

**Three Rivers Community College
ECE K141 Infant and Toddler Growth and Development
Course Materials**

Fall 2016



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Course Description:

Prerequisite: ENG* K101 eligibility; ECE* K101 and ECE* K182 recommended.

In this course, candidates will examine the growth and development of the child from birth to 3 years. Topics explored will include the development of the brain, attachment, emotions, cognition, social interactions, language, and motor skills. Observations of infant and toddlers in social settings will be required for this course.

Required Texts:

Fogel, Alan. Infant Development: A Topical Approach (2nd Ed.). Sloan Publishing, 2015.
ISBN: 978-1-59738-7

CT Guidelines for the Development of Infant & Toddler Early Learning. (2008). State of CT, CT Department of Social Services.

Additional readings will be assigned throughout the semester.

Course Objectives:

- Introduces candidates to many current philosophies and methods of Infant and Toddler Practices, including ethics and attachment theories. (NAEYC Standard 1.a, 2.b, 6.b)
- Demonstrates focuses on the growth and development of the child from birth to 36 months. (NAEYC Standard 1.a, 1.b, 2.a, 4.c)
- Begins to lay foundations of areas of study which will include health, safety, nutrition, creating indoor and outdoor settings, the development of attachment, emotions and feelings, perception, motor, cognition and language skills through observations and reflection. (NAEYC Standard 2.a, 2.b, 2.c, 4.b., 4.e.)
- Candidates will begin to observe and reflect on infant and toddler ages and stages, family rearing practices and identifying multiple influences on children's development and learning by completing observation hours at NAEYC Accredited centers focusing on content knowledge, families and resources. (NAEYC Standard 1.c., 2.a, 2.b., 2.c., 4.a.).

Course Outcomes:

- Candidates will articulate the major theoretical approaches in child development, develop a personal learning theory and conduct research to promote understanding of how theory relates to best practice.
- Candidates will understand what young children are like and what the multiple influences are on their development and learning. (NAEYC Standard 1.a and 1.b)
- Candidate will analyze the importance of involving all families in their children's development and learning. (NAEYC Standard 2.b and 2.c)
- Candidates will analyze the importance of being a continuous and collaborative learner. (NAEYC Standard 6.c.)
- Candidates will demonstrate and articulate relationship-based practices embedding cultural diversity into the curriculum and planning developmentally

appropriate experiences for the individual child. (NAEYC Standard 2a., 2.b, 4.c, 4.d)

General Education Goals:

- Candidates will be prepared to develop oral messages and written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings. (Goal1)
- Candidates will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives. (Goal 4)
- Candidates will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means. (Goal 7)

Policies:

As part of the course, candidates will be required to spend **additional time observing** and/or working with children in actual or simulated child development settings.

Active participation in class discussions and activities is required. Candidates are expected to complete assigned readings prior to class and come to class prepared to discuss them. Throughout the course there will be other written assignments to help guide your studies which will be handed in and counted as part of your participation grade.

Class attendance is required. The greatest amount of learning occurs during class time, where group activities and interactive assignments allow for learning not covered by the text and required assignments. Attendance is taken at the beginning of class. Absences, lateness and / or early departures all count against your attendance grade. Lateness is disruptive, discourteous and usually unwarranted. Please be on time.

Candidates are urged to devote their time and energy to fulfilling stated class requirements. Please note that a credit hour 'work expectation' equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out of class candidate work. **So for this three credit course you should expect to spend a minimum of three in class and six out of class hours (total of nine hours) per week on this course.**

Extra credit points may be considered if a candidate is active in the Early Childhood Education Club, participates in early childhood events, or tutors / supports another classmate in their understanding of course content. Additionally, with prior permission, there may be an opportunity to redo and resubmit an assignment. These opportunities will be decided on an individual basis.

It is assumed that all other assignments will be completed and turned in on time. Ten percent of the grade (10%) will be deducted from a late assignment. Assignments will not be accepted beyond a one-week extension. Late assignments cannot be rewritten or resubmitted.

Take home tests will not be accepted beyond the scheduled due date. Make-ups for in class, scheduled tests are not allowed, unless arrangements are made with the instructor in advance. Make-ups must be done in a timely manner.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important. A candidate's written work is expected to be original and done independently unless otherwise indicated.

Citations and references must be used to **acknowledge the source and avoid plagiarism**. Violations of academic integrity will be referred to and dealt with in accordance with the college policy.

Academic integrity is essential to a useful education. Failure to act with **academic integrity** severely limits a candidate's ability to succeed in the classroom and beyond. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others.

TRCC has assigned you a college email address. Please familiarize yourself with this as this is the **primary way the college communicates with you** (course schedules, financial aid, etc.). In the past students have found it useful to set up their college emails to be forwarded to another place (email or iphone, etc.).

Lap top computers and tape recorders may be used during class time, with prior permission and for the purpose of note taking only. Computers and other forms of technology are prohibited during tests.

Cell phones, pagers, ipods, and other similar devices must be turned off during class. **Texting or using your cell phones during class is not acceptable and you may be asked to leave the class.**

The candidate is responsible for all materials covered in class as well as the assignments. If a candidate misses a class, it is the candidate's responsibility to get the notes from another candidate. **Do not contact the instructor and ask for a review of the class.** Learn to rely on your syllabus and / or another candidate. You may want to share your contact information with other candidates to help facilitate this process.

If you have problems with the course or material, please see me or call to arrange for an appointment. Candidates who are not able to complete the course need to speak to me immediately as we will try to work together to have you complete the class successfully.

Candidates with documented disabilities are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and / or referral information. Students who may need academic accommodations should discuss options with the instructor as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify candidates using the Blackboard messaging system and / or the email contact available through TRCC. Please be sure the college has your updated contact information.

Please refer to the Institutional Policies available in the Office of the Dean of Student Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

This syllabus is subject to change. Any changes will be announced.

Points given for requirements are as follows:

Please use this as a tool to keep a record of your progress in this course.

Assignment	Points	Due Date	Grade Received
Quizzes (5 at 30 points each)	150		
Infant / Toddler Observation Assignment <i>*ECTC students will have a different expectation, please speak to the instructor</i>	100		
Infant / Toddler Research Presentation	100		
Family Communication and Involvement Assignment	50		
Brain Development Group Activity	50		
Participation and Attendance	50		
Total	500		

Final Grade:

To determine your final grade take the total number of points and divide by five.

B+	87 - 89	A	93 - 100	A-	90 - 95
C+	77 - 79	B	83 - 86	B-	80 - 82
D+	67 - 69	C	73 - 76	C-	70 - 72
F	under 59	D	63 - 66	D-	60 - 62

Three Rivers Community College
ECE 41 Infant Toddler Growth and Development
Course Content and Study Guide

Week	Date	Activities / Assignments	Reading	Key Concepts	NAEYC
1	9/2	Orientation Review Course Syllabus Review Brain Development Group Activity Review Infant / Toddler Observation Assignment	NAEYC Standards	confidentiality participation NAEYC CT Guidelines	Standard 1.a. and 6.c. Supportive Skill 1 and 4
2	9/9	Infant Observation Review Infant / Toddler Research Presentation	Chapter 1	infancy nature vs. nurture research	Standard 1.a. and 1.b.
3	9/16	Review Family Communication and Involvement Assignment	Chapter 2	conception childbirth	Standard 1.a., 2.b., 4.a. and 1.b.
4	9/23	QUIZ Brain Development Group Activity Due	Chapter 3 and 4	ethics prenatal and brain development	Standard 1.a., 1.b., 4.e. and 6.b. Supportive Skills 1 - 5
5	9/30	Toddler Observation	Chapter 5	senses perception toileting	Standard 1.a., 1.b., 2.c. and 4.b.
6	10/7	QUIZ	Chapter 6 and 7	learning play communication	Standard 1.a., 4.a. and 4.c. Supportive Skills 1 - 5
7	10/14	No Class Today – Professional Day			
8	10/21	Observations			Standard 1.a., 1.b., 4.c., and 6.c.
9	10/28		Chapter 8	self-awareness symbolic thought	Standard 1.a., 1.b. and 2.a.
10	11/4	QUIZ Family Communication and Involvement Assignment Due	Chapter 9	parenting attachment guidance and discipline	Standard 2.a., 2.b., 2.c. and 4.a. Supportive Skills 1 - 5
11	11/11		Chapter 10	relationships	Standard 2.b. and 4.a.
12	11/18	QUIZ Infant / Toddler Observation Assignment Due	Chapter 11	early intervention mental health	Standard 1.a., 4.a. and 4.e. Supportive Skills 1 - 5
13	11/25	No Class Today – Holiday			
14	12/2	QUIZ Infant / Toddler Research Poster Board Presentation			Supportive Skills 1 - 5
15	12/9	Infant / Toddler Research Poster Board Presentation			Supportive Skills 1 - 5

This calendar is subject to change. Any changes will be announced.

Three Rivers Community College
ECE K141 Infant and Toddler Growth and Development
Professor DeFrance
Reference List

- Bodrova, Elena and Deborah Leong. The Importance of Being Playful. Educational Leadership. April, 2003.
- Bryant, Adam and Erika Check. How Parents Raise Boys and Girls. Newsweek Special. 64 - 65.
- Carter, Margie. Riding the Waves of Working with Infants and Toddlers. Child Care Exchange. June 2005.
- Cohen, D., Stern, V. and Balaban, N. (1997). Observing and Recording the Behavior of Young Children. New York: Teachers College Press.
- Derman-Sparks, L. & Edwards, J. O. (2010). Anti-Bias education for young children and ourselves. Washington, DC: NAEYC.
- Dodge, Diane Trister and Colker, Laura. (2002). The Creative Curriculum for Infants and Toddlers. Fourth Edition. Washington, D.C.: Teaching Strategies Inc.
- Eliot, Lise. (1999). What's Going On In There? How the Brain and Mind Develop in the First Five Years of Life. Bantam Books: NY
- Greenman, J. and Stonehouse, A. (1996). Primetimes. St. Paul, MN: Redleaf Press.
- Gronlund, G. & James, M. (2005). Focused observations: How to observe children for assessment and curriculum planning. Redleaf Press.
- Honig, Alice Sterling. Secure Relationships: (2002). Nurturing Infant/Toddler Attachment in Early Care Settings. Washington, D.C.: NAEYC.
- Levine, Hallie. Helping your Child Sleep Soundly. Newsweek Special Issue. 46 - 47.
- Martine, Sue and Berke, Jennifer. (2007). See How Infants Grow: Infants and Toddlers. Thomson Delmar Learning.
- Pillow-Price, Kathy. Who's the Boss? Exchange. July / August, 2006.
- Revere, Gabrielle. The Reassuring Truth about Late Bloomers. Parenting. February, 2004.

Thinking of Observation as Research from How do you do observation well?
US Department of Health. Safe Sleep for Your Baby.

Wilson, L. C., Douville-Watson, L. and Watson, M. (2004) Infants and Toddlers:
Curriculum and Teaching. New York: Delmar Publishers.

Zero to three. Bi-monthly Bulletin of the National Center for Infants, Toddlers and
Families. Washington, D.C.

NAEYC Standards for Early Childhood Professional Preparation Programs

A position statement of the National Association for the Education of Young Children

Introduction

NAEYC Standards for Early Childhood Professional Preparation Programs represents a sustained vision for the early childhood field and more specifically for the programs that prepare the professionals working in the field. This 2009 revision of the standards is responsive to new knowledge, research and conditions while holding true to core values and principles of the founders of the profession. It is designed for use in a variety of ways by different sectors of the field while also supporting specific and critical policy structures, including state and national early childhood teacher credentialing, national accreditation of professional early childhood preparation programs, state approval of early childhood teacher education programs, and articulation agreements between various levels and types of professional development programs.

Standards Summary

Standard 1. Promoting Child Development and Learning

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1

- **1a:** Knowing and understanding young children's characteristics and needs
- **1b:** Knowing and understanding the multiple influences on development and learning
- **1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2. Building Family and Community Relationships

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

Key elements of Standard 2

- **2a:** Knowing about and understanding diverse family and community characteristics
- **2b:** Supporting and engaging families and communities through respectful, reciprocal relationships
- **2c:** Involving families and communities in their children's development and learning

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

- **3a:** Understanding the goals, benefits, and uses of assessment
- **3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- **3c:** Understanding and practicing responsible assessment to promote positive outcomes for each child

- **3d:** Knowing about assessment partnerships with families and with professional colleagues
- **3e:** Facilitating referrals based on screening, observation and child assessment

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

- **4a:** Understanding positive relationships and supportive interactions as the foundation of their work with children
- **4b:** Knowing and understanding effective strategies and tools for early education
- **4c:** Using a broad repertoire of developmentally appropriate teaching/learning approaches
- **4d:** Reflecting on their own practice to promote positive outcomes for each child
- **4e:** Nutrition, health and safety

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

- **5a:** Understanding content knowledge and resources in academic disciplines
- **5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- **5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

Standard 6. Becoming a Professional

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

- **6a:** Identifying and involving oneself with the early childhood field
- **6b:** Knowing about and upholding ethical standards and other professional guidelines
- **6c:** Engaging in continuous, collaborative learning to inform practice
- **6d:** Integrating knowledgeable, reflective, and critical perspectives on early education
- **6e:** Engaging in informed advocacy for children and the profession

1) SELF-ASSESSMENT AND SELF-ADVOCACY

Associate degree candidates are often at a key decision point in their professional lives, entering or reentering higher education after extended work experiences or making decisions about further education beyond the associate degree. Therefore, skills in assessing one's own goals, strengths, and needs are critical, as is learning how to advocate for one's own professional needs.

Evidence of growth: Candidates' growth in these skills may be seen in assessments of changes over time and in the actual professional decisions made by candidates as they move through the program and beyond.

Indicators of strength:

- Candidates assess their own goals, strengths, and needs.
- Candidates know how to advocate for their own professional needs.

2) MASTERING AND APPLYING FOUNDATIONAL CONCEPTS FROM GENERAL EDUCATION

General education has value for its own sake—as part of the background of an educated person—and for the value added to practitioners' ability to implement a conceptually rich curriculum. Both in immediate employment as an early childhood professional and in preparing for further baccalaureate study, associate degree graduates are enriched by understanding foundational concepts from areas including science, mathematics, literature, and the behavioral and social sciences.

Evidence of growth: Candidates' acquisition of these skills may be seen, for example, in their successful mastery of general education objectives, in their written and oral rationales for activities, and in ratings of the conceptual accuracy and richness of their curriculum plans.

Indicators of strength:

- Candidates understand foundational concepts from areas such as science, mathematics, literature, and the behavioral and social sciences.
- Candidates can apply these concepts in their work as early childhood professionals.

3) WRITTEN AND VERBAL COMMUNICATIONS SKILLS

Well-prepared associate degree graduates have strong skills in written and verbal communication. These skills allow them to provide positive language and literacy experiences for children, and they also support professional communications with families and colleagues. Candidates going on to baccalaureate study need skills sufficient to ensure success in upper-division academic work. In addition, technological literacy is an essential component of this set of skills.

Evidence of growth: Candidates' mastery of these skills may be seen, for example, in successful completion of relevant courses, performance on communication and technological aspects of assignments, and competent use of communication skills in field experiences.

Indicators of strength:

- Candidates have effective skills in written and verbal communication.
- Candidates are technologically literate.

4) MAKING CONNECTIONS BETWEEN PRIOR KNOWLEDGE/EXPERIENCE AND NEW LEARNING

All professionals need these skills, but they are especially important in supporting the learning of associate degree candidates who have worked for years in early care and education. Well prepared associate degree graduates are able to respect and draw upon their past or current work experience and also reflect critically upon it, enriching and altering prior knowledge with new insights. These skills will, over time, enable graduates to respond to the evolving mandates and priorities of the early childhood field.

Evidence of growth: Progress in making productive connections may be seen in candidates' growing ability to articulate relevant theory and research that either affirms or calls into question their experience—often seen in journals and portfolios, but also in interviews and presentations.

Indicators of strength:

- Candidates respect and draw upon their past or current work experience.
- Candidates are able to reflect critically upon their experience.

5) IDENTIFYING AND USING PROFESSIONAL RESOURCES

Even the best associate program cannot provide in-depth knowledge and skills in all areas. Therefore, well-prepared graduates should know how to identify and use credible professional resources from multiple sources, allowing them to better serve children and families with a wide range of cultures, languages, needs, and abilities.

Evidence of growth: Candidates' growth in this area may be evidenced, for example, by portfolio artifacts, resources used in lesson plans or other field assignments, or in class presentations.

Indicators of strength:

- Candidates know how to identify and use credible professional resources from multiple sources.
- Candidates use these resources to better serve children and families with a wide range of cultures, languages, needs, and abilities.

Course Assignments and Grading Rubrics

Three Rivers Community College
ECE 141 Infant Toddler Growth and Development
Brain Development Group Activity

Course Objectives:

Demonstrates focuses on the growth and development of the child from birth to 36 months.
(NAEYC Standard 1.a, 1.b, 2.a, 4.c)

Begins to lay foundations of areas of study which will include health, safety, nutrition, creating indoor and outdoor settings, the development of attachment, emotions and feelings, perception, motor, cognition and language skills through observations and reflection.
(NAEYC Standard 2.a, 2.b, 2.c, 4.b., 4.e.)

Course Outcomes:

Candidates will understand what young children are like and what the multiple influences are on their development and learning. (NAEYC Standard 1.a and 1.b)

Candidates will analyze the importance of being a continuous and collaborative learner.
(NAEYC Standard 6.c.)

Candidates will demonstrate and articulate relationship-based practices embedding cultural diversity into the curriculum and planning developmentally appropriate experiences for the individual child. (NAEYC Standard 2a., 2.b, 4.c, 4.d)

The purpose of this assignment is to offer candidates the opportunity to explore the science behind standards, developmentally appropriate practices and the role this plays in brain development. In addition this activity promotes group participation and collaboration, a key skill when considering the early care and education field. Group development and size will be determined by a collaborative effort between students and the instructor.

Assignment Requirements:

“The period from the first weeks after conception through the postnatal age of 3 to 4 years of age is now understood to be critical for the development of the human brain. What happens to the individual during this approximately 4-year period can determine whether the brain grows in a healthy and developmentally appropriate manner, or whether brain growth is compromised in some way.” Fogel, A. (pg. 122)

The impact that the environment, interactions and experiences have on the infant brain are diverse and require caregivers to make meaningful decisions. Students will be selected to work together in small groups to research how “multiple structures work together as a network of synaptic connections to create organized behavior and body function. There are four basic functional networks of the brain that are important to our understanding of infant development.”Fogel, A. (pg 127)

The networks to be explored, as covered in Chapter 4 pages 127 – 130, are as follows:

- Arousal, attention and emotion
- Information processing and remembering
- Regulation and executive functioning
- Self-awareness

Your group will be expected to write a research paper that explores the executive function assigned and the role adults play in supporting brain growth and development. The research is supposed to support your learning process.

The more information you give to support your answer the better you will do.

As this is a **scholarly paper** you must conduct research about the executive function and application. Include resources and other sources of information (**you must use at least three**) to support your position. **Include this information** throughout your paper; but be sure to cite appropriately. Answer each area with details utilizing any resources available to you. You must use research and the standards as the foundation for this assignment as you are focusing on brain development, developmentally appropriate practices and application that highlights what you believe is best for young children and their families.

You are expected to provide information identifying the executive function and **explain** it in detail. Include relevant details that support your understanding of young children's characteristics and needs. *Be specific to the information from the text and the scholarly resources that you explored to include all relevant information. Explain it in details, you should have **lots of citations** in this first part of the paper, but be sure to use your own words as well.*

What standards are in place to support development of these skills (executive functions) in young children? *Be specific to NAEYC, CT Infant and Toddler Frameworks, etc. as appropriate)*

How does this focus of brain development impact how children develop? *You should include information about all four developmental domains: cognitive, affective, motor and physical development.*

How does the theory explain the role nature and nurture has on development? *Think about and include information about nature (genetics) and nurture (environment). This requires you to define and support your choice with practical details that relate back to the research you conducted.*

How would you plan to use this information to support your work with young children?

How would this information be reflected in the way you would interact with children and families? *If planning to teach then you should include information about your role in the learning experience. Consider how you would you introduce new topics and materials, and how would children be expected to interact with one another? Apply, apply, apply!*

Research Expectations:

As this is a **scholarly paper** you must conduct research about the functional network. Include resources and other sources of information (**you must use at least three**) to show you understand the concept and can support your application of these ideas for young children and families. **Include this information** throughout your paper; but be sure to cite appropriately.

Writing Supports:

For information on writing an effective research paper I **strongly** encourage you to consult some of the following links on the internet:

<http://www.aresearchguide.com/1steps.html>

<http://www.experiment-resources.com/research-paper-outline-examples.html>

You can find information on the use of scholarly sources at

<http://www.roanestate.edu/owl/Research.html>

You can also find information on how to find information for your research paper in the “Research Tools” section on the TRCC Library home page at

http://www.trcc.commnet.edu/Div_IT/Library/Library.shtml

You must include the appropriate citations in **APA format**. A reference list, in APA format, must be provided at the end of the paper as well. You can find information on citing sources using APA style at many web sites including <http://www.apastyle.org/> and <http://owl.english.purdue.edu/owl/resource/560/01/>. You can see an annotated example of a research paper that follows the APA style at <http://www.dianahacker.com/pdfs/Hacker-Shaw-APA.pdf>.

Still have questions about writing a research paper then refer to the information on the TRCC website, visit the Writing Center or speak to me.

Three Rivers Community College
ECE 141 Infant Toddler Growth and Development
Observation Assignment

Course Objectives:

Demonstrates focuses on the growth and development of the child from birth to 36 months.
(NAEYC Standard 1.a, 1.b, 2.a, 4.c)

Begins to lay foundations of areas of study which will include health, safety, nutrition, creating indoor and outdoor settings, the development of attachment, emotions and feelings, perception, motor, cognition and language skills through observations and reflection.
(NAEYC Standard 2.a, 2.b, 2.c, 4.b., 4.e.)

Candidates will begin to observe and reflect on infant and toddler ages and stages, family rearing practices and identifying multiple influences on children's development and learning by completing observation hours at NAEYC Accredited centers focusing on content knowledge, families and resources. (NAEYC Standard 1.c., 2.a, 2.b., 2.c., 4.a.).

Course Outcomes:

Candidates will understand what young children are like and what the multiple influences are on their development and learning. (NAEYC Standard 1.a and 1.b)

Candidates will analyze the importance of being a continuous and collaborative learner.
(NAEYC Standard 6.c.)

Candidates will demonstrate and articulate relationship-based practices embedding cultural diversity into the curriculum and planning developmentally appropriate experiences for the individual child. (NAEYC Standard 2a., 2.b, 4.c, 4.d)

Candidates are required to complete 40 hours (approx. 20 hours for each age group) of observation for this assignment (ECTC candidates only).

The purpose of this assignment is to offer candidates an out of class learning opportunity, where you can observe the concepts covered in this course. You will be expected to observe **two different children** 1) an infant (birth - 12 months) and 2) a toddler (12 months - 24 months). Beware that this assignment may require **more than one visit** to the program(s) as you have multiple concepts that you must observe. Please plan to contact and observe these children in a licensed program (preferably NAEYC Accredited childcare facility) and record your findings. *Be courteous and appreciative about the opportunity offered to you by the center staff. Remember confidentiality!*

Assignment Requirements:

For each observation you are expected to complete the attached worksheets and submit an observation paper.

**ECE 141 Infant Toddler Growth and Development
INFANT (between birth - 12 months) OBSERVATION**

Observer:
Place of Observation:
Age of Child:

Date(s) of Observation:
Time (s) of Observation:
Sex of Child:

Observations: Be specific, objective, and descriptive. Avoid judgmental statements.

Section I. Describe the environment (physical setting).

- Describe the center (as a whole) in detail, drawing or pictures optional.
- Describe the classroom setting in detail, drawing or pictures optional.
- How were you received?
- How were you introduced to the child?

Section II. Describe what the child is doing during the length of your observation.

- What sounds is the child making?
- How are others around them responding?
- What is the child actually doing (kicking legs, waving arms, turning head side to side, drooling, etc)? Be specific and factual!
- How does the environment promote the child and their development?

Inferences/Interpretations:

Section III. Based on your observations, what would you say (infer) about the child's development? Connect your inferences to your knowledge of child development and to your readings (i.e. physical development, social/emotional development, intellectual development, language development). Include also a discussion on how the CT Guidelines explained what you have observed.

- Personal and Social Development (refer to pages 13, 21, 29, 35 or 41 of the CT Guidelines),
- Physical Development (refer to pages 15, 23, 31, 37 or 43 of the CT Guidelines).
- Cognitive and Language Development (refer to pages 17, 18, 25, 26, 32, 33, 38, 39, 45 or 46 of the CT Guidelines).

**ECE 141 Infant Toddler Growth and Development
TODDLER (12 months - 24 months) OBSERVATION**

Observer:
Place of Observation:
Age of Child:

Date(s) of Observation:
Time (s) of Observation:
Sex of Child:

Observations: Be specific, objective, and descriptive. Avoid judgmental statements.

Section I. Describe the environment (physical setting).

- Describe the center (as a whole) in detail, drawing or pictures optional.
- Describe the classroom setting in detail, drawing or pictures optional.
- How were you received?
- How were you introduced to the child?

Section II. Describe what the child is doing during the length of your observation.

- What sounds is the child making?
- How are others around them responding?
- What is the child actually doing (kicking legs, waving arms, turning head side to side, drooling, etc)? Be specific and factual!
- How does the environment promote the child and their development?

Inferences/Interpretations:

Section III. Based on your observations, what would you say (infer) about the child's development? Connect your inferences to your knowledge of child development and to your readings (i.e. physical development, social/emotional development, intellectual development, language development). Include also a discussion on how the CT Guidelines explained what you have observed.

- Personal and Social Development (refer to pages 41, 42, 49 or 50 of the CT Guidelines),
- Physical Development (refer to pages 43, 44, 51 or 52 of the CT Guidelines).
- Cognitive and Language Development (refer to pages 45, 46, 47, 52, 53 or 55 of the CT Guidelines).

Three Rivers Community College
ECE 141 Infant and Toddler Development
Research Presentation

Course Objectives:

Introduces candidates to many current philosophies and methods of Infant and Toddler Practices, including ethics and attachment theories. (NAEYC Standard 1.a, 2.b, 6.b)
Begins to lay foundations of areas of study which will include health, safety, nutrition, creating indoor and outdoor settings, the development of attachment, emotions and feelings, perception, motor, cognition and language skills through observations and reflection. (NAEYC Standard 2.a, 2.b, 2.c, 4.b., 4.e.)

Course Outcomes:

Candidates will articulate the major theoretical approaches in child development, develop a personal learning theory and conduct research to promote understanding of how theory relates to best practice.
Candidates will understand what young children are like and what the multiple influences are on their development and learning. (NAEYC Standard 1.a and 1.b)
Candidates will analyze the importance of being a continuous and collaborative learner. (NAEYC Standard 6.c.)

Assignment Requirements:

Each student is expected to choose and research an infant and toddler topic as identified in the textbook and in class. Some topics that students may choose to research are as follows: attachment, birth defects, child abuse and neglect, discipline, fetal alcohol syndrome, gender identity and roles, maternal stress, mental health, obesity, parenting styles, poverty, reflexes, SIDS, stress, temperament, or any other relevant topic.

From this research the student will be asked to develop a presentation (power point or other format) to share your findings with the rest of the class. This 'presentation' will take place on the last weeks' of class.

Presentations are expected to be about 15 – 20 minutes in length and **must include** all of the questions as listed below as well as a video (to be shown in part or whole in class), data and appropriate citations, resource list and a one page hand out for the class.

Answer each question with details utilizing any resources (use the one's listed above as a starting point) available to you. The more information you give to support your answer the better you will do. Reflect on children's needs and the focus the principle plays in promoting infant and toddler development. Be sure that your responses identify that you understand and can apply the diverse materials we have used in this class.

1. What research topic did you focus on? *Be prepared to give background details along with references to the text.*
2. After showing your video(s) and / or data how does this support your ideas?

3. Why is this important to you?
4. Why is this important to professional caregivers?
5. What impact does this have on children and their families?
6. What additional resources would you need to be supported as an educator? ...to support families? ...to support children? *Be specific and share the resource (link, etc.) and the information you could gain from these sources.*
7. Other ideas around the topic/initiative to be considered.

Again some of this information will be provided on the one page handout (which I can have copied for you) to be handed out to students on the day of presentation.

As this is a **scholarly paper** you must conduct research about the topic you have decided to write about. A scholarly paper requires you to use research (books, articles, and other resources) to develop a detailed explanation of the principle and how it relates and / or is supported by other early childhood resources. You must include **at least two resources** to help you explain the principle and **at least two of the other resources as listed above.** **Include this information** throughout your paper; but be sure to cite appropriately. Think and reflect on what the article stated about the topic / theory and how it supports your position. Give important and relevant details from the articles as appropriate. *You must include the appropriate citations in either APA or MLA format. A reference list, in APA or MLA format must be provided at the end of the paper as well. If you are not sure how to do this then refer to the information on the TRCC website, visit the Writing Center or speak to me.*

The presentation is to show your classmates what you have focused on and to show how you would apply what you have learned to the early care setting. This could focus on materials, assessment techniques, environmental changes, communication techniques, etc. Be creative with the visual aspects of the presentation!

**Three Rivers Community College
ECE 141 Infant and Toddler Development
Research Presentation Grading Rubric**

Criteria	Meets Expectations (8 points)	Needs Improvement (5 points)	Incomplete (2 points)
Presentation (<i>adhered to the 15 - 20 minutes as assigned</i>)			
Presentation (<i>included information and presented information in a clear format</i>)			
Presentation (<i>included video and / or data and it was connected to the topic</i>)			
Presentation (<i>responded to student questions</i>)			
Provided a detailed overview / summary of the topic			
Included the reason / why you chose the topic			
Included details and suggestions for caregivers to consider			
Included recommendations for children and families			
Opinions were supported by contextual information and details			
Expressed enthusiasm for activity			
Offered additional ideas and thoughts about supports for educators and families			
Included information about further exploration and considerations			
Appropriate citations were included			
Total Points (out of 100)			

Three Rivers Community College
ECE 141 Infant and Toddler Development
Family and Communication and Involvement Assignment

Course Objectives:

Begins to lay foundations of areas of study which will include health, safety, nutrition, creating indoor and outdoor settings, the development of attachment, emotions and feelings, perception, motor, cognition and language skills through observations and reflection. (NAEYC Standard 2.a, 2.b, 2.c, 4.b., 4.e.)

Candidates will begin to observe and reflect on infant and toddler ages and stages, family rearing practices and identifying multiple influences on children's development and learning by completing observation hours at NAEYC Accredited centers focusing on content knowledge, families and resources. (NAEYC Standard 1.c., 2.a, 2.b., 2.c., 4.a.).

Course Outcomes:

Candidate will analyze the importance of involving all families in their children's development and learning. (NAEYC Standard 2.b and 2.c)

Candidates will demonstrate and articulate relationship-based practices embedding cultural diversity into the curriculum and planning developmentally appropriate experiences for the individual child. (NAEYC Standard 2a., 2.b, 4.c, 4.d)

Assignment Requirements:

Connecting with families is an important part of providing quality care for infants and toddlers. In class we have discussed family involvement and the role backgrounds play in child rearing and early care. Students are expected to complete a series of materials designed to include parents in their child's education that can be used in the future as a guide to connecting, involving and communicating with families. These materials need to consider language, cultural and other challenges to ensure all families are respected.

Part One: Plan a welcome / transition plan

You are expected to outline the steps you will take to connect with families. The importance of how you reach out and introduce families to your classroom sets the stage for developing relationships. This should include a welcome letter (introducing yourself and your expectations), a questionnaire from you, etc.

You should also include family outreach plans that may include events planned to orientate families and children to the classroom community. This may be in the form of a family event, "Open House", etc.

Part Two: Design a class website / web page / newsletter

In the age of technology family connections go beyond the monthly newsletter. Students are asked to identify the way technology can be used to communicate with families. Be specific to what you would include, how parents can access the information, what updates would be planned, etc. Remember dual language learners and cultural considerations!

Part Three: Parent input into the curriculum

Infant and toddler care requires input and guidance from the primary care giver and early care educators need to show family involvement when planning the curriculum. Students will need to identify how they will involve families in planning activities, environment and scheduling considerations.

Part Four: Identify key community resources

Community and the way that you can connect these resources to the classroom learning environment are integral to supporting the whole family. Students will develop a list of contacts (include contact information) and the resources each offers. Community organizations should range from curriculum to family resources.

Chapter Overview and Study Notes

The following information is study guides to help support you in the learning process. As a general rule you should read and answer questions found in the *Chapter Outline and Overview* at the beginning of the chapter. You should focus on and know “key terms” (all the items that are bolded) And review the “Summary” at the end of the chapter. For each chapter I have provided some guiding questions which will be what we work on in class, the better prepared you are the more meaningful the class activities will be!

Chapter 1- Historical and Contemporary Perspectives on Infant Development

- How has infancy been viewed across time? Has it always been viewed as an important stage of life?
- Outline “A Brief History of Babies” (pp. 5-11)
- Compare and contrast Rousseau’s and Locke’s theories related to children and show how these ideas exist today.
- Know important names (Lorenz, Gesell, Pavlov, Watson, Skinner, Piaget, Bronfenbrenner, Darwin, Prigogine) and the general ideas of these people.
- List basic concepts (including stages where appropriate) for each theory presented and know which are nature/nuture/interactionist in character.
- Be able to apply “real life” examples to the various theories (including bio-ecological systems and subsystems).
- Which research method is the only method that can be used to determine causation (i.e., that something causes an action/reaction)? Why do you think the other methods can’t determine causation?
- How can researchers reduce bias in research?
- How are qualitative and quantitative research methods different? Similar?

Chapter 2- Prenatal Development: From Conception to Childbirth

- Understand mechanisms of inheritance, including dominant-recessive, polygenic, and sex-linked
- What is the difference between dizygotic and monozygotic twins? Explain how triplets or quadruplets could be both monozygotic and dizygotic.
- How does natural family planning differ from other contraceptive methods?
- Discuss different cultural perspectives on family planning and how to best provide interventions across culture
- List and describe the types of developmental changes that occur during prenatal development
- What are the major phases of prenatal development? What major changes occur in each phase?
- Understand the three stages of labor
- What technologies are currently in use to assist childbirth? What are the pros and cons of some of these technologies?
- Understand the varying places available to women for childbirth, including pros and cons
- What are some cultural differences in childbirth and infant care practices?

Chapter 3- The Fetus and Newborn: Health and Risk

- What is infertility and what procedures can be done to address it?
- How can couples enhance their fertility?
- What societal factors are related to infertility treatment? What ethical issues may arise from infertility treatments?
- What are some common prenatal tests for genetic and chromosomal abnormalities? What ethical questions might be raised as a result of these tests?
- What is the age of viability? Do you think this age might change? If so, how/why?
- Understand factors related to teen pregnancy and how it influences teen mothers and fathers.
- What are the physical changes associated with pregnancy?
- Discuss nutritional and exercise requirements during pregnancy.
- How do mothers and fathers adapt to pregnancy? What cultural factors might relate to adaptation?
- Compare/contrast prematurity and low birthweight.
- Discuss short and long term problems of premature and low birthweight babies and their families.
- Describe various interventions for premature infants (medical and non-medical).
- How does the family respond to the death of an infant?

Chapter 4- The Developing Brain and Nervous System: Health and Risks

- What are ways of measuring brain activity? Which one/s work best with infants?
- Understand the basic structures of the nervous system; draw a brain cell and know how it works
- Identify the anatomical structures of the brain and know what these structures relate to
- What is meant by “critical period?” What is the critical period for brain development?
- How does the brain develop overall?
- Discuss some functional neural networks
- What are the effects of prenatal and infant stress on brain development?
- What are long term and short term consequences of stress induced alterations in the structure and neurochemical function of the brain during prenatal and early infancy periods?

Chapter 5- The Body: Moving and Sensing

- Understand the 6 states of arousal in the newborn; how much time is spent in each state?
- What is meant by co-sleeping and what role does culture play? What is the most common reason American parents give for co-sleeping? How do co-sleeping children differ from independent sleeping children?
- Describe attachment parenting
- What are the best ways to soothe a crying baby?
- Understand newborn reflexes (see Table 5.4). Know names, descriptions, and what happens to them over time
- How does the infant’s body grow?
- Describe the abilities and changes in newborn perception in the first two months (vision, hearing, taste, smell, touch).
- What is the average height and weight of a newborn? How much do these change in the first 5 months?

Chapter 5- The Body: Moving and Sensing (continued)

- How do parents and caregivers provide supports and resources for motor skills in infancy?
- Understand SIDS, including causes and preventions?
- What do 2 to 5 month old infants enjoy listening to? What auditory preferences do they have?
- Understand hand movements and hand preference
- What changes in perceptual development occur during this time period?
- What changes are seen in physical and motor development during this time period?
- How is fine motor skill linked to cognitive and perceptual development?
- How does the infant progress in coordinating actions with hands? What are the stages of feeding oneself with a spoon?
- What motor advances do you see during this time period?
- Understand variations in toilet training

Chapter 6- Cognition: Acting and Thinking

- Understand cognitive development in the newborn. How do infants learn? What is meant by habituation? Can infants imitate? If so, under what circumstances?
- How do 2 to 5 month old infants change cognitively?
- Do infants have long term memory? What must be necessary for infant memory? Why don't adults remember their infant years?
- Understand Piaget's theory and Sensorimotor Stage II.
- Discuss the infant's ability to infer intentions of others
- For babies this age, is "out of sight, out of mind?" How can changes in this ability affect baby's view of the world and others?
- What is relational play and how is it demonstrated at this age? What other relationships do infants perceive at this age?
- What factors account for individual differences in attention?
- Describe cognitive advances in the 12- to 24-month time period (imitation, finding hidden objects, categorizing)
- Understand the concept of "symbol" and how it affects a child's relationships and emotional development
- Do smart toys, TV, and the Internet make babies smarter? Explain.
- What changes are seen in cognitive development? How does language aide both thought and action?
- Understand the development of pretending, including how it relates to dreaming
- What is meant by "theory of mind"? Why don't 3-year-olds have a fully developed theory of mind? How does the development of theory of mind influence social interactions?

Chapter 7- Communication: Interacting and Speaking

- How important is touch to infants?
- Do you see early indications of turn taking in the first two months?
- Understand cultural differences in adult behavior toward infants
- What are the effects of adult behaviors on infants, including maternal depression? How does maternal depression vary by country/poverty/stress?
- How does infant's social interactions change during this time period?

Chapter 7- Communication: Interacting and Speaking (continued)

- Describe parent-infant interpersonal communication at this age
- What are some cultural differences in parent-infant relationships?
- Understand developments in the infant's ability to perceive emotion and intention that are expressed by others
- Understand social and language development at this age, including the emergence of intentional gestures (how these change from early infancy), speech production (and how infants respond to their first words), and infants' perception of adult speech
- How do gestures help with language development?
- What kinds of words do children learn first?
- Describe the changes in speech and language during this time period
- Compare referential and expressive styles of speech
- What is the relationship between language development and the social environment?
- Understand how (and why) children ask questions; what is the typical developmental sequence for "wh" questions?

Chapter 8- Emotion and Self-Awareness

- What emotions do newborns experience? Which emotions develop later?
- Describe the emergent self and newborn self-awareness.
- Understand emotional development at this stage. What emotional expressions do infants have (and when)?
- What helps infants develop emotion regulation?
- What are the four basic features of ecological self? How do these relate to this time period?
- Understand infant temperament (what it is, how stable it is, how it is measured, how it may related to the brain, how it influences parents and is influenced by parents)
- Understand developments in the infant's ability to perceive emotion and intention that are expressed by others
- What changes are seen in self-awareness and the subjective self at 10- to 12- months of age?
- What is the infant's predominant emotional expressions during the second year?
- What are self-conscious emotions? Understand the difference between pride and shame
- How do infants cope with stress at this age? What is a transitional object? How are transitional objects used in other cultures? How do children learn emotional regulation?
- What happens to children during separations from their primary caregivers?
- What are some of the causes of infantile autism? What are symptoms of autism? How can autism be diagnosed early? At what age is it usually diagnosed? Can treatments help? What treatments have been found to help these children?
- How does aggression vary by gender?
- By what age do most children have strong vocabularies for emotions?
- Understand stages of development of self- and other-awareness

Chapter 9- Parenting and Caregiving

- What are the developmental tasks of early parenthood? How is employment influenced by having a baby?
- What are predictors of success in the transition to parenthood? Do only mothers experience physiological changes after childbirth? What personality factors are associated with parenting?
- What is attachment? How is it measured? What influences the development of attachment? What disorders of attachment have been identified? How can parents help children in developing secure attachment? How does early attachment influence interactions and social development? What cultural differences/similarities are seen in attachment behavior? What might account for the differences? Does attachment predict later behavior?
- Understand Vygotsky's theory and guided participation
- Compare authoritative and authoritarian parenting; which style of parenting generally is associated with better behavior and development in children?
- Discuss the pros and cons of breastfeeding. How long is it recommended that mothers breastfeed? Who is most likely to breastfeed? How does breastmilk compare to formula (see Table 9.5)? What are the effects of breastfeeding on the mother? On the infant?
- How should parents introduce solid foods? Can early introduction of solid food harm an infant? Which foods should parents avoid in order to avoid choking? How should a parent approach self-feeding with an infant/toddler?
- What are the main threats to infant safety?
- What are some important health considerations at this age?

Chapter 10- Family and Society

- In what ways are children sensitive to infants? How do siblings respond to an infant? How does the behavior of siblings change with a new baby? Can an infant attach to siblings? What benefits do children experience with a new child coming into their lives/
- How should parents intervene in sibling disputes?
- What are the effects of nonparental child care on infants and parents?
- At what age would most researchers/developmentalists agree that child care is not harmful?
- Do boys or girls tend to have more difficulties as a result of child care?
- What are the standards for high quality child care (Table 10.2)?
- Why do some infants in child care develop insecure attachments? Can child care ever be beneficial? According to Slaughter, why is there a lack of effective child care policies in the U.S.? What are some child care policies in other countries?
- What are the effects of maternal employment on infants? On parents?
- How do infants communicate with peers between twelve and eighteen months? What is the effect of mother's presence on peer interaction?
- How do infants communicate with peers between 18 and 24 months? What changes are seen in this time period? How are toys used in peer interactions? At what age are children more likely to share?
- How do infants communicate with peers between 24 and 36 months? What components of increasing peer coordination have been found?
- Do sociocultural factors affect peer relationships in the third year?

Chapter 11- The Effects of the Infancy Period on the Formation of Individual Differences

- What is meant by the assertion “development as a complex dynamic process?”
- Create a table and summarize the general findings for each area in terms of research on continuity between early and later development (perinatal factors, motor development, culture, gender, intellectual development, temperament, parental contributions)
- How do poverty, stress, and parental psychopathology influence infants and their development?
- Understand child abuse and neglect (what it is, what parental factors play an important role, effects on children, and the common source related to most negative effects)
- How does having an infant with special needs influence the family?
- What is infant-parent mental health? What is unique to this type of intervention program? Who is the client for IPMH? What are some intervention practices in IPMH? How does one go about making a career in this area?
- Understand other types of education and intervention programs for infants and families, including “alternative” programs