

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

Child Development 143 – Responsive Planning for Infant/Toddler Care

3 hours lecture, 3 units

Catalog Description

Examination of programs, philosophies and components of high quality group care for infants and toddlers. Students will develop planning skills for environments, experiences, and caregiving routines that are based on respectful relationships and needs of diverse children and families. Emphasis is on building relationships between the family, child and caregiver in the context of linguistic, cultural, socioeconomic, and individual family differences and special needs.

Prerequisite

None

Recommended Preparation

“C” grade or higher or “Pass” in CD 124 or 125 or equivalent

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Basic theories of child development, especially those pertaining to stages of infants and toddlers.
- 2) Importance of adult/infant toddler relationships.
- 3) Environmental factors that enhance healthy and positive infant/toddler development.

Course Content

- 1) The relationship between developmental theory and practice
- 2) Current philosophies and components of quality infant/toddler care
- 3) Programs and practices based on criteria for quality infant/toddler caregiving
- 4) Diverse needs of infants and toddlers and their families including linguistic, cultural, socioeconomic and special needs
- 5) Caregiving routines in partnerships with families that reflect the family culture
- 6) Environments that are culturally sensitive and emotionally safe for children and families
- 7) Experiences based on observation that meet the child’s individual and developmental needs
- 8) Skills for respectful adult interactions
- 9) Guidelines for socializing and disciplining young children that reflect an attitude of respect and recognize infants and toddlers as competent and capable

Course Objectives

Students will be able to:

- 1) Analyze the relationship between developmental theory and practice.
- 2) Examine and describe current philosophies and components of quality infant/toddler care.
- 3) Observe and evaluate programs and practices based on criteria for quality infant/toddler caregiving.
- 4) Identify personal cultural values and beliefs and their effect on meeting the diverse needs on infants and toddlers.
- 5) Identify and interpret diverse needs of infants and toddlers and their families including linguistic, cultural, socioeconomic and special needs.

- 6) Develop needs and services plans for caregiving routines in partnership with parents that reflect family culture.
- 7) Design environments that are culturally sensitive and emotionally safe for children and families.
- 8) Plan experiences based on observation that meet the child's individual and developmental needs.
- 9) Develop and demonstrate communication and problem-solving skills for respectful adult interactions.
- 10) Choose and implement guidelines for socializing and guiding young children that reflect an attitude of respect and that recognize infants and toddlers as competent and capable.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Written observations of programs for infants and toddlers that require students to evaluate and interpret the philosophies and components of quality infant/toddler care, programs and practices for caregiving, and the skills for respectful adult interactions.
- 2) Written assignments that measure students' ability to identify and interpret the diverse needs of infants and toddlers, develop needs and services plans, and design culturally sensitive and emotionally safe environments.
- 3) Small group activities and tasks that require students to plan experiences, design environments, demonstrate respectful practices for socializing and guiding infants and toddlers, and communicating with adults.
- 4) Quizzes and exams that measure students' ability to analyze the relationship between developmental theory and practice, describe current philosophies and components of quality infant/toddler caregiving, and apply personal cultural values to interpret the diverse linguistic, cultural, socioeconomic, and special needs of infants/toddlers and their families.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom, access to the Child Development Center

Method of Instruction

- 1) Lecture and discussion
- 2) Guided observations
- 3) Small group tasks and activities
- 4) Multimedia presentations
- 5) Observations of programs

Out-of-Class Assignments:

- 1) Reading assignments
- 2) Written assignments that involve research, reflection, and application of course materials
- 3) Preparation and presentation of materials and activities appropriate for infants and toddlers

Texts and References

- 1) Required (representative examples):
 - a. Swim, Terri. *Infants and Toddlers: Curriculum and Teaching*. 9th edition. Cengage, 2017.
 - b. Online Educational Resource
Taintor, A., LaMarr, T., Ruiz, W., Marquez, M., Elam, E., Carnahan, A., & Seegers, A. *Infant and Toddler Development*. LibreTexts. (2023, December 23).
[https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Infant_and_Toddler_Care_and_Development_\(Taintor_and_LaMarr\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Infant_and_Toddler_Care_and_Development_(Taintor_and_LaMarr))

2) Supplemental: None

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Importance of caregiving as a component of infant/toddler programs.
- 2) Design of environment and materials appropriate for infants and toddlers in the various stages of development.
- 3) Components of quality programs for infants and toddlers, especially continuity of care, primary caregiving, and group size and ratio of adults to children.
- 4) Integration of theory of cognitive, social-emotional and physical development into practice in an infant/toddler childcare setting.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Describe, compare, and analyze programs, philosophies and components of high quality group care for infants and toddlers.
- 2) Plan and evaluate appropriate environments, experiences, and caregiving routines based on respectful relationships and needs of diverse children and families.