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GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF
EARLY CHILDHOOD DEVELOPMENT

INFANT/TODDLER PROGRAMMING
CD207

CD207
INFANT/TODDLER PROGRAMMING
COMPETENCIES

COMPETENCY 1

Students will understand the need for and the importance of quality day care for infants.

COMPETENCY 2

Students will know how to plan and implement basic routines in an infant day care program.

COMPETENCY 3

Students will know how to program to enhance social and emotional development.

COMPETENCY 4

Students will know how to program to enhance gross and fine motor development in infants and toddlers.

COMPETENCY 5

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

COMPETENCY 6

Students will develop an understanding of how infants learn through their senses and will know various materials and techniques that provide infants and toddlers with sense experiences.

CD207 Infant/Toddler Programming

COMPETENCY 1

Students will understand the need for and the importance of quality day care for infants.

Learning Tasks:

1. Research and discuss issues relevant to infant day care.
i.e. group care vs. family day homes
high cost of infant care
distinction between quality and custodial care
2. In groups students will develop a questionnaire to investigate the public's opinion of day care for infants.
3. Using the questionnaire, interview three people (at least one parent with an infant) and discuss results in class.
4. Investigate and submit a brief written report on the existing research of the effects of group care for infants on later development.

CD207 Infant/Toddler Programming

COMPETENCY 2

Students will know how to plan and implement basic routines in an infant day care program.

Learning Tasks:

1. Students will discuss reasons underlying the relative importance of routines in infant care.
2. Discuss factors which must be considered when planning routines (feeding, toileting, sleeping) for infant day care programs i.e. breast feeding, individual differences, feeding on demand, temperament, physical requirements, health requirements.
3. In small groups, students will plan a typical day in an infant day care program scheduling around routines. Factors discussed in learning task two will be taken into consideration.
4. Students will become acquainted with appropriate forms used in infant day care programs to record routines and daily activities.

CD207 Infant/Toddler Programming

COMPETENCY 3

Students will know how to program to enhance social and emotional development.

Learning Tasks:

1. Research and discuss the social and emotional needs of children under 3 years old. Review Erikson's first two stages of psycho-social development, development of attachment.
2. Discuss in small groups characteristics of an infant and toddler day care which are essential to the development of trust and autonomy. Consider the following factors:

caregiver qualities	size of program
space	change in personnel
child/staff ratio	schedule
temperament	age at intake
3. Describe methods of limit setting with infants and discuss their effectiveness and influence on the emotional development of the child.
4. Submit a brief paper which identifies ways in which a caregiver by her everyday interactions with children, can promote healthy emotional development in infants and toddlers.

CD207 Infant/Toddler Programming

COMPETENCY 4

Students will know how to program to enhance gross and fine motor development in infants and toddlers.

Learning Tasks:

1. Review fine and gross motor development of children under 36 months of age.
2. Examine various physical exercises and body games which promote gross motor development.
3. Examine the purpose and function of a variety of equipment used to advance the gross motor skills of toddlers.
4. Research and discuss materials (toys and games) which encourage small muscle manipulations and eye-hand coordination.
5. Design a toy for an infant which will provide practise for infant grasping and fine motor skills. Identify which particular skills this toy will be helpful in developing.

CD207 Infant/Toddler Programming

COMPETENCY 5

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

Learning Tasks:

1. Review the language development of children up to 36 months of age.
2. Consider factors which may inhibit the language development of infants and toddlers.
3. Discuss ways which infants communicate with caregivers and how caregivers can facilitate language development in their routine interactions with infants (meal time, toileting, rest, dressing).
4. Develop a repertoire of activities specifically designed to enhance language development of infants and toddlers. Present some of these activities to the rest of the class.
5. Review the early stages of cognitive development as defined by Jean Piaget (sensori-motor stage 1-6 and early preoperational).
6. Match several examples of infant behaviour to the appropriate stage of Piagetian development.
7. In pairs make up a game in a given Piagetian developmental area. Identify purpose of game, equipment needed, and what to do if the game is too difficult or too easy for the infant.

CD207 Infant/Toddler Programming

COMPETENCY 6

Students will have an understanding of how infants learn through their senses and will know various materials and techniques that provide infants and toddlers with sense experiences.

Learning Tasks:

1. Research and discuss how babies learn through their senses.
2. Discuss the hazards of too much sensory stimulation.
3. Collect a variety of materials which could be used to provide sensory experiences for the infant and toddler.
4. Explore the stimulating potentialities of the materials collected.
5. Discuss potential sense experiences in the following routine care situations.

meal time	soothing an infant
diapering	dressing-undressing
bathing	settling to sleep time
6. Plan a sensory activity for a child under 36 months of age. Submit a written assessment of the learning experiences that occurred during the activity.