

**University of North Carolina  
School of Education  
Early Childhood Intervention and Family Support**

**EDUC 167 Infant/Toddler Curriculum and Learning Environments**

**Course Meeting Information:**

Summer 2006 Session I (June 6-29<sup>th</sup>)

*Time:* 4:30-8:30 p.m.

*MMB online meeting space:*

[www.breeze.unc.edu/educ167956](http://www.breeze.unc.edu/educ167956)

June 8, 13, 15, 20, 27

*Location:* Carolina Center for Educational

Excellence (CCEE) – June 6, 22, 29

Smith Middle School

9201 Seawell School Road

Chapel Hill, NC

**Course Instructors:**

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**Office Hours:** By appointment only

**Date Syllabus Revised:** May 17, 2006

**Course Description:**

This course focuses on strategies for facilitating infants' and toddlers' development in home and group settings. Organized into three sections, The Child, The Learning Environment, and The Service, this course will focus on current issues in early intervention and working with children with exceptionalities. Through classroom engagement and web-based instruction, students will become more familiar with infant/toddler development as well methods for appropriately designing and managing a nurturing, supportive, and enriching learning environment for children aged 0-3 years. Discussions will focus on naturalistic teaching methods, curricula planning and implementation strategies, environmental arrangements, and accommodations for children with disabilities. Additional topics include child mental health, advocacy, and the future of early intervention.

**Course Goals and Objectives:**

Overall, this course is designed to assist students in integrating their understanding of and relationships among infants/toddlers, families, and the early childhood learning environment. Students will become familiar with and discuss the importance of designing, providing, and evaluating a developmentally effective approach to teaching young children as well as how to include families and other resource professionals in the curriculum and environmental planning process. Students will become aware of and begin to gain the skills to appropriately and collaboratively coordinate with other disciplines and how other disciplines, through support services and intervention, can positively influence and promote the development and learning of infants and toddlers in their care. Students will also become aware of how children's diverse backgrounds can be integrated into an infant/toddler curriculum.

*Derived from the NC Birth-Kindergarten Licensing Standards and NAEYC Professional Standards:*

- Students will develop knowledge and skills regarding different collaborative models for working with families and individual team members.
- Students will learn to focus on the very young child in the context of his or her primary caregiving environment and working with other adults to support the child's development.
- Students will use their developmental knowledge and knowledge of family systems to design healthy, culturally respectful, and supportive learning environments and meaningful curriculum for infants and toddlers.
- Students will learn strategies for developing and implementing individual family service plans for infants and toddlers and their families according to family priorities and concerns.
- Students will learn strategies for facilitating transitions between service systems for infants and toddlers and their families.

*UNC School of Education Standards:*

*Disposition 1:* Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.

*Principle 2:* Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.

**Macromedia Breeze (MMB):**

Macromedia Breeze is a rich web communication system that provides high-impact online meetings, training and presentations that everyone can access instantly, through any web browser. MMB empowers the non-technical user to easily create effective, engaging communications that include voice, video, and animations, using nothing more complicated than Microsoft PowerPoint. The MMB system includes the core MMB Communication Server and applications for real-time and on-demand communication between students and the instructors.

Online discussion and instruction, through Macromedia Breeze will make up about 75% of the course. When using MMB, students will primarily communicate with each other and the instructors via group chat rooms, email, and discussion forums (posted on Blackboard). Instructor presentations will be conducted on Macromedia Breeze; therefore, students will be able to both see and hear what is being discussed.

To learn more about Macromedia Breeze, students can visit the website <http://www.macromedia.com>.

**Schedule of Topics and Activities:**

<b>Course Section</b>	<b>Date Location</b>	<b>Discussion Topics</b>	<b>Required Readings</b>	<b>Supplemental Readings</b>	<b>Assignments Due</b>
<b>The Child</b>	June 6 Location: CCEE	Course Overview & MMB Introduction; Child Development; Brain Development	Thompson (2001); Nickel & Widerstrom (1997)	CDC Fact Sheets	
	June 8 Location: MMB	Child Mental Health; Early Relationships; Child Guidance	Hawley (1998); Evangelist & McLellan (2004); Slade (2002); O'Brien Chap. 7;	Honig & Thompson (1993); Honig (2002); Loizou (2005); Chazen-Cohen, Jerald, & Stark (2001); Gaensbauer (1996); Weatherston (2001); Zelenko (2004); NCIECHP (2005); Fox, et al. (2003), Fox (2006)	
<b>The Learning Environment</b>	June 13 Location: MMB	Natural Environments; Environmental Design; Health & Safety; Quality Standards & Rating Scales	Wittmer & Petersen (pp.274-306); NC HHS Brochure; NC Rated License Assessment Project Brochure	Lally et al. (1997); NRC (2000); Growing Up Naturally (2002)	
	June 15 Location: MMB	Curriculum Design Strategies; Quality Assessment and Monitoring	O'Brien Chap. 5; Wittmer & Petersen (pp.252-271); NAEYC (2003);	NCCIC (April 2005); NCCIC (Aug. 2004); Wittmer & Petersen (1992)	<b>Topic Paper Due</b>
	June 20 Location: MMB	Naturalistic Teaching Strategies; Adapting Environments & Materials; Social vs. Physical Learning Environment	Dunst et al. (2001); Chen (1999; pp.22-54); Gonzalez-Mena & Eyer (2004)	Doctoroff (2001); Downing (1999)	<b>Resource/ Bibliographies Due; Course Tune- Up</b>
<b>The Service</b>	June 22 Location: CCEE	Introduction to Early Intervention; Early Head Start; Home Visiting	Chen (1999; pp. 55- 104);		<b>Critique of Toy/Object Due</b>  <b>Toy/Object "Show &amp; Tell"</b>
	June 27 Location: MMB	IFSP; Transitioning; Parent Experiences; Advocacy	O'Brien Chap. 2, pp.123-125; Rosenkoetter et al. (2001); Bailey, Scarborough, & Hebbeler (2003); Robinson & Stark (2002)	Bailey, et al. (2004); Kaczmarek (2006)	
	June 29	Future of Early Intervention;	Zero to Three (2003) Guralnick (2000)		<b>Learning Environment</b>

	Location: CCEE	Course Wrap-Up & Evaluation			<b>Critique Presentations</b>  <b>Learning Environment Reflection</b> <b>Paper Due: July 6<sup>th</sup></b>  <b>Course Evaluations</b>
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\*\*\*This syllabus is not a contract. Course readings and activities are subject to change with sufficient notice to suit the needs and interests of the students.

**Required Text and Readings:**

O'Brien, M. (1997). *Inclusive child care for infants and toddlers: Meeting individual and special needs*. Baltimore, MD: Paul H. Brookes Publishing.

\*\* The required text can be found on ebay.com, amazon.com, barnes&noble.com, and brookespublishing.com

\*All articles and copies book chapters (including supplemental readings) will be posted on Blackboard for your use\*

**Module One: The Child**

Thompson, R.A. (2001). Development in the first years of life. *The Future of Children, 11*, 21-33. Retrieved May 3, 2006, from [www.futureofchildren.org](http://www.futureofchildren.org).

Nickel, R.E., & Widerstrom, A.H. (1997). Developmental disorders in infancy. In A.H. Winderstrom, B.A. Mowder, & S.R. Sandall (Eds.), *Infant development and risk* (2<sup>nd</sup> ed., pp. 89-121). Baltimore, MD: Paul H. Brookes Publishing Co.

Hawley, T. (1998). "Ready to succeed: The lasting effects of early relationships." An unpublished paper. Washington, DC: Zero to Three.

Evangelista, N. & McLellan, M. (2001). The Zero to Three diagnostic system: A framework for considering emotional and behavioral problems in young children. *The School Psychology Review, 33*(1), 159-173.

Slade, A. (2002). Keeping the baby in mind: A critical factor in perinatal mental health. *Zero to Three, June/July*, 10-17.

**Module Two: The Learning Environment**

Wittmer, D. S. & Petersen, S. H. (2006). Creating a relationship-based curriculum. In D. S. Whittmer & S. H. Petersen, *Infant and toddler development and responsive program planning: A relationship-based approach* (pp. 252-271). Columbus, OH: Pearson Merrill-Prentice Hall.

- NAEYC. (2003). FYI: What we know about infants and toddlers with disabilities. *Young Children*, 58(3), 67.
- Wittmer, D.S., & Petersen, S.H. (2006). Routines, environments, and opportunities: Day to day the relationship way. In D. Wittmer & S. Petersen (Eds.), *Infant and Toddler Development and Responsive Program Planning: A Relationship-Based Approach* (pp. 274-306). Columbus, Ohio: Pearson-Merrill Prentice Hall.
- Division of Child Development, North Carolina Department of Health and Human Services. (April 2003). *Summary: North Carolina child care law and rules* [Brochure]. Raleigh, NC: Author.
- North Carolina Rated License Assessment Project. (August 2002). *A quick reference to the rated license assessment process* [Brochure]. Greensboro, NC: Author.
- Dunst, C.J., Bruder, M.B., Trivette, C.M., Raab, M., & McLean, M. (2001). Natural learning opportunities for infants, toddlers, and preschoolers. *Young Exceptional Children*, 4, 18-25.
- Chen, D. (1999). Interactions between infants and caregivers: The context for early intervention. In D. Chen (Ed.), *Essential Elements in Early Intervention* (pp. 22-54). New York: AFB Press.
- Gonzalez-Mena, J., & Eyer, D.W. (2004). The social environment. In J. Gonzalez-Mena & D. Eyer (Eds.), *Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive Care and Education*, 6<sup>th</sup> ed., (pp. 268-284). Boston: McGraw Hill.
- Module Three: The Service**
- Chen, D. (1999). Meeting the intervention needs of infants. In D. Chen (Ed.), *Essential Elements in Early Intervention* (pp. 55-104). New York: AFB Press.
- Rosenkoetter, S. E., Whaley, K. T., Hains, A. T., & Pierce, L. (2001). The evolution of transition policy for young children with special needs and their families: Past, present, and future. *Teaching in Early Childhood Special Education*. 21(1), 3-15.
- Bailey, D., Scarborough, A., & Hebbeler, K. (2003). *National early intervention longitudinal study: Families' first experiences with early intervention* (Executive summary). Chapel Hill, NC: Frank Porter Graham Child Development Institute.
- Guralnick, M. J. (2000). Early childhood intervention: Evolution of a system. *Focus on Autism and Other Development Disabilities*. 15(2), 68-79.
- Zero to Three. (February 2003). "Part C of the Individuals with Disabilities Education Act IDEA: Improving early intervention services for infants and toddlers with disabilities and their families." Fact sheet. Washington, DC: Zero to Three.

Robinson, A. & Stark, D. R. (2002). Why is advocacy important? In *Advocates in action: Making a difference for young children*. Washington, D.C.: NAEYC.

### **Student Activities and Assignments:**

1. **Topic Paper: (Due: June 15<sup>th</sup>)**. Each student will choose a topic discussed within any of the course's three learning modules (The Child, The Learning Environment, and The Service) and write a short paper (3-5 pages) summarizing the current professional literature on the topic and describing how research findings and recommendations can be appropriately implemented into inclusive early childhood settings for infants and toddlers.

For example, a student may choose the topic of a young child's "early relationships." The paper would include the following components:

- ✓ A summarization of the current literature (at least 5 professional references in addition to the course textbook and required readings) addressing young children's early relationships
- ✓ A description of how current research and recommendations would be implemented into an early childhood setting for infants and toddlers. (Be as descriptive as possible! You may want to include strategies regarding curriculum adaptation, activities, parent involvement, play materials, caregiving routines, and outside early intervention and support services)
- ✓ A discussion regarding the strengths and limitations of the described implementation strategies. The student will want to refer back to their literature review when supporting their strength and limitation discussion.

The Topic Paper should be written in APA style, typed, double-spaced, and in a 12-point font. Students can receive a total of **75 points** for a completed Topic Paper. A rubric for the Topic Paper will be distributed and discussed during the first class session.

As an option, students may submit a topic outline and brief description of their paper, via email, to instructors by June 11<sup>th</sup>. Instructors will provide feedback and a list of helpful resources (as needed). Draft outlines and descriptions will be returned by June 13<sup>th</sup>.

2. **Annotated Bibliography/Resource List: (Due: June 20<sup>th</sup>)**. Each student will prepare an annotated bibliography and resource list regarding the issues discussed in their submitted course Topic Paper. To promote peer learning and group discussion, lists will be shared with the rest of the class.

At least 5 scholarly references (e.g., journal articles) and 10 professional resources (e.g., contact information and website addresses to national, state, and/or local early education and intervention organizations, videos, curricula, and books) must be provided. All citations should be written in APA style, typed, double-spaced, and in a 12-point font. An example of how to appropriately write an annotated bibliography can be found on the APA website ([www.apa.org](http://www.apa.org)).

Students can receive a total of **25 points** for a completed annotated bibliographies/ Resource Lists. A rubric and an example of an annotated bibliography will be posted on BlackBoard by June 11<sup>th</sup>.

- 3. Critique of Toy/Object: (Due: June 22<sup>nd</sup>).** Each student will describe and critique a toy or a household object that infants and toddlers can use/play with to enhance their growth and learning. Students should be creative; any toy/object can be selected (within developmental reason). For suggestions, lists of toys and objects are provided within several of the course required readings.

Toy/object critiques will be presented in both the form of a paper as well as a “show & tell” presentation. The paper should be 2-3 pages, written in APA style and include the following headings: *Toy/Object Description*, *Accessibility* (e.g., expense, assembly, where to find), *Developmental Impacts* (Cognitive, Communication/Language, Motor, Social/Emotional), *Adaptations*, and *Limitations*. Students can receive up to **25 points** for a completed paper. Students will also be responsible for presenting their selected toy/object to the class. Students should prepare a very brief (2-3 minute) description of their toy/object, and may want to bring the toy/object in for viewing.

- 4. Learning Environment Critique (Presentation Due: June 29<sup>th</sup> /Reflection Paper Due: July 6<sup>th</sup>).** This project is designed to help you integrate the course content with your previous professional and life experiences. The assignment will assess your ability to individualize learning environments that support an infant and toddler’s current developmental levels and strengths and affirm and respect family diversity.

For this project, you may access one of the two case studies that will be posted on Blackboard by June 11<sup>th</sup>. You should choose one of the case studies and complete each of the steps described below. These are cases that describe situations you may encounter as an infant/toddler specialist.

- 1. Designing an Environment.** Students should design layout and implementation plans of a developmentally and individually appropriate learning environment for the child described in their chosen case study. Environment design layout examples were provided during Module Two: The Learning Environment. Learning environment implementation plans should include a description of the following components: *the physical environment, materials/toys, caregiving routines, curriculum, staffing, and accommodations*. The learning environment design layout and implementation plan be as descriptive as possible, however does not need to be written as a narrative. Hand or computer drawn learning environment layouts and written implementation plans can be placed within the Appendix of the project reflection paper.
- 2. Presentation:** Each student will have 10-15 minutes to present his or her environmental design layout and implementation plans to the class on June 29<sup>th</sup>. Presentation formats can be decided upon by the student (e.g., PowerPoint, Poster, Discussion with Handouts) but must include a description of their designed physical environment and its components. Students can receive up to **25 points** for a

completed presentation. Presentation rubrics will be posted on Blackboard and discussed by June 11<sup>th</sup>.

3. **Reflection Paper:** Students should write a 6-8 page reflection paper (including the reference list, but not including the appendix with the layout and implementation plans) describing their chosen case study and the process they used to make decisions for their environment design and implementation plans. Students should consider, but not limit their discussions to the following components: *the child's current developmental level and strengths* (e.g., the child's strategies for adapting to his/her environment); *the relationship between the child and his/her family*; *additional assessment information needed when designing an individualized learning environment*; *services that may be helpful to the child, family, and learning environment staffers*; *the rationale for choosing a particular layout, materials/toys, routines, and curriculum*; *the learning environment implementation process* (e.g., who would you need to include; how would you obtain materials; length of time needed); *how the IFSP will be integrated into the environment, and expected outcomes and evaluation methods*.

Papers should be written in APA style, typed, double-spaced, and in 12-point font. Students must submit completed reflection papers to both the instructors and LiveText no later than July 6<sup>th</sup>. Students can receive up to **50 points** for a completed reflection paper.

**A total of 75 points can be received for this project.** Rubrics for the project presentation and reflection paper will be provided on Blackboard and LiveText.

#### **Other Course Requirements:**

*Course Communication:* All course announcements and updates will be communicated via email and Blackboard. Students should frequently check their email as well as visit the course Blackboard site. Both instructors must be notified, via email or telephone, regarding students' special circumstances, such as lateness/early dismissals, absences, or course concerns.

*Special Needs:* Please let both instructors know if you require any special accommodations in the course curriculum, instruction, or assessments. We want each student to feel comfortable and respected as well as eager and able to fully participate; we will be sure to accommodate students' needs to the best of our abilities and will respect the confidentiality of any information that is shared.

*Course Participation:* Participation is a primary way of conveying that you are reading, processing, and applying the course concepts. Although we are not applying a formal grade to class participation, we strongly encourage and expect everyone to participate in class discussions and activities, in some way, on a regular basis. Should a student need to miss a class session, instructors must be notified at least 24 hours in advance so make-up assignments can be discussed (as needed). If students choose not to complete a make-up

assignment, the instructors hold the right to deduct up to 5 points from the student's final grade.

*Honor Code:* All assignments should be completed in compliance with the UNC honor code. All assignments and projects must contain the full honor code pledge "On my honor, I have neither given nor received unauthorized aid on this assignment") OR the shorthand honor code ("Pledge") followed by your signature. Please consult the UNC honor code at <http://honor.unc.edu>. You are responsible for understanding and adhering to the UNC honor code principles.

### Course Evaluation:

Assignments:	Points:	Points:	Grade:
Topic Paper	75	200-188	H
Annotated Bibliography/ Resource List	25	187-172	P
Critique of Toy/Object Learning Environment	25	171-150	L
Critique	75	149-below	F
<b>Total Points:</b>	<b>200</b>		

### Supplemental Information and Resources:

#### *Helpful Websites:*

American Psychological Association (APA): [www.apa.org](http://www.apa.org)

Center on the Social and Emotional Foundations of Learning: <http://www.csefel.uiuc.edu>

Division for Exceptional Children (DEC): <http://www.sped-dec.org>

Macromedia Breeze (MMB): [www.macromedia.com](http://www.macromedia.com)

National Association for the Education of Young Children (NAEYC):  
<http://www.naeyc.org>

National Child Care Information Center (NCCIC): <http://www.nccic.org>

North Carolina Early Intervention: <http://www.ncie.org>

Zero to Three: <http://www.zerotothree.org>

University Writing Center: <http://www.unc.edu/depts/wcweb>

### UNC-CH School of Education Conceptual Framework:

*Preparing Leaders in Education:* The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.

*For Equity and Excellence:* Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting

both equity and excellence is imperative. To address only one of these goals would, on the other hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

***In a Democratic Society:*** The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

***School of Education Conceptual Framework Principles:*** The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills, and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education 19s goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing the leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

***SOE Conceptual Framework Dispositions:*** Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.