

**CENTRAL TEXAS COLLEGE
SYLLABUS CDEC 1321
THE INFANT AND TODDLER**

Semester Credit Hours: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

1. A study of appropriate infant and toddler (birth to 3 years) programs, including an overview of development, quality routines, learning environments, materials and activities, and teaching/guidance techniques. The student will summarize prenatal development and the birth process; discuss theories of development of children as they apply to infants and toddlers; outline growth and development of children from birth to age 3; analyze components of teacher/child interactions and positive guidance techniques; design learning environments; and select materials and activities for infants and toddlers.
2. This course is required to receive the Child Development Associate in Applied Science Degree.
3. Prerequisite: Yes.

II. LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

1. Summarize prenatal development.
 - A. Outline stages and major milestones of prenatal development.
 - B. Identify and describe possible environmental factors (teratogen) and their effects on the developing embryo or fetus.
 - C. Describe components of good prenatal care.
2. Summarize the birth process.
 - A. Describe the stages of labor.
 - B. Compare methods of delivery.
 - C. Describe possible complications of delivery.
 - D. Discuss effects of medication during the birth process.

3. Discuss theories of development as they apply to infants and toddlers.
 - A. Compare and contrast the impact of nature versus nurture on the developing child.
 - B. Practice naturalistic observations of infants and toddlers in relation to development milestones.
 - C. Research and analyze the different theoretical approaches in relation to the development of infants and toddlers.

4. Outline growth and development of children from birth to 3 years.
 - A. Define and describe principles of development.
 - B. Describe and discuss the physical growth pertaining to fine and gross motor and perceptual development from birth through age 3.
 - C. Identify and describe cognitive development from birth through age 3.
 - D. Identify and describe social development from birth through age 3.
 - E. Identify and describe emotional development, including self-concept and self-esteem from birth through age 3.
 - F. Define and describe receptive and expressive language development from birth through age 3.
 - G. Describe and discuss literacy development from birth through age 3.
 - H. Research and identify community resources available for early intervention.

5. Analyze components of teacher/child interactions and positive guidance techniques.
 - A. Discuss characteristic of quality programs for infants and toddlers.
 - B. Discuss social and cultural influences which impact infant/toddler care.
 - C. Explain the importance of establishing and maintaining strong, positive communication and collaborative relationship with families.
 - D. Explain and apply principles of caregiving in a classroom with children birth to age three.
 - E. Explain appropriate teacher roles and responsibilities for caregivers of children under three.
 - F. Describe and demonstrate appropriate procedures and daily routines to include feeding, diapering, toileting, dressing, sleeping, and the importance in meeting children's needs.
 - G. Discuss unique health and safety needs of infants and toddlers.
 - H. Develop appropriate schedules for infants and toddlers.
 - I. Demonstrate the use of appropriate transitions with infants and toddlers.
 - J. Demonstrate the use of direct and indirect guidance techniques with infants and toddlers.
 - K. Demonstrate teamwork skills while working with colleagues in the infant/toddler classrooms.

6. Design learning environments.
 - A. Describe developmentally appropriate indoor environments for infants.
 - B. Identify characteristics of effective room arrangements for infants.
 - C. Describe developmentally appropriate outdoor environments for infants.
 - D. Describe developmentally appropriate indoor environments for toddlers.
 - E. Identify characteristics of effective room arrangements for toddlers.
 - F. Describe developmentally appropriate outdoor environments for toddlers.
7. Select materials and activities for infants and toddlers.
 - A. Choose and/or make developmentally appropriate materials for use in infant/toddler classrooms.
 - B. Plan and implement developmentally appropriate learning activities for infant/toddlers.

III. INSTRUCTIONAL MATERIALS:

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS:

- A. General
 1. Participate in class regularly.
 2. Participate constructively in class discussions.
 3. Complete all assignments and examinations on time.
 4. Attend any face to face classes on time and remain for the duration of the period. Check into Bb regularly for online courses.
 5. Know and observe all college regulations.
 6. Read all assigned selections from the text, or other, as assigned.
 7. Ask instructor for permission before using audio-recorders to record face-to-face classes.
 8. Keep cell phone on vibrate in face-to-face class. Refrain from texting, or using cell phone in face-to-face class, unless otherwise indicated by instructor.

Good class participation is indispensable for earning a good grade. Regular attendance, whether in person or online, is essential for the same reason.

- B. Students do not have a Lab Requirement for this course.

V. EXAMINATIONS:

- A. There will be at least two examinations. (Quizzes are optional.)
- B. Make-up examinations will be given only with the instructor's permission.
- C. All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examination.

VI. SEMESTER GRADE COMPUTATIONS:

- A. Your point total is determined by adding earned points on each scored assignment (projects, labs, examinations, participation, exams, quizzes, discussions, other).

| <u>Percentage</u> | <u>Grade</u> |
|-------------------|--------------|
| 90-100% | A |
| 80- 89% | B |
| 70- 79% | C |
| 60- 69% | D |
| Below 60% | F |

VII. NOTES AND ADDITIONAL INSTRUCTIONS

- A. **Withdrawal from course:** It is the students responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or who must officially withdraw from a course after the first scheduled class meeting, must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule

- Friday of 3rd week for 5-week courses
- Friday of 4th week for 6-week courses
- Friday of 6th week for 8-week courses
- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses
- Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

- C. Incomplete Grade:** In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of “IP” is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the “IP” will be converted to an “FI” and appear as an “F” on the student’s official transcript.
- D. Professionalism:** Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.
- E. American with Disabilities Act (ADA):** Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. Instructor Discretion:** The instructor reserves the right of final decision in course requirements.
- G. Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning

environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. Scholastic Honesty: All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy. Each student should avoid:

1. Plagiarism: the taking of passages or ideas from writings of others without giving proper credit to the source.
2. Collusion: working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.
3. Cheating: giving or receiving information on an examination, homework, or projects.

VII. COURSE OUTLINE

A. LESSON ONE: Curriculum as It Applies to Infants and Toddlers:

1. **Learning Outcome:** Upon successful completion of this lesson, the student will be able to:
 - a. Discuss social and cultural influences which impact infant/toddler care.
 - b. Develop positive relationships with the Infant and Toddler.
 - c. Describe ten principles based on a philosophy of respect.
 - d. Define and describe the “Three-R’s interactions.
 - e. Define and describe “Curriculum” as it applies to the infants and toddlers.
 - f. Describe Developmentally Appropriate Practice in relation to principles of development.
 - g. Describe the ongoing communication between caregivers and infants/toddlers.
 - h. Explain recent studies on brain research in relation to cognitive development.

2. **Learning Activities:**

A combination of the following teaching methods, as determined by the individual instructor will be used:

Read Chapter One in textbook; complete F2F or Bb assignments; participate in F2F or Bb discussions; complete assigned video observation; work on Infant or Toddler toy project proposal.

3. **Equipment and Materials:** Per instructor.
4. **Audio-Visual Aids:** Per instructor.
5. **Lesson Outline:**
 - a. Discussion on the social and cultural influences impacting infant/toddler care.
 - b. Positive relationships with the infant/toddler.
 - c. What are the ten principals based on a philosophy of respect?
 - d. Identify and describe the “Three-R’s interactions.
 - e. Provide a definition and description of “Curriculum” in regards to infants and toddlers.
 - f. Describe DAP concerning the principals of development.
 - g. Explain the communication between caregivers and infants/toddlers.
 - h. Describe brain research studies regarding cognitive development.

B. **Lesson Two:** An Educational Approach versus Curriculum:

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
 - a. Describe education for infants and toddlers in the classroom.
 - b. Use observation as a tool for documentation in the classroom.
 - c. Describe how to facilitate problem-solving among infants and toddlers.
 - d. Define and describe how to recognize “Optimum Stress” levels among infants and toddlers.
 - e. Identify appropriate role-modeling behavior techniques in the classroom.
 - f. Explain and describe attachment development in infants.
 - g. Define and describe the meaning of primary-caregiver system.
 - h. Identify assessment in relation to the infants and toddlers.
 - i. Describe how breastfeeding is accepted in a variety of cultures.
 - j. Explain and identify cultural differences in an infant’s needs while in care.
 - k. Review Developmentally Appropriate Practices (DAP) in relation to caregiving and the curriculum.
2. **Learning Activities:**

A combination of the following teaching methods, as determined by the individual instructor will be used:

Read Chapters Two and Three in textbook; complete F2F or Bb assignments; participate in F2F or Bb discussions; submit Infant or Toddler toy project proposal.

3. **Equipment and Materials:** Per instructor.
4. **Audio-Visual Aids:** Per instructor.
5. **Lesson Outline:**
 - a. Description of the educational needs for the infants and toddlers.
 - b. Utilizing observation as a tool regarding documentation.
 - c. Description of problem-solving in relation to infants and toddlers.
 - d. What are “Optimum Stress” levels in children birth through age three?
 - e. Classify behavior techniques in relation to role-modeling.
 - f. Description of infants’ attachment development.
 - g. Description of the primary-caregiver system.
 - h. Characterize infant/toddlers assessment.
 - i. Description of various cultures in relation to breastfeeding.
 - j. Review DAP regarding caregiving and curriculum.

C. **Lesson Three:** Play is Learning and Learning is Play:

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
 - a. Define and describe “Free Play”.
 - b. List the benefits of play.
 - c. List the safety needs of the children to include children with disabilities.
 - d. Define and describe selective intervention.
 - e. Describe the adult’s role as the facilitator in problem-solving.
 - f. Describe observation as an important component.
 - g. Explain the environment and its role in promoting learning.
 - h. Define and describe “Happenings” in relation to infants and toddlers.
2. **Learning Activities:**

A combination of the following teaching methods, as determined by the individual instructor will be used:

Read Chapter Four in textbook; complete F2F or Bb assignments; participate in F2F or Bb discussions; work on Infant or Toddler toy project; complete assigned video observation; complete Exam One.

3. **Equipment and Materials:** Per instructor.

4. **Audio-Visual Aids:** Per instructor.

5. **Lesson Outline:**

- a. Description of “Free Play”.
- b. Document benefits of play.
- c. What are the safety needs of children to include children of disabilities.
- d. Description of selective intervention.
- e. Description of the adult’s role as facilitator.
- f. Description of observation.
- g. Explanation of the environment in relation to promoting learning.
- h. Description of “Happenings” regarding to children birth through age three.

D. **Lesson Four:** Attachment/Sensory Integration in Connection to Brain Development.

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:

- a. Explain the attachment process of children birth through age three.
- b. Define and describe the functions of the brain.
- c. Explain the difference between attachment of the caregiver and the parent.
- d. Define and explain the term “Mirror” neurons and its relation to the infant/toddler.
- e. Explain the infant’s developmental milestones and what occurs in each.
- f. Define what occurs in infants/toddlers and parents involving measuring attachment.
- g. Explain special needs and their affects concerning attachment.
- h. Define and explain the term perception.

- i. Define and explain what sensory integration is and how it applies to attachment.
- j. Describe the use of the five senses as it applies to the infant and toddler.
- k. Describe the use of the five senses as it applies to special needs children.

2. **Learning Activities:**

A combination of the following teaching methods, as determined by the individual instructor will be used:

Read Chapters Five and Six in textbook; complete F2F or Bb assignments; participate in F2F or Bb discussions; work on toy project; students will work on one of the following infant/toddler research topics: SIDS, SBS, Pre-natal/Birth Process.

3. **Equipment and Materials:** Per instructor.

4. **Audio-Visual Aids:** Per instructor.

5. **Lesson Outline:**

- a. Description of the attachment process of infants/toddlers.
- b. Description of brain function.

- c. Description of attachment differences regarding caregiver versus parent.
- d. Description of the term “Mirror” neurons regarding infants and toddlers.
- e. Description of the infant’s developmental milestones. Explain each milestone.
- f. Description of measuring attachments involving infants/toddlers and parents.
- g. Description of attachment regarding the affects of special needs.
- h. Description of perception.
- i. What is the meaning of sensory integration and the attachment application?
- j. Explain the five senses and the process involving infants and toddlers.
- k. Explain the five senses and the process involving infants and toddlers with specials needs.

E. **Lesson Five:** Infant and Toddler Motor Development:

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:

- a. Describe motor development of the infant and toddler as it pertains to physical and brain growth.
- b. Define and describe the development of reflexes from birth to adulthood.
- c. Compare and explain the Baley Chart: Major Milestones to the Pikler Chart: Gross Motor Activity.
- d. Identify and explain the small motor skills from infants to toddlers.
- e. Identify ways caregivers can promote motor development in children birth to age three.
- f. Recognize the importance of early intervention concerning special needs children.

2. **Learning Activities:**

A combination of the following teaching methods, as determined by the individual instructor will be used:

Read Chapter Seven in textbook; complete F2F or Bb assignments; participate in F2F or Bb discussions; work on toy project; student will research and work on one of the following assigned topics: SIDS, SBS, Pre-natal/Birth Process; complete Midterm Exam.

3. **Equipment and Materials:** Pre instructor.

4. **Audio-Visual Aids:** Per instructor.

5. **Lesson Outline:**

- a. Description of infant/toddler motor development regarding physical and brain growth.
- b. Description of reflex development for infants and toddlers.
- c. Description of the Baley Chart and Pikler Chart.
- d. Description of small motor skills from infants to toddlers.
- e. How do caregivers promote motor development in children from birth to age three?
- f. Identify early intervention regarding children with special needs.

F. **Lesson Six:** The Infant-Toddler Cognitive Development:

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:

- a. Explain the importance of the cognitive experience as it applies to the infant and toddler.
- b. Describe and compare the infant/toddler cognitive development of Jean Piaget and Lev Vygotsky.
- c. Describe and explain the sociocultural influences of Vygotsky and Piaget.
- d. Describe how we support infant/toddler cognitive development.
- e. Discuss the functions of the brain and how it applies to the learning of the infant and toddler.
- f. Explain the special need delays in relation to cognitive development.

2. **Learning Activities:**

A combination of the following teaching methods, as determined by the individual instructor will be used:

Read Chapter Eight in textbook; complete F2F or Bb assignments; participate in F2F or Bb discussions; work on toy project; student will work on one of the following research topics: SIDS, SBS, Prenatal/Birth Process; complete assigned video observation.

3. **Equipment and Materials:** Per instructor.

4. **Audio-Visual Aids:** Per instructor.

5. **Lesson Outline:**

- a. Description of the cognitive experience regarding infants/toddlers.
- b. Description of Piaget and Vygotsky concerning cognitive development.
- c. Description of Piaget and Vygotsky regarding the sociocultural influences.
- d. How do we support infant/toddler cognitive development?
- e. Review the brain functions in relation to the learning of infants and toddlers.
- f. Give details regarding special needs delays regarding cognitive development.

G. **Lesson Seven:** The Acquisition of Language Development:

1. **Learning Outcomes:** Upon completion of this lesson, the student will be able to:

- a. Define and describe the term “language” and how it applies to infants and toddlers.
- b. Define and explain the meaning of “Receptive” language as it relates to Expressive language.
- c. Explain the functions of brain growth and language development in infants and toddlers.
- d. Describe and explain how caregivers support language development.
- e. Explain how language development leads to the early literacy experiences.
- f. Explain how caregivers incorporate cultural and bilingualism differences in the classroom.
- g. Recognizing special needs children within the context of language development.

2. **Learning Activities:**

A combination of the following teaching methods, as determined by the individual instructor will be used:

Read Chapter Nine in textbook; complete F2F or Bb assignments; participate in F2F or Bb discussions; work on toy project; student will research and work on one of the following assigned topics: SIDS, SBS, Pre-natal/Birth Process.

3. **Equipment and Materials:** Per instructor.
4. **Audio-Visual Aids:** Per instructor.
5. **Lesson Outline:**
 - a. Language and how does it apply to infants/toddlers.
 - b. Receptive regarding expressive language.
 - c. Brain growth functions and language development.
 - d. How do caregivers support language development?
 - e. Language development description leading to literacy.
 - f. Incorporating cultural/bilingualism differences.
 - g. Special needs in relation to language development.

H. **Lesson Eight:** The Emotional Development of Infants and Toddlers:

1. **Learning Outcomes:** Upon completion of this lesson, the student will be able to:
 - a. Describe how infants begin using their senses from birth.
 - b. Demonstrate how to respond to an infant's emotions.
 - c. Describe the developmental concepts, temperament and resiliency.
 - d. Explain the importance of accepting a young child's fear and knowing how to use caregiver strategies.
 - e. Describe coping strategies for caregiver to assist infants and toddlers with anger.
 - f. Describe infants' and toddlers' self-calming techniques.
 - g. Compare the brain as it relates to the emotional factor.
 - h. List the characteristics of children with special needs involving emotional disorders.

2. **Learning Activities:**

A combination of the following teaching methods, as determined by the individual instructor will be used:

Read Chapter Ten in textbook; complete F2F or Bb assignments; participate in F2F or Bb discussions; submit toy project; students will research and work on one of the following topics: SIDS, SBS, Pre-natal/Birth Process.

3. **Equipment and Materials:** Per instructor.
4. **Audio-Visual Aids:** Per instructor.

5. **Lesson Outline:**

- a. How do infants use their senses?
- b. Responding to infant's emotions.
- c. The developmental concepts temperament and resiliency.
- d. How to use strategies coping with a child's fear.
- e. How to use strategies coping with a child's anger.
- f. What are infants/toddlers self-calming techniques?
- g. The brain in comparison to the emotions.
- h. Special needs characteristics involving emotional disorders.

I. **Lesson Nine:** Promoting Social Skills in Early Childhood:

1. **Learning Outcomes:** Upon completion of this lesson, the student will be able to:

- a. Define and describe the term Social Skills as it applies to Infants and Toddlers.
- b. Define and describe the characteristics of Erik Erikson's first three Stages of Psychosocial Development.
- c. Define and describe "Guidance and Discipline" techniques in connection to infants and toddlers.
- d. Recognize and encourage pro-social behaviors in infants and toddlers.
- e. Describe the relationship between healthy brain growth and social development.

2. **Learning Activities:**

A combination of the following teaching methods, as determined by the individual instructor will be used:

Read Chapter Eleven in textbook; complete F2F or Bb assignments; participate in F2F or Bb discussions; student will research and work on one of the following topics: SIDS, SBS, Pre-natal/Birth Process; complete Exam Three.

3. **Equipment and Materials:** Per instructor.

4. **Audio-Visual Aids:** Per instructor.

5. **Lesson Outline:**

- a. Social skills in relation to infants/toddlers.

- b. Three stages of Erik Erikson’s Stages of Psychosocial Development.
- c. Guidance and Discipline in relation to infants/toddlers.
- d. What are pro-social behaviors in infants/toddlers?
- e. Explain healthy brain growth and social development.

J. **Lesson Ten:** An Approach Environment for Infants and Toddlers:

1. **Learning Outcomes:** Upon completion of this lesson, student will be able to:

- a. Describe what constitutes a safe environment for infants and toddlers.
- b. Define and describe a healthful environment for infants and toddlers.
- c. Explain why locations for caregiving routines (eating, diapering...) are included in the category of learning environments.
- d. Assess the quality of different learning environments for infants and toddlers.
- e. Describe the importance of what is developmentally appropriate for toys and materials.
- f. Define the Child Development Associate (CDA) assessment process that pertains to quality settings for infant and toddler care.

2. **Learning Activities:**

A combination of the following teaching methods, as determined by the individual instructor will be used:

Read Chapter Twelve in textbook; complete F2F or Bb assignments; participate in F2F or Bb discussions; submit infant/toddler research paper.

3. **Equipment and Materials:** Per instructor.

4. **Audio-Visual Aids:** Per instructor.

5. **Lesson Outline:**

6.

- a. Explain a safe and healthy environment for infants/toddlers.
- b. Caregiving routine locations regarding learning environments.
- c. The quality of learning environments for infants/toddlers.
- d. Explain developmentally appropriate toys and materials.

- e. The CDA assessment process regarding quality settings.

K. **Lesson Eleven:** The Young Child’s Social Development:

- 1. **Learning Outcomes:** Upon completion of this lesson, student will be able to:

- a. Explain what identity formation means.
- b. Define and describe the different parts of self-concept in relation to identity.
- c. Explain the meaning of multicultural infant-toddler curriculum.
- d. Explain the relationship between self-concept and discipline.
- e. Explain the importance of modeling self-esteem.

- 2. **Learning Activities:**

A combination of the following teaching methods, as determined by the individual instructor will be used:

Read Chapter Thirteen in textbook; complete F2F or Bb assignments; participate in F2F or Bb discussions; complete assigned video observation.

- 3. **Equipment and Materials:** Per instructor.

- 4. **Audio-Visual Aids:** Per instructor.

- 5. **Lesson Outline:**

- a. Define identity formation.
- b. The differences between self-concept and identity.
- c. Define the multi-cultural infant/toddler curriculum.
- d. Define the self-concept relationship regarding discipline.
- e. Description of modeling self-esteem.

L. **Lesson Twelve:** Establishing Positive Adult Relationship:

- 1. **Learning Outcomes:** Upon completion of this lesson, student will be able to:

- a. Describe the “Caregiver Stages of Relating to Parents.”
- b. Recognize the importance of good communication with parents to establish positive relationships.
- c. Define and describe what a service plan is and how it relates to the children and their parents.

- d. Give examples of what hinders communication between parents and caregivers.
- e. Establish a positive working relationship between parents and caregivers.
- f. Compare differences and challenges between family child care providers and center staff.

2. **Learning Activities:**

A combination of the following teaching methods, as determined by the individual instructor will be used:

Read Chapter Fourteen in textbook; complete F2F or Bb assignments; participate in F2F or Bb discussions; complete Final Exam.

3. **Equipment and Materials:** Per instructor.

4. **Audio-Visual Aids:** Per instructor.

5. **Lesson Outline:**

- a. Description of “Caregiver Stages of Relating to Parents.”
- b. The establishment of good communication with parents.
- c. Description of a service plan with regards to children/parents.
- d. Parent and caregiver communication delays.
- e. Parent and caregiver working relationships.
- f. Child care providers and staff differences and challenges.