A course to educate child care teachers on methods to enhance toddler development

Ashley Obarski
The University of Toledo
A Course to Educate Child Care Teachers on Methods to Enhance Toddler Development

Ashley Obarski

Faculty Mentor: Beth Ann Hatkevich, PHD, OTR/L

Faculty Mentor: Alexia Metz, PHD, OTR/L

Site Mentor: Patty Cunningham, OTR/L

Site Mentor: Sherry Roush, BS, CFSC

Department of Rehabilitation Sciences

Occupational Therapy Doctorate Program

The University of Toledo

May 2013

Note: This document describes a Capstone Dissemination project reflecting an individually planned experience conducted under faculty and site mentorship. The goal of the Capstone Experience is to provide the occupational therapy doctoral student with a unique experience whereby he/she can demonstrate leadership and autonomous decision-making in preparation for enhanced future practice as an occupational therapist. As such, the Capstone Dissemination is not formal research.
Introduction

Today parents face numerous decisions when deciding where to send their children during the workday. According to the U.S. Census Bureau Current Population Reports (Laughlin, 2010) 12.7 million out of 20 million children under 5 years were in some type of regular child care arrangement in a typical week during the spring of 2005. The same report stated that of the 12.7 million children under 5 years of age, 39.4 percent of these children were in a nonrelative care facility during a typical week (Laughlin, 2010). These facilities included day care facilities, nursery schools, Head Start programs, and others (Laughlin, 2010).

According to Ohio Department of Jobs and Family Services Ohio’s Infant and Toddler Guidelines (n.d.) in Ohio, approximately 90,000 infants and toddlers are cared for outside of their homes. This agency states that toddlers are experiencing many changes both physically and emotionally. Some changes include beginning to express complex emotions such as pride, embarrassment, shame, and guilt and coordinating the use of arms, hands and fingers to accomplish more challenging fine motor tasks (Ohio Department of Jobs and Family Services, n.d.).

schooling. They also monitor and keep records of children’s progress (U.S. Bureau of Labor Statistics, 2010).

The Need


In a randomized study interviewing and observing over 1,300 teachers from randomly selected child care centers, Howes, Whitebook, & Phillips reported duration of experience was not a good indicator of teacher behavior (1992). The authors concluded hiring practices may be overestimating the value of years of experience (Howes et al., 1992). Authors also found that opposed to daycare teachers working with preschool aged children; daycare teachers working with infant and toddler aged children appear more likely to need college-level specialized training (Howes et al., 1992). These authors suspected that college-level specialized training for daycare teachers could provide them with basic child development knowledge allowing them to better understand and respond to the rapid course of development during the early period in a child’s life (Howes et al., 1992).

A study was conducted to examine ways in which training is related to caregivers’ childrearing attitudes and to their behavior towards children in their care (Arnett, 1989). The
Author found this study indicated that the amount and extent of training of day care employees did relate to the behavior of caregivers. Caregivers with training were found to have less authoritarian attitudes and displayed a more positive interaction style towards children in their care (Arnett, 1989).

In a pretest-posttest nonrandomized comparison study conducted by Bloom & Sheerer (1992), twenty-two participants comprised of Head Start lead teachers and directors participated in a 16 month Early Childhood Leadership Training Program. Authors found through posttest observations of classroom quality that compared to a comparison group not receiving training, there was a significant improvement in the quality of classroom teaching practices (Bloom & Sheerer, 1992). Limitations of this study include the comparison group was selected through a volunteer process and because the community in Chicago has a strong informal communication network, it was impossible for the observer to remain completely blind during particular programs (Bloom & Sheerer, 1992).

Good child care enhances development; improvements can be seen in cognitive, emotional, and social development (Berk, 2006). The following factors are important in high-quality child-care, group size, caregiver-child ratio, caregivers’ educational preparation, and caregivers’ personal commitment to learning about and caring for children (Berk, 2006). Much of North American child care is substandard “staffed by underpaid adults without specialized educational preparation, overcrowded with children, and not monitored for quality” (Berk, 586, 2009).

**Ohio’s Step Up to Quality Rating System**

A quality rating and improvement system is an early learning system component that emphasizes system wide continuous improvement (ODJFS, 2012, Quality Rating). Step Up to
Quality (SUTQ) is Ohio’s voluntary quality rating and improvement system for various childcare facilities. This system utilizes a building block approach, in which each quality level (1-3) consists of five specific benchmark indicators (ODJFS, 2012, Quality Rating). The five benchmarks include: ratio and group size, staff education and qualifications, specialized training, administrative practices, and early learning (ODJFS, 2012, Quality Rating). Each quality level builds upon the one before it; a program must meet all the indicators at each level before progressing to the next level (ODJFS, 2012, Quality Rating). Each level equates to a Star rating, SUTQ awards one to three stars to participating programs.

**SUTQ Requirements**

SUTQ requires all administrators, lead teachers, and assistant teachers to complete 10 hours of pre-requisite training (ODJFS, 2012, Quality Rating). The pre-requisite trainings consist of:

- Administrators must complete 7.5 hours of the Administrator Rules Training and 2.5 hours of approved Administrator Specialized Training topics
- Infant and toddler teachers and teaching assistants must complete 10 hours of the Infant Toddler Guidelines Training
- Preschool teachers and teaching assistants are required to complete the 10 hours of Early Learning Content Standards Training
- School aged teachers and assistants must complete 10 hours of Series Trainings

Upon completion of the pre-requisite training, every two years, SUTQ requires all employees to complete 20 hours of specialized training (ODJFS, 2012, Quality Rating). These specialized trainings must directly relate to the goals of employees professional development plans.
Participant Incentives

SUTQ offers the Quality Achievement Award annually to rated programs that maintain their Star Rating requirements. The amount of the award is based on the number of subsidized children, total enrollment, and the programs Star Rating (ODJFS, 2012, Quality Rating). Certain programs that are in contract with the local county JFS office and that provide child care for subsidized children are eligible for quality incentive percentage add-on payments (ODJFS, 2012, Quality Rating). Administrators and teachers working in child care programs that are currently participating in SUTQ are eligible to receive the T.E.A.C.H Early Childhood Scholarship (ODJFS, 2012, Quality Rating). This scholarship provides assistance with tuition, books, and release time from work to pursue higher level of education (ODJFS, 2012, Quality Rating). SUTQ rated programs receive a variety of materials to publicize their achievement including for those three Star programs recognition at the annual Early Childhood Conference Awards Celebration (ODJFS, 2012, Quality Rating).

The Purpose

It is essential and beneficial to have a licensed occupational therapist teach childcare workers within the area of toddler development. In occupational therapy the focus of service for the toddler population is to promote early child development (Griswold, Evenson, & Roberts, 2009). Within the profession of occupational therapy the promotion of early child development includes focusing on sensory-motor development, gross and fine motor skills, communication, cognitive, and social-emotional development (Griswold et al., 2009). The OT also focuses on promoting activities of daily living including play skills while enhancing all aspects of development (Griswold et al., 2009). The role of the occupational therapist is to collaborate with
family and other team members, including childcare teachers, interacting with the toddler (Griswold et al., 2009).

Individuals seek occupational therapy services because they need assistance engaging in their valued occupations (Crepeau, Boyt Schell, & Cohn, 2009). Occupational therapists are experts at designing occupation based interventions that provide meaning and purpose to clients. The proposed course will consist of a series of four educational classes, with each session addressing an identified need focused on educating childcare teachers in toddler development.
Overall Philosophy of Education

The purpose of education is to provide diverse experiences in which the learner can flourish, gain knowledge in a supportive environment, and be presented challenges matched with successes. According to Joyce, Weil, and Calhoun (2009), “The primary role of education is to increase student capacity for personal growth, social growth, and academic learning” (p. 5). Through one’s education personal growth takes place within oneself. This type of growth involves establishing values, morals, successes, failures, and an overall identity. Social growth through education is another area engaged in by the learner. Social growth involves establishing skills for interaction and communication. These skills include body language, forming relationships, and the ability to speak in front of peers or an audience. The last area increased by education is academic learning. I believe academic learning involves gaining a body of knowledge through engaging in the many subjects taught in school. I feel academic learning allows one to form critical thinking, problem solving and even creative skills that we carry with us throughout life.

Throughout the journey of education each learner is motivated by different situations, subjects, and experiences. Poonam states “A student who is intrinsically motivated will persist with the assigned task, even though it may be difficult, and will not need any type of reward or incentive to initiate or complete a task” (p. 13). Ralph Tyler, the father of modern curriculum, felt that a curriculum should be focused on the needs and characteristics of a particular group of learners (Madeus & Stufflebeam, 1989). I agree with Tyler’s view on how a curriculum should be modeled. I feel that education must be individualized and meaningful for learners to maintain motivation. If they are taught in a mode understanding and rewarding to him or her, interest may be aroused.
The teacher is an essential component in the education process. According to Tyler (1949), within the curriculum the role of the teacher should be those who set up the environment which will illicit the behavior desired (p. 64). Along with Tyler’s description of the role of a teacher I feel that it is important for a teacher to be a mentor, a supporting structure, and a clear and concise disseminator of information (Arends & Kilcher, 2010). An effective teacher should possess certain characteristics including being able to empower and motivate learners through an enthusiastic and encouraging demeanor. I feel that the teacher should maintain a stimulating and rich learning environment through the use of multiple modalities (Arends & Kilcher, 2010). A teacher must be aware of the needs of learners and be adaptable and flexible in certain situations.

The learner is another critical participant within the education process. According to Tyler (1949), within the curriculum the role of the learner should be an active participant. I feel that it is the role of a learner to possess the willingness and want to learn. The learner should be open to education and the opportunity for growth. It is the responsibility of the learner to possess drive, ambition, and strive for accomplishment and success.

In summary, the education process is made up of many necessary pieces. These pieces must fit together to form a whole picture. The picture in this process is a successful learning experience. I agree with Nelson Mandela (2008) “Education is the most powerful weapon which you can use to change the world.” Education spans far beyond the classroom and affects and forms each member of the society we live in. Successful learning experiences allow for not only an increase in knowledge but an increase in one’s sense of empowerment.
Course Development Methods

Prior to the development of this course I gained knowledge and expertise through a variety of enriching experiences. One method I engaged in involved teaching first year occupational therapy assistant students at Owens Community College. I worked alongside Patty Cunningham, OTR/L for 17 weeks planning and implementing course material related the pediatric population within occupational therapy. This opportunity helped to strengthen and expand my experience in teaching and learning areas. Prior to the development of this course I also engaged in observing and working with a licensed occupational therapist and early intervention specialists during play group at Apple Tree Nursery School. During this time I was able to observe typically and non-typically developing toddlers engage in fine motor and gross motor activities. I also spent time observing child care employees engaging in activities with toddlers. During this time I was able to observe the interaction between the toddler and child care worker, I was also able to observe the environment in which the toddler engaged in. In addition, I observed and interacted with toddlers at a child care facility. Finally, I was given the opportunity to visit local childcare facilities throughout the Toledo area to observe teaching and interaction techniques various childcare workers utilized. During the observations at local childcare facilities I was also afforded the opportunity to examine the physical environment in which the toddler population engaged and interacted within.
References


Ohio Department of Jobs and Family Services, Ohio’s Infant & Toddler Guidelines, Retrieved


A Course to Educate Child Care Teachers on Methods to Enhance Toddler Development

**Course Title:** Enhancing Toddler Development

**Credit Hour(s):** 8 continuing education hours

**Contact Hour(s):** 8 (lecture/discussion)

**Step Up To Quality Special Knowledge:** *Child Growth and Development & Learning Experiences and Environments*

**Course Description:** The focal point of this course is toddler development with an emphasis on the following: gross motor development, fine motor development, sensory systems, and play. This course encourages discussion of toddler development and activity implementation.

**Instructor:** Sherry Roush, B.S CFSC, approved Step Up To Quality instructor
Director of Apple Tree Nursery School

**Office Location:** Apple Tree Nursery School

**Office Hours:** By appointment

**Office Phone:** (419) 530-1072

**Email:** Sherry.Roush@utoledo.edu

**Teaching Assistant:** Ashley Obarski
Occupational Therapy Doctorate Student

**Office Location:** N/A

**Office Hours:** By appointment

**Cell Phone:** (419) 460-2660

**Email:** Ashley.Obarski@rockets.utoledo.edu

**Prerequisite:** Currently employed toddler teacher at a Step Up to Quality rated childcare facility in the state of Ohio.

**Required Text(s):** None
Suggested References:

1. Ohio Department of Jobs and Family Services: Ohio’s Infant & Toddler Guidelines
   Website: http://jfs.ohio.gov/cdc/InfantToddler.pdf
2. American Occupational Therapy Association: Sensory Integration Website:
3. American Academy of Pediatrics Website:

Course Relationship to Step Up To Quality’s Standards:

- Course Relationship to Specialized Training Standards
  All teachers must complete 20 hours of ongoing training every two years in order for a childcare facility to earn a 1-3 star rating by Step Up To Quality. This course will cover 8 out of the 20 hours a toddler child care teacher must complete every two years.

- Course Relationship to Professional Development Plan
  Step Up To Quality states the 20 hours of ongoing training must be aligned with a teacher’s professional development plan. The content of the course covers toddler development with an emphasis on motor skills, sensory, and play; therefore, the course is aligned with toddler teachers’ professional development plan.

Course Objectives:

This continuing education course was designed to provide students with the knowledge and experience to:

- Recognize gross motor and fine motor milestones within the toddler population.
- Summarize activities within the classroom environment that promote gross motor and fine motor development.
- Distinguish possible signs of gross motor and fine motor developmental delay or deficits.
- Summarize the ways in which the environment may affect a toddler’s sensory system.
- Summarize the definition and components of sensory modulation.
- Recognize the purpose and importance of play in a toddler’s environment.

Learning Outcomes:

Upon completion of this continuing education course, the student will:

- Identify gross motor milestones in toddler’s ages 12 months to 36 months.
- Identify fine motor milestones in toddler’s ages 12 months to 36 months.
- List at least 2 signs of fine motor developmental delay in toddler’s ages 12 months to 36 months.
Verbally state at least 3 signs of gross motor developmental delay in toddler’s ages 12 months to 36 months.

Identify activities within a toddler’s environment that promote fine and gross motor skills.

Verbalize components involved in sensory modulation.

List at least two triggers that may affect a toddler’s sensory modulation.

Verbally state the importance of play within a toddler’s life.

**Student learning outcomes will be assessed through:**

1. Class participation
2. Homework assignments
3. Quiz
4. Course evaluation

**Teaching Methods:**

- Lectures
- Class activities
- Class discussions
- Videos/Pictures

**Grading Procedure:** The grading for this course is done on a Satisfactory/Unsatisfactory basis. In order to receive a "Satisfactory" grade the student must fulfill the following requirements:

- ✓ Completion of all homework assignments
- ✓ Completion of quiz
- ✓ Participation in group discussions and activities
- ✓ **100%** attendance

1 Students may be asked to resubmit a homework assignment if the course instructor determines the assignment is lacking effort.

2 Students must pass the quiz by at least 80% of possible points. If a quiz results in score of less than 80%, the quiz must be re-taken and the student must score 80% or higher to receive a satisfactory grade. The quiz can be re-taken up to 3 times, if at this time the student does not pass with a score of 80% or higher the student must re-sign up and engage in all portions of the course.

**Attendance:**

Attendance at each scheduled session is required for completion of this course and to receive continuing education units.

**Code of Ethics:** The instructor holds students registered in this course to the National Association for Education of Young Children’s Code of Ethical Conduct & Statement of Commitment. This can be reviewed at [http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf](http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf).
Assignments:

Class Participation
In order for the course to be successful, class participation is necessary. Please come to class prepared to participate in necessary informal group discussion and activities.

Quiz
At the end of the last session students must individually complete a comprehensive quiz over information obtained throughout the 4 sessions. Students are allowed to use their individual class notes and handouts to complete the quiz. Students must pass the quiz with an 80% or greater to receive a satisfactory score.

Homework 1
Observe 1 toddler ages 12-36 months and list 3 activities you could facilitate to promote his/her gross motor development. Please list safety considerations and why you selected those 3 enhancement methods.
(See attached Session 1 Homework Assignment)

Homework 2
Observe 1 toddler ages 12-36 months. Throughout the day take note of the fine motor activities the toddler engaged in. List in the “future activities” section other fine motor activities you feel the toddler could engage in that would support his development. Please state briefly why you selected the activities.
(See attached Session 2 Homework Assignment)

Course Evaluation
During the final class session students must complete and submit a course evaluation to the instructor. The instructor will provide the evaluation following the quiz.
# Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>o Introduction to course syllabus  &lt;br&gt;o Toddler gross motor development milestones  &lt;br&gt;o Methods of enhancement  &lt;br&gt;o Signs of gross motor delay</td>
</tr>
<tr>
<td>2</td>
<td>o Review homework from previous session  &lt;br&gt;o Toddler fine motor development milestones  &lt;br&gt;o Hands on activity</td>
</tr>
<tr>
<td>3</td>
<td>o Review homework from previous session  &lt;br&gt;o Signs of fine motor delay  &lt;br&gt;o Begin information on sensory and play</td>
</tr>
<tr>
<td>4</td>
<td>o Continue information on sensory/play  &lt;br&gt;o Quiz  &lt;br&gt;o Course Evaluation</td>
</tr>
</tbody>
</table>

Assignments/Quizzes:  
- Homework 1 (due next session)  
- Homework 2 (due next session)  

The Instructor Reserves the Right to Amend this Syllabus as Deemed Necessary
A Course to Educate Child Care Teachers on Methods to Enhance Toddler Development

Purpose: To provide childcare teachers with information regarding gross motor development milestones within the toddler population.

<table>
<thead>
<tr>
<th>Time Allotment</th>
<th>Learning Outcome</th>
<th>Method of Instruction</th>
<th>Evaluation Measure</th>
<th>Resources Utilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:30</td>
<td>Identify gross motor milestones in toddler’s ages 12 months to 36 months of age.</td>
<td>Type: Discussion/Instruction</td>
<td>Type: Question/answer</td>
<td>Content:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post-testing-</td>
<td>- Gross Motor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Week 4 Quiz)</td>
<td>Skills: A closer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>look at the toddler</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>population. PP*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Video Clips</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Photographs</td>
</tr>
<tr>
<td>00:30</td>
<td>Identify activities within a toddler’s environment that promote fine and gross motor skills.</td>
<td>Discussion/Instruction</td>
<td>Question/answer</td>
<td>Content:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post-testing-</td>
<td>- Handout-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Week 4 Quiz)</td>
<td>Activities to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Promote Gross</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Motor Skills in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Toddlers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Fill in the blank</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>answers</td>
</tr>
<tr>
<td>00:20</td>
<td>Verbally state at least 3 signs of gross motor developmental delay in toddler’s ages 12 months to 36 months.</td>
<td>Discussion/Instruction</td>
<td>Question/answer</td>
<td>Content:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post-testing-</td>
<td>- Handout-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Week 4 Quiz)</td>
<td>Signs of Gross</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Motor Delay</td>
</tr>
</tbody>
</table>
A Course to Educate Child Care Teachers on Methods to Enhance Toddler Development

Instructor Outline: Session I

a. Introduction of Instructor

b. Distribute and review course syllabus

c. PowerPoint Lecture: Gross Motor Skills: A closer look at the toddler population (ages 12months-36months)

d. 10 minute break

e. Handout: Activities to Promote Gross Motor Skills in Toddlers
   - Group will work to fill in the blanks

f. Handout: Signs of Gross Motor Delay
   - Discussion

g. Distribute Homework assignment # 1
Gross Motor Skills: A closer look at the toddler population

Today we are going to discuss gross motor milestones or developmental skills that occur in a toddler between the ages of 12 months and 36 months of age.
The first known use of the word toddler came about in 1973 and the Merriam-Webster dictionary definition actually means one that toddles; especially: a young child. This definition is describing the way they walk. To toddler according to this same dictionary is defined as “to walk with short tottering steps”.

This short video depicts a toddlers walking and will better allow you to recognize what tottering steps look like.

Toddlerhood is a stage in the growth of a child and not a specific age. The toddler stage is very important in a child’s life. It is the time between infancy and childhood when a child learns and grows in various ways. With each skill a toddler masters a new stage or skill begins. It is important to remember throughout this course that the growth during toddlerhood is unique to each toddler and does not always occur at the same time.

For this course you are all attending we are going to solely focus on the toddler population. For the purpose of this course a toddler will encompass the ages from 12 months old to 36 months old.
Gross Motor Skills

What gross motor skills?

(Prior to video)
This video depicts the broad view of some of the physical development characteristics of toddlers.
(post video)

Does anyone have questions about the information you have just viewed?

Now we're going to jump into our topic of the day which is gross motor skills. Gross motor skills are the abilities required in order to control the large muscles of the body. These large muscles of the body are used for walking, running, sitting, crawling, and other activities.

Infants learn how to raise their head, roll over, sit and finally stand by exercising their large muscles until they were able to support these skills. As a toddler, it is important that they keep exercising these muscles to enable them to further develop gross motor skills.

The following slides list common gross motor skill milestones that toddlers experience.
Gross Motor Skills

- Most 12 month old toddlers can:
  - Sit without support
  - Crawl
  - Pull up to a standing position without using chairs or other people, then stand—
    http://youtu.be/bL9LrvftQrg
  - Walk while holding something for support (a hand or toy)
  - Imitate you as you roll a ball
  - Crawl on hands and knees
  - Pull to stand and cruise around furniture—
    http://youtu.be/rBLMcIVkycy
  - Walk with 2 hands held
  - Stand for a few seconds

We will begin discussing the gross motor development that occurs around 12 months or 1 year of life. It is important to note once again that each toddler is unique and development often does not occur at simultaneous time periods for every toddler, this is okay and this is normal. We will discuss when development is delayed, and signs to watch for later in the course.

By around 12 months old a toddler’s core muscles are strong enough for him/her to sit without support. A toddler around this age is also able to effectively crawl and pull up to a standing position without using a chair or caregivers hand for support. To better understand the previous statement lets this video: http://youtu.be/bL9LrvftQrg

Along with standing alone around 12 months of age a toddler is able to walk while holding something for support for example a toy as shown in the picture on the slide. A 12 month old can imitate you as you roll a ball and walk with both of their hands being held. A 12 month old should also be able to cruise around furniture as shown in this video:
http://youtu.be/rBLMcIVkycy
Gross Motor Skills

- **Most 18 month olds can:**
  - Walk alone
  - Walk downstairs holding rail, one step at a time
  - Run in a hurried walk
  - Walk into a large ball to kick
  - Throw underhand in sitting
  - Pull toy behind while walking
  - Stand on one leg with help

[http://youtu.be/9EVG5GK2p8g](http://youtu.be/9EVG5GK2p8g)

Now you have an idea of what a 12 month old toddler should be able to engage in with regards to gross motor skills. We will next discuss the gross motor milestones of an 18 month old toddler. At around 18 months a toddler should be able to have developed enough strength and balance to walk alone, walk down steps (one at a time) holding a rail, and “run” in a hurried walk. An 18 month old should also be able to walk into a large ball “kicking the ball”, throw a ball or toy while sitting, pull a toy while walking as shown in the picture, and stand on one leg with help.

This video shows a toddler walking while pulling a toy behind him: [http://youtu.be/9EVG5GK2p8g](http://youtu.be/9EVG5GK2p8g)
Now we will discuss a 24 month old or 2 year old toddler. By this age a toddler is usually able to walk alone both forwards and backwards, lean to pick something up without falling, pull and push toys with ease, sit in small chair, and dance to music. This video shows a cute toddler dancing, he has well developed dancing skills and you can see his personality shining: http://youtu.be/4wt824D1Bqg

A 24 month old should also be able to run fairly well, throw a ball into a box, kick a ball forward, squat in play, and jump in place.

This video shows a toddler with developed skills and able to kick a ball: http://youtu.be/YD79FXqtedM
This is the last age range within the toddler population that we will discuss. The gross motor skills of a 36 month old will look different, more advanced, from those of a 12 or 18 month old. Toddlers of this age are able to jump a distance of about 8 inches, begin to stand on one foot without help, begin to ride on a tricycle, and catch a large ball.
Gross Motor Skills

Questions?
References


- Photographs retrieved from Google Images
ACTIVITIES TO PROMOTE GROSS MOTOR SKILLS IN TODDLERS

Directions: Use your Gross Motor Skills PowerPoint along with your Brooks Rehab Resource Guide to determine activities that will promote gross motor skills for toddlers.

- **12 months-** Containers - Put a large see-through container in front of the toddler with plastic lids, blocks anything that will fit in the container. The toddler can put things into the bowl and dump them out.
- **Open a large box at both ends and encourage him or her to crawl through the new tunnel.**

- **18 months-** PULL TOYS - You can always make a pull toy out of stuffed animals or play trucks by securely tying a small rope around the toy. *Note: Any child playing with a toy with an attached string must be carefully observed for safety purposes.* Provide the toddler with a small wagon in which he can fill and pull around the room or yard.
- **Rolling a beach ball back and forth is a great inside activity for toddlers.**
18 months-

24 months-

PUSH TOYS - Pretend lawn mowers, toy strollers, toy carts and even a large cardboard box are great for toddlers to push.

BOWLING - Empty plastic soda bottles or milk cartons can be used as pins. Show your toddler how to roll a large ball to knock them over.

36 months-

CATCHING - Show the toddlers how to hold out his/her hands and throw a ball directly, and gently, into them. Start out standing close together and use a soft ball.

KICKING - Turn a large box on its side to become your goal. Then take turns trying to kick the ball into the goal.
Resources:


Gross motor delay occurs when a child does not reach developmental milestones at the expected times.

Gross motor delay can include:

- Being late to reach physical milestones including rolling over, sitting up, and crawling
- Excessive trouble with no improvement in jumping, stair climbing, running, and riding a bike
- No signs of walking by 18 months
- Stiff limbs or low muscle tone (can’t hold much weight)
- Consistently walking on tiptoes
- Being unable to use one side of the body as easily as the other (only kicking with the left foot, for example)
- Being clumsy and falling frequently (more than a toddler of similar age)
- Losing toddler motor skills that they have already mastered (unless they are sick, stressed, or learning a new skill — backsliding is normal in those cases)

How are gross motor delays diagnosed?

Gross motor delays are most often diagnosed by a primary care physician or a pediatrician. A physical therapy evaluation may include assessment of muscle tone, functional mobility, strength, coordination, balance and sensory concerns as well as a gross motor assessment.
Resources:


A COURSE TO EDUCATE CHILD CARE TEACHERS ON METHODS TO ENHANCE TODDLER DEVELOPMENT

Homework Assignment #1: Gross Motor Development

Observe 1 toddler ages 12-36 months and list 3 activities you could facilitate to promote his/her gross motor development. Please list safety considerations and why you selected those 3 enhancement methods.

Toddler Age: __________

Gross Motor Activities:

1. 

2. 

3. 
A Course to Educate Child Care Teachers on Methods to Enhance Toddler Development

Session: II
Credit hours: 2
Course time: 1 hour 30 minutes (one 10 minute break included)

Purpose: To provide childcare teachers with information regarding fine motor development to toddlers in the students’ work environment.

<table>
<thead>
<tr>
<th>Time Allotment</th>
<th>Learning Outcome</th>
<th>Method of Instruction</th>
<th>Evaluation Measure</th>
<th>Resources Utilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:45</td>
<td>Identify fine motor milestones in toddler’s ages 12 months to 36 months of age.</td>
<td>Type: Discussion/Instruction</td>
<td>Type: Question/answer Post-testing- (Week 4 Quiz)</td>
<td>Content: - Fine Motor Skills: A closer look at the toddler population. PP*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Video Clips</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Photographs</td>
</tr>
<tr>
<td></td>
<td>Identify activities within a toddler’s environment that promote fine and gross motor skills.</td>
<td>Discussion/Instruction</td>
<td>Question/answer Post-testing- (Week 4 Quiz)</td>
<td>Content: - Group Activity: Finding Fine Motor Activities</td>
</tr>
</tbody>
</table>
Instructor Outline:  Session II

a. Review Homework Assignment #1

b. PowerPoint Lecture: *Fine Motor Skills: A closer look at the toddler population* (ages 12months-36months)

c. Video Presentation
   12 months-
   http://youtu.be/UZsQ45YA5GQ
   15 months-
   http://youtu.be/DeyvMosuk1U
   18 months-
   http://youtu.be/2JlWRjKt_50
   24 months-
   http://youtu.be/PpRMAnih5g0

d. 10 minute break

e. Hands on activity: Finding Fine Motor Activities

f. Distribute Homework Assignment #2
Welcome back to class today will be discussing Fine Motor Skills within the toddler population.
According to the Encyclopedia of Children’s Health fine motor skills generally refer to the small movements of the hands, wrists, and fingers. Fine motor skills develop as a child’s whole body gains mobility, stability, cognitive, and emotional/social development. Fine motor skills that come to mind are shoe tying, writing, and cutting paper with scissors. There are several foundations that must occur before a toddler will acquire fine motor skills. Those building blocks include stability, bilateral coordination, and sensation.

**Stability** is the strength and balance control to keep one part of the body still while another part moves.

**Bilateral coordination** is the efficient use of both hands during activities. One hand will manipulate while the other is the 'helping hand.' Bilateral coordination development will lead to hand dominance (right- or left-handed).

**Sensation** is knowing where your hands, arms, and fingers are, and how they are moving.
As I stated in the last class session please remember that not every child develops exactly the same and this is okay, it does not necessarily mean they are developmentally delayed.

Around 12 months of age a toddler is able to reach, grasp, and put objects into their month. They are also able to pick things up utilizing a pincer grasp. A pincer grasp is when the thumb and first finger are used to pinch and pick up objects.

A 12 month old is able to transfer objects from one hand to the other, drop and pick up toys, release toys on purpose, hold a spoon, and hold out an arm or leg to assist with dressing.

In this video a 12 month old girl is eating with a spoon and also eating using her thumb and pointer finger: http://youtu.be/0MvrO-Q9R34
Fine Motor Skills

- Most 18 month olds:
  - Build a tower using 2 cubes
  - Use hands together at midline (middle of the body)
  - Scribble
  - Point with pointer finger
  - Hold cup and drink - some spilling will occur
  - Remove socks
  - Place hats on heads

http://youtu.be/2UKS-MEK3nQ

Around 18 months of age a toddler should be able to build a tower using two blocks, using hands together when positioned in the middle of the body, scribble with a marker or crayon, point with their first finger, remove socks and place hats on their head. A toddler at this age should be able to also hold a cup and drink however spilling will occur.

This video shows an 18 month old scribbling on paper when requested to do so. http://youtu.be/2UKS-MEK3nQ
Next we will discuss a 24 month old's fine motor abilities. At this age a toddler should be able to turn knobs, throw a small ball, paint using their whole arm, use zippers with assistance, begin to use scissors and string beads. At this age a toddler should also be able to help with simple household tasks like putting toys away.

The video shows a toddler stacking up to 6 blocks while counting. http://youtu.be/x5-a2CCJDS0
The last age range we will discuss is the 36 month old toddler. At this stage a toddler should be able to turn simple pages, snip with scissors, hold crayons with their thumb and finger as opposed to their fist. At this age toddlers also should be able to imitate circular, vertical, and horizontal strokes, use a fork, manage large buttons and even dress with verbal cues from an adult.

This video here shows a toddler snipping with scissors. http://youtu.be/KyRLDuINXyM
References


- Photographs retrieved from Google Images
The following videos will be presented after reviewing the PowerPoint *Fine Motor Skills: A closer look at the toddler population*. The purpose of showing the videos after the Gross Motor Skills PowerPoint instructed on session 1 and Fine Motor Skills instructed on session 2 was to reinforce the previously learned information.

<table>
<thead>
<tr>
<th>Age</th>
<th>Content</th>
<th>Video Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 months</td>
<td>Communication development, emotion development, gross motor development</td>
<td><a href="http://youtu.be/UZsQ45YA5GQ">http://youtu.be/UZsQ45YA5GQ</a></td>
</tr>
<tr>
<td>18 months</td>
<td>Gross motor skills, language development, fine motor skills</td>
<td><a href="http://youtu.be/2JIWRjKr_50">http://youtu.be/2JIWRjKr_50</a></td>
</tr>
<tr>
<td>24 months</td>
<td>Language development, gross motor development, fine motor skills</td>
<td><a href="http://youtu.be/PpRMAxih5g0">http://youtu.be/PpRMAxih5g0</a></td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY:

FINDING FINE MOTOR SKILLS

Directions: Work with others in your group to browse through the following magazines and cut out toddlers participating in fine motor skill activities. Once you have a variety of photos cut out, place into the appropriate categories. (Magazines are provided by the course instructor)

Be prepared to share your findings with the class.

Magazines
HANDS ON ACTIVITY:

FINDING FINE MOTOR SKILLS

12 month old

(Paste appropriate magazine photographs here)
HANDS ON ACTIVITY:

FINDING FINE MOTOR SKILLS

18 month old

(Paste appropriate magazine photographs here)
HANDS ON ACTIVITY:
FINDING FINE MOTOR SKILLS

24 month old

(Paste appropriate magazine photographs here)
HANDS ON ACTIVITY:

FINDING FINE MOTOR SKILLS

36 month old

(Paste appropriate magazine photographs here)
A COURSE TO EDUCATE CHILD CARE TEACHERS ON
METHODS TO ENHANCE TODDLER DEVELOPMENT

Homework Assignment #2: Fine Motor Development

Observe 1 toddler ages 12-36 months. Throughout the day take note of the fine motor activities
the toddler engaged in. List in the “future activities” section other fine motor activities you feel
the toddler could engage in that would support his/her development. Please state briefly why you
selected the activities.

Age of Toddler: ______

Activities noted:

1. 

2. 

3. 

Future activities

1. 

2. 

3.
**A Course to Educate Child Care Teachers on**
**Methods to Enhance Toddler Development**

**Session: III**
**Credit hours: 2**
**Course time: 1 hour 30 minutes**
(one 10 minute break included)

Purpose: To provide childcare teachers with information regarding play and sensory modulation in toddlers within the students’ work environment.

<table>
<thead>
<tr>
<th>Time Allotment</th>
<th>Learning Outcome</th>
<th>Method of Instruction</th>
<th>Evaluation Measure</th>
<th>Resources Utilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:20</td>
<td>▪ List at least 2 signs of fine motor developmental delay in toddler’s ages 12 months to 36 months.</td>
<td>Discussion/ Instruction</td>
<td>Type: Question/answer Post-testing- (Week 4 Quiz)</td>
<td>Content:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Handout-Signs of Fine Motor Delay</td>
</tr>
<tr>
<td>00:30</td>
<td>▪ Verbalize components involved in sensory modulation. ▪ List at least two triggers that may affect a toddler’s sensory modulation.</td>
<td>Discussion/ Instruction</td>
<td>Question/answer Post-testing- (Week 4 Quiz)</td>
<td>Content:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Sensory Modulation: A closer look at the toddler population</td>
</tr>
<tr>
<td>00:30</td>
<td>▪ Verbally state the importance of play within a toddler’s life.</td>
<td>Discussion/ Instruction</td>
<td>Question/answer Post-testing- (Week 4 Quiz)</td>
<td>Content:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Play: A closer look at the toddler population</td>
</tr>
</tbody>
</table>
### Instructor Outline: Session III

a. Review Homework assignment #2

b. Handout: Signs of Fine Motor Delay
   - Fill in the Blank

c. Handout: Fine Motor Fun

d. 10 minute break

e. PowerPoint Lecture: *Play: A closer look at the toddler population*
   - *Sensory: A closer look at the toddler population*
Fine Motor Delay is any disruption or dysfunction in the coordination of the muscles, bone and/or nerves that produce small and precise movements.

Fine motor delays can include:

5. **Fasteners**
   - buttons
   - snaps
   - zippers
   - shoe tying

2. Feeding
   - **Utensils**
   - Drinking from an open face cup

3. Coloring and **drawing**
   - Maintaining grasp/using an appropriate grasp

4. Cutting with scissors

5. Manipulating objects within their **environment**

**Resources:**

**FINE MOTOR FUN**

Listed below are creative activities that promote fine motor skills in toddlers.

- Placing straws into containers with holes
- Painting with small sponges
- Use basters or eye droppers to paint or transfer cotton balls
- Use golf tees to push through foam
Place cheerios or fruit loops onto pipe cleaners

Use safety scissors to cut play-doh

Pulling surprise puzzle pieces out of a container

Place pom-pom balls through the holes

Resources:

http://www.messforless.net/2013/02/18-fine-motor-activities-for.html
http://handsonaswegrow.com/30-kids-activities-materials-for-promoting-fine-motor-skills/
http://pinterest.com/pin/76631631130434565/
Sensory and Play: A closer look at the toddler population

The topics of today’s session are sensory modulation and play within the toddler population. First we will discuss play.
Play is defined as “any spontaneous or organized activity that provides enjoyment, entertainment, amusement or diversion” (AOTA, 2011).

The act of playing is an important tool that influences a child’s life. The primary goals of childhood are to grow, learn, and play. It is often through play that children learn to make sense of the world around them. It is a child’s "job" or "occupation" to play to develop physical coordination, emotional maturity, social skills to interact with other children, and self-confidence to try new experiences and explore new environments.

Research has shown that children who participate in play frequently grow quickly, experience higher achievement in school, and develop healthy habits for adulthood.
Listed on this slide are typical toys and activities that children and teens engage in.
Play has been recognized by the United Nations High Commission for Human Rights as a right of every child.

Research has shown when play is allowed to be child driven, children practice decision-making skills, move at their own pace, discover their own areas of interest, and ultimately engage fully in the passions they wish to pursue. Ideally, much of play involves adults, but when play is controlled by adults, children comply to adult rules and concerns and lose some of the benefits play offers them, particularly in developing creativity, leadership, and group skills.

With that said it is important to note that at times it is appropriate for adults to direct play and set limits.
There are several characteristics of an optimal play environment. The first is a playful environment that provides cheerful, warm, and safe feeling.
The second is a fun and inviting environment that is child-friendly and decorated in a way that children enjoy being there.
The next and most important is a safe environment that keeps a child both physically and emotionally safe so that they can feel free to explore and play.
Next is a novel environment that provides various toys and challenges. A flexible and creative environment allows children to play different ways with a variety of toys. An encouraging environment including adults who facilitate play, are not directive, ensure that the children are safe, assist when needed, and disappear when appropriate. A creative environment has materials and supplies that promote creativity and not necessarily have an end product. And last a quiet environment that allows children space to be alone if they desire.
References


Sensory Modulation: A closer look at the toddler population

Ashley Cozart
University of Toledo OTD Student
A Course to Educate Child Care Teachers on Methods to Enhance Toddler Development
Session III

We will now begin our discussion on Sensory Modulation.
We receive and perceive sensory input through sights, sounds, touch, tastes, smells and movement.

Sensory modulation is the way a child adapts to meet the demands or challenges that he or she faces within the environment. It is described as the ability to regulate the degree, intensity, and nature of responses to sensory input.

Difficulty taking in or interpreting this input can lead to devastating consequences in:
  - daily functioning, social and family relationships, behavioral challenges, regulate emotions, self-esteem, and learning.
The inability to modulate sensations can also lead to over arousal (alertness) or under arousal (alertness) in children.
Looking at the environment is extremely important as it directly affects the sensory system. Listed are types of arousal in relation to noise, visual stimuli, lighting, movement tolerance, tactile, odors, and temperature. It is important when working with children to identify if a child is over aroused or under aroused and how to modify the environment to provide a perfect fit.

### Types of Arousal

<table>
<thead>
<tr>
<th>Arousing</th>
<th>Calming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loud sudden noises</td>
<td>Soft voices, rhythmic music</td>
</tr>
<tr>
<td>Bright colors, excessive background stimuli</td>
<td>Muted colors, minimized background stimuli</td>
</tr>
<tr>
<td>Bright fluorescent lights</td>
<td>Soft, natural lighting</td>
</tr>
<tr>
<td>Unpredictable fast movements with sudden position changes</td>
<td>Slow rhythmic rocking, moving against resistance</td>
</tr>
<tr>
<td>Light touch, tickling, unexpected touch</td>
<td>Pressure touch, hugging</td>
</tr>
<tr>
<td>Strong odors</td>
<td>Soft odors (vanilla)</td>
</tr>
<tr>
<td>Sudden temperature changes, extreme temperatures</td>
<td>Neutral warmth</td>
</tr>
</tbody>
</table>
Sensory Preferences

- YOUR TURN!!

- Oral Motor
- Vestibular
- Tactile
- Visual
- Auditory

Just as in the children we work with everyone has their own sensory preferences take a minutes to think about these questions:

1. What do you prefer to put in your mouth? Gum, a cold popsicle., or to eat crunchy pretzels’
2. What types of movement do you use? (rocking in a chair, tapping foot, or bouncing legs)
3. What do you prefer to touch? (types of fabric, cold shower or hot shower)
4. What types of lights do you prefer?
5. And what kind of auditory input do you use?

These questions show that we all have our own preferences and tendencies when it comes to sensory input.
What can you do?

- Be aware of environmental factors:
  - Your child
  - Others in the environment

- Provide activities that match your child’s needs
  - Sit down games for those who need to calm down
  - Heavy work for those who need to calm down
  - Obstacle courses for those who need arousal

So what can you do to assist in increasing a child’s ability to modulate their sensory input?

First be aware of the environment and remember what can trigger arousal and calming responses. For example to a child who is over stimulated bringing those into a loud bright environment will tend to increase their arousal leading to difficult behaviors.

Also be aware of other children in the environment who may be experiencing overstimulation of under arousal. For a child who may not tolerate loud noises, excited loud voices with your child may be affecting the other child negatively adding to his inabilities.

Provide activities that match your child’s needs... if you can’t gage their needs don’t be afraid to ask the OT on staff!
References

A Course to Educate Child Care Teachers on Methods to Enhance Toddler Development

Session IV
Credit hours: 2
Course time: 1 hour 30 minutes
(one 10 minute break included)

Instructor Outline: Session IV

a. Handout: Sensory Stimulating Activities

b. Review for quiz
   - Answer any questions

c. 10 minute break

d. Distribute Quiz

e. Distribute Course Evaluation
SENSORY STIMULATING ACTIVITIES

Edible Finger paint is a great activity to do with toddlers

Balloon painting is easy enough for even little hands to do

Design a child car wash
Create sensory bags with hair gel and food coloring

Create sound bottles using a variety of materials

Create a box filled with different colors/textures of paper
Create a sensory bottle filled with various materials

Create a sensory table filled with beans or rice and toys

**WEBSITES:**


http://picklebums.com/2013/04/02/bouncey-balloon-painting/


http://pinterest.com/mamasmiles/sensory-activities-for-kids/
A Course to Educate Child Care Teachers on Methods to Enhance Toddler Development Quiz

Please answer the following questions by circling the correct answer. You will have 45 minutes to complete this quiz.

1. This course examined toddlers between the ages of:
   a. 6 months - 12 months
   b. **12 months - 36 months**
   c. 1 month – 36 months
   d. None of the above

2. Gross motor skills are the abilities required in order to control the _____ muscles of the body.
   a. Long
   b. Circular
   c. Small
   d. Large

3. These large muscles of the body are used for __________.
   a. Walking
   b. Running
   c. Sitting
   d. All of the above

4. By around 12 months old a toddler should be able to ________.
   a. **Walk with two hands held**
   b. Throw a ball or toy while sitting
   c. Stand on one leg with help
   d. Walk down steps

5. Most 24 month old toddlers can ________.
   a. Lean to pick something up without falling
   b. Pull and push toys with ease
   c. Sit in small chair
6. Fine motor skills generally refer to the small movements of the hands, wrists, and ________.
   a. Hair
   b. Fingers
   c. Shoes
   d. Core muscles

7. Around 12 months of age a toddler should be able to _____________.
   a. Hold an open lid cup and drink with no spilling
   b. Reach, grasp, and put objects into their mouth
   c. Snip with scissors
   d. Write their name legibly

8. 36 month old toddlers should be able to _________________.
   a. Imitate circular, vertical, and horizontal strokes
   b. Use a fork
   c. Manage large buttons
   d. All of the above

9. Fine motor delays can involve ___________.
   a. Working with utensils
   b. Kicking a soccer ball
   c. Running across the yard
   d. None of the above

10. The act of playing is an important tool that influences a child’s life.
    a. True
    b. False

11. Research has shown that children who participate in play frequently _____________.
    a. Grow quickly
    b. Experience higher achievement in school
    c. Develop healthy habits for adulthood
    d. All of the above

12. No child has the right to play.
    a. True
    b. False
13. Some of the recommended toys for toddler’s include___________.
   a. Electronics
   b. Checkers
c. Blocks
d. Infant swings

14. Play in childhood should be _____________.
   a. Child-driven
   b. Adult-driven
c. Non existent
d. None of the above

15. One characteristic of an optimal play environment includes being _________.
   a. Hot
   b. Dark
c. Fun
d. Cold

16. We receive and perceive sensory input through sights, sounds, touch, tastes, smells and movement.
   a. True
   b. False

17. Sensory modulation is the way a child interprets writing.
   a. True
   b. False

18. The inability to modulate sensations can also lead to over arousal (alertness) or ________ in children.
   a. hungriness
   b. under arousal (alertness)
c. shortness of breath
d. visual impairment

19. It is important when working with children to identify if a child is over aroused or under aroused and how to modify the environment to provide a perfect fit.
   a. True
   b. False

20. What was your favorite topic of this course? (FREE point)

_______________________________________
Course Evaluation

Instructor: Ashley Obarski
Course: Enhancing Toddler Development

Instructions: The primary purpose of this evaluation is to help your instructor improve her teaching, and therefore to help you improve your learning. Your comments and suggestions are appreciated. Please circle your responses. Most questions on this form use the following scale:

<table>
<thead>
<tr>
<th>Strongly Disagree (SD)</th>
<th>Disagree (D)</th>
<th>Agree (A)</th>
<th>Strongly Agree (SA)</th>
<th>Not Applicable (NA)</th>
</tr>
</thead>
</table>

General Questions:
1. The instructor is consistently well prepared and organized for class. SD D A SA NA
2. The instructor speaks clearly and understandably. SD D A SA NA
3. The instructor makes me feel free to ask questions. SD D A SA NA
4. The instructor grasps and responds to students’ questions and comments. SD D A SA NA
5. The instructor never intimidates or embarrasses students. SD D A SA NA
6. The instructor’s examples and illustrations are clear and concise. SD D A SA NA
7. The instructor is able to give alternative explanations when needed. SD D A SA NA
8. The instructor is familiar with concepts covered in the lecture. SD D A SA NA
9. The instructor’s use of visual aids and hands-on experiences is effective. SD D A SA NA
10. The instructor encourages students to participate actively in class time. SD D A SA NA
11. The instructor manages class time effectively. SD D A SA NA
12. The instructor is readily available for consultation with students. SD D A SA NA

Grading Questions:
13. The instructor returns students’ work in a reasonable time. SD D A SA NA
14. The instructor’s feedback on assignments is sufficiently detailed to help me learn. SD D A SA NA

Other Questions:
15. I sought one-on-one assistance from the instructor. SD D A SA NA
16. I prepared thoroughly for each class period. SD D A SA NA
17. I have understood the basic principles of this course. SD D A SA NA
18. I am pleased with my learning and performance in this course so far. SD D A SA NA
I would like the instructor to: (check all that apply)

_______ Give more introduction to each class
_______ Give shorter introductions to each class
_______ Lecture less
_______ Speak more slowly
_______ Speak louder
_______ Clarify the objectives of each class more
_______ Summarize the main points of the techniques/classwork more often
_______ Discuss more concrete or "real life" examples
_______ Use visual aids more
_______ Encourage students to respond to each other's comments more
_______ Be more open to different points of view
_______ Other?
_______ Other? __________________________

Comments:
21. What are strong points about your instructor's teaching style? In other words, what do you want him/her to continue to do in the future?

22. What specific suggestions do you have to help your instructor improve her teaching?

23. Overall, what are the strengths of this course? In other words, what features or teaching methods contribute significantly to your learning?

24. What would you suggest to improve the course? For example, do you want to elaborate on any of your responses on the previous page?