

- G. Demonstrate ethical and professional standards of the child development/ early childhood education fields.
- H. Work cooperatively with other practicum students, student employees, supervising teacher, director, and other laboratory staff.
- I. Maintain awareness and demonstrates ownership as a responsible member of the classroom community.
- J. Participate in 45 hours of supervised laboratory practicum.

VI. Course Topics	30 Hours
A. Introduction To Early Development And History Of Research On Infants	2
1. Study of infants and impact of early experiences	
2. Research methods, tools, and ethical concerns	
3. History and trends in infant-toddler development and care	
B. Growth, Nutrition, Health and Feeding Issues for Infants And Toddlers	2
1. Physical growth	
2. Failure to thrive and shaken baby syndrome	
3. Brain development, maltreatment and the brain	
4. Nutrition and feeding requirements in infancy and toddlerhood	
5. Mealtimes, diapering and toileting	
6. Creating an environment for sleeping and nap time	
C. Development of Sensory, Perceptual, Physical, and Motor Skills	2
1. Sensory abilities and perceptual development	
2. Motor development: Fine and large motor skills	
3. The role of experience: Implications for caregiver	
4. Going outdoors: Sharing nature with infants and toddlers	
D. Facilitating Perceptual, Physical Skills During the First Three Years of Life	2
1. Age and developmentally appropriate sensory perceptual activities	
2. Creating an environment for music and movement, creativity and art	
3. Exploring sand and water	
E. Development of Emotional Competencies	2
1. Developing and using social emotions	
2. Temperament: its types and their implications	
3. Development of personality	
4. The self and gender roles	
F. Facilitating Emotional Competencies During the First Three Years of Life	2
1. Meeting young children's emotional needs: Abraham Maslow and Erik Erikson	
2. Strategies for building trusting relationships with infants and toddlers	
3. Separation and stranger anxieties: supporting children and families	
4. selecting and setting up materials for infants and toddlers	
5. Responding to and planning for each child	
G. Development of Social Skills	2

1. Relationships and social development
 - a. Attachment and infant-caregiver relationships
 - b. Relationships with siblings and peers
 2. Disturbances in infant-caregiver relationships
 - a. Attachment disorders
 - b. Early institutionalization and social deprivation
 - c. Maternal depression
 - d. Maltreatment: Abuse and neglect
- H. Promoting Social Skills During the First Three Years of Life 2
1. Helping children get along with others
 2. Imitating and pretending: Creating an environment for pretend play
 3. Setting the foundation for self-regulation of infants and toddlers
 4. Responding to challenging behaviors: Using positive guidance strategies
 - a. Physical aggression
 - b. Temper tantrums
 - c. Biting
- I. Development of cognitive skills 2
1. Piaget's theory of cognitive development
 2. Vygotsky's socio-cultural theory
 3. Perspectives on early learning and memory
 - a. Defining and testing intelligence in infancy
 - b. Issues about brain development and early experiences
 4. Development of play
 - a. Play with objects
 - b. Social play; pretend/symbolic play
- J. Facilitating Cognitive Skills During the First Three Years of Life 2
1. Extending children's knowledge and skills
 2. Selecting and setting up materials for infants and toddlers
 3. Helping children discover mathematical relationships (numbers; patterns, classifying, sorting)
 4. Guiding infants and toddlers' learning through play
 - a. Encouraging children to explore physical, social, and natural worlds
- K. Development of Language and Communication Skills 2
1. Theories and stages of language and communication
 - a. pre-linguistic communication
 - b. Measuring language development
 2. Atypical language development
 - a. Early language delay
 - b. Language and communication in children with special needs
 3. Autism
- L. Facilitating Language and Literacy Skills During the First Three Years of Life 2
1. Individual differences: the role of language experience

- a. Cultural and linguistic influences: Dual language learners
 - b. Strategies for promoting language and early literacy skills
 - 2. Creating an environment for enjoying stories and books
 - a. Selecting books for infants and toddlers
 - b. Setting up and displaying materials
 - 3. Current issues: music, media, computers, and interactive books and toys

- M. Issues About Infants and Toddlers Education and Curriculum 2
 - 1. Child care and early intervention
 - a. Effects of child care on infants and toddlers
 - b. Including children with disabilities in child care
 - 2. Early intervention through child care and preschool:
 - a. Early head start program
 - b. Parents as teachers program
 - 3. Creating places for routines and experiences
 - a. Responsive planning: designing spaces, selecting and displaying materials
 - b. Planning an individualized daily schedule for infants and toddlers

- N. Appropriate Environment and Care for Infants and Toddlers 2
 - 1. Building partnerships with families
 - a. Special concerns of families with children under age three
 - b. Understanding the influence of culture and involving families in the program
 - 2. Responding to challenging situations with families:
 - a. Resolving differences and supporting families who are under stress

- O. At-risk infants and toddlers and considerations for an inclusive curriculum 2
 - 1. Infants and toddlers with disabilities
 - a. Potential reactions of parents and siblings to children with special needs
 - b. Supporting the families of children with disabilities
 - 2. Assessing children's development and learning
 - a. Setting up systems for observing and for creating portfolios
 - b. Collecting and analyzing facts; evaluating each child's progress and planning

VII. Textbook(s)

Gross, D. (2010). *Infancy: Development from birth to age 3*. New York: Allyn & Bacon

VIII. Basis for Student Evaluation

Laboratory Performance	35%
Exams	50%
Lesson Plans	5%
Observations of Children	5%
Article Summaries	5%

Grading Scale

100%—90%	A
89%—80%	B
79%—70%	C
69%—60%	D
59%—below	F

The weights of evaluation criteria may vary at the discretion of the course instructor.

IX. Academic Policy Statement

Students will be expected to abide by the **University Policy for Academic Honesty** regarding plagiarism and academic honesty. Refer to <http://www6.semo.edu/judaffairs/code.html>

X. Student with Disabilities Statement

If a student has a special need addressed by the **Americans with Disabilities Act (ADA)** and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to <http://www.semo.edu/ds>