

ECED-1020: INTRODUCTION TO INFANT AND TODDLER DEVELOPMENT, CARE AND RELATIONSHIPS

Cuyahoga Community College

Viewing: ECED-1020 : Introduction to Infant and Toddler Development, Care and Relationships

Board of Trustees:

December 2023

Academic Term:

Fall 2024

Subject Code

ECED - Early Childhood Education

Course Number:

1020

Title:

Introduction to Infant and Toddler Development, Care and Relationships

Catalog Description:

Comprehensive introduction to infant and toddler development and care with special emphasis on developmentally appropriate practices for adults who work with children ages birth to three. Discussion of major developmental milestones in infant and toddler growth and creation of safe, healthy, and supportive learning environments for children under three. Selection of materials and equipment for center or home-based care; analysis of professional standards for high quality interactions between adults and very young children. Includes observations in infant/toddler settings.

Credit Hour(s):

3

Lecture Hour(s):

3

Requisites

Prerequisite and Corequisite

ENG-1010 College Composition I; and ECED-1010 Introduction to Early Childhood Education: Children's Development and Programs.

Outcomes

Course Outcome(s):

Identify major developmental milestones in infant and toddler growth in order to develop activities and opportunities that encourage language development, emotional development, physical development, curiosity, exploration, and problem solving appropriate for the diverse developmental levels and learning styles of infants and toddlers

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Review and analyze appropriate practices and curriculum models for infants and toddlers, including infants and toddlers with diverse needs and abilities.
 2. Research how infants and toddlers (0-3) develop and learn.
 3. Select, evaluate, and utilize appropriate materials and equipment to support infant and toddler growth and development.
 4. Use communication strategies that support the understanding, and acquisition of language, using verbal and nonverbal means of communicating thoughts and feelings.
 5. Identify the importance of emergent literacy in families with infants and toddlers.
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Course Outcome(s):

Establish positive relationships and collaboration strategies with diverse families and caregivers and recognize their critical role in quality care.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Explain strategies to include families from diverse backgrounds and cultures in order to encourage their involvement in the educational care setting and supporting the young child's relationship with their family.
2. Review and analyze the role of the family/caregiver in the infant/toddler experience.
3. Discuss strategies for establishing positive and productive relationships with families of infants and toddlers.
4. Discuss and demonstrate how to integrate goals from the individualized Family Service Plan (IFSP) into the child's daily interactions.
5. Describe the collaboration of professionals and families in addressing the needs of infants and toddlers with diverse needs and abilities.
6. Explain prenatal and environmental impacts on neurological development.

Course Outcome(s):

Identify and exhibit the knowledge, skills and dispositions needed to be an effective professional when relating to infants and toddlers and their families.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Discuss the importance of becoming an advocate for infants and toddlers on issues that concern their overall development and welfare.
2. Examine and describe one's professional philosophy on infant and toddler care and education.
3. Examine the various standards used in the field that impact one's work with infants and toddlers.
4. Identify the rules regarding licensing of childcare programs for infants and toddlers in the State of Ohio.
5. Examine and explain Ohio's current state program standards for quality.

Methods of Evaluation:

1. Quizzes, midterm, and final examination
2. Written observation reports
3. Toddler experience plans
4. Assigned class projects

Course Content Outline:

1. Standards for high quality care for infants-toddlers
 - a. Quality of relationships
 - i. caregiver: qualities, dispositions and competencies
 - ii. primary caregiving
 - iii. environment: how it looks and feels children
 - iv. what they bring to the setting
2. Demand and supply of infant-toddler care
 - a. Children's Defense Fund
 - b. Carnegie Task Force
 - c. Cost, Quality, Child Outcomes study
 - d. Types of care available to parents
 - i. family childcare home providers
 - ii. center-based care
 - iii. early head start
 - iv. employer-sponsored care
3. Model programs and professional standards/recommendations

- a. Goals and objectives of high quality programs
- b. Professional standards
 - i. Developmentally appropriate practice. National Association for the Education of Young Children (NAEYC) and Zero to Three: The National Center
 - ii. NAEYC Code of Ethical Conduct
 - iii. High/Scope's key experiences for infants and toddlers
 - iv. Child Development Associate (CDA) competencies
 - v. Ohio Early Learning and Development Standards
4. Relationships as foundation of caregiving
 - a. Title: teacher or caregiver?
 - b. Identity formation
 - c. Attachment
 - d. Theorists
 - i. Maslow
 - ii. Erikson
 - iii. Ainsworth
 - iv. Piaget
 - v. Vygotsky
5. Infant developmental characteristics
 - a. Physical development
 - b. Social-emotional development
 - c. Cognitive development
 - d. Language development
 - e. Neurological development
6. Toddler developmental characteristics
 - a. Physical development
 - b. Social-emotional development
 - c. Cognitive development
 - d. Language development
 - e. Neurological development
7. Teaching: the how of age appropriateness
 - a. Responsive curricula vs. intellectual stimulation
 - b. Responsive, caring teachers: warmth and gentleness
 - c. Teacher responsibilities
 - d. Core teacher skills
 - i. observation
 - ii. communication
 - iii. management
 - iv. health and safety
 - v. planning.
8. Guiding and understanding behavior
 - a. Realistic expectations and child development knowledge
 - b. Pre-natal development
 - c. Separation and stranger anxiety
 - d. Consistency
 - e. Reflective listening
 - f. Empathy
 - g. Modeling
 - h. Transitions
9. Designing a safe, nurturing environment
 - a. Using a good home as a model
 - b. Areas: diapering, sleeping, eating, playing
 - c. Health and physical safety issues
 - d. Emotionally safe
 - e. Cultural continuity
 - f. Inclusive environments
 - g. Indoor and outdoor space and play
10. Partnerships with families

- a. Guidelines for assessing and evaluating the environment
 - b. Professional and legal standards
 - c. Infant needs: sleeping, nutrition, diapering, playing, holding, and movement
 - d. Toddler needs: sleeping, feeding, toileting, playing, holding, movement
 - e. Community resources
 - f. Family needs: observing, belonging
 - g. Cultural, linguistic, and familial continuity
11. Materials, toys, and learning experiences
- a. Webbing and project approach
 - b. Activity and interest centers
 - c. Safety factors
 - d. Multi-age grouping considerations

Resources

Gonzalez-Mena, J. & Eyer, D.W. (2021) *infants, Toddlers and Caregivers. A curriculum of respectful, responsive, relationship based care and education*, McGraw Hill.

Subramaniam, A., Thompson, J., Luckenbill, J. (2019) *This Is Play: Environments and Interactions that Engage Infants and Toddlers*, Washington, D.C., NAEYC.

McMullen, M.B., Brody, D. (2022) *Infants & Toddlers at Play: Choosing the Right Stuff for Learning and Development*, NAEYC.

McMullen, M.B. . (2022) *On Being & Well-Being in Infant/Toddler Care & Education: Life Stories from Baby Rooms*, Teachers College Press.

Swim, T.J. (2023) *Infants and Toddlers: Caregiving and Responsive Curriculum Development*, Boston, MA: Cengage.

Handel, L. (2018) Caring for and About Infants and Toddlers. 73. Washington DC:NAEYC. <https://www.naeyc.org/resources/pubs/yc/jul2018>

Eliot, L. (1999) *What's Going On In There? How The Brain and Mind Develop in the First Five Years Of Life*, New York, NY: Bantam Books.

O'Brian, M. (1997) *Inclusive Child Care for Infants & Toddlers*, Paul H. Brooks Publishing.

Gandini, L. & Edwards, C.P. (2001) *Bambini, The Italian Approach to Infant and Toddler Care*, New York, NY: Teachers College Press.

Petrie, S. (2005) *Authentic Relationships in Group Care for Infants and Toddlers - Resources for Infant Educators (Rie) Principles Into Practice*, Jessica Kingsley Publisher.

(2008) *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice, Second Edition*, Washington DC, MAEYC.

Post, J. (2000) *Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings*, Wadsworth Publishing Company.

Kinser, K. "Rocking and Rolling: DAP in action in an infant-toddler setting." *Young Children*, 77 (1). NAEYC, Retrieved from: <https://www.naeyc.org/resources/pubs/yc/spring2022/rocking-and-rolling>

Palarkian, R. "Rocking and Rolling: Promoting inclusion in Infant and Toddler Settings" *Young children*, 76 (4). NAEYC, 2021. Retrieved from <https://www.naeyc.org/resources/pubs/yc/winter2021/inclusion-infant-toddler>

Instructional Services

CTAN Number:

Career Technical Assurance Guide CTECE003

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