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Early Care, Education and Family Studies (ECEP) 1583 Using Infant Cues (1Unit) (DS4) CSU
[formerly Early Childhood Education 1583; Early Childhood Education 11D]

Advisory: Eligibility for English 1500 strongly recommended. Completion of or concurrent enrollment in Early Care, Education and Family Studies 1581 recommended.

Hours and Unit Calculations: 16 hours lecture + 32 outside of class hours (48 total student learning hours)

Catalog Description: This course is a study of the verbal and non-verbal forms of communication in infants and toddlers that enhances the relationships between primary caregivers and the children in their care. Emphasis is on the role of the caregiver in reading the infant/toddler's gestures, body language, facial expressions, and verbal cues to establish a nurturing relationship. Strategies for working with children with special needs and ESL learners will be explored.

Type of Class/Course: Degree Credit

Text: Center for Child and Family Studies (Far West Laboratory for Educational Research and Development). *The Program for Infant/Toddler Caregivers: A Guide to Language Development and Communication*. Revised ed. California Department of Education. 1992.

Program for Infant/Toddler Care. A Guide to Social Emotional Growth and Socialization. Revised ed. Department of Education. 1990.

*This is the most recent version and comes from the State Department of Education as a training resource for the Program for Infant/Toddler Caregivers.

Course Objectives:

By the end of the course, a successful student will be able to:

1. identify and use appropriate models of temperament assessments,
2. recognize the developmental stages of social-emotional development and differing abilities of infants,
3. recognize communicative messages and needs in infants,
4. facilitate positive interactions between primary caregivers and infants/toddlers,
5. demonstrate sensitivity to the responsive process with awareness of diversity in both children, families and caregivers,
6. explain the effects of temperament, parental stress, depression and violence on relationships between the caregiver and the child,
7. maintain a safe, developmentally appropriate environment for children and families while fostering the growth of caregivers,
8. demonstrate critical thinking and college level writing skill, and

9. cite vocational opportunities in early care and education.

Course Scope and Content:

Unit I The Young Infant

- A. Emergence of communication: earliest signs
- B. Perceptual abilities and communicative messages
- C. Developmental milestones
- D. Warning signs
- E. Caregiver's practices

Unit II The Mobile Infant

- A. Emergence of communication: give and take between adult and child
- B. Suggestions to support language development at various developmental levels
- C. Developmental milestones
- D. Warning signs
- E. Caregiver's practices

Unit III The Older Infant

- A. Emergence of communication: words, grammar, and first conversations
- B. Stages of language communication
- C. Encouraging language and communication
- D. Warning signs
- E. Caregiver's talk and practices

Unit IV The Bilingual Child Care Setting

- A. Caring for infants in a bilingual childcare setting
- B. Importance of the child's home language
- C. Challenge of diversity
- D. Caregiver's practices

Unit V Communication in a Culturally Diverse Setting

- A. Culture, communication and the care of infants/toddlers
- B. Cultural differences in adult-infant communication
- C. Care and communication outside the home culture
- D. Warning signs
- E. Caregiver's practices

Unit VI The Developing Self

- A. Temperaments of infants and toddlers
- B. Emotional development in infants and toddlers
- C. Caregiver's role in the child's development of self
- D. Parental stress and depression
- E. Inconsolable child
- F. Self-esteem do's and don'ts

Unit VII The Development of Social Skills

- A. Creating nurturing relationships with infants and toddlers
- B. Responsive process
- C. Adaptation and age
- D. Getting in tune
- E. Self-esteem, security and social competence
- F. Over stimulating babies, focus on special needs
- G. Fostering toddler relationships
- H. Understanding gestures and fears

Unit VIII Guidance

- A. Socialization, guidance and discipline with infants and toddlers
- B. Roots of socialization and techniques
- C. Physical punishment and violence
- D. Dealing with aggressive behavior
- E. Considering the quality of care
- F. Caregiver's practices - guiding acceptable behavior

Unit IX Appropriate and Inappropriate Practices

- A. Using appropriate practices when working with infants and toddlers
- B. Identifying inappropriate practices when working with infants and toddlers
- C. Using the Developmentally Appropriate Practice handbook as a guide to providing quality care

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 2 hours per week outside of the regular class time doing the following:

1. Studying
2. Answering questions
3. Completing required reading
4. Completing written work

Methods of Instruction:

1. Films
2. Workshops
3. Visiting specialists
4. Class presentations
5. Reading and evaluations

Methods of Evaluation:

1. Written assignments, including:
 - a. journal entries
 - b. self assessment inventory
 - c. essay or other substantial paper
2. Skill demonstrations, including:
 - a. presentations



- b. observations
- c. field work
- d. quizzes

Supplemental Data:

TOP Code:	130590: Infants & Toddlers
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE