Overview of the Planned Experiences Project

Please listen/watch this 2-minute recording before starting this project.

Instructions for the Planned Experiences Project

Attached Files: HDF 301 Planned Experiences Project.docx (25.328 KB)

*Please read through this entire attached document before starting any phase of the project!*
Feel free to print a copy so you could refer to it while working on this project.

The purpose of this project is for you to demonstrate your knowledge of infant-toddler development, and the skills and practices that guide and support children's development, through the design of developmentally appropriate and individualized planned opportunities. You must design one experience for a child in the 0-12 month age range, and one for a child in the 12-36 month age range. When choosing your target child make sure they attend the childcare site regularly!

*We use the word experience rather than activity in the same way that your text uses the word “happenings” (see text p. 81). Please read the section on happenings in your text for a further understanding of this idea. This will be an important part of helping to frame your work for the term.*

Week 1 - Choose Two Domains (0 pt.)

You will choose two domains of development to focus on this project/term (one for each child), and you will design one experience* for each domain. You may choose from the following domains:

1. language/emerging literacy
2. cognitive
3. perceptual
4. motor
5. social emotional

Although you are choosing a general domain, the experience you design will be more focused. For example, you may choose motor development but within that topic you will focus in on a certain task or ability (e.g., fostering fine motor skills). You will choose the specific experience after careful observation of a child, completion of your research, and consultation with the child's lead caregiver.

Please click on the link above to write your two domains in the textbox given and submit it by the end of Week 1.

Week 2 - Choose Two Target Children and Begin Focused Observations
You don't have to submit anything but you need to choose 2 target children and begin focused observations for this project as part of weekly site visits starting this week.

**Week 2 - Print off Observation and Curriculum Planning Forms**

You don't have to submit anything this week but you need to print off the "Observation and Curriculum Planning Forms" (p. 31 of Zero to Three Reading) as your guide during this project process.

Before you begin your research be sure to read the corresponding chapters in your book. Simultaneously, you will use your observations each week to come to a better understanding of the unique needs and abilities of each child in order to tailor your plan to the specific children you are working with.

**Week 3 - Parent permission and video sample**

Submit the parent permission form and a 30 second video sample.

**Description of Annotated Bibliography Assignment**

This portion of the project is designed to help you find evidence that will inform the experiences you will plan. Please begin this assignment by reading the corresponding chapters in your text book.

Your goal is to find a minimum of 4 references for each domain you are planning an experience for (8 in total). Two of the four must be from scholarly journals and/or book chapters. The remaining sources can be from scholarly journals as well, or from other trustworthy journals or websites such as Zero to Three, National Association for the Education of Young Children (NAEYC), Division of Early Childhood (DEC), US Department of Education, Harvard Center for the Developing Child, etc. Please do not use sources such as blogs, Wikipedia, pinterest, Baby Center, etc. You are expected to use the libraries database for the scholarly sources (http://libguides.cmich.edu/c.php?g=103981&p=676639).

The content of the articles should serve two purposes – to help you better understand how to foster the domains of development you have chosen, and to give you evidence-based ideas for planned experiences.

**Assignment details:**

For each source you will need to provide the full, APA style citation. Below each citation you will provide a summary of the contents of the article in your own words. In addition to summarizing the content you must also include: age group of children this article is about, domain of development and skill(s) targeted, and a description of how the authors investigated the effectiveness of the approach (if applicable). After your summary you will describe why this article will be useful for you as you design your experience, being sure to discuss what information is most relevant for you and how you plan to use that information to inform your plan.

These summaries should be succinct, and not more than 1 page per article. Assignments should be double-spaced, typed in 12-point font, with one-inch margins. Do not include your name on any of the pages to afford a blind review. At the beginning of your first 4 sources please put the domain you are studying and if it is for an infant or toddler. Do the same thing for the second set of 4 sources.

**Please click on the link above to submit your annotated bibliography assignment.**

**Grading will assess the following (80 pts total):**

1. Proper use of APA style
2. Appropriateness of sources (e.g., 2 scholarly, from reliable sources)
3. Relevance of sources to your topic and to infant-toddler development
4. Thorough summary of the article
5. Thorough description of what you find to be helpful about this article and how you plan to use the information

*You can earn a maximum of 10 points per article. 2 points will be assigned for each of the above criteria.

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**Week 4 - Phase 1 Domain 1 Annotated Bibliography Assignment - 40 pts**

Submit domain 1 annotated bibliography by end of week 4.

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**Week 4 - Phase 1 Domain 2 Annotated Bibliography Assignment - 40 pts**

Submit domain 2 annotated bibliography by end of Week 4.

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**Week 6 - Phase 2 Experiences Plan - 100 pts**

Attached Files:  
Experiences Plan.docx (17.086 KB)

In this portion of the project you will use your knowledge, observations, and the evidence collected in Phase 1 to create 2 planned experiences. Please read the attached instructions to guide you in the completion of Phase 2.

Please click on the link above to turn in your Phase 2 Experience Plans (1 for each child), naming each Word file as "YourLastName_Child 1" and "YourLastName_Child 2":

1. 2 Observation and Curriculum Planning forms
2. A summary of your observations leading up to this plan (summarize your anecdotal and running records)
3. Your answers to the 4 questions from p. 19 in the Zero to Three reading (for both children)
   a. What skills has the child mastered in this domain?
   b. What skills or activities appear to lead to frustration or challenge?
   c. What activities, objects, or interactions engage his attention?
   d. How does she react to objects and others around her?
4. A brief description of why you chose this specific plan for this child
5. How the research you did in Phase 1 informed your plan
6. Whether or not you made adjustments after talking with the lead caregiver, and if so, what they were

Grading will assess the following (50 pts each = 100 pts total):

1. Complete and thorough observation and curriculum planning form (10 pts each)
2. Thorough summary of your observations as they relate to your domain of development (10 pts each)
3. Complete and thoughtful answers to each of the 4 questions (10 pts each)
4. A thoughtful description of why you chose this plan, and demonstration that it was chosen based on that particular child's unique needs (5 pts each)
5. A well-articulated description of how you tied research into your plan (10 pts each)
6. Description of if and how you made adjustments based on your consultation with the lead caregiver (5 pts each)
Phase 3 (Weeks 8 - 11) - Practice, Revision, and Implementation

You don't have to submit anything in here but continue with your planned experiences project.

As can be seen in Figure 1 of the Zero to Three reading (p. 18), implementation of curricular planning is an ongoing and iterative process. You will try something the first time based on your original plan, and modify it each time to better meet the child’s changing needs. Thus, the implementation phase of your planning will not result in a “final” product, but for the purposes of this class there will be a last implementation that will be recorded. This last implementation will be based on all previous iterations.

Each time you practice your planned experience you will complete a new Observation and Curriculum Planning form, making careful note of the plan for the next time, and what changes you intend to make to the environment to support the child's needs.

Phase 3 - Two Videos of Final Experiences (due in Week 11, 80 pts.)

Attached Files: HDF 301 Video waiver.docx (21.802 KB)

You must record a 3-5 minute media (audio + video) for your final experiences project, following the instructions below, and click the link above to submit it. You may use your smartphone for this purpose. If you do not have access to recording on your phone please contact the instructor to discuss other strategies. Please follow the step-by-step instructions in this tutorial https://cmich.teamdynamix.com/TDClient/KB/ArticleDet?ID=29462 to upload your two videos. You must also upload all completed Planning forms by clicking on the link above as well.

-The videos must be of yourself and the target child, engaging in some form of interaction in which you are helping to support development in the domain of your choosing.

--You will submit 2 parent permission forms, one for each child, that indicates their consent for you to videotape your interaction with their child.

-You will submit 2 separate videos, one for each child (only 2 videos will be graded).

-Your choice of experience is up to you. However, you must demonstrate the ability to engage and scaffold the child in a developmentally appropriate way, using a responsive and positive caregiving style. See below for further grading criteria.

-Please submit everything under one assignment tab!

Grading will assess the followings (40 pts each = 80 pts total):

1. Complete and thorough observation and curriculum planning forms that clearly demonstrate changes made to meet the child's needs (10 pts for these forms for each child, regardless of number completed = 20 pts total)

2. Assessment of recordings:
   a. Student behaviors during the interaction will be rated for the following items on a 1-5 likert scale (1=never, 2=rarely, 3=occasionally, 4=frequently, 5=very frequently). Results in a maximum of 30 pts per child = 60 pts.
   b. During the experience the student:
      i. Responds contingently to the child's cues
      ii. scaffolds the child's emerging abilities
      iii. Displays warmth and positive regard
      iv. Chooses an experience that is developmentally appropriate
      v. Sets up the environment to support the child's needs
      vi. Remains flexible throughout the interaction (e.g., makes changes according to the child's needs)

3. A self-rating of your video using the above rating scale. Before turning it in, watch your video and rate yourself on the 6 dimensions above. Submit this as a word document, being sure to include why you gave yourself the rating you did.
Phase 4 - Reflection Paper (due Week 12, 40 pts.)

The final phase of this project provides an opportunity to reflect on your experiences. Be sure to thoughtfully answer each of the questions below (5 pts per question):

1. What did you learn about infant-toddler development through this experience that you didn't know before?
2. How did this project expand on past experiences you have had with infants and toddlers, and/or elaborate on your existing knowledge?
3. In what ways has your understanding of infant-toddler curriculum changed as a result of this project?
4. How do you think the use of research impacted your ability to plan developmentally appropriate experiences? Do you think this process would have been different without initial research (why or why not)?
5. How did your practice rounds inform your understanding of that child's needs, and future iterations of that planned experience?
6. Will this project change in any way how you interact with infants and toddlers in the future?
7. How might you apply the knowledge you gained from this experience outside of an infant-toddler group setting (e.g., parenting, working with young children in other capacities)?
8. What other general reflections do you have about this project?
HDF 301 Planned Experiences Project
Phases 1-4

*Please read through this entire document before starting any phase of the project!*

The purpose of this project is for you to demonstrate your knowledge of infant-toddler development, and the skills and practices that guide and support children’s development, through the design of developmentally appropriate and individualized planned opportunities. You must design one experience for a child in the 0-12 month age range, and one for a child in the 12-36 month age range. When choosing your target children make sure they attend the childcare site regularly!

You will choose two domains of development to focus on this semester (one for each child), and you will design one experience* for each domain. You may choose from the following domains: (1) language/emerging literacy, (2) cognitive, (3) perceptual, (4) motor, and (5) social emotional. Although you are choosing a general domain, the experience you design will be more focused. For example, you may choose motor development but within that topic you will focus in on a certain task or ability (e.g., fostering fine motor skills). You will choose the specific experience after careful observation the children, completion of your research, and consultation with the children’s lead caregiver.

After you have chosen the domains to focus on and your target children, you will begin your research for the first phase of this project. Before you begin your research be sure to read the corresponding chapters in your book. Simultaneously, you will use your observations each week to come to a better understanding of the unique needs and abilities of each child in order to tailor your plan to the specific children you are working with.

After you have completed Phase 1 (research) you will begin planning your experiences and subsequently turn in your plans (Phase 2). After this you will practice and refine your experiences, and then implement them (Phase 3). Finally, you will write a reflection paper to summarize your reaction to the project (Phase 4).

Timeline:

End of Week 1: Choose 2 domains (1 for each child)
End of Week 2: Choose 2 target children and begin focused observations as part of weekly site visits
End of Week 3: Submit parent permission form and 30 second video sample
End of Week 4: Annotated Bibliography due (Phase 1)
End of Week 5: Experience Plans due (Phase 2)
Weeks 8 & 9: Experience Practice Rounds (Phase 3)
Weeks 10 & 11: Implement and Record Experiences (Phase 3)
End of Week 11: Submit Phase 3 videos
End of Week 12: Submit Reflection Paper (Phase 4)

In the following pages you will find specific instructions for each phase of this project.

*we use the word experience rather than activity in the same way that your text uses the word “happenings” (see text p. 81). Please read the section on happenings in your text for a further understanding of this idea. This will be an important part of helping to frame your work for the term.*
Phase 1: Annotated Bibliography Assignment
Due at the end of Week 4

This assignment is worth 80 points. It is the first phase of your planned experiences project. This portion of the project is designed to help you find evidence that will inform the experiences you will plan. Please begin this assignment by reading the corresponding chapters in your text book.

Your goal is to find a minimum of 4 references for each domain you are planning an experience for (8 in total). Two of the four must be from scholarly journals and/or book chapters. The remaining sources can be from scholarly journals as well, or from other trustworthy journals or websites such as Zero to Three, National Association for the Education of Young Children (NAEYC), Division of Early Childhood (DEC), US Department of Education, Harvard Center for the Developing Child, etc. Please do not use sources such as blogs, Wikipedia, pinterest, Baby Center, etc. You are expected to use the libraries database for the scholarly sources (http://libguides.cmich.edu/c.php?g=103981&p=676639).

The content of the articles should serve two purposes – to help you better understand how to foster the domains of development you have chosen, and to give you evidence-based ideas for planned experiences.

Assignment details:

For each source you will need to provide the full, APA style citation. Below each citation you will provide a summary of the contents of the article in your own words. In addition to summarizing the content you must also include: age group of children this article is about, domain of development and skill(s) targeted, and a description of how the authors investigated the effectiveness of the approach (if applicable). After your summary you will describe why this article will be useful for you as you design your experience, being sure to discuss what information is most relevant for you and how you plan to use that information to inform your plan.

These summaries should be succinct, and not more than 1 page per article. Assignments should be double-spaced, typed in 12-point font, with one-inch margins. Do not include your name on any of the pages to afford a blind review. At the beginning of your first 4 sources please put the domain you are studying and if it is for an infant or toddler. Do the same thing for the second set of 4 sources. Please number your citations.

Grading will assess the following (80 pts total):

1. Proper use of APA style
2. Appropriateness of sources (e.g., 2 scholarly, from reliable sources)
3. Relevance of sources to your topic and to infant-toddler development
4. Thorough summary of the article
5. Thorough description of what you find to be helpful about this article and how you plan to use the information

*You can earn a maximum of 10 points per article. 2 points will be assigned for each of the above criteria.
Phase 2: Experience Plans
Due at the end of Week 6

This assignment is worth 100 points (50 points per plan). It is the second phase of your planned experiences project. In this portion of the project you will use your knowledge, observations, and the evidence collected in Phase 1 to create 2 planned experiences (one for each child).

As indicated on the syllabus, reading the Zero to Three Infant and Toddler Curriculum and Individualization document (pp. 8-32) will help guide your planning. Be sure you have read this before you begin the steps below. https://www.zerotothree.org/resources/74-infant-and-toddler-curriculum-and-individualization

This links you to the State of Michigan Early Childhood Standards of Quality and may be of use as you think about planning. https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf If you live outside of Michigan I would encourage you to try to find your state’s early learning guidelines.

Important note: You will create this plan through observations of the child and in consultation with the child’s lead caregiver. You will use the Observation and Curriculum Planning Forms as your guide.

Starting in Week 3 you will spend a portion of your time at your site(s) observing your target children in order to understand their specific strengths, emerging skills, and unique needs and interests. You will use anecdotal records (http://toddlers.ccdmd.qc.ca/observing/anecdotal_records) and running records (http://toddlers.ccdmd.qc.ca/observing/running_records) to record your observations.

Questions to think about as you observe the children (see p. 19 in Zero to Three Reading):

- What skills has the child mastered in this domain?
- What skills or activities appear to lead to frustration or challenge?
- What activities, objects, or interactions engage his attention?
- How does she react to objects and others around her?

After you have made these observations you must reflect on them after the fact as you begin planning (see p. 21 of Zero to Three Reading). Use the following questions to guide your reflection:

- What developmental skill or activity does she seem to be working on?
- What activities or objects hold his interest? Which do not?
- What is she trying to do with that object (or in that social interaction, etc.)?
- What strategies is he using?
- Is she engaging with objects or people differently than she has in the past (you may want to consult with the child’s lead caregiver about this)? What is different? What is not?
- How do my (or others’) actions affect the outcome of the child’s experience?
- What else do I need to know?

Now you are ready to plan! Read pp. 28-31 of the Zero to Three reading to guide you and fill out the Observation and Curriculum Planning Form. Prior to turning in these plans consult with the child’s lead caregiver and make any adjustments based on their recommendations.
What you need to turn in for Phase 2 Experience Plans (1 for each child):

1. 2 Observation and Curriculum Planning forms (be sure to include child’s age on this form)
2. A summary of your observations leading up to this plan (summarize your anecdotal and running records)
3. Your answers to the 4 questions from p. 19 in the Zero to Three reading (for both children) - please number each question
   a. What skills has the child mastered in this domain?
   b. What skills or activities appear to lead to frustration or challenge?
   c. What activities, objects, or interactions engage their attention?
   d. How does the child react to objects and others around him/her?
4. A brief description of why you chose this specific plan for this child
5. How the research you did in Phase 1 informed your plan
6. Whether or not you made adjustments after talking with the lead caregiver, and if so, what they were

Grading will assess the following (50 pts each = 100 pts total):

1. Complete and thorough observation and curriculum planning form (10 pts each)
2. Thorough summary of your observations as they relate to your domain of development (10 pts each)
3. Complete and thoughtful answers to each of the 4 questions (10 pts each)
4. A thoughtful description of why you chose this plan, and demonstration that it was chosen based on that particular child’s unique needs (5 pts each)
5. A well-articulated description of how you tied research into your plan (10 pts each)
6. Description of if and how you made adjustments based on your consultation with the lead caregiver (5 pts each)
Phase 3: Practice, Revision, and Implementation
Work on in Weeks 8-11

As can be seen in Figure 1 of the Zero to Three reading (p. 18), implementation of curricular planning is an ongoing and iterative process. You will try something the first time based on your original plan, and modify it each time to better meet the child’s changing needs. Thus, the implementation phase of your planning will not result in a “final” product, but for the purposes of this class there will be a last implementation that will be recorded. This last implementation will be based on all previous iterations.

Each time you practice your planned experience you will complete a new Observation and Curriculum Planning form, making careful note of the plan for the next time, and what changes you intend to make to the environment to support the child’s needs.

You must record a 3-5 minute media (audio + video) and upload your final implementation to Bb. You may use your smartphone for this purpose. If you do not have access to recording on your phone please contact the instructor to discuss other strategies. You must also upload all completed Planning forms.

Additional guidelines:

- The videos must be of yourself and the target child, engaging in some form of interaction in which you are helping to support development in the domain of your choosing
- You will submit 2 separate videos, one for each child
- Your choice of experience is up to you. However, you must demonstrate the ability to engage and scaffold the child in a developmentally appropriate way, using a responsive and positive caregiving style. See below for further grading criteria.
- You only need to submit curriculum & planning forms, you do NOT need to re-do all of the questions from Phase 2.
- Use the instructions provided to download your videos to Panapto and provide a link to each video in the comments section or a word document. Make sure you follow all the steps when doing so, and do not skip the step that involves you making the video available to the instructor! DO NOT download your videos directly into Bb!

Grading will assess the following (40 pts each = 80 pts total):

1. Complete and thorough observation and curriculum planning forms that clearly demonstrate changes made to meet the child’s needs (10 pts for these forms, regardless of number completed = 20 pts total). You will NOT submit everything you did for the previous phase, only the curriculum planning forms.
2. Assessment of recordings. Student behaviors during the interaction will be rated for the following items on a 1-5 likert scale (1=never, 2=rarely, 3=occasionally, 4=frequently, 5=very frequently). Results in a maximum of 30 pts per child = 60 pts.
   a. During the experience the student:
      i. Responds contingently to the child’s cues
      ii. Scaffolds the child’s emerging abilities
      iii. Displays warmth and positive regard
      iv. Chooses an experience that is developmentally appropriate
      v. Sets up the environment to support the child’s needs
      vi. Remains flexible throughout the interaction (e.g., makes changes according to the child’s needs)
3. A self-rating of your video using the above rating scale. Before turning it in, watch your video and rate yourself on the 6 dimensions above. Submit this as a word document, being sure to include why you gave yourself the rating you did.
This paper is worth 40 points. The final phase of this project provides an opportunity to reflect on your experiences. Be sure to thoughtfully answer each of the questions below: (5 pts per question):

1. What did you learn about infant-toddler development through this experience that you didn’t know before?
2. How did this project expand on past experiences you have had with infants and toddlers, and/or elaborate on your existing knowledge?
3. In what ways has your understanding of infant-toddler curriculum changed as a result of this project?
4. How do you think the use of research impacted your ability to plan developmentally appropriate experiences? Do you think this process would have been different without initial research (why or why not)?
5. How did your practice rounds inform your understanding of that child’s needs, and future iterations of that planned experience?
6. Will this project change in any way how you interact with infants and toddlers in the future?
7. How might you apply the knowledge you gained from this experience outside of an infant-toddler group setting (e.g., parenting, working with young children in other capacities)?
8. What other general reflections do you have about this project?