Inquiry Investigation - Phase II

**Contract**

Prior to working on this, you should begin by reviewing the ideas your group generated in Phase One, discussions that you had with your classroom career staff and feedback that you received from your faculty member. Then you should address the items/questions below thoroughly and thoughtfully. This will be submitted in **week 7 electronically (via Blackboard as an attachment) before class AND as a hard copy IN CLASS.**

Names: Mallory Grasty, Mike Rosaroso, Nicole Tellechea

Classroom: Willow Room

SECTION 1: Justification

1. Explain your focus (What is the issue you are trying to understand or address?)

Our focus is to make diaper changes easier and improve interactions between the child and teacher.

1. What aspect of programming are you targeting (children, families, staff, a combination)? What are you trying to understand about your work with this group(s)?

We are targeting children and staff. We are trying to understand and improve the transition of diaper changes.

1. What do you see as the outcomes for children? for staff? for parents? for others?

We see children enjoying the transition of diaper changes more. We see staff becoming more interactive with the children during diapering and build upon their bonds.

1. Identify and appropriately cite 3 references (articles, book chapters, etc.) that you have already identified that will aid you in your progress towards investigation completion. Provide a complete citation for each. For each reference, explain how it will be used to assist you in answering your inquiry.

Copple, C., & Bredekamp, S. (Eds.). (2009). The Infant and Toddler Years. *Developmentally Appropriate Practice in Early Childhood Programs* (pp. 53-73). Washington: National Association for the Education of Young Children.

This chapter goes into detail about overall development during the first three years of life, including how teachers for young infants, mobile infants, and toddlers interact with and support these age groups. This chapter will assist our inquiry by providing insight on how infants seek security, gain trust, and form relationships with trusting adults. This information will enable us to provide a diapering experience that will add to their relationship with the teacher and also offer a platform for learning.

Robinson, L., Saisan, J., Smith, M., & Segal, J. (n.d.). How to Build a Secure Attachment Bond with your Baby. Retrieved October 2, 2014. <http://www.helpguide.org/articles/secure-attachment/how-to-build-a-secure-attachment-bond-with-your-baby.htm>

This article outlines how to form secure attachments with your child. It addresses various myths about attachment issues and helps to answer frequent questions that arise in relation to these issues. It then discusses why secure attachments bonds are important for the child’s growth and development. It also addresses some parenting tips for helping parents to create secure bonds with their children.

"How To Love A Diaper Change." *Janet Lansbury How To Love A Diaper Change*. N.p., n.d. Web. 03 Oct. 2014.

http://www.janetlansbury.com/2010/05/how-to-love-a-diaper-change/

This article outlines how diaper changing can develop a closer partnership with a child. It explains changing of diapers are built for intimacy and that we have to look in an in depth perspective to appreciate that it is something special. In order to develop a partnership with a child, we as individuals must take steps such as, setting the tone, giving undivided attention, being flexible and open, and remembering your goal. This will help our inquiry on ways we can create better relationships with the child when diaper changing and gives us ways in order to achieve that.

1. Will this investigation involve parents of children in the class? If so, please state that approval has been received by classroom staff and note the date of the staff meeting or office hour when this approval was acquired.

This investigation will not involve parents of children in the class.

1. Will this investigation involve any classroom staff time outside of Monday staff meetings or regularly scheduled office hours? If so, what is your plan for this?

This investigation will not involve any classroom staff time outside of Monday staff meetings.

SECTION 2: Implementation

1. How will you implement this investigation?

We will begin by changing the environment in and around the diapering area. We will put footprints on the floor leading into the diapering area. We aim to change the footprints each week (e.g., child footprints, bear claws, paw prints, etc.). We will hang some type of mobile from the ceiling, perhaps changing the materials each week. We will also incorporate a book of the children’s favorite songs for each teacher to sing to them during their diaper change. Lastly, we will maintain the environment to ensure that each unit is up to par.

1. Given that you will have between the weeks 9 and 14 to complete your investigation, describe your timeline for implementing your investigation, including the evaluation component. Note: Implementation must begin by week 11. This will be specific to your investigation and the implementation you described in question 5. For instance, if your investigation involves activities with children, indicate what week(s) you would like to do these. If your investigation involves gathering information from parents or staff, describe how and when you plan to do this. Be sure to incorporate your evaluation process into the timeline. You MUST describe how EACH OF YOUR GROUP MEMBERS will be contributing.

Week 9 is when we will begin changing the environment. This includes adding the footprints to the ground, adding the mobile above the changing table, and creating our book of the children’s favorite songs. Between weeks 10 and 14, every week we will change the footprints on the ground to different animal footprints and alter the materials on the mobile. Week 14 we will distribute the survey to staff and interns for completion and we will collect the results.

 Week 9:

Mallory: First set of footprints will be put on the floor, leading to the changing table and toilet.

Mike: Hang Mobile above changing table and put similar materials on walls around the toilet.

Nicole: Pass out first list of songs at monday night meeting and adhere the list to the wall by the changing table and by the toilet.

Week 10:

Mallory: Second set of footprints will be put on the floor, leading to the changing table and toilet.

Mike: Change items on Mobile above changing table and put similar materials on walls around the toilet.

Nicole: Pass out second list of songs at monday night meeting and adhere the list to the wall by the changing table and by the toilet.

Week 11:

Mallory: Third set of footprints will be put on the floor, leading to the changing table and toilet.

Mike: Change items on the Mobile above changing table and put similar materials on walls around the toilet.

Nicole: Pass out the third list of songs at monday night meeting and adhere the list to the wall by the changing table and by the toilet.

Week 12:

Mallory: Fourth set of footprints will be put on the floor, leading to the changing table and toilet.

Mike: Change items on the Mobile above changing table and put similar materials on walls around the toilet.

Nicole: Pass out the fourth list of songs at monday night meeting and adhere the list to the wall by the changing table and by the toilet.

Week 13:

Pass out survey (Listed below) for staff and interns to complete. Collect after they are finished completing the survey and calculate the results.

1. What is the **specific product** that will result from your investigation? (i.e. a set of picture books for the classroom, a binder of information on infant nutrition, 20 curriculum ideas in protective sheets in a 3 ring binder, etc.)

As a result of our investigation, a resource book will be created for staff and families regarding the importance of transitions and routines for infants.

1. Describe materials/supplies you will use to complete the investigation. Specifically describe anything that you will need to purchase (there are some monies to purchase specific types of items)

We will need 5 sets of footprints (child and animal footprints) to adhere to the floor and materials for the mobile that will hang from the ceiling (e.g., small mirrors, small animals, streamers, etc.)

SECTION 3: Evaluation

1. How will you evaluate if your investigation was effective or successful in achieving your focus? Be sure to include other adults in the process since you are there less than 20% of the time – this includes describing how your group will work together to evaluate your inquiry.

We will evaluate our investigation through a survey that we present to the staff and interns at the end of the inquiry process. We want to make sure that we get everyone’s feedback on the situation since diaper changes vary from person to person and from child to child. We will structure our survey in a likert-type model so that we can collect appropriate data on the effectiveness of the changes that we make to the environment. We will then take the results of our survey to judge if our inquiry was successful or not.

1. What do you see as is the long-term application or the benefit of your investigation for the classroom and/or program?

Long-term we hope to see improvements on diaper changes as a whole. We really want to take some of the stress of changing a child’s diaper off of the caregiver by providing a few things to help alter the environment and make for smooth transitions. We want to offer a more diverse environment for the child and caregiver by making a few small changes to make diaper changes more enjoyable for both parties.

Contracts will be available the following Wednesday (two days after submission) for collection from the Student Pick Up folders in Modoc 216 during regular office hours. It is the responsibility of the group to collect their contract and disseminate its information to the other group members.

**Approved □**

**Faculty Date**

**Not Approved □**

**Comments:**

**Willows Diapering Survey**

**1.)** **FOOTPRINTS**

- Did the footprints help with the diapering transition?

 **O O O O O**

**Not Helpful Slightly Somewhat Very Extremely**

- Did the footprints increase interactions between child and teacher?

 **O O O O O**

**Not Helpful Slightly Somewhat Very Extremely**

- Did the footprints help engage the child?

 **O O O O O**

**Not Helpful Slightly Somewhat Very Extremely**

**2.)** **MOBILE/DECORATIONS**

- Did the child seem engaged with the mobile/decorations?

 **O O O O O**

**Not Helpful Slightly Somewhat Very Extremely**

- Did the mobile/decoration increase interactions between child and teacher?

 **O O O O O**

**Not Helpful Slightly Somewhat Very Extremely**

-Did the mobile/decoration help calm the child when the child was upset?

 **O O O O O**

**Not Helpful Slightly Somewhat Very Extremely**

**3.)** **SONG LIST**

-Did the songs help calm the child when the child was upset?

 **O O O O O**

**Not Helpful Slightly Somewhat Very Extremely**

-Did the song list increase interaction between child and teacher?

 **O O O O O**

**Not Helpful Slightly Somewhat Very Extremely**

**ADDITIONAL QUESTIONS/OPINION**

**1.)**  Did you utilize any of the materials? If so, please specify which ones.

**2.)** Explain how or if any of these materials were helpful in increasing child and teacher interaction?

**3.)** Any additional comments or questions.