

**MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS  
 INFANT AND TODDLER GROWTH AND DEVELOPMENT | ECED 141 | COURSE INFORMATION**

**COURSE DESCRIPTION**

Students will be introduced to theories, practices, and philosophies/approaches associated with caring for all young children during the first three years of life, including those children with disabilities, developmental delays, language and/or cultural differences. The relationship between nature (typical and atypical growth and development) and nurture (environment) are critically explored in this introductory course. The course will cover brain research; attachment; temperament; emotions and feelings; routines, health, safety, and nutrition; family engagement, indoor and outdoor environments.

*Field Work: No more than 20 hours of field work will be required*

**Course Objectives: To provide students opportunities to develop knowledge, reflection and understanding of:**

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COURSE OBJECTIVE	ALIGNMENT WITH STANDARDS
1 Developmental theories and philosophies of child development.	<ul style="list-style-type: none"> <li>• EI/ESCE: Standard 1: 1.1</li> <li>• NAEYC: Standard 1: 1a and 1b</li> <li>• PS&amp;C: Standard 1: 1a and 1c</li> <li>• CKC's: Domain 1: 1. A.1</li> </ul>
2 How all infants and toddlers, including those with developmental delays, disabilities, language and/or cultural differences, grow and develop through successive stages in all domains of development.	<ul style="list-style-type: none"> <li>• EI/ESCE: Standard 1: 1.2 and 1.4</li> <li>• NAEYC: Standard 1:1a</li> <li>• PS&amp;C: Standard 1: 1a</li> <li>• CKC's: Domain 1: 1. A.1</li> </ul>
3 Current research on brain development.	<ul style="list-style-type: none"> <li>• EI/ESCE: Standard 1: 1.3</li> <li>• NAEYC: Standard 1: 1b</li> <li>• PS&amp;C: Standard 1: 1a and 1c</li> <li>• CKC's: Domain 1: 1. A.1</li> </ul>
4 The influences of heredity and environment and how they impact typical and atypical behavior and development of the infant and toddler.	<ul style="list-style-type: none"> <li>• EI/ESCE: Standard 1: 1.3</li> <li>• NAEYC: Standard 1: 1b</li> <li>• PS&amp;C: Standard 1: 1b and 1c</li> <li>• CKC's: Domain 1: 1. A.1</li> </ul>

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COURSE OBJECTIVE		ALIGNMENT WITH STANDARDS
5	The CT. ELDS, developmental domains (Physical Development and Health, Early Language, Creative Arts, Early Mathematics, Early Science, Cognition and Social and Emotional) and its connection to a developmentally appropriate, infant toddler inclusive curriculum.	<ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction</li> <li>• EI/ESCE: Standard 1: 1.3 and 1.4, Standard 5: 5.2, Standard 6: 6.3, 6.4, 6.5, 6.7 and 6.7</li> <li>• NAEYC: Standard 1: 1b, Standard 4: 4b and 4c, Standard 5: 5c</li> <li>• PS&amp;C: Standard 1:1d, Standard 4:4b and 4c, Standard 5:5a, 5b, and 5c</li> <li>• CKC's: Domain 1: 1.B.3, Domain 2: 2.A.1, 2.A.2, 2.B.1, 2.B.2. and 2.B.3., Domain 3: 3.A.1 and 3.A.3,</li> </ul>
6	Objective observation and assessment tools such as Ages and Stages to gather information about a child's growth and development	<ul style="list-style-type: none"> <li>• OSEP: Observing and Collecting Data for Progress Monitoring</li> <li>• EI/ESCE: Standard 4: 4.1</li> <li>• NAEYC: Standard 3: 3a, 3b, and 3c</li> <li>• PS&amp;C: Standard 3: 3a and 3b</li> <li>• CKC's: Domain 4: 4.A.1, 4.A.2 and 4. A.3</li> </ul>
7	Healthy and safe physical and nurturing birth-three learning environments that promote development of the whole child including children with disabilities, developmental delays, language and or cultural differences.	<ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction and Supporting Social and Emotional Development</li> <li>• EI/ESCE: Standard 1: 1.3, Standard 6: 6.3, 6.5, 6.6 and 6.7</li> <li>• NAEYC: Standard 1: 1b and 1c; Standard 4:4a</li> <li>• PS&amp;C: Standard 1: and Standard 4:4a</li> <li>• CKC's: Domain 1: 1.A.2 and 1.B.1, Domain 2:2.A.2</li> </ul>
8	Respectful, supportive, inclusive, and challenging birth-three learning environments including responsive, nurturing caregiving, feeding and other routines that promote development of the whole child including children with disabilities, developmental delays, language and or cultural differences	<ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction and Supporting Social and Emotional Development</li> <li>• EI/ESCE: Standard 1: 1.3, Standard 6: 6.3, 6.5, 6.6 and 6.7</li> <li>• NAEYC: Standard 1: 1b and 1c; Standard 4: 4a</li> <li>• PS&amp;C: Standard 1: 1b and Standard 4: 4a</li> <li>• CKC's: Domain 1: 1.A.2 and 1.B.1, Domain 2: 2.A.2</li> </ul>
9	Partnerships with parents support all children's development including children with disabilities, developmental delays, language and or cultural differences.	<ul style="list-style-type: none"> <li>• OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families and Collaboration</li> <li>• E/I/ESCE: Standard 2: 2.1 and 2.3 , Standard 3: 3.3 and Standard 4: 4.4</li> <li>• NAEYC: Standard 2: 2a, 2b and 2c and Standard 3: 3d</li> <li>• PS&amp;C: Standard 2: 2a, 2b and 2c, Standard 3:3d</li> <li>• CKC's: Standard 5: 5.A.1, 5.A.2, 5.B.1</li> </ul>

**Student Outcomes: Upon completion of this course, students will be able to:**

STUDENT OUTCOMES		ALIGNMENT WITH STANDARDS
1	Explore and discuss the various theories and philosophies of child development and learning. *1	<ul style="list-style-type: none"> <li>• OEI/ESCE: Standard 1: 1.1</li> <li>• NAEYC: Standard 1: 1a and 1b</li> <li>• PS&amp;C: Standard 1: 1a and 1c</li> <li>• CKC's: Domain 1: 1. A.1</li> </ul>

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	STUDENT OUTCOMES	ALIGNMENT WITH STANDARDS
2	<p><b>Recognize how all children differ in their behaviors, development and approaches to learning including children with disabilities, developmental delays, language and or cultural differences.</b></p> <p><i>*2, 6 and 7</i></p>	<ul style="list-style-type: none"> <li>• EI/ESCE: Standard 1: 1.2 and 1.4</li> <li>• NAEYC: Standard 1:1a</li> <li>• PS&amp;C: Standard 1: 1a</li> <li>• CKC's: Domain 1: 1. A.1</li> </ul>
3	<p><b>Discuss the current research on brain development</b></p> <p><i>*1 and 6</i></p>	<ul style="list-style-type: none"> <li>• EI/ESCE: Standard 1: 1.3</li> <li>• NAEYC: Standard 1: 1b</li> <li>• PS&amp;C: Standard 1: 1a and 1c</li> <li>• CKC's: Domain 1: 1. A.1</li> </ul>
4	<p><b>Identify the influences of heredity and environment and how they impact typical and atypical behavior and development of the infant and toddler.</b></p> <p><i>*3 and 5 (minus curriculum)</i></p>	<ul style="list-style-type: none"> <li>• EI/ESCE: Standard 1: 1.3</li> <li>• NAEYC: Standard 1: 1b</li> <li>• PS&amp;C: Standard 1: 1b and 1c</li> <li>• CKC's: Domain 1: 1. A.1</li> </ul>
5	<p><b>Identify and discuss the CT. ELDS, developmental domains (Physical Development and Health, Early Language, Creative Arts, Early Mathematics, Early Science, Cognition and Social and Emotional) and its connection to a developmentally appropriate, infant toddler inclusive curriculum</b></p> <p><i>*2,5, 8, and 9</i></p>	<ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction</li> <li>• EI/ESCE: Standard 1: 1.3 and 1.4, Standard 5: 5.2, Standard 6: 6.3, 6.4, 6.5, 6.7 and 6.7</li> <li>• NAEYC: Standard 1: 1b, Standard 4: 4b and 4c, Standard 5: 5c</li> <li>• PS&amp;C: Standard 1:1d, Standard 4:4b and 4c, Standard 5:5a, 5b, and 5c</li> <li>• CKC's: Domain 1: 1.B.3, Domain 2: 2.A.1, 2.A.2, 2.B.1, 2.B.2 and 2.B.3., Domain 3: 3.A.1 and 3.A.3,</li> </ul>
6	<p><b>Demonstrate an understanding of objective observation and assessment tools such as Ages and Stages to gather information about a child's behavior, growth, and development</b></p>	<ul style="list-style-type: none"> <li>• OSEP: Observing and Collecting Data for Progress Monitoring</li> <li>• EI/ESCE: Standard 4: 4.1</li> <li>• NAEYC: Standard 3: 3a, 3b, and 3c</li> <li>• PS&amp;C: Standard 3: 3a and 3b</li> <li>• CKC's: Domain 4: 4.A.1, 4.A.2 and 4. A.3</li> </ul>
7	<p><b>Analyze and evaluate healthy and safe physical and nurturing birth-three learning environments that promote development of the whole child including children with disabilities, developmental delays, language and or cultural differences.</b></p> <p><i>*3 and 5</i></p>	<ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction and Supporting Social and Emotional Development</li> <li>• EI/ESCE: Standard 1: 1.3, Standard 6: 6.3, 6.5, 6.6 and 6.7</li> <li>• NAEYC: Standard 1: 1b and 1c; Standard 4:4a</li> <li>• PS&amp;C: Standard 1: and Standard 4:4a</li> <li>• CKC's: Domain 1: 1.A.2 and 1.B.1, Domain 2:2.A.2</li> </ul>
8	<p><b>Analyze and evaluate respectful, supportive, inclusive, and challenging birth-three learning environments including responsive, nurturing caregiving, feeding and other routines that promote development of the whole child including children with disabilities, developmental delays, language and or cultural differences</b></p> <p><i>*3 and 5</i></p>	<ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction and Supporting Social and Emotional Development</li> <li>• EI/ESCE: Standard 1: 1.3, Standard 6: 6.3, 6.5, 6.6 and 6.7</li> <li>• NAEYC: Standard 1: 1b and 1c; Standard 4: 4a</li> <li>• PS&amp;C: Standard 1: and Standard 4: 4a</li> <li>• CKC's: Domain 1: 1.A.2 and 1.B.1, Domain 2: 2.A.2</li> </ul>

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STUDENT OUTCOMES		ALIGNMENT WITH STANDARDS
9	Discuss how partnerships with parents support all children's development including children with disabilities, developmental delays, language and or cultural differences.	<ul style="list-style-type: none"> <li>• OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families and Collaboration</li> <li>• E/I/ESCE: Standard 2: 2.1 and 2.3, Standard 3: 3.3 and Standard 4: 4.4</li> <li>• NAEYC: Standard 2: 2a, 2b and 2c and Standard 3: 3d</li> <li>• PS&amp;C: Standard 2: 2a, 2b and 2c; Standard 3:3d</li> <li>• CKC's: Standard 5: 5.A.1, 5.A.2 and 5.B.1</li> </ul>

\*Alignment with course template.

**Course Content: The following topics will be covered:**

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COURSE CONTENT	ALIGNMENT WITH STANDARDS
1 Various theories and philosophies of child development and learning	<ul style="list-style-type: none"> <li>• E/ESCE: Standard 1: 1.1</li> <li>• NAEYC: Standard 1: 1a and 1b</li> <li>• PS&amp;C: Standard 1: 1a and 1c</li> <li>• CKC's: Domain 1: 1. A.1</li> </ul>
2 Infant Toddler behavior, development and approaches to learning including children with disabilities, developmental delays, language and or cultural differences.	<ul style="list-style-type: none"> <li>• E/ESCE: Standard 1: 1.2 and 1.4</li> <li>• NAEYC: Standard 1:1a</li> <li>• PS&amp;C: Standard 1: 1a</li> <li>• CKC's: Domain 1: 1. A.1</li> </ul>
3 Current research on brain development.	<ul style="list-style-type: none"> <li>• E/ESCE: Standard 1: 1.3</li> <li>• NAEYC: Standard 1: 1b</li> <li>• PS&amp;C: Standard 1: 1a and 1c</li> <li>• CKC's: Domain 1: 1. A.1</li> </ul>
4 Influences of heredity and environment and how they impact typical and atypical development of the infant and toddler.	<ul style="list-style-type: none"> <li>• E/ESCE: Standard 1: 1.3</li> <li>• NAEYC: Standard 1: 1b</li> <li>• PS&amp;C: Standard 1: 1b and 1c</li> <li>• CKC's: Domain 1: 1. A.1</li> </ul>
5 CT. ELDS, developmental domains (Physical Development and Health, Early Language, Creative Arts, Early Mathematics, Early Science, Cognition and Social and Emotional) and its connection to a developmentally appropriate, infant toddler inclusive curriculum.	<ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction</li> <li>• E/ESCE: Standard 1: 1.3 and 1.4, Standard 5: 5.2, Standard 6: 6.3, 6.4, 6.5, 6.7 and 6.7</li> <li>• NAEYC: Standard 1: 1b, Standard 4: 4b and 4c, Standard 5: 5c</li> <li>• PS&amp;C: Standard 1:1d, Standard 4:4b and 4c, Standard 5:5a, 5b, and 5c</li> <li>• CKC's: Domain 1: 1.B.3, Domain 2: 2.A.1, 2.A.2, 2.B.1, 2.B.2 and 2.B.3., Domain 3: 3.A.1 and 3.A.3,</li> </ul>
6 Understanding of objective observation and assessment tools such as Ages and Stages to gather information about a child's behavior, growth and development	<ul style="list-style-type: none"> <li>• OSEP: Observing and Collecting Data for Progress Monitoring</li> <li>• E/ESCE: Standard 4: 4.1</li> <li>• NAEYC: Standard 3: 3a, 3b, and 3c</li> <li>• PS&amp;C: Standard 3: 3a and 3b</li> <li>• CKC's: Domain 4: 4.A.1, 4.A.2 and 4. A.3</li> </ul>

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	COURSE CONTENT	ALIGNMENT WITH STANDARDS
7	<b>Healthy and safe physical and nurturing birth-three learning environments that promote development of the whole child including children with disabilities, developmental delays, language and or cultural differences.</b>	<ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction and Supporting Social and Emotional Development</li> <li>• EI/ESCE: Standard 1: 1.3, Standard 6: 6.3, 6.5, 6.6 and 6.7</li> <li>• NAEYC: Standard 1: 1b and 1c; Standard 4:4a</li> <li>• PS&amp;C: Standard 1: and Standard 4:4a</li> <li>• CKC's: Domain 1: 1.A.2 and 1.B.1, Domain 2:2.A.2</li> </ul>
8	<b>Respectful, supportive, inclusive, and challenging birth-three learning environments including responsive, nurturing caregiving, feeding and other routines, that promote development of the whole child including children with disabilities, developmental delays, language and or cultural differences</b>	<ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction and Supporting Social and Emotional Development</li> <li>• EI/ESCE: Standard 1: 1.3, Standard 6: 6.3, 6.5, 6.6 and 6.7</li> <li>• NAEYC: Standard 1: 1b and 1c; Standard 4: 4a</li> <li>• PS&amp;C: Standard 1: and Standard 4: 4a</li> <li>• CKC's: Domain 1: 1.A.2 and 1.B.1, Domain 2: 2.A.2</li> </ul>
9	<b>Partnerships with parents that support all children's development including children with disabilities, developmental delays, language and or cultural differences.</b>	<ul style="list-style-type: none"> <li>• OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families and Collaboration</li> <li>• E/I/ESCE: Standard 2: 2.1 and 2.3 and Standard 3: 3.3 and Standard 4: 4.4</li> <li>• NAEYC: Standard 2: 2a, 2b and 2c and Standard 3: 3d</li> <li>• PS&amp;C: Standard 2: 2a, 2b and 2c; Standard 3: 3d</li> <li>• CKC's: Standard 5: 5.A.1, 5.A.2, 5.B.1</li> </ul>

**STANDARDS**

CT State Core Knowledge and Competencies (CKC) <https://www.ctoec.org/wp-content/uploads/2019/12/CKC-Professionals-Framework-2016.pdf>

Early Intervention/Early Childhood Special Education (EI/ECSE) <https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators>

National Association for the Education of Young Children (NAEYC) [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/2021\\_naeyc\\_higher\\_education\\_accreditation\\_standards.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/2021_naeyc_higher_education_accreditation_standards.pdf)

Office of Special Education Programs (OSEP) <https://www2.ed.gov/about/offices/list/osers/osep/index.html>

Professional Standards and Competencies for Early Childhood Educators (PS&C ECE) [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/standards\\_and\\_competencies\\_ps.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/standards_and_competencies_ps.pdf)

## **KEY EXPERIENCES**

1. Analyze images of infant toddler environments and design a healthy, respectful, supportive, and challenging learning environment.
2. Watch live or virtual feeding, diapering, dressing and transitions and identify the strategies used during these routines. Discuss the importance of responsive, reciprocal, nurturing, relationships in an infant toddler learning environment.
3. Watch and reflect on a video about cultural sensitivity and inclusion for all infants and toddlers and their families. <https://eclkc.ohs.acf.hhs.gov/curriculum/teacher-time-series/infanttoddler-curriculum-series>
4. Describe the components of a Developmentally Appropriate Curriculum and match Infant and toddler curriculum models to their key components. <https://www.ctoec.org/storage/2020/01/CT-ELDS-Supplement-Meaningful-Curriculum.pdf>
5. Introduce and examine the components of the CT O.E.C., Cycle of Intentional Teaching.
6. Examine individualized developmentally appropriate experiences for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.
7. Evaluate methods and techniques for working with infants and toddlers.
8. Plan individualized, developmentally appropriate experiences for a specific group of children birth to three including children with developmental delays, disabilities, language and/or cultural differences using standards such as the Ct. Early Learning and Development Standards (E.L.D.S.).
9. Implement individualized developmentally appropriate experiences for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.

## **RESOURCES**

### **Books:**

- Day to Day the Relationship Way: Creating Responsive Programs for Infants and Toddlers, <https://www.naeyc.org/resources/pubs/books/day-to-day>
- Infants and Toddlers at Play, <https://www.naeyc.org/resources/pubs/books/infants-and-toddlers-at-play>

### **Websites:**

- Zero to Three, <https://www.zerotothree.org>
- <https://www.dhs.wisconsin.gov/clts/waiver/county/mod1-matrices.pdf>
- <https://developingchild.harvard.edu/science/key-concepts/toxic-stress/>
- <https://my.clevelandclinic.org/health/articles/7247-fetal-development-stages-of-growth>
- Relationship Based Practices for Family Engagement, <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement>

### Videos:

- Finley’s Parent Teacher conference, <https://www.youtube.com/watch?v=L7Qe-t3WbSM>
- Netflix Video Series Babies, <https://www.netflix.com/title/80117833>
- Objective Observation, <https://eclkc.ohs.acf.hhs.gov/video/clearing-your-view-staying-objective-observation>
- Focused Observation for Infants and Toddlers, <https://eclkc.ohs.acf.hhs.gov/video/look-me-using-focused-child-observation-infants-toddlers>
- Early Essentials Webisodes: 8 webisodes covering, quality, relationships, expectant families, development, environments, professionalism and self-care and language development. <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/early-essentials>
- Babies (Focus Films)
  - Life Before Birth - In the Womb <https://www.youtube.com/watch?v=0qAsdEUNUJY>
  - 10 Keys to Culturally Sensitive Childcare: A discussion on cultural differences in child rearing practice, and understanding the importance of establishing respectful trusting relationships with all parents. <https://www.cdevideos.org/home.aspx?len=en>  
(Free but requires you to register)
  - California Department of Education Free Video Streaming Service, <https://www.cdevideos.org/DrdpVideo.aspx?len=en>  
(Requires you to sign up but videos are free)

### Articles:

- The Importance of Home Language, <https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series>

### Audio Podcast:

- Dr. Kristie Pretti-Frontczak, <https://prek-teachandplay.com/podcast30/> “Episode 30: How to Select And Implement The “Best” Curriculum For Inclusive Pre-K Classrooms.”

### Children’s books:

- Harold and the Purple Crayon, Crockett Johnson (Cognition)
- Brown Bear, Brown Bear What Do You See? Bill Martin/Eric Carle (Cognition and language)
- Elephant and Piggie Books by Mo Willems (Social/Emotional)
- Leo the Late Bloomer, Robert Kraus (General Development)
- Press Here, Herve Tullet (Science – cause and effect)
- Susan Laughs, Jeanne Willis (ability)
- Read to Your Bunny, Rosemary Wells (language)
- Shapes, Shapes, Shapes, and Let’s Count, Tana Hoban (math)



**Additional Resource:**

- Infant Toddler Responsive Caregiver List: <https://wvpbis.org/wvecpbis/wp-content/uploads/sites/3/Responsive-Caregiving-Checklist.pdf>

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DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
Week 1	Introductions and syllabus review			
2	Various theories and philosophies of child development and learning.	CO 1	In small groups, discuss the similarities and differences between and among various theories and philosophies of child development and learning.	SO 1
3	Infant/Toddler behavior, development and approaches to learning including children with disabilities, developmental delays, language and or cultural differences.  *Watch and discuss comprehensive videos on Infant development such as Babies (Focus Features), Babies Netflix documentary series.	CO 2	Write a reflection after viewing video recognizing how all children differ in their behaviors, development and approaches to learning including children with disabilities, developmental delays, language and or cultural differences.	SO 2
4	Continued: Infant/toddler growth and development – milestones.  *Review website discussing typical and atypical infant/toddler growth and development. <a href="https://www.dhs.wisconsin.gov/clts/waiver/county/mod1-matrices.pdf">https://www.dhs.wisconsin.gov/clts/waiver/county/mod1-matrices.pdf</a> Other websites are listed in the resources.	CO 2		
5	Current research on brain development.  *Present and discuss brain research including attachment, toxic stress, resilience etc.	CO 3	Explore this website: <a href="https://developingchild.harvard.edu/science/key-concepts/toxic-stress/">https://developingchild.harvard.edu/science/key-concepts/toxic-stress/</a>  Make sure to explore the links on the side of the page to bring you to important issues around stress such as the ACES. Be prepared to discuss what you discovered.	SO 3
6				



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7	<p>Influences of heredity and environment and how they impact typical and atypical development of the infant and toddler.</p> <p><b>*Examine and discuss the positive and negative, (teratogens) environmental influences on prenatal development.</b> <a href="https://courses.lumenlearning.com/boundless-psychology/chapter/prenatal-development/">https://courses.lumenlearning.com/boundless-psychology/chapter/prenatal-development/</a></p>	CO 4	Reflect on the environmental influences from your own earliest years.	SO 4
8				
9	<p><b>CT. ELDS, developmental domains (Physical Development and Health, Early Language, Creative Arts, Early Mathematics, Early Science, Cognition and Social and Emotional) and its connection to a developmentally appropriate, infant toddler inclusive curriculum.</b></p>	CO 5	*Using a sample list such as one provided in the resources organize these behaviors according to the ELDS domains and suggest a DAP experience that would enhance that skill.	SO 5
10				
11	<p><b>Understanding of objective observation and assessment tools to gather information about a child's behavior, growth and development.</b></p> <p><b>*Review the Documentation and Observation for Teaching System (D.O.T.S.) and other observation assessment tools and methods such as anecdotal records, running records, etc.</b></p>	CO 6	Using a video of an infant or toddler at play; use objective observation the to describe the child's behavior.	SO. 6
12	<p><b>Healthy, safe, and nurturing learning environment for infants and toddlers that promote development of the whole child including children with disabilities, developmental delays, language and or cultural differences</b></p>			

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DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
13	<p>Respectful, supportive, inclusive, and challenging birth-three learning environments including responsive caregivers, that promote development of the whole children including children with disabilities, developmental delays, language and or cultural differences.</p> <p><i>* Discuss all aspects of an appropriate infant/toddler environment including the physical space and the characteristics of competent caregivers.</i></p>	CO 7	Plan an appropriate infant/toddler environment including the physical space and the characteristics of competent caregivers.	SO 7
14	<p>Environments, continued.</p> <p>Display and review student-created environments</p>	CO 7		
15	<p>Partnerships with parents that support all children’s development including children with disabilities, developmental delays, language and/or cultural differences.</p> <p>Watch the video series:  <b>10 Keys to Culturally Sensitive Childcare:</b>  <a href="https://www.cdevideos.org/home.aspx?len=en">https://www.cdevideos.org/home.aspx?len=en</a></p>	CO 8	<p><i>*Review NAEYC Code of Ethical Conduct on Family relationships.</i></p> <p>Reflect on ways you can support ongoingfamily engagement.</p>	SO 8
16	Finals			

*\*Key Experience*