EASTERN ARIZONA COLLEGE
Infants and Toddlers Development
Course Design
2018-2019

Course Information

Division	Social Sciences
Course Number	ECE 110
Title	Infants and Toddlers Development
Credits	3
Developed by	JoAnn Morales
Lecture/Lab Ratio	3 Lecture/0 Lab

Transfer Status

ASU	NAU	UA
ECD Dept Elective	Elective Credit	Elective Credit

Activity Course	No
CIP Code	13.1210
Assessment Mode	Pre/Post Test (75 Questions/75 Points)
Semester Taught	Spring
GE Category	None
Separate Lab	No
Awareness Course	No
Intensive Writing Course	No
Diversity and Inclusion Course	No

Prerequisites

None

Educational Value

This course will be helpful to students who are interested in providing childcare in a home environment, a childcare center, private preschools, and early education careers. The information provided is based on current theories and research. Early childhood educators, administrators, advocates, and parents will find practical information that can be put to immediate use to promote the highest-quality care and education possible for young children.

Description

This course will provide the students with an introduction to the principles of development in children from birth through 36 months. Emphasis will be placed on individuality of child and the adult role in providing a safe, stimulating environment for the development of the very young child.

Supplies

None

Competencies and Performance Standards

1.   Explain the relationship between the sequence and the rate of development for individuals.

Learning objectives

What you will learn as you master the competency:

a.   Define the differences between development and learning.

b.   Identify typical patterns of physical, emotional, social, and cognitive development between birth and thirty-six months of age using a developmental profile.

c.   Explain how the development of each child differs from typical patterns of development.

d.   Describe the relationship between diversity and milestones achieved by children.

Performance Standards

Competence will be demonstrated:

o   in the completion of selected activities assigned

o   in the completion of a chapter test

Criteria - Performance will be satisfactory when:

o   learner provides acceptable written responses to questions and situations about the sequence and rate of development of children

o   learner can complete a developmental profile

o   learner can describe patterns of development

2.   Summarize the history and trends in infant and toddler care and development.

Learning objectives

What you will learn as you master the competency:

a.   Outline major historical and current perspectives on development and care of infants and toddlers.

b.   Compare historical and contemporary theories of child development.

c.   Justify how Bronfenbrenner's ecological systems theory can be used to explain current trends in early care and education.

Performance Standards

Competence will be demonstrated:

o   in the completion of selected activities assigned

o   in the completion of a chapter test

Criteria - Performance will be satisfactory when:

o   learner can provide acceptable, written responses to questions and situations about the history of early childhood development

o   learner can discuss theories presented in early childhood

o   learner can describe theoretical contributions for each developmental area

3. **Characterize the unlimited child, its major needs and development, and include children with Special Rights.**

   Learning objectives

   What you will learn as you master the competency:

   a. Identify the four major developmental areas for assessment and discuss how they differ from one another.
   b. Describe the characteristics of children with special rights.
   c. Compare various attachment theories particularly their impact on development.

   Performance Standards

   Competence will be demonstrated:

   o in the completion of selected activities assigned
   o in the completion of a chapter test

   Criteria - Performance will be satisfactory when:

   o learner can identify the four major developmental areas for assessment
   o learner can describe attributes young children might exhibit in regards to their development
   o learn can compare various attachment theories and their impact on development

4. **Outline the Three A's: The Master Tools for Child Care.**

   Learning objectives

   What you will learn as you master the competency:

   a. Justify the purposes for using the three A's in daily child care.
   b. Explain the changing roles concerning attachment for early childhood educators.
   c. Articulate the relationship between theory and practice for the three A's.

   Performance Standards

   Competence will be demonstrated:

   o in the completion of selected activities
   o in the completion of a chapter test

   Criteria - Performance will be satisfactory when:

   o learner provides acceptable written responses about the three A's
   o learner can relate the three A's with attachment
   o learner can model the three A's

5. **List effective preparation and tools for professional educators.**

   Learning objectives

   What you will learn as you master the competency:

   a. Describe the characteristics necessary to become a competent caregiver.
   b. Explain the various types of knowledge professional educators possess.
   c. Articulate the relationship between formal education experiences and child outcomes.
   d. Examine observational tools.

Performance Standards

Competence will be demonstrated:

o   in the completion of selected activities

o   in the completion of a chapter test

Criteria - Performance will be satisfactory when:

o   learner provides acceptable written responses about characteristics of competent caregivers

o   learner can link professional knowledge with positive early childhood outcomes

o   learner can match observational tools with data needs

o   learner can list various observational tools

6. **Relate the importance of building relationships with and guiding the behaviors of infants and toddlers.**

   Learning objectives

   What you will learn as you master the competency:

   a.   Describe Reggio Emilia's approach to infant/toddler relationship with adults.

   b.   Review a developmental view of discipline.

   c.   List methods for helping children gain self-regulating skills.

   d.   Define perspective-taking.

   Performance Standards

   Competence will be demonstrated:

   o   in the completion of selected activities

   o   in the completion of a chapter test

   Criteria - Performance will be satisfactory when:

   o   learner can provide acceptable written responses to caregiver and child relationships

   o   learner can participate in discussions and activities about discipline

   o   learner can discuss strategies to guide behavior, and develop self-regulations

7. **Explain the importance of supportive communication with families and colleagues.**

   Learning objectives

   What you will learn as you master the competency:

   a.   Develop procedures for informal and formal communication with families.

   b.   Discuss the working relationships and responsibilities of the staff with whom the caregiver is working.

   c.   Describe the skills necessary when communicating with family members and colleagues.

   d.   Compare the active listening process with mirroring.

   Performance Standards

   Competence will be demonstrated:

   o   in the completion of selected activities

   o   in the completion of a chapter test

   Criteria - Performance will be satisfactory when:

   o   learner can give examples of effective communication

- o   learner can describe the importance of effective working relationships with staff
- o   learner can list various communication skills
- o   learner can compare listening techniques

8. **Explain the principles of environmental design.**

   Learning objectives

   What you will learn as you master the competency:
   a. Identify components of high-quality and developmentally appropriate indoor and outdoor learning environments from both the teacher's and child's perspective.
   b. List criteria for selecting materials.
   c. Evaluate policies and procedures for protecting the health and safety of young children birth to thirty-six months of age.

   Performance Standards

   Competence will be demonstrated:
   - o   in the completion of selected activities
   - o   in the completion of a chapter test

   Criteria - Performance will be satisfactory when:
   - o   learner can give examples of high quality environments
   - o   learner can list criteria to select classroom materials
   - o   learner can discuss appropriate health and safety measures

9. **Explain the importance of curriculum development.**

   Learning objectives

   What you will learn as you master the competency:
   a. Identify major influences on the curriculum.
   b. Examine the caregiver's role in curriculum development.
   c. Write daily or weekly (integrated) lesson plans.

   Performance Standards

   Competence will be demonstrated:
   - o   in the completion of selected activities
   - o   in the completion of a chapter test

   Criteria - Performance will be satisfactory when:
   - o   learner can give examples of important influences on curriculum
   - o   learner can create individualized curricula for infants and toddlers
   - o   learner can develop a lesson plan

10. **Match caregiver strategies, materials, and activities to the child's development/age level.**

    Learning objectives

    What you will learn as you master the competency:
    a. Identify and record sequences of change in the physical, emotional, social, and cognitive/language development of infants from birth to thirty-six months.
    b. Select materials appropriate to a particular developmental level.

c.   Devise care giving and teaching strategies for an infant or toddler appropriate to his or her age and developmental level.

Performance Standards

Competence will be demonstrated:

o   in the completion of selected activities

o   in the completion of a chapter test

Criteria - Performance will be satisfactory when:

o   learner can identify and collect information for assessment

o   learner can choose appropriate materials for various developmental levels

o   learner can outline appropriate strategies to meet the needs of children's age or developmental level

Types of Instruction

Direct instruction

Discussion

Collaborative group projects

Grading Information

Grading Rationale

Grades will be determined with the following criteria being considered.

Class attendance /participation - Weight-   5%

Assignments – Weight   45%

Examinations / tests – Weight   35%

Post test   15%

A pre and posttest will be given. Pre-test will not count.

Grading Scale

A   90%-100%

B   80%-89%

C   70%-79%

D   60%-69%

F   Below 59%