

Spokane Falls Community College
COURSE LEARNING OUTCOMES AND OUTLINE

Prefix and Course Number: **ECED& 132**
Course Title: **Infant and Toddler Care**

Version Date: 1/2/19

Course Learning Outcomes

Upon successful completion of the course, the student will be able to:

1. Discuss developmental milestones from birth to 36 months articulating the influences of individual development, temperament and cultural norms in the context of important, ongoing relationships
2. Design a plan to support reciprocal, culturally sensitive partnerships with families
3. Select positive guidance techniques that are appropriate and effective with infants and toddlers
4. Critique infant and toddler early learning environments, articulating environmental influences on the learning processes of infants and toddlers during authentic play activities.
5. Describe a plan for developmentally appropriate, culturally relevant curriculum that supports language, physical, cognitive, creative, social, and emotional development.

Course Outline:

- I. Discuss developmental milestones from birth to 36 months articulating the influences of individual development, temperament and cultural norms in the context of important, ongoing relationships
 - A. Recognizes that development occurs in a continuum
 - B. Recognizes that infant and toddler development occurs within the context of a secure relationship with a consistent caregiver.
 - C. Recognizes that interaction with people and the environment stimulates the child's brain function and therefore brain growth and development.
 - D. Recognizes that each infant and toddler will have unique temperaments that require individualized responses from the caregiver/teacher.
 - E. Recognizes cultural norms and differences, including family values and strengths, and the positive effects those differences may have on behavior and development.
 - F. Identifies developmental stages of infant and toddler development.
- II. Design a plan to support reciprocal, culturally sensitive partnerships with families
 - A. Recognizes the components of healthy family/school partnerships for families of infants and toddlers.
 - B. Understands ways to communicate with families about curriculum, individual child progress, and developmental growth
 - C. Recognizes that information on cultural and family beliefs about childrearing is learned through active outreach and engagement with parents.

- D. Understands how to work effectively with families from a variety of cultural, linguistic, ethnic, and socio-economic backgrounds.
- III. Select positive guidance techniques that are appropriate and effective with infants and toddlers
 - A. Understands developmentally appropriate positive guidance techniques for infants and toddlers
 - B. Understands appropriate supervision for infants and toddlers
 - C. Adapts the learning environment and curriculum to minimize potential challenging behaviors
- IV. Critique infant and toddler early learning environments, articulating environmental influences on the learning processes of infants and toddlers during authentic play activities.
 - A. Understands how to create environments that affirm and respect cultural, linguistic, ethnic and socio-economic diversity.
 - B. Strives to ensure that community diversity and cultures are reflected in the setting.
 - C. Recognizes that infants and toddlers need spaces that promote movement and exploration
 - D. Recognizes that the environment helps each child to know, accept, and take pride in him or herself and to develop a sense of independence and belonging
- V. Describe a plan for developmentally appropriate, culturally relevant curriculum that supports language, physical, cognitive, creative, social, and emotional development.
 - A. Understands that curriculum planning for infants and toddlers needs to be individualized to each child's developmental level.
 - B. Understands that social interactions are infants' and toddlers' primary method of developing skill in all developmental areas
 - C. Understands that infants' and toddlers' social/emotional development is influenced by their ability to form attachment.
 - D. Displays responsiveness to infants through interacting as a partner in interactions, setting up the environment, and providing interesting and appropriate materials (curriculum)