

## Infant/Toddler Care and Development

This course introduces the major concepts, principles, theories and research related to the development and care of children birth to age three. Students will learn how to create a healthy and safe environment while developing appropriate interaction and communication skills that will assist with learning and development. Instruction will include the use of library, computer, and written expression.

Outcomes	Indicators	Assessment Types	Sample Assessment Tasks
<p>1. The childcare professional will demonstrate an understanding of the stages of and milestones in the areas of social and emotional, language, cognitive, and physical development from birth through age three.</p>	<ul style="list-style-type: none"> <li>• Identify the stages and milestones of development</li> <li>• Recognize the importance of knowing the stages of development.</li> <li>• Demonstrate an understanding of typical and atypical development.</li> <li>• Demonstrate an understanding of brain development in children birth through age three.</li> <li>• Demonstrate an understanding of how genetics and environment influence child growth and development.</li> <li>• Identify strategies for the child care provider that will promote successful child development.</li> <li>• Identify strategies for working with children with special needs.</li> <li>• Demonstrate observational and assessment techniques to track skill development and individual need.</li> </ul>	<ul style="list-style-type: none"> <li>• Restricted response</li> <li>• Extended response</li> <li>• Case study</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a development chart of one or all developmental areas.</li> <li>• Complete a case study of a child infant through age three.</li> <li>• Present current research information on brain development.</li> <li>• Identify the ages and stages of children in a child care program based on an observation.</li> <li>• Review completed case studies/scenarios and determine typical or atypical development.</li> <li>• Demonstrate appropriate responses and strategies to influencing successful child development.</li> <li>• Identify assessment tools appropriate for children birth through age three.</li> <li>• Identify community resources that evaluate whether an infant/toddler has a developmental delay or disability</li> </ul>
<p>2. The child care professional will demonstrate an understanding of how to effectively work with infants and toddlers with a diagnosed disability including: program planning, individualization, environment and equipment modifications.</p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of developmentally appropriate practices for infants and toddlers with developmental, emotional, cognitive, language and/or physical needs.</li> <li>• Understand inclusionary practices.</li> <li>• Demonstrate an understanding of the ADA.</li> <li>• Demonstrate an understanding of how to implement an Individual Family Support Plan.</li> <li>• Identify resources for referral and specialized services.</li> <li>• Demonstrate an understanding of how environment and equipment modifications support individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Response</li> <li>• Restricted Response</li> <li>• Written Response</li> <li>• Oral Presentation</li> <li>• Project demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Research theoretical and legal foundations for special programs.</li> <li>• Develop and demonstrate a modification to a lesson plan that will support a child with a diagnosed disability.</li> <li>• Read and interpret an Individual Family Support Plan.</li> <li>• Create an environment that supports inclusionary practices.</li> <li>• Develop a resource guide for resource and referral for infants and toddlers with a suspect/diagnosed disability.</li> </ul>
<p>3. The childcare professional will understand and identify the major theories of child development.</p>	<ul style="list-style-type: none"> <li>• Identify theory and theorist in relation to child development and approaches to learning.</li> <li>• Identify the differences in major theories.</li> <li>• Demonstrate how theory is reflective in the child care environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended response</li> <li>• Restricted Response</li> <li>• Written submission</li> <li>• Oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Identify theory based on content, stages, and approaches to learning.</li> <li>• Compare and contrast major child development theories.</li> <li>• Align theories with stages of child development</li> <li>• Present research on a theory/theorists and how it has influenced approaches to learning.</li> </ul>

Outcomes	Indicators	Assessment Types	Sample Assessment Tasks
<p>4. The child care professional will demonstrate an understanding of appropriate interaction and supervision of children birth through age three.</p>	<ul style="list-style-type: none"> <li>• Understand the importance of predictable and consistent care.</li> <li>• Demonstrate appropriate caregiver responses to different infant/toddler temperaments.</li> <li>• Identify strategies to ensure appropriate infant and toddler supervision.</li> <li>• Demonstrate appropriate interaction with infants and toddlers.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Response</li> <li>• Restricted Response</li> <li>• Observation</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Complete an observation documenting interaction between staff and child.</li> <li>• Review OCC regulations to determine supervisory needs.</li> <li>• Develop strategies for working with children based on temperament and age.</li> <li>• Demonstrate appropriate response to scenarios.</li> </ul>
<p>5. The child care professional will understand how to promote safety needs in the infant and toddler environment.</p>	<ul style="list-style-type: none"> <li>• Identify procedures that will promote a safe environment (indoor and outdoor).</li> <li>• Identify strategies to ensure appropriate infant and toddler supervision.</li> <li>• Understand the content and implications of OCC environment regulations and supervision requirements.</li> <li>• Identify the signs of child abuse and neglect and demonstrate knowledge of appropriate reporting process.</li> <li>• Identify resources addressing health, safety and nutrition topics (CPR, 911, CDC, WIC, Poison Control)</li> <li>• Discuss Sudden Infant Death Syndrome and identify preventive measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Response</li> <li>• Restricted Response</li> <li>• Observation</li> <li>• Oral presentations</li> <li>• Written Submission</li> </ul>	<ul style="list-style-type: none"> <li>• Complete an environment observation that highlights practices that ensure safety.</li> <li>• Review Office of Child Care regulations regarding sleep positions, bedding restrictions, and sleep supervision as it related to SIDS prevention.</li> <li>• Review and understand reporting instructions and required documentation for Child Abuse Neglect and Reporting.</li> <li>• Identify resources that will assist with maintaining safe environments.</li> </ul>
<p>6. The child care professional will demonstrate and understand how to support health needs of children birth through age three.</p>	<ul style="list-style-type: none"> <li>• Identify appropriate practice for the identification, prevention, and treatment of communicable diseases and illnesses in child care setting.</li> <li>• Identify strategies for providing appropriate care for infants and toddlers with chronic health issues.</li> <li>• Develop policies and procedures that promote good hygiene.</li> <li>• Identify recommended medical and immunization schedules for children birth through age three.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Response</li> <li>• Restricted Response</li> <li>• Observation</li> <li>• Oral presentations</li> <li>• Written Submission</li> </ul>	<ul style="list-style-type: none"> <li>• Research medical and immunization schedules that promote healthy development.</li> <li>• Research common health issues and chronic illness in children birth-age three.</li> <li>• Develop a care plan for a child with a chronic health issue</li> <li>• Develop a procedure that promotes a healthy environment include: <ul style="list-style-type: none"> <li>Hand-washing</li> <li>Sanitizing</li> <li>Illness policy</li> </ul> </li> </ul>

Outcomes	Indicators	Assessment Types	Sample Assessment Tasks
<p>7. The child care professional will demonstrate and understand how to support nutritional and feeding needs of children birth through age three.</p>	<ul style="list-style-type: none"> <li>• Describe infant/toddler nutritional needs</li> <li>• Identify the need to maintain individual feeding schedules for infants.</li> <li>• Review tracking systems to monitor the daily feeding schedule of infants and toddlers</li> <li>• Review recommended feeding schedules and identifies strategies for introducing new food for children birth through age three.</li> <li>• Understand t OCC feeding regulations and monitoring requirements.</li> <li>• Identify strategies to assist children with food allergies/feeding concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Response</li> <li>• Restricted Response</li> <li>• Observation</li> <li>• Oral presentations</li> <li>• Written Submission</li> </ul>	<ul style="list-style-type: none"> <li>• Report on research-based information on current nutritional recommendations for infants during the first year</li> <li>• Review Office of Child Care regulations on feeding, food preparation and storage, and required feeding supervision.</li> <li>• Develop a weekly menu for children 2-three years-old that meets CCAFP/USDA guidelines.</li> <li>• Complete an observation: document feeding schedule, menus, and staff interaction.</li> <li>• Complete a daily feeding record for infants.</li> <li>• Review Office of Child Care regulations on feeding, food preparation and storage, and required feeding supervision.</li> <li>• Develop a policy that will promote sound feeding procedures in infant and toddler programs.</li> <li>• Develop a lesson nutritional lesson plan appropriate for children 2-three years-old.</li> </ul>
<p>8. The child care professional will demonstrate and understanding how implementing predictable schedules and appropriate care routines when working with children birth through age three supports development.</p>	<ul style="list-style-type: none"> <li>• Develop appropriate daily schedules that promote routines</li> <li>• Identify the components of: <ul style="list-style-type: none"> <li>Greeting and Departure</li> <li>Feeding</li> <li>Diapering and Toileting</li> <li>Dressing</li> <li>Sleeping</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Extended Response</li> <li>• Restricted Response</li> <li>• Observation</li> <li>• Oral presentations</li> <li>• Written Submission</li> </ul>	<ul style="list-style-type: none"> <li>• Develop daily schedules for children birth-three years of age.</li> <li>• Identify the recommended sleep needs of children birth-age three.</li> <li>• Design an area for parents and children that promote greetings and departures.</li> <li>• Develop activities that will assist in the development of self-help skills.</li> <li>• Observe one routine in an infant and/or toddler environment.</li> </ul>
<p>9. The child care professional will identify and demonstrate an understanding of appropriate equipment, materials, and room design for an optimal infant/toddler environment.</p>	<ul style="list-style-type: none"> <li>• Identify infant and toddler materials and equipment</li> <li>• Understand how appropriate material and equipment promotes play.</li> <li>• Identify the requirements of an appropriate environment that will promote free exploration and manipulation</li> <li>• Demonstrate an understanding of how available materials and equipment guide activity development.</li> <li>• Identify adaptations to materials and equipment for children with diagnosed special needs or delay.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Response</li> <li>• Restricted Response</li> <li>• Observation</li> <li>• Oral presentations</li> <li>• Written Submission</li> </ul>	<ul style="list-style-type: none"> <li>• Design a sample floor plan for a physical space for toddlers between one and two years old</li> <li>• Identify infant and toddler toys and determine appropriate age and learning expectations.</li> <li>• Complete and environment checklist for a classroom that services children birth through ages three.</li> <li>• Identify modifications to equipment and environment based on case study information.</li> </ul>

Outcomes	Indicators	Assessment Types	Sample Assessment Tasks
<p>10. The child care provider will demonstrate an understanding of how to develop, plan, and implement appropriate activities for children birth through age three.</p>	<ul style="list-style-type: none"> <li>• Identify the components of a lesson plan</li> <li>• Develop appropriate activities for children birth through age three.</li> <li>• Define Developmentally Appropriate Practice</li> <li>• Identify curriculums specific to children birth through age three.</li> <li>• Demonstrate an understanding of individual planning.</li> <li>• Demonstrate an understanding of teacher direct vs. child directed activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Response</li> <li>• Restricted Response</li> <li>• Oral presentations</li> <li>• Written Submission</li> </ul>	<ul style="list-style-type: none"> <li>• Present a curriculum designed to be used with infants and toddlers.</li> <li>• Develop a lesson plan for a specific group of children birth through age three.</li> <li>• Observe an activity in an infant and toddler environment.</li> <li>• Develop and present activities that will promote positive development and skill enhancement.</li> </ul>
<p>11. The early educator will understand how culture and diversity affect infant/toddler development and caregiving.</p>	<ul style="list-style-type: none"> <li>• Understand the impact of culture on infant and toddler development.</li> <li>• Identify strategies for integrating culture and diversity into an infant and toddler program.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Response</li> <li>• Restricted Response</li> <li>• Oral presentations</li> <li>• Written Submission.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and present an activity that promotes cultural diversity in the classroom.</li> <li>• Identify materials and equipment that promote cultural diversity.</li> <li>• Develop strategies for involving families in the classroom.</li> <li>• Research cultural influence on development.</li> </ul>
<p>12. The childcare professional will understand the importance of and skills necessary for working with parents and families of infants and toddlers.</p>	<ul style="list-style-type: none"> <li>• Understand the importance of parent/ caregiver relationship</li> <li>• Identify ways to help parents and infants/toddlers handle separation and attachment.</li> <li>• Develop strategies for involving parents in the child care setting.</li> <li>• Identify strategies for effective communication with families.</li> <li>• Identify resources to assist and support families.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Response</li> <li>• Oral presentations</li> <li>• Written Submission</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective communication skills.</li> <li>• Develop a newsletter or parent communication board.</li> <li>• Design a welcome area for families.</li> <li>• Develop activities that can be done at home that support the home to classroom link.</li> </ul>