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 **<u>least</u>** 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 **<u>best</u>** 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 **<u>best</u>** 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 **<u>least</u>** 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.

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Other Resources:

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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/.

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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

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