

### Course Outline for ECE 67

#### INFANT AND TODDLER DEVELOPMENT AND CAREGIVING

Effective: Spring 2019

#### I. CATALOG DESCRIPTION:

ECE 67 — INFANT AND TODDLER DEVELOPMENT AND CAREGIVING — 3.00 units

A study of infants and toddlers from preconception to 36 months including physical, cognitive, language, social and emotional growth and development. Applies theoretical frameworks to interpret behavior and interactions between heredity and environment. Examination of best practices, responsive caregiving techniques, environments, infant/toddler learning foundations, health, safety, and licensing requirements.

3.00 Units Lecture

#### Prerequisite

ECE 56 - Child Growth and Development  
with a minimum grade of C

#### Grading Methods:

Letter Grade

#### Discipline:

- Child Development/Early Childhood Education

	<u>MIN</u>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering the course a student should be able to:**

##### A. ECE56

1. Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context
2. Articulate the connection between child development knowledge and appropriate practices
3. Examine the importance of the early years and the impact of the interaction between environment, genetics, and culture on the child's development physical, self esteem, socially, emotionally, language, and cognitive
4. Investigate and describe risk factors that impact child's development and their families;
5. Describe typical development milestones of children birth through adolescence
6. Differentiate characteristics of typical and atypical development at various stages
7. Examine ways in which developmental domains are continuous, sequential and inter-related
8. Identify the strengths and exceptional needs of the child in the context of his/her family
9. Evaluate the role of play and its relationship to development at various stages

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. Summarize the developmental milestones, characteristics and growth patterns including language development of children from conception through 36 months
- B. Describe the theories and utilize current research to gain understanding of characteristics and sequences of typical and atypical infant/toddler development with emphasis on best practices and individual, familial and cultural differences
- C. Analyze the multiple contextual influences on infant/toddler development including diverse family practices
- D. Evaluate biological and environmental factors that influence preconception and prenatal health and development
- E. Develop a written plan, using observations and infant/toddler learning foundations, to implement curriculum for child's individual needs to promote observed behaviors to create optimal learning environments
- F. Describe behaviors of caregivers that model respectful communication, pro-social behavior and facilitate the development of empathy in infants and toddlers
- G. Apply the principles of infant/toddler development to create safe and healthy environments which meet licensing requirements and are responsive to the needs of individual children
- H. Describe strategies for maintaining of respectful relationships, communication and interactions with families within a cultural context
  - I. Analyze qualities of team approach, collaboration, communication, professional and ethical behaviors in infant/toddler care environments

#### V. CONTENT:

- A. Developmental milestones and growth patterns birth - 36 months
  - 1. Brain development and critical periods
  - 2. Physical development
  - 3. Cognitive development and information processing
  - 4. Sensorimotor stages
  - 5. Language development
- B. Theories, research and principles of infant/toddler development Theories and current research
  - 1. Sequence of development in all developmental domains.
  - 2. Milestones for typically developing children
  - 3. Brain development
  - 4. Signs for atypical development and "at risk" infants/toddlers
  - 5. Theories of attachment and separation
  - 6. Temperament and individual differences
  - 7. Theories of language development
  - 8. Theories of social and emotional development
- C. Principles of responsive caregiving
  - 1. Establishing relationships
  - 2. Respect of the infant/toddler as an individual
  - 3. Building trust and attachment
  - 4. Daily routines as a foundation for positive communication
  - 5. Meeting individual needs in group care
  - 6. Continuity of care, primary caregiving, small group size and ratio
  - 7. Early intervention and inclusion of atypically developing infants/toddlers
  - 8. Caregiving practices that reflect cultural perspectives
- D. Prenatal development and birth
  - 1. Preconception influences
  - 2. Conception
  - 3. Prenatal development
  - 4. Birth
  - 5. Influences on growth patterns
- E. Observation of infants/toddlers
  - 1. Techniques for observations
  - 2. Documenting development
  - 3. Using observation documentation to assess development of infants/toddlers and the environment
- F. Infant/toddler learning foundations
  - 1. Learning and development integrated across all domains
  - 2. Using daily routines as an educational experience
  - 3. Facilitating infant/toddler learning through play
  - 4. Preparing the environment
  - 5. Appropriate toys, materials and activities
  - 6. Facilitating language and communication
  - 7. Multi-language learning
  - 8. Encouraging infant's/toddler's natural cognitive curiosity
  - 9. Facilitating development of motor and perceptual skills
  - 10. Identifying challenging behaviors and implementing positive guidance strategies to develop pro-social behavior
- G. Components of a safe healthy indoor and outdoor environment for infants/toddlers
  - 1. Policies and procedures that protect health and safety of infants/toddlers and adults which reflect current best practices
  - 2. Nutrition and meals for infants/toddlers
  - 3. Universal precautions, diapering, hand washing, cleaning, sanitizing and emergency procedures
  - 4. Recognizing signs of abuse in the non-verbal child
  - 5. Community Care licensing requirements
- H. Family relationships and interactions
  - 1. Family as the primary relationship in the young child's life
  - 2. Understanding similarities and differences in families within a cultural context
  - 3. Maintaining confidential communication
  - 4. Family goals, values and cultural backgrounds
  - 5. Building respectful relationships and communication between families, staff and program
- I. Professional development
  - 1. Team approach to meeting the individual needs of infants/toddlers
  - 2. Fostering respectful and collaborative relationships among adults
  - 3. Ongoing professional development
  - 4. Ethical professionalism and conduct
  - 5. Reflective practices

## VI. METHODS OF INSTRUCTION:

- A. **Observation and Demonstration** -
- B. **Discussion** - Small group discussion and projects
- C. **Discussion** -
- D. **Lecture** -
- E. Media resources

## VII. TYPICAL ASSIGNMENTS:

- A. Reading
  - 1. Having read the text, be prepared to describe the three steps to problem solving, and explain how to "teach" problem solving skills to infants and toddlers?
    - a. How does "caregiving" help facilitate infant problem solving?
- B. Writing and analysis
  - 1. Observe one child and one caregiver. Other children and other caregivers may be included in the observation.
    - a. Observe and record the infant's capabilities and demonstrated skills and interests, how the child's needs are being met, and how the child responds to the caregiver.
    - b. Using observable objective facts, observe and record how the adult and child react to each other emotionally.

## VIII. EVALUATION:

### Methods/Frequency

- A. Exams/Tests
  - Once a semester
- B. Quizzes
  - twice a semester

- C. Research Projects  
twice a semester
- D. Oral Presentation  
occasionally
- E. Projects  
three times a semester
- F. Group Projects  
occasionally
- G. Class Participation  
Frequently
- H. Home Work  
Occasionally
- I. Class Performance  
Frequently
- J. Other  
1. 7 or 8 reflection writings on different topics/articles during the semester

IX. TYPICAL TEXTS:

1. Wittmer, Donna, and Sandra Petersen. *Infant and Toddler Development and Responsive Program Planning: A Relationship-Based Approach*. 3rd ed., Pearson, 2018.
2. Gonzalez-Mena, Janet. *Infant, Toddlers and Caregivers*. 11th ed., McGraw -Hill Higher Education, 2017.
3. California Department of Education and WestEd Center for Child and Family Studies, California Infant/Toddler Learning and Development Foundations; Sacramento; 2009

X. OTHER MATERIALS REQUIRED OF STUDENTS: