Presented are guidelines for a developmental roles approach to infant education. Developmental objectives are listed for language, cognition, socialization, independence, and movement at five levels: establishing the base, exploring the environment through actions, exploring the environment symbolically, exploring relationships, and preparing for school. Also provided are a form for anchor objectives evaluation, supplementary information for developmental roles classes, a brief explanation for using the developmental roles approach in the classroom and in working with parents, and a list of seven developmental roles value statements. (SBH)
THE DEVELOPMENTAL ROLES MODEL

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Copies of the supplementary paper, Parenting as a Model for Infant Education: Implications for Curriculum, are available from the Infant-Parent Training Program, 1226 East Ninth Street, Austin, Texas.
INTRODUCTION

Infant education in the seventies grew out of two notions: pan-experientialism, that any stimulation to infants would result in miraculous improvements in later functioning, and the inevitable hypothesis, that we professionals had to get to infants as early as possible before bumbling parents ruined them. Together these two notions led to two others: that professional expertise was required to successfully rear children, at the same time the nature of that expertise was left unspecified. To fill the conceptual vacuum of infant education, unwarranted extensions of available educational models were made; thus we had the infant as kindergardener to be taught narrow material-related skills, and the parent as therapist.

We waited for miracles in infants programs and they did not happen. Meanwhile, research did not support the assumptions of the pan-experientialists and inevitablists. Infants were not passive and plastic. Structured infant teaching was not as successful as support to families. The befuddled, incompetent lower class parent, and the expert middle class parent were debunked. The "ideal" environment and interaction style for infants turned out to be a complex issue. Infants, as a whole, were not as susceptible to our magic as we had hoped.

It is my bias that good infant education requires a clear conceptualization of the meaning of infant behavior combined with a commitment to humanistic values that allows for the wonder and beauty in each child, parent and teacher. The "developmental roles" approach is meant to provide a perspective and guidelines for infant education, which can be elaborated to fit various populations, programs, and techniques.
DEVELOPMENTAL ANCHOR OBJECTIVES

LEVEL I -- Establishing the Base

Language
L1.1 Attends to sounds
L1.2 Attends to speech
L1.3 Responds to sounds by change in facial expression or motor behavior
L1.4 Responds to speech by change in facial expression or motor behavior
L1.5 Responds vocally to people
L1.6 Responds vocally to speech
L1.7 Responds with differentiated vocalizations to different situations
L1.8 Continues making sound imitated by adult

Cognition
C1.1 Attends to visual stimulus
C1.2 Responds to visual stimulus with change in facial expression, motor behavior, or vocalization
C1.3 Continues actions in progress to continue interesting effect
C1.4 Makes (magical) vocal or motor response to have interesting activity continued

Socialization
S1.1 Regards face
S1.2 Smiles or activates in response to face
S1.3 Attempts to involve adults in interaction
S1.4 Molds body to adult when carried

Independence
I1.1 Develops smooth patterns of sleeping and eating
I1.2 Eats varied diet

Movement
M1.1 Makes motor responses to various stimuli
M1.2 Controls head (prone and upright)
M1.3 Moves arms and hands in differentiation from total body
M1.4 Reaches for object
M1.5 Grasps object
LEVEL II -- Exploring the Environment Through Actions

Language

L2.1 Experiements with pitch, intensity, intonation for pleasure
L2.2 Imitates sounds in repertoire produced by adult
L2.3 Uses sounds in repertoire to approximate new sounds heard
L2.4 Imitates actions in repertoire produced by adult
L2.5 Uses actions in repertoire to approximate new actions seen
L2.6 Responds appropriately to some demands and questions accompanied by gestures and exaggerated intonation of adults

Cognition

C2.1 Explores objects through simple actions
C2.2 Develops set of simple schemas for interacting with objects
C2.3 Continues and elaborates actions to get interesting effects
C2.4 Explores simple contingencies

Socialization

S2.1 Develops strong attachment to "special people" (indexed by crying, proximity keeping, smiling, vocalizing, to keep contact)
S2.2 Rejects or shows fear of "strange" people
S2.3 Interacts with peers by participating in action
S2.4 Interacts with peers about object

Independence

I2.1 Finger feeds
I2.2 Holds bottle or cup
I2.3 Pulls off cap, socks, diaper

Movement

M2.1 Controls trunk movements
M2.2 Sits independently
M2.3 Achieves some means of locomotion
M2.4 Manipulates objects, sitting, lying, standing
M2.5 Explores environment physically
LEVEL III -- Exploring the Environment Symbolically

Language

L3.1 Vocalizes varied sounds connected by intonation patterns
L3.2 Imitates new actions visible to self
L3.3 Vocalizes to novel sounds
L3.4 Gradually approximates novel sounds
L3.5 Imitates actions not visible to self
L3.6 Imitates new sounds and familiar words
L3.7 Responds appropriately to demands and questions using familiar vocabulary
L3.8 Uses some words or sounds consistently for objects
L3.9 Develops vocabulary related to own activities
L3.10 Imitates new words

Cognition

C3.1 Uses old schemas in new situations
C3.2 Devises new schemas by trial and error in new situations
C3.3 Devises new schemas by representation in new situations

Socialization

S3.1 Explores limits of self and others through testing
S3.2 Role plays activities observed daily
S3.3 Interacts with peers through imitation

Independence

I3.1 Feeds self with spoon
I3.2 Drinks independently
I3.3 Attempts to brush hair and teeth
I3.4 Cooperates in dressing

Movement

M3.1 Walks
M3.2 Uses motor skills to solve problems
M3.3 Uses motor skills in play with peers
M3.4 Carries out multi-step motor plans to achieve goals
LEVEL IV -- Exploring Relationships

Language

L4.1 Uses 2-word sentences expressing basic relations
L4.2 Increases vocabulary, including abstract words
L4.3 Learns new words quickly
L4.4 Uses language to express feelings, solve problems, learn new concepts
L4.5 Asks questions to get information
L4.6 Uses 3-17 word sentences
L4.7 Describes experiences over time
L4.8 Develops modulations of meaning through morphemes

Cognition

C4.1 Matches to sample
C4.2 Uses representation to deal with relationships between objects
C4.3 Categorizes (without cues) from item to item
C4.4 Categorizes objects with simple perceptual/conceptual differences consistently with cues
C4.5 Learns simple concepts (colors, family members) with word cues
C4.6a Matches dissimilar objects

Socialization

S4.1 Develops fears of animals and other phenomena
S4.2 Interacts with peers with role reversal
S4.3 Role plays roles described
S4.4 Role plays situations involving limits and fears
S4.5 Cooperates generally within limits and rules
S4.6 Handles anger generally within prescribed pattern for family
S4.7 Talks about feelings and relationships with people

Independence

I4.1 Uses fork
I4.2 Bathes self with cues for soaping, rinsing, drying
I4.3 Assists in household chores
I4.4 Dresses self except fastenings and shoes
I4.5 Uses potty with occasional reminders

Movement

M4.1 Uses motor skills in games with peers
M4.2 Uses motor skills in role play
M4.3 Uses motor skills to express emotions
M4.4 Uses motor skills aesthetically
M4.5 Refines gross motor skills (jumping, tossing ball)
M4.6 Refines fine motor skills (imitates circle, completes 64 hole puzzle)
LEVEL V -- Preparing for School

Language

L5.1 Uses complex sentence forms
L5.2 Makes needs known clearly
L5.3 Responds to teacher consistently*
L5.4 Completes tasks with 2-3 directions
L5.5 Responds in small group setting

Cognition

C5.1 Attends to tasks for 10-15 minutes
C5.2 Attends to teacher in small group
C5.3 Works independently 5-10 minutes on task
C5.4 Demonstrates simple concept sets (animals, shapes)

Socialization

S5.1 Cooperates with class rules consistently
S5.2 Responds socially to others in class by smiling, talking
S5.3 Plays independently, constructively, 5-15 minutes
S5.4 Plays with peers occasionally

Independence

I5.1 Uses toilet without reminders; wipes self, washes hands
I5.2 Attempts to use knife for cutting and spreading
I5.3 Carries tray, opens napkin, pours milk, with help
I5.4 Puts on jacket with minimal assistance
I5.5 Lies quietly at rest time
I5.6 Puts away toys and helps clean up

Movement

M5.1 Participates in group motor activities
M5.2 Refines motor skills in relation to a variety of equipment and activities

*most of the time
SUPPLEMENT INFORMATION FOR DEVELOPMENTAL ROLES CLASSES

LEVEL I -- Establishing the Base

At this level, the key parenter roles are those of cue reader and stimulus matcher. The classroom is set up resembling a baby's room. Each infant has an individual schedule of caretaking, play, and sleeping. The emphasis is on one-to-one interaction. A 1:2 teacher-child ratio is recommended. Materials encourage sensory exploration.

LEVEL II -- Exploring the Environment through Actions

The key parenter roles are those of sensitive communicator and contingency provided. The classroom can be set up resembling a living room or play room. At this level time is provided for unstructured small group play as well as individual activities. Materials are provided which allow children to explore cause and effect.

LEVEL III -- Exploring the Environment Symbolically

The key parenter role at this level is environmental designer and commentator. The classroom is designed to encourage maximum independent exploration, without removing all environmental complexity. Areas for special activities are clearly marked; private quiet spaces are available. At this level a flexible group schedule is introduced. A 1:3 teacher-child ratio is suggested. Activities can be expanded to include playground play, housekeeping activities, and semi-structured activities such as messy art and looking at picture books.

LEVEL IV -- Exploring Relationships

The key parenter role is play facilitator and elaborator. The environment blends a home and classroom setting. The schedule provides specific daily routines, incorporating brief structured activities. The presence of several large pieces of equipment, and a limited selection of everyday objects facilitates social and cognitive exploration. A 1:4-5 teacher-child ratio is suggested.
LEVEL V -- Preparing for School

In these classes, the adult role is that of a preschool teacher. The environment is similar to a preschool classroom, with appropriate materials and equipment. Since this is a transition class, some features of the home environment and parenting role should be retained and faded throughout the year. The unit approach is one way of coordinating structured and unstructured activities; a free-choice format is most appropriate for full-day programs. Both small and full group brief activities are introduced. A teacher-child ratio of 1:4-5 is suggested.
Classroom

1. The roles provide a focus for elaborating activities and instructional strategies.

2. The roles provide a framework for organizing in-service education; that is, the roles suggest specific skills (observation, reinforcement, play elaboration, etc.) and a sequence for training the skills.

3. The levels imply grouping children by their cognitive-affective repertoires. This facilitates group teaching and appropriate goal setting.

4. The anchor objectives provide support to teachers in: simultaneously considering functional continuity and behavioral discontinuity, and in generating individual, non-trivial short-term behavioral objectives.

Working with Parents

1. The roles framework allows teachers working with parents to assess differentially parenting skills.

2. Parent support can then be aimed at helping parents develop general developmental roles, compatible to individual parenting styles. The roles allow the parents to develop their own activities.

3. The developmental roles perspective allows teachers to see children's behavior in terms of its meaning for long-term functioning. In this context, most behavior is interpreted as constructive, and does not necessitate destructive labeling. Individual differences in children are accommodated by this interpretation. Teacher working with parents can be supportive by interpreting present behavior to parents in terms of its function long-term, so that parents can make meaningful choices in dealing with it.
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