

Maryland State Department of Education
Division of Early Childhood Development
Office of Child Care - Credentialing Branch

COURSE TITLE: Infant/Toddler Care and Development

Updated June 3, 2009

This course introduces the major concepts, principles, theories and research related to the development and care of children birth to age three. Students will learn to create a healthy and safe environment for care and early learning, by applying the principles of infant/toddler growth and development. Instruction will include the use of library, computer, and written expression. Certain outcomes may be covered in other courses required by an early childhood degree program and may not be applicable for some infant/toddler courses.

Outcomes	Indicators	Assessment Types	Sample Assessment Tasks
<p>1. The early educator will know and understand the stages of social, physical, emotional, motor, cognitive and language development from pre-natal development to age three.</p>	<ul style="list-style-type: none"> • Identify indicators of development through observation. • Recognize typical and atypical developmental level of infant/toddler based on observing infant/toddler behavior • Identify and describe the major milestones across each developmental domain, for the first 36 months, for a typically-developing child. • Understand that individual children develop at different rates, and that there is a range (e.g., "6-9 mos.") for developing milestones 	<ul style="list-style-type: none"> • Restricted response. • Extended response. • Guided observation 	<ul style="list-style-type: none"> • Complete a developmental milestone table for birth to age three. • Compare and contrast different theories of attachment • Report how an observed infant's behavior demonstrated the milestones of a typically developing child of that age.
<p>2. The early educator will know the major and current theories of infant development and learning.</p>	<ul style="list-style-type: none"> • Identify and explain the major components of current theories of infant/toddler development and learning. 	<ul style="list-style-type: none"> • Extended response question. • Case study. • Observation. • Written journal. • Oral presentation • Case study/simulation 	<ul style="list-style-type: none"> • Compare and contrast two different theories of infant language development. • Write and speak about Piaget's sensorimotor period.
<p>3. The early educator will understand how appropriate caregiver attention and interaction optimizes the infant or toddler's growth and development.</p>	<ul style="list-style-type: none"> • Understand the importance of consistent caregivers to the infant's development. • Describe appropriate caregiver behavior in response to different infant/toddler temperaments • Describe the components of respectful and professional interaction with the infant/toddler in a group setting 	<ul style="list-style-type: none"> • Extended response questions • Guided observation 	<ul style="list-style-type: none"> • Observe and describe how a parent or caregiver interacts with an infant. • Write and speak about appropriate adult reactions to infants with different types of temperaments

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<p>4. The early educator will understand the health, safety and nutritional needs of infants and toddlers.</p>	<ul style="list-style-type: none"> • Identify how to provide a safe, healthful environment through application of good safety and hygiene practices • Describe infant/toddler nutritional needs • Identify appropriate practice for handling communicable diseases and illnesses in child care settings • Identify the signs and symptoms of child abuse and knowledge of appropriate reporting • Identify resources addressing health, safety and nutrition topics (CPR, 911, CDC) 	<ul style="list-style-type: none"> • Written journal • Extended response questions • Oral presentations 	<ul style="list-style-type: none"> • Report on research-based information on current nutritional recommendations for infants during the first year • Prepare a directory of community health resources for low-income parents of children under three
<p>5. The early educator will understand and demonstrate knowledge of appropriate care routines and the need for individualization and for ongoing communication with the infant/toddler during caregiving.</p>	<ul style="list-style-type: none"> • Describe the skills and steps involved in the following caregiving routines: • Greeting and departure • Feeding • Diapering and toileting • Dressing • Sleeping 	<ul style="list-style-type: none"> • Guided Observation • Case study and simulation • Field work 	<ul style="list-style-type: none"> • Prepare a sample written schedule for a toddler room in a child care setting, including modifications for the individual needs of each child • Be evaluated by a supervising staff member or the instructor on performance with actual infants and/or toddlers during a supervised field experience • Compare and contrast the individual routines of two or more infants of the same approximate age, after interviewing parents
<p>6. The early educator will understand and demonstrate knowledge of appropriate activities and materials for an optimal environment for infant/toddler learning and growth, emphasizing encouraging autonomy through each stage of development.</p>	<ul style="list-style-type: none"> • Demonstrate selection, use and arrangement of appropriate materials and tools for learning • Understand the importance of play patterns, interests and abilities • Provide a safe and appropriate environment for free exploration and manipulation • Explain the importance of the caregiver as the chief play and social partner for an infant or toddler 	<ul style="list-style-type: none"> • Guided Observation • Case study and simulation • Field work • Journals 	<ul style="list-style-type: none"> • Design and draw a sample floor plan for a physical space for toddlers between one and two years old, including equipment and furnishings • Compare and contrast adult behavior and activity design that will discourage or encourage the development of autonomy • Write a journal entry describing in detail an observed caregiver's interaction with a toddler

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<p>7. The early educator will understand and articulate the significance of the first three years to the child's later development.</p>	<ul style="list-style-type: none"> • Describe how caregiver/child interactions and stimulation during infancy and toddlerhood result in positive outcomes throughout childhood • Identify the interactions that are necessary for specific aspects of brain development 	<ul style="list-style-type: none"> • Extended response questions • Guided observation. • Journals. • Research paper. 	<ul style="list-style-type: none"> • Research and write about how early intervention during the first three years can impact the outcome of a less than optimal environment. • Write and speak about the key interactions between parent and infant that promote optimal brain development
<p>8. The early educator will understand how culture and diversity affect infant/toddler development and caregiving.</p>	<ul style="list-style-type: none"> • Describe how culture and diversity influence child development and caregiving • Describe how individual differences among infants/toddlers influence caregiving practices • Identify community resources that evaluate whether an infant/toddler has a developmental delay or disability 	<ul style="list-style-type: none"> • Extended response questions. • Participate in a cultural sensitivity exercise. 	<ul style="list-style-type: none"> • Compare and contrast child-rearing practices across time and cultures • Research and report on adaptations that can be made to a toddler room to accommodate a baby with a physical disability • Prepare a directory of community resources for parents who are non-native speakers of English
<p>9. The early educator will understand the importance of and skills necessary for working closely with parents and families of infants and toddlers.</p>	<ul style="list-style-type: none"> • Understand the importance of parent/ caregiver partnerships • Identify ways to help parents and infants/toddlers handle separation and attachment • Know how to involve parents in the child care setting • Identify resources to assist and support families 	<ul style="list-style-type: none"> • Guided observation • Role-playing and scenarios 	<ul style="list-style-type: none"> • Describe how the family environment influences the infant/toddler in early infant/toddler-hood settings. • Name resources and contacts in the community for parent support and for early intervention.