



South Central College

ECE 1311 Infant/Toddler Development and Mental Health

Common Course Outline

Course Information

Description This course provides an overview of infant-toddler theory and development whether in a home or center-based setting. Students will gain knowledge of developmental needs including mental health, developmentally appropriate environments, effective caregiving, teaching strategies, and observation methods. (Prerequisite: ECE 1210).

Total Credits 3

Total Hours 48

Types of Instruction

Instruction Type	Credits/Hours
Lecture	3/48

Pre/Corequisites

Prerequisite ECE 1210

Institutional Core Competencies

Communication - Students will be able to demonstrate appropriate and effective interactions with others to achieve their personal, academic, and professional objectives.

Course Outcomes

1. **Implement age-appropriate learning activities to address cognitive, emotional, social, sensory-motor, and language development.**

Learning Objectives

Analyze curriculum for developmental appropriateness.
Investigate sources of educational materials.

2. **Develop an appropriate learning environment for infants and toddlers.**

Learning Objectives

Identify developmentally appropriate materials and equipment.
Describe an ideal infant and toddler learning environment.

3. **Apply guidance and management techniques to accommodate the developmental characteristics of young children from birth to age three.**

Learning Objectives

Describe the range of evidence-based guidance and management techniques suitable for young children from birth to age three.

Evaluate the range of evidence-based guidance and management techniques suitable for young children from birth to age three.

- 4. Identify the needs and learning styles of children from birth through age three based on assessment tool results to determine situations that necessitate referrals or collaboration with other service providers and to select appropriate programs, environments, and learning experiences.**

Learning Objectives

Discuss checklists, diary descriptions, event sampling, and rating scales as observation methods.

Discuss time sampling and running records as observation methods.

- 5. Implement learning approaches that are accessible to all children ages birth to age three, including those with diverse backgrounds, learning modalities, and exceptionalism, while demonstrating respect for all differences within the school community.**

Learning Objectives

Identify inclusive educational learning activities.

Identify inclusive physical environmental materials.

- 6. Recognize the need to build and maintain a primary care relationship with each infant and toddler. TECE 3.B.2, NAEYC 4A**

Learning Objectives

Describe attachment theory.

Describe research on brain development.

- 7. Describe typical and atypical development of children, birth through age three, across all domains (social, emotional, physical, and cognitive).**

Learning Objectives

Identify the key milestones in typical development of children from birth through age three across the social, emotional, physical, and cognitive domains.

- 8. Describe why prevention, early identification, and intervention across developmental domains is essential knowledge that impact the healthy development of children from birth to age three.**

Learning Objectives

Explain traits of prenatal experience that influence a child's individual growth.

Explain traits of child temperament that influence a child's individual growth.

Explain traits of special needs children that influence a child's individual growth.

- 9. Analyze the importance of considering the context of family, culture, and society on our understanding of children's development and behavior for ages birth to age three.**

Learning Objectives

Explain how parental involvement influences the child's development.

Explain how family environment influences the child's development.

- 10. Explore intervention strategies related to atypical social/emotional development for children ages birth to age three.**

Learning Objectives

Define key indicators and characteristics of atypical social/emotional development in children from birth to age three.

Collect intervention strategies related to typical social/emotional development in children ages from birth to age three.

- 11. Analyze how skills related to attachment relationships, environments, and variables impact the healthy development of children from birth to age three.**

Learning Objectives

Demonstrate healthy ways to build attachment with children ages birth to age three.

Create developmentally appropriate learning environments that support healthy development of children ages birth to age three.

SCC Accessibility Statement

Disability Services provides accommodations and other supports to students with permanent and temporary disabilities that affect their SCC experience. Disabilities may include mental health (anxiety, depression, PTSD), ADHD, learning disabilities, chronic health conditions (migraine, fibromyalgia), sensory disabilities, and temporary disabilities (broken arm, surgery). Common accommodations are extended test time, private room for testing, audiobooks, and sign language interpreter.

Contact us: Faribault A116 (507) 332-5847. North Mankato E112 (507) 389-7222. ds@southcentral.edu
www.southcentral.edu/disability