

EDEC 5310
Infants, Toddlers, Preschoolers and Families:
The First Four Years

A. Major Course Description/Requirement

This course is about infants, toddlers, preschoolers, and families during the first four years of life. The primary goal of the course is for students to develop knowledge of infant, toddler and preschool development across individual differences and contexts. Attending to the contributions of familial and cultural contexts, as well as, the child's contributions this course considers both theoretically prescribed developmental trajectories and the profound individual differences that each human being presents. Students are expected to reconceptualize traditional theories in light of the real issues faced by children and families across contexts. *This course is a prerequisite for EDEC 5370 Action Research in Early Childhood.*

B. Learning Objectives

1. Identify developmental theory as it impacts infants, toddlers and preschoolers
2. Analyze the interaction of ecological systems and theorize how they intersect with developmental trajectories
3. Propose culturally congruent ways of involving families in supporting the growth and development of their child
4. Describe the impact of environment on child and family development.

C. Lecture or Discussion Topics

1. Infant & Toddler Development
2. Preschool Development
3. The Role of the Family
4. Attachment theory
5. Ecological Systems Theory

D. Required Materials and Readings

- E. Cohen, D., Stern, V., Balaban, N., & Gropper, N. (2016). Observing and recording the behavior of young children. New York: Teachers College Press.
- F. Lewin-Benham, A. (2010). Infants and toddlers at work: Using Reggio-inspired materials to support brain development. New York: Teachers College Press.
- G. Maguire-Fong, M. (2015). Teaching and learning with infants and toddlers. New York: Teachers College

H. Assignments

1. Child Study: In depth analysis of child's development
2. Annotated Bibliography: Contemporary research on brain development
3. Exam

I. National Standards

Standard 1. Promoting Child Development and Learning

1a: Knowing and understanding young children's characteristics and needs

- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2. Building Family and Community Relationships

- 2c: Involving families and communities in their children's development and learning

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children