

COURSE OUTLINE

Infant and Toddler Development

Course Description

CD 124. Infant and Toddler Development. 3 hours credit. This course will enable the student to understand the physical, mental, emotional, and social growth of the child from conception through the second year. The student will be able to apply the knowledge gained to discuss contemporary issues in group care, critique the quality of center care, assess the developmental level of infants and toddlers, apply guidance techniques, and develop safe and appropriate toys and creative activities.

Course Relevance

Birth to age 5 is the most critical learning period in a child's life. Students will increase knowledge of infant and toddler development to provide developmentally appropriate caregiving, teaching, and nurturing for the most important developmental years in life.

Required Materials

Deiner, P (2009). *Infants & toddlers development and curriculum planning*. Clifton Park, NY: Delmar/Cengage.

Honig, A. (2002). *Secure relationships: Nurturing infant/toddler attachment in early care settings*. Washington, DC: NAEYC.

Herr, J. and Swim, T. (2002). (2nd ed.). *Creative resources for infant and toddlers*. Clifton Park, NY: Delmar/Cengage.

Learning Outcomes

The intention is for the student to be able to

1. Recognize developmental milestones and plan safe and appropriate environments, activities, and toys for infants and toddlers.
2. Provide nurturing, responsive caregiving for infants and toddlers of varied temperaments.

Learning PACT Skills that will be developed and/or documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Analytical Thinking Skills

1. Critical thinking
 - Through the completion of observational checklists and reflections of readings on developmental levels, the student will apply knowledge gained to produce appropriate curriculum and toys for an infant/toddler classroom.

Major Summative Assessment Task(s)

These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by:

1. Creating developmentally appropriate infant/toddler toys to use in an early childhood classroom.

Course Content

I. Skills or Competencies – Actions that are essential to achieve the course outcomes: (The following skills and competencies are taken from the Core Competencies for Early Care and Education Professionals in Kansas and Missouri, second edition.)

Content Area I: Child Growth and Development

Level 1

- a. Identifies basic developmental milestones of children.
- b. Recognizes that children learn and develop through play.
- c. Recognizes children's different personalities.
- d. Addresses the requirements of children with different needs.

Level 2

- a. Identifies physical, cognitive, social/emotional, and communication developmental milestones of children.
- b. Recognizes different children's personalities and individual differences in development and their impact on children's needs in the program.
- c. Adapts care and education to children's changing needs.
- d. Recognizes risk factors, delays, or disabilities that may indicate a need for special services.

Level 3

- a. Explains current theories and describes ongoing research.
- b. Explains physical, social/emotional, and cognitive differences of children.
- c. Explains social and learning styles of children and various ways children learn.

Content Area II: Learning Environment and Curriculum

Creating the Learning Environment & General Curriculum

Level 2

- c. Encourages children's learning through play.
- e. Selects materials appropriate to the developmental levels of all children.

Level 3

- a. Plans and adapts curricula and environments, including the selection of materials, appropriate to the developmental levels of all children.
- b. Uses appropriate materials, activities and strategies in an integrated curriculum that includes language arts, math, science, social studies, health, safety, nutrition, art, music, drama, and movement.

Promoting Physical Development

Level 2

- a. Plans indoor and outdoor activities for large and small motor skills.
- d. Incorporates a variety of equipment, activities, and opportunities to promote the physical development of children.
- e. Plans activities that integrate physical development with the arts and all curriculum areas.

Level 3

- d. Adapts activities for children with special needs.

- e. Integrates physical development with the arts and all curriculum areas.

Promoting Cognitive Development

Level 2

- f. Offers opportunities for early literacy.

Promoting Language/Communication Development

Level 3

- f. Demonstrates an understanding of how children use language, as well as other forms of communication, at all ages and stages of development.

Promoting Social Development

Level 1

- c. Recognizes that periods of stress, separation, and transition may affect children's social development.

Level 3

- e. Plans activities incorporating multiple types of play (e.g., socio-dramatic, functional, or constructive play).

Promoting Creative Expression

Level 1

- e. Values process as more important than product.

Level 2

- a. Emphasizes the process of creating instead of the end product.
- f. Develops curriculum and activities to promote creative expression.

Level 3

- e. Identifies developmental stages in domains.

Content Area III: Child Observation and Assessment

Child Observation and Assessment

Level 1

- e. Acknowledges that children develop at their own rate.

Level 2

- a. Identifies various ways to get to know each child as an individual, including strengths, needs, interests, families, and life situation.
- c. Follows appropriate procedures of child observation.
- d. Communicates observation in written and oral form.

Level 3

- c. Applies basic elements of child development theory to observation.

Content Area IV: Families and Communities

Relationships with Families

Level 2

- f. Respects and supports cultural differences and diverse family structures.

Use of Community Resources

Level 1

- b. Recognizes volunteers as a valuable community resource.

Content Area V: Health, Safety, and Nutrition
Environmental Safety

Level 1

- b. Selects safe toys.

Content Area VI: Interactions with Children
Providing Individuals Guidance

Level 1

- e. Uses positive behavior guidance.

Level 3

- e. Demonstrates realistic expectations about children's attention spans, interests, social abilities, and physical needs.

Content Area VII: Program Planning and Development
Program Planning and Evaluation

Level 2

- c. Develops unit plans and curriculum for the classroom.

Level 3

- e. Conducts program observations.

Content Area VIII: Professional Development and Leadership
Displaying Professionalism in Practice

Level 1

- f. Is aware of the professional code of ethics for early care and education and its main topics.

Level 2

- e. Promotes quality in child-care services.

Level 3

- b. Is familiar with current trends in early childhood education.

Ongoing Professional Growth

Level 3

- d. Works toward credentials, degrees, and/or program accreditation.

Learning Units

- I. Prenatal development
 - A. Normal development
 - B. Prenatal influences and consequences

- II. Childbirth
 - A. Lamaze
 - B. Leboyer
 - C. Normal childbirth
 - D. Waterbirth
 - E. Hypnosis childbirth

III. Attachment/bonding

- A. Secure
- B. Insecure

IV. Neonatal development

- A. Basic reflexes and abilities
- B. Basic caregiving needs
- C. States of consciousness
- D. Breastfeeding process and advantages
- E. Sensory capacities

V. The settled baby: The first six months

- A. Aspects of development
- B. Daily needs of feeding, sleeping excreting, crying, comforting and teething
- C. Love vs. spoiling
- D. Designing developmentally appropriate toys
- E. Quality group care
- F. Curriculum planning
- G. Separation issues
- H. Quality play environment

VI. The older baby: From six months to one year

- A. Touchpoints of development
- B. Daily needs
- C. Transition from crawling to walking
- D. Language development
- E. Elements of play
- F. Curriculum guidelines
- G. Developmentally appropriate practices

VII. The toddler: from one year to the age of three

- A. Eating habits and demands
- B. Toilet training procedures
- C. Physical development
- D. Designing developmentally appropriate toys and activities
- E. Stages and content of play
- F. Language development
- G. Behavioral guidance strategies

VIII. Group care of infants and toddlers

- A. Identify aspects of quality care
- B. Use state regulations to determine approved practices
- C. Observe and evaluate centers
- D. Plan appropriate curriculum
- E. Design quality, safe, developmentally appropriate toys
- F. Communicate to the child effectively and with respect

- G. Design an infant/toddler room
- H. Parent involvement

- IX. Assessment of infant toddlers
 - A. Administer assessments and screening tools
 - B. Select and/or develop appropriate activities
 - C. Compare levels of developments
- X. Special needs infants and toddlers
 - A. Identification of children with special needs
 - B. Accommodate appropriately for special needs

Learning Activities

Independent and collaborative learning activities will be assigned within and outside the classroom to assist the student to achieve the intended learning outcomes. The student will attend field trips to centers, assess infants, toddlers, and environments, construct toys, and engage in planned activities. Class discussion, lecture, video reflections, group activities, reading assignments, and book reviews will also contribute to the learning process.

Grade Determination

The student will be graded on the completion of learning activities and assessment tasks. Grade determinants may include the following: daily work, student projects, student presentations, class participation, and other methods of evaluation employed at the discretion of the instructor.