CHLD 50D: INFANT & TODDLER DEVELOPMENT & CARE

Foothill College Course Outline of Record

<table>
<thead>
<tr>
<th>Heading</th>
<th>Value</th>
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<tbody>
<tr>
<td>Effective Term</td>
<td>Summer 2021</td>
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<tr>
<td>Units</td>
<td>5</td>
</tr>
<tr>
<td>Hours</td>
<td>5 lecture per week (60 total per quarter)</td>
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<tr>
<td>Advisory</td>
<td>CHLD 1 is recommended to enable successful completion.</td>
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<tr>
<td>Degree &amp; Credit Status</td>
<td>Degree-Applicable Credit Course</td>
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<tr>
<td>Foothill GE</td>
<td>Non-GE</td>
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<tr>
<td>Transferable</td>
<td>CSU</td>
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<tr>
<td>Grade Type</td>
<td>Letter Grade Only</td>
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<tr>
<td>Repeatability</td>
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Student Learning Outcomes

- Demonstrate knowledge of infant and toddler development and how to support their development in the context of group care and/or the home.
- Examine relationship-based learning of infants and toddlers and cultural sensitivity as it relates to diverse infant, toddlers and families.
- Design high-quality environments that meet the needs of infants and toddlers while highlighting the roles of caregivers within that space.

Description

Overview of human growth and development including physical, cognitive, social and emotional domains, from birth to three years of age, within the context of the young child’s family, culture, and community. Examination of developmental theory and the effects of social and physical environments on practices, child learning and behavior. Influence of responsive and culturally sensitive relationships with children and their parents on children’s development is emphasized.

Course Objectives

The student will be able to:

a. Describe concepts and the importance of attachments between infants and caregivers.
b. Identify aspects of infant sensory perception and the impact on development.
c. Demonstrate knowledge of sequences in infant/toddler motor development by summarizing the developmental milestones, characteristics and growth patterns.
d. Examine cognitive development and learning in the infant/toddler period.
e. Investigate aspects of infant/toddler sociocultural development.
f. Analyze the role of cultural sensitivity as it relates to infants, toddlers, and families in care.
g. Explain the concept of respectful, responsive and reciprocal inter-relationships.
h. Identify the caregiver’s role in developing and implementing individualized curriculum.
i. Demonstrate observation and documentation skills.
j. Design a high-quality environment for infants and toddlers.
k. Using current research, compare and contrast caregiving practices that support optimal development and the most effective individualized care.

Course Content

a. Describe concepts and the importance of attachments between infants and caregivers
   i. Review primary theories of attachment
   ii. Describe stages of attachment development
   iii. Examine attachment and the influence on early brain development
   iv. Discuss cultural variations of attachment
b. Identify aspects of infant sensory perception and the impact on development
   i. Define concepts of sensory stimuli and integration
   ii. Recognize infant behaviors that demonstrate development of perception
   iii. Discuss family and cultural variations of sensory stimuli and perception
c. Demonstrate knowledge of infant/toddler physical development
   i. Discuss functions of infant reflexes
   ii. Recognize gross motor skills and progression of development and mobility
   iii. Recognize fine motor skills and progression of development and manipulation
   iv. Identify the impact of parent/caregiver interactions and environment on motor skill development
d. Examine cognitive development and learning in the infant/toddler period
   i. Analyze interactions of reciprocal communication and progression of language development
   ii. Examine the "discoveries" in infancy including learning schemes, cause and effect, use of tools, understanding space, and imitation
   iii. Examine the effects of trauma on the developing child
e. Investigate aspects of infant/toddler sociocultural development
   i. Recognize Erikson’s stages of psychosocial development
   ii. Identify the importance of family roles and relationships on infant social development
   iii. Describe the impact of guidance and discipline techniques on an infant’s social development
   iv. Examine parent/caregiver role in promoting healthy brain growth and social development
   v. Recognize behaviors that demonstrate development of social skills
f. Analyze the role of cultural sensitivity as it relates to infants, toddlers, and families in care
   i. Explain the importance of developing and maintaining partnerships with parents
   ii. Identify elements of mutually respectful relationships and communication
iii. Recognize the protective urges for caregivers and parents
iv. Review techniques for discussing and resolving differences
g. Explain the concept of respectful, responsive and reciprocal inter-relationships
   i. Identify temperament traits of individual children in a group setting
   ii. Identify temperament traits of adults and the concept of goodness-of-fit
   iii. Describe the impact of caregiver expectations based on personal values and culture
   iv. Explain socialization and guidance techniques
h. Identify the caregiver’s role in developing and implementing individualized curriculum
   i. Recognize and describe the benefits of nurturing, responsive caregiving through primary care
   ii. Analyze the importance of maintaining relationships through continuity of care and small groups
   iii. Describe the concept of facilitating child-initiated curriculum
   iv. Discuss the impact of group size and caregiver to child ratios in group care
   v. Recognize caregiving as curriculum and the importance of following individual needs and schedules
   vi. Determine methods of incorporating principles of respectful care including cultural responsiveness
   vii. Discuss the inclusion of infants and toddlers with special needs in care
i. Demonstrate observation and documentation skills
   i. Practice observation techniques
   ii. Document and interpret observed experiences and development
   iii. Describe individual differences based on observation
j. Design a high-quality environment for infants and toddlers
   i. Recognize the effects of social and physical environments on program practices, child learning, and behavior
   ii. Describe the caregiver’s role in preparing the appropriate environment
   iii. Analyze the effective use of time, space and materials
   iv. Examine the environmental needs of different age groups
   v. Review techniques for discussing and resolving differences
k. Recognize individualized care for caring for children in the home or making a smooth connection to home
   i. Learn to read infant’s cues to care for them in an appropriate and effective way
   ii. Learn to give and receive feedback to strengthen communication with families
   iii. Design an environment that is safe and full of opportunities for learning
   iv. Learn to prepare activities that are individualized for a child’s developmental level
   v. Describe effective ways of doing caregiving routines in the home

Special Facilities and/or Equipment
When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Method(s) of Evaluation
Methods of Evaluation may include but are not limited to the following:

- Class discussion
- In-class activities
- Program observation assignments
- Examinations
- Oral presentations and demonstration

Method(s) of Instruction
Methods of Instruction may include but are not limited to the following:

- Lecture
- Discussion
- Oral presentations
- Demonstration
- Field trips
- Group work

Representative Text(s) and Other Materials

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- a. Reading and study of the text.
- b. Reading and written response to test questions, assignments and relevant articles and online reading material.
- c. Reaction writing assignments to guest speakers, videos, and experiences such as research projects and field trips.
- d. Researching, planning and written evaluation of individual or group projects.

Discipline(s)
Child Development/Early Childhood Education

Lab Content
Not applicable.