

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT
CD2070
INFANT TODDLER CARE**

HOURS: 30

CREDITS: 2

SEMESTER: _____

INSTRUCTOR: _____

PHONE: _____

TEXT: Every Child is Special: Quality Group Care for Infants and Toddlers.
by R. Shimoni, J. Baxter, J. Kugelmass

COURSE DESCRIPTION:

A practical course which examines the characteristics of quality programs for infants and toddlers and explores programming techniques which respond to the individual and group needs of children up to 36 months of age.

COURSE OUTLINE REVISED: JUNE, 1992

CD2070
INFANT/TODDLER CARE
COMPETENCIES

COMPETENCY 1

The student will understand the need for and the importance of quality care for infants and toddlers.

COMPETENCY 2

The student will know how to plan and implement basic routines in an infant or toddler day care programme.

COMPETENCY 3

The student will demonstrate an understanding of the ways to enhance social and emotional development.

COMPETENCY 4

The student will demonstrate an understanding of how to enhance the gross and fine motor development of infants and toddlers.

COMPETENCY 5

The student will know how to develop and implement a program which fosters the language and cognitive development of infants and toddlers.

COMPETENCY 6

The student will demonstrate an understanding of how infants learn through their senses and will be able to provide materials and experiences to enhance sensory learning.

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INFANT/TODDLER CARE

COMPETENCY 1

The student will understand the need for and the importance of quality care for infants and toddlers.

Sub-topics

1. Issues in infant and toddler day care settings.
2. Quality infant and toddler care.
3. Philosophies and goals of infant/toddler programmes.

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INFANT/TODDLER CARE

COMPETENCY 2

The student will know how to plan and implement basic routines in an infant or toddler day care programme.

Sub-topics

1. Safety and health in group care settings.
2. Routines as curriculum
 - a. feeding the infant and toddler
 - b. diapering and toilet training
 - c. sleeping
3. Communicating with parents.

INFANT/TODDLER PROGRAMMING

COMPETENCY 3

The student will demonstrate an understanding of the ways to enhance social and emotional development.

Sub-topics

1. The sequence of social development 0-3 years.
2. The caregiver's role in supporting and encouraging autonomy and pro-social behaviour.
3. Positive guidance.
4. The sequence of emotional development 0-3 years.
5. Promoting trust and attachment.
6. Enhancing self-esteem.

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INFANT/TODDLER CARE

COMPETENCY 4

The student will demonstrate an understanding of how to enhance the gross and fine motor development of infants and toddlers.

Sub-topics

1. The sequence of fine motor development 0-3 years.
2. The sequence of gross motor development 0-3 years.
3. The observation and evaluation of physical skills and the child's development.
4. Developmentally appropriate toys, equipment and motor activities for infants and toddlers.

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INFANT/TODDLER PROGRAMMING

COMPETENCY 5

The student will know how to develop and implement a program which fosters language and cognitive development in infants and toddlers.

Sub-topics

1. The sequence of language development 0-3 years.
2. The adult's role in supporting and enriching language development - communication techniques.
3. Books, action poems, songs and music for infants and toddlers.
4. The sequence of cognitive development 0-3 years.
5. Toys and learning opportunities for cognitive development.

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INFANT/TODDLER PROGRAMMING

COMPETENCY 6

The student will demonstrate an understanding of how infants learn through their senses and will be able to provide materials and experiences to enhance sensory learning.

Sub-topics

1. Perceptual development.
2. Stimulating environments for infants and toddlers.
3. Sensory experiences for infants and toddlers.