

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

HOURS: 30

Credits: 2

SEMESTER: _____

INSTRUCTOR: _____

PHONE: _____

TEXT: _____

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, 1995

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UNIT ONE

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

UNIT TWO

The learner will demonstrate an understanding of the ways caregiving routines support the development of infants and toddlers.

UNIT THREE

The learner will demonstrate skill in providing safe, healthy, learning environments for infants and toddlers.

UNIT FOUR

The learner will demonstrate the ability to plan integrated experiences that support and promote the development of infants and toddlers.

UNIT FIVE

The learner will demonstrate an understanding of the social and emotional needs of infants and toddlers and methods of guiding behaviour.

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Unit One: The learner will understand the need for and the importance of quality care for infants and toddlers.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Discuss the need for infant and toddler group care settings.
2. Discuss current research on the effects of early group care on the intellectual and emotional development of children.
3. Outline the characteristics of quality infant and toddler programmes.

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Unit Two: The learner will demonstrate an understanding of the ways caregiving routines support the development of infants and toddlers.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Describe the attitudes and behaviours of effective infant-toddler caregivers.
2. Identify the developmental feeding, sleeping, dressing and toileting needs of infants and toddlers.
3. Describe appropriate practices that meet the health and nutrition needs of infants and toddlers.
4. Explain the ways that routine caregiving practices can support and enhance the physical, cognitive, and affective development to children 0 - 36 months.
5. Describe strategies for communicating information to parents that will facilitate the parents' role of primary caregiver.

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Unit Three: The learner will demonstrate skill in providing safe, healthy, learning environments for infants and toddlers.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Describe the essential components such as spatial arrangement, flexibility, and aesthetics of appropriate infant and toddler environments.
2. Identify the safety and health aspects of indoor and outdoor infant toddler environments.
3. Design developmentally appropriate environments for infants and toddlers.
4. Select appropriate equipment and furnishing for infant and toddler programmes.
5. Evaluate infant and toddler indoor and outdoor environments.

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Unit Four: The learner will demonstrate the ability to plan integrated experiences that support and promote the development of infants and toddlers.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Describe the sequences of physical, and cognitive development t of children from birth to 36 months.
2. Describe the types of play that are engaged in by infants and toddlers.
3. Select and plan a variety of developmentally appropriate play experiences that will promote physical, cognitive and language development, sensory exploration, and creativity.
4. Select or make a variety of developmentally appropriate materials for use in infant and toddler programmes.
5. Explain the interrelationship of the environment, caregiving practices and play experiences in promoting development.

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Unit Five: The learner will demonstrate an understanding of the social and emotional needs of infants and toddlers and methods of guiding behaviour.

Objectives: Upon successful completion of this unit, the learner will be able to:

1. Outline and describe the stages of social and emotional development from birth to 36 months.
2. Explain the role of the caregiver in supporting the emotional and social development of infants and toddlers.
3. Describe developmentally appropriate limit setting in infant and toddler programmes.
4. Describe the appropriate caregiver strategies used in dealing with issues such as separation anxiety, sharing, biting, and temper tantrums.
5. Provide parents with information and resources that will assist them in supporting their children's social and emotional development.

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Upon successful completion of this course, students will have acquired and demonstrated specific knowledge, skills and attitudes.

They will gain knowledge of:

1. Issues and research pertaining to group care of infants and toddlers.
2. Historical/current philosophies regarding the group care of infants and toddlers.
3. The constituents of a high quality programme for infants and toddlers.
4. The growth and development of young children from birth to 34 months of age.
5. The caregiver's role in promoting the growth and development of infants and toddlers.
6. Developmentally appropriate, child-centred programming practices which contribute to the growth and development of infants and toddlers.
7. The developing skills of infants and toddlers in each developmental area (physical, social, cognitive and affective).
8. The use of space, materials, routines, equipment and experiences to create an environment that encourages play, exploration and development.
9. The ways in which routine caregiving meets the developmental needs of infants and toddlers.

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INFANT AND TODDLER CARE

They will gain skill in:

1. Articulating and justifying the use of a child-centred philosophy in infant-toddler programmes.
2. Establishing and evaluating environments designed to support the growth and development of infants and toddlers.
3. Providing routine care which nurtures the growth and development of infants and toddlers.
4. Establishing appropriate goals for an infant-toddler programme.
5. Establishing a partnership with parents for the benefit of the child.
6. Planning, implementing, evaluating and extending child-centred developmentally appropriate learning experiences in infant-toddler programmes.
7. Observing and recording information about children and sharing that information with parents.
8. Establishing a safe, healthy environment.
9. Recognizing and responding appropriately to infant's signals.
10. Providing experiences that encourage exploration play and development.
11. Meeting the physical care needs of infants and toddlers.
12. Providing a supportive environments that realistically meets the needs of infants and toddlers.
13. Positive guidance of infant's and toddler's behaviour.
14. Recognizing periods when infants and toddlers may experience difficulty separating from their caregivers.
15. Interacting with infants and toddlers during routines and play.

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INFANT TODDLER CARE

They will develop attitudes which reflect:

1. An understanding of child development theory as it pertains to infants and toddlers.
2. A belief in the child-centred approach to programming for infants and toddlers.
3. An appreciation for and acceptance of the individuality of infants, toddlers and their parents.
4. A belief in the importance of high quality care for infants and toddlers.
5. A commitment to being a nurturing caregiver.