

Course Description**EEC1522 | Infant and Toddler Environments | 3.00 credits**

This course provides the student with information on planning the physical facilities, equipment, and materials for quality infant and toddler environments. Course content allows for observations and examination of how the physical environment affects development of children and supports individual differences utilizing appropriate and instructionally responsive strategies. The student will learn about curriculum planning, promoting age-appropriate development, language and literacy, child abuse and neglect, and comprehensive family support services in relation to establishing quality environments for children.

Course Competencies

Competency 1: The student will summarize the characteristics of quality care for infants and toddlers by:

1. Identifying components of quality care including, health, safety, curriculum planning, play, social/emotional development, language and literacy, caring caregiving, and comprehensive family support services
2. Recognizing the impact of poor-quality care on development
3. Developing a shared vision of quality care

Competency 2: The student will identify how to plan and maintain a safe, clean, and healthy learning environment for infants and toddlers by:

1. Examining licensure standards and best practice recommendations for quality
2. Identifying quality standards by observing, collecting data, and demonstrating developmentally appropriate health, safety, and nutrition experiences
3. Identifying potential hazards for classroom and playground safety in physical facilities, equipment and materials
4. Identifying accidents common to children, appropriate first aid techniques, and reporting procedures
5. Examining fire and other disaster evacuation procedures
6. Identifying basic principles of universal safety precautions for disease control and prevention
7. Analyzing current health, safety, and nutrition practices in infant and toddler programs

Competency 3: The student will summarize the connection of a well-trained staff to provide quality care by:

1. Identifying, developing, and implementing appropriate individual professional development plans to meet training needs
2. Formulating center-wide training plans
3. Identifying Florida child care professional certificate and national child development associate course competency goals and functional areas
4. Comparing state licensing standards and nationally recognized accreditation standards that apply to infant and toddler education
5. Identifying the roles and responsibilities of early care and educational professionals

Competency 4: The student will summarize curriculum planning for infants and toddlers by:

1. Defining curriculum for infants and toddlers as a process that is relationship-based
2. Creating daily and weekly curricula by observing and assessing children
3. Identifying developmentally appropriate experiences and resources that provide a creative, relevant, and success-oriented environment based on varying ability levels
4. Examining individualized programming for typical and atypical development

5. Designing a developmentally appropriate environment based on children's needs

Competency 5: The student will summarize the role of play in learning by:

1. Analyzing how the infant learns through play
2. Comparing the developmental stages of play from infant and toddlers to preschoolers
3. Designing appropriate opportunities and environments that fosters social interaction and play
4. Identifying activities that promote active learning through play, such as independent exploration, discovery, and multisensory involvement
5. Creating activities promoting the development of gross and fine motor skills

Competency 6: The student will analyze how social and emotional development is enhanced by:

1. Identifying ratio and group size standards
2. Examining the impact of large group and high ratios on quality
3. Analyzing the relationship of bonding and attachment to infant mental health
4. Recognizing the impact of primary caregiving, responsive caregiving, caregiver-child relationship, and continuity of care to quality programming
5. Designing an appropriate environment that fosters social and emotional development

Competency 7: The student will summarize development of language and literacy by:

1. Identifying the progression of language development
2. Developing shared reading experiences by choosing appropriate books
3. Designing literacy rich environments
4. Creating early literacy activities
5. Identifying strategies for enhancing language acquisition and communication skills

Competency 8: The student will summarize the characteristics of instructionally sustaining caregiving by:

1. Identifying the effect of instructional context on caregiving practices
2. Analyzing concepts of independence v. Interdependence on caregiving practice
3. Examining strategies in resolving instructional differences
4. Identifying activities designed to avoid preference awareness and stereotyping
5. Recognizing appropriate strategies that provide for the communication and language needs of children and families who represent varied instructionally and linguistically backgrounds

Competency 9: The student will summarize comprehensive family support services by:

1. Identifying risk factors and protective factors
2. Recognizing, preventing, and reporting child abuse and neglect
3. Examining support for families with complex needs
4. Recognizing caregivers' role on family support team
5. Identifying how to initiate the provision of comprehensive support services
6. Designing a facility plan that provides for family support services
7. Discussing appropriate strategies for working with all family structures, patterns, and values