

## **STAFF DEVELOPMENT INSERVICE COMPONENT INFORMATION**

**COMPONENT TITLE:** Enhancing and Supporting the Early Childhood Curriculum through the Implementation of Quality Infant and Toddler Programs

**IDENTIFIER NUMBER:** 2012006

**MAXIMUM POINTS:** 60

**GENERAL OBJECTIVE:** To develop an understanding of the ways that best practices for Infants and Toddlers can enhance and support children's learning

**SPECIFIC OBJECTIVE:**

Upon completion of the training/workshop, the participant will:

1. define infant toddler mental health
2. demonstrate an awareness of developmental capacities for early social/emotional wellness
3. identify the conditions that place an infant/toddler at risk for developmental failures
4. identify strategies for promoting positive parent child relationships
5. describe ways of meeting individual needs of infants and toddlers in caregiving routines
6. identify systems for insuring the safety and health of infants and toddlers in group care
7. demonstrate an understanding of temperament as it relates to infants and toddlers
8. identify the developmental milestones of children birth to three
9. identify effective strategies for the development of responsive caregiving
10. cite indicators of positive guidance techniques.
11. define the Touchpoint approach as it relates to child development.
12. identify and describe the guiding principles of the Touchpoint approach.
13. identify and analyze the parental assumptions as presented through the Touchpoint approach.
14. identify and analyze the provider assumptions as presented through the Touchpoint approach.
15. define the term scaffolding as it relates to parental support in the Touchpoint approach.
16. describe the implications of maternal stress as it relates to prenatal brain development.
17. identify the benefits and challenges of including infants and toddlers with special needs in child care settings.
18. identify strategies for discussing developmental concerns with families
19. identify strategies for adapting materials and activities for infants and toddlers with special needs
20. demonstrate knowledge of how a developmentally designed environment supports the caregiver-child relationship.

## **DELIVERY PROCEDURES:**

Participants will:

1. participate in all required training and/or workshops.
2. participate in discussion, role playing and problem solving strategies
3. read professional material related to the field of early childhood education.
4. network with participants to share best practices

## **EVALUATION OF PARTICIPANTS:**

Participants will demonstrate mastery of the targeted objectives as evidenced through class presentations, product samples, reflections and homework assignments.

## **FOLLOW-UP ACTIVITIES:**

Participants will provide documentation that shows:

1. shared feedback regarding implementation of effective infant/toddler best practice strategies.
2. mentoring opportunities to other staff and peers.
3. written and oral reflections of course work.
4. shared ideas, research lessons and best practices as relates to the Infant Mental Health, Making Connections by Nova University, Touchpoints, and The Program for Infant/Toddler Caregivers (WestEd).

## **COMPONENT EVALUATION:**

Professional developer will assess the degree to which the professional development addressed the specific objectives of the component, and will make recommendations for revisions through the component evaluation.