

EARLY CHILDHOOD EDUCATION: INFANT/TODDLER STUDIES (150 Hours)

Course No.: 72-10-80

COMPETENCY CHECKLIST

Student Name _____

Teacher Name _____ School Site _____

Start Date _____ Completion Date _____ Certificate Date _____

Teacher Signature _____ Student Signature _____

(Signatures verify completion of course competencies)

A. **INTRODUCTION** (5 hrs)

- _____ 1. Recent changes in the need for providers
- _____ 2. Personal qualities needed to work in field
- _____ 3. Licensing agency for programs & exemptions
- _____ 4. Legal requirements to work with children
- _____ 5. Licensing standards and ratios for infant care
- _____ 6. Local resource and referrals for community
- _____ 7. Child care options available to families
- _____ 8. Types of service & facility options for families
- _____ 9. Explain parents' expectations of caregivers

B. **PRENATAL DEVELOPMENT** (10 hrs)

- _____ 1. Periods of prenatal development
- _____ 2. Functions of fetal activity
- _____ 3. List/describe fetus's sensory capacities
- _____ 4. Evidence that fetal learning takes place
- _____ 5. Factors that affect prenatal development
- _____ 6. Explain principles of prenatal development

C. **INFANT AND TODDLER DEVELOPMENT** (30 hrs)

- _____ 1. Purpose of the Apgar scale
- _____ 2. Methods to evaluate development
- _____ 3. Reflexes evident in newborns
- _____ 4. Significance of milestones and critical ages
- _____ 5. Need for grouping infants and toddlers
- _____ 6. Describe physical/age milestones
- _____ 7. Language: first yr. & 12-24 mos.
- _____ 8. Implications of theories and teachings
- _____ 9. Describe the cognitive stages of infancy
- _____ 10. Cultural values & social/emotional dev.
- _____ 11. Readiness & techniques of toilet training
- _____ 12. Observe infants/compare development
- _____ 13. Need for good caregiver/parent relationship

D. **ENVIRONMENT** (15 hrs)

- _____ 1. Compare 5+ environmental characteristics
- _____ 2. Environment that encourages free exploration
- _____ 3. Optimal placements of furniture/equipment
- _____ 4. Changes after infants begin walking
- _____ 5. Development skills in indoor equipment/toys
- _____ 6. Development skills in outdoor equipment/toys
- _____ 7. Well-organized diaper-changing area
- _____ 8. Important contents of infant's cubby

E. **INFANT CURRICULUM** (30 hrs)

- _____ 1. Effective communication w/young children
- _____ 2. Reasons why caregiver should talk to infant
- _____ 3. Verbal interactions to encourage infant "talk"
- _____ 4. Encouraging interactions between infants
- _____ 5. Activities that develop large & small muscles
- _____ 6. Music/creative movement in infant program
- _____ 7. Establishing schedules/routines, with flexibility
- _____ 8. Identify routines that need to be recorded
- _____ 9. Forms needed to record the daily routines
- _____ 10. Explain the need for sensory activities
- _____ 11. Sensory characteristics in 5 or more activities

F. **HEALTH AND SAFETY** (15 hrs)

- _____ 1. Precursory health check upon arrival
- _____ 2. Info required on health and emergency cards
- _____ 3. Appearance of a healthy infant/toddler
- _____ 4. Early warning signs of possible illness
- _____ 5. Caring for infant/toddler who is not well
- _____ 6. Preventing Sudden Infant Death Syndrome
- _____ 7. Dangerous plants for infants' environment
- _____ 8. Appropriate hygiene practices
- _____ 9. Procedures for changing a diaper
- _____ 10. Disinfecting toys, furniture and equipment

- ___ 11. Life-saving techniques for an infant
- ___ 12. Complete Adult, Child, & Infant CPR Course
- ___ 13. Safety precautions in child care classroom
- ___ 14. Safety precautions in family day care center
- ___ 15. Three snacks/meals for 1, 2, & 3 year olds
- ___ 16. Mother's milk vs. baby formula
- ___ 17. Dangerous foods for children under 3 years
- ___ 18. Negative effects of various feeding practices
- ___ 19. 4 types and symptoms of child abuse
- ___ 20. Reporting suspected child abuse
- ___ 21. Emergency procedures

G. GUIDANCE TECHNIQUES (15 hrs)

- ___ 1. Importance of early adult/infant dialogue
- ___ 2. Identify behaviors that require limit setting
- ___ 3. Typical behavioral responses in children
- ___ 4. Importance of infant/caregiver bonding
- ___ 5. Observation tools for studying behavior
- ___ 6. Self-esteem in behavior management
- ___ 7. Steps to calm a restless or fussy infant
- ___ 8. Adult role model influences child behavior

H. PROFESSIONAL SKILLS & DEVELOPMENT (15 hrs)

- ___ 1. Career options working with infants/toddlers
- ___ 2. Responsibilities of infant/toddler caregiver
- ___ 3. Caregiver qualifications/characteristics
- ___ 4. Agencies/workshop that offer training
- ___ 5. Updating/improving professional skills
- ___ 6. Identify sources for job leads
- ___ 7. High staff turnover/ways to maintain job
- ___ 8. Preventing staff burnout & job stress
- ___ 9. Dress/grooming standards to industry
- ___ 10. Properly completed job application
- ___ 11. Create a resume
- ___ 12. Typical interview questions and responses

I. PARENT INVOLVEMENT (15 hrs)

- ___ 1. Communication options in child care
- ___ 2. Benefits of on-going communication
- ___ 3. Necessary info that needs to be posted
- ___ 4. How cultural differences affect parenting
- ___ 5. Resources for obtaining news/info to share
- ___ 6. Community agencies with support services