

**Master Course Outline
With Sample Syllabus**

Infant and Toddler Growth and Development

ECED 1104

No more than 20 hours of field work hours required

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.

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

Course Objective	Alignment with Standards
1. Developmental theories and philosophies of child development.	DEC/EI/ECSE: 1.1 PS&C: 1a and 1c CKC's: 1. A.1, 1.A.2, 1.B.2, 3.B.1 and 3.B.2
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.	DEC/EI/ECSE: 1.1, 1.2 and 1.4 PS&C: 1a, 1b and 1c CKC's: 1. A.1, 1.A.2, 1.B.1, 1.B.2, 3.B.1
3. Current research on brain development.	DEC/EI/ECSE: 1.1 and 1.4 PS&C: 1a, 1b, and 1c CKC's: 1. A.1, 1.A.2, 1. B.1, and 1.B.2,

<p>4. The influences of heredity and environment and how they impact typical and atypical behavior and development of the infant and toddler.</p>	<p>DEC/EI/ECSE: 1.1, 1.3 and 1.4 PS&C: 1b, 1c and 2a CKC's: 1. A.1, 1.A.2, 1.B.1, 1.B.2, 5.A.1</p>
<p>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.</p>	<p>OSEP: Intervention and Instruction, Literacy and STEM, and Supporting Social and Emotional Development DEC/EI/ECSE: All of Standard 1, 5.2, 6.3, 6.4, 6.5, and 6.7 PS&C: 1b, 1c, 1d, 4c, and 5b CKC's: 1.A.1, 1.B.1, 2.B.1, 2.B.2., 3.A.1, 3.A.2 and 3.A.3</p>
<p>6. Objective observation and assessment tools such as Ages and Stages to gather information about a child's growth and development</p>	<p>OSEP: Observing and Collecting Data for Progress Monitoring DEC/EI/ECSE: 4.1 PS&C: 3a and 3b CKC's: 4.A.1, 4.A.2 and 4. A.3</p>
<p>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.</p>	<p>OSEP: Intervention and Instruction and Supporting Social and Emotional Development DEC/EI/ECSE: All of Standard 1, 5.2, 6.3, 6.5, and 6.7 PS&C: All of Standard 1 and All of Standard 4 CKC's: 1.A.2, 1.B.1, and 2.A.2, 3.B.1, 3.B.2, 3.B.3</p>
<p>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</p>	<p>OSEP: Intervention and Instruction and Supporting Social and Emotional Development DEC/ EI/ECSE: 1.1, 1.3, 1.4, 6.3, 6.5, and 6.7 PS&C: 1c and All of Standard 4, CKC's: 1.A.2 and 1.B.1 and 2 A.1, 2.A.2, 2.B.2, 2.B.3, 3.B.1, 3.B.2., 3.B.3</p>
<p>9. Partnerships with parents support all children's development including children with disabilities,</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families and Collaboration</p>

developmental delays, language and or cultural differences.	DEC/EI/ECSE: All of Standard 2, 3.3, 4.3 PS&C: All of Standard 2, 3d CKC's: All of Domain 5
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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	DEC/EI/ECSE: 1.1 PS&C: 1a and 1c CKC's: 1. A.1, 1.A.2, 1.B.2. 3.B.1 and 3.B.2
2. Recognize how all children differ in their behaviors, development and approaches to learning including children with disabilities, developmental delays, language and or cultural differences. *2, 6 and 7	DEC/EI/ECSE: 1.1, 1.2 and 1.4 PS&C: 1a, 1b and 1c CKC's: 1. A.1, 1.A.2, 1.B.1, 1.B.2, 3.B.1
3. Discuss the current research on brain development. *1 and 6	DEC/EI/ECSE: 1.1 and 1.4 PS&C: 1a, 1b, and 1c CKC's: 1. A.1, 1.A.2, 1. B.1, and 1.B.2,
4. Identify the influences of heredity and environment and how they impact typical and atypical behavior and development of the infant and toddler. *3 and 5 (minus curriculum)	DEC/EI/ECSE: 1.1, 1.3 and 1.4 PS&C: 1b, 1c and 2a CKC's: 1. A.1, 1.A.2, 1.B.1, 1.B.2, 5.A.1
5. Identify and discuss the CT. ELDS, developmental domains (Physical Development and Health, Early Language, Creative Arts, Early Mathematics, Early Science, Cognition and Social and	OSEP: Intervention and Instruction, Literacy and STEM, and Supporting Social and Emotional Development DEC/EI/ECSE: All of Standard 1, 5.2, 6.3, 6.4, 6.5, and 6.7 PS&C: 1b, 1c, 1d, 4c, and 5b

<p>Emotional) and its connection to a developmentally appropriate, infant toddler inclusive curriculum</p> <p>*2,5, 8, and 9</p>	<p>CKC's: 1.A.1, 1.B.1, 2.B.1, 2.B.2., 3.A.1, 3.A.2 and 3.A.3</p>
<p>6. Demonstrate an understanding of objective observation and assessment tools such as <i>Ages and Stages</i> to gather information about a child's behavior, growth, and development</p>	<p>OSEP: Observing and Collecting Data for Progress Monitoring DEC/EI/ECSE: 4.1 PS&C: 3a and 3b CKC's: 4.A.1, 4.A.2 and 4. A.3</p>
<p>7. 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.</p> <p>*3 and 5</p>	<p>OSEP: Intervention and Instruction and Supporting Social and Emotional Development DEC/EI/ECSE: All of Standard 1, 5.2, 6.3, 6.5, and 6.7 PS&C: All of Standard 1 and All of Standard 4 CKC's: 1.A.2, 1.B.1, and 2.A.2, 3.B.1, 3.B.2, 3.B.3</p>
<p>8. 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</p> <p>*3 and 5</p>	<p>OSEP: Intervention and Instruction and Supporting Social and Emotional Development DEC/ EI/ECSE: 1.1, 1.3, 1.4, 6.3, 6.5, and 6.7 PS&C: 1c and All of Standard 4, CKC's: 1.A.2 and 1.B.1 and 2 A.1, 2.A.2, 2.B.2, 2.B.3, 3.B.1, 3.B.2., 3.B.3</p>
<p>9. Discuss how partnerships with parents support all children's development including children with disabilities, developmental delays, language and or cultural differences.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families and Collaboration DEC/EI/ECSE: All of Standard 2, 3.3, 4.3 PS&C: All of Standard 2, 3d</p>

***Alignment with ECED course template**

Course Content: The following topics will be covered:

Course Content:	Alignment with Standards
1. Various theories and philosophies of child development and learning.	DEC/EI/ECSE: 1.1 PS&C: 1a and 1c CKC's: 1. A.1, 1.A.2, 1.B.2. 3.B.1 and 3.B.2
2. Infant Toddler behavior, development and approaches to learning including children with disabilities, developmental delays, language and or cultural differences.	DEC/EI/ECSE: 1.1, 1.2 and 1.4 PS&C: 1a, 1b and 1c CKC's: 1. A.1, 1.A.2, 1.B.1, 1.B.2, 3.B.1
3. Current research on brain development.	DEC/EI/ECSE: 1.1 and 1.4 PS&C: 1a, 1b, and 1c CKC's: 1. A.1, 1.A.2, 1. B.1, and 1.B.2,
4. Influences of heredity and environment and how they impact typical and atypical development of the infant and toddler.	DEC/EI/ECSE: 1.1, 1.3 and 1.4 PS&C: 1b, 1c and 2a CKC's: 1. A.1, 1.A.2, 1.B.1, 1.B.2, 5.A.1
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.	OSEP: Intervention and Instruction, Literacy and STEM, and Supporting Social and Emotional Development DEC/EI/ECSE: All of Standard 1, 5.2, 6.3, 6.4, 6.5, and 6.7 PS&C: 1b, 1c, 1d, 4c, and 5b CKC's: 1.A.1, 1.B.1, 2.B.1, 2.B.2., 3.A.1, 3.A.2 and 3.A.3
6. Understanding of objective observation and assessment tools such as <i>Ages and Stages</i> to gather information about a child's behavior, growth and development	OSEP: Observing and Collecting Data for Progress Monitoring DEC/EI/ECSE: 4.1 PS&C: 3a and 3b CKC's: 4.A.1, 4.A.2 and 4. A.3
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.	OSEP: Intervention and Instruction and Supporting Social and Emotional Development DEC/EI/ECSE: All of Standard 1, 5.2, 6.3, 6.5, and 6.7 PS&C: All of Standard 1 and All of Standard 4 CKC's: 1.A.2, 1.B.1, and 2.A.2, 3.B.1, 3.B.2, 3.B.3

<p>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</p>	<p>OSEP: Intervention and Instruction and Supporting Social and Emotional Development DEC/ EI/ECSE: 1.1, 1.3, 1.4, 6.3, 6.5, and 6.7 PS&C: 1c and All of Standard 4, CKC's: 1.A.2 and 1.B.1 and 2 A.1, 2.A.2, 2.B.2, 2.B.3, 3.B.1, 3.B.2., 3.B.3</p>
<p>9. Partnerships with parents that support all children's development including children with disabilities, developmental delays, language and or cultural differences.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families and Collaboration DEC/EI/ECSE: All of Standard 2, 3.3, 4.3 PS&C: All of Standard 2, 3d</p>

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. Review a Journal article on theories of infant and toddler development . (CO 1)
2. Watch and discuss comprehensive videos on Infant development such as Babies (Focus Features), Babies Netflix documentary series. (CO 2)
3. Present and discuss brain research including attachment, toxic stress, resilience etc. Explore this website: <https://developingchild.harvard.edu/science/key-concepts/toxic-stress/> (CO 3)
4. Examine and discuss the positive and negative, (teratogens) environmental influences on prenatal development. <https://courses.lumenlearning.com/boundless-psychology/chapter/prenatal-development/> (CO 4)
5. Using a sample list such as one provided in the resources, organize these skills according to the ELDS domains and suggest a DAP experience that would enhance that skill. (CO 5)
6. Review the Documentation and Observation for Teaching System (D.O.T.S.) and other observation and assessment tools such as *Ages and Stages* and methods such as anecdotal records, running records, etc.(CO 6)
7. Plan and discuss all aspects of a safe and healthy physical and nurturing environment for infants and toddlers. (CO 7 and CO 8)
8. Plan and discuss all aspects of an appropriate infant toddler environment including the physical space, feeding and routines, and the characteristics of competent, responsive, nurturing caregivers. (CO 7 and8)
9. Continuum of family engagement: Review NAEYC Code of Ethical Conduct on Family relationships. Enumerate ways you can support ongoing family engagement. Conduct a mock family conference. (CO 9)

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:

<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://courses.lumenlearning.com/boundless-psychology/chapter/prenatal-development/>

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=0gAsdEUNUJY>

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://prektechandplay.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)

Sample Checklist for Key Experience 5:

Infant Toddler Responsive Caregiver List

<https://www.coursehero.com/file/38851127/infant-toddler-responsive-caregiver-checklistpdf/>

CDC Milestones Checklist

https://www.cdc.gov/ncbddd/actearly/pdf/LTSAE-Checklist_COMPLIANT_30MCorrection_508.pdf

SAMPLE SYLLABUS
ECE 141 – INFANT AND TODDLER GROWTH AND DEVELOPMENT

Instructor: _____ **Office:** _____
Telephone: _____ **Office Hours:** _____ or by app't
E-mail: _____
Text: _____

Evaluation and grading:

Assessments and Assignments:

Assessments and Assignments:

Date	Topic and Learning Experiences	Alignment with Course Objectives	Assignments	Alignment with Student Outcomes
1	Introductions and syllabus review			
2	Various theories and philosophies of child development and learning.	C.O. 1	In small groups, discuss the similarities and differences between and among various theories and philosophies of child development and learning.	S.O. 1
3	<p>Infant /Toddler behavior, development and approaches to learning including children with disabilities, developmental delays, language and or cultural differences.</p> <p><i>*Watch and discuss comprehensive videos on Infant development such as Babies (Focus Features), Babies Netflix documentary series.</i></p>	C.O. 2	<p><i>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.</i></p>	S.O. 2
4	<p>Continued: Infant/toddler growth and development – milestones.</p> <p><i>*Review website discussing typical and atypical infant/toddler growth and development.</i></p> <p>https://www.dhs.wisconsin.gov/clts/waiver/county/mod1-matrices.pdf</p>	C.O.2		

	Other websites are listed in the resources.			
5	<p>Current research on brain development.</p> <p><i>*Present and discuss brain research including attachment, toxic stress, resilience etc.</i></p>	C.O. 3	<p><i>Explore this website:</i> https://developingchild.harvard.edu/science/key-concepts/toxic-stress/ <i>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.</i></p>	S.O. 3
6				
7	<p>Influences of heredity and environment and how they impact typical and atypical development of the infant and toddler.</p> <p><i>*Examine and discuss the positive and negative, (teratogens) environmental influences on prenatal development.</i> https://courses.lumenlearning.com/boundless-psychology/chapter/prenatal-development/</p>	C.O. 4	<p>Reflect on the environmental influences from your own earliest years.</p>	S. O. 4
8				
9	<p>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</p>	C.O. 5	<p><i>*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.</i></p>	S.O. 5

	appropriate, infant toddler inclusive curriculum.			
10				
11	<p>Understanding of objective observation and assessment tools to gather information about a child's behavior, growth and development.</p> <p><i>*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.</i></p>	C.O. 6	Using a video of an infant or toddler at play; use objective observation the to describe the child's behavior.	S.O. 6
12	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	CO 7		SO 7
13	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.	C.O. 8	<i>Plan an appropriate infant/toddler environment including the physical space and the characteristics of competent caregivers.</i>	S.O. 8

	<i>* Discuss all aspects of an appropriate infant/toddler environment including the physical space and the characteristics of competent caregivers.</i>			
14	Environments, continued. Display and review student-created environments	C.O.8		
15	Partnerships with parents that support all children's development including children with disabilities, developmental delays, language and/or cultural differences. Watch the video series: 10 Keys to Culturally Sensitive Childcare: https://www.cdevideos.org/home.aspx?l=en=en	C.O. 9	<i>*Review NAEYC Code of Ethical Conduct on Family relationships.</i> Reflect on ways you can support ongoing family engagement.	S.O.9
16	Final			

*** Key Experiences.**