**Infant and Toddler Development**

**3 credits**

**Instructor:** **Email:**

**Phone:** **Office:**

**Class Schedule: Office Hours:**

**Course Description:**

This course is designed to teach students how to apply theory, research and evidenced-based practices with infants and toddlers (prenatal-3 years). The coursework is developed on the premise of an ecological systems model using culturally responsive and diverse abilities practices. Participants will learn and gain experience with these practices in service delivery models for infants and toddlers of all abilities. Participants will gain experience interacting with infants and toddlers within a family systems approach.

**Required Readings:**

Readings are provided online by class date**.** There are primary readings and secondary readings. **Primary readings MUST be read for class**. Secondary readings are informational and can be saved for later use or reading. I will discuss these in class and refer to specific pages so you can make notes. **Readings not listed will be available online by week assigned.**

**List of Readings:**

**Weeks 1 and 2, 8 and 9 - Primary**

U.S. Department of Health and Human Services (2010). *Relationships: the heart of development and learning*. Retrieved from <https://www.acf.hhs.gov>

Allen, K.E. & Marotz, L.R. (2007). *Developmental profiles: Pre-birth through twelve*. Clifton Park, NY: Thompson Delmar Learning.

**Week 3, 4 and 5 - Primary**

Grisham-Brown, J., Hemmeter, M.L., & Pretti-Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore, MD: Paul H. Brookes.

**All other readings are online from the following nationally recognized journals:**

***Zero to Three, Young Exceptional Children and Teaching Young Children***

**Online Resources**:

Students are also responsible for reviewing resources and links. If needed they are responsible for downloading and printing their own copies of the resources:

* + IDEA (Individuals with Disabilities Act) 2004 (P.L. 108-446), Part C at

http://idea.ed.gov/part-c/search/new or <http://www.copyright.gov/legislation/pl108-446.pdf>

* + Individualized Family Service Plan (IFSP) form for the State of Oregon

<http://www.ode.state.or.us/search/page/?=3154>

<http://teachingresearchinstitute.org/pages/show/specialized-instruction-enhancement-objective-12?site=pepi>

* + Early Childhood Technical Assistance Center (ECTA C)

<http://ectacenter.org/>

* + Division of Early Childhood (DEC)

<http://www.dec-sped.org/>

* + Teaching Research Institute: *Preparing Early Childhood Professionals for Inclusion*, Inclusion Curriculum Models for the Environment:

<http://teachingresearchinstitute.org/projects/pepi/enhancements>

* + Zero to Three

<http://zerotothree.org>

* + NAEYC Position statements on Curriculum, Assessment, and Program Evaluation

<https://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf>

**Course Format:**

This class will include readings, hands-on active learning, small and large group discussion, individual reflective journaling, individual writing and presentations.

**Course Outcomes by National and State Standards:**

CEC = Council for Exceptional Children

DEC = Division for Early Childhood

ODE= Oregon Department of Education

INTASC = Interstate New Teacher Assessment Consortium

NAEYC = National Association for the Education of Young Children

Students will be able to:

1. Employ an ecological systems approach to knowing and understanding infants' and toddlers' characteristics and needs in the context of family, child care, social service agencies, etc. (INTASC Std. 1; NAEYC Std., 1, 2, 4; CEC/DEC Std. 2, 3).
2. Demonstrate knowledge of current research on the physical, social, emotional, and intellectual development of infants and toddlers with varied cultural backgrounds, as well as children with disabilities (INTASC Std. 1, 4; NAEYC Std. 1, 2, 4, 6; CEC/DEC Std. 6) .
3. Compare and be able to articulate the major theories of child development as they relate to children birth through 3 years of age (INTASC Std. 1; NAEYC Std. 1, 5; CEC/DEC Std. 2).
4. Consider the implications of child development and learning theory and research as they relate to respectful, responsive caregiving and developmentally effective and culturally appropriate practices (INTASC Std. 8; NAEYC Std. 4, 5, 6; CEC/DEC Std. 3).
5. Observe and document infant/toddler growth and development at home and/or in group settings (INTASC Std. 2, 3; NAEYC Std. 3; CEC/DEC Std. 8).
6. Compare and contrast what is considered typical and atypical development in infants and toddlers (INTASC Std. 1, 3; NAEYC Std. 1, 3; CEC/DEC 2, 3).
7. Demonstrate an understanding of the multiple hereditary, cultural and environmental influences that impact the development and learning of infants and toddlers (INTASC Std. 2; NAEYC Std. 1, 2, 4; CEC/DEC Std. 1, 3, 10).
8. Become familiar with and begin to develop competencies using developmentally appropriate techniques and tools for assessing infant/toddler development and learning, and the programs that serve them (INTASC Std. 6; NAEYC Std. 2, 3; CEC/DEC Std. 2, 4, 5).
9. Continue to identify with the early childhood profession and will exhibit the attributes of a collaborative educational leader including the acquisition of appropriate knowledge, skills, and dispositions (INTASC Std. 9, 10; NAEYC Std. 6; CEC/DEC Std. 9, 10).

Student Inclusion Competencies

1. Demonstrate knowledge of typical and atypical child development. (DEC, NAEYC, ODE)
2. Describe the characteristics of children with various learning needs in inclusive settings. (DEC, CEC, NAEYC)
3. Describe the importance of involving families in the ongoing process of child development and learning. (CEC, DEC, NAEYC, ODE)
4. Apply current research on child development across all areas of development, including temperament and play, to implement recommended practices in inclusive settings. (DEC, ODE)
5. Develop, implement, and evaluate learning experiences and strategies with respect and consideration for the diversity of culture, class, and ability of young children and their families. (DEC, NAEYC, ODE)
6. Apply evidenced-based practices and current technology to address the child's needs. (DEC)
7. Implement a linked system approach to learning by connecting assessment, intervention and progress monitoring within the curriculum.
8. Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning. (DEC, NAEYC, ODE)
9. Participate in the activities of professional organizations relevant to inclusive EI/ECSE/ECE services and advocate for educational policy related to inclusive EI/ECSE/ECE services. (CEC-ICC9S 14, CEC-ICC9S 15)

***Tentative Course Schedule\*\****

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topics** | **Readings Online** **Guest Speakers** | **Activities and Assignments Due** |
| **Week 1****Oct 1-6** | Introductions, Review Syllabus and Course ExpectationsIntroduction to Relationship-Based Practices | Relationships – The Heart of Development and Learning; IDEA Part C (birth – 2 years); APA Style Guide | CI Journal 1 Activities in class non-gradedStudent generated Newborn, Infant, Toddler PostersCompetencies: #1, 2,4,7Inclusion Competencies:# 1, 3 |
| **Week 2****Oct 8 - 13** | Prenatal & Infant DevelopmentAttachment | Allen & Marotz Video: Typical & Atypical Development 2 months; Attachment PPT. | CI Journal 2 Competencies#2,3, 6, 7Inclusion Competencies:# 1, 2, 3 |
| **Week 3 Oct 15-20** | Working with FamiliesBecoming a Culturally Responsive Professional | Dr. Martha Villegas-Gutierrez[PEPI: Family Partnership Objective 3, Enhancement 3.1](http://teachingresearchinstitute.org/pages/show/families-31-becoming-a-culturally-responsive-professional?site=pepi)Powerpoint Video, and DEC position statement | CI Journal 3Competencies: #4, 9Inclusion Competencies:#6 |
| **Week 4****Oct 22 -27** | Atypical Development in Infants/Toddlers | Readings Online6 to 8 months video;Early Recognition of Development Concerns; Reflexes and Postural Reactions | CI Journal 4Competencies: #2, 3, 4, 5Inclusion competencies:# 1, 2, 3, 4  |
| **Week 5****Oct 29-Nov 3** | Screening, Child Find and IdentificationInfant/Toddler Environmental Rating ScaleEvaluation ppt. | Grisham-Brown chapterGary Glasenapp, guest speaker | CI Journal 5Competencies:# 4, 8Inclusion Competencies:# 2, 8, 9 |
| **Week 6****Nov 5- 8** | Infant and Toddler Mental Health | Readings OnlineITMH PPT | CI Journal 6Competencies# 4, 7Inclusion Competencies:# 2, 3, 5 |
| **Week 7****Nov 12 -17** | The IFSP ProcessOverview, Planning, Family Decision-making, Referrral, Writing, Evaluation | Grisham-Brown chapterGuest SpeakerMandy Stanley EI Specialist[PEPI: Specialized Instruction Enhancement 1.2 – Overview of Family-Guided IFSP Development](http://teachingresearchinstitute.org/pages/show/specialized-instruction-enhancement-objective-12?site=pepi) | CI Journal 7Competencies:#8Inclusion Competencies:# 5, 8 |
| **Week 8****19 - 24** | Home Visiting | Grisham-Brown chapterEarly Intervention video[PEPI: Collaboration Enhancement 2.1 -](http://teachingresearchinstitute.org/pages/show/pepi-collaboration-enhancement-21)[Integrated Service Delivery](http://teachingresearchinstitute.org/pages/show/pepi-collaboration-enhancement-21) | CI Journal 8Competencies: # 5. 6Inclusion Competencies:#5, 6, 8Routine-based interview or Eco Map due |
| **Week 9****26 – Dec 1** | Working in Natural EnvironmentEmbedded Instruction | Prompting procedures to support natural environments;DEC video of natural environments and teaching strategies[PEPI: Specialized Instruction Enhancement 4.1 - CONNECT MODULE: Embedded Intervention](http://teachingresearchinstitute.org/pages/show/pepi-specialized-instruction-41?cms=true) | CI Journal 9**ITERS DUE**Competencies# 1, 6, 7, 8Inclusion Competencies #5, 6, 7, 8 |
| **Week 10** | Wrapping Up the Conversation | NAEYC and DEC Position statements on Ethics of the Profession | **CI Journal 10****Summary paper or PPT presentation Due**Competencies# 9Inclusion Competencies # 9 |