

**Master Course Outline
With Sample Syllabus**

Fundamentals of Infant and Toddler Care and Education

ECED 1142

Pre-Requisite: ECED 141 or ECED 182

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

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.

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

Course Objective	Alignment with Standards
1. Safe, healthy, respectful, supportive, and challenging learning environments for infants and toddlers.	OSEP: Intervention and Instruction DEC/EI/ECSE: 5.2; 6.3, 6.6 and 6.7 PS&C for ECE: 1c, and 4c CKC's: 1.B.1, 3.B.1, and 6.A.3
2. The importance of feeding and routines; responsive, reciprocal,	OSEP: Intervention and Instruction and Supporting Social and Emotional Development DEC/EI/ECSE: 6.6 PS&C for: 1a

nurturing, relationships in an infant toddler learning environment.	CKC's: 2. A.1, 2.A.2, 2.B.3, 3.A.2, 3.B.3, 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/EI/ ECSE: 2.1, 3.2, 5.1, 5.2, 6.1 and 6.3 PS&C for ECE: 2a, 3c and 4.c CKC's: 1.A.2, 1.B.3, 2.B.1, 2.B.2 and 7. B.1
4. Infant and toddler curriculum models	DEC/EI/ ECSE: 1.1 PS&C for ECE: 6d
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/EI/ ECSE: 4.1, 5.2, 6.3 and 6.7 PS&C for ECE: 3a, 3b, 3c, 4b, 4c, 5c and 6e CKC's: 3.A.1, 3.A.3 and 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/EI/ ECSE: 1.4, 5.2, and 6.3 PS&C for ECE: 4b, 4c, and 5c CKC's: 2.B.1, 2.B.2, 2.B.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/EI/ ECSE: 6.3, 6.5, 6.6 and 6.7 PS&C for ECE: 4b and 4c CKC's: 2.B.2

<p>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.).</p>	<p>OSEP: Observing and Collecting Data for Progress Monitoring, Intervention and Instruction DEC/E/I/ ECSE: 1.2, 1.3, 1.4, 5.1 5.2, and 6.7 PS&C for ECE: 1d, 4b, 4c, 5b and 5c CKC's: 1.A., 1.B.2, 2.A.1, 2.B.1, 3.A.1, 3.A.3, and 4.A.3</p>
<p>9. Implementing individualized developmentally appropriate curricula for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences,</p>	<p>OSEP: Intervention and Instruction, Literacy and STEM and Supporting Social and Emotional Development DEC/E/I/ ECSE: 1.2, 1.4, 5.2, 6.3, 6.5, 6.6 and 6.7 PS&C for ECE: 1d, 4b and 4c CKC's: 1.A.1, 1.B.3, 2.B.1, 2.B.2, 2.B.3, 3.A.1 and 3. A.3</p>
<p>10. The impact of the role of the family on infants and toddlers.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Collaboration and Supporting Social and Emotional Development DEC/E/I/ ECSE: 2.1, 2.2, 2.3, 3.1, 3.3, All of Standard 4, 5.1; 6.1. 6.2, 6.3, and 7.3 PS&C for ECE: All of Standard 2, 3d and 6d CKC's: 1.A.2, 1.B.3, 2.A.2, 2.B.1, 2.B.2, 3.A.1, 3.A.2, 3.A.3, 3.B.1, 3.B.3 and 3.B.4; 4.A.3, 4.B.1, 4.B.2, 5.A.1, 5.A.2, 5.A.3, 5.B1 and 5.B.2, 5.C.1, 6.A.1, 6.A.3, 6.A.4, 6.A.5, 7. A.4 and 7.B.1</p>

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

Student Outcomes:	Alignment with Standards
<p>1. Analyze and design safe, healthy, respectful, supportive, and challenging learning environments.</p> <p>*3 and 6</p>	<p>OSEP: Intervention and Instruction DEC/EI/ECSE: 5.2; 6.3, 6.6 and 6.7 PS&C for ECE: 1c, and 4c CKC's: 1.B.1, 3.B.1, and 6.A.3</p>
<p>2. Recognize the importance of and evaluate feeding and routines; responsive, reciprocal, nurturing, relationships in an infant toddler learning environment.</p> <p>*6</p>	<p>OSEP: Intervention and Instruction and Supporting Social and Emotional Development DEC/EI/ECSE: 6.6 PS&C for ECE: 1a CKC's: 2. A.1, 2.A.2, 2.B.3, 3.A.2, 3.B.3, 6.A.4, 6.A.5 and 6.A.6</p>
<p>3. Relate/articulate components of cultural sensitivity and inclusion for all infants and toddlers and their families.</p> <p>*10</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds DEC/EI/ ECSE:2.1, 3.2, 5.1, 5.2, 6.1 and 6.3 PS&C for ECE: 2a, 3c and 4.c CKC's: 1.A.2, 1.B.3, 2.B.1, 2.B.2 and 7. B.1</p>
<p>4. Identify Infant and toddler curriculum models.</p> <p>*5</p>	<p>DEC/EI/ ECSE: 1.1 PS&C for ECE: 6d</p>
<p>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.</p> <p>*7,8, and 9</p>	<p>OSEP: Observing and Collecting Data for Progress Monitoring and Intervention and Instruction DEC/EI/ ECSE: 4.1, 5.2, 6.3 and 6.7 PS&C for ECE: 3a, 3b, 3c, 4b, 4c, 5c and 6e CKC's: 3.A.1, 3.A.3 and 4. A.3</p>
<p>6. Examine individualized developmentally appropriate experiences for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.</p> <p>*4, 11 and 13</p>	<p>OSEP: Observing and Collecting Data for Progress Monitoring and Intervention and Instruction DEC/EI/ ECSE: 1.4, 5.2, and 6.3 PS&C for ECE: 4b, 4c, and 5c CKC's: 2.B.1, 2.B.2, 2.B.3, 3.A.1 and 3.A.3</p>

<p>7. Evaluate methods and techniques for working with all infants and toddlers, including children with disabilities, developmental delays, language and/or cultural differences.</p> <p>*5</p>	<p>OSEP: Intervention and Instruction DEC/EI/ ECSE: 6.3, 6.5, 6.6 and 6.7 PS&C for ECE: 4b and 4c CKC's: 2.B.2</p>
<p>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.).</p> <p>*1,4, 12, and 13</p>	<p>OSEP: Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction DEC/E/I/ ECSE: 1.2, 1.3, 1.4, 5.1 5.2, and 6.7 PS&C for ECE: 1d, 4b, 4c, 5b and 5c CKC's: 1.A., 1.B.2, 2.A.1, 2.B.1, 3.A.1, 3.A.3, and 4.A.3</p>
<p>9. Implement individualized developmentally appropriate curricula for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.</p>	<p>OSEP: Intervention and Instruction, Literacy and STEM and Supporting Social and Emotional Development DEC/E/I/ ECSE: 1.2, 1.4, 5.2, 6.3, 6.5, 6.6 and 6.7 PS&C for ECE: 1d, 4b and 4c CKC's: 1.A.1, 1.B.3, 2.B.1, 2.B.2, 2.B.3, 3.A.1 and 3. A.3</p>
<p>10. Connect the role of the family to positive outcomes for infants and toddlers.</p> <p>*2</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Collaboration and Supporting Social and Emotional Development DEC/E/I/ ECSE: 2.1, 2.2, 2.3, 3.1, 3.3, All of Standard 4, 5.1; 6.1. 6.2, 6.3, and 7.3 PS&C for ECE: All of Standard 2, 3d and 6d</p>

CKC's: 1.A.2, 1.B.3, 2.A.2, 2.B.1, 2.B.2, 3.A.1, 3.A.2, 3.A.3, 3.B.1, 3.B.3 and 3.B.4; 4.A.3, 4.B.1, 4.B.2, 5.A.1, 5.A.2, 5.A.3, 5.B1 and 5.B.2, 5.C.1, 6.A.1, 6.A.3, 6.A.4, 6.A.5, 7. A.4 and 7.B.1

*Alignment with ECED course template.

Course Content: The following topics will be covered:

Course Content:	Alignment with Standards
1. Safe, healthy, respectful, supportive, and challenging learning environments.	OSEP: Intervention and Instruction DEC/EI/ECSE: 5.2; 6.3, 6.6 and 6.7 PS&C for ECE: 1c, and 4c CKC's: 1.B.1, 3.B.1, and 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/EI/ECSE: 6.6 PS&C for ECE: 1a CKC's: 2. A.1, 2.A.2, 2.B.3, 3.A.2, 3.B.3, 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/EI/ ECSE: 2.1, 3.2, 5.1, 5.2, 6.1 and 6.3 PS&C for ECE: 2a, 3c and 4.c CKC's: 1.A.2, 1.B.3, 2.B.1, 2.B.2 and 7. B.1
4. Infant Toddler Curriculum Models.	DEC/EI/ ECSE: 1.1 PS&C for ECE: 6d
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/EI/ ECSE: 4.1, 5.2, 6.3 and 6.7 PS&C for ECE: 3a, 3b, 3c, 4b, 4c, 5c and 6e CKC's: 3.A.1, 3.A.3 and 4. A.3
6. Individualized developmentally appropriate curricula for specific children birth to three including children with	OSEP: Observing and Collecting Data for Progress Monitoring and Intervention and Instruction

developmental delays, disabilities, language and/or cultural differences.	DEC/EI/ ECSE: 1.4, 5.2, and 6.3 PS&C for ECE: 4b, 4c, and 5c CKC's: 2.B.1, 2.B.2, 2.B.3, 3.A.1 and 3.A.3
7. Methods and techniques for working with infants and toddlers.	OSEP: Intervention and Instruction DEC/EI/ ECSE: 6.3, 6.5, 6.6 and 6.7 PS&C for ECE: 4b and 4c CKC's: 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/E/I/ ECSE: 1.2, 1.3, 1.4, 5.1 5.2, and 6.7 PS&C for ECE: 1d, 4b, 4c, 5b and 5c CKC's: 1.A., 1.B.2, 2.A.1, 2.B.1, 3.A.1, 3.A.3, and 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/E/I/ ECSE: 1.2, 1.4, 5.2, 6.3, 6.5, 6.6 and 6.7 PS&C for ECE: 1d, 4b and 4c CKC's: 1.A.1, 1.B.3, 2.B.1, 2.B.2, 2.B.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/E/I/ ECSE: 2.1, 2.2, 2.3, 3.1, 3.3, All of Standard 4, 5.1; 6.1. 6.2, 6.3, and 7.3 PS&C for ECE: All of Standard 2, 3d and 6d CKC's: 1.A.2, 1.B.3, 2.A.2, 2.B.1, 2.B.2, 3.A.1, 3.A.2, 3.A.3, 3.B.1, 3.B.3 and 3.B.4; 4.A.3, 4.B.1, 4.B.2, 5.A.1, 5.A.2, 5.A.3, 5.B1 and 5.B.2, 5.C.1, 6.A.1, 6.A.3, 6.A.4, 6.A.5, 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:

Analyze images of infant toddler environments and design a healthy, respectful, supportive, and challenging learning environment.

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.

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>

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>

Introduce and examine the components of the CT O.E.C., Cycle of Intentional Teaching.

Examine individualized developmentally appropriate experiences for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.

Evaluate methods and techniques for working with infants and toddlers.

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.).

Implement individualized developmentally appropriate experiences for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.

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://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>

Netflix Video Series Babies

<https://www.netflix.com/title/80117833>

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/video-clip-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://elcduval.org/wp-content/uploads/gsod/091613%20ITRCC%20-%20Resource%20Guide%20-%20GSOD%202.0%20-%20FINAL%202013.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

**SAMPLE SYLLABUS
ECED 241 –**

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	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/curriculum/teacher-time-series/infanttoddler-curriculum-series	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.	SO 4

			https://www.ctoec.org/storage/2020/01/CT-ELDS-Supplement-Meaningful-Curriculum.pdf	
7	<p>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.</p> <p>* Introduce and examine the components of the CT O.E.C., Cycle of Intentional Teaching.</p>	CO 5		SO 5
8	<p>Individualized developmentally appropriate curricula for specific children birth to three including children with developmental delays, disabilities, language and/or cultural differences.</p>	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	<p>Methods and techniques for working with infants and toddlers.</p>	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	CO 9	*Implement individualized developmentally appropriate experiences for specific children birth to three including children	SO 9

	developmental delays, disabilities, language and/or cultural differences.		with developmental delays, disabilities, language and/or cultural differences.	
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	Final			

***Key Experiences.**