

**SOUTH DAKOTA EARLY
CHILDHOOD ENRICHMENT
INFANT & TODDLER:
ENTRY LEVEL
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, answers to the questions 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 Infant and Toddler Entry Level 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 and Toddler
5. Then select Infant and Toddler Entry Level

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**CLASS 1: AGES OF
INFANCY**



CLASS OBJECTIVES

Please fill in the class objectives provided in the video.

Identify

Define

Examine

Identify

Apply

NOTES

REFLECTION 2

- How can you adapt your caregiving for the different stages of infancy?

REFLECTION 4

- **Child 1: How could you help meet the child's needs?**
- **Child 2: How could you help meet the child's needs?**
- **Child 3: How could you help meet the child's needs?**
- **Child 4: How could you help meet the child's needs?**
- **Child 5: How could you help meet the child's needs?**
- **Child 6: How could you help meet the child's needs?**

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**CLASS 2: HEALTH AND
SAFETY**



CLASS OBJECTIVES

Please fill in the class objectives provided in the video.



Apply



Identify



Examine



Identify

NOTES

REFLECTION 1

- **Imagine you took a pill that shrunk you down to 1/3 of your size. How would the world feel if you were smaller?**

- **What comes first; exploration and curiosity about your new world or establishing a sense of security and safety?**

- **Imagine the shock of being small has worn off, now what?**
 - **Who would you talk to?**

 - **Would they be able to understand you?**

 - **How would you be able to do things?**

 - **How would you play/work?**

 - **How would you move/travel?**

REFLECTION 2

- **By looking at things from the child's perspective, it helps adults understand the child's actions. What are some other scenarios where it would be beneficial to view the child's actions from their perspective to gain understanding?**

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**CLASS 3: HOW YOUNG
CHILDREN LEARN:
APPROPRIATE
ENVIRONMENTS**



CLASS OBJECTIVES

Please fill in the class objectives provided in the video.



Examine



Identify



Recognize



Describe



Identify

NOTES

REFLECTION 1

- Share what discovery means to you. Please provide a minimum of 2 sentences.

- What are two synonyms for the word “Discovery”?

REFLECTION 2

Sarah is working in an infant room and begins to set up the classroom for the daily activities. She places the toys on top of the counter and hands the infant one toy at a time to play with to prevent a large mess. While Sarah interacts with the infants, she follows a formal lesson plan and leads the children's play. While the children play, Sarah observes but does not get engaged in their day because she feels they can play together.

- Based on this scenario, how can you help Sarah create a more age-appropriate learning environment?

REFLECTION 3

- As you watch the video, reflect on your current childcare space. Consider the following:
 - Strengths: What are you currently providing?
 - Needs: What's missing, needed, challenging, frustrating?
 - Goals: What do you want for children, families, and staff?
 - Strategies: List specific actions or resources.
 - Reflect: How does this element encourage relationships and/or experiences?
- How do you Ensure Safety?
 - Strengths:
 - Needs:
 - Goals:
 - Strategies:
 - Reflect:
- How do you Promote Health?
 - Strengths:
 - Needs:
 - Goals:
 - Strategies:
 - Reflect:

REFLECTION 3 CONT.

- **How do you Provide Comfort?**
 - Strengths:
 - Needs:
 - Goals:
 - Strategies:
 - Reflect:

- **How do you Provide Convenience?**
 - Strengths:
 - Needs:
 - Goals:
 - Strategies:
 - Reflect:

- **Is your environment Child-Sized?**
 - Strengths:
 - Needs:
 - Goals:
 - Strategies:
 - Reflect:

REFLECTION 3 CONT.

- **How do you Maximize Flexibility?**
 - Strengths:
 - Needs:
 - Goals:
 - Strategies:
 - Reflect:

- **How do you Encourage Movement?**
 - Strengths:
 - Needs:
 - Goals:
 - Strategies:
 - Reflect:

- **How do you Allow for Choice?**
 - Strengths:
 - Needs:
 - Goals:
 - Strategies:
 - Reflect:

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**CLASS 4: SOCIAL
EMOTIONAL
DEVELOPMENT AND
UNDERSTANDING
TEMPERAMENT**

CLASS OBJECTIVES

Please fill in the class objectives provided in the video.



Define



Identify



Examine



Describe

NOTES

REFLECTION 1

- How do you know what infants and toddlers need from you?
- How do they communicate with you even though they cannot talk?
- What clues do they send you?

REFLECTION 3

- What are your thoughts about how to work with different temperaments as shown in the video?
- How do you see yourself regarding this type of responsive care?
- Do you expect the child to change?
- If you have an active child, are you giving children opportunities to move or are you saying, “sit still,” “stay on your carpet square,” etc.?
- Do you adapt to the child’s needs? If so, how are you adapting to what the child needs?

REFLECTION 4

- **How can you adjust your care to fit Mary's needs?**
 - **How can you adjust your expectation?**
 - **How can you adjust your interaction?**
 - **How can you adjust the environment?**

- **How can you adjust your care to fit George's needs?**
 - **How can you adjust your expectations?**
 - **How can you adjust your interaction?**
 - **How can you adjust the environment?**

REFLECTION 4

- **How can you adjust your care to fit Sara's needs?**
 - **How can you adjust your expectation?**
 - **How can you adjust your interaction?**
 - **How can you adjust the environment?**

- **How can you adjust your care to fit Jazmine's needs?**
 - **How can you adjust your expectations?**
 - **How can you adjust your interaction?**
 - **How can you adjust the environment?**