

College Name: Middlesex Community College

Title: Course Syllabus

Semester: Summer 2017

Summer Session I

Course Number: ECE 141

Course Title: Infant/Toddler Growth & Development

CRN: 2105

Course Duration: Tuesday May 30, 2017-Friday June 30, 2017

Credit Hours: 3 credits

Department: Social Science

Instructor: Dr. Ijego Nwachuku

Course Location: Online – Blackboard Learn

Course Prerequisites: None

Meeting Time (days/hours): This is a distance learning course and students are required to log on weekly to complete class assignments. ***Always check “Announcement” and “Mail” first each time you log on to the course.***

**Course Description:** This course focuses on the development of the child from birth to 36 months. Areas that will be studied are the development of attachment, emotions and feelings, social skills, perception, motor skills, cognition, and language. In order to complete the course work, students are required to complete observation hours at area NAEYC Accredited Centers.

#### **COURSE TEXT**

Deiner, P.L. 2<sup>nd</sup>ed. (2009). Infants and Toddlers: Development and Curriculum Planning.

Publisher -Delmar Cengage Learning

**Online Textbook Companion Web Site:**

**Other Required Resources Posted on Course Blackboard:**

1. **CTELDS and/or** Connecticut State Department Preschool Guide; Preschool Curriculum Framework; Preschool Assessment Framework, and Flipchart. All available at: <http://www.sde.ct.gov/sde>, (Early Childhood link).
2. NAEYC Standards for Early Childhood Professional Preparation Programs (2009). Available at: <http://www.naeyc.org/positionstatements>

**Phone:** (860) 343-5814, this is my office phone number, do not use over the summer and it does not receive any “text” messages.

**Email:** Always use Blackboard internal mail, labeled as “Mails” in Course Menu. Use my official email only when you are unable to access Blackboard site, [inwachuku@mxcc.commnet.edu](mailto:inwachuku@mxcc.commnet.edu).

**College Email:** You are required to access college emails to receive college information. Instruction on how to access your college email and forward your college email to your personal email can be found at <http://mxcc.edu/distance/student-technology-resources> (scroll down to College Email section)

#### **Course Objectives:**

At the completion of this course students will be able to:-

1. Examine developmental theories and philosophies as they relate to infants, toddlers & two's.
2. Explore how infants and toddlers grow through successive stages (infants, toddlers & two's).

3. Describe how unique each stage is as they go through the different areas of development.
4. Participate, practice and analyze observational skills as they observe and record the behavior of infants and toddlers in a program setting.
5. Explore Developmentally Appropriate curriculum and Planning for Young Infants (Birth to 9 Months), Mobile Infants (8 to 18 Months) and Toddlers (16 to 36 Months).
6. Explore implications of interaction with parents in culturally diverse societies and their importance in infant and toddler development.

**Course Learning Outcomes:**

**Promoting Child Development and Learning**

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|---|
| 1.a. Knowing and understanding young children’s characteristics and needs, from birth through age 8.                                    |
| 1.b. Knowing and understanding the multiple influences on early development and learning.   |
| 1.c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children. |

**NAEYC Standard #1**

**Building Family and Community Relationships**

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|---|
| 2.a. Knowing about and understanding diverse family and community characteristics.                  |
| 2.b. Supporting and engaging families and communities through respectful, reciprocal relationships. |
| 2.c. Involving families and communities in young children’s development and learning.               |

**NAEYC Standard #2**

**Observing, Documenting, and Assessing to support young children and Families**

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|---|
| 3.a. Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.                   |
| 3.b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. |
| 3.c. Understanding and practicing responsible assessment to promote outcomes for each child, including the use of assistive technology for children with disabilities.                            |
| 3.d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.   |

**NAEYC Standard #3**

**Using Content Knowledge to Build Meaningful Curriculum**

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| 5.a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. |
| 5.b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.   |

**NAEYC Standard #5**

**Becoming a Professional**

|  |
|--|
| 6.a. Identifying and involving oneself with the early childhood field. |
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| 6.b. Knowing about and upholding ethical standards and other early childhood professional guidelines.   |
| 6.c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. |
| 6.d. Integrating knowledgeable, reflective, and critical perspectives on early education.   |
| 6.e. Engaging in informed advocacy for young children and the early childhood profession.   |

**NAEYC Standard #6**

**Class Participation:** According to the Course Outline in the syllabus, you are required to log on several times a week and complete assignments, view announcements, or check mails in Blackboard. For chapter discussion questions, *the initial message responding to chapter questions are due 11:59pm, Saturday of the week. The response to another student is due 11:59pm, Sunday of the week.* Exams and fieldwork Observation analysis and report paper are due 11:59pm, Sunday of the week. Late submission of assignments will be penalized. Under extraneous circumstances such as illness, family emergency, Blackboard failure, or power outage, late assignment will be accepted within one week after its due date. An assignment submitted **TWO weeks** after its due date will not be accepted. A habitual late submission of assignments will not be accepted under any circumstances.

**Course Format:**

This is an online class and as a result, weekly active discussion, participation, completion of work and exams are all very crucial for success in this class. Each counts as part of students' grades. We will be using course textbook and written materials in the form of Modules. Success in this class requires students' organization of their time and responding appropriately and always making sound and respectful responses to each other's postings. Each week different Module will be posted and opened. Every week begins on Monday at midnight and ends Sunday at 11:59pm.

**NOTE:** As I stated earlier, in case you are taking other classes with me this semester, do not post concerns or questions from other courses to this Course Discussion Forum. Understand that every online course is different and this course is not an exception. To succeed and be able to complete your work each week, you need between 9-12 hours each week. Please plan appropriately with your time, job and even the type of the technology available for you in completing this course.

**Competence/Assessment:**

- These will be demonstrated in each chapter by:
- Weekly Assigned Readings
- Chapter Discussions
- Examination
- Field Work Observation/Participation

**COURSE REQUIREMENTS/EVALUATIONS TABLES**  
**My 1000 Point Worksheet**

| Categories   | Weight by % | Point Value | Actual Scores |
|--|-------------|-------------|---------------|
| Introduction Discussion                            | 2.5%        | 25          |               |
| SmarterMeasure Test                                | 2.5%        | 25          |               |
| 5 Discussions & Responses (300/5 = 60 points each) | 30%         | 300         |               |

|   |             |             |  |
|---|-------------|-------------|--|
| 10 Hours Field Work Observation/Participation     | 5%          | 50          |  |
| Observation Paper #1: An Infant (birth-11 months) | 10%         | 100         |  |
| Observation Paper #2: Toddler (12 - 23 months)    | 10%         | 100         |  |
| Observation Paper #3: The Two's (24 - 36 months)  | 10%         | 100         |  |
| Exam #1 -----chapters 1-9                         | 15%         | 150         |  |
| Exam #2-----chapters 10-14                        | 15%         | 150         |  |
| <b>TOTAL POINTS:</b>                              | <b>100%</b> | <b>1000</b> |  |

**Total # of points/Letter Grade**

| <b>Letter Grade</b> | <b>Point Ranges</b> | <b>Grade Point Value</b> |
|---------------------|---------------------|--------------------------|
| A                   | 930 - 1000          | 4.000                    |
| A-                  | 880 - 929           | 3.667                    |
| B+                  | 850 - 879           | 3.333                    |
| B                   | 820 - 849           | 3.000                    |
| B-                  | 780 - 819           | 2.667                    |
| C+                  | 750 - 779           | 2.333                    |
| C                   | 720 - 749           | 2.000                    |
| C-                  | 680 - 719           | 1.667                    |
| D+                  | 650-679             | 1.333                    |
| D                   | 620-649             | 1.000                    |
| D-                  | 580-619             | 0.667                    |
| F                   | 579                 | 0.000                    |

**Chapter Discussions**

In each learning unit, you will answer a set of questions relating to the assigned chapters on the chapter discussion board. In each chapter assigned in the learning unit (except chapter 1), choose a set of questions from “Up Close and Personal with Reflective Practice or Reflective Practice” in the course textbook. Note that some have both “Up Close and Personal with Reflective Practice” while others are stand-alone “Reflective Practice”. Please diversify in your weekly selection. In the case of chapter 1, each student should select and complete application activities on page 22.

Write the “Reflective Practice” statements and questions (including the page numbers) of your choice in each chapter and answer the questions. Then respond to **at least ONE student’s answer** (different set of questions from your choice). Each discussion assignment for a chapter is worth 60 points. The length of your answer to a set of discussion questions in a chapter is about one or two pages, 500 words and your response to a student can be 150 words (Time New Roman, 12, double-spaced). [Use APA Style Guide for in-text citation and the list of references](#). Refer to the **discussion rubrics below and Learning Module** in Blackboard for how your discussion assignment is evaluated. Make sure you proof read your work, for grammatical errors and typos will result in points deduction. ***The initial message responding to chapter questions is due 11:59pm, Saturday of the week. The response to a student’s initial message is due 11:59pm, Sunday of the week.***

**DISCUSSION GRADING RUBRIC:** The purpose of this rubric is to measure individual student's Discussion responses on discussion Board. Points has been assigned for both original post and one reply. Individual posts and replies must be substantive and thoughtful. Agree, not agree, like, not like, etc responses will not be seen as thoughtful and substantive.

| Items                                 | 3   | 2   | 1   | Total |
|---------------------------------------|---|---|---|-------|
| <b>Initial Posting<br/>30 points.</b> | Provided complete details & explanations in an organized manner using complete sentences for the Discussion Question addressed in the discussion assignment. Complied with all Discussion Board requirements per syllabus.<br><b>27-30 pts.</b> | Provided details & explanations in an organized manner using complete sentences for the Discussion Question. Complied with most weekly requirements per syllabus.<br><b>21-26 pts</b> | Details & explanations were very limited but writing was organized for some of the discussion question. Did not comply fully with Discussion Board requirements per syllabus.<br><b>20 or less pts.</b> |       |
| <b>Response<br/>15 points</b>         | Responded to at least ONE message with clear and meaningful explanations.<br><b>15 pts</b>  | Responded to at least ONE messages with moderate explanations.<br><b>7 pts</b>  | Did not respond to another student's message.<br><b>0 point</b>   |       |
| <b>Spelling/Grammar<br/>10 points</b> | 0-3 errors<br><b>10 pts</b>   | 4-6_errors<br><b>5 pts</b>  | >6 errors<br><b>2 pts</b>   |       |
| <b>Overall Posts<br/>5 points</b>     | Clear and well organized<br><b>5 pts</b>  | Moderately organized<br><b>3 pts.</b>   | Not organized<br><b>1 pts</b>   |       |

### 10 Hours Field Work Observation/Participation

**Observation Papers:** These are to be completed based upon field observations and following observations forms provided by the instructor. Each observation paper is as follows: Infant (4 hours), Toddlers (3 hours) and Twos (3 hours) of observation, total of ten (10) observation hours are required for this course. These observations are to be done preferably in an NAEYC accredited sites serving infants, toddlers and two's; and approved by the Professor. See course assignment outline for due dates of each observation papers.

Instructions: Observe 3 children in different days as follows:-

- An infant (birth - 11 months) -----4 hours
- Toddler (12 months - 23 months)-----3 hours
- Two's (a child between the ages of 24 months - 36 months) -----3 hours
- This should be in a licensed program (**preferably** NAEYC Accredited childcare facility) and record your findings.
- Be specific, objective, and descriptive. Avoid judgmental statements.
- Follow the format provided by the Professor and submit three separate observation papers.
- **Each age group report (after filling the form) should be typed double-spaced, font size 12, and should be no less than 3 full pages and no more than 4 full pages.**
- **Please follow very closely the format - type the section headings on each report page of your paper.**
- **See three Observation Forms under Fieldwork on course menu link. Do not forget to submit Signed Field observation Log.**

### Exams:

There will be two exams throughout the course. Each of the exams has 50 multiple choice questions. The schedule of the exams is listed in the Course Outline. All exams are open book and you are given 5 hours to complete after you have started the exam, although in an average, you only need 2 hours. Each exam is worth 100 points. When you take an exam, be sure to **ALWAYS** click on Save Answer button under **EVERY** question you have answered.

### SmarterMeasure Assessment:

Before you start reading the textbook, you will take the self-assessment test, SmarterMeasure (READI). The test information can be found at <http://mxcc.edu/distance/take-a-smartermeasure-test>. After taking the test, you will analyze your test report and evaluate your readiness in learning online. You will write a summary report, discussing your strengths and challenges/weaknesses (yellow or red on the bar chart). Especially, in the weak/challenge areas, discuss how you plan to improve your skills and ensure a success in this class. You will post your summary report on the discussion board by **Wednesday, June 7th. This assignment is worth 25 points.**

### Attention for Mobile Users:

You are able to access the course in a mobile device. Search for Blackboard Learn Mobile app. in your device and download it for free. Open the app and search for "Connecticut Community Colleges" log in page. You will log in with your 8-digit ID and password. Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts."

## **Summer 2017 ECE 141 Course Outline Readings and Assignment**

| <b>Weeks/Dates</b>               | <b>Reading Assignments</b>   | <b>Assignments</b>   |
|----------------------------------|--|--|
| <b>Preparation<br/>Week 5/25</b> | Preparation and Orientation<br><b>Find fieldwork site.</b>   | SmarterMeasure Test <b>due 6/3</b><br>Introduce self <b>due 6/3</b>  |
| <b>Week 1<br/>5/30-6/4</b>       | Ch1 Infants, Toddlers, and Caregiving<br>Ch2 Development Before Birth<br>Ch3 Birthing and Newborns   | Discussion Reflective Questions- Chapters 1, 2 and 3 <b>due 6/4</b><br><b>Find fieldwork site.</b>   |
| <b>Week 2<br/>6/5-6/11</b>       | Ch4 Physical/Motor/Sensory Development<br>Ch5 Cognitive and Intellectual Dev.<br>Ch6 Communication, Language, and Literacy   | Discussion Reflective Questions- Chapters 4, 5 & 6 <b>due 6/11</b><br><b>Find fieldwork site and start Observation.</b>                        |
| <b>Week 3<br/>6/12-6/18</b>      | Ch7 Social Development and Attachment<br>Ch8 Emotional Development<br>Ch9 Early Care and Education for Infants, Toddlers, and Twos<br><b>Exam #1 opens 6/16 &amp; due 6/18</b> | Discussions Reflective Questions- Chapters 7, 8 & 9 <b>due 6/18</b><br><b>Continue Observation</b><br><b>Exam #1 opens 6/16 &amp; due 6/18</b> |
| <b>Week 4</b>                    | Ch10 Partnering with Families of Infants   | Discussions Reflective Questions- Chapter  |

|                             |  |   |
|-----------------------------|--|---|
| 6/19-6/25                   | and Toddlers<br>Ch11 Inclusive Curriculum Planning for Infants and Toddlers<br>Ch12 Curriculum and Planning for Young Infants: Birth to 9 Months | 10, 11 & 12 <b>due 6/25</b><br><br><b>Finish Observation and Submit all Field Work Reports due 6/25</b>   |
| <b>Weeks 5</b><br>6/26-6/30 | Ch13 Curriculum and Planning for Mobile Infants: 8 to 18 Months<br>Ch14 Curriculum and Planning for Toddlers: 16 to 36 Months                    | Discussions Reflective Questions- chapter 13 & 14 <b>due 6/30</b><br><b>Exam #2 opens 6/28 &amp; due 6/30</b><br><b><i>NOTE: Please pay attention to different due dates.</i></b> |

**NOTE FOR ALL ASSIGNMENTS:**

- All assignments must be typed with 12-size font double-spaced and must be submitted on due dates. No hand written assignment (**except scanned Fieldwork Time Signed Sheet**) will be accepted.
- All assignments must creatively have cover page or background page to include the following:
  - i. Student name:
  - ii. Instructor’s name:
  - iii. Course title and number:
  - iv. Course CRN#:
  - v. Assignment topic/heading:
  - vi. Submission date:
- Assignment Schedule and Assignments are subject to Change as a result of some unpreventable situation such as blackboard breakdown. Instructor will inform students of changes in advance. Students are responsible for reading and completing all assignments. Please take note of assignment **DUE Dates**.
- All biographic notations of any articles, sources reviewed to complete assignments, or sources cited in a report must be acknowledged in the reference list.

**WRITTEN COMMUNICATION STANDARDS**

Proper written communication is a vital professional skill. All written course work must include Standard English Practices. These include: spelling and punctuation, capitalization, sentence and paragraph structure, grammar, clarity of expression, and organization.

**MINIMUM STUDY TIME**

This class is an online class which means it meets every day of the week at the comfort of your own home. It is very imperative that you study in order to learn the material. A general "rule of thumb" is that for every one hour you spend in class, you should spend a minimum of two hours studying for the class. This means that you should spend at least six hours each week studying for this course. You must spend time and learn the materials in the textbook, readings, and study PowerPoint notes as well as what is covered in course. Research shows that the more time a college student spends studying, the more the student learns.

**ADA Accommodations Statement:**

Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the

beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.

**Use of Computing Resources:**

All resources and facilities of the Data Processing Labs, including the computer classroom sites, are to be used solely for the legitimate and authorized academic and administrative purposes. Any unauthorized or illegitimate use of the computer systems, resources, and/or facilities will be subject to appropriate disciplinary action, including but not subject to criminal prosecution in accordance with Section 53a-250, et seq., of the General Statutes.

**Academic Honesty Statement:**

At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees' Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.

**Withdrawal Policy Statement**

You may withdraw from this class any time before the end of the 11th week of the semester. A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a "W" on your transcript. If you fail to complete this process on time, you will receive a letter grade at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran's benefits. Please make this decision carefully and with the help of your advisor. See the Academic Calendar and the College Catalog for specific dates and procedures regarding the withdrawal process.

This course is important because it will strengthen the student's critical thinking skills and help them make the connection between psychology and everyday life. It will provide the student with a better understanding of why people behave the way they do, why psychologists conduct research, and be cognizant of the theories that guide research. The student will become acquainted with the breadth of the field of psychology and will obtain the core competencies as stated below, as well as a wealth on knowledge that will excite the student's curiosity and increase their understanding of people's behavior. The core competencies will provide the tools that will maximize the student's ability to learn and retain the subject matter of psychology.

***Middlesex Community College***  
**Core Competencies**

- 1. Communication Skills:** Communication skills include reading, writing, speaking and research. We expect our graduates will have good critical reading skills so that they can discriminate between primary and secondary sources and between more and less important ideas in what they read. We expect our students to write and speak clear, correct expository English to communicate their ideas as well as to frame sensible arguments to support their points of view in an intelligent, thoughtful and civilized way. Communication is an interactive process through which there is an exchange of verbal and/or nonverbal information.
- 2. Conceptual Skills / Critical Thinking Skills:** Conceptual skills refer to organized, responsive

and critical thought. Many educators and philosophers define critical thinking as skillful, responsible, reflective thinking that facilitates good judgment because it: a) relies upon criteria developed or assessed, b) is self-correcting, and c) is sensitive to context. Critical thinkers can distinguish between fact, inference, and opinion; construct worthwhile questions; arrive at and justify conclusions; prioritize ideas; apply strategies for dealing with error, improbability and ambiguity; value, and access information including that derived from textbooks, lectures and electronic media; give and accept criticism constructively.

**3. Quantitative Reasoning:** Quantitative reasoning helps us learn about reality by applying measurement, mathematics, data collection and evaluation to the study of specific problems. Quantitative reasoning involves several skills or abilities: 1) to describe research problems or questions in terms of numerical, symbolic, and visual representation; 2) to solve problems by collecting and analyzing data, formulating alternative theories, and making reasonable conclusions based upon a body of evidence; 3) to communicate and critique quantitative arguments.

**4. Technological Literacy:** Technological literacy requires us to understand the potential and limitations of technology and to identify and effectively use the appropriate technology to achieve a desired outcome.

**5. Information Literacy:** Information literacy encompasses skills that enable individuals to determine when information is needed, efficiently access information, critically evaluate information and its sources, apply legal and ethical standards in using information, and appropriately apply information to one's needs.

**6. Aesthetic Perspective:** The most elusive area in a well-rounded education is that of aesthetics. Students should be aware of aesthetics both in daily life and in the context of their academic studies. Aesthetics encompasses forms of personal expression both in the natural world and in the world of man-made things (buildings, objects of art, etc.). In addition, aesthetics can be seen in more abstract, universal constructs such as the symmetry of an equation or the balanced physical structure of an atom. Students should be able to analyze and formulate opinions about the principles of design behind these formal and expressive structures.

**7. Understanding of Diversity:** Diversity means difference. People may be different with respect to their ethnicity, race, culture, religion or national origin. Or these differences may be social and personal such as class, age, gender, sexual orientation, disability, or appearance. We hope our graduates are able to recognize and appreciate these and other differences. This course is a D course. Psychology embraces a global perspective in presenting issues of diversity concerning cultural awareness, gender, ethnicity, sexuality and age.

**8. Values, ethics, and responsible citizenship:** Psychology will help the student to recognize and analyze ethical issues, make and defend ethical decisions, demonstrate ethical behavior and social responsibility by engaging in community, social, civic, or cultural service. These core competencies are important personally, academically, and professionally. The learning outcomes, as stated in the syllabus are covered in this course.

More academic policies and procedures can be found at <http://mxcc.edu/catalog/syllabus-policies>

**IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!**

For information about the college's policies and procedures regarding academic honesty,

accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: [www.mxcc.edu/catalog/syllabus-policies/](http://www.mxcc.edu/catalog/syllabus-policies/) or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: [www.mxcc.edu/nondiscrimination/](http://www.mxcc.edu/nondiscrimination/).

### **NON-DISCRIMINATION STATEMENT**

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record. The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- Primary Title IX Coordinator Dr. Adrienne Maslin Dean of Students/Title IX and Section 504/ADA  
Coordinator [amaslin@mxcc.edu](mailto:amaslin@mxcc.edu); 860-343-5759; Founders Hall Room 123 |
- Secondary Title IX Coordinator Ms. Queen Fordham Coordinator of the Meriden Center Welcome  
Desk [qfordham@mxcc.edu](mailto:qfordham@mxcc.edu); 203-608-3011

### **Bibliography**

*For more information on infant and toddler growth and development, the following are suggested additional readings.*

A Guide to Cognitive Development and Learning. (1995) Edited by Peter L. Mangione. 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.

A Guide to Language Development and Communication. (1992) Edited by J. Ronald Lally, Peter L. Mangione and Carol Lou Young-Holt. 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.

A Guide to Social-Emotional Growth and Socialization. (1990) Edited by J. Ronald Lally. 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.

Adolph, K.E., & Alvolio, A.M. (2000). Walking infants adapt locomotion to changing body dimensions.

*Journal of Experimental Psychology: Human Perception and Performance*, 26, 1148-1166.  
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Als, H., Butler, S., Kosta, S., & McAnulty, G. (2005). The Assessment of Preterm Infants' Behavior (APIB): Furthering the understanding and measurement of neurodevelopmental competence in preterm and full-term infants. *Mental Retardation and Developmental Disabilities Research Reviews. Special Issue: Neurodevelopmental Assessment of the Fetus and Young Infant*, 11, 94-102.

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- Honig, Alice Sterling. *Secure Relationships: Nurturing Infant/Toddler Attachment in Early Care Settings*. (2002). NAEYC. Washington, D.C.
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