**ECE K241 Methods and Techniques for Infants and Toddlers**

**Fall 2019**

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Office Number: C110

Office Hours: Monday and Wednesday or by appointment

**Course Description**:

Prerequisite: ENG\* K101 eligibility or permission of the Program Coordinator based on ECE work experience.

Recommended Prerequisite(s):

ECE K182 Child Development

ECE K141 Infant and Toddler Growth Development.

In this course, students will be introduced to the concept of curriculum for infants and toddlers. Several curricula models will be explored and studied to identify the role of playful interaction on infants and toddlers. Students will learn ways to design learning experiences for children under two.

Topics explored will include the inside and outside environment and how routines and organization of this environment support a child’s learning, the impact of interactions on brain development. Learning games, language activities, music, movement, and dramatic play are some of the areas that will be studied as part of program planning and implementation. Developmentally appropriate practices will be reviewed and integrated into designing learning experiences.

**Required Texts**:

Raikes, H. and Edwards, C., 2009, Extending the Dance in Infant & Toddler Caregiving

ISBN 9781557668592

Online resources students will need:

CT Guidelines for the Development of Infant and Toddler Early Learning: A handbook For Caregivers of Young Children

CT ELDS

Additional readings will be assigned throughout the course.

**Course Objectives**:

* Know and understand what young children’s characteristics and needs are and what influences their development.
* Understand content knowledge in early education and build a meaningful curriculum.
* Develop sensitivity to the needs of young children from diverse backgrounds and special needs.

**Course Outcomes**:

* Students will apply knowledge and understanding of children birth through age three, to create healthy, respectful, supportive and challenging learning environments. (NAEYC Standard 1).
* Students will use observation and assessment skills to understand infants and toddlers, to increase understanding of what are developmentally appropriate practices. ( NAEYC Standard 3)
* Student will understand the importance of an environment that is responsive to Infant and Toddlers needs and build an individualized curriculum that is meaningful and intentional to each child and their family. (NAEYC Standard 5)
* Student will learn how to engage, interact and utilize the families of all children, showing they understand the role families and community have on the developing child. (NAEYC Standard 2)

**Policies:**

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.

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. The number of hours required for each student varies, for example Early Childhood Teacher Credential candidates must complete 100 hours of observation. The ECTC is a Connecticut state requirement and information can be found at [www.ct.gov/oec/cwp/view.asp?a=4541&q=562336](http://www.ct.gov/oec/cwp/view.asp?a=4541&q=562336)

Additional information will be provided in this course (see Additional Materials link).

Active participation in discussions and activities is required. Candidates are expected to complete assigned readings and review the additional materials and incorporate these learning experiences into their weekly discussions, assignments and other activities.

This class is **not self paced** and as such you are required to have regular interaction with the instructor and other students using the discussion forum. All correspondence should be done through the Blackboard course, either through the Ask the Instructor link which is used for general questions or the Message system when inquiring about a more individualized question.

**Please use the course calendar.** This course utilizes a Thursday night due date for major assignments and weekly work. This allows for a quick response from the instructor (before the weekend and the family obligations) so you get immediate feedback on your course progress.

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 in order to be successful.

It is assumed that all 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.

Tests will **not be accepted** beyond the scheduled due date.

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 originaland 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.).

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 and other important information can be found at [www.trcc.commnet.edu/wp-content/uploads/2017/06/trccstudenthandbook.pdf](http://www.trcc.commnet.edu/wp-content/uploads/2017/06/trccstudenthandbook.pdf)

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. Information can be found at [www.trcc.commnet.edu/learning-resources/learning-disability-resources/](http://www.trcc.commnet.edu/learning-resources/learning-disability-resources/)

The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence. Information can be found at [www.trcc.commnet.edu/student-services/sexual-misconduct-resources-and-education/](http://www.trcc.commnet.edu/student-services/sexual-misconduct-resources-and-education/)

TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. Please be sure the college has your updated contact information.

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** |
| Infant Environment Design Assignment \* | 36 |  |  |
| Toddler Learning Experience Plan \* | 32 |  |  |
| Education Research Presentation | 32 |  |  |
| Early Care Apps and Programs Assignment | 15 |  |  |
| Discussions *(reflection and responses to other posts are included)* | 15 |  |  |
| **Total** | **130** |  |  |

**\* Please note that this assignment has Observation time built into this assessment, the number of hours required varies. Students who are applying for the ECTC dual credential (Preschool and Infant / Toddler) must complete 100 hours and requires additional documentation. Please speak to your instructor at the beginning of the course as to these requirements.**

**Final Grade:**

To determine your final grade take the total number of points awarded and review the following breakdown. This will be further explained in class.

Highly Competent A 110 – 130 points

Competent B 92 – 109 points

Minimally Competent C 65 – 91 points

D 45 – 65 points

F anything below 44 points

**Three Rivers Community College**

**Resource List**

**Dr. Jennifer Nally**

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.

Brazelton, T. Berry and Sparrow, Joshua, D. Touchpoints Birth to 3. (2006). DaCapo Press.

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

CT Guidelines for the Development of Infant and Toddler Early Learning: A handbook For Caregivers of Young Children. CT Department of Social Services. 2007.

Copple, Carol & Bredekamp, Sue. NAEYC, Developmentally Appropriate Practice in Early Childhood Programs (3rd Ed.).Washington DC. 2009. ISBN 978-1-928896-64-7.

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.

Johnson-Martin, Nancy, Jens, Kenneth, Attermeier, Susan and Hacker, Bonnie. The Carolina Curriculum for Infants and Toddlers with Special Needs. 2nd Edition. (1999). Paul H. Brookes Publishing Co., Baltimore, Maryland.

Koralek, Derry. Classroom strategies to promote Infant Toddler Social and Emotional Development. (2009). The Devereux Foundation. Kaplan Press.

Lally, J.R. Griffin, A., Fenichel, E., Segal, M., Szanton, E., & Weissbourd, B. (2003). Caring for infants and toddlers in groups: Developmentally appropriate practice. Washington, DC: Zero to Three.

Lally, J.R. (200) Infants have their own curriculum: A responsive approach to curriculum planning for infants and toddlers. Head Start Bulletin, 67, 6-7.

LeBuffe, Paul A. and Naglieri, Jack A. Devereux Early Childhood Assessment for Infants and Toddlers. (2009). The Devereux Foundation. Kaplan Press, Lewisville, NC.

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 Infant Toddler Modules. Relationships, Supporting Infant/Toddler Development, Screening and Assessment. (2009). National Infant and Toddler Child Care Initiative. Child Care Bureau. U.S. Dept. of HHS.

**Resources**:

Center on the Social and Emotional Foundations For Early Learning. The Pyramid Model. Vanderbilt University. www.csefel.vanderbilt.edu

Schaefer, Charles E. and Theresa Foy DeGeronimo. Ages and Stages: Parent’s Guide to Normal Child Development. (2000). John Wiley and Sons, Inc.

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.

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