

Las Positas College  
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## Course Outline for ECE 87

### QUALITY ENVIRONMENTS FOR INFANTS AND TODDLERS

Effective: Fall 2019

#### I. CATALOG DESCRIPTION:

ECE 87 — QUALITY ENVIRONMENTS FOR INFANTS AND TODDLERS — 3.00 units

Applies current theory and research to the care and education of infants and toddlers in group care. Examines essential policies, classroom environments, caregiving principles and practices that lead to quality care and developmentally appropriate curriculum for infants and toddlers which is culturally sensitive and supports families.

3.00 Units Lecture

#### **Strongly Recommended**

ECE 67 - Infant and Toddler Development and Caregiving  
with a minimum grade of C

#### **Grading Methods:**

Letter Grade

#### **Discipline:**

- Child Development/Early Childhood Education

	<b>MIN</b>
<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 this course, it is strongly recommended that the student should be able to:**

- A. ECE67

#### IV. MEASURABLE OBJECTIVES:

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

- identify delivery systems, licensing regulations, and quality indicators in infant/toddler care;
- define the program policies of primary care, continuity of care and small group sizes;
- describe and develop strategies that are effective in supporting and respecting the diverse values and beliefs of families and caregivers;
- describe reciprocal communication techniques that promote brain development and health relationships;
- design appropriate play spaces and care routines that support infant/toddler optimal development;
- observe, document and reflect on infant/toddler play, interactions and environment to plan for care and learning which is culturally sensitive;
- describe practices that support the unique abilities of all children birth - 36 months;
- assess and analyze infant/toddler classrooms using quality rating scales;
- describe different developmental assessment tools.

#### V. CONTENT:

- Licensing, delivery systems and quality indicators
  - Teacher qualifications
  - Primary caregiving
  - Health and safety
- Developing nurturing and responsive caregiving relationships
  - Continuity of care
  - Small group sizes and individualization
  - Routines and essential practices
  - Developmentally, culturally, linguistically appropriate practices (DCLAP)
- Strategies that support cultural diversity
  - Home language of family
  - Respecting cultural styles
  - Culturally sensitive environments that reflect the diversity of the families
  - Creating partnerships with families
    - Teacher's role and responsibilities

2. Strategies for developing a partnership with families
3. Parental protective urges
4. Consistent and sensitive communication
5. Use of bilingual supports
6. Resources for families
- D. Communication techniques to promote brain development and healthy relationships
  1. Reciprocal communication techniques for infants and toddlers
  2. Communicating with nonverbal infants
  3. Communicating with emerging language learners
  4. Socio-emotional development
    - a. Encouraging socialization skills
    - b. Guidance of emergent behaviors
- E. The learning environment, care routines, and their impact on development
  1. Environments and care routines that support nurturing, security and predictability
  2. Promoting children's development
    - a. Physical
    - b. Cognitive
    - c. Social
    - d. Emotional
    - e. Communication and language
    - f. Children's creativity
  3. Environments
    - a. Materials and equipment
    - b. Space and design
    - c. Aesthetics
    - d. Adult space
- F. Observation and documentation of infants and toddlers
  1. Specific observation techniques for infants and toddlers
  2. Reflective practices to create culturally appropriate learning environments
- G. Inclusive environments for young, mobile and older infants
  1. Early identification and intervention
  2. Adapting environment for children with exceptional needs
  3. Strategies for inclusion based on Infant Family Service Plan (IFSP)
  4. Creating a team environment with other specialists
- H. Environmental assessment tools
  1. Quality indicators of infant/toddler programs
  2. Environmental rating tools
- I. Developmental assessment tools

#### VI. METHODS OF INSTRUCTION:

- A. **Discussion** -
- B. **Lecture** -
- C. **Student Presentations** -
- D. **Observation and Demonstration** -

#### VII. TYPICAL ASSIGNMENTS:

- A. Discussion - Typical discussion question - "looking at the handout, what are 3 concrete ways that you will share this information in a newsletter for families with *"non-mobile"* babies? or with new teachers/caregivers in your classroom?
- B. Lecture - A typical lecture will cover the 10 principles of caregiving
- C. Observations and writing: Observe an infant/toddler classroom using indicators selected by instructor and using an infant/toddler environmental rating scale. Each indicator will be scored and notes documenting observation shall be included for indicator. Write a 1 page summary of your findings including at least three targeted areas for improvement. Attach scored rating sheet and all notes.
- D. Research: From the list provided by instructor, write a 2-3 page research paper on one of the given topics around language development in infants and toddlers
- E. Student Presentations and Critical thinking: Observe and document 1 infant or toddler 3 times throughout the semester. Each observation should be the same child and if possible the same adult/caregiver. Using the lecture, handouts and material from your textbook assess the relationship for "Goodness of Fit". Document all major domains. Pay close attention to the "adult" being responsive, reciprocal and respectful. You may or may not see this but you must document specific examples or "opportunities lost". Your presentation will be 5-10 minutes and will be a culmination of the observations you have completed throughout the class.

#### VIII. EVALUATION:

##### Methods/Frequency

- A. Exams/Tests
  - 1 per semester
- B. Quizzes
  - 3 times per semester
- C. Oral Presentation
  - Once per semester
- D. Class Participation
  - Each week
- E. Home Work
  - Reflective journals, observations and interviews.

#### IX. TYPICAL TEXTS:

1. Sherrie Rudick and Kai-Lee Berke. *Creative Curriculum for Infants, Toddlers and Twos*. 3rd ed., Teaching Strategies, 2014.
2. Mena-Gonzalez, Janet, and Diane Widmeyer Eyer. *Infants, Toddlers and Caregivers: A Curriculum of Respectful, Responsive Care and Education*. 10th ed., McGraw Hill, 2014.
3. McQuire-Fong, Mary Jane. *Teaching and learning with Infants and Toddlers*. 1st ed., Redleaf Press, 2015.
4. Daly, Lisa, and Miriam Beloglovsky. *Loose Parts 2: Inspiring Play with Infants and Toddlers*. 1st ed., NAEYC, 2017.
5. Wittmer, Donna, and Sandra Peterson. *Infant and Toddler Development and Responsive Program Planning: A Relationship-Based Approach*. 4th ed., Pearson, 2017.
6. California Department of Education. California Infant/Toddler Learning & Development Foundations. California Department of Education and Center for WestEd Studies, 2009.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS: