

Infant and Toddler Growth and Development Fall 2010



Catherine O'Brien, MS, EIS, CCHC

Wednesdays: 6:30 to 9:15 pm

8/26 to 12/20

Room: E221

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Course Name: Infant and Toddler Growth and Development

Common Course Number: ECE 141; 3 Credit Hours

ECE* K141 (formerly CDV K139) 3 CREDIT HOURS INFANT/TODDLER GROWTH & DEVELOPMENT *Prerequisite: ENG* K101 eligibility; ECE* K101 and ECE* K182*

recommended. In this course, students 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.

Course Outcomes:

Upon completion of the course, the students will be able to:

- **Demonstrate an understanding and articulate infant and toddler growth and development. (NAEYC 1a, 1b, 4b, 5a, 5b)**
- **Demonstrate and understanding and articulate brain development from pre-natal period through age three. (1a, 1b)**
- **Demonstrate and articulate the importance of family and its influence on the child, what a reciprocal family communication is how to get families involved in activities and policy and ways to make families aware of the sources and support in the community. (2a, b, c, 6d)**
- **Demonstrate and articulate relationship-based practices embedding cultural diversity into the curriculum and**

• **planning developmentally appropriate experiences for the individual child. (2a, b, 4c, 4d)**

- **Demonstrate Professional Ethics and practice during observational sessions (NAEYC 6d)**

Learning Goals:

Introduces students to many current philosophies and methods of Infant and Toddler Practices, including Magda Gerber and attachment theories. (NAEYC 1a, 2b, 5b, 6d).

Demonstrates focuses on the growth and development of the child from birth to 36 months. (NAEYC 1a, b, 2c, 6c).

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 (2a, b, c, 3c, 5a).

Students 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 5c, 4a 2a, 6a).

Grading System for Infant and Toddler Growth and Development Fall 2010

Requirements for Fall Intro to ECE:		Your GRADE	Confirmed
1. Observations of THREE SITES	300		
2. Mid-term	200		
3. Research paper	100		
4. Self Reflection paper	100		
5. Quizzes	100		
6. Final Exam	100		
6. Attendance and participation <u>All missed classes, late arrivals and LATE ASSIGNMENTS work against your grade.</u> This is an intense course – participation and attendance are critical to your success. Each class missed will count against your grade. Off tasks behaviors, negative attitudes and unprofessional class time conversations will be taken from this point average. Outside research, assisting others outside of class, positive leadership and taking extra steps to read, study and investigate the observation process will warrant extra points. Each student will have a voice so please allow them this freedom by LISTENING – thanks.	100 points		
Ask QUESTIONS!!!! Total		1,000 % 10= grade	

Short Research paper and Oral Presentation: Instructor will provide a list of suggested topics concerning infant/toddler growth and development. Each student is expected to choose a research topic.

- Submit a typed double spaced five (5) page paper (not including cover page and bibliography)
- Maximum of five (5) references. One (1) from the list of course bibliography, one (1) from the internet, two (2) from professional journals such as Young Children and, one (1) from Time Newsweek or a Parenting class.
- Each student will present to the class his/her findings, personal views, feelings and experiences relating to the research. Oral presentation will be approximately 10 minutes in length and must be enhanced with the use of visual aids.
- Research paper will be handed on the day of presentation.

Quizzes: Quizzes will be given throughout the semester and will be based on chapter readings, class notes, handouts and videos.

Mid-term and Final Exams: Class will take place for the first 90 minutes (1.5 hrs) and the exams will be given in the remainder of the class (1.25 hrs.) More time may be given if needed.

Observation Worksheets: Observation hours are required for this course. These 2 hour each observations are to be done at sites serving infants and toddlers and approved by the instructor. Three observation sheets are to be completed based upon field observations. Observe 2 children, an infant (0-12) and a toddler (12 to 24) and an older toddler (24 to36) in a licensed NAEYC accredited program and record your findings. Be specific, objective and

descriptive. Avoid judgmental statements. Complete the worksheet provided by the instructor.

Self Reflection Paper: Self-reflection paper is required of each student. Focused guided questions will be provided by instructor. Reflections are private and will be read only by the instructor.

In class experiences will focus on videos from the chapters, additional videos from professional organizations and universities/colleges, discussions on recent research, chapter reviews, review observational tools, role play.

Grading System

The following numerical grade system will be used

Grade	Equivalent	Quality Points
A	96-100	4.0
A-	90-95	3.7
B+	86-89	3.3
B	83-85	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
F		0.0

Missed Classes: For full credits, assignments must be submitted at class time, unless otherwise approved

by the instructor. NO CREDIT will be given for late assignments past the grace period with the exception of extreme circumstances.

Special Needs/Disabilities Statement

If you have a hidden or visible disability or special circumstance, which may require my attention or classroom or test taking modifications, please see me as soon as possible. If you have not already done so, please consult with Chris Scarborough, Disabilities Student Counselor or speak to me during the FIRST WEEK OF CLASS.

College Resources

In order to pursue a career in teaching, you **MUST** be literate. To help you with your writing skills, we have the privilege of working with The Norwich Adult Education who will visit our classroom to give you the resources to improve your writing. **Please UTILIZE** this service; it is an investment of time that will help you tremendously.



Cellular Phones and Beepers

Students are notified that cellular phones and beepers are allowed in class or in the Learning Resource Center only if they are turned off or turned to a silent mode. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement.

This class has incorporated the following NAEYC standards into its' goals. Throughout your studies toward your ECE degree you will meet all of these requirements.

E-mails

Please make sure you have a current email address on file with the Registrar's office. Please make sure that you have a professional email not one that reads like a Nickelodeon special <"Ilovebobby@aol" or an R-rated version. Your emails should be professional **through out the course, our goal is to meet the following National Association of Young Children Standards**

NAEYC STANDARDS....

Standard 1: Promoting child development and learning

Standard 2: Building family and community relationships

Standard 3: Observing, documenting, and assessing to support young children and families

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

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Standard 6: Becoming a Professional

The Supportive Skills

Supportive Skill 1: Self-assessment and self-advocacy

Supportive Skill 2: Mastering and applying foundational concepts from general education

Supportive Skill 3: Written and verbal communications skills

Supportive Skill 4: Making connections between prior knowledge/experience and new learning

Supportive Skill 5: Identifying and using professional resources presented.

Course Outline: Fall 2010

Week #	Dates	Chapters	Assignments	Objective	NAEYC/NCATE Standards for Professional Preparation Programs
1	September 1	Read chapters 1 for next class	In class: Discuss Syllabus and begin making plans for three observations; Review lay out of book. (5a)		Standard 1: Promoting child development and learning Standard 4: Teaching and learning Standard 6: Becoming a professional
2	September 8	Read chapters 2 for next class	Prepared to discuss Principles, Practice and curriculum, Possible quiz (1a, 1b, 5a, 4a, 4b, 4c)		Standard 4: Teaching and learning Standard 5: Becoming a professional
3	September 15	Read chapter 3 for next class	Prepared to discuss Infant-Toddler Education, Possible quiz Final Sign up information regarding center chosen (3b, 5a, 6a)		Standard 1: Promoting child development and learning Standard 3: Observing, documenting, and assessing to support young children and families Standard 5: Using Content Knowledge to Build Meaningful Curriculum Standard 6: Becoming a Professional
4	September 22	Read chapter 4 for next class	Prepared to discuss Caregiving as Curriculum (5a,1a, 1b, 4a, 4b, 4c, 6) Possible Quiz		Standard 1: Promoting child development and learning Standard 4: Approaches to Connect with Children and Families Using Developmentally Effective Approaches Standard 5: Using Content Knowledge to Build Meaningful

					Curriculum Standard 6: Becoming a Professional
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5	September 29	Rd. Ch. 5 for next class	Prepared to discuss Play as curriculum Possible Quiz (4b, 5a,1a, 1b, 4a, 4b, 4c) 1 st Observation Due		Standard 1: Promoting Child Development and Learning: Standard 4: Approaches to Connect with Children and Families Using Developmentally Effective Approaches Standard 5: Using Content Knowledge to Build Meaningful Curriculum
6	October 6	Rd. Ch. 6 for next class	Prepared to discuss Attachment Possible Quiz (5a, 1a, 1b, 4a, 4b, 4c) Guest Speaker		Standard 1: Promoting Child Development and Learning: Standard 4: Approaches to Connect with Children and Families Using Developmentally Effective Approaches Standard 5: Using Content Knowledge to Build Meaningful Curriculum
7	October 13	Rd. chapter 7 for next class	Prepared to discuss Perception (5a, 1a, 1b, 4a, 4b, 4c) Possible Quiz	-	Standard 4: Teaching and learning Standard 5: Becoming a professional
8	October 20	Rd. chapter 8 and 9 for next class	Prepared to discuss Motor skills (5a, 1a, 1b, 4a, 4b, 4c) Possible Quiz Mid-term Exam		Standard 1: Promoting Child Development and Learning: Standard 4: Approaches to Connect with Children and Families Using Developmentally Effective Approaches Standard 5: Using

					Content Knowledge to Build Meaningful Curriculum
9	October 27	Rd. chapter 10 for next class	Prepared to discuss Cognition and Language (5a, 1a, 1b, 4a, 4b, 4c) Possible Quiz		
10	November 3	Rd. chapter 11 for next class	Prepared to discuss Emotions (5a, 1a, 1b, 4a, 4b, 4c) Possible Quiz 2 nd Observation Due		Standard 3: Building family and community relationships Standard 1: Promoting Child Development and Learning: Standard 4: Approaches to Connect with Children and Families Using Developmentally Effective Approaches Standard 5: Using Content Knowledge to Build Meaningful Curriculum
11	November 10	Rd. chapter 12 for next class	Prepared to discuss Social Skills (5a, 1a, 1b, 4abc) Possible Quiz		
12	November 17	Rd. chapter 13 for next class	Research Paper Due Prepared to discuss The Physical Environment (5a, 1a,1b, 4 abc) Possible Quiz		Standard 4: Teaching Standard 1: Promoting Child Development and Learning: Standard 4: Approaches to Connect with Children and Families Using Developmentally Effective Approaches Standard 5: Using Content Knowledge to Build Meaningful Curriculum and learning Standard 5: Becoming a professional

13	December 1	Rd. chapter 14 for next class	Prepared to discuss The Social Environment (5a, 1a, 1b, 4a, 4b,4c) Possible Quiz Research Paper Due 3 rd and Final Observation Sheet due		Standard 1: Promoting Child Development and Learning: Standard 4: Approaches to Connect with Children and Families Using Developmentally Effective Approaches Standard 5: Using Content Knowledge to Build Meaningful Curriculum
14	December 8		Prepared to discuss Adult Relations in Infant-Toddler Programs (5a, 2a, 2b) Possible Quiz Self reflection Paper Due		Standard 2: Building family and community relationships
15	December 15		Final Exam		

Required Text:

Gonzalez-Mena, Janet: Widmeyer Eyer, Dianne, infants, toddlers, and caregivers NY, NY: McGraw-Hill, 2009.

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

Bibliography:

A Guide to Cognitive Development and Learning. (1995) Edited by Peter L. Mangione. Developed by the Center for Child and Family Studies Far West Laboratory for Educational Research and Development for the Child Development Division California Department of Education: California.

A Guide to Language Development and Communication. (1992) Edited by J. Ronald Lally, Peter L. Mangione and Carol Lou Young-Holt. Developed by the Center for Child and Family Studies Far West Laboratory for Educational Research and Development for the Child Development Division California Department of Education: California.

A Guide to Social-Emotional Growth and Socialization. (1990) Edited by J. Ronald Lally. Developed by the Center for Child and Family Studies Far West Laboratory for Educational Research and Development for the Child Development Division California Department of Education: California.

Cohen, D., Stern, V. and Balaban, N. (1997). Observing and Recording the Behavior of Young Children. New York: Teachers College Press.

Eliot, Lise. What's Going On In There?: How the Brain and Mind Develop in the first five Years of Life. (1999). Bantam Books: NY

Greenman, J. and Stonehouse, A. Primetimes. (1996). Redleaf Press: St. Paul, MN

Honig, Alice Sterling. Secure Relationships: Nurturing Infant/Toddler Attachment in Early Care Settings. (2002). NAEYC. Washington, D.C.

Martine, Sue and Berke, Jennifer. See How Infants Grow: Infants and Toddlers. Thomson Delmar Learning 2007.

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

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

Resources:

City of Reggio Emilia (1985). The Hundred Languages of Children. Reggio Emilia, Italy: Author.

Dodge, Diane Trister and Colker, Laura. (2002) The Creative Curriculum for Infants and Toddlers. Fourth Edition. Teaching Strategies Inc.: Washington, D.C.

Gardner, H. (1995). Frames of Mind: Multiple Intelligence. New York: Basic Books.

Mitchell, Anne, and David, Judy (Editors). (1992) Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education. Gryphon House: Maryland.