UCONN

CENTER FOR EXCELLENCE
IN DEVELOPMENTAL
DISABILITIES

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS
METHODS AND TECHNIQUES FOR INFANTS AND TODDLERS | ECED 241 | COURSE INFORMATION

COURSE DESCRIPTION

This course examines curriculum models and the methods and techniques for caring for infants and toddlers. Students will learn ways to interact with and support children under the age of three. Emphasis will be on the learning environment including feeding and routines; responsive, reciprocal, nurturing, relationships; cultural sensitivity, and inclusion. This includes knowledge and skills needed to plan, implement, and evaluate developmentally appropriate curricula for all children birth to three including children with developmental delays, disabilities, language and/or cultural differences. Topics explored will include how to create routines and organize the environment to support learning, the role of families, as well as creating experiences and interactions to support development in all domains.

Pre-Requisite: ECED 141 or ECED 182
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:

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS	METHODS AND TECHNIQUES FOR INFANTS AND TODDLERS	ECED 241	
	COURSE OBJECTIVE	**ALIGNMENT WITH STANDARDS**
1	Safe, healthy, respectful, supportive, and challenging learning environments for infants and toddlers.	• OSEP: Intervention and Instruction • DEC: Environment. E1 through E6 • EI/ESCE: Standard 5: 5.2; Standard 6: 6.3, 6.6 and 6.7 • NAEYC: Standard 1: 1c, Standard 4:4c • PS&C: Standard 1: 1c, Standard 4: 4c • CKC's: Domain 1: 1.B.1, Domain 3: 3.B.1, Domain 6: 6.A.3
2	The importance of feeding and routines; responsive, reciprocal, nurturing, relationships in an infant toddler learning environment.	• OSEP: Intervention and Instruction and Supporting Social and Emotional Development • DEC: Environment: E1, Instruction: INS4, Interaction: INT1 and INT2 • EI/ESCE: Standard 6:6.6 • NAEYC: Standard 1:1a • PS&C: Standard 1: 1a • CKC's: Domain 2: 2. A.1, 2.A.2 and 2.B.3, Domain 3: 3.A.2 and 3.B.3 and Domain 6: 6.A.4, 6.A.5 and 6.A.6
3	Cultural sensitivity and inclusion for all infants and toddlers and their families	• OSEP: Working with Children and Families from Diverse Backgrounds • DEC: Assessment: A3, Family: F1 and F8, Instruction: INS 1 and INS 12 • EI/ESCE: Standard 2: 2.1; Standard 3: 3.2, Standard 5: 5.1 and 5.2, Standard 6: 6.1 and 6.3 • NAEYC: Standard 2: 2a and Standard 3: 3c • PS&C: Standard 2: 2a, Standard 3: 3c and Standard 4:4.c • CKC's: Domain 1: 1.A.2 and 1.B.3; Domain 2: 2.B.1 and 2.B.2 and Domain 7: 7. B.1
4	Infant and toddler curriculum models	• EI/ESCE: Standard 1: 1.1 • NAEYC: Standard 6: 6c • PS&C: Standard 6:6d

	COURSE OBJECTIVE	ALIGNMENT WITH STANDARDS
5	**The role of the Cycle of Intentional Teaching in planning, implementing, and evaluating individualized, developmentally appropriate curricula for all children birth to three including children with developmental delays, disabilities, language and/or cultural differences.**	• OSEP: Observing and Collecting Data for Progress Monitoring and Intervention and Instruction • DEC: Assessment: A8 and A9, Instruction: INS3 through INS7 • EI/ESCE: Standard 4: 4.1, Standard 5: 5.2, Standard 6: 6.3 and 6.7 • NAEYC: Standard 3: 3a and 3b, Standard 4: 4b, 4c and 4d, Standard 5: 5c • PS&C: Standard 3:3a, 3b, and 3c, Standard 4:4b and 4c, Standard 5: 5c, Standard 6: 6e • CKC's: Domain 3: 3.A.1 and 3.A.3, Domain 4: 4. A.3
6	**Individualized developmentally appropriate curricula for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.**	• OSEP: Observing and Collecting Data for Progress Monitoring and Intervention and Instruction • DEC: Instruction: INS3 and INS4, Interaction, INT 2 and INT 4 • EI/ESCE: Standard 1: 1.4, Standard 5: 5.2; Standard 6: 6.3 • NAEYC: Standard 4: 4c and Standard 5: 5c • PS&C: Standard 4: 4b and 4c, Standard 5: 5c • CKC's: Domain 2: 2.B.1, 2.B.2 and 2.B.3, Domain 3: 3.A.1 and 3.A.3
7	**Methods and techniques for working with infants and toddlers including those with developmental delays, disabilities, language and/or cultural differences.**	• OSEP: Intervention and Instruction • DEC: Instruction: INS1 through INS 13 and Interaction: INT 1 through INT 5 • EI/ESCE: Standard 6:6.3, 6.5, 6.6 and 6.7 • NAEYC: Standard 4: 4b and 4c • PS&C: Standard 4: 4b and 4c • CKC's: Domain 2: 2.B.2
8	**Planning individualized, developmentally appropriate experiences for specific 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.).**	• OSEP: Observing and Collecting Data for Progress Monitoring, Intervention and Instruction • DEC: Assessment: A3, A8 and A9 and Instruction: INS 3 through 5 • E/I/ESCE: Standard 1: 1.2, 1.3 and 1.4, Standard 5: 5.1 and 5.2, Standard 6: 6.7 • NAEYC: Standard 1: 1c, Standard 4: 4b and 4c, Standard 5: 5b and 5c • PS&C: Standard 1: 1d, Standard 4: 4b and 4c, Standard 5: 5b and 5c • CKC's: Domain 1: 1.A.1 and 1.B.2, Domain 2: 2.A.1 and 2.B.1, Domain 3: 3.A.1 and 3.A.3, Domain 4: 4.A.3
9	**Implementing individualized developmentally appropriate curricula for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences,**	• OSEP: Intervention and Instruction, Literacy and STEM and Supporting Social and Emotional Development • DEC: Environment: E1 and E3, Instruction: INS2 through INS7 • E/I/ESCE: Standard 1: 1.2 and 1.4, Standard 5: 5.2 and Standard 6: 6.3, 6.5, 6.6 and 6.7 • NAEYC: Standard 1: 1c and Standard 4: 4b and 4c • PS&C: Standard 1: 1d, Standard 4: 4b and 4c • CKC's: Domain 1: 1.A.1 and 1.B.3, Domain 2: 2.B.1, 2.B.2 and 2.B.3, Domain 3: 3.A.1 and 3. A.3
10	**The impact of the role of the family on infants and toddlers.**	• OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Collaboration and Supporting Social and Emotional Development • DEC: Leadership: L3, Assessment: A2 and A6, Environment: E3 through E5; Family: F1 through F10, Instruction: INS1 and INS2; Teaming and Collaboration: TC1, TC2, TC4 and TC5; Transition: TR2 • E/I/ESCE: Standard 2: 2.1, 2.2 and 2.3, Standard 3: 3.1 and 3.3, Standard 4: 4.1 through 4.4; Standard 5: 5.1; Standard 6: 6.1. 6.2, and 6.3, Standard 7: 7.3 • NAEYC: Standard 2: 2a, 2b and 2c and Standard 3: 3d • PS&C: Standard 2: 2a, 2b and 2c, Standard 3:3d and Standard 6: 6d • CKC's: Domain 1: 1.A.2 and 1.B.3, Domain 2: 2.A.2, 2.B.1 and 2.B.2; Domain 3: 3.A.1, 3.A.2, 3.A.3, 3.B.1, 3.B.3 and 3.B.4; Domain 4: 4.A.3, 4.B.1 and 4.B.2, Domain 5: 5.A.1 through 5.A.3, 5.B1 and 5.B.2, 5.C.1, Domain 6: 6.A.1, 6.A.3, 6.A.4 and 6.A.5 and Domain 7: 7. A.4 and 7.B.1

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

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | METHODS AND TECHNIQUES FOR INFANTS AND TODDLERS | ECED 241	
STUDENT OUTCOMES	**ALIGNMENT WITH STANDARDS**
1 **Analyze and design safe, healthy, respectful, supportive, and challenging learning environments.** *3 and 6*	• OSEP: Intervention and Instruction • DEC: Environment. E1 through E6 • EI/ESCE: Standard 5: 5.2; Standard 6: 6.3, 6.6 and 6.7 • NAEYC: Standard 1: 1c; Standard 4:4c • PS&C: Standard 1: 1c, Standard 4: 4c • CKC's: Domain 1: 1.B.1, Domain 3: 3.B.1, Domain 6: 6.A.3
2 **Recognize the importance of and evaluate feeding and routines; responsive, reciprocal, nurturing, relationships in an infant toddler learning environment.** *6*	• OSEP: Intervention and Instruction and Supporting Social and Emotional Development • DEC: Environment: E1, Instruction: INS4 and Interaction: INT1 and INT2 • EI/ESCE: Standard 6:6.6 • NAEYC: Standard 1:1a • PS&C: Standard 1: 1a • CKC's: Domain 2: 2. A.1, 2.A.2 and 2.B.3, Domain 3: 3.A.2 and 3.B.3; Domain 6: 6.A.4, 6.A.5 and 6.A.6
3 **Relate/articulate components of cultural sensitivity and inclusion for all infants and toddlers and their families.** *10*	• OSEP: Working with Children and Families from Diverse Backgrounds • DEC: Assessment: A3, Family: F1 and F8, Instruction: INS 1 and INS 12 • EI/ESCE: Standard 2: 2.1, Standard 3: 3.2, Standard 5: 5.1 and 5.2, Standard 6: 6.1 and 6.3 • NAEYC: Standard 2: 2a and Standard 3: 3c • PS&C: Standard 2: 2a, Standard 3: 3c, Standard 4:4.c • CKC's: Domain 1: 1.A.2 and 1.B.3; Domain 2: 2.B.1 and 2.B.2, Domain 7: 7. B.1
4 **Identify Infant and toddler curriculum models.** *5*	• EI/ESCE: Standard 1: 1.1 • NAEYC: Standard 6: 6c • PS&C: Standard 6: 6d
5 **Examine the role of the Cycle of Intentional Teaching in planning, implementing, and evaluating individualized, developmentally appropriate curricula for all children birth to three including children with developmental delays, disabilities, language and/or cultural differences.** *7,8, and 9*	• OSEP: Observing and Collecting Data for Progress Monitoring and Intervention and Instruction • DEC: Assessment: A8 and A9, Instruction: INS3 through INS7 • EI/ESCE: Standard 4: 4.1, Standard 5: 5.2, Standard 6: 6.3 and 6.7 • NAEYC: Standard 3: 3a and 3b, Standard 4: 4b, 4c and 4d, Standard 5: 5c • PS&C: Standard 3:3a, 3b, and 3c, Standard 4:4b and 4c, Standard 5: 5c, Standard 6: 6e • CKC's: Domain 3: 3.A.1 and 3.A.3, Domain 4: 4. A.3
6 **Examine individualized developmentally appropriate experiences for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.** *4, 11 and 13*	• OSEP: Observing and Collecting Data for Progress Monitoring and Intervention and Instruction • DEC: Instruction: INS3 and INS4 and Interaction, INT 2 and INT 4 • EI/ESCE: Standard 1: 1.4, Standard 5: 5.2; Standard 6: 6.3 • NAEYC: Standard 4: 4c and Standard 5: 5c • PS&C: Standard 4: 4b and 4c, Standard 5: 5c • CKC's: Domain 2: 2.B.1, 2.B.2 and 2.B.3, Domain 3: 3.A.1 and 3.A.3
7 **Evaluate methods and techniques for working with infants and toddlers.** *5*	• OSEP: Intervention and Instruction • DEC: Instruction: INS1 through INS 13 and Interaction: INT 1 through INT 5 • EI/ESCE: Standard 6:6.3, 6.5, 6.6 and 6.7 • NAEYC: Standard 4: 4b and 4c • PS&C: Standard 4: 4b and 4c • CKC's: Domain 2: 2.B.2
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.).** *1,4, 12, and 13*	• OSEP: Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction • DEC: Assessment: A3, A8 and A9 and Instruction: INS 3 through 5 • E/I/ESCE: Standard 1: 1.2, 1.3 and 1.4, Standard 5: 5.1 and 5.2 and Standard 6: 6.7 • NAEYC: Standard 1: 1c, Standard 4: 4b and 4c and Standard 5: 5b and 5c • PS&C: Standard 1: 1d, Standard 4: 4b and 4c and Standard 5: 5b and 5c • CKC's: Domain 1: 1.A.1 and 1.B.2, Domain 2: 2.A.1 and 2.B.1, Domain 3: 3.A.1 and 3.A.3 and Domain 4: 4.A.3

	STUDENT OUTCOMES	ALIGNMENT WITH STANDARDS
	**MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS	METHODS AND TECHNIQUES FOR INFANTS AND TODDLERS	ECED 241**	
9	**Implement individualized developmentally appropriate curricula for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.**	• OSEP: Intervention and Instruction, Literacy and STEM and Supporting Social and Emotional Development • DEC: Environment: E1 and E3, Instruction: INS2 through INS7 • E/I/ESCE: Standard 1: 1.2 and 1.4, Standard 5: 5.2 and Standard 6: 6.3, 6.5, 6.6 and 6.7 • NAEYC: Standard 1: 1c and Standard 4: 4b and 4c • PS&C: Standard 1: 1d, Standard 4: 4b and 4c • CKC's: Domain 1: 1.A.1 and 1.B.3, Domain 2: 2.B.1, 2.B.2 and 2.B.3, Domain 3: 3.A.1 and 3. A.3
10	**Connect the role of the family to positive outcomes for infants and toddlers.** *2	• OSEP: Working with Children and Families from Diverse Backgrounds, • Engaging and Communicating with Families, Collaboration and Supporting Social and Emotional Development • DEC: Leadership: L3, Assessment: A2 and A6, Environment: E3 through E5; Family: F1 through F10, Instruction: INS1 and INS2; Teaming and Collaboration: TC1, TC2, TC4 and TC5; Transition: TR2 • E/I/ESCE: Standard 2: 2.1, 2.2 and 2.3, Standard 3: 3.1 and 3.3, Standard 4: 4.1 through 4.4; Standard 5: 5.1; Standard 6: 6.1. 6.2, and 6.3 and Standard 7: 7.3 • NAEYC: Standard 2: 2a, 2b and 2c and Standard 3: 3d • PS&C: Standard 2: 2a, 2b and 2c, Standard 3:3d and Standard 6: 6d • CKC's: Domain 1: 1.A.2 and 1.B.3, Domain 2: 2.A.2, 2.B.1 and 2.B.2; Domain 3: 3.A.1, 3.A.2, 3.A.3, 3.B.1, 3.B.3 and 3.B.4; Domain 4: 4.A.3, 4.B.1 and 4.B.2, Domain 5: 5.A.1 through 5.A.3, 5.B1 and 5.B.2, 5.C.1, Domain 6: 6.A.1, 6.A.3, 6.A.4 and 6.A.5 and Domain 7: 7. A.4 and 7.B.1

*Alignment with course template.

Course Content: The following topics will be covered:

	COURSE CONTENT	ALIGNMENT WITH STANDARDS
	**MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS	METHODS AND TECHNIQUES FOR INFANTS AND TODDLERS	ECED 241**	
1	**Safe, healthy, respectful, supportive, and challenging learning environments.**	• OSEP: Intervention and Instruction • DEC: Environment. E1 through E6 • EI/ESCE: Standard 5: 5.2 and Standard 6: 6.3, 6.6 and 6.7 • NAEYC: Standard 1: 1c and Standard 4: 4c • PS&C: Standard 1: 1c and Standard 4: 4c • CKC's: Domain 1: 1.B.1, Domain 3: 3.B.1 and Domain 6: 6.A.3
2	**The importance of and evaluate feeding and routines; responsive, reciprocal, nurturing, relationships in an infant toddler learning environment.**	• OSEP: Intervention and Instruction and Supporting Social and Emotional Development • DEC: Environment: E1, Instruction: INS4, Interaction: INT1 and INT2, • EI/ESCE: Standard 6: 6.6 • NAEYC: Standard 1:1a • PS&C: Standard 1: 1a • CKC's: Domain 2: 2. A.1, 2.A.2 and 2.B.3, Domain 3: 3.A.2, 3.B.3 and Domain 6: 6.A.4, 6.A.5 and 6.A.6
3	**Components of cultural sensitivity and inclusion for all infants and toddlers and their families.**	• OSEP: Working with Children and Families from Diverse Backgrounds • DEC: Assessment: A3, Family: F1 and F8 and Instruction: INS 1 and INS 12 • EI/ESCE: Standard 2: 2.1; Standard 3: 3.2, Standard 5: 5.1 and 5.2 and Standard 6: 6.1 and 6.3 • NAEYC: Standard 2: 2a and Standard 3: 3c • PS&C: Standard 2: 2a, Standard 3: 3c and Standard 4:4.c • CKC's: Domain 1: 1.A.2 and 1.B.3; Domain 2: 2.B.1 and 2.B.2 and Domain 7: 7. B.1
4	**Infant Toddler Curriculum Models.**	• EI/ESCE: Standard 1: 1.1 • NAEYC: Standard 6: 6c • PS&C: Standard 6: 6d

	COURSE CONTENT	ALIGNMENT WITH STANDARDS
5	The Cycle of Intentional Teaching in planning, implementing, and evaluating individualized, developmentally appropriate curricula for all children birth to three including children with developmental delays, disabilities, language and/or cultural differences.	• OSEP: Observing and Collecting Data for Progress Monitoring and Intervention and Instruction • DEC: Assessment: A8 and A9, Instruction: INS3 through INS7 • EI/ESCE: Standard 4: 4.1, Standard 5: 5.2, Standard 6: 6.3 and 6.7 • NAEYC: Standard 3: 3a and 3b, Standard 4: 4b, 4c and 4d, Standard 5: 5c • PS&C: Standard 3:3a, 3b, and 3c, Standard 4:4b and 4c, Standard 5: 5c, Standard 6: 6e • CKC's: Domain 3: 3.A.1 and 3.A.3, Domain 4: 4. A.3
6	Individualized developmentally appropriate curricula for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.	• OSEP: Observing and Collecting Data for Progress Monitoring and Intervention and Instruction • DEC: Instruction: INS3 and INS4 and Interaction: INT 2 and INT 4 • EI/ESCE: Standard 1: 1.4, Standard 5: 5.2 and Standard 6: 6.3 • NAEYC: Standard 4: 4c and Standard 5: 5c • PS&C: Standard 4: 4b and 4c and Standard 5: 5c • CKC's: Domain 2: 2.B.1, 2.B.2 and 2.B.3, Domain 3: 3.A.1 and 3.A.3
7	Methods and techniques for working with infants and toddlers.	• OSEP: Intervention and Instruction • DEC: Instruction: INS1 through INS 13 and Interaction: INT 1 through INT 5 • EI/ESCE: Standard 6:6.3, 6.5, 6.6 and 6.7 • NAEYC: Standard 4: 4b and 4c • PS&C: Standard 4: 4b and 4c • CKC's: Domain 2: 2.B.2
8	Planning individualized, developmentally appropriate curricula for specific 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.).	• OSEP: Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction • DEC: Assessment: A3, A8 and A9, Instruction: INS 3 through 5 • E/I/ESCE: Standard 1: 1.2, 1.3 and 1.4, Standard 5: 5.1 and 5.2 and Standard 6: 6.7 • NAEYC: Standard 1: 1c, Standard 4: 4b and 4c and Standard 5: 5b and 5c • PS&C: Standard 1: 1d, Standard 4: 4b and 4c and Standard 5: 5b and 5c • CKC's: Domain 1: 1.A.1 and 1.B.2, Domain 2: 2.A.1 and 2.B.1, Domain 3: 3.A.1 and 3.A.3 and Domain 4: 4.A.3
9	Implementing individualize developmentally appropriate curricula for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.	• OSEP: Intervention and Instruction, Literacy and STEM and Supporting Social and Emotional Development • DEC: Environment: E1 and E3, Instruction: INS2 through INS7 • E/I/ESCE: Standard 1: 1.2 and 1.4, Standard 5: 5.2 and Standard 6: 6.3, 6.5, 6.6 and 6.7 • NAEYC: Standard 1: 1c and Standard 4: 4b and 4c • PS&C: Standard 1: 1d and Standard 4: 4b and 4c • CKC's: Domain 1: 1.A.1 and 1.B.3, Domain 2: 2.B.1, 2.B.2 and 2.B.3 and Domain 3: 3.A.1 and 3. A.3
10	Connecting the role of the family to positive outcomes for infants and toddlers.	• OSEP: Working with Children and Families from Diverse Backgrounds, • Engaging and Communicating with Families, Collaboration and Supporting Social and Emotional Development • DEC: Leadership: L3, Assessment: A2 and A6, Environment: E3 through E5; Family: F1 through F10, Instruction: INS1 and INS2; Teaming and Collaboration: TC1, TC2, TC4 and TC5 and Transition: TR2 • E/I/ESCE: Standard 2: 2.1, 2.2 and 2.3, Standard 3: 3.1 and 3.3, Standard 4: 4.1 through 4.4; Standard 5: 5.1; Standard 6: 6.1. 6.2, and 6.3 and Standard 7: 7.3 • NAEYC: Standard 2: 2a, 2b and 2c and Standard 3: 3d • PS&C: Standard 2: 2a, 2b and 2c, Standard 3:3d and Standard 6: 6d • CKC's: Domain 1: 1.A.2 and 1.B.3, Domain 2: 2.A.2, 2.B.1 and 2.B.2; Domain 3: 3.A.1, 3.A.2, 3.A.3, 3.B.1, 3.B.3 and 3.B.4; Domain 4: 4.A.3, 4.B.1 and 4.B.2, Domain 5: 5.A.1 through 5.A.3, 5.B1 and 5.B.2, 5.C.1, Domain 6: 6.A.1, 6.A.3, 6.A.4 and 6.A.5, Domain 7: 7. A.4 and 7.B.1

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*

Office of Special Education Programs (OSEP)

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*

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. *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*
4. Introduce and examine the components of the CT O.E.C., Cycle of Intentional Teaching.
5. Examine individualized developmentally appropriate experiences for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.
6. Evaluate methods and techniques for working with infants and toddlers.
7. 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.).
8. Implement individualized developmentally appropriate experiences for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.
9. Participate in a mock parent conference and describe the positive outcomes for infants and toddlers when there is a strong connection to the family.

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*
- Program for Infant Toddler Care (P.I.T.C.), *https://www.pitc.org/featured-resources*
- Infant Toddler Curriculum, *https://childcareta.acf.hhs.gov/sites/default/files/public/infant-toddler_curriculum_and_individualization.pdf https://eclkc.ohs.acf.hhs.gov/curriculum/teacher-time-series/infanttoddler-curriculum-series*
- CT Supplement Meaningful Curriculum, *https://www.ctoec.org/storage/2020/01/CT-ELDS-Supplement-Meaningful-Curriculum.pdf*
- Relationship Based Practices for Family Engagement, *https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement*

Videos:

- The Kids Are In Charge, *https://eclkc.ohs.acf.hhs.gov/curriculum/teacher-time-series/kids-are-charge-children-guiding-curriculum*
- Viewers Guide, *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/teachertime-viewers-guide-episode-1-kids-in-charge.pdf https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/supporting-videos/child-care#10869*
- Space to Grow: Creating a Childcare Environment for Infants and Toddlers https://www.pitc.org/resources/space-grow-creating-child-care-environment-infants-and-toddlers-2nd-edition
- A Culturally Responsive Approach to Implementing curriculum *https://eclkc.ohs.acf.hhs.gov/video/culturally-responsive-approach-implementing-curriculum*
- Finley's Parent Teacher conference, *https://www.youtube.com/watch?v=L7Qe-t3WbSM*
- Objective Observation, *https://eclkc.ohs.acf.hhs.gov/video/clearing-your-view-staying-objective-observation 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)

  - 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)

  - Video clips, handouts, and from Program for Infant Toddler Care (PITC), *https://www.pitc.org/search?keyword=video*

Articles:
- Infant Toddler Resource Guide Observation, Documentation and Reflection *https://eclkc.ohs.acf.hhs.gov/video/culturally-responsive-approach-implementing-curriculum*
- The Importance of Home Language, *https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series*
- 12 Ways to Support Language Development for Infants and Toddlers *https://www.naeyc.org/our-work/families/support-language-development-infants-and-toddlers*

Audio Podcast:
- Dr. Kristie Pretti-Frontczak, *https://prekteachandplay.com/podcast30/* "Episode 30: How to Select And Implement The "Best" Curriculum For Inclusive Pre-K Classrooms."

Children's books:
- Every Child is Different by Luna James (diversity, justice, equity)
- Where the Wild Things Are by Maurice Sendack (Describes the feelings of a toddler in time out)
- Smile for Auntie by Diane Paterson (Describes an aunt's techniques to try and get an infant to smile.)
- Read to Your Bunny by Rosemary Wells (strategies for supporting early language acquisition)
- Crunch, the Shy Dinosaur by Cirocco Dunlap, *https://www.youtube.com/watch?v=Ez0rTxpewBo* (About being aware of the impact your voice can have on some children.)
- Good Boy, Fergus by David Shannon, (Does "Good Boy, Good Girl, or Good Job really have the impact you are looking for?)
- Knuffle Bunny by Mo Willems (About observing and assessing the wants, needs, and desires or preverbal infants and toddlers).

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

Movie:

- The Silent Child: The Silent Child is a British sign-language short film written by and starring Rachel Shenton and directed by Chris Overton, and released in 2017 by Slick Films. It tells the story of Libby, a profoundly deaf four-year-old girl, who lives a silent life until a social worker, played by Shenton, teaches her how to communicate through sign language

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | METHODS AND TECHNIQUES FOR INFANTS AND TODDLERS | ECED 241				
DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
Week 1	Introductions and syllabus review			
2	Healthy, respectful, supportive, and challenging learning environments. (The physical environment)	CO 1	* Analyze images of infant toddler environments and design a healthy, respectful, supportive, and challenging learning environment.	SO 1
3	Healthy, respectful, supportive, and challenging learning environments. (All the other environmental aspects)	CO 1		SO 1
4	Feeding and routines; responsive, reciprocal, nurturing, relationships in an infant toddler learning environment.	CO 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.	SO 2
5	Components of cultural sensitivity and inclusion for all infants and toddlers and their families.	CO 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/video/culture-diversity-inclusion-equity-cdie-spotlight-human-resource-systems	SO 3
6	Infant Toddler Curriculum Models.	CO 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	SO 4
7	The Cycle of Intentional Teaching in planning, implementing, and evaluating individualized, developmentally appropriate curricula for all children birth to three including children with developmental delays, disabilities, language and/or cultural differences. * Introduce and examine the components of the CT O.E.C., Cycle of Intentional Teaching.	CO 5		SO 5

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | METHODS AND TECHNIQUES FOR INFANTS AND TODDLERS | ECED 241

DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
8	**Individualized developmentally appropriate curricula for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.**	CO 6	* Examine individualized developmentally appropriate experiences for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.	SO 6
9				
10	**Methods and techniques for working with infants and toddlers.**	CO 7		
11	**Methods and Techniques continued**	CO 7	*Evaluate methods and techniques for working with infants and toddlers.	SO. 7
12	**Planning individualized, developmentally appropriate curricula for specific 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.).**	CO 8		SO 8
13	**Continue: Planning individualized, developmentally appropriate curricula for specific 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.).**	CO 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.).	SO 8
14	**Implementing individualize developmentally appropriate curricula for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.**	CO 9	*Implement individualized developmentally appropriate experiences for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.	SO 9
15	**Connecting the role of the family to positive outcomes for infants and toddlers.**	CO 10	*Participate in a mock parent conference and describe the positive outcomes for infants and toddlers when there is a strong connection to the family.	SO 10
16	**Finals**			

Key Experience