adapt responsive process.

4. Examine strategies for supporting self-esteem and social-emotional development in infants and toddlers.

5. Describe six stages of emotional development in infancy and components of emotional strength that may be observed in infants and toddlers.

6. Understand the role of the caregiver in fostering positive emotional learning within small groups.

7. Discuss appropriate ways to provide guidance and set limits for infants and toddlers that fosters social skill development.

8. Discuss ways to support the child's and family's integration into a new child care setting.

Required Evaluations:

(1) Class Participation (10 points)

Attendance and class participation are important. If you must leave class early, please notify the instructor, in advance. If necessary, arrangements will be made for you to make up time missed from instruction. Please refer to the policies you received prior to registration for more specific information.

(2) Social Emotional Goals (20 points)
Due: October 9, 1999

Write two social emotional goals you would like to achieve based on in class activities or readings done out-of-class. After writing two goals, list the steps necessary to achieve the goals. Implement the steps in your child care setting and write a one page summary describing how you implemented the steps and whether you achieved the goal. If you did not achieve the goal, suggest additional or revised steps to help you reach the goals.

For example:

> My goal is to help Jimmy (18 months) stop biting. It is important for Jimmy's social/emotional development that he be able to express his emotions without hurting others.
>
> The steps are:
>
> 1. Myself or my assistant will shadow Jimmy. Shadowing means a teacher will always be playing and interacting with Jimmy so she can re-direct any potential bites.
>
> 2. Whenever Jimmy bites or is about to bite, the teacher will give him words to express his emotions. For example, if Jimmy is about to bite because a child is pulling his hair, the teacher will say, "Jimmy, say 'Stop! That hurts!"
>
> 3. Whenever Jimmy bites, he will be responsible (with teacher support) for administering first aid to the child who was bitten. First aid will consist of washing the bite area with soap and water and applying a band aid if the child wants. Jimmy will be asked to comfort the child who was bitten. His choices for comfort are saying an apology or giving a hug.
>
> Summary: After two weeks of implementing the steps, Jimmy's biting behavior has stopped. It was difficult to shadow him all the time. My assistant and I noticed we really only needed to shadow him when we were in the multipurpose room or when he was tired. These were the times when he would usually bite. After two or three days, Jimmy started using a few of the words we modeled. He would say, "No," "Stop," and "Mine." For a few days, he would say the words but still move to bite the child. After a few more days of teacher support, Jimmy stopped biting and was only using the words. If I tried these steps again, I would probably add a step to change the environment of the multipurpose room to make it less stressful for Jimmy.

HELPFUL HINTS:

> Make sure you connect your goal to a topic from class (i.e. why is it important you real the goal?)
>
> Be specific about your steps—say HOW you will achieve the step. It is not enough to say "I will intervene when he bites." You need to explain what "intervene" means in your classroom.

Do not describe a goal you already achieved. The purpose of this assignment is to help you integrate information you learn from class into practice in your classroom. So in other words, you should learn something new, decide how to use it in your class, carry out your plan to using it, evaluate how you used it. This is a general process that should be followed when implementing anything new in your classroom.

Make it easy on yourself—follow the format!! If I have to hunt to find goals, steps, and evaluations, I'll be less likely to think you understand what the process is.

Make it very clear to me what you mean—write your papers as if they are being read by a parent or someone who knows nothing about early childhood development and education. Define (or avoid!) special terms (jargon) and be as specific as possible. I will not "read in" to what you're writing.

(3) An Essay (50 Points)
Due: October 23, 1999

Write, in your own words, and submit an essay (at least 500 words or two pages) describing:

1. goals for supporting **social and emotional development** and **positive guidance** for *young infants*, *mobile infants*, and *older toddlers*; and

2. specifically what you will do to achieve these goals.

While you cannot be expected to describe everything in a limited amount of words (at least 500 or two pages), you should choose the most important social-emotional and positive guidance goals you have for children and provide specific examples of strategies you will use to achieve those goals.

Example Essay Format

1. Introduction of one paragraph explaining what are your goals and strategies. Be sure to say why your goals are important to your program.

My goals for supporting social and emotional development and positive guidance for young infants, mobile infants, and older toddlers are… The strategies I use to achieve these goals are…

2. Several supporting paragraphs clearly describing each goal and the strategies you use. Be sure to list specific examples of each strategy you use.

   a. Goal 1

      1. Strategy 1 description and example (BE AS SPECIFIC AS POSSIBLE)

      2. Strategy 2 description and example

   b. Goal 2

      1. Strategy 1 description and example

      2.   Strategy 2 description and example

   3.   Summary paragraph restating what are your goals and strategies and why they are important to your program.

(4) Student Selected Product (20 points)
Due: October 23, 1999

Below are **suggested products** for the remaining 20% of the course grade. A product may be selected from the list below; however, students are encouraged to adapt these suggestions and/or submit their own product idea. You must have instructor approval before designing your own assignment.

Please write the name of the assignment on the top of your paper.

YOU ONLY NEED TO COMPLETE ONE STUDENT SELECTED PRODUCT.

The Temperament Assessment Scale
Conduct a 10-15 minute observation of an infant or toddler in your care. Keep a running record of your observation (e.g. what the child is doing, how the child is reacting, etc.). Following your observation, complete the Temperament Assessment Scale for Children (Handout #6) and then identify the child's temperament type (flexible, feisty, fearful, other).

Submit: (1) your running record of the observation; (2) the completed Temperament Assessment Scale for Children, with the identified temperament types; and (3) a 1 page summary describing how you will care for the child in a manner that meets the temperamental needs of the child.

Article Reviews
Enclosed in your student notebook you will find several articles related to the social-emotional development of infants and toddlers. Select **TWO** articles to read from those provided. All the articles are easy to read and should not take a considerable amount of time to complete.

For *each* article, in a brief introduction (1 paragraph), present a summary and analysis of what the author(s) had to say in the article. Then, in no less than 1 page, react to, critique, and evaluate what is written in the article. The purpose of the assignment is to tell the instructor what *you think* of the article, not to simply rephrase what you have read.

Some suggestions to write about:

Do you agree/disagree with what the authors said? Why?

Are the authors talking about the "real world?"

Have you tried this is your own program? Was it successful?

Have you tried things the authors didn't describe?

Submit: Two essays (1+ pages each).

Videotape: The Responsive Process
Submit a videotape of an interaction between you and an infant or toddler in your care, in which you demonstrate the watch, ask, and adapt responsive process. Be sure you have written, informed, consent from the child's parent before you videotape your interaction.

Submit: Videotape and signed parental consent form to the instructor.

Guidance/Discipline in the Child Care Setting
Write a letter to parents (at least two pages) describing appropriate guidance techniques for young children. First describe guidance/discipline and explain why it is different from punishment. Next, describe techniques (such as redirection, room arrangement, choices, etc.) you use in your program. Explain why you use the techniques and what the child learns from them. Give examples of each technique. You may also want to give the parents helpful hints for using guidance techniques at home.

HELPFUL HINT: Make sure the philosophy and techniques you describe are consistent with those discussed in class or presented in the readings. Be especially careful when writing about time-out.

Submit: Letter to parent (at least 2 pages)

Child Observation of Emotional Milestones
Conduct a 5-10 minute observation of an infant or toddler in your care. Keep a running record of your observation (e.g. what the child is doing, how the child is reacting, etc.). Following your observation, identify the child's stage of emotional development.

Submit: (1) your running record of the observation; and (2) a summary (no less than one page) identifying the child's stage of emotional development, what led you to identify the particular stage for the child, and ideas you think might be useful for you to try with this particular child as a result of her/his emotional stage of development.

Behavioral Observation
Identify an infant or toddler, in your care, who presents a challenging behavior. Complete the questions 1-7 on the Guide for Discussion of Problem Behaviors (in your notebook).

Submit: Responses to each of the questions identified in the Guide.

Transition Plan
Develop a plan for helping new infants and toddlers and their parents adjust to your child care setting. The plan should be something you can (or do) actually implement in your child care setting. Indicate which ideas are representative of your current practices and those ideas that are new and have not yet been implemented.

Submit: Transition plan.

Grading Criteria

A	93-100	A-	90-92	B+	86-89	B	83-85	B-	80-82
C	73-79	C-	70-72	D	63-70	F	<63		

Evaluations Guidelines and Suggestions:
1. **All** assignments are due on the stated dates. No points will be awarded for late projects or assignments without prior approval of the instructor.

2. **All** assignments must be typed using a word-processing program and a spell-checker. Double space, leave ample margins (1 to 1.25 inches), and correct all typo, spelling, and printing errors. If there is a problem in gaining access to a word-processing program, please inform the instructor.

3. The Americans with Disabilities Act of 1990 requires all public institutions to provide a "reasonable accommodation" to an individual who advises instructors of a mental or physical disability. If you have a mental or physical limitation that requires an accommodation or an academic adjustment, please arrange a meeting with me at your earliest convenience.

Module II

THE UNIVERSITY OF DELAWARE

College of Human Resources, Education, and Public Policy

Center for Disabilities Studies

Northern Delaware Early Head Start

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Course Title: IFST 167-441: Infant Toddler Programs: Cognitive and Language Development

Class Dates/Hours: Saturday, October 9th 9:00-5:00

Saturday, October 23rd 9:00-5:00

Class Location: Alison Hall, Room 202/Alumni Room

Instructor: Jennifer Adams

Center for Disabilities Studies

Northern Delaware Early Head Start

Office Location: 101 Alison Hall, Newark, DE 19716

Phone: 831.3492 (office) 530.5677 (cell)

Fax: 831.0474

E-mail: jenadams@udel.edu

Introduction:

This course is designed to provide practical information, based on current theory, research, and practice, on facilitating the natural interests and urges of infants and toddlers to learn. The caregiver's role as a facilitator of intellectual development rather than a teacher will be emphasized. Piaget's six *Discoveries of Infancy* will be explored and the importance of the physical environment in promoting cognitive growth will be addressed as well. The course will conclude with a discussion of the development of language in infants and toddlers.

This class is conducted as a seminar. The experiences, ideas, and knowledge of class members are an integral part of the course. Because the course is offered within a condensed timeframe, attendance and class participation is most important.

Required Text:
Mangione, P. L. (Ed.). (1995). A guide to cognitive development and learning. Center for Child and Family Studies. Far West Laboratory for Educational Research and Development. California Department of Education.

Lally, R. J., Mangione, P. L., Young-Holt, C. L. (Eds.). (1991). A guide to language development and communication. Far West Laboratory for Educational Research and Development. California Department of Education.

Supplemental Readings:
Articles will be provided by the instructor to supplement text/course content and facilitate discussions and completion of assignments.

Assumptions:
This course is based on the following assumptions:

1. We are all intelligent adults and tend to learn best when we (given the appropriate resources and information) are allowed to construct our own meaning and relevance.

2. We are intelligent adults who, when given the opportunity, will act in a responsible and ethical manner. This includes respecting individual's rights to express their own opinions without being judged by peers.

3. We are all intelligent adults who understand and pledge to maintain confidentiality when sharing personal information about children or ourselves. Information shared in class will not be repeated outside of class.

Course Objectives:
The readings, assignments, products, and activities of this course are intended to provide students with the opportunity to:

1. Understand the Discoveries of Learning and how to support their development in infants and toddlers.

2. Describe the caregiver's role in facilitating learning and strategies for facilitating infant and toddler play.

3. Understand the watch, ask, and adapt responsive process and it's importance in the cognitive development of infants and toddlers.

4. Describe the relationship between environment and materials and learning.

5. Describe three ages of infancy and the developmental tasks infants accomplish in each age.

6. Understand how a caregiver or child's cultural background impacts learning and language development.

7. Describe the language milestones from birth to 36 months.

8. Discuss ways to support the development of language in each age of infancy.

Required Evaluations:

(1) Class Participation (10 points)

Attendance and class participation are important. If you must leave class early, please notify the instructor, in advance. If necessary, arrangements will be made for you to make up time missed from instruction. Please refer to the policies you received prior to registration for more specific information.

(2) Cognitive and/or Language Goals (20 points)
Due: November 6, 1999

Write two cognitive and/or language goals you would like to achieve based on in class activities or readings done out-of-class. After writing two goals, list the steps necessary to achieve the goals. Implement the steps in your child care setting and write a one page summary describing how you implemented the steps and whether you achieved the goal. If you did not achieve the goal, suggest additional or revised steps to help you reach the goals.

For example:

My goal is to increase my use of informal language. This is important because the more I talk and model language use, the more the children will use language. Also, if I am talking with children, it will give the children a chance to talk back and share their ideas or answer questions.

The steps are:

1. I will talk to each child while changing his/her diaper. I will describe each thing I do and ask questions (such as "How does that feel? What do you see?") even if the child is not able to speak.

2. I will block out five minutes each day to sit with a child (different child each day) and engage the child in conversation. For the youngest child, we will play verbal games where I make sounds and the infant smiles or coos in response. For the oldest child, I will ask open-ended questions about what he/she is playing or other relevant topics.

Summary: After two weeks of implementing the steps, I am much more comfortable talking during routines and free play time. At first, I had to remind myself to talk during diaper changes. After a few changes, I started to fall into a routine where I would talk about certain things in a certain order. First we talk about the clothes a child is wearing, then we talk about the kind of diaper, powder and cream we use, then we talk about the pictures hanging over the changing table. I've found the children seem happier during this time. They aren't as reluctant to get their diaper changed and don't fuss as much during the changing process.

Just like with the diapering routine, I needed to remind myself to sit down and talk with the children. After a few days, I found that I was talking for more than five minutes at a time. The younger children really seemed to enjoy one-on-one time even though they couldn't talk. The older children had wonderful ideas and information to share with me. I got so involved in the conversations that I often lost control of the group. My next goal is to work on how to hold an intimate conversation but watch and maintain control of the group at the same time.

HELPFUL HINTS:

Make sure you connect your goal to a topic from class (i.e. why is it important you reach the goal?)

Be specific about your steps—say HOW you will achieve the step. It is not enough to say "I will talk." You need to explain what "talk" means in your classroom.

Do not describe a goal you already achieved. The purpose of this assignment is to help you integrate information you learn from class into practice in your classroom. So in other words, you should learn something new, decide how to use it in your class, carry out your plan to using it, evaluate how you used it. This is a general process that should be followed when implementing anything new in your classroom.

Make it easy on yourself—follow the format!! If I have to hunt to find goals, steps, and evaluations, I'll be less likely to think you understand what the process is.

Make it very clear to me what you mean—write your papers as if they are being read by a parent or someone who knows nothing about early childhood development and education. Define (or avoid!) special terms (jargon) and be as specific as possible. I will not "read in" to what you're writing.

(3) An Essay (50 Points)
Due: November 20, 1999

Write, in your own words, and submit an essay (at least 500 words or two pages) describing:

1. goals for supporting **cognitive** and **language** development for **young** infants, **mobile** infants, and **older** toddlers; and

2. specifically what you will do to achieve these goals.

While you cannot be expected to describe everything in a limited amount of words (at least 500 or two pages), you should choose the most important cognitive and language goals you have for children and provide specific examples of strategies you will use to achieve those goals.

Example Essay Format

1. Introduction of one paragraph explaining what are your goals and strategies. Be sure to say why your goals are important to your program.

My goals for supporting cognitive and language development for young infants, mobile infants, and older toddlers are… The strategies I use to achieve these goals are…

2. Several supporting paragraphs clearly describing each goal and the strategies you use. Be sure to list specific examples of each strategy you use.

a. Goal 1

        1. Strategy 1 description and example (BE SPECIFIC)

        2. Strategy 2 description and example

    b. Goal 2

        1. Strategy 1 description and example

        2. Strategy 2 description and example

   3. Summary paragraph restating what are your goals and strategies and why they are important to your program.

(4) Student Selected Product (20 points)
Due: November 20, 1999

Below are **suggested products** for the remaining 20% of the course grade. A product may be selected from the list below; however, students are encouraged to adapt these suggestions and/or submit their own product idea. You must have instructor approval before designing your own assignment.

Please write the name of the assignment on the top of your paper.

YOU ONLY NEED TO COMPLETE ONE STUDENT SELECTED PRODUCT.

Discoveries of Infancy
Conduct a 10-15 minute observation of an infant or toddler, in your care, playing with an object or toy. Keep a running record of your observation (e.g. what the child is doing, how the child is reacting, etc.).

Following your observation, write a 1-2 page summary in which you (1) identify the discovery process or processes (learning schemes, cause-and-effect, use of tools, object permanence, spatial relationships, imitation) in which the child was engaging; (2) support your opinion with concrete examples (e.g. child was banging the toy, child was turning the knob on the radio, etc.); (3) describe what the child is learning; and, (4) describe methods or strategies you can use to support this learning.

Submit: your running record of the observation and 1-2 page summary

Learning through Play
Write a 1-2 page response for a parent who comments to you, "Every time I come to your home/center, all I see the children doing is playing. Aren't you teaching them anything? How can the children be expected to learn anything when all they do is play?"

HELPFUL HINTS:

    Include topics discussed in class and the readings (i.e. Discoveries of Infancy!).

    Give examples

Submit: Essay

Toy Inventory
List and describe 10-15 toys (e.g. 1 piece puzzle) and/or objects (e.g. empty milk cartons) in your childcare setting that children use for play.

Then discuss: (1) the age of infancy (young infants, mobile infants, and/or toddlers) that the toy/object is most appropriate for; and (2) how playing with the toy or object can contribute to the cognitive, physical, and/or emotional development of the child.

Submit: the list and summary essay

Facilitating Learning: A Personal Perspective
In a 4-5 page narrative, reflect on and answer each of the following questions:

1. Do I feel comfortable letting infants direct their own learning?

2. What do I need to work on to better facilitate infant learning?

3. Am I more comfortable as an active leader—or as a receptive partner—following the child's lead?

4. How can I be supportive of the children's learning process when routines of the day require that I interrupt their play?

Submit: Essay

Language Promotion Activity
Audiotape or videotape a 5-10 minute interaction *in which you encourage language* between you and the children in your care. The interaction can occur during meal/snack time, story time, picture discussions, make-believe and fantasy play, or during informal conversations. Children should be encouraged to speak freely to both you and the other children and you should provide verbal stimulation to help the children associate language with their experiences.

Submit your audiotape or videotape. If submitting a videotape, remember to obtain the parent's or guardian's written consent prior to videotaping. Be sure and submit a copy of your consent form along with your videotape.

Language Promotion Skills
Complete Handout #38 in the notebook. For each item, write a brief paragraph describing why you rated yourself the way you did. For areas in which you need to improve, describe how you will do this.

Submit: Handout #38 and Summary

Brain Compatibility Evaluation
Complete the Brain Compatibility Evaluation (provided in the notebook) checklist for your classroom. For each item that "needs improvement" or is "not evident," write a brief statement describing how you can improve your setting to meet the goal.

Submit: the checklist and your written summary

Article Reviews
Enclosed in your student notebook you will find several articles related to the cognitive and language development of infants and toddlers. Select **TWO** articles to read from the

notebook. All the articles are easy to read and should not take a considerable amount of time to complete.

For *each* article, in a brief introduction (1 paragraph), present a summary and analysis of what the author(s) had to say in the article. Then, in no less than 1 page, react to, critique, and evaluate what is written in the article. The purpose of the assignment is to tell the instructor what *you think* of the article, not to simply rephrase what you have read.

Some suggestions to write about:

> Do you agree/disagree with what the authors said? Why?

> Are the authors talking about the "real world?"

> Have you tried this is your own program? Was it successful?

> Have you tried things the authors didn't describe?

Submit: Two essays (1+ pages each).

FDCRS/ITERS Program Evaluation

Use the FDCRS/ITERS (reviewed in class) to evaluated your child care setting. Use the rating scale to answer the following questions:

> ITERS (for centers): 2, 15, 16, 17, 18, 19, 20, 21, 22, 23, 31

> FDCRS (for family): 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24

Review the results of the evaluation and choose three items on which you scored 5 or better. Describe the aspects of your program that allowed you to receive the score. Choose three items on which you scored a 5 or lower. Describe why you received the score and what you can do to increase your score.

Grading Criteria

A	93-100	A-	90-92	B+	86-89	B	83-85	B-	80-82
C	73-79	C-	70-72	D	63-70	F	<63		

Evaluations Guidelines and Suggestions:

1. **All** assignments are due on the stated dates. No points will be awarded for late projects or assignments without prior approval of the instructor.

2. **All** assignments must be typed using a word-processing program and a spell-checker. Use 12 point font, double space, leave ample margins (1 to 1.25 inches), and correct all typo, spelling, and printing errors. If there is a problem in gaining access to a word-processing program, please inform the instructor.

3. The Americans with Disabilities Act of 1990 requires all public institutions to provide a "reasonable accommodation" to an individual who advises instructors of a mental or physical disability. If you have a mental or physical limitation that requires an accommodation or an academic adjustment, please arrange a meeting with me at your earliest convenience.

THE UNIVERSITY OF DELAWARE

College of Human Resources, Education, and Public Policy

Center for Disabilities Studies

Northern Delaware Early Head Start

_____

Course Title: IFST 167-442: Infant Toddler Programs: Environments and Group
Care

Class Dates/Hours: Saturday, November 6th 9:00-5:00

                     Saturday, November 20th 9:00-5:00

Class Location: Alison Hall, Room 202/Alumni Room

Instructor: Jennifer Adams

                     Center for Disabilities Studies

                     Northern Delaware Early Head Start

Office Location: 101 Alison Hall, Newark, DE 19716

Phone: 831.3492 (office) 530.5677 (cell)

Fax: 831.0474

E-mail: jenadams@udel.edu

Introduction:

This course is designed to provide practical information, based on current theory, research, and practice, about creating an appropriate, group care environment that meets the growing physical, emotional, social, and cognitive needs of infants and toddlers. Designing a setting that meets children's needs for safety, health, security, comfort, and learning will be discussed. Specifics of planning an environment and issues relating to setting up specific areas (e.g. blocks, dramatic play, art, etc.) will also be addressed. The course will conclude with a discussion of the opportunities provided to caregivers, through natural caregiving routines (e.g. feeding, diapering, napping, etc.), to build close personal relationships with the children in their care.

This class is conducted as a seminar. The experiences, ideas, and knowledge of class members are an integral part of the course. Because the course is offered within a condensed timeframe, attendance and class participation is most important.

Required Text:

Lally, R. J., & Stewart, J. (Ed.). (1990). *A guide to setting up environments*. Center for Child and Family Studies. Far West Laboratory for Educational Research and Development. California Department of Education.

Supplemental Readings:

Articles will be provided by the instructor to supplement text/course content and facilitate discussions and completion of assignments.

Assumptions:

This course is based on the following assumptions:

1. We are all intelligent adults and tend to learn best when we (given the appropriate resources and information) are allowed to construct our own meaning and relevance.

2. We are intelligent adults who, when given the opportunity, will act in a responsible and ethical manner. This includes respecting individual's rights to express their own opinions without being judged by peers.

3. We are all intelligent adults who understand and pledge to maintain confidentiality when sharing personal information about children or ourselves. Information shared in class will not be repeated outside of class.

Course Objectives:

The readings, assignments, products, and activities of this course are intended to provide students with the opportunity to:

1. Identify and describe key concepts important in the design of the child care environment for infants and toddlers.

2. Self-examine their own child care environments and suggest strategies for improving the environment to better meet the needs of infants, toddlers, and their caregivers.

3. Discuss the significance of clearly defined activity areas in promoting the cognitive, physical, and social-emotional development of infants and toddlers.

4. Describe components of an appropriate daily schedule of activities and events for infants and toddlers in group care.

5. Describe the importance of basic routines (e.g. feeding, diapering, and napping) in creating intimate bonds between child and caregiver and in providing opportunities for physical, language, and cognitive development.

6. Examine the influence of the physical environment on the behavior of infants and toddlers and discuss strategies for promoting cooperative, prosocial behavior.

Required Evaluations:

(1) Class Participation (10 points)

Attendance and class participation are important. If you must leave class early, please notify the instructor, in advance. If necessary, arrangements will be made for you to make up time missed from instruction. Please refer to the policies you received prior to registration for more specific information.

(2) Environment and/or Group Care Goals (20 points)
Due: December 3, 1999*

Write two environment and/or group care goals you would like to achieve based on class activities or readings done out-of-class. After writing two goals, list the steps necessary to achieve the goals. Implement the steps in your child care setting and write a one page summary describing how you implemented the steps and whether you achieved the goal. If you did not achieve the goal, suggest additional or revised steps to help you reach the goals.

For example:

> My goal is to increase the number of "alone spaces" in my program. I want to enhance my environment in this way because giving children spaces to be alone can help children behave appropriately by giving them time to relax and be themselves.

> The steps are:

> **1.** I will add three alone spaces. One will be a small table with a blanket thrown over it. This will only be available during free play time as we use the table during snack and lunch time. A second alone space will be a cardboard barrel (china barrel) with a opening cut in it. This will be available at all times in the book corner of the room. A third alone space will be an easy chair in a corner of the room. This also will be available at all times.

> **2.** I will model appropriate use of these areas by sitting quietly with a book or playing quietly with small toys in (or near, since I can't fit in the barrel) the alone spaces. I will respect the privacy of children in the alone spaces and encourage other children to respect privacy as well. I will maintain contact with children in alone spaces by making eye contact and offering a few quiet words when needed (depending on the cues the child gives).

> Summary: After two weeks of implementing the steps, I removed the blanket over the table. The blanket was a safety hazard when it was pulled off the table and used as (a much too big) superhero cape. I provided several smaller pieces of fabric for superhero capes but the blanket still was found on the floor frequently. I decided that meant the children did not need an alone space in the free play area.

> The children did use the chair and barrel as alone spaces. They mostly played alone, but sometimes played with a friend in the space. I sometimes forgot to keep in touch with children in the alone spaces, but was remembering more frequently in the second week. The children seem calmer and easier to work with when they came out of the alone space. I did have to remind a few children to respect the privacy of children in an alone space. But, by the second week, I didn't need to remind children as often.

> HELPFUL HINTS:

Make sure you connect your goal to a topic from class (i.e. why is it important you reach the goal?)

Be specific about your steps—say HOW you will achieve the step. It is not enough to say "I will talk." You need to explain what "talk" means in your classroom.

Do not describe a goal you already achieved. The purpose of this assignment is to help you integrate information you learn from class into practice in your classroom. So in other words, you should learn something new, decide how to use it in your class, carry out your plan to using it, evaluate how you used it. This is a general process that should be followed when implementing anything new in your classroom.

Make it easy on yourself—follow the format!! If I have to hunt to find goals, steps, and evaluations, I'll be less likely to think you understand what the process is.

Make it very clear to me what you mean—write your papers as if they are being read by a parent or someone who knows nothing about early childhood development and education. Define (or avoid!) special terms (jargon) and be as specific as possible. I will not "read in" to what you're writing.

(3) An Essay (50 Points)
Due: December 3, 1999*

Write, in your own words, and submit an essay (at least 500 words or two pages) describing your personal goals and strategies for establishing and maintaining a child care environment that:

1. provides for the safety of infants and toddlers by preventing/reducing injuries;

2. promotes good health and nutrition;

3. contributes to the prevention of illness; and,

4. uses space, relationships, materials, and routines, for creating an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.

HINT: Be sure to address the differing needs of young infants, mobile infants, and toddlers.

While you cannot be expected to describe everything in a limited amount of words (at least 500 or two pages), you should choose the most important environmental goals you have for children and provide specific examples of strategies you will use to achieve those goals.

Example Essay Format

1. Introduction of one paragraph explaining what are your goals and strategies. Be sure to say why your goals are important to your program.

My goals for providing for the safety of infants and toddlers are… The strategies I use to achieve these goals are… My goals for promoting good health and nutrition are… The strategies I use to achieve these goals are…

2. Several supporting paragraphs clearly describing each goal and the strategies you use. Be sure to list specific examples of each strategy you use.

    a. Goal 1

        1. Strategy 1 description and example (BE SPECIFIC)

        2. Strategy 2 description and example

    b. Goal 2

        1. Strategy 1 description and example

        2. Strategy 2 description and example

3. Summary paragraph restating what are your goals and strategies and why they are important to your program.

(4) Student Selected Product (20 points)
Due: December 3, 1999*

Below are **suggested products** for the remaining 20% of the course grade. A product may be selected from the list below; however, students are encouraged to adapt these suggestions and/or submit their own product idea. You must have instructor approval before designing your own assignment.

Please write the name of the assignment on the top of your paper.

YOU ONLY NEED TO COMPLETE ONE STUDENT SELECTED PRODUCT.

Review of Child Care Setting (total 3+ pages)
Complete Handouts #6, 7, and 8 in the notebook. Complete the following summaries for each handout.

Handout #6: For each item you answered "no" to, explain why your environment does not meet this safety requirement (or how you meet it in a non-traditional way) and how you could change the environment to meet the requirement. If you answered yes to all items, write a summary explaining to a parent how and why your environment meets the safety requirements listed in questions 2, 9, 10, and 11.

Handout #7: For each "incorrect" answer to the questions, explain why your environment does not meet this safety requirement (or how you meet it in a non-traditional way) and how you could change the environment to meet the requirement. If you answered yes to all items, write a summary explaining to a parent how and why your environment meets the safety requirements listed in questions 2 and 11.

Handout #8: If you scored a 36-48, write a summary explaining to parents why/how your environment meets the needs of an infant or toddler. If you scored 24-35 or 12-23 write a summary explaining how you could change your environment to make it more infant/toddler friendly.

Submit: Handouts #6, 7, and 8; summaries for each handout

Article Reviews
Enclosed in your student notebook you will find several articles related to environments and group care of infants and toddlers. Select **TWO** articles to read from the notebook. All the articles are easy to read and should not take a considerable amount of time to complete.

For *each* article, in a brief introduction (1 paragraph), present a summary and analysis of what the author(s) had to say in the article. Then, in no less than 1 page, react to, critique, and evaluate what is written in the article. The purpose of the assignment is to tell the instructor what *you think* of the article, not to simply rephrase what you have read.

Submit: Two summaries (1+ pages each)

Making Primary Care Work
Write a three to five page essay responding to the five questions about primary care on Handout #1 in your notebook.

Submit: 3-5 page essay

Environmental Effects
Conduct a 10-15 minute observation of an infant or toddler in your care. Keep a running record of your observation (e.g. what the child is doing, how the child is reacting, etc.). following your observation. Write a summary (at least 1 page) describing how the environment could be effecting the child's behavior. For example, if a child is fussy, they might be overwhelmed/overstimulated by the number of noises or people in the environment. Discuss how you could modify the environment in order to modify the child's behavior.

Submit: your running record of the observation and the1 page summary.

It's Not Just Routine
Write a letter (at least 2 pages) to parents explaining what routines are, why they are important to children, what you hope children will learn from routines, and how you personalize routines in your program. You also may want to give tips on how to make routines go more smoothly at home.

FDCRS/ITERS Program Evaluation
Use the FDCRS/ITERS (reviewed in class) to evaluated your child care setting. Use the rating scale to answer the following questions:

ITERS (for centers): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 28, 29, 30

FDCRS (for family): 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 25, 26

Review the results of the evaluation and choose three items on which you scored 5 or better. Describe the aspects of your program that allowed you to receive the score. Choose three items on which you scored a 5 or lower. Describe why you received the score and what you can do to increase your score.

*Due: December 3, 1999
Assignments are to be hand delivered or mailed no later than December 3, 1999. I highly recommend hand delivering the assignments or making a photo copy before you mail them.

Grading Criteria
A   93-100   A- 90-92   B+ 86-89   B   83-85   B- 80-82

C   73-79   C- 70-72   D   63-70   F   <63

Evaluation Guidelines and Suggestions:

1. **All** assignments are due on the stated dates. No points will be awarded for late projects or assignments without prior approval of the instructor.

2. **All** assignments must be typed using a word-processing program and a spell-checker. Use 12 point font, double space, leave ample margins (1 to 1.25 inches), and correct all typo, spelling, and printing errors. If there is a problem in gaining access to a word-processing program, please inform the instructor.

3. The Americans with Disabilities Act of 1990 requires all public institutions to provide a "reasonable accommodation" to an individual who advises instructors of a mental or physical disability. If you have a mental or physical limitation that requires an accommodation or an academic adjustment, please arrange a meeting with me at your earliest convenience.

Appendix B

Course Evaluation

Department of Individual and Family Studies

University of Delaware

COURSE: IFST 167: Infant Toddler Programs

INSTRUCTOR: Jennifer Adams

Circle the item that best represents your opinion about the course. Add comments when appropriate. Use this key:

0=Never   1=Rarely   2= Sometimes   3=Most of the time   4=Always

1. Content presented in this class was relevant to my needs.	0	1	2	3	4
2. The course content was appropriate.	0	1	2	3	4
3. The instructor was prepared for the class.	0	1	2	3	4
4. The instructor was knowledgeable about the content.	0	1	2	3	4
5. The quality of instruction was appropriate.	0	1	2	3	4
6. The instructor was open to different ideas.	0	1	2	3	4
7. The instructor had my best interests at heart.	0	1	2	3	4
8. The class had the right amount of structure.	0	1	2	3	4
9. Course assignments were appropriate.	0	1	2	3	4
10. I was given appropriate feedback regarding my efforts.	0	1	2	3	4
11. My effort was consistent throughout the course.	0	1	2	3	4
12. The grading system was fair.	0	1	2	3	4
13. The course met the expectation I had for it.	0	1	2	3	4

14. Class assignments were:

    Too easy   Easy   About right   Hard   Too difficult

15. How much did you learn in this course?

    Not much   A little   Some   A lot   More than I expected

16. Do you plan to make changes in your childcare practices and/or setting as a result of taking this course? Check (√) the appropriate statement.

    (   )   No

    (   )   I'll make a few changes

    (   )   I'll make a lot of changes

17. Have you already made any changes in your childcare practices and/or setting as a result of taking this course? Check (√) the appropriate statement.

    (   )   No   (   )   Yes

18. Prior to taking this course, had you taken any college classes before?

    (   )   No   (   )   Yes

19. If you answered "no" to questions #18, would you now consider taking more college courses?

    (   )   No   (   )   Yes

20. Rank the following class formats from 1-3, 1 being the most preferred format and 3 being the least preferred format.

    _____   One Friday night (6:00-10:00) plus one full Saturday (9:00-6:30)

    _____   Two Saturdays (9:00-5:00)

    _____   Four Wednesday nights (6:00-10:00)

21. The strongest aspects of this course were:

22. The weakest aspects of this course were:

23. How could this course be improved?

Thank you.

Appendix C

Application

Brochure and Application

Appendix D

Stipend Application

Initial Award Letter

August 31, 2000

Name
Address
Address

Dear Name,

Project CREATE is pleased to offer its graduates a stipend award for participation in the Infant/Toddler Program Modules. All participants who successfully completed the Project CREATE requirements are eligible for the award. The stipend amount for which you are eligible is based on the number of modules you completed. Congratulations, you qualify for a $Dollar Amount stipend.

In order to receive your stipend, you must completed the enclosed application and currently be working with children under 36 months of age. You will need to set goals for enhancing the quality of your infant/toddler child care program. After determining your goals, you will list the materials or training you need to purchase in order to reach your goals. I am available to help you set and write goals and select appropriate materials or training to reach your goals. After you set appropriate goals and select materials, we will purchase the materials and have them delivered to your home. If you choose to attend training, Project CREATE will arrange payment directly with the organization or institution sponsoring the training or college courses. Before and after receiving the stipend, we will complete observations using the *Infant/Toddler Rating Scale* just as we did before and after the modules.

Applications for this stipend should be submitted no later than October 1st and all monies must be spent by December 1st. If you have any questions or would like feedback about your goals and selected materials/training, please feel free to contact me at 831.3492. I look forward to seeing you and your program again!

Sincerely,

Jennifer Adams,
Training Coordinator

Project CREATE Stipend
Goals and Purchases
INSTRUCTIONS

1. Determine a goal, or what you need to do, to increase the quality of the infant/toddler child care you provide. Briefly describe how you will reach this goal. There is no limit on the number of goals; attach additional pages as necessary.

2. After determining your goal, list the material or training you need to acquire in order to reach your goal.

3. For materials, give the name and a description of the product, the quantity, the cost, the order number, the catalog or store name, and the phone number. If you can, provide a photocopy of the item. We prefer to make purchases by phone from catalogs or the internet. In some special cases, we may be able to arrange a purchase from a local store. Don't forget to add shipping and handling to your order. If your order totals more than your stipend amount, in some cases, we *may* be able to arrange for you to pay the difference. We will work with you to accomplish this, however you may have to adjust your purchase so it is equal to or less than your stipend amount. If you need assistance finding materials in catalogs, please call Jennifer at 831.3492.

4. For training, give the name and a description of the training; the date(s), time, location, trainer, and cost; and the name of the organization or institution sponsoring the course.

5. Submit your goals no later than **October 1, 2000**. All purchases or payments for training must be made by **December 1, 2000**.

EXAMPLE:

Goal: In order to enhance the quality of my infant/toddler child care program, I need to learn more about emergent literacy and offer children more experiences with books and language. I will attend a college class about emergent literacy in infants and toddlers and implement what I learn. I will also add more board books to my library and spend more time talking with the children about their play and routines.

Purchases necessary to achieve goal:

	Materials		**Training**
Item Name/ Description	Board Book Collection—20 board books (picture books and some simple stories) including *Faces*, *Goodnight Moon*, and *Truck*	Course Name/ Description	Emergent Literacy in Infants and Toddlers—development of language, pre-reading and pre-writing skills
Order Number	87159	Trainer Name	Jane Smith
Quantity	1	Date(s)	Thursdays, Aug 24 to Dec 14
Cost	$44.99	Time	6-9 PM
Catalog/ Store Name	Constructive Playthings	Location	Delaware Technical and Community College, Wilmington Campus
Phone Number	800.821.9526	Cost	$187.50 tuition
Cost of shipping and handling	$5.00	Name of Sponsor	Delaware Technical and Community College
Total Cost of Order	$49.99	Sponsor Phone Number and Contact Person	571.5300, Jane Smith

Project CREATE Stipend
Goals and Purchases
APPLICATION

Name: _____   Phone Number: _____

Shipping Address with ZIP CODE: _____

Do you work in the same place as when you attended the Project CREATE modules?   Yes   No

If no, please list current employer: _____

Number of children less than 36 months old currently enrolled in your family child care or center
classroom: _____

(NOTE: You must be working with children under 36 months of age and consent to a pre- and
post-observation of your program in order to be eligible for this stipend.)

Please tell us how Project CREATE impacted what you do in your child care program. Here are some
questions to think about:

Have you changed the way you interact with children?

Have you changed the way you interact with parents?

What new practices were you able to implement in your program?

Goal:

Purchases necessary to achieve goal:

Materials   **Training**

Item Name/ Description		Course Name/ Description	
Order Number		Trainer Name	
Quantity		Date(s)	
Cost		Time	
Catalog/ Store Name		Location	
Phone Number		Cost	
Cost of shipping and handling		Name of Sponsor	
Total Cost of Order		Sponsor Phone Number and Contact Person	

Ideas for Materials/Training for Project CREATE Stipends:

1. College courses at Delaware Technical and Community College, Wilmington College, Delaware State, Wesley College, or University of Delaware

2. CDA Seminar at Delaware Technical and Community College

3. Membership to:

National and Delaware Associations for the Education of Young Children (NAEYC/DAEYC)

Membership to the Delaware Association of Child Care Professionals (DACCP)

Membership to the Family Workplace Connection Resource Center or Van

4. Conference Registration for DAEYC Annual Conference on October 7, 2000

5. Workshops offered through Family Workplace Connection:

If a class you would like to take isn't on the current schedule, we can arrange a credit with FWC that will be available to you for 18 months. You can then register for the class when it is scheduled. You could register for the Core Curriculum class (60 hours for $200) which covers a wide range of early childhood topics and incorporates out-of-class assignments like Project CREATE.

6. Teacher resources such as books about infant/toddler development or curriculum

7. Materials for infants/toddlers:

>   board books or other stories, puppets, flannel boards and stories

>   sensory bins, props, and materials (sand, rice, etc.)

>   cause and effect toys (balls, pop up toys, etc.)

>   large motor equipment (push and pull toys, tricycles, small climbers, mats)

>   small motor equipment (one or two piece knob puzzles, unit blocks (wooden), large beads, dump and fill buckets)

>   art supplies (paper, fingerpaint, collage materials, contact paper, crayons, markers, glue)

>   materials or equipment to support families (rocking chair for nursing moms, materials for a parent library, etc.)

8. Equipment to enhance the environment

low, open shelves for materials

>   toddler sized tables and chairs

>   wall mirrors

Appendix E

Evaluation Instruments

The *Arnett Measure*

Childhood Information Questionnaire

Choose the response that describes how you feel most of the time.

SA -Strongly Agree   A-Agree   U-Undecided
D - Disagree   SD - Strongly Disagree

Parenting Skills:

1. Infants need to be held and carried frequently.	SA	A	U	D	SD
2. It is good to talk, sing or read to infants even if they don't understand what you are saying.	SA	A	U	D	SD
3. Diaper changing and feeding are very important learning times for infants.	SA	A	U	D	SD
4. Infants and toddlers need praise when they learn something new.	SA	A	U	D	SD
5. Parents will spoil their babies by picking them up and comforting them when they cry.	SA	A	U	D	SD
6. Young children should be spanked when they misbehave.	SA	A	U	D	SD
7. Babies will quit crying faster if they are ignored.	SA	A	U	D	SD
8. Good babies entertain themselves or watch television for a good part of the day.	SA	A	U	D	SD
9. Criticizing an infant or toddler for what they can't do will make them try harder.	SA	A	U	D	SD
10. Children should be permitted to use toys only the way they were designed.	SA	A	U	D	SD
11. Young children who are hugged and kissed usually grow up to be "sissies".	SA	A	U	D	SD
12. Parents should listen to the sounds that infants make and imitate them back to the child.	SA	A	U	D	SD
13. Children develop good, strong characters through very strict discipline.	SA	A	U	D	SD
14. Parents need to let children explore, try new things and figure things out for themselves.	SA	A	U	D	SD
15. Parents should only punish a child for really dangerous behavior.	SA	A	U	D	SD

Delaware First...Again
Core Curriculum Plus
Child Development

Awareness Questions Regarding Infant and Toddler Development

True/False

_____1. One of the most basic needs of infants is to develop trust and security in people and in the environment.

_____2. One of the most important needs of toddlers is to share.

_____3. Toddlers between two and three have spurts of independence exploring the environment, but often need the support and comfort of a special adult.

_____4. Infancy is a time of tremendous physical growth.

_____5. Toddlerhood is the time of greatest growth of language.

_____6. By the end of the first year, most infants are speaking in three word sentences.

_____7. Most toddlers can identify which of two objects is bigger.

_____8. Toddlers tend to play alongside of rather than with other children.

9. Circle the most appropriate toys for infants (birth to 1 year):

jungle gym	jump rope	soft cloth dolls
swings	tricycles	legos
push and pull toys	mobiles	board games
dress up clothes	balls	wagons
soft covered music box	blocks	puzzles

10. Circle the most appropriate toys for toddlers (1-3 years):

jungle gym	jump rope	soft cloth dolls
swings	tricycles	legos
push and pull toys	mobiles	board games
dress up clothes	balls	wagons
soft covered music box	blocks	puzzles