Course Information

Description
In this 3-credit course you will study infant and toddler development as it applies to an early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; analyze development of infants and toddlers (conception to thirty-six months); correlate prenatal and postnatal conditions with development; summarize child development theories; analyze the role of heredity and the environment; examine culturally and developmentally appropriate environments for infants and toddlers, examine the role of brain development in early learning (conception through thirty-six months); examine caregiving routines as curriculum; and examine developmental and environmental assessment strategies for infants and toddlers.

Career Cluster
Education and Training

Instructional Level
A.A.S. - Associate in Applied Science

Total Credits
3

Total Hours
54

Textbooks


Learner Supplies

Western Polo Shirt. **Vendor:** To be discussed in class. Required.

Art Supplies: Adult scissors, jar of rubber cement, small scissors with pointed tip, box of water based colored markers, utility knife, eraser, box of crayons or colored pencils, permanent black marker, large roll of clear contact paper, plastic grid ruler, storage container for materials. **Vendor:** To be discussed in class. Required.

Lanyard with student ID. **Vendor:** To be discussed in class. Required.

Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Refine Professionalism: Act Ethically
3. Refine Professionalism: Improve Critical Thinking
4. Refine Professionalism: Participate Collaboratively
5. Refine Professionalism: Practice Effective Communication

Program Outcomes
1. Apply child development theory to practice.
2. Cultivate relationships with children, family, and the community.
3. Assess child growth and development.
5. Integrate health, safety, and nutrition practices.

Course Competencies
1. Integrate strategies that support diversity, cultural responsiveness and anti-bias perspectives.

   Assessment Strategies
   1.1. in written or oral activity as provided by the instructor
   1.2. in a classroom setting, or simulated environment
   1.3. individually or in groups

   Criteria
   You will know you are successful when
   1.1. you describe your experiences with individuals different from yourself
   1.2. you compare and contrast your beliefs and traditions to those which are different from your own
   1.3. you acknowledge the influence of culture on child identify formation

   Learning Objectives
   1.a. Identify the role of culture in caregiving practices.
   1.b. Describe culturally sensitive infant and toddler care.
   1.c. Discuss contemporary family trends and relationships.

2. Analyze development of infants and toddlers (conception through thirty-six months)

   Assessment Strategies
   2.1. in written or oral activity as provided by the instructor
   2.2. in a classroom setting, or simulated environment
   2.3. individually or in groups

   Criteria
   You will know you are successful when
   2.1. you describe developmental domains
   2.2. you reflect on the inter-relationship of all developmental domains
   2.3. you discuss the impact of attachment and temperament on development.
   2.4. you identify the impact of technology on child development
   2.5. you describe the progression within each developmental domain
   2.6. you relate infant toddler behavior to specific developmental skills

   Learning Objectives
   2.a. Identify the domains of development.
   2.b. Identify the milestones of infants and toddlers in all developmental domains.
   2.c. Describe brain development of infants and toddlers.
   2.d. Describe attachment as it relates to development.

3. Correlate prenatal and postnatal conditions with development.

   Assessment Strategies
3.1. in written or oral activity as provided by the instructor
3.2. in a classroom setting, or simulated environment
3.3. individually or in groups

Criteria
You will know you are successful when
3.1. you describe how prenatal conditions are correlated to typical development patterns
3.2. you describe how prenatal conditions are correlated to atypical development patterns
3.3. you identify risk factors (e.g. post-partum depression) in the neonatal period (mother and child)

Learning Objectives
3.a. Explain the human reproductive process.
3.b. Explain stages of labor and childbirth.
3.c. Identify stages of prenatal development.
3.d. Describe the effect of prenatal conditions on development.

4. Summarize child development theories

Assessment Strategies
4.1. in written or oral activity as provided by the instructor
4.2. in a classroom setting, or simulated environment
4.3. individually or in groups

Criteria
You will know you are successful when
4.1. you analyze the significance of attachment throughout childhood
4.2. you describe how child development theories are used in the early childhood setting
4.3. you describe a range of child development theories that address each developmental domain
4.4. you reference concepts and terms specific to child development theorists such as Magda Gerber, Pikler, Bowlby, Ainsworth, Piaget, Greenspan, Erikson, Bronfenbrenner, etc.

Learning Objectives
4.a. Explain the importance of theories in assessing development.
4.b. Identify developmental theories.
4.c. Compare developmental theories.

5. Analyze the role of heredity and the environment

Assessment Strategies
5.1. in written or oral activity as provided by the instructor
5.2. in a classroom setting, or simulated environment
5.3. individually or in groups

Criteria
You will know you are successful when
5.1. you describe the effects of environment on development
5.2. you describe the effects of heredity on development
5.3. you describe the effects of adverse childhood experiences on development
5.4. you describe the effects of toxic stress on development
5.5. you explain the interplay of the effects of heredity and the environment on infant/toddler mental health

Learning Objectives
5.a. Describe the effects of heredity on development.
5.b. Discuss the effects of environment on development.

6. Examine culturally and developmentally appropriate environments for infants and toddlers.

Assessment Strategies
6.1. in written or oral activity as provided by the instructor
6.2. in a classroom setting, or simulated environment
6.3. individually or in groups
Criteria
You will know you are successful when
6.1. you describe how learning and care-giving routines can be culturally based
6.2. you explain the relationship between environment and curriculum
6.3. you incorporate the concepts of culturally sensitive care
6.4. you describe elements of developmentally appropriate practice

Learning Objectives
6.a. Identify connections among care-giving routines, curriculum, attachment, and brain development.
6.b. Explain why care-giving routines are the curriculum in infant and toddler programs.
6.c. Explain how learning occurs through care-giving routines.
6.d. Explain how to provide culturally sensitive care.
6.e. Describe a developmentally appropriate environment.
6.f. Describe caregiver responsibility in prevention of Sudden Infant Death Syndrome (SIDS), Shaken Baby Syndrome, etc.

7. **Examine the role of brain development in early learning (conception through thirty-six months).**

Assessment Strategies
7.1. in written or oral activity as provided by the instructor
7.2. in a classroom setting, or simulated environment
7.3. individually or in groups

Criteria
You will know you are successful when
7.1. you describe brain growth and functions
7.2. you explain the impact of the environment, including the effects of toxic stress, on brain development
7.3. you identify optimal and critical periods of brain development

8. **Examine caregiving routines as curriculum.**

Assessment Strategies
8.1. through oral or in written products
8.2. individually and/or in small groups
8.3. in the classroom

Criteria
You will know you are successful when
8.1. you individualize care giving routines (such as diapering, feeding, napping, etc.) and planning for infants and toddlers
8.2. you use routines and transitions as the basis for learning
8.3. you apply state licensing regulations

Learning Objectives
8.a. Define routines.
8.b. Define transitions.
8.c. Identify teaching strategies and techniques that support children and programming.
8.d. Describe the common elements of the daily schedule.
8.e. List the criteria of a developmentally appropriate schedule.
8.f. Explain the impact of transitions and routines within early childhood programming.
8.g. Plan developmentally appropriate transitions and routines.
8.h. Describe opportunities for learning within the daily routines and schedule.
8.i. Describe the individual need-based schedule for infants and toddlers.

9. **Examine developmental and environmental assessment strategies for infants and toddlers**

Assessment Strategies
9.1. in written or oral activity as provided by the instructor
9.2. in a classroom setting, or simulated environment
9.3. individually or in groups

Criteria
You will know you are successful when

9.1. you identify the types and purposes of developmental screening tools (ASQ-Ages and Stages Questionnaire)
9.2. you identify the types and purposes of environmental screening tools (ITERS, FCCERS)
9.3. you compare and contrast research based tools with informal tools