

PLANNING WITH INTENTION

Infants/Toddlers

Intentional planning is a phrase used to discuss quality in programs as it relates to ensuring desired outcomes for children as they progress along developmental pathways toward Kindergarten and beyond. Practicing this skill starts at a child's earliest age – when she/he is an infant and toddler. This workshop is designed for infant/toddler teachers, providers, home visitors, and those who support families with children 0-3.

Participants will learn what “intentional planning” actually means; understand how to do it, and have the opportunity to practice the skills in a supportive setting.

Intentional Planning involves creating a vision based on observation, information from families about children, using the observation information teachers gather, and then pulling it all together to create a plan. One of the necessary skills is setting priorities: how do we know which skills we should use as a focus? In addition, how do we do that appropriately for infants and toddlers? We know that planning for those ages is different than planning for older, more mobile and more verbal children. This is where observation and knowing skill progression becomes extremely important: learning to look at observations and, using a backward design, plan with “the end in mind” as suggested by Stephen Covey.

While this sounds complicated, it is a manageable task when we know how to break down the parts into a sequence and learn a skill that comes “automatically” with practice. Having the opportunity to see this sequence in action, practice the pieces, and have an instructor walk through it in a supportive way, is the intent behind the design of the DIEEC workshop Planning with Intention. It is accomplished by using visual examples and sample data for infants and toddlers as a way to show it in “real” action format.

Planning with Intention is the difference between leaving skill development to chance, and taking the active and proactive role of knowing the how and when of teaching skills.

This leads to better outcomes for children, less chaos for staff and more stability and staff satisfaction. It also deliberately uses family information and goals to partner in the development of infants and toddlers in any program setting.