

## Charter Oak State College Examination Program

### Infant-Toddler Growth & Development

#### Description:

This test was developed to enable the awarding of college credit to students who demonstrate knowledge equivalent to that which is learned in a full semester course in Infant and Toddler Growth and Development.

#### Content Outline:

Listed below are the topics covered by this examination. Percentages indicate the emphasis placed on the topics.

- I. Introduction (10%)
  - A. Ages of infancy: Young infants, Mobile infants, and Toddlers
  - B. Whole child development: developmental domains are highly interrelated
  - C. Observing and recording infant/toddler behavior (e.g., neutral, nonjudgmental descriptions; the documenting of free play actions, sample utterances, learning episodes)
  - D. Observing adult roles in classrooms
  - E. Principles of caregiving
  
- II. Development of Attachment (10%)
  - A. Theory (John Bowlby, Mary Ainsworth)
  - B. Impact upon attachment of variations in economic conditions, health, abuse, and disabilities (e.g., infants influenced by parents' misuse of drugs and alcohol)
  - C. Primary caregivers in group care settings
  - D. Developmentally appropriate practice: Working with families, building trust
  
- III. Development of Emotions and Feelings (10%)
  - A. Temperament (e.g., types, attention span)
  - B. Resiliency and coping strategies
  - C. Self-esteem and sense of autonomy
  - D. Challenges with control of impulses and self-regulation of emotions
  - E. Developmentally appropriate practice: Routines and transitions

- IV.**     Development of Emotions and Feelings (10%)
- A. Theory (Erik Erikson’s psychosocial theory and Albert Bandura’s social learning Theory)
  - B. Prosocial skills
    - 1. behavior management (biting, sharing, redirection)
    - 2. positive discipline
  - C. Children with special needs (e.g., withdrawal, autism spectrum)
  - D. Developmentally appropriate practice: children’s participation in small- and large-group activities; addressing impact of violence in the media on children’s play
  - E. Transitions into group care settings
  - F. Mixed-age and same-age care settings (Barbara Rogoff, Berk & Winsler, Vygotsky)
- V.**     Development of Motor Skills (10%)
- A. Progression of gross motor development (e.g., crawling)
  - B. Progression of fine motor development
  - C. Children with special needs
  - D. Developmentally appropriate practice: Using a variety of art materials and activities to promote fine motor development as well as for sensory experience and exploration
- VI.**    Development of Cognition (15%)
- A. Theory (i.e., Jean Piaget’s cognitive-developmental theory and Lev Vygotsky’s sociocultural theory)
  - B. Brain development
  - C. Development of perception
  - D. Learning Schemes and Cause and Effect
  - E. Tools and Object Permanence
  - F. Imitation
  - G. Play-based learning
  - H. Children with special needs
    - 1. Recognition and early detection
    - 2. Gifted
  - I. Creativity and symbolic representations (e.g., Howard Gardner’s theory of multiple intelligences)
  - J. Developmentally appropriate practice: Using different art forms as a vehicle for creative expression and representation; Children learn through active exploration and play
- VII.**   Emerging Literacy and Language Development (10%)
- A. Communication
    - 1. Emergence of receptive skill
    - 2. Emergence of expressive skill
    - 3. Communication disorders
    - 4. Scaffolding

- B. Developmentally appropriate practice
  1. Reading to Children
  2. Communicating with infants
  3. Engaging in dialogue
  4. Literacy-rich classroom environment
  5. Appropriate use of media
- C. English Language Learners, Multilingualism

**VIII.** Infant/Toddler Caregiving and Curriculum (10%)

- A. Positive and negative interactions
- B. Promoting pretend play (providing infants with bright, moving objects; providing toddlers with real-looking toys, props, containers)
- C. Routines (e.g., feeding, diapering, toileting)
- D. Assessment (e.g., portfolios)
- E. Music: listening to music, singing songs, playing musical instruments
- F. Integrating children with special needs into all aspects of learning and play modifications for children with disabilities
- G. Resources to address differences in children's learning and development (e.g., Birth-to-Three)
- H. How variations in economic conditions, cultural values, family structures, home language, stresses and supports impact how family and community raise children

**IX.** Safe and Healthful Environment (5%)

- A. Medical issues (e.g., communicable diseases, medicines, allergies)
- B. Physical environment
- C. Hazards and environmental toxins
- D. Creating Developmentally-Appropriate environments for infants and toddlers

**X.** Relationships with Families (5%)

- A. Cultural group identity
- B. Daily communication with families
- C. Problem solving with families
- D. Parents of children with special needs
- E. Legal issues (e.g., mandatory reporting, pick up)

**XI.** Inclusive Practices

- A. Birth to 3
  1. IFSP/Team
  2. Components
  3. Referral information
- B. Community settings and opportunities for children with developmental delays
  1. Community based programs
- C. Socialization

1. Family Resources
- D. Inclusion in the classroom and/or early childhood setting
  1. Accommodations

### Sample Questions:

1. Attachment is **best** defined as:
  - a. an enduring affectionate bond between a child and person caring for child.
  - b. a social interaction that supports early language development and problem solving.
  - c. the ability to overcome adversity and develop functionally.
  - d. adaptive behaviors that include the ability to adjust to new situations.
  
2. 6-month old Milo's caregiver says enthusiastically, "You are banging the spoon on the plate" as a way to encourage him to make music. This is an example of:
  - a. imitation.
  - b. socialization.
  - c. positive reinforcement.
  - d. relationship-based curriculum.
  
3. Elena is a baby who at first is negative and cautious in new situations, but eventually adapts. Her temperamental type is **best** described as:
  - a. the feisty, spirited, difficult baby.
  - b. the slow-to-warm baby.
  - c. the easy, flexible baby.
  - d. the cautious baby.
  
4. Steven arrives at preschool every day all dressed up and is obviously inhibited by his clothes. The **best** thing the caregiver should do is:
  - a. to tell the family his clothes are limiting his developmental needs.
  - b. to tell the family that he avoids all sensory experiences that might dirty his clothes.
  - c. to try to get to know the family to find out what their perceptions are.
  - d. not to push his family to change, but to help Steven develop his physical skills within the confines of the situation.
  
5. Prosocial behaviors are best supported in all of the following ways except:
  - a. explaining limits to children.
  - b. noticing caring behaviors in children.

- c. modeling positive behaviors for children.
  - d. punishing undesirable behaviors in children.
6. Ian is a Down's syndrome child who needs extra support in the classroom. Which of the following techniques is the **least** effective?
- a. Provide multisensory experiences.
  - b. Provide a great deal of drill exercises.
  - c. Use concrete examples to teach concepts.
  - d. Sequence steps from simple to most difficult.
7. Play provides opportunities for infants and toddlers to:
- a. problem solve.
  - b. pursue their interests.
  - c. develop skills and learn concepts.
  - d. do all of the above.
8. Maria is a very active bilingual toddler who is not fluent in English. What would be the **best** technique to encourage her English language development?
- a. Encourage Maria's parents to come to visit your program.
  - b. Encourage Maria to use the words she knows and for you to gradually involve other children in her play.
  - c. Read books to Maria in English about things that she is interested in.
  - d. All of the above.
9. An Individual Family Service Plan is **best** defined as:
- a. a plan to provide social support services and resources to families in need.
  - b. a plan to meet the health and nutritional needs of families through the intervention of public health and nutrition services.
  - c. a plan for early intervention services needed to meet goals for the child developed by a team including parents and infant specialists.
  - d. a plan to address any family needs, concerns, or requests for social support or intervention.
10. Bayle is a family childcare provider who has set up her home so that children can explore freely. What is the **least** effective technique to encourage the children to explore?
- a. Encourage the children to play in groups.
  - b. Value the children's free time.
  - c. Make available the optimum amount of age-appropriate toys.
  - d. Encourage both fine and gross motor skills.

## **Glossary:**

In Connecticut, the following terms are used. If you are a resident of another state, please learn these terms and compare them with the equivalents from your state.

- Department of Children and Families
- Birth-to-Three
- Individualized Family Service Plan

In the exam, the term “family” is used in the broadest sense possible: parents, grandparents, guardians, aunts, uncles, or any other adult fulfilling a parental role.

NAEYC stands for the National Association for the Education of Young Children.

## **References:**

Gonzalez-Mena, J. and Eyer, D. W. (2014). *Infants, toddler and caregivers* (11<sup>th</sup> edition). U.S.A: McGraw Hill Higher Education. ISBN-13: 978-0078110344 | ISBN-10: 0078110343.

Honig, A. S.(2001). *Secure relationships: Nurturing infant/toddler attachment in early care settings*. Washington, D.C.: NAEYC. ISBN-13: 978-1928896036 | ISBN-10: 1928896030.

## **Other Resources:**

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Cohen, D., Stern, V. and Balaban, N. (1997). *Observing and recording the behavior of young children*. New York: Teachers College Press.

Greenman, J., Stonehouse, A. and Schweikert, G. *Prime Times*. (2007). St. Paul, MN: Redleaf Press.

CT Early Learning and Development Standards (CTELDS) (April 2014): Articulates what children birth to age five should know and be able to do as a result of high-quality experiences in homes, communities and early care and education settings.  
<http://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>.

Zero to three. National nonprofit organization provides information for parents, professionals and policy makers on early development. Washington, D.C.  
<http://www.zerotothree.org/child-development/>.

### ***Development of Attachment***

- Ainsworth, M. (1967). *Infancy in Uganda: Infant care and the growth of love*. Baltimore: Johns Hopkins University Press.
- Bowlby, J. (1988). *A secure base*. New York: BasicBooks.
- Brazelton, T. B. & Cramer, B. (1991). *The earliest relationships: Parents, infants, and the drama of early attachment*. New York: Addison-Wesley Publishing.
- Cassidy, J. & Shaver, P. R. (2010). *Handbook of attachment theory and research*. 2<sup>nd</sup> Edition. New York: Guilford.
- Karen, R. (1996). *Becoming attached: Unfolding the mystery of the infant-mother bond and its impact on later life*. New York: Warner.
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### ***Development of Emotions and Feelings***

- Brazelton, B. and Sparrow, J. (2006). *Touchpoints: Birth – 3*. 2<sup>nd</sup> Edition. Published by De Capo Press.
- Greenberg, P. (1991). *Character development: Encouraging self-esteem and self-discipline in infants, toddlers, and two-year-olds*. Washington, D.C. NAEYC.
- Greenspan, S. I. (2003). *The secure child: Helping our children feel safe and confident in a changing world*. Cambridge, MA: Da Capo Press.
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- Leavitt, R. (1994). *Power and emotion in toddler-infant day care*. Albany: State University of New York Press.
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- Pizzolongo, P. and Hunter, A. (2011). *I am Safe and Secure: Promoting Resilience in Young Children*. March 2011 issue of *Young Children*. Published by NAEYC.  
<http://www.naeyc.org/content/i-am-safe-and-secure-promoting-resilience-young-children>

### ***Development of Social Skills***

- Koralek, D. (2004). *Spotlight on young children and play*. The National Association for the Education of Young Children.

### ***Development of Cognition***

Eliot, L. (1999). *What's going on in there?: How the brain and mind develop in the first five years of Life.* NY: Bantam Books.

Mangione, P. (1995). *A guide to cognitive development and learning.* Developed by the Center for Child and Family Studies Far West Laboratory for Educational Research and Development for the Child Development Division California Department of Education: California

Shore, R. (2003). *Rethinking the brain: New insights into early development.* Revised Edition. New York: Families and Work Institute.

Skonkoff, J. P. and Phillips, D. A. (2000). *From neurons to neighborhoods: The science of early childhood development.* Washington, D.C. National Academy Press.

Online download: <http://www.nap.edu/catalog/9824/from-neurons-to-neighborhoods-the-science-of-early-childhood-development>

### ***Emerging Literacy and Language Development***

Cullinan, B. (2007). *Read to me: Raising children who love to read.* NY: Scholastic, Inc.

Burns, S., Griffin, P. and Snow, C. (1999). *Starting out right: A guide to promoting children's reading success.* Washington, D.C.: National Academy Press.

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Schickedanz, J. A. (1999). *Much more than the ABCs: The early stages of reading and writing.* Washington, D.C.: National Association for the Education of Young Children.

Trelease, J. (2013). *The read-aloud handbook.* 7<sup>th</sup> Edition. Penguin USA.

WIDA

### ***Infant/Toddler Caregiving and Curriculum***

Bergen, D., Reid, R., and Torelli, L. (2008). 2<sup>nd</sup> Edition. *Educating and caring for very young children: The infant/toddler curriculum.* NY: Teachers College Press.



Edwards, C. and Gandini, L (2000). Research as a partnership for learning together. In L. Gandini and C.P. Edwards (Eds), *Bambini: The Italian approach to infant-toddler care* (pp. 181-199). NY: Teachers College Press.

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### ***Safe and Healthful Environment***

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### ***Relationships with Families***

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Baker, A. C. & Manfred/Petti, L. A. (2002). *Circle of love: Relationships between parents, providers, and children in family child care*. St. Paul, MN: Redleaf Press.

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Answers to sample questions:

- |     |   |
|-----|---|
| 1.  | a |
| 2.  | c |
| 3.  | b |
| 4.  | d |
| 5.  | d |
| 6.  | b |
| 7.  | d |
| 8.  | d |
| 9.  | c |
| 10. | a |

Revised June 2020, June 2015