Enhancing Social Competence of Infants and Toddlers

Course Design
1999-2000

Course Information
Organization: EASTERN ARIZONA COLLEGE
Division: Social Science
Course Number: ECD 122B
Title: Enhancing Social Competence of Infants and Toddlers
Credits: 1
Developed by: JoAnn Morales
Lecture/Lab Ratio: Six (6) hours per week.
Transfer Status: Transfers as elective credit to ASU, NAU, and U of A
Extended Registration Class: Yes
CIP Code: 20.0202
Assessment Mode: Pre/Posttest
Awareness Course: No
Intensive Writing Course: No
Prerequisites: ECD 101A-101D are prerequisites to all other ECD courses.
Educational Value: This course will be helpful to students interested in childcare, daycare, and education careers.
Description: This course will help the student develop skills and techniques to enhance the social competence of infants and toddlers by providing an appropriate environment, by providing positive interaction between caregiver and child, and by providing opportunities for interactions with peers.

Central AZ College, 1984.
This textbook is required. Source: Central AZ College Bookstore.

Supplies:
## Competencies and Performance Standards

### 1. Analyze the sequence of social development and its relationship to cognitive development.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Cognitive</th>
<th>Level</th>
<th>Analysis</th>
<th>Importance</th>
<th>Important</th>
<th>Difficulty</th>
<th>Medium</th>
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</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>Performance will be satisfactory when:</td>
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<td>Conditions</td>
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<td>Learning Objectives:</td>
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<td>a. Discuss major developmental steps that are both social and cognitive. List activities you provide that are both social and cognitive.</td>
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<td>b. Identify the social characteristics of the children in your group.</td>
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### 2. Determine the definition of attachment and discuss its formation and significance.

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<th>Cognitive</th>
<th>Level</th>
<th>Evaluation</th>
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<td>a. Compare the terms being &quot;attached&quot; and dependent.</td>
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<td>b. Discuss the ways in which infant behaviors foster attachment and how attachment behaviors change as an infant grows.</td>
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<td>c. Observe an infant-parent interaction. List the attachment behaviors you observe in this relationship.</td>
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### 3. Utilize routine care activities, such as diapering and feeding, for social interaction.

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<th>Application</th>
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<th>Essential</th>
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<td>a. Interact with infants during routine care times, while your advisor observes.</td>
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<td>b. Identify your most tedious and bothersome caregiving task(s). How can you alter these experiences?</td>
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<td>c. Observe and compare your facility with another child care setting.</td>
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4. Explain the importance of routine care activities in the establishment of basic trust during infancy.

**Criteria**—Performance will be satisfactory when:
- square: learner provides acceptable written and oral responses to questions.
- square: learner participates in discussions and activities assigned.

**Conditions**—Competence will be demonstrated:
- square: in the completion of selected activities in the module.

**Learning Objectives:**
- Discuss with your advisor how attachment are related.
- Determine how a caregiver can respond in ways that promote individuality in a group setting.
- Observe another child care setting. Are needs met consistently and promptly? List the kinds of behaviors the babies are exhibiting.

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5. Compare the basic stages of play.

**Criteria**—Performance will be satisfactory when:
- square: learner provides acceptable written and oral responses to questions.
- square: learner participates in discussions and activities assigned.

**Conditions**—Competence will be demonstrated:
- square: in the completion of selected activities in the module.

**Learning Objectives:**
- Observe the group of children you work with and list the stages of play that you see.
- Provide a balance of independent, peer and adult-child activities for one age group.
- List the techniques you use to help babies interact positively.

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6. Provide materials and activities which encourage the positive social functioning of children according to their developmental levels.

**Criteria**—Performance will be satisfactory when:
- square: learner provides acceptable written and oral responses to questions.
- square: learner participates in discussions and activities assigned.

**Conditions**—Competence will be demonstrated:
- square: in the completion of selected activities in the module.

**Learning Objectives:**
- Create a card file of fingerplays, action songs, and games that will encourage the development of personal and social skills.
- List some specific caregiver behaviors that encourage the development of a child's positive self-concept.
- Determine what areas in your environment foster and develop social interactions that occur in each area.
7. Share knowledge of social competence to parents.

<table>
<thead>
<tr>
<th>Domain—Affective</th>
<th>Level—Valuing</th>
<th>Importance—Important</th>
<th>Difficulty—High</th>
</tr>
</thead>
</table>
| **Criteria**—Performance will be satisfactory when:  
  - learner provides acceptable written and oral responses to questions.  
  - learner participates in discussions and activities assigned. | **Conditions**—Competence will be demonstrated:  
  - in the completion of selected activities in the module. | **Learning Objectives:**  
  a. Identify a child who is having trouble separating from his parents. Discuss the possible reasons with your advisor.  
  b. Arrange a meeting with a parent to discuss s/his feelings about the social development of s/his child. |

8. Develop an implementation plan.

<table>
<thead>
<tr>
<th>Domain—Cognitive</th>
<th>Level—Synthesis</th>
<th>Importance—Essential</th>
<th>Difficulty—Medium</th>
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</thead>
</table>
| **Criteria**—Performance will be satisfactory when:  
  - learner completes a written implementation plan which states how the new skills and techniques learned will be implemented. | **Conditions**—Competence will be demonstrated:  
  - in the completion of selected activities in the module.  
  - in the completion of an implementation plan.  
  - in the completion of a posttest. | **Learning Objectives:**  
  a. State how the information and skills learned in this module will be incorporated into his/her ongoing work with children. |

**Types of Instruction**

- Individualized/Independent Study
- On-the-job Experience
- Simulated or Actual Work Experience

**Grading Policy**

**Evaluation Methods:** A pre and posttest will be given. Pre-test will not count. Posttest will count 10% of grade. The instructor evaluates the student's competence by observation, responses to written assignments, and individual conferences.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100% of completed competencies. A written implementation plan. 100% attendance and preparedness.</td>
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<tr>
<td>B</td>
<td>80-89% of completed competencies. A written implementation plan. 95% attendance and preparedness.</td>
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<tr>
<td>C</td>
<td>70-79% of completed competencies. A written implementation plan. 90% attendance and preparedness.</td>
</tr>
<tr>
<td>D</td>
<td>60-69% of completed competencies. A written implementation plan. 85% attendance and preparedness.</td>
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<tr>
<td>F</td>
<td>Below 59%</td>
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</table>
Learning Plans

Learning Plan 1-- Enhancing Social Competence of Infants and Toddlers

Overview: In this learning plan, the student may develop skills and techniques to enhance the social competence of infants and toddlers by providing an appropriate environment, by providing positive interaction between caregiver and child, and by providing opportunities for interactions with peers.

Competency: 1. Analyze the sequence of social development and its relationship to cognitive development.
Competency: 2. Determine the definition of attachment and discuss its formation and significance.
Competency: 3. Utilize routine care activities, such as diapering and feeding, for social interaction.
Competency: 4. Explain the importance of routine care activities in the establishment of basic trust during infancy.
Competency: 5. Compare the basic stages of play.
Competency: 6. Provide materials and activities which encourage the positive social functioning of children according to their developmental levels.
Competency: 7. Share knowledge of social competence to parents.
Competency: 8. Develop an implementation plan.

Learning Activities:

____ 1. Select a daycare.
____ 2. Meet with your advisor.
____ 3. Make observations of the children in your program.
____ 4. Plan and carry out activities with children.
____ 5. Complete the supplement section as assigned throughout the module.

Performance Assessment Activities:

____ 1. Discuss observations with your advisor.
____ 2. Complete assigned activities in the module.
____ 3. Submit the assignments for evaluation and credit.
____ 4. Submit an implementation plan.
____ 5. Complete a posttest.