TODDLER – CHILD GROWTH & DEVELOPMENT
Course Syllabus

Course Number: ECDS-0020F
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):

Course Description: 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 Major Physical Developments of a Toddler.¹
1. List the ways toddlers differ from infants in terms of skeletal growth and motor development.
2. Chart height and weight increases from birth to age three years.
3. Calculate the height and weight changes common in the first two years.
4. Match gross motor and fine motor skills with the approximate age at which each occurs.
5. Identify the refined and new gross-motor and fine-motor skills of the toddler years.
6. Plan activities and interactions that help toddlers to develop physically.

B. Describe the Intellectual Development of a Toddler.¹
1. Tell what toddlers may learn from throwing objects.
2. List skills developed from common toys.
3. Sequence milestones in language development of the toddler.
4. Define terms associated with mental development of the toddler.
5. Explain Piaget's stages of cognitive development that relate to the toddler (Sub stages 4, 5, and 6 of Sensorimotor Stage).
6. Present an activity that would stimulate a toddler's growing cognitive abilities.
7. Plan activities and interactions that help toddlers to develop intellectually.

C. Describe the Social-Emotional Development of a Toddler.¹
1. Describe typical fears of toddlers.
2. Describe the self-image the toddler perceives as a result of positive and negative reactions from adults in given situations.
3. List ways caregivers can help toddlers gain a feeling of autonomy.
4. Explain how the feeling of trust helps a toddler develop a feeling of autonomy.
5. Match the categories of the socialization process with the examples.
6. Discuss possible reasons why toddlers do not “talk out” their fears and anxieties.
7. Explain why toddlers may resort to tantrums to get the attention of adults.
8. Compare causes and expressions of anger in toddlers and adolescents.
9. Plan activities and interactions that help infants to develop emotionally, and socially.
10. Explain the impact of play on social development.
11. Identify ways to promote responsibility in toddlers.
12. Identify features of programs that serve toddlers.

D. Use Development Principles in the Care of Toddlers.
1. State Oklahoma licensing regulations governing toddler caregivers and childcare facilities.
2. Describe ways toddlers learn.
3. Develop a daily schedule for a toddler.
4. Discuss solutions to toddler feeding problems.
5. Explain why toddlers are often fearful of the dark.
6. Discuss why it is important to return toddlers who get out of bed back to their beds.
7. List tips for making toilet training less stressful.
8. List self-help concepts toddlers develop as they learn to bathe or dress themselves.
10. Identify cultural influences on toddler development.
11. Identify developmental milestones from infant 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. 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. Describe ways in which caregivers can guide children’s emotional, social, and moral development.

G. Identify Special Features and Requirements of Toddler Programs.¹

1. Plan a safe, healthy, and developmentally appropriate environment for toddlers.
2. Describe how to nurture physical, intellectual, emotional, social, and moral development in toddlers.
3. Suggest ways to handle common challenges of the toddler years
4. Describe effective techniques for communicating with toddlers.
5. 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.