

**Culturally, Linguistically, and Developmentally Appropriate Practices
with Infants, Toddlers and Families
EDUT 524**

Spring 2005

3 credit hours Thursdays, 9:00 - 4:00

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Office Hours: Tuesdays, 7:30 – 9:00, or by appointment

SYLLABUS

Course Overview:

This course is offered as the second course in the curriculum strand in the UTEEM Early Childhood teacher training program, an integrated approach to preparing teachers to work with young children. Teachers are prepared to work with culturally, linguistically, and ability diverse young children and their families in a variety of inclusive community settings. This course is offered in conjunction with three other courses and linked to a full-time field placement with infants and toddlers and their families. Students participating in this course are enrolled full time in the UTEEM program, or are admitted by permission of the program coordinators.

Course Description:

This course provides students with an understanding of culturally, linguistically, and developmentally appropriate programs and practices in community settings providing services to infants and toddlers with varied abilities and their families. The students will explore, plan, and implement developmentally supportive activities with infants and toddlers and their families. Students will become familiar with strategies to support infant-toddler development in the context of group play and to support parent-child interaction in the context of home visits. They will practice the triadic approach as an effective strategy for supporting infant/toddler development in the context of the parent/child relationship. This course takes a family-centered perspective and emphasizes the role of collaborative planning with families and caregivers in preparing developmentally supportive environments. Students are expected to become familiar with the cultural context of the infants and toddlers with whom they are working by collecting a family story. They will also become familiar with the range of programs available to infants, toddlers, and their families and with cultural, linguistic, and developmental factors that may influence appropriately matching families with programs. A special emphasis of this course will be learning from families and focusing on how best to support family/cultural continuity in services to very young children.

Relation to Program and Professional Standards:

This course is one of three curriculum courses that are offered as a part of the UTEEM master's degree and triple licensure program. The program specifically addresses the licensure standards established by the Commonwealth of Virginia, as well as the standards for accreditation of teacher education programs established by the Council for Exceptional Children, the Division of Early Childhood of the Council for Exceptional Children, and the National Association for the Education of Young Children. These include:

1. Curriculum and instructional procedures.
2. The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, and children with limited proficiency in English.
3. Demonstrate an understanding of the role of the family in developing literacy.
4. Understanding of the link between child development and instruction.
5. The ability to understand children in the context of family, culture, and community.
6. The ability to establish positive and collaborative relationships with families as partners in teaching and learning.
7. Trends for service delivery to the birth-through-age-five population.
8. Understanding of the methods for providing instructional programs for early intervention.
9. Curriculum development to ensure developmentally appropriate intervention techniques.
10. Skills in service coordination with children and families.
11. Family-centered intervention.
12. Socio-cultural variables in the instructional setting.

Objectives:

Students taking this course will:

1. Demonstrate the ability to plan curriculum activities that are responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, cultural variables, and levels of participation of infants and toddlers and their parents/caregivers.
2. Demonstrate the ability to structure learning environments and activities that incorporate family identified outcomes and preferences.
3. Demonstrate the ability to apply research and knowledge about families and communities, and about developmentally appropriate practices, to the process of working with families to teach infants and toddlers.
4. Demonstrate the ability to select materials that have multiple purposes, are adaptable, are culturally and linguistically relevant, and that support infant/toddler and family interests.
5. Demonstrate the ability to facilitate activities that support mutually pleasurable parent-infant interaction.
6. Demonstrate knowledge of the cultural contexts of families, including community resources,

and their implications for structuring supportive interventions.

7. Demonstrate a family-centered approach to planning and implementing home visits.
8. Demonstrate the ability to apply strategies of individual and group structured problem solving to meaningful dilemmas encountered in their work with children and their families in home and community contexts.
9. Demonstrate the ability to learn from families in order to tell the family story in a way that is relevant to the family and assists the student to provide family relevant services.

Required Texts:

Bergen, D., Reid, R. & Torelli, L. (2001). Educating and caring for very young children. New York: Teachers College.

Fadiman, A. (1997). The spirit catches you and you fall down. New York: Noonday Press.

Gowen, J.W. & Nebrig, J.B. (2002). Enhancing early emotional development. Baltimore: Brookes.

Lally et al. (Zero to Three). (1995). Caring for infants and toddlers in groups: Developmentally appropriate practice. Arlington, VA: Zero to Three/National Center for Clinical Infant Programs.

Plous, S. (2003). Understanding prejudice and discrimination. Boston: McGraw Hill.

Additional Course Resources:

Wisconsin Public Television. (2000). Being Hmong means being free. (video).

Filmakers Library. (2000). Sound and fury: The communication wars of the deaf. (video).

Carlson, V.J. & Harwood, R.L. (2000). Understanding and negotiating cultural differences concerning early developmental competence: The six raisin solution. Zero to Three, December 1999-January 2000, 19-24.

Harry, B. (1992). Developing cultural self-awareness: The first step in values clarification for early interventionists, Topics in early childhood special education, 12(3),333-350.

McCollum, Yates, Thorp, & Rowan. Project Triad. University of Illinois Model Inservice Project. Handout.

Recommended Resources:

Gandini, L. & Edwards, C.P. (2001). Bambini: The Italian approach to infant/toddler care. New York: Teachers College.

Lynch, E.W. & Hanson, M.J. (1998). Developing cross-cultural competence: A guide for working with young children and their families (2nd ed.). Baltimore: Brookes. ISBN 1-55766-331-9.

Segal, M. (1985). Your child at play: Birth to one year. New York: Newmarket. ISBN 0-937858-51-X.

Segal, M. & Adcock, D. (1985). Your child at play: One to two years. New York: Newmarket. ISBN 0-937858-53-6.

Segal, M. & Adcock, D. (1985). Your child at play: Two to three years. New York: Newmarket. ISBN 0-937858-55-2.

Useful Resources:

Anderson, P.P. & Fenichel, E.S. (1989). Serving culturally diverse families of infants and toddlers with disabilities. Arlington, VA: National Center for Clinical Infant Programs.

Harry, B. (1992). Cultural diversity, families, and the special education system: communication and empowerment. New York: Teachers College Press. ISBN 0-8077-3120-X.

McWilliam, P.J. & Bailey, D.B. (1993). Working together with children & families: Case studies in early intervention. Baltimore: Brookes. ISBN 1-55766-123-5.

Zero to Three (December, 1995/January 1996). Finding complexities and balancing perspectives: Using an ethnographic viewpoint to understand children and their families. Arlington, VA: Zero to Three/National Center for Clinical Infant Programs.

Course Format:

This course will meet for seven full days (9:00 - 4:00), every other week over the course of the semester. This enables students to continuously link what they are doing in their field sites with what they will be learning in this class. The class will have a seminar format, requires active participation of all students, and will utilize guest speakers from the community to support content from readings. Two days during the final exam period will be used for student presentations of their semester products, in this case the family story, which integrates understandings from all of their classes.

Course Requirements:

1. Attend all class sessions and participate actively in small and large group activities. If you anticipate being late or missing class, please leave a voice mail or send an email prior to class.

2. Prepare for class by completing assigned readings prior to class.
3. Complete written assignments. It is expected that assignments be turned in on the due date. A pattern of late papers will affect grading.
4. Maintain an ongoing reflective journal. These are to be turned in to the instructors during the weeks when classes meet.
5. Record meaningful dilemmas that occur in the course of field experiences.
6. Maintain a story file to begin to better understand the process of collecting, reflecting upon, and retelling family stories.

Course Grading:

1. Participation and preparation for class 10%

Participation is graded according to the following criteria:

- a) Attending all classes on time, unless prior arrangements have been made with the instructor;
- b) Completing all assignments on time;
- c) Participating in large group discussion and activities on a regular basis;
- d) Participating in small group discussions and activities on a regular basis;
- e) Working as a collaborative group member, supporting the participation of classmates;
- f) Maintaining a reflective dialogue journal, turned in each week of classes;
- g) Participating in Blackboard discussions

2. Meaningful Dilemmas (5@4 pts. each) 20%

Due: 2/17, 3/3, 3/24, 4/7, 5/5

3. Activity analysis 5%

Due: 2/17

4. Community Profile 5%

Due: 3/3

5. Individualized Activity Plan 10%

Due: 3/24

6. Self-analysis: Triadic Approach 20%

Due: 4/7

7. Family Story

30%

Written product & in-class final presentation: 5/11&5/12

Assignment of Grades:

97-100	A+
94-97	A
90-94	A-
87-90	B+
84-87	B
80-84	B-
70-80	C
<70	F

Topics and Reading Assignments

- Jan 25-27 Setting the Context for Infant/Family Services and Learning about Cultural, Linguistic, and Ability Diversity through Family Stories. Exploring issues of race, class, power, identity and how they impact our role in service delivery.
- National Coalition Building Institute: Identity, Prejudice Reduction, and Conflict Resolution through Building Bridges
- Plous, pp. 98-108, 111-212 .
- Feb 3 Overview of course; Early Care and Education of Infants and Toddlers – what we know, what we want to know. Preparing to be story gatherers and story tellers – where does the story begin? Principles of family-centered practice
Read: Spirit Catches You and You Fall Down
Video: **Being Hmong Means Being Free**
Planning for field site work
- Feb 17 The continuum of community services for infants/toddlers and their families. Developing a model for infant/family services. Responsive caregiving. Engaging infants and toddlers through songs and finger plays. Story gathering and story telling – Listening to families from diverse cultures.
- Begin a Story File. Collect stories from newspapers, magazines, etc. that may help you understand the experience of diverse families or that helps you understand the process of effectively telling someone’s story from their perspectives. For each story, briefly reflect on what makes it effective and how that story connects to your own.

Gather information about your site. As you go to your field sites, find out who funds your program, who is eligible for services, what legislation or guidelines shape your program, who delivers services, and how services are typically delivered and in what settings. Come to class prepared to share.

Observe activities with infants and toddlers at your site. Connect to readings. What do you wonder? Come to class with your notes and prepare for inclass writing activity.

Read: Lally, up to page 58. Bergen, Chapters 1&2. Harry article. Carlson article.

Meaningful dilemma due.

Guest speaker: songs and finger plays.

Mar 3 Appropriate and inappropriate practices for infants and toddlers. Implementing the Triadic Approach - establishing the supportive context. Attributes of family stories. Contrasting home based intervention and group care settings.

Meaningful Dilemma 2 due.

Explore the community context of your site. Come to class with notes prepared for an in-class writing activity.

Review Triadic Handout. Practice establishing a supportive context.

Guest speaker: Learning from family stories.

Read Lally, pp. 59-79; Bergen, chapters 3,4 & 5; Gowen&Nebrig, Part I (pp.3-82) & Part III, pp. 215-346.

Mar 17 No class – university spring break (**NOTE: If your field site is taking spring break at another time, you are to go to your site this week and take their break. In other words, you are entitled to only one week of break from your site during this semester, not two, and you are responsible for attending all class sessions, even if you take a break during your program’s spring break. Further, your choice is only GMU’s break or your program’s, not another time altogether).**)

March 24 Implementing the Triadic Approach: Deciding on “topics” based on documentation of children’s interests and activities. Individualizing. Planning individually appropriate activities.

Meaningful Dilemma #3 due.

Come to class with notes about your focus child and family. What do you know about interests and interaction. Be prepared for in-class planning activity.

Read Bergen, chapters 6,7 & 8, Section II of Gowen & Nebrig.

Review Triadic Handout. If you have not already done so, schedule a time with a family to implement the triadic approach with them. Come to class prepared to discuss how you will explain it.

Guest speaker: Listening to families.

Apr 7 Planning for culturally and linguistically appropriate environments in the context of group care. Debriefing on full time internship issues. Listening to families - preparing for the family story.

Bergen, chapters 9-11.

Meaningful Dilemma #4 due.

Triadic video due. Bring video to class for group discussion.

Come to class with a plan for how you will continue to gather your family story in the coming weeks, including scheduled meetings, questions you have, observations you have made so far, ways in which you are beginning to see links with your own family story.

March 28-April 22 Full time internship

During your full time internship, in addition to the expectations of your site, it is expected that you will schedule sufficient interactions with a family outside the context of the site to complete your family story and your triadic assignments. Start this process early. You can not do this at the last minute and learn from the family.

April 28 **No class. We are meeting April 7 instead.**

May 5 The child/family/community/service interface - putting the pieces together. Preparing a family story to share.

Bergen 12&13

Continue to gather family stories. Come to class with your story folder. Be prepared to share what you have learned about effectively telling family stories from different perspectives.

Meaningful Dilemma #5 Due.

May 11-12 Family Story Presentations

May 12 **Family Story Due (last day to turn story in)**

Description of Assignments

1. Meaningful Dilemmas (20 points total) - a total of five due as noted on the syllabus.

Select a situation from your internship experience that has perplexed you, caused you anxiety, or made you wonder. Describe the situation, using the dilemma form. Bring two copies to class. One will be for you to keep, and one will be retained by the program. These will be used to practice problem solving techniques and to assist you in analyzing issues in early care of infants and toddlers and their families. Be sure to save your copies of the dilemmas, as they will be needed for your summer research class and for your final program portfolio.

3. Activity Analysis (5 points)

Observe an activity being conducted by a caregiver/teacher that has been planned for a child or group of children at your site. Take detailed notes to help you analyze and discuss this activity in the context of the readings. Bring your notes to class for an in-class activity. On your notes, please make reference to course readings, specific pages, and identify questions or comments you have related to the activity you observed. This is ok to be handwritten, though it must be legible. Elements to consider:

- a. Describe the activity. Who was present, what were the materials, what appeared to be or were stated as the objectives? What happened?
- b. Analyze the activity from the perspective of each of the participants: e.g., the teacher, the parent, the intern, the child, siblings, etc. What did it feel like for each of them?
- c. Analyze the activity from the perspective of the readings and class discussion to date: e.g., in what way was it demonstrative of the triadic approach, how did it relate to principles in Lally, in Bergen, to readings from last semester (anti-bias, etc.), and what assumptions were conveyed? What questions do you have?

3. Community Profile (5 points)

Explore and describe the cultural community of the children and families that you work with at the field site by experiencing the community. Spend time discovering the neighborhood and community and “natural” resources available to the child and family. Where do people shop, get medical care, play, meet each other? Where are the resources everyone knows about? Walk around. Talk to people. Feel what it would be like to live there. What would you do to get to know people? Bring your notes to class for an in-class discussion.

4. Individualized Activity Guide (10 points)

Develop a preliminary plan for what you will be doing during your full time internship with your focus child. Establish a planning format appropriate to your site (groups, individual, home visit, etc.). Write a brief paper to which you attach your planned activities. In the paper: describe the context, the children and families, the setting, the frequency, and your rationale for what you have planned. Attach activity descriptions/plans and strategies for evaluating the activities. Demonstrate links to Triadic Approach, Lally, Bergen, Gowen. Consider child and family appropriate play-based activities. How will families be involved? Provide a rationale for activities based upon your developmental understanding of the child using what you have learned in assessment as well as the developmental information provided in Lally and Bergen texts. For this assignment, if you are working with children in a group setting, you will need to show evidence of how you will individualize for children (refer back to Abraham, Morris, and Wald for guidance).

5. Triadic Approach (20 points)

During the course of your internship, you are to implement the triadic approach on at least one occasion with the child and family with whom you are doing your family story. We encourage you to use a book reading activity, using the books you are developing in the literacy class. For this assignment you are to videotape at least one planned triadic interaction. Analyze the tape from the perspective of the triadic principles and other readings. Turn in the video with your paper. Reflect on your strengths and what you would change. Reflect on the role of the parent, the child, your role. This activity must be done with a family member. Your purpose is to support family-child interaction through developmentally appropriate play. Link to course readings and principles of developmentally appropriate practice, family centered practice, and triadic intervention. Your videotape must show that you have followed the complete home visit sequence; that is, that I am able to see how you established expectations and roles, that you show the actual sequence of activities, and that you debrief with the family member(s).

6. Family story (30 points total: 5 points, story file; 10 points, in class presentation; 15 points, paper)

You will be richly describing a family/community/culture by becoming an informed participant observer in the context of that family's life. Over the course of this semester you will have many opportunities to interact with families. This assignment asks you to identify a family from a culture other than you own with whom you are working and to get to know them. Then establish with the family a plan to learn from them. You will need to show evidence of at least three contacts, other than what regularly occurs in the program. You may offer to provide them a service, such as childcare; you may attend a community/cultural event with them - be creative. Remember, you are not "diagnosing" them; they are teaching you about their family, their culture, their hopes and dreams for their children, their cultural practices. Your purpose is to get to know them. Your final product should include:

1. A family story paper

- a. Describe the family. Tell their story. How did they come to be in a place where you met them? Consider the importance of birth stories, immigration stories, courtship stories, intergenerational stories.
- b. Describe the cultural context of the family, including the formal and informal community network and system of supports. Remember the importance of Family routines, celebrations, goals. How did this help you better understand another culture?
- c. Describe implications of what you learned for your work with this child and his/her family.
- d. Describe your process for learning what you learned.
- e. Discuss implications for your work with other families of infants and toddlers. How can you support family priorities? What ways of interacting will you support?
- f. Reflect on yourself as a gatherer/teller of a family story. What was easy, hard?
- g. Reflect on your own family story and how this experience has helped you learn about your own story and its influences on you. Your own family story should be a separate section altogether of the paper.

This assignment is linked to the assignments in all three other strands. Please make reference to these activities as appropriate.

2. An in-class presentation of the family story

On the day of the final. You will present your family story to your classmates. Consider the role of the story teller. Prepare props. Decide on a format that will enable you to most effectively share what you have learned. You may take a role, use artifacts, etc. Consider how you would like your own story to be told.

3. A story file (at least 7 articles)

Over the course of the semester, collect articles from newspapers, magazines, etc. that help you better understand the perspectives of families other than your own. Collect articles that help you think about how to tell a story.

Attach your story file to your final paper. Please provide jottings with each article that tell why you selected that article. Provide a brief reflection in which you discuss what you learned from these articles about families and about how to tell their stories.

Meaningful Dilemma #1, 2, 3, 4, 5 (Circle one)

G Number: _____ Date: _____

Setting (No names):

People Involved (descriptors or first name only):

Description of Situation (include background information we may need to understand):

What perplexed me about this was.