

SYLLABUS

Culturally, Linguistically, and Developmentally Appropriate Practices with Infants, Toddlers, and their Families

**EDUT424/524 5U1
(EDSE415/615 001)**

**Spring 2006
3 credit hours**

**Wednesdays 9:00 – 4:00
Robinson A349**

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Office Hours: By appointment

Course Purpose:

This course is offered as the second course in the curriculum strand in the Unified Transformative Early Education Model (UTEEM), a teacher training program providing an integrated approach to preparing teachers 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 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.

Course Format:

This class meets for seven and one-half full days (9:00 – 4:00), approximately every other week over the course of the semester, enabling students to continuously link what they are doing in their field sites with what they will be learning in this class. The class is designed as a seminar, requiring active participation of all students. Guest lecturers from the community support content from the readings and discussions. Two days during the final exam period are used for student presentations of their semester products with integrate understandings from the other course strands. Keeping up with reading is essential for this class to be successful.

Relation to the 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 the 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. Skills in service coordination with children and families
10. Family-centered intervention
11. Social-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.

Resource Materials:

Required Text:

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

Fadiman, A. (1997). *The Spirit Catches you and you fall down*. New York: Noonday Press.

Lally et al. (2003). *Caring for infants and toddlers in groups: Developmentally appropriate practice*. Washington DC: Zero to Three.

Recommended:

Gandini, L. & Edwards, C.P. (2000). *Bambini: The Italian approach to infant/toddler care*. New York: Teachers College

Lynch, E.W. & Hanson, M.J. (2004). *Developing cross-cultural competence: A guide for working with young children and their families*. Baltimore: Brookes.

Segal, M. (1998). *Your child at Play: Birth to one year*. New York: Newmarket

Segal, M. (1998). *Your child at Play: One to two years*. New York: Newmarket

Segal, M. (1998). *Your child at Play: Two to three years* New York: Newmarket

Additional Resources:

McCollum, J et al. (1999). *Project Triad*. Champaign, IL: University of Illinois. (triad and dyad handouts)

Other handouts distributed in class.

Useful Resources:

Harry, B. (1992). *Cultural diversity, families, and the special education system: Communication and empowerment*. New York: Teachers College Press.

Harry, B., Kalyanpur, M. & Day, M. (1999). *Building cultural reciprocity with families: Case studies in special education*. Baltimore: Paul Brookes

McWilliam, P.J., Bailey, D.B. (1993). *Working together with children and families: Case studies in early intervention/* Baltimore: Brookes.

Thorp, E.K. (1997). Increasing opportunities for partnership with culturally and linguistically diverse families. *Intervention in School and Clinic*, 32, 261-269.

Course Requirements:

Students will be expected to:

1. Attend class sessions and actively participate in small and large group activities.
2. Complete all written assignments in a timely fashion. It is expected that assignments be turned in on the due date unless prior arrangements have been made with the instructor. A pattern of late papers will affect grading.
3. Prepare for class by completing all assigned readings prior to class.
4. Maintain an ongoing reflective interactive dialogue journal.
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:

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| 1. Participation and preparation for class: | 10% |
| Grade based on the following criteria: | |
| a. Attend all classes (on time) | |
| b. Complete all assignments (on-time) | |
| c. Participate in class discussions and activities, demonstrating knowledge of assigned readings and site experiences | |
| d. Create opportunities for the participation of your classmates and work collaboratively to support the contributions of each other | |
| e. Maintain a reflective dialogue journal, turned in each week of classes. | |
| f. Maintain a story file. | |
| 2. Meaningful Dilemmas (4 @ 5 points each) | 20% |
| Due: 2/15, 3/1, 3/22, 5/3 | |
| 3. Activity analysis | 5% |
| Due: 2/15 | |
| 4. Community profile | 5% |
| Due: 3/1 | |
| 5. Activity guide | 10% |
| Due: 3/22 | |
| 6. Self-analysis: Triadic Approach | 20% |
| Due: 4/26 | |
| 7. Family story | 30% |
| Written product & in-class final presentation: 5/10 or 5/11 | |

NOTE: If you require any instructional adaptations, please speak with the instructor prior to proceeding with the assignments.

NOTE on APA style: It is the policy of the graduate school that all papers be completed using APA format. Copies of the APA style guide are available in the book store. An abbreviated guide to APA style is available in the copy shop. Please attend to the correct use of references and be sure to credit authors when you use or summarize their words.

NOTE on electronic submission: If you submit a paper electronically, you are responsible for retaining a hard copy of that paper in the even of transmission difficulties.

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Assignment of Grades:

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

Tentative Class Schedule Topics and Reading Assignments

- Jan 23 – 24 Orientation to the infant/toddler semester
- Jan 24 National Coalition Building Institute
- Jan 26 Overview of Course
Early care and education of infants and toddlers – what we know, what we want to know. Preparing to be story gathers and story tellers. Where does the story begin?
- Feb 1 Principles of family centered practices
Responsive caregiving. Story gathering and story telling – Listening to families from diverse cultures
- Read:** Lally, up to 58
Read: Bergen, Ch. 1 & 2
Read: Fadiman, all
Due: Bring stories for story file.
- 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 perspective. For each story, briefly reflect on what makes it effective and how the story connects to your own story.
- Feb 6 Begin internships
- Feb 15 The continuum of community services for infants/toddlers and their families. Developing a model for infant/family services. Responsive caregiving. Contrasting home based intervention and group care settings. Appropriate and inappropriate practices for infants and toddlers..
- Read:** Bergen, Ch. 3, 4 & 5
Read: Lally, pp. 57 - 79
Due; Meaningful dilemma # 1
Due: Come to class with activity analysis notes. Be prepared for in class discussion and writing activity.
Due: 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.

Mar 1 The triadic approach for planning family relevant, developmentally appropriate activities. Establish the supportive context. The community context for infant/family services. Learning from communities. Designing community-relevant services.

Read: Triadic Handout. Practice establishing a supportive context

Due; Meaningful dilemma # 2

Due: Come to class with notes for community profile. Be prepared for in-class discussion and writing activity.

March 13 – 17 No Classes

GMU 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. You are only entitled to one week of break from your site during the semester, 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 between GMU's break and your program's break).

March 22 Planning for culturally and linguistically appropriate environments in the context of group care. Implementing the Triadic Approach: Deciding on "topics" based on documentation of children's interests and activities.

Visit to ACCA to explore environments for infants and toddlers.

Meet at ACCA at 9:00 a.m. Meet back at GMU at 1:00 p.m.

Read: Bergen, Ch. 9 – 11

Due; Meaningful dilemma # 3

Due: Activity Planning Guide

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 to them.

March 27 – April 21 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 26 Listening to families - preparing for the family story. Focusing on family – child interactions to enhance the capacity for resilience in infants and toddlers.

Due: Triadic Analysis Due. This is the final date for turning in your triadic analysis; although you may turn it in any time prior to this date. I will then be able to return it to you prior to your completing the family story, and you may be able to use elements of it in your family story, your assessment portfolio, and other assignments.

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 to your own family story.

May 3 The child/family/community/service interface – putting the pieces together. Preparing a family story to share.

Read: Bergen, Ch. 12 & 13

Due: Meaningful dilemma # 4

Due: Story folder

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.

May 10 - 11 Family Story Presentations

Description of Assignments:

1. Meaningful Dilemmas (20 points total) A total of 4 is due as noted on the syllabus

Select a situation from your internship experience that has perplexed you, caused you anxiety, or mad 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.

2. 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. You may handwrite this assignment, thought 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 principals 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. Activity Guide (10 points)

Develop a preliminary plan for what you will be doing during your full time internship. 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 and Bergen. 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 as well as other resources on this topic).

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. 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 the 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 provide rich, thick description of 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 and get to know, a family from a culture other than your own with whom you are working. 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, but rather, they are teaching you about their family, their culture and cultural practices and, their hopes and dreams for their children. Your purpose is to begin to “know” your family. Your final product should include:

1. A family story paper

- a. Describe the family. Tell their story. How did they come to be in the 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, etc. 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 you 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, and what was difficult?
- g. Reflect on your own family story and how this experience has helped you learn about your own story and it's 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 attach a copy of your family assessment project for assessment, your cultural research paper for development and language, so that you can refer to those understandings as part of this paper.

2. In-Class presentation of the family story

On May 10th or May 11th, you will present your family story to your classmates, supervisor and other faculty members. 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, Story file

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 the 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 (Circle one)

SS Number: _____ Date: _____

Setting (No names):

People Involved (descriptors or first names only):

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

What perplexed me about this situation was.....