Child Development 106
Care and Education for Infants and Toddlers
3 units; 3 hours lecture
Prerequisite: Child Development 103 with a minimum grade of C or Concurrent Enrollment
Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment.
Degree applicable Transfer CSU, UC

In this course students will study the principles of inclusive and respectful care giving for infants and toddlers in relation to curriculum development and design. Students will apply current theory and research to the care and education of infants and toddlers in group settings as they study typical and atypical development of infants/toddlers. Essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months will be examined. Topics include current brain research, issues relating to health and safety, licensing requirements, observation techniques, assessment strategies, as well as ways to communicate with parents, implement home visits, and develop early intervention plans.

Course Objectives:

1. Discuss current research on brain development in infancy and its effects on the developmental domains.
2. Describe reciprocal communication techniques that promote brain development and healthy relationships.
3. Observe, document, analyze and reflect on the data collected in infant and toddler play and interactions to plan for care and learning.
4. Define theoretical frameworks for infant/toddler development.
5. Describe the characteristics and sequences of typical and atypical infant/toddler development in the physical, cognitive, and emotional domains.
6. Describe the elements of inclusive, respectful, and culturally sensitive communications with families.
7. Demonstrate practices that support and respect the diverse values and beliefs of families and caregivers.
8. Compare and contrast characteristics of different types of caregiving program models including home-based, family childcare, and center care.
9. Define the program policies of primary care, continuity of care, and small group size.
10. Identify delivery systems, licensing regulations, and quality indicators in infant and toddler care.
11. Use a variety of assessment tools, such as the Infant/Toddler Environmental Rating Scale (ITERS) for rating program quality.
12. Define characteristics of a developmentally appropriate environment and curriculum for developing infants and toddlers.
13. Describe practices that support the unique abilities of all children birth to 36 months.
14. Construct curriculum plans based on relationships and infant/toddler caregiving strategies.
15. Design appropriate play spaces and care routines that support infant and toddler care and learning

Student Learning Outcomes (SLO):

1. <u>Policies and Practices</u>
   Summarize the essential policies and practices of quality infant and toddler programs.
2. <u>Healthy Relationships</u>
   Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers.
3. <u>Curriculum and Environments</u>
   Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.

ADA Statement:

El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.

Student Code of Conduct

Student Rights and Grievances Procedure 5530

https://www.elcamino.edu/administration/board/boarddocs/AP%205530%20STUDENT%20%20RIGHTS%20AND%20GRIEVANCES.pdf