

**SOUTH DAKOTA EARLY
CHILDHOOD ENRICHMENT
INFANT & TODDLER
QUALITY PRACTICE
SERIES WORKBOOK**



DISCLAIMER

By submitting the completed workbook for review with the associated online trainings, the SD Early Childhood Enrichment system will provide verification of completion to earn a series certificate. In order to satisfactorily complete the workbook and earn the series certificate, answer to the question must be written in complete sentences and include reflective practices.

Below is an example of acceptable answers.

EXAMPLE

Question:

What are some differences between a cat and a fish?

Answer A-Meets expectations:

A cat lives on land, usually has fur, and has four legs. A fish lives in water, moves with its fins, and has scales.

Answer B- Does not meet expectations:

Where they live.



SIGNATURE PAGE

Program name: _____

City of program: _____

Student Signature: _____ **Date:** _____

Email: _____

Director Signature: _____ **Date:** _____

Email: _____

Workbook must be signed by the staff person and director prior to submission.

ACCESS THE TRAINING

Create Your Account

1. Navigate to traininghouse.sdstate.edu
2. In the upper right corner, click Log In or:
 - a. Click Non-SDSU users login here if you do not have an SDSU email account
 - i. Select create new account
 - ii. Fill out the required fields and select Create my new account
 - b. If you have an SDSU email account, click SDSU User Login
 - i. Fill in your firstname.lastname username and password and click login.
3. An email will be sent to the email address you listed. Check your email to find instructions to complete your new account registration. If you do not see the email, be sure to check your Spam or Junk email folder or the Other tab of your Outlook or Hotmail inbox.
 - a. If you do not receive an email, enter in the Username and Password you created and select Log in. A message will appear that you need to confirm your account. Click Resend confirmation email and search for the email again.

Register for the ECE QRIS-Infant and Toddler Series

1. Navigate to traininghouse.sdstate.edu
2. Select either Non-SDSU users login here or SDSU User Login, depending on what account you created.
3. Fill in your username and password and Log in.
4. Use the search bar to find the course by typing "ECE QRIS-Infant Toddler Focused" Select the course under the search results.
5. Enter the Self enrollment key "QRIS" and click Enroll me

Access the course

1. Navigate to traininghouse.sdstate.edu
2. Select either Non-SDSU users login here or SDSU User Login, depending on what account you created.
3. Fill in your username and password and Log in.
4. Scroll down to the list of available courses and select ECE QRIS Infant Toddler Focused.
5. Then select Infant and Toddler Quality Practice.

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**CLASS 1: CONTINUITY OF
CARE IN SMALL INFANT
AND TODDLER GROUPS**



**SOUTH DAKOTA
EARLY
CHILDHOOD
ENRICHMENT**

CLASS OBJECTIVES

Please fill in the class objectives provided in the video.



Identify



Define



Recognize



Examine

NOTES

REFLECTION 2

Complete this self-assessment by reflecting on your classroom.

Self-Assessment Checklist: Continuity Of Care In Small Infant & Toddler Groups				
Critical Infant/Toddler Elements	I need help with this	I do this some of the time	I do this all the time	Plan for Change
<p>Each child is assigned one special provider who is primarily responsible for their care.</p> <p>Notes:</p>				
<p>Children and caregiver remain together for more than one year.</p> <p>Notes:</p>				
<p>Infant group size doesn't exceed 6-9 children; toddler group size doesn't exceed 12 children.</p> <p>Notes:</p>				
<p>Children are moved to the next age group as a cluster, rather than individually.</p> <p>Notes:</p>				
<p>Relationships between child and caregiver are consistent, loving, and caring.</p> <p>Notes:</p>				
<p>Environments/furniture help to divide larger spaces into smaller areas.</p> <p>Notes:</p>				

REFLECTION 3

- What experience have you had with continuity of care?
- What other challenges do you see in addition to those mentioned earlier?
- Do you see any possible negatives to implementing this type of care? If so, what are they?

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**CLASS 2: CULTURALLY
DIVERSE CAREGIVING:
PARTNERING WITH
PARENTS**



CLASS OBJECTIVES

Please fill in the class objectives provided in the video.



Describe



Examine



Identify



Examine



Assess

REFLECTION 1

- What are some things that you consider to be part of your culture?

REFLECTION 2

- What groups do you identify with?

REFLECTION 3

A new parent explains to you that her one-year-old is toilet trained and insists that you do not use diapers. How would you react to this scenario?

The mother of a toddler is upset by the mess she sees when she discovers that you are letting him feed himself. She asks you to spoon-feed her child as she does at home, "so he eats more and doesn't get so messy, and less food is wasted." How would you react to this scenario?

Another parent explains that his baby is used to falling asleep in someone's arms, not by herself in a separate room. He asks that you hold the child until she goes to sleep each day. How would you react to this scenario?

REFLECTION 4

- **What are some characteristics of a culturally diverse environment?**
- **In what ways do you promote cultural sensitivity in your environment?**
- **What opportunities do you recognize to support and strengthen cultural awareness?**

REFLECTION 5

Complete this self-assessment by reflecting on your classroom.

Self-Assessment Checklist: Culturally Diverse Caregiving—Partnering With Parents				
<u>Critical Infant/Toddler Elements</u>	I need help with this	I do this some of the time	I do this all the time	Plan for Change
<p>The child's home culture is sensitively represented and respected through caregiving and environmental cues.</p> <p>Notes:</p>				
<p>Families are encouraged to share language, customs, and other components of their culture.</p> <p>Notes:</p>				
<p>Children learn about other cultures and their community to better understand and feel engaged in their world.</p> <p>Notes:</p>				
<p>Cultural diversity is integrated into everyday learning.</p> <p>Notes:</p>				
<p>Materials in the environment reflect the truth and value of diverse populations and cultures.</p> <p>Notes:</p>				
<p>Toys, books, music, art, dramatic play and other learning areas promote culture and cultural awareness.</p> <p>Notes:</p>				

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**CLASS 3: RESPONSIVE
CARE AND INCLUSION OF
ALL INFANTS AND
TODDLERS**

CLASS OBJECTIVES

Please fill in the class objectives provided in the video.



Define



Identify



Examine



Define



Describe

NOTES

REFLECTION 1

- **Share examples of how you provide responsive care to infants and toddlers.**

- **What does high-quality responsive care look like?**

- **What does "poor" quality responsive care look like?**

REFLECTION 2

- Please share a time where you had to make accommodations based on a family's culture and diversity.

REFLECTION 3

- **What are your initial thoughts when you hear the word "inclusion?"**
- **What experiences have you had with inclusion and supporting all children's needs?**
- **What concerns or reservations do you have concerning inclusion?**

REFLECTION 4

- **What does responsive care look like in your program?**
- **What are your top 3 strengths regarding responsive care?**
- **What are 3 ways you would like to improve how you provide responsive care in your program?**

REFLECTION 5

Think about supporting this child in your environment.

- Would you have to make any adaptations?
- Do you see things occurring that you would do with all children in your program?
- Are there significant differences?

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**CLASS 4: PLANNING
THEIR DAY: ROUTINES,
SCHEDULES & TRANSITIONS**

CLASS OBJECTIVES

Please fill in the class objectives provided in the video.



Distinguish



Identify



Examine



Recognize

REFLECTION 1

- What rituals do you use to accomplish your daily routine?

- Do you see children developing their own rituals throughout the day? If so, what are they?

REFLECTION 2

Please share your ideas for helping children transition from one activity to another.

- What works well?

- Have you tried something that has not worked well and why do you think it did not work?

REFLECTION 3

Reflect on a routine that occurs during your day.

- What are the expectations during this routine?
- How do the children know the expectations?
- How do you reinforce their positive behaviors when they are able to complete a task independently?

