Project CREATE

Caregiver Recruitment, Education, and Training Enhancement

Final Report

July, 2002

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PROJECT CREATE:
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Executive Summary

Project CREATE (Caregiver Recruitment Education and Training Enhancement) was 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 was designed as a transitional training experience for people who had experience with community based training but limited or no experience with college course work. The Project CREATE training modules were designed for infant and toddler caregivers in both centers and family child care programs. The content areas covered in the modules were social-emotional development, cognitive development, environments and group care, working with families, supporting special needs, and curriculum.

From Spring, 1999, to Fall, 2001, the college-credit training modules and a community-based, non credit training were offered through Continuing Education at the University of Delaware. Along with the training, providers enrolled in the courses offered with technical assistance were given stipends to purchase materials and equipment for their classes. Technical assistance was offered through visits to the providers' sites and included 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.

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 three 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 and technical assistance was effective in increasing caregivers' knowledge and practice of developmentally appropriate environments and interactions.

Introduction

Project CREATE was a three year program initiated to develop, implement, and evaluate college-level educational experiences in infant-toddler caregiving for child care providers in 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 for the third program year of Project CREATE.

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 years.

2. Continue to develop curriculum, families, and assessment modules.

3. Effectively implement six one-credit hour courses that are high quality.

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

1. Develop a six hour community-based curriculum focusing on how family child care providers can support and interact with families, particularly first time mothers of infants.

2. Pilot and evaluate the six hour community-based curriculum.

3. Survey child care providers state-wide to determine training needs and barriers to training and providing high quality infant/toddler care. (This goal is from year two—work continued in to year three.)

GOAL: To develop a framework for infant/toddler child care licensing of individual caregivers.

1. Review existing competency based licensing programs for infant/toddler child care providers.

2. Survey (written, phone, or interview) current providers for feedback about competencies for infant/toddler child care provider licensing.

3. Develop recommendations for competency based licensing for infant/toddler child care providers in Delaware.

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 stipends (Spring participants only) books and materials for coursework (Fall and Spring participants).

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

4. To locate the class meetings to promote statewide accessibility and participation.

Technical Assistance

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

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

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

3. Provide two onsite technical assistance visits per participant, per college credit hour for Spring participants and one problem based learning/group discussion technical assistance session for Spring participants.

4. Provide stipends to Spring participants for the purchase of materials or training.

5. Provide each previous Project CREATE participant who completed all course requirements a stipend ($210-$450 based on the number of completed modules) to purchase materials for infants and toddlers or training. (This goal is from year two—work continued in to year three.)

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

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

3. 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.

This report is divided into three sections separately addressing the efficacy of the year three Project CREATE modules with a review of and comparison to years one and two data, the year three community-based training pilot, and the previously unreported year two stipend program.

Project CREATE: Year Three

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 for Infant/Toddler Caregivers* (PITC) emphasizes respectful, responsive care based on direct observations and sound understanding of child development.

PITC 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 PITC 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 PITC 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 first Project CREATE 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 PITC—these became Project CREATE modules one, two, and three. In the second program year, Project CREATE training coordinator, Jennifer Adams, also attended the Module Training Institute conducted by the California Department of Education as well as a Problem Based Learning (PBL) Institute conducted by the Institute for Transforming Undergraduate Education at the University of Delaware. Subsequently, Ms. Adams developed Project CREATE module four based on PITC materials and modules five and six based on materials from other sources and the PBL method.

The Project CREATE modules were:

1. **Infant/Toddler Programs: Social Emotional Development**. This course addressed caregiver practices and programmatic designs that support healthy emotional development in infants and toddlers. Topics discussed included temperament, responsive caregiving, and guidance and discipline.

2. **Infant/Toddler Programs: Learning and Cognitive Development**. This course addressed caregiving practices and programmatic designs that support cognitive development and learning in infants and toddlers. Topics discussed included language, exploration and discovery, and developmentally appropriate activities and materials.

3. **Infant/Toddler Programs: Environments and Group Care**. This course addressed developing and implementing programs that support healthy development of infants and toddlers by addressing their developmental needs by improving the infant/toddler environment. Routines were also discussed in this course.

4. **Infant/Toddler Programs: Working with Families**. This course addressed caregiver practices and programmatic designs that support the healthy development of infants and toddlers by supporting their families. Topics discussed included parent development, cultural differences, and conflict resolution.

5. **Infant/Toddler Programs: Supporting Infants and Toddlers with Special Needs**. This course addressed caregiving practices and programmatic designs that support the healthy development of infants and toddlers with special needs. Topics discussed included assessing the developmental needs of children, curriculum, caregiving, and the environment and working with parents and early interventionists.

6. **Infant/Toddler Programs: Curriculum**. This course addressed developing and implementing programs that support healthy development of infants and toddlers by planning developmentally appropriate curriculum and activities. Topics discussed included child-centered curriculum, lesson planning in specific developmental domains (motor, language, cognitive, etc.), the importance of play, and behavior management in the context of learning.

Course Assignments

In addition to participating in class activities and discussions, participants were required to complete three assignments for each module one through four. 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. In modules five and six, the assignments were largely problem based and completed 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.

Training Needs Survey

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 a separate report.

Framework for Licensing Individual Caregivers

Developmentally appropriate practices for infant/toddler caregivers from The Program for Infant/Toddler Caregivers, Magda Gerber's Resources for Infant Educarers, Children's Resources International, Inc., High/Scope Educational Research Foundation, Zero to Three, and the National Association for the Education of Young Children were located and briefly reviewed in order to develop competencies for infant/toddler caregivers. Time to further investigate recommended best practice, evaluate existing competencies, and develop potential competencies was limited due to Project CREATE course offerings. In order to recommend competencies, further investigation is needed.

Course Offering

Recruitment

Project CREATE participants in modules one through three 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. Participants in modules four through six were recruited first from previous CREATE participants then other caregivers expressing interest in the past.

Application Process

Each participant's application (see Appendix C) was reviewed by the training coordinator. Applications were reviewed for the following criteria:

1. Training: The coordinator looked 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) and previous participants in Project CREATE. Providers with previous college level infant/toddler courses or a recently earned CDA or early childhood associate or bachelor degree were considered for acceptance after providers with less training.

2. Employment: The coordinator looked 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 (or did) impact her own child care program. These essays were not only reviewed for content, but writing abilities.

All applications for Fall, 2000 were accepted. The first 20 applicants for Spring, 2001 were accepted in the order their applications were received. Two applicants were not registered because the course limit was reached.

Logistics

The year three courses were taught at the University of Delaware's Paradee Center in Dover, Delaware. The location was selected so as to be equally accessible to participants from New Castle and Sussex Counties. Table 1 details the dates and times of each Module.

Table 1. Year Three Project CREATE Module Dates and Times

Module	Dates	Times
I, Fall, 2000	Saturdays, September 16th and 30th	9:00 AM – 5:00 PM
II, Fall, 2000	Saturdays, October 14th & 28th	9:00 AM – 5:00 PM
III, Fall, 2000	Saturdays, November 4th & 18th	9:00 AM – 5:00 PM
IV, Spring, 2001	Saturdays, March 3rd & March 17th	9:00 AM – 5:00 PM
V, Spring, 2001	Saturdays, April 7th & 21st	9:00 AM – 5:00 PM
VI, Spring, 2001	Saturdays, May 12th & June 2nd	9:00 AM – 5:00 PM

Stipend

Spring participants in Year 3 were offered stipends for appropriate materials or additional training. The stipend increased with the number of modules completed. After completing one module, participants received a $40 stipend. After completing two modules, participants received an additional $80 stipend. After completing three modules, participants received an additional $120 stipend. Therefore, a participant in the Spring who completed all three modules earned $240 in stipends.

Before purchasing any materials, participants were asked to prepare goals in the areas of professional development, families, culture, special needs, or curriculum. Participants were encouraged to select materials that would assist them in reaching their goals. After the participants' selected materials were approved by the Project CREATE Training Coordinator, the materials were purchased by Project CREATE and shipped directly to participants.

Technical Assistance

Each participant in Spring, 2001 Project CREATE modules received one technical assistance session per module—two onsite and one offsite. The onsite 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 onsite 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 onsite 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.

The offsite technical assistance session occurred during the modules. The participants were arranged in small groups and worked as a team to problem solve specific issues relating to family interactions at their individual child care programs.

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 the questionnaires before course instruction began. At the completion of the classes, the participants again were given ample time to complete the same questionnaires.

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 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 2 shows participant satisfaction with the content of the Project CREATE Modules. Fifty-five percent of all participants felt the content was always relevant and seventy-nine percent felt the content was always appropriate. As compared to the responses of participants in all three years, it appears the second year participants were more satisfied with Project CREATE course content than first or third year participants. Overall, a majority of participants in all three years of Project CREATE were always satisfied with the courses.

Table 2. Participant Evaluation of Project CREATE Module Content

Question	Responses*	Fall, 2000 Number of Responses	Spring, 2001 Number of Responses	Year Three Percent of Responses, Both Sessions	Year Two Percent of Responses, Both Sessions	Year One Percent of Responses, Both Sessions	Year One – Three Cumulative Responses
Content presented in this class was relevant to my needs	Sometimes	1	0	3%	-	4%	2.5%
	Most of the time	5	9	42%	14%	12%	25%
	Always	8	10	55%	86%	84%	72.5%
The course content was appropriate	Sometimes	1	0	3%	-	-	1%
	Most of the time	1	5	18%	9%	15.4%	15%
	Always	12	15	79%	91%	84.6%	82%

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

Project CREATE participants' evaluations of the instructor are described in Table 3. Eighty-eight percent of participants felt the instructor always was prepared for class and knowledgeable about infants and toddlers. Eighty-two 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-three percent believed the class always had the appropriate amount of structure.

As compared to the responses of first and second year participants, it appears the second year participants were the most satisfied with the instructor in most areas. Overall, participants across all three years of Project CREATE felt the instructor was prepared and knowledgeable more than ninety-four percent of the time, was open and held the participant's best interests at heart ninety-one percent of the time, delivered quality instruction eighty-nine percent of the time, and provided an appropriate amount of structure seventy-five percent of the time.

Participants in year three 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:"

> *"The homework assignments to support the class learning"*
> *"The group participation"*

Table 3. Participant Evaluation of Project CREATE Instructor

Question	Responses*	Fall, 2000 Number of Responses	Spring, 2001 Number of Responses	Year Three Percent of Responses, Both Sessions	Year Two Percent of Responses, Both Sessions	Year One Percent of Responses, Both Sessions	Year One – Three Cumulative Responses
The instructor was prepared for the class	Most of the time	1	3	12%	-	-	5%
	Always	13	17	88%	100%	100%	95%
The instructor was knowledgeable about the content	Most of the time	0	4	12%	-	3.8%	6%
	Always	14	16	88%	100%	96.2%	94%
The quality of instruction was appropriate	Most of the time	1	5	18%	4.5%	7.7%	11%
	Always	13	15	82%	95.5%	92.3%	89%
The instructor was open to different ideas	Sometimes	1	0	3%	-	-	1%
	Most of the time	2	3	15%	4.5%	-	7%
	Always	11	17	82%	95.5%	100%	91%
The instructor had my best interests at heart	Sometimes	0	0	-	-	3.8%	1%
	Most of the time	2	2	9%	9%	-	7%
	Always	12	18	91%	91%	96.2%	91%
The class had the right amount of structure	Most of the time	3	6	27%	22.7%	28%	26%
	Always	10	14	73%	77.3 %	72%	74%

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

"Emphasizing emotional needs of infants and toddlers and meeting and setting goals to assist in the development of a child's emotional growth"

"Being introduced to new ideas"

"I think the class was great"

"Seeing videos showing what we talked about"

"Class discussions about problems we had in common"

"I learned a lot from classes   Jennifer is a good teacher"

"The instructor knew a lot about the course"

"The sharing in class. There are different people who have different jobs and it's good to hear from the how they handle things."

"Everything I learned."

"Jennifer made things interesting"

"Peers and teacher discussions"

"Information given"

"The in class technical assistance"

"The entire program"

> *"Being educated on a college level, state funded, and the encouragement to provide quality care and the child need that so much"*
> *"In class technical assistance"*
> *"Discussion"*
> *"I thoroughly enjoyed the open group discussions and the technical assistance visits"*
> *"I learn a lot of interesting things in class"*
> *"Open discussion with other providers"*
> *"A lot of feedback from other teachers and the instructor."*
> *"Good to meet others with different or same problems"*
> *"Problem based learning"*
> *"Because it made you think why, how, when and would you do it and the outcome of what you did"*
> *"Handouts"*

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

> *"I find none"*
> *"None"*
> *"Just hard being in class from 9 to 5 that's all."*
> *"I don't feel that I learned as much as I thought I was going to"*
> *"Not a lot of support from my job to make changes"*
> *"Distance"*
> *"None"*
> *"N/A"*
> *"The distance at this time"*
> *"Out of class assignments"*
> *"Students should not be allowed to arrive consistently late to class"*
> *"Having it in Dover"*
> *"Essays"*
> *"I don't think there was any"*
> *"Homework"*

Table 4 further describes year three participants' experiences with Project CREATE Modules. Fifty-six percent of the participants felt they always worked consistently throughout the course. The Modules always met the expectations of sixty-nine percent of the participants. Nearly one-quarter (24%) of participants learned more than they expected and sixty-seven percent learned "a lot" during year three of Project CREATE modules.

Overall, participants from all three years of Project CREATE worked with consistent effort seventy-three percent of the time. The courses met their expectations eighty-one percent of the time. And, ninety-four percent of participants learned "a lot" or more than they expected from the courses.

Table 4. Participant Evaluation of Project CREATE Modules

Question	Responses*	Fall, 2000 Number of Responses	Spring, 2001 Number of Responses	Year Three Percent of Responses, Both Sessions	Year Two Percent of Responses, Both Sessions	Year One Percent of Responses, Both Sessions	Year One – Three Cumulative Responses
My effort was consistent throughout the course	Sometimes	1	0	3%	-	-	1%
	Most of the time	5	9	41%	22.7%	7.7%	26%
	Always	8	11	56%	77.3%	92.3%	73%
The course met the expectations I had for it	Sometimes	2	0	6%	-	3.8%	4%
	Most of the time	2	6	25%	9%	7.7%	15%
	Always	10	12	69%	91%	88.5%	81%
How much did you learn in this course?	Not much	0	1	3%	-	-	1%
	A little	1	0	3%	-	-	1%
	Some	1	0	3%	-	7.7%	4%
	A lot	9	13	67%	27.3%	26.9%	43%
	More than I expected	2	6	24%	72.7%	65.4%	51%

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

Course Assignments

Out-of-Class Assignments

Table 5 details participant evaluation of Project CREATE out-of-class assignments and the grading of those assignments. In year three, Sixty-seven percent of participants felt the assignments were always appropriate while seventy-nine percent felt the grading of those assignments was always fair. Seventy-two percent of participants felt the feedback regarding their work on assignments was appropriate. Seventy-nine percent of participants felt the assignments were at the appropriate difficulty level while eighteen percent felt the assignments were too hard and three percent felt the assignments were easy.

Overall, seventy-three percent of participants in years one through three felt the out-of-class assignments were appropriate. Eighty-four percent of all participants felt the grading of assignments was fair and eighty-six percent felt the feedback on assignments was appropriate. Seventy-six percent of all participants felt the assignments were appropriately difficult while eighteen percent felt the assignments were hard.

Table 5. Participant Evaluation of Project CREATE Out-of-Class Assignments and Grading

Question	Responses*	Fall, 2000 Number of Responses	Spring, 2001 Number of Responses	Year Three Percent of Responses, Both Sessions	Year Two Percent of Responses, Both Sessions	Year One Percent of Responses, Both Sessions	Year One – Three Cumulative Responses
Course assignments were appropriate	Sometimes	2	0	6%	4.5%	3.8%	3%
	Most of the time	2	7	27%	27.3%	15.4%	24%
	Always	9	13	67%	68.2%	80.8%	73%
I was given appropriate feedback regarding my efforts	Sometimes	4	5	28%	-	7.7%	14%
	Always	9	14	72%	100%	92.3%	86%
The grading system was fair	Sometimes	1	1	6%	-	3.8%	4%
	Most of the time	2	3	15%	13.6%	7.7%	12%
	Always	10	16	79%	86.4%	88.5%	84%
Class assignments were	Too easy	0	0	-	10%	3.8%	4%
	Easy	0	1	3%	-	-	1%
	About right	11	15	79%	70%	76.9%	76%
	Hard	2	4	18%	15%	19.2%	18%
	Too difficult	0	0	-	5%	-	1%

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

In-Class Assignments: Problem Based Learning

Table 6 details participant evaluation of Project CREATE problem based learning (in-class) assignments in modules five and six offered in the Spring, 2001 session. Ninety percent of participants felt the assignments were at the appropriate difficulty level. Eight-five percent of participants were comfortable with the problem based learning experience and learned more from that instructional method than traditional lectures and shorter in-class activities.

Table 6. Participant Evaluation of Project CREATE Problem Based Learning Assignments and Grading

Question	Responses*	Spring, 2001 Number of Responses	Year Three, Spring Session Percent of Responses
In class assignments (problem based learning) were:	Easy	1	5%
	About right	18	90%
	Hard	1	5%
How much did you learn from the problem based learning experience in comparison to the traditional lectures and shorter, in-class activities?	A lot more	11	55%
	A little more	6	30%
	The same amount	3	15%
How comfortable were you with problem based learning?	Very comfortable	12	60%
	A little comfortable	7	35%
	Very uncomfortable	1	5%

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

Course Offering

Recruitment
For the Fall, 2000 session, 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. For the Spring, 2001session, ninety percent of the participants previously participated in Project CREATE modules and were recruited through direct mailing.

Application Process
All applicants were accepted for the Fall session. Two participants in the Spring session were not accepted because the course was at its maximum capacity. One participant who was accepted was outside the target audience of Project CREATE. She, a child care center director, was accepted because she was attending with four of her classroom teachers and the session had not reached its maximum capacity.

Logistics
Based on previous participant feedback, the dates and times of the courses were made uniform for both sessions. 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. Ninety-two separate registrants completed the modules. Fourteen individual participants attended the Fall session while twenty individual participants—the course maximum—attended the Spring session. A

total of seven center-based and eleven family-based child care programs participated in both sessions. One center was represented by six participants in Fall and Spring sessions.

Table 7 Year Three Project CREATE Participant Demographics*

Module, Date	Participants	Center Based	Family Based	Infant/ Toddlers Impacted	Centers with Multiple Participants	White/ Caucasian Participants	Minority Participants
I, Fall	10	6	4	62	1	1	9
II, Fall	10	8	2	56	1	1	9
III, Fall	12	8	4	64	1	1	11
IV, Spring	20	10	10	114	1	6	14
V, Spring	20	10	10	114	1	6	14
VI, Spring	20	10	10	114	1	6	14
Total Individuals*	22 (-12 -1)	12 (-4 -1)	10 (-8 +2)	126 (-2 -77)	1 (-3 -4)	6 (-6 -6)	16 (-6 +5)

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

During the course of the year three modules, one-hundred twenty-six infants and toddlers were cared for by participants. However, those twenty-two 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.

In the third year of Project CREATE, less individuals and center based programs were reached than in previous years, but more family child care providers were served. The number of minority participants also increased.

As Table 8 illustrates, Project CREATE attracted participants from New Castle, Kent, and Sussex Counties in the Fall and Spring sessions in year three. Eight participants (36%) provided child care in the City of Wilmington while nine participants (41%) provided care in the suburbs of New Castle County. One participant (4.5%) was from Kent County; and three participants (14%) were from Sussex County.

Table 8. Geographical Locations of Project CREATE Participants for Year Three

Geographic Area	Module I, Fall	Module II, Fall	Module III, Fall	Module I, Spring	Module II, Spring	Module III, Spring	Total Individuals
Claymont	-	-	-	1	1	1	1
Dover	1	1	1	-	-	-	1
Georgetown	1	1	1	1	1	1	1
Hockessin	-	-	-	1	1	1	1
Long Neck	1	1	1	1	1	1	1
Middletown	1	-	-	2	2	2	2
Milford	1	1	1	1	1	1	1
New Castle	-	-	1	2	2	2	2
Newark	2	1	1	4	4	4	4
Wilmington	3	5	6	7	7	7	8

Course Completion

Of the ninety-two total registrants in Fall, 2000 and Spring, 2001, one hundred percent completed all the requirements for the courses. Table 9 details the letter grades of the registrants. Overall, there were a total of two hundred fifty-four registrants in the three years of Project CREATE. Eighty-one percent of registrants successfully completed all course requirements.

Table 9. Project CREATE Registrant Grades

Letter Grade in Modules	Number of Registrants, Year Three	Percent of All Registrants, Year Three	Percent of All Registrants, Year Two	Percent of All Registrants, Year One	Percent of All Registrants Years One – Three
A	75	82%	49%	80%	72%
B	14	15%	25%	15%	46%
C	3	3%	3%	2.5%	7%
Withdrawn	-	-	23%	2.5%	19%

In year three, ten participants (45%) completed three modules; four participants (18%) completed four modules; two participants (9%) completed five modules; and six participants (27%) completed all six offered modules. Of the ten participants completing only three modules, eight had previously completed the first three CREATE modules.

As Table 10 shows, of the participants that completed at least one module during the three years of Project CREATE, fifty-eight percent completed three modules and twenty-one

percent completed all six modules. Eighty-five percent of participants completed at least three modules.

Table 10. Project CREATE Participant Module Completion, Cumulative Years One, Two, and Three

Modules Completed	Number of Participants	Percent of Participants
1	4	6%
2	6	9%
3	39	58%
4	2	3%
5	2	3%
6	14	21%

As Table 11 shows, over half of the year three Project CREATE participants had previously taken college courses (many of them through previous Project CREATE courses). Of the participants who had not previously taken college courses, sixty-nine percent reported they would consider taking more college courses while thirty-one percent did not give a response to the question.

Table 11. Project CREATE Participant Experience with College Course Work

Question	Responses*	Year Three Number of Responses, Both Sessions	Year Three Percent 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	13	41%	44%	34.6%
	Yes	19	59%	56%	65.4%
If you answered no to the previous question, would you now consider taking more college courses?	Yes to previous question	19	59%	56%	61.5%
	Yes	9	28%	44%	38.5%
	No response given	4	13%		

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

Stipend

All twenty participants in the Spring session earned a total stipend of $240. Each participant choose to use $15.00 of the stipend to purchase *The Creative Curriculum for Infants and Toddlers*. The remaining $225 was to be spent by each participant on materials or further training. Table 12 details the types of materials and training participants purchased with their stipends.

Table 12. Materials and Training Purchased with Project CREATE Stipend, Spring 2001 Session

Item Type	Approximate Quantity	Approximate Cost
Manipulative toys, such as blocks, puzzles, lacing cards, rattles	28	$550
Indoor/Outdoor large motor equipment, such as parachutes, wagons, trucks, climbers, playground cover, basketball hoops	14	$615
Art supplies, such as easels, paint, smocks, scissors, and collage boxes	30	$260
Classroom furniture, such as tables, chairs, small sofas	16	$655
Social/emotional materials, such as mirrors, dolls, and dramatic play furniture and props (kitchen sets with food)	12	$450
Language, such as books, flannel boards and stories, puppets	14	$205
Sensory, such as bins, sand and water sets, instruments, musical recordings and players	7	$320
Health and safety materials, such as monitors, toothbrushes, and bibs	3	$200
Scholarships to Delaware Technical and Community College	4	$900

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.

Two formats of technical assistance were used in the Spring 2001CREATE session. As Table 13 shows, although ninety percent of the participants found the onsite technical assistance to be helpful, ten percent were not sure if the visit was helpful. One hundred percent of participants found the in-class technical assistance to be helpful.

Table 13. Helpfulness of Technical Assistance Visit Formats for Spring, 2001 Project CREATE Participants

Question	Responses*	Number of Responses	Percent of Responses
How helpful were the technical assistance visits to your child care program?	Very helpful	12	60%
	A little helpful	6	30%
	Not sure	2	10%
How helpful was the in-class technical assistance discussion?	Very helpful	13	65%
	A little helpful	7	35%

Table 14 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. Eighty-three percent of participants made changes to their programs before the classes ended. Seventy percent planned to make a few more changes, while nearly thirty percent planned to make many more changes.

For all participants in the three program years of Project CREATE, ninety percent made changes to their programs before the courses ended. Sixty-three percent of participants planned a few further changes and thirty-five percent planned extensive further changes.

Table 14. 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 Three	Percent of Responses, Both Sessions, Year Two	Percent of Responses, Both Sessions, Year One	Percent of All Registrants Years One – Three
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	21	70%	89%	57.7%	63%
	I'll make a lot of changes	8	27%	11%	42.3%	35%
	No	1	3%	-	-	2%
Have you made any changes in your childcare practices and/or setting as a result of taking this course?	Yes	24	83%	94%	100%	90%
	No	5	17%	6%	-	10%

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

Throughout the three years of Project CREATE, two sessions did not receive technical assistance or stipends during the courses and four session did receive those supports. Table 15 details the changes in scores on the *Family Day Care Rating Scale* between the groups receiving and not receiving technical assistance. The participants receiving technical assistance improved their FDCRS scores in all categories. The participants not receiving technical assistance improved their scores, to a lesser extent, in all categories except basic care and language and reasoning. The changes in the scores for participants receiving technical assistance were more statistically significant than those not receiving technical assistance in the basic care and language and reasoning subcategory as well as all categories

combined. The change in the scores of the group receiving technical assistance approached statistical significance in the learning activities category.

Table 15. Effects of Technical Assistance as Assessed by the *Family Day Care Rating Scale*

Evaluation Category	Average Score Change with Technical Assistance	Average Score Change without Technical Assistance
Space and Furnishings	2.5958	1.9757
Basic Care	**3.3304**	**-1.5071**
Language and Reasoning	**4.5869**	**-.4943**
Learning Activities	*6.1019*	*1.0000*
Social Development	1.0973	.2857
Adult Needs	.7646	.2857
All Categories	**18.4769**	**1.5457**

Bold indicates the change in scores between the two models (TA or no TA) is statistically significant. Italics indicates the change in scores between the two models (TA or no TA) is approaching statistical significance.

Table 16 details the changes in scores on the *Infant/Toddler Environments Rating Scale* between the groups receiving and not receiving technical assistance. The participants receiving technical assistance improved their ITERS scores in all categories except interaction and program structure. The participants not receiving technical assistance increased their scores to a lesser extent in the furnishings category; increased their scores to a greater extent in the listening, learning activities, interaction, program structure, adult needs, and overall categories; and decreased their scores in the personal care category. The changes in scores between the groups receiving and not receiving technical assistance were statistically significant for the personal care and listening and talking categories.

Table 16. Effects of Technical Assistance as Assessed by the *Infant/Toddler Environments Rating Scale*

Evaluation Category	Average Score Change with Technical Assistance	Average Score Change without Technical Assistance
Furnishings and Display for Children	1.4400	.1875
Personal Care Routines	**3.1427**	**-2.2337**
Listening and Talking	**.3636**	**3.1520**
Learning Activities	.4795	3.9113
Interaction Items	-.0968	.1250
Program Structure	-.4473	.6713
Adult Needs	.0000	.2500
All Categories	4.8818	6.0362

Bold indicates the change in scores between the two models (TA or no TA) is statistically significant.

Table 17 details the changes in scores on the *Arnett Measure* between the groups receiving and not receiving technical assistance. The participants receiving technical assistance improved their *Arnett* scores all categories. The participants not receiving technical assistance improved their scores, to a lesser extent, overall; and to a greater extend in the harshness category. The participants not receiving technical assistance decreased their scores in the detachment, permissiveness, and sensitivity categories. The changes in scores between the groups receiving and not receiving technical assistance were statistically significant for the detachment category.

Table 17. Effects of Technical Assistance as Assessed by the *Arnett Measure*

Evaluation Category	Average Score Change with Technical Assistance	Average Score Change without Technical Assistance
Harshness	.5098	.5882
Detachment	**.5396**	**-.1906**
Permissiveness	.0163	-.1353
Sensitivity	2.2667	-.1129
Total	3.9425	.6200

*Higher scores indicate appropriate styles of interaction that __minimize__ harshness, detachment, and permissiveness, and maximize sensitivity. Bold indicates the change in scores between the two models (TA or no TA) is statistically significant.

Table 18 details the changes in scores on the *Childhood Information Questionnaire* between the groups receiving and not receiving technical assistance. All participants improved their CIQ score, however, those participants not receiving technical assistance improved their score more than those participants who received technical assistance. The changes in scores between the groups receiving and not receiving technical assistance were not statistically significant.

Table 18. Effects of Technical Assistance as Assessed by the *Childhood Information Questionnaire*

Evaluation Category	Average Score Change with Technical Assistance	Average Score Change without Technical Assistance
Total Score	2.4293	4.0196

Bold indicates the change in scores between the two models (TA or no TA) is statistically significant.

Table 19 details the changes in scores on the *Delaware First…Again Core Curriculum Plus Child Development Awareness Questions Regarding Infant and Toddler Development* between the groups receiving and not receiving technical assistance. The participants receiving technical assistance improved their *Delaware First… Questions* scores in the true/false and overall categories and decreased their score in the toy category. The participants not receiving technical assistance decreased their scores in all categories. The changes in scores between the groups receiving and not receiving technical assistance were not statistically significant.

Table 19. Effects of Technical Assistance as Assessed by the *Delaware First…Again Core Curriculum Plus Child Development Awareness Questions Regarding Infant and Toddler Development*

Evaluation Category	Average Score Change with Technical Assistance	Average Score Change without Technical Assistance
Toy Subcategory	-.2051	-.5789
True/False Subcategory	.4615	-.0500
Total Score	.2564	-.5789

Bold indicates the change in scores between the two models (TA or no TA) is statistically significant.

Evaluation of Effectiveness

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

Observations

Infant/Toddler Environment Rating Scale

As summarized in Table 20, overall scores and scores in most subcategories on the ITERS for year three participants increased slightly after completing the Project CREATE Modules. The increase in score in the learning activities subcategory is statistically significant. The scores in the interaction and program structure categories fell very slightly and the scores in the adult needs category remained unchanged. For all participants, years one through three, scores slightly increased overall and in all subcategories, except Program Structure and Interaction. The increase in the Listening and Talking subcategory score for all participants across years one through three is statistically significant.

Table 20. Participants' Average Scores on the *Infant/Toddler Environments Rating Scale*

Evaluation Category	Pretest Average Score, Year Three	Posttest Average Score, Year Three	Pretest Average Score, Years One Through Three	Posttest Average Score, Years One Through Three
Furnishings and Display for Children	5.3273	5.5273	5.3088	5.5300
Personal Care Routines	5.8095	6.0958	5.6156	5.8055
Listening and Talking	5.4545	6.0455	4.6667	**5.2167**
Learning Activities	5.6126	**5.9145**	4.9641	5.1385
Interaction Items	5.4282	5.3333	5.1459	5.1333
Program Structure	6.3920	6.3866	5.6691	5.6318
Adult Needs	5.6818	5.6818	4.8667	4.8833
All Categories	5.6946	5.8911	5.2489	5.3972

Bold indicates statistically significant change.

Family Day Care Rating Scale

As Table 21 summarizes, overall and all subcategory scores on the FDCRS for year three participants increased slightly. The increased scores in the Learning Activities subcategory are statistically significant. For all participants, years one through three, scores made statistically significant increases overall and in all subcategories.

Table 21. Participants' Average Scores on the *Family Day Care Rating Scale*

Evaluation Category	Pretest Average Score, Year Three	Posttest Average Score, Year Three	Pretest Average Score, Years One Through Three	Posttest Average Score, Years One Through Three
Space and Furnishings	4.9254	5.1810	4.7129	**5.0649**
Basic Care	5.2766	5.3544	5.0797	**5.4089**
Language and Reasoning	5.6718	5.8602	5.1142	**5.6991**
Learning Activities	5.3259	**5.6196**	4.8990	**5.4567**
Social Development	5.1333	5.3778	4.8633	**5.1717**
Adult Needs	6.3804	6.4667	6.2739	**6.4949**
All Categories	5.3691	5.5720	5.0496	**5.4749**

Bold indicates statistically significant change.

The *Arnett Measure*

Table 22 indicates subcategory and overall scores on the *Arnett Measure* for year three participants increased slightly after completing the Project CREATE modules. For all

participants, years one through three, scores increased overall and in all subcategories except permissiveness. The increases in overall scores and sensitivity were statistically significant.

Table 22. Participants' Average Scores on the *Arnett Measure*

Evaluation Category	Pretest Average Score, Year Three	Posttest Average Score, Year Three	Pretest Average Score, Years One Through Three	Posttest Average Score, Years One Through Three
Harshness	3.6552	3.7241	3.6693	3.7582
Detachment	3.7090	3.7414	3.6901	3.7794
Permissiveness	1.3023	1.3218	1.3160	1.3088
Sensitivity	3.2614	3.3334	3.2070	**3.3742**
Total	3.5031	3.5725	3.4852	**3.6049**

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

Questionnaires

Childhood Information Questionnaire
Table 23 indicates overall scores on the *CIQ* for participants in year three increased with statistical significance after completing CREATE modules. The scores for all participants across all three years of Project CREATE also increased with statistical significance.

Table 23. Participants' Average Total Scores on the *Childhood Information Questionnaire*

Session	Pretest Average Total Score	Posttest Average Total Score
Year Three	200.6985	**204.4424**
Years One through Three	203.5017	**206.3826**

Bold indicates statistically significant change.

Delaware First…Again Core Curriculum Plus Child Development Awareness Questions Regarding Infant and Toddler Development
Table 24 indicates toy subcategory scores on the *Delaware First…* questionnaire for year three participants alone and all participants across all three years decreased slightly after completing the Project CREATE modules. The overall scores for year three participants decreased slightly, while the overall scores for all participants in years one through three increased slightly. No changes in scores on the *Delaware First…* questionnaire were statistically significant.

Table 24. 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 Three	Posttest Average Score, Year Three	Pretest Average Score, Years One through Three	Posttest Average Score, Years One through Three
Toy Subcategory	53.3125	52.8125	68.0313	67.6250
Total	67.8621	67.8448	67.4762	67.8095

Bold indicates statistically significant change.

Discussion

Course Development

Curriculum and Instruction

Overall, Project CREATE participants seemed very pleased with the content of the six courses and the instructor. It appears the students felt the emphasis in the first four modules on discussion of materials and use of students' experiences to illustrate concepts and the use of problem based learning in the last two modules was a great asset.

The problem based learning format seemed to be particularly effective. Eighty-five percent of participants learned more from problem based learning than the less experiential discussion format of the first four modules. Although this was a new format not widely used in early childhood education, ninety-five percent of the participants indicated they were comfortable with the format.

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 instructor 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 and word-of-mouth seemed to be the most effective method of recruiting.

Application Process

Although the application stated there were criteria for selection, in practice, no applicant was turned away for not meeting the criteria. Information about the applicants' previous training, working experience, writing abilities, and philosophy of early childhood education was used to construct the course discussions and problems.

Logistics

More child care providers participated in the Spring offering of Project CREATE than the Fall offering and more providers from New Castle County participated than from Kent and Sussex Counties. The Spring sessions were probably better attended because it was the first time modules four, five, and six were offered and a large number of previous CREATE participants had, for two years, expressed strong interest in adding new modules.

The larger number of New Castle County (NCC) participants in modules four, five, and six is likely due to the fact that a larger number of NCC providers completed modules one, two, and three because they were offered more frequently in Northern Delaware in the first two years of the Project. Also, from previous informal discussions with CREATE participants, it was suggested providers in Southern Delaware are more cautious about enrolling in new programs. Additional course offerings and advertising in Kent and Sussex Counties could attract more Southern Delaware participants.

Demographics

Project CREATE was equally successful at enrolling center- and family-based participants in year three. In year three, there were fewer individual participants than in previous years because six different modules were offered once rather than three modules offered twice. Eleven individuals completed modules in both the Fall and Spring of the third year of Project CREATE.

Course Completion

In year three, Project CREATE had no participants withdraw from the courses. This is a huge improvement from previous years, especially year two. The lack of withdraws could be attributed to peer support. Six participants in the Fall and five in the Spring sessions were from one center where all the teachers were pursuing a Child Development Associate (CDA) credential. These teachers worked together to support each other and encourage attendance and participation. Similarly, in the Spring session, ninety percent of the participants previously completed CREATE modules and therefore had existing relationships with other participants. These relationships seemed to motivate attendance and participation.

Most of the 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 two onsite and one offsite technical assistance visits. Most participants found the onsite visits to be useful, but all participants found the in-class, support group-like technical assistance to be more helpful. As a result of the coursework followed by technical assistance, almost all participants made changes to their program or environment.

Data from the observations and questionnaires indicates technical assistance most helps family child care providers improve their overall programs, including interactions as well as environments and activities. Technical assistance seemed to help center-based providers improve their environments, however, those participants that did not receive technical assistance made more improvements to their environments and interactions. Technical

assistance helped all participants—family- and center-based—improve their interactions with children. Knowledge of child development did not significantly increase with technical assistance.

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—over the course of the three year program, the family child care providers made statistically significant gains in all subcategories. This indicates 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 overall improvements. 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 the sensitivity of providers' caregiving practices. Positive change occurred overall, but the most significant change was in increased sensitivity. 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.

Compared to a national sample of child care providers, Project CREATE participants have a higher than average sensitivity, even before enrolling in the modules. The Cost, Quality, and Outcomes Study (Peisner-Feinberg, et. al, 1999) indicated the average sensitivity score on the Arnett Measure for a sample of 169 child care centers across the United States was 2.96. The Project CREATE participants averaged an Arnett Measure score of 3.4 before the modules and 3.6 after completing the modules. The high initial scores may have resulted in a ceiling effect in terms of making improvements. However the fact that the providers were able to take well-above average scores and improve on them is a sign of both the dedication to improvement evidenced by these participants and the quality of the training and technical assistance provided by Project CREATE.

Questionnaire

Childhood Information Questionnaire
CIQ scores for participants across the three year program increased significantly. This indicates 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. For example, one-piece puzzles traditionally may be considered most appropriate for children over one year of age, but a Project CREATE student may consider them appropriate for younger children if the puzzle pieces are used to tell a story while the child holds and manipulates the pieces.

Community-Based Training Pilot

Methods

Course Development

Curriculum and Instruction
The community-based training, *Caregiver, Counselor, Friend: What is the Child Care Provider's Role with Families?*, was designed by the training coordinator based on current theory and practice in the field of early childhood curriculum. The course followed the problem based learning format.

The objectives for the training were to help participants understand the following principles through problem based learning experiences:

> Parents are essential partners in early childhood development and child care

> Strategies for working with parents

> Culturally responsive child care benefits the child, family, and caregiver

Special emphasis was on ways of successfully including families with infants and toddlers in child care and working specifically with parents, the enrollment process, conflict resolution, dealing with first-time parents, and cultural differences.

Assessment of Effectiveness
The participants were asked to complete a course evaluation (see Appendix B) at the conclusion of the training. There were no graded or reviewed assignments for the training.

Course Offering

Recruitment
Participants for the community-based training were recruited through a direct mailing to family- and center-based child care providers previously indicating interest in Project CREATE courses.

Application Process
Participants were asked to complete a registration form (see Appendix C) indicating whether they were a family- or center-based provider or an administrator. The registrants paid a five dollar registration fee which was returned upon training completion.

Logistics

The training was offered two evenings in one week for three hours each night. Dinner was served both evenings. The training location was the University of Delaware's Newark campus where parking was paid.

Evaluation of Effectiveness

The participants were asked to complete a pre- and post-training questionnaire about information relating to the course objectives and the experience of problem based learning. The questionnaire was designed specifically for this training and is included in Appendix E.

Results

Course Development

Curriculum and Instruction

Table 25 shows participant satisfaction with the content of the Project CREATE community based training. Eighty-two percent of all participants felt the content was mostly or always relevant and ninety-five percent felt the content was mostly or always appropriate.

Table 25. Participant Evaluation of Project CREATE Community-Based Training Content

Question	Responses*	Number of Responses	Percent of Responses
Content presented in this class was relevant to my needs	Rarely	1	6%
	Sometimes	2	12%
	Most of the time	6	35%
	Always	8	47%
The course content was appropriate	Sometimes	1	5%
	Most of the time	5	28%
	Always	12	67%

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

Project CREATE participants' evaluations of the community based training instructor are described in Table 26. Ninety-four percent of participants felt the instructor mostly or always was prepared for class and one hundred percent felt the instructor was mostly or always knowledgeable about infants and toddlers. Ninety-five percent of participants felt the quality of instruction was mostly or always appropriate, the instructor was mostly or always open to different ideas, and the instructor always had their best interests at heart. Eighty-nine percent believed the class mostly or always had the appropriate amount of structure.

Table 26. Participant Evaluation of Project CREATE Instructor of Community-Based Training

Question	Responses*	Number of Responses	Percent of Responses
The instructor was prepared for the class	Sometimes	2	11%
	Most of the time	1	6%
	Always	15	83%
The instructor was knowledgeable about the content	Most of the time	2	11%
	Always	16	89%
The quality of instruction was appropriate	Rarely	1	5%
	Most of the time	3	17%
	Always	14	78%
The instructor was open to different ideas	Rarely	1	6%
	Most of the time	1	6%
	Always	16	88%
The instructor had my best interests at heart	Rarely	1	5%
	Most of the time	5	28%
	Always	12	67%
The class had the right amount of structure	Sometimes	2	11%
	Most of the time	6	33%
	Always	10	56%

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

Participants in the community based training 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:"

> *"Being able to learn the different aspects of teaching a child and learning why they learn"*
> *"The networking"*
> *"Working in groups. It was friendlier"*
> *"Learning the parents side of problem solving. I always see this in providers eyes not how parents and child feel"*
> *"How we worked in the different groups"*
> *"Really learning how to prevent these problems from happening. I only hope this will really work."*
> *"The strongest was the fact that we were made to see the set backs from parent and providers aspect"*
> *"Full class discussion and role play (hands on)"*

> *"Dealing with parents and care givers with the child's best interest at heart"*
> *"Everyone talk about the different point of center base and the home center"*
> *"The different ideas from different people"*
> *"Parent/provider relationship, networking with others"*

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

> *"I didn't think there were any"*
> *"None"*
> *"In the groups, some people side talked"*
> *"Teacher needed to talk more—not the want to be teachers"*
> *"When we got off the subject a little"*
> *"There really weren't any"*
> *"None"*
> *"Long hours, but not too bad"*
> *"Not enough roll playing"*
> *"Not sure"*
> *"I can't think of anything"*

Table 27 further describes the community based training participants' experiences with Project CREATE. The training mostly or always met the expectations of seventy-seven percent of the participants. Over one half (56%) of participants learned more than they expected and thirty-three percent learned "a lot" from the training.

Table 27. Participant Evaluation of Project CREATE Community-Based Training

Question	Responses*	Number of Responses	Percent of Responses
The course met the expectations I had for it	Rarely	2	12%
	Sometimes	2	12%
	Most of the time	3	18%
	Always	10	59%
How much did you learn in this course?	Not much	1	6%
	Some	1	6%
	A lot	6	33%
	More than I expected	10	56%

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

Table 28 details participant evaluation of the problem based learning format of the community based training. Eighty-one percent of participants felt the assignments were at the appropriate difficulty level. Eight-nine percent of participants were comfortable with the problem based learning experience and eighty-four percent learned more from that instructional method than traditional lectures and shorter in-class activities.

Table 28. Participant Evaluation of Project CREATE Problem Based Learning Format in Community-Based Training

Question	Responses*	Number of Responses	Percent of Responses
The problem based learning experience was	About right	13	81%
	Easy	3	18%
How much did you learn from the problem based learning experiences in comparison to the traditional training classes that use lectures or shorter in-class activities?	A lot more	10	56%
	A little more	5	28%
	The same amount	2	10%
	A little less	1	6%
How comfortable were you with problem based learning?	Very comfortable	13	72%
	A little comfortable	3	17%
	Not sure	2	11%

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

Table 29 summarizes the participants' personal assessment of their likelihood to make programmatic changes based on information they learned in the Project CREATE community based training. Thirty-five percent of participants made changes to their programs before the training ended. Eighty-three percent of participants planned to make changes to their programs after the training ended.

Table 29. Participant Likelihood to Make Program Changes Based on Project CREATE Community-Based Training

Question	Responses*	Number of Responses	Percent of Responses
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	13	72%
	I'll make a lot of changes	2	11%
	No	3	17%
Have you made any changes in your childcare practices and/or setting as a result of taking this course?	Yes	6	35%
	No	11	65%

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

Course Offering

Recruitment and Application Process

Registration was taken on a first come, first served basis. Twenty seats were available in the training; thirty-two people registered. Of the first twenty people to register, eighteen attended the training.

Demographics

Table 30 details the demographics of Project CREATE community based training participants. Eighteen participants completed the training. A total of six centers and six family day care programs participated in the training. Three centers were represented by multiple participants—two, three, and four respectively.

Table 30. Project CREATE Community-Based Training Participant Demographics*

Participants	Center Based	Family Based	Centers with Multiple Participants
18	12	6	3

As Table 31 illustrates, Project CREATE attracted participants from all over New Castle for the community based training.

Table 31. Geographical Locations of Project CREATE Community-Based Training Participants

Geographic Area	Total Individuals	Percent of Individuals
Bear	5	28%
Claymont	1	6%
Hockessin	2	11%
New Castle	4	22%
Newark	2	11%
Smyrna	1	6%
Wilmington	3	16%

Evaluation of Effectiveness

Table 32 indicates overall scores on the evaluation questionnaire for participants increased with statistical significance after completing the CREATE training.

Table 32. Participants' Average Score on the Community-Based Training Evaluation Questionnaire

Pretest Average Score	Posttest Average Score
3.8885	**4.0604**

Bold indicates statistically significant change.

Table 33 shows the participants comfort level with problem based learning. Before the training began, participants preferred the problem based format. After the completion of the course, the student comfort level with problem based learning increased.

Table 33. Participants' Problem Based Learning Item Scores on the Community -Based Training Evaluation Questionnaire

Question	Pretest Average Score	Posttest Average Score
At a workshop, I prefer to sit and listen to the trainer talk rather than work in small groups.	2.7778	2.6667
At a workshop, I prefer to work in small groups and solve problems rather than listen to the trainer talk.	3.1111	3.5556

Bold indicates statistically significant change.

Discussion

Course Development

Curriculum and Instruction

Most of the training participants learned more from the problem based learning format than from a more traditionally formatted training and nearly seventy-five percent of participants indicated they would make changes to their program based on the knowledge they gained from the training. Interestingly, between the first and second sessions of the training—a span of two days—thirty-five percent of participants had *already* implemented changes in their programs.

Participants seemed generally comfortable with the problem based learning format but their expectations of the process were somewhat different than the actual training. A description of problem based learning was included in the registration brochure.

From informal comments made during the training, it was evident many participants had not reflected on their issues with parents—they had not considered the factors in the family's life that may have caused the parental behavior. Perspective taking activities in the training helped many participants experience the parents' point of view. The participants felt the experience was enlightening and would help them better address the needs of families.

Course Offering

Recruitment

The recruitment process seemed appropriate as the course was enthusiastically received. There were many more registrants than space permitted in the training.

Logistics

Most participants seemed pleased with the location of the training and the meal service. Some participants felt scheduling the training for two nights in the same week and for three hours each night made it difficult to attend.

Demographics

The training seemed to be more attractive to center based providers than family based providers who were outnumbered two to one. The participants were from all parts of New Castle County.

Evaluation of Effectiveness

Participants' knowledge of parents, families, and children significantly increased after taking the community based training. Additionally, nearly seventy-five percent of participants indicated they would make changes to their programs based on the information they gained from the training. Participants also were more comfortable with the problem based learning format after experiencing the method in the training.

Year Two Stipend Program

Methods

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, completed an application form (see Appendix D) detailing their experiences with Project CREATE and goals for improving the quality of their infant/toddler care, and consented to a pre- and post-observation of their program.

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 34 details the stipend amounts.

Table 34. Project CREATE Year Two 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

Results

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 35 details the purchases.

Table 35. Materials and Training Purchased with Project CREATE Year Two Stipend Awards

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

Participants receiving the stipend were observed using the *Family Day Care Rating Scale* or the Infant/Toddler Environments Rating Scale before and after the stipend materials/training were received/completed. As Table 36 summarizes, family-based participants receiving the stipend slightly increased their FDCRS scores overall and in all subcategories except basic care. No changes in the scores were statistically significant.

Table 36. Year Two Stipend Awards Participants' Average Scores on the *Family Day Care Rating Scale*

Evaluation Category	Pretest Average Score	Posttest Average Score
Space and Furnishings	4.5429	4.6791
Basic Care	5.0030	4.7130
Language and Reasoning	5.0860	5.5877
Learning Activities	5.0667	5.2444
Social Development	4.5667	4.7000
Adult Needs	6.2667	6.6000
All Categories	5.0125	5.1535

Bold indicates statistically significant change.

Because only two of the eighteen participants receiving stipends were center-based child care providers, no data from the *Infant/Toddler Environments Rating Scale* observations could be analyzed.

Discussion

Family-child care providers seemed more likely to take advantage of a stipend to purchase materials or training. This could be because center-based providers perceive more supports for funding equipment purchases and training. None of the purchases seemed to have significant effects on the quality of care the providers offered.

Conclusion

Project CREATE was initially conceived to have several interrelated goals. Among these goals were 1) the evaluation of the effectiveness of technical assistance delivered in conjunction with training, 2) to increase the quality of infant toddler care by increasing the quality of the environments, the sensitivity of providers and the providers knowledge of appropriate practices with infants and toddler, and 3) to increase the number of infant and toddler providers committed to taking college level course work.

After three years of course offerings, Project CREATE was able to evaluate the effectiveness of the technical assistance. Technical assistance seemed to be most helpful to family child care providers who were able to improve both their environments and interactions. With technical assistance, center-based child care providers increased some aspects of care, but those center-based providers who did not receive technical assistance also were able to improve their environments and interactions, sometimes to a greater extent than those participants receiving technical assistance. MARTHA—CAN YOU SPIN A GOOD REASON FOR THIS??   Technical assistance did not seem to greatly increase the participants knowledge of child development.

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. Project CREATE seemed most effective in increasing the sensitivity of the caregivers, this is not surprising given the social-emotional focus of the Program for Infant/Toddler Caregivers curriculum.

Family child care providers seemed more capable of implementing change in their caregiving environments than did center based staff. Again, this is not surprising given that family childcare providers have autonomous control over their environments. They are able to change their environment or program without approval or question from an overseeing administration. Participants from child care centers were only able to approach statistically significant change in one area—listening and talking with children. The fact that listening and talking are personal behaviors which all staff have control over, versus, for example, room arrangement which depends of materials provided to staff, lend support to the assertion that center staff may not have been able to implement all the improvements to their program that they might have liked. With more support from center administrators, center based caregivers may be able to implement more meaningful and widespread change.

It appears that Project CREATE is very successful in encouraging participants to develop a commitment to continuing with college level course work. Engendering a commitment to continue course work is a primary goal of Project CREATE. Should the participants successfully complete additional course work, they will further increase their knowledge and skill resulting in latent positive effects of Project CREATE. Steps to increase the effectiveness of Project CREATE in supporting participants in their pursuit of further training would include increased support for literacy development, particularly through supporting providers in networking and supporting each other. Many participants indicated their largest struggle with the class was their own literacy, yet they also indicated they learned the most from written assignments focusing on the integration of reading assignments. Despite their reservations about their literacy, 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, but it could also be due to an unmet need for more in-depth and focused training opportunities that build not just content knowledge but literacy skills such as reading, reflection, and writing. Therefore further efforts to provide training geared to the specific needs of infant and toddler providers must be supported, and the variety of training opportunities must be expanded.

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Appendix

A: Course Syllabi

B: Course Evaluation

C: Application

D: Stipend Application

E: Evaluation Instruments

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 167-420: Infant Toddler Programs: Social Emotional Development
Class Dates/Hours:	Saturday, September 16th 9:00 AM – 5:00 PM
	Saturday, September 30th 9:00 AM – 5:00 PM
Class Location:	Paradee Center, Dover
Instructor:	Jennifer Adams
	Center for Disabilities Studies
	Northern Delaware Early Head Start
Office Location:	166 Graham Hall, Newark, DE 19716
Phone:	831.3492 (office) 530.5677 (cell)
Fax:	831.4690
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 foster 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) Because Project CREATE is conducted as a seminar, much of the information you learn will be gained as a result of discussions with your peers. For this reason, class attendance and participation is essential and mandatory. Please refer to the policies you received prior to registration for specific information on excused absences.

(2) Social Emotional Goals (20 points) Due: September 30, 2000 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 and describing why they are important, 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 appropriately without hurting others because hurting others is not acceptable and could lead to other more violent means of expression.
>
> 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 and if the child who was bitten agrees, Jimmy (with teacher support) will be responsible 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 bitten 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 words to express his emottions. 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 reach 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 use it, and 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 the process.

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.

Submit: TWO Goals summarized (2+ pages)

(3) An Essay (50 Points) Due: October 14, 2000 Write, in your own words, and submit an essay (at least 500 words or two pages) describing: **(a)** goals for supporting **social and emotional development** and **positive guidance** for *young infants*, *mobile infants*, and *older toddlers*; and **(b)** 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:

> 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…

> 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

>>> -Strategy 1 description and example (BE AS SPECIFIC AS POSSIBLE)

>>> -Strategy 2 description and example

>> B. Goal 2

<div style="text-align: center">-Strategy 1 description and example</div>

<div style="text-align: center">-Strategy 2 description and example</div>

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

Submit: Essay (2+ pages)

(4) Student Selected Product (20 points) Due: October 14, 2000 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 one 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 in 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 what is 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.

FDCRS/ITERS Program Evaluation

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

ITERS (for centers): 3, 6, 24, 25, 26, 27, 35

FDCRS (for family): 6, 7, 27, 28, 29, 30

Compare your responses to the items with the responses of the research observer who visited your program before the modules began. For at least seven items, describe why your ratings are the same or different from the observer's. If you did not score a seven on the items, also describe how you can modify your program to achieve a score of seven.

Grading Criteria

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

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.

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 167-421: Infant Toddler Programs: Cognitive and Language Development
Class Dates/Hours:	Saturday, October 14t[h] 9:00-5:00
	Saturday, October 28th 9:00-5:00
Class Location:	Paradee Center, Dover
Instructor:	Jennifer Adams
	Center for Disabilities Studies
	Northern Delaware Early Head Start
Office Location:	166 Graham Hall, Newark, DE 19716
Phone:	831.3492 (office) 530.5677 (cell)
Fax:	831.4690
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.

9. Describe infant brain development.

Required Evaluations:

(1) Class Participation (10 points) Because Project CREATE is conducted as a seminar, much of the information you learn will be gained as a result of discussions with your peers. For this reason, class attendance and participation is essential and mandatory. Please refer to the policies you received prior to registration for specific information on excused absences.

(2) An Essay (50 points) Due: November 4, 2000 Write, in your own words, and submit an essay (at least 500 words or two pages) describing: **(a)** goals for supporting **cognitive** and **language** development for **young** infants, **mobile** infants, and **older** toddlers; and **(b)** 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:

> 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…
>
> 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
>
> > -Strategy 1 description and example (BE AS SPECIFIC AS POSSIBLE)
> >
> > -Strategy 2 description and example
>
> B. Goal 2
>
> > -Strategy 1 description and example
> >
> > -Strategy 2 description and example
>
> Summary paragraph restating what are your goals and strategies and why they are important to your program.

Submit: Essay (2+ pages)

(3) _Two_ Student Selected Product (20 points each, 40 points total) Due: One assignment is due October 28, 2000. The second assignment is due November 4, 2000. Below are **suggested products** for the remaining 40% 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 NEED TO COMPLETE _**TWO**_ STUDENT SELECTED PRODUCTS.

Cognitive and/or Language Goals

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 and describing why they are important, 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 change the pictures at least weekly so we have new things about which to talk). 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 for 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.

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. If you have no items that "need improvement" or are "not evident," select 8-10 items and write a brief statement describing how your settings meets the goal for each item.

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).

(4) Technical Assistance Talking Points: FDCRS/ITERS Program Evaluation Use the
FDCRS/ITERS (reviewed in class) to evaluate 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

During our technical assistance visit, your responses to the items will be compared to those
responses of the research observer who visited your program before the modules began.

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

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Course Title:	IFST 167-422: Infant Toddler Programs: Environments and Group Care
Class Dates/Hours:	Saturday, November 4th 9:00-5:00
	Saturday, November 18th 9:00-5:00
Class Location:	Paradee Center, Dover, DE
Instructor:	Jennifer Adams
	Center for Disabilities Studies
	Northern Delaware Early Head Start
Office Location:	166 Graham Hall, Newark, DE 19716
Phone:	831.3492 (office) 530.5677 (cell)
Fax:	831.4690
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) FDCRS/ITERS Program Evaluation (20 points) Due: November 18, 2000 Use the FDCRS/ITERS (reviewed in class) to evaluate 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

Choose seven of the items about which to write. Write why you rated yourself how you did then compare and contrast your rating with the rating I gave you. If I have not rated your environment, choose three additional items and write why rated yourself how you did.

Submit: The ITERS/FDCRS rating form, written description of 7 (or 10) items.

(3) An Essay (50 Points) Due Postmarked by December 1, 2000 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:

> 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…
>
> 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
> >
> > > -Strategy 1 description and example (BE AS SPECIFIC AS POSSIBLE)
> > >
> > > -Strategy 2 description and example
> >
> > B. Goal 2
> >
> > > -Strategy 1 description and example
> > >
> > > -Strategy 2 description and example
>
> Summary paragraph restating what are your goals and strategies and why they are important to your program.

Submit: Essay (2+ pages)

(4) Student Selected Product (20 points) Due: Postmarked by December 1, 2000 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.

Environment and/or Group Care Goals

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.

Submit: 2 goals with evaluation

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 to which you answered "no," 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, he/she 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.

Submit: Letter (2+ pages)

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.

THE UNIVERSITY OF DELAWARE

College of Human Resources, Education, and Public Policy

Center for Disabilities Studies

Northern Delaware Early Head Start

_____

Course Title: IFST 167-420: Infant Toddler Programs: Working with Families

Class Dates/Hours: Saturday, March 3rd 9:00 AM – 5:00 PM

                    Saturday, March 17th 9:00 AM – 5:00 PM

Class Location: Paradee Center, Dover

Instructor: Jennifer Adams

                    Center for Disabilities Studies

                    Northern Delaware Early Head Start

Office Location: 166 Graham Hall, Newark, DE 19716

Phone: 831.3492 (office) 530.5677 (cell)

Fax: 831.4690

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 families and cultures of the infants and toddlers in your child care setting. Strategies for getting parents involved in the child care program and for dealing with difficult situations will be discussed.

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. Please see the Project CREATE Policies for specific attendance requirements.

Required Text:

      Lally, J. R. (Ed.). (1995). *A guide to culturally sensitive care*. Center for Child and Family Studies. Far West Laboratory for Educational Research and Development. California Department of Education.

      Lally, J. R. (Ed.). (1996). *A guide to creating partnerships with parents*. 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. Discuss culture and its impact on children, families, caregivers, and child care programs.

2. Understand the caregiver's responsibility to work with and be supportive of families and their culture especially when it is different from that of the child care setting.

3. Discuss different ways to involve families in child care.

4. Understand methods of resolving conflict.

Required Evaluations:

(1) Class Participation (10 points) Because Project CREATE is conducted as a seminar, much of the information you learn will be gained as a result of discussions with your peers. For this reason, class attendance and participation is essential and mandatory. Please refer to the Project CREATE Policies for specific information on excused absences. Lateness and absences will be considered when determining a grade for class participation.

(2) Defining Your Cultural Context (20 points) Due: March 17, 2001 Complete Handout #20 Defining a Cultural Context. For each of the 20 items, thoroughly describe your own practices and attitudes then discuss how those practices and attitudes are the same or different as the practices and attitudes of the families you serve. You may complete this assignment in writing or on video or audio tape.

Submit: A paper, a video tape, or an audio tape

(3) An Essay (50 Points) Due: April 7, 2001 Write, in your own words, and submit an essay (at least 500 words or two pages) describing:

1. goals for supporting **each family's culture**

2. goals for **involving parents** in your child care program

3. 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 goals you have for children and their families and provide specific examples of strategies you will use to achieve those goals.

Example Essay Format:

> 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…

> 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

> > > -Strategy 1 description and example (BE AS SPECIFIC AS POSSIBLE)

> > > -Strategy 2 description and example

> > B. Goal 2

> > > -Strategy 1 description and example

> > > -Strategy 2 description and example

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

Submit: Essay (2+ pages)

(4) Student Selected Product (20 points) Due: April 7, 2001 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.

Article Reviews

Enclosed in your student notebook you will find several articles related to culture and involving families in child care. 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 in your own program? Was it successful?

Have you tried things the authors didn't describe?

Submit: Two essays (1+ pages each).

My Child Care Setting (Handout #1)

Review the questions on Handout #1. Write a letter to parents answering each of the questions. The letter should be at least two pages in length.

Submit: 2+ page letter to parents

Welcoming New Children into Your Program

Write a summary of what you do to welcome new children into your child care program. Be sure to discuss how you work with families before they are enrolled (tours of the program, interviews, written materials, etc.), how you ease children into the program (visits with parents, a few hours at a time, home visits, etc.), and what you do to help children and families adjust in the first few weeks of attendance (for families: phone contact, daily reports, etc.; for children: pictures from home, extra cuddle time, etc.).

Submit: Summary (at least two pages)

Self-Analysis

Complete Handout #6, Self Analysis.

Submit: Handout #6.

Caregiver-Parent Role Play

With a friend, act out one of the situations from Handout #12. You should act as the caregiver, and the friend should act as the parent. Be sure to read pages 32-34 in A Guide to Creating Partnerships with Parents and use the techniques described when acting as the caregiver.

If you want to do this assignment with another person in Project CREATE, act out two situations taking turns to play both the roles of the caregiver and parent.

Submit: Videotape

Community Resources for Families

Complete Handout #18 with information for your area.

Submit: Handout #18.

Grading Criteria

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

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 a 10 or 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 167-421: Infant Toddler Programs: Supporting Infants and Toddlers with Special Needs
Class Dates/Hours:	Saturday, April 7th 9:00 AM – 5:00 PM
	Saturday, April 21st 9:00 AM – 5:00 PM
Class Location:	Paradee Center, Dover
Instructor:	Jennifer Adams
	Center for Disabilities Studies
	Northern Delaware Early Head Start
Office Location:	166 Graham Hall, Newark, DE 19716
Phone:	831.3492 (office) 530.5677 (cell)
Fax:	831.4690
E-mail:	jenadams@udel.edu

Introduction: This course is designed to provide practical information, based on current theory, research, and practice, on providing child care to children with special needs. Strategies for identifying children with special needs and working with early intervention agencies will be addressed.

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. Please see the Project CREATE Policies for specific attendance requirements.

Required Text:

Allen E. K., & Marotz, L. R. (1999). *Developmental profiles pre-birth through eight* (3rd ed.). New York: Delmar Publishers.

Bailey, P., Cryer, D., Harms, T., Osborne, S., & Kniest, B. A. (1996). *Active learning for children with disabilities: A manual for use with the active learning series*. New York: Addison-Wesley.

Harms, T., Cryer, D., & Clifford, R. M. (1990). *Infant/toddler environment rating scale*. New York: Teachers College Press.

OR

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

Jablon, J. R., Dombro, A. L., & Dichtelmiller, M. L. (1999). *The power of observation*. Washington, D.C.: Teaching Strategies, Inc.

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 principle of inclusion and the laws governing inclusion in child care programs.

2. Discuss the importance of collaboration and a team approach to working with infants and toddlers with special needs.

3. Become familiar with Delaware early intervention procedures and services for infants and toddlers with special needs.

4. Understand the psychological process parents and child care providers go through during the identification and early intervention process.

5. Understand the importance of observation and guidelines for conducting accurate, objective observations.

6. Discuss typical and atypical development of infants and toddlers birth to 36 months.

7. Learn more about specific special needs.

8. Use assessment and screening tools to identify infants/toddlers' special needs.

Required Evaluations:

(1) Class Participation (10 points) Because Project CREATE is conducted as a seminar, much of the information you learn will be gained as a result of discussions with your peers. For this reason, class attendance and participation is essential and mandatory. Please refer to

the Project CREATE Policies for specific information on excused absences. Lateness and absences will be considered when determining a grade for class participation.

(2) Observation (20 points) Due: April 21, 2001 Choose a child to observe and determine why you need to observe this child. Conduct three observations (at least 10 minutes each) of the child at different times of the day. Record your observations in a running note style and focus on being accurate and objective. After collecting your running notes, answer the following questions:

1. What was the purpose of your observation? (Why did you observe the child?)

2. Did your running notes help you achieve your purpose?

3. Was it easy or hard to conduct your observations? Why?

4. What could you (or your center) do to make it easier for you to conduct observations?

Submit: Observation notes, answers to above questions (at least 2 pages)

(3) Problem Based Learning Experience and Solution (50 Points) Due: April 21, 2001 and May 2, 2001 During class on April 21, you will be assigned to a group and given a problem to solve. You must work as a group to define the problem, gather information (from provided sources), and solve the problem. More information will be given to you about this process. The grading will be as follows:

Activity:	Points:	Due Date:
Peer evaluation of effort and contribution	10	April 21 (in class)
Group record of process and solution	10	April 21 (in class)
Individual record of process and solution	25	May 2 (out of class)
Instructor discretion for group/individual work	5	

Submit: On April 21, peer evaluation form and group record form

   On May 2, individual record (essay)

(4) Student Selected Product (20 points) Due: May 2, 2001 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.

An Essay Write, in your own words, and submit an essay (at least 500 words or two pages) describing: **(a)** goals for inclusion of infants/toddlers with special needs, **(b)** 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 goals you have for children and their families and provide specific examples of strategies you will use to achieve those goals.

Submit: Essay (at least 2 pages)

Article Reviews

Enclosed in your student notebook you will find several articles related to culture and involving families in child care. 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 in your own program? Was it successful?

    Have you tried things the authors didn't describe?

Submit: Two essays (1+ pages each).

Caregiver-Parent Role Play

With a friend, act out a situation where you talk with a parent about your concerns about a child's development. You should act as the caregiver, and the friend should act as the parent. Recall the suggestions from Module 4, pages 32-34 in *A Guide to Creating Partnerships with Parents* and include information about your observations of the child and your understanding of the early intervention system.

If you want to do this assignment with another person in Project CREATE, act out two situations taking turns to play both the roles of the caregiver and parent.

Submit: Videotape

Research on a Specific Special Need

Choose a specific special need (Down Syndrome, cerebral palsy, etc.) you need to learn more about. With the help of the instructor, find 2-3 sources of information about the special need. Summarize the information you find in a report of at least 2 pages.

Submit: Report of at least 2 pages

Letter to Parents

Write a letter to parents describing your role, their role, the child's role, and the role of early interventionists in your child care program. Be sure to include your philosophy of inclusion (why you do it and the benefits).

Submit: Letter of at least one full page

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 a 10 or 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 167-422: Infant Toddler Programs: Curriculum
Class Dates/Hours:	Saturday, May 12th 9:00 AM – 5:00 PM
	Saturday, June 2nd 9:00 AM – 5:00 PM
Class Location:	Paradee Center, Dover
Instructor:	Jennifer Adams
	Center for Disabilities Studies
	Northern Delaware Early Head Start
Office Location:	166 Graham Hall, Newark, DE 19716
Phone:	831.3492 (office) 530.5677 (cell)
Fax:	831.4690
E-mail:	jenadams@udel.edu

Introduction: This course is designed to provide practical information, based on current theory, research, and practice, on planning and assessing curriculum for 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 are most important. Please see the Project CREATE Policies for specific attendance requirements.

Required Text:

Allen E. K., & Marotz, L. R. (1999). *Developmental profiles pre-birth through eight* (3rd ed.). New York: Delmar Publishers.

Bredekamp, S, & Rosegrant, T. (1992). *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children Volume 1.* Washington, DC: NAEYC.

Bredekamp, S, & Rosegrant, T. (1992). *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children Volume 2.* Washington, DC: NAEYC.

Dombro, A. L., Colker, L. J., Dodge, D. T. (1999). *The Creative Curriculum for Infants and Toddlers, Revised Edition.* Washington, DC: Teaching Strategies.

Harms, T., Cryer, D., & Clifford, R. M. (1990). *Infant/toddler environment rating scale*. New York: Teachers College Press.

OR

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

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. Review how infants and toddlers learn (discoveries of learning).

2. Understand the cycle of learning and teaching.

3. Define curriculum for infants and toddlers.

4. Understand the content, process, and context of curriculum.

5. Discuss the continuum of teaching.

6. Understand the cycle of curriculum planning.

7. Evaluate materials for their appropriateness.

8. Develop a portfolio based assessment system.

9. Plan curriculum for a specific group of children.

Required Evaluations:

(1) Class Participation (10 points) Because Project CREATE is conducted as a seminar, much of the information you learn will be gained as a result of discussions with your peers. For this reason, class attendance and participation is essential and mandatory. Please refer to the Project CREATE Policies for specific information on excused absences. Lateness and absences will be considered when determining a grade for class participation.

(2) Observation (40 points) Due: June 2, 2001 Choose an item from the list below. Make a list of all the skills a child must be able to do in order to complete the item. (Observe children and try this item on your own to help you think about what is necessary to complete the item.) For each skill, describe one or two activities that will help an infant or toddler master the item. Be sure to make a very clear link between the activity and the skill.

Color within the lines of a coloring book	Ride a tricycle
Throw a tennis ball	Complete a 5 piece puzzle
Catch a tennis ball	Put on a coat
Build a block tower	Listen to a story in a group

For example, in order to read a story, a child would have to be able to attend to the book (pay attention), see the words on the page, scan the words on the page, comprehend that the words on the page correspond to spoken words, hold a book (right-side up with the front facing the child), turn the pages of the book, etc.

An activity that could be done with a young infant to help with the skill of attending and scanning is holding a rattle about 8-12 inches from the child's face. Shake the rattle; if the child appears to focus on the rattle, move it slowly from side to side. Provide encouragement when the child appears to focus her eyes on the rattle or follow it with her eyes or head.

Submit: List of skills and description of activities

(3) Problem Based Learning Experience and Solution (50 Points) Due: June 2, 2001
During class on June 2, you will be assigned to a group and given a problem to solve. You must work as a group to define the problem, gather information (from provided sources), and solve the problem. More information will be given to you about this process. The grading will be as follows:

Activity:	Points:
Peer evaluation of effort and contribution	10
Group record of process and solution	35
Instructor discretion for group/individual work	5

(4) OPTIONAL Extra Credit (10 points) Due: June 2, 2001

Article Reviews

Enclosed in your student notebook you will find several articles related to culture and involving families in child care. 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 in your own program? Was it successful?

Have you tried things the authors didn't describe?

Submit: Two essays (1+ pages each).

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 a 10 or 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
Fall, 2000

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

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.

COURSE EVALUATION

Department of Individual and Family Studies
University of Delaware
Spring, 2001

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. Out of class assignments (essays, articles, etc.) were:

Too easy   Easy   About right   Hard   Too difficult

15. In class assignments (problem based learning) were:

Too easy   Easy   About right   Hard   Too difficult

16. How much did you learn from the problem based learning experiences in comparison to the traditional lectures and shorter in-class activities?

A lot more   A little more   The same amount   A little less   A lot less

17. How comfortable were you with problem based learning?

Very comfortable   A little comfortable   Not sure   A little uncomfortable   Very uncomfortable

18. How much did you learn in this course overall?

    Not much   A little   Some   A lot   More than I expected

19. How helpful were the technical assistance visits to your child care program?

    Very helpful   A little helpful   No help at all   Not sure

20. How helpful was the in-class technical assistance discussion? (This was when you met in a small group in Module 4 and talked about your issues and possible solutions.)

    Very helpful   A little helpful   No help at all   Not sure

19. 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

20. 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

21. Prior to taking this course, had you taken any college classes (other than Project CREATE) before?

    (   )   No   (   )   Yes

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

    (   )   No   (   )   Yes

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?

TRAINING EVALUATION

Caregiver, Counselor, Friend: What Is the Child Care Provider's Role with Families?

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. The course met the expectation I had for it.   0   1   2   3   4

10. The problem based learning experience was:

Too easy   Easy   About right   Hard   Too difficult

11. How much did you learn from the problem based learning experiences in comparison to the traditional training classes that use lectures or shorter in-class activities?

A lot more   A little more   The same amount   A little less   A lot less

12. How comfortable were you with problem based learning?

Very comfortable   A little comfortable   Not sure A little uncomfortable   Very uncomfortable

13. How much did you learn in this training overall?

Not much   A little   Some   A lot   More than I expected

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

(   )   No

(   )   I'll make a few changes

(   )   I'll make a lot of changes

15. 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

16. The strongest aspects of this training were:

17. The weakest aspects of this training were:

18. How could this training be improved?

Thank you.

Appendix C

Application

Appendix D

Stipend Application

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*

ARNETT MEASURE
ORIENTATION AND **PROPOSED** CONVENTIONS FOR RATING
Cycles of Success & NCCCC Evaluation
1-23-95

I. Introduction

This measure, also known as the Arnett Caregiver Interaction Scale, was developed for use in a study that assessed the attitudes and behaviors of caregivers with different amounts of training. Items were derived from research on effective socialization practices by parents. They appear to relate to Baumrind's concepts of Authoritative, Authoritarian, and Permissive parenting.

This measure has been used in several recent large-scale studies of child care quality (National Child Care Staffing Study, Cost & Quality Study, and The Study of Children in Family Child Care and Relative Care). In these studies, factors of the scale were used to assess Sensitivity (10 items), Harshness (9 items), and Detachment (4 items) in caregiver interactions with children. A fourth factor, Permissiveness (3 items), was not used in these studies. Items load on the factors as follows:
Sensitivity: 1, 3, 6, 7, 8, 11, 14, 16. 19, 25
Harshness: 2, 4, 10, 12, 17, 20, 22, 24, 26
Detachment: 5, 13, 21, 23
Permissiveness: 9, 15, 18(-)

Items on this measure are completed after an observation period of at least 45 minutes, They are rated on a scale of 1 to 4, indicating the extent to which each statement is true of the caregiver or teacher during the observation.

II. Suggested Conventions for Rating (General)
These conventions are based on experience using this scale in family child care homes. We may decide that some modifications are needed.

    A. Interpreting "not at all" as "rarely" rather than "never" seems to result in a more meaningful distinction between a rating of "1" and a rating of "2". In other words, it does not seem important to distinguish the caregiver who <u>never</u> engages in a particular kind of behavior from the caregiver who engages in it <u>once</u>. It seems more important to distinguish the caregiver who <u>almost never</u> engages in a particular kind of behavior from the caregiver who <u>sometimes</u> does (but not "quite a bit"). The following descriptors may help with choosing a rating:

Positively-worded items		Negatively-worded-items
Almost always	-4-	Much too often
Often	-3-	More than desirable
Sometimes; not a lot	-2-	Not very often
Rarely or never	-1-	Rarely or never

Note that because some items are positively worded and some are negatively worded, a rating of "1" is sometimes good and sometimes poor. This contradiction is resolved during scoring.

B. In keeping with the fact that this is a general impression measure, other factors such as intensity must be taken into consideration when making ratings, particularly for negatively worded items. Think about how salient an event may be to children. For example, one very intense, loud, incidence of criticism might lower the rating from "1" to "2" on item #2 even if the teacher seemed generally noncritical otherwise.

C. Rating some items involves double negatives and must be done with care. Remember, always rate the extent to which the statement, as written, is true of the teacher during the observation period. These items are discussed further below.

III. Interpretation of Individual Items
Some of these interpretations are based on knowing the factor loadings given above, since they are not evident from the wording of the items.

#4 (Places high value on obedience.) This item loads on Harshness factor. Placing high value on obedience is viewed as negative. Ratings of "4" or "3" would be associated with developmentally inappropriate expectations of children with reference to obedience.

#7 (When the children misbehave, explains the reason for the rule they are breaking.) Rate this item with reference to the instances of misbehavior you observe, including those to which the teacher does not respond. Instances of misbehavior to which there is no response would lower the rating on this item. In the unlikely event that there is no misbehavior, give a "4". Explanations should be developmentally appropriate. Explanations that are not understandable to the child would lower the rating. However, note that we are not judging the appropriateness of the rule here; this comes into play in items #24 and #26.

#8 (Encourages the children to try new experiences.) The context and needs of the children should betaken into account when rating this item. If you see several appropriate examples of this behavior during the observation period and not a lot of missed opportunities, a rating of "4" is probably appropriate. "Intrusive" encouragement does not lower the rating on this item, but the P/CIS will pick up on that.

#9 (Doesn't try to exercise much control over this children.) This is the first item involving a double negative. *It is further* complicated by the fact that not exercising much control is viewed as negative; i.e., too permissive. Thus, a rating of "1" indicates appropriate control and a rating of "4" indicates almost no attempts at control. In other words, a "1" says it is not at all true that the teacher doesn't try to exercise much control, whereas a "4" says that the statement is very much true. This item does not penalize a teacher who is too controlling or controlling in inappropriate ways, but other items address this.

#11 (Seems enthusiastic about the children's activities and efforts.) Overt "cheerleading" is not needed for a rating of "4" on this item. Praise, interest, attention, engagement, appropriate comments, and provision of space and time for children to pursue chosen activities all contribute to high ratings on this item when the general tone is positive. There is no penalty for badly timed or intrusive enthusiasm. Again, the P/CIS addresses this.

#13 (Spends considerable time in activity not involving interaction with the children.) Constant interaction is not possible or desirable, but the teacher should remain focused on the children most of the time. Lengthy side conversations with other adults or involvement in preparations that would be better completed in the children's absence would lead to ratings of "3" or "4".

#15 (Doesn't reprimand children when they misbehave.) Not reprimanding children is seen as negative; again, too permissive. It may be easier to rate this item if "respond" is substituted for "reprimand". This is also a double negative item. So, a rating of "1" indicates that the teacher almost always responds when children misbehave, and a rating of "4" indicates that she almost never does. In other words, "1" means that it is not at all true that the teacher doesn't respond, whereas "4" means that it is very much true that she doesn't respond. There is no penalty for inappropriate responses; other items address this.

#17 (Punishes the children without explanation.) Rate this item based on instances of discipline you observe. If there are none, score "1". Explanations should be understandable to the child. As in #7, we are not judging the appropriateness of the rule.

#21 (Doesn't seem interested in the children's activities.) Another double negative. A rating of "1" indicates that the teacher is almost always interested; i. e., the statement is almost never true. A rating of "4" indicates that the teacher is almost never interested, i. e., the statement is almost always true.

#23 (Doesn't supervise the children very closely.) Yet another double negative; same approach as #21.

#24 (Expects the children to exercise self-control ...) This item loads on the Harshness factor, and relates to inappropriate or too-high expectations of self-control. Don't be constrained by the examples given; there are many other indicators of inappropriate expectations. Inappropriate rules would be associated with poorer ratings. In other words, a rating of "1" indicates that the teacher shows very appropriate expectations of self-control, whereas a rating of "4" indicates very inappropriate expectations.

#26 (Seems unnecessarily harsh ...) Both the teacher's manner and the appropriateness of rules can be considered here.

Teacher _____   Location _____

Recorder _____   Date _____

ARNETT MEASURE

	Not at all	somewhat	quite a bit	very much
1. Speaks warmly to the children……………………………	1	2	3	4
2. Seems critical of the children……………………………	1	2	3	4
3. Listens attentively when children speak to her …………………	1	2	3	4
4. Places high value on obedience…………………………	1	2	3	4
5. Seems distant or detached from the children……………………	1	2	3	4
6. Seems to enjoy the children……………………………	1	2	3	4
7. When the children misbehave, explains the reason for the rule they are breaking…………………………	1	2	3	4
8. Encourages the children to try new experiences………………	1	2	3	4
9. Doesn't try to exercise much control over the children ………..	1	2	3	4
10. Speaks with irritation or hostility to the children ……………..	1	2	3	4
11. Seems enthusiastic about the children's activities and efforts…………… ……………………………...	1	2	3	4
12. Threatens children in trying to control them …………………	1	2	3	4
13. Spends considerable time in activity not involving interaction with the children ……………………………...	1	2	3	4
14. Pays positive attention to the children as individuals …………	1	2	3	4
15. Doesn't reprimand children when they misbehave ……………	1	2	3	4
16. Talks to children on a level they can understand ……………..	1	2	3	4
17. Punishes the children without explanation ……………………	1	2	3	4
18. Exercises firmness when necessary …………………………..	1	2	3	4
19. Encourages children to exhibit prosocial behavior, e.g. sharing, helping ……………………………………..	1	2	3	4
20. Finds fault easily with children ……………………………..	1	2	3	4
21. Doesn't seem interested in die children's activities……………	1	2	3	4
22. Seems to prohibit many of the things that children want to do ……………………………………………....	1	2	3	4
23. Doesn't supervise the children very closely…………………...	1	2	3	4
24. Expects the children to exercise self-control; e.g,, to be undisruptive for group, teacher-led ………………………	1	2	3	4
25. When talking to children kneels, bends, or sits at their level to establish better eye contact ……………………...	1	2	3	4
26. Seems unnecessarily harsh when scolding or prohibiting children ………………………………………………	1	2	3	4

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

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

16.   Parents should never slap a young child when he or she has done something wrong.

SA   A   U   D   SD

17.   Making loud noises or shouting helps to get the child's attention when you want them to do something.

SA   A   U   D   SD

18.   Overprotecting children can limit their learning and make them feel they can't do anything right.

SA   A   U   D   SD

19.   Children need to know what to expect and to feel safe in their environment.

SA   A   U   D   SD

20.   The best way to keep young children from breaking things is to keep everything out of their reach.

SA   A   U   D   SD

21.   Babies five months of age usually know what their parents expect.

SA   A   U   D   SD

22.   By about 12 months of age a child should be able to stand alone.

SA   A   U   D   SD

23.   By six months of age most children can eat with a fork and a spoon.

SA   A   U   D   SD

24.   By about 18 months most children are walking.

SA   A   U   D   SD

25.   Young children should be expected to hug their mother when she is sad.

SA   A   U   D   SD

26.   Children should not be expected to talk before the age of one year.

SA   A   U   D   SD

27.   It is always possible to tell how children feel by the expressions on their faces.

SA   A   U   D   SD

28.   By twelve months of age a child understands several words and simple commands.

SA   A   U   D   SD

29.   At around nine months of age many children will show fear of strange persons.

SA   A   U   D   SD

30.   Babies who cry a lot are just spoiled.

SA   A   U   D   SD

31.   Some babies always seem happy, and others cry a lot.

SA   A   U   D   SD

Please go on to next page.

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

32.   Babies often differ from one another in how long they sleep and when they sleep.   SA   A   U   D   SD

33.   During infancy boys are often more active than girls.   SA   A   U   D   SD

34.   Most babies begin babbling around six months of age.   SA   A   U   D   SD

35.   It is normal for babies to enjoy other people's company.   SA   A   U   D   SD

36.   Crying is a baby's way of telling you something.   SA   A   U   D   SD

37.   Fat in a baby's diet should be limited just like in an adults diet.   SA   A   U   D   SD

38.   When riding in a car, infants and children up to five years of age should be in a seat belt.   SA   A   U   D   SD

39.   Babies should see a doctor regularly in order to check on their health and development and to get their required shots.   SA   A   U   D   SD

40.   Infants only need to eat three times a day, just like adults.   SA   A   U   D   SD

41.   It is OK for young babies to have toys with small pieces.   SA   A   U   D   SD

42.   Feeding infants solid food too early in their life can give them an upset stomach, cause allergies, or cause them to eat too much.   SA   A   U   D   SD

43.   If you feed your baby with a battle, you should hold him while you do it even If he can hold his own battle.   SA   A   U   D   SD

44.   R is OK to give 12 month olds hard to chew foods such as popcom, peanuts, or grapes.   SA   A   U   D   SD

45.   If an infant pulls on her ears or has a fever, it can be a sign of an ear infection.   SA   A   U   D   SD

46.   If a baby is prescribed medicine by a doctor for an infection, it is OK to stop giving 1he medicine when the fever is gone.   SA   A   U   D   SD

47.   A young baby should never be left alone on a bed or in a high chair.   SA   A   U   D   SD

Please go on to next page.

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

48. It is OK to start babies on strained fruits and vegetables when they are five or six months old.	SA	A	U	D	SD
49. When a baby is stuffed up or fussy, it is best to take him to the Emergency Room.	SA	A	U	D	SD
50. Babies up to one year of age should be fed breast milk and/or formula	SA	A	U	D	SD

Thank you for your help.

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

Caregiver, Counselor, Friend:
What Is the Child Care Provider's Role with Families?
Questionnaire

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

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

1. Parents need to be involved in their child's day care program.	SA	A	U	D	SD
2. It is important for a child care provider to build a relationship with each child's parents.	SA	A	U	D	SD
3. Child care policies should be flexible to meet the needs of today's parents and children.	SA	A	U	D	SD
4. Child care providers should thoroughly explain their philosophy and policies to parents before they enroll their child in the program.	SA	A	U	D	SD
5. Parents sometimes get in the way of the caregiver so they shouldn't be involved in the child care program.	SA	A	U	D	SD
6. Caregivers should explore their own feelings before talking with a parent about a problem.	SA	A	U	D	SD
7. Parents and child care providers *should* talk about problems when they first arise.	SA	A	U	D	SD
8. Parents and child care providers *do* talk about problems when they first arise.	SA	A	U	D	SD
9. Culture effects how parents raise children and how child care providers care for children.	SA	A	U	D	SD
10. At a workshop, I prefer to sit and listen to the trainer talk rather than work in small groups.	SA	A	U	D	SD

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

11. Parents and children need to adjust to the child care program rather than the program adjusting to them.	SA	A	U	D	SD
12. Culture is a set of rules for behavior.	SA	A	U	D	SD
13. Child care providers and parents have to continually work on building and maintaining a positive relationship.	SA	A	U	D	SD
14. Caregivers should talk with a colleague to clarify their feelings and ideas before talking with a parent about a problem.	SA	A	U	D	SD
15. Parents go through different stages of development as they grow and learn about themselves and their children.	SA	A	U	D	SD
16. Parents want to be involved in their child's child care program.	SA	A	U	D	SD
17. All conflict between caregivers and parents is because their culture's are different.	SA	A	U	D	SD
18. It is important to talk with the parent about a problem before trying to solve it.	SA	A	U	D	SD
19. The most important things parents need from caregivers are understanding, competence, and honesty.	SA	A	U	D	SD
20. Child care should be in harmony with what goes on at home.	SA	A	U	D	SD
21. Caregivers need to work to find ways to get parents involved in their child's day care program.	SA	A	U	D	SD
22. At a workshop, I prefer to work in small groups and solve problems rather than listen to the trainer talk.	SA	A	U	D	SD