

Las Positas College  
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## Course Outline for ECD 67

### INFANT AND TODDLER DEVELOPMENT AND CARE GIVING

Effective: Fall 2008

#### I. CATALOG DESCRIPTION:

ECD 67 — INFANT AND TODDLER DEVELOPMENT AND CARE GIVING — 3.00 units

Analysis of infant and toddler development and care, birth through 36 months. Study of current caregiving practices in infant/toddler centers and family day care homes. Examination of best practices, responsive caregiving techniques, environments, infant/toddler learning foundations, health, safety, and licensing requirements.

3.00 Units Lecture

#### Prerequisite

ECD 51 - Prenatal to Early Childhood  
with a minimum grade of C

#### Grading Methods:

Letter Grade

#### Discipline:

	<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. ECD51

1. identify techniques for studying children;
2. demonstrate knowledge of the basic developmental theories of prenatal, neonatal, infant, toddler, preschool, and early primary child development within a social-cultural context;
3. articulate connection between child development knowledge and appropriate practices
4. describe current trends in research about early childhood;
5. describe typical development milestones of children birth to 8 years of age
6. identify the strengths and exceptional needs of the child in the context of his/her family;
7. assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level;
8. identify the ethical responsibilities to children.

#### IV. MEASURABLE OBJECTIVES:

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

- A. describe the theories, characteristics and sequences of typical and atypical infant/toddler development with emphasis on best practices and individual, familiar and cultural differences;
- B. identify skills of infants/toddlers in physical, cognitive, social-emotional domains as well as key elements of language development;
- C. 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 infants and toddlers;
- D. describe and explain responsive caregiving techniques for infants/toddlers that enhance their optimum individual development;
- E. Develop a written plan, using observations and infant/toddler learning foundations, to implement curriculum for individual infant/toddler needs;
- F. describe behaviors of caregivers that model respectful communication, pro-social behavior and facilitate the development of empathy in infants and toddlers;
- G. demonstrate an understanding of respectful relationships, communication and interactions with families within a cultural context;
- H. analyze qualities of team approach, collaboration, communication, professional and ethical behaviors in infant/toddler care environments.

#### V. CONTENT:

- A. Theories and principles of infant/toddler development
  1. Sequence of development in social/emotional, cognitive, language, motor and perceptual skills
  2. Milestones for typically developing children
  3. Brain development
  4. Basic signs for atypical development and "at risk" infants/toddlers
  5. Theories of attachment and separation

6. Temperament and individual differences
- B. Principles of responsive caregiving
  1. Establishing relationships
  2. Respect of the infant/toddler as a individual
  3. Building of trust and attachment
  4. Use of daily routines as a foundation for building trust and 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
- C. 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
    - a. Preparing the environment
    - b. Appropriate toys, materials and activities
  4. Facilitating language and communication
  5. Encouraging infant's/toddler's natural cognitive curiosity
  6. Facilitating development of motor and perceptual skills
  7. Identifying challenging behaviors and implementing positive guidance strategies to develop pro-social behavior
- D. Observation of infants/toddlers
  1. Techniques for observations
  2. Documenting development
  3. Using observation documentation to assess individual infants/toddlers and their environment
- E. 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. Universal precautions, hand washing, cleaning, sanitizing and emergency procedures
  3. Recognizing signs of abuse in the non-verbal child
  4. Community Care Licensing requirements
- F. Family relationships and interactions
  1. Family as the primary relationship in the infant/toddler 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
- G. Professional development
  1. Team approach to meeting the individual needs of infants/toddlers
  2. Fostering respectful and collaborative relationships among adults
  3. On-going professional development
  4. Ethical professionalism and conduct
  5. Reflective practices

#### VI. METHODS OF INSTRUCTION:

- A. **Discussion** - Small group discussion and projects
- B. Media resources
- C. **Discussion** -
- D. **Lecture** -
- E. Observation in infant/toddler settings

#### VII. TYPICAL ASSIGNMENTS:

A. Writing and analysis: Observe one child and one caregiver. Other children and other caregivers may be included in the observation. 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. Observe and record how the adult and child react to each other emotionally. These observations are based on observable objective facts. B. Reading: 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? How does "caregiving" help facilitate infant problem solving?

#### VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**
  1. Frequency
    - a. Two to three observations and write-ups
    - b. Weekly short answer review question
    - c. One to three midterm/quizzes
    - d. Final project or final exam

#### IX. TYPICAL TEXTS:

1. Gonzalez-Mena, Janet and Eyey, Dianne Widmeyer *Infants, Toddlers and Caregivers: A Curriculum of Respectful, Responsive Care and Education*. 7th ed., McGraw-Hill, 2008.
2. Harms, T., Cryer, D., & Clifford, R. *Infant/Toddler Environment Rating Scale*. Revised ed., Teacher's College Press, 2006.
3. Van der Zante, Irene 1.2.3... *The Toddler Years*. 2nd ed., Toddler Center Press, 1995.
4. Weissbourd, Bernice and Musick, Judith *Infants and Their Social Environments*., National Association for the Education of Young Children, 1981.
5. Wittmer, Donna S. and Petersen, Sandra H. *Infant and Toddler Development and Responsive Program Planning: A Relationship-Based Approach*., Pearson, 2006.

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