INFANT – CHILD GROWTH & DEVELOPMENT
Course Syllabus

Course Number: ECDS-0020E
OCAS Code: None
Course Length: 70 Hours
Career Cluster: Human Services
Career Pathway: Early Childhood Development & Services
Career Major(s): Early Care & Education Teacher Assistant

Pre-requisite(s): This course is designed for first-year early care and education students. This in-depth study is designed to provide the foundation competencies needed for advanced-level occupations in early childhood care and education. It is aligned with the Oklahoma CareerTech duty/task lists for early childhood care and education occupations. The curriculum incorporates state licensing regulations and standards set forth by national organizations active in early childhood care and education. The curriculum offers project-based activities to assist the students in preparing for a rewarding career. Upon successful completion of Teacher Assistant, the student is also recognized as having met the Entry Level Child Care Training (ELCCT) requirements.


Course Objectives: A. Describe the Physical Development of an Infant.
1. Discuss the physical development of an infant.
2. Review effects of heredity, nutrition, illness, and activity on the physical development of infants.
3. Discuss skeletal changes that occur during infancy.
4. Describe the changes that occur in the various body systems (circulatory, respiratory, digestive, and excretory) during the first year.
5. List four changes that occur in brain development during the first year.
6. Calculate a baby's length and weight for the first year when given hypothetical birth lengths and weights.
7. Sequence the development of the infant's motor skills.
8. Discuss the patterns in the infant's motor development.
9. Distinguish between cephalocaudal and proximodistal development.
10. Define terms associated with physical development of the infant.
11. Provide care for the infant's physical needs in the learning lab.
12. Describe three types of temperament and explain how temperament affects personality development.
13. Plan activities and interactions that help infants to develop physically.

B. Describe the Intellectual Development of an Infant.
1. Discuss the mental abilities that develop in the first year.
2. Cite examples of how the rate of mental growth can be affected by brain growth and by the environment.
3. Define terms associated with intellectual development in infancy.
4. Discuss the importance of toys to an infant's intellectual development.
5. Select appropriate toys for each of the four age groups in the first year.
6. Summarize the four Piagetian stages of intellectual development.
7. Match a baby's learning to the first four Piagetian sub stages of the sensor motor stage.
8. Explain how sensory stimuli leads to the formation of concepts.
10. List ways adults can aid the speech development of an infant.
11. Explain how language habits of caregivers (and parents) affect language development of the infant. Discuss techniques used to stimulate an infant's mental development.
12. Plan activities and interactions that help infants to develop intellectually.

C. Describe the Social-Emotional Development of an Infant.
1. Discuss temperamental differences in infants.
2. Discuss positive methods for handling babies in stressful situations.
3. Explain how caregivers can affect a baby's social development in the first year.
4. Compare the definition of developmental task (Chapter 1) with Erikson's definition of psychosocial crises.
5. State examples of how caregivers can provide the consistency needed by infants to develop trust.
6. Demonstrate ability to enhance babies' growing awareness of themselves.
7. Chart emotional development during the first year of life using the following age categories and emotions: 0-3 months, 3-6 months, 6-9 months, and 9-12 months, love, fear, anxiety, and anger.
8. Compare Erikson's "basic trust vs. basic mistrust" stage to Maslow's "hierarchy of human needs."
9. Plan activities and interactions that help infants to develop emotionally, and socially.

D. Use Development Principles in the Care of Infants.
1. State Oklahoma licensing regulations governing infant caregivers and childcare facilities.
2. Interview caregivers for helpful hints to make caring for infants easier.
3. Develop a daily schedule for an infant.
4. Discuss the effects on mental, social, and emotional well being when physical needs are not being met.
5. State reasons why certain foods should not be given to babies.
6. Compare advantages of commercially prepared baby food and homemade baby food.
7. Discuss the unique clothing requirements of infants.
8. Present a sensory, problem-solving, gross or fine motor, or language activity suitable for infants and explain why it is appropriate.
9. Identify cultural influences on infant development.
10. Identify developmental milestones from birth through age 5.

E. Demonstrate the Principles of Guidance.
1. Define terms associated with guidance and discipline.
2. List ways children learn behavior.
3. Analyze common goals of children's misbehavior.
4. Evaluate common guidance and discipline approaches from examples.
5. Observe caregiver's guidance and discipline techniques.
6. Distinguish between acceptable and unacceptable discipline techniques.
7. Recommend ways to verbally guide children.
8. Recommend ways to guide children through action.
9. Demonstrate techniques used in guidance and discipline.
10. List causes of guidance problems and the behavior that result from these causes.
11. Discuss guidance as an on-going process.
12. State the goals of guidance.
13. Observe a group of preschoolers and record information.
14. Explain the difference between direct and indirect guidance.
15. List principles of direct guidance.
16. Discuss guidelines for speech and voice techniques to use with children.
17. List techniques for effective guidance and cite an example of each.
18. Practice positive verbal guidance techniques.
19. Distinguish "do's and don'ts" of building positive-guidance skills.
20. List four ways to encourage independence in children.

F. Demonstrate Appropriate Techniques in Handling Guidance Problems.¹
1. Explore situations and feelings that cause tension in children.
2. List ways of controlling over stimulation in a preschool classroom.
3. Discuss the importance of consistent routines as a way to control guidance problems.
4. Name the possible signs of stress in young children.
5. Record names, suspected stressors, and descriptions of incidents, which you observe in a group of children.
6. List factors to be considered in child guidance and explain why each factor deserves consideration.
7. Discuss how tension affects behavior.
8. List typical fears of children.
9. Demonstrate how to handle negativism, stealing, anger, biting, exploring the body, thumb sucking, or fear.
10. Complete statements about guidance problems.
11. Answer questions about handling guidance problems.
12. Match terms related to guidance problems with given descriptions.
13. Determine whether guidance statements are true or false.
14. Debate the value of using "time out" as a punishment technique.
15. Distinguish between punishment and positive discipline.
16. Distinguish between effective and ineffective methods of discipline.
17. Describe ways in which caregivers can guide children’s emotional, social, and moral development.

G. Identify Special Features and Requirements of Infant Programs.¹
1. Describe traits required of infant caregivers.
2. Suggest ways to communicate effectively with parents.
3. Describe effective techniques for communicating with young children.
4. Identify the goals of classroom guidance.

¹ ODCTE Objective
All unmarked Objectives are TTC instructor developed.

Teaching Methods: The class will primarily be taught by the lecture and demonstration method and supported by various media materials to address various learning styles. There will be question and answer sessions over material covered in lecture and media presentations. Supervised lab time is provided for students to complete required projects.
Grading Procedures:  
1. Students are graded on theory and shop practice and performance.  
2. Each course must be passed with seventy (70%) percent or better.  
3. Grading scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=50-59%.

Description of Classroom, Laboratories, and Equipment:  
Tulsa Technology Center campuses are owned and operated by Tulsa Technology Center School District No. 18. All programs provide students the opportunity to work with professionally certified instructors in modern, well-equipped facilities.

Available Certifications/College Credit:  
The student may be eligible to take state, national or industry exam after completion of the program. College credit may be issued from Oklahoma State University-Okmulgee or Tulsa Community College. See program counselor for additional information.

College Credit Eligibility:  
The student must maintain a grade point average of 2.0 or better.