



Send completed CEU homework to:
CCPDI
6515 Old Main Hill
Logan, UT 84322

CEU Homework Cover Sheet

Course Title Infant & Toddler Care, Course 3: Learning in Infancy and Toddlerhood

Course Dates _____

Name _____

Mailing Address _____

City _____ State _____ Zip _____

Home Phone _____ Work Phone _____

Please complete this form and submit it with your completed CEU homework assignments.

There is no cost for CEU credit. Please note that the CDA Council now accepts clock hours for CDA Renewal so completion of the CEU credit for this purpose might not be necessary. Please contact the CDA Council at 800-424-4310 or check their website <http://cdacouncil.org> for more information.

Homework assignments must be complete in order to be considered for credit. Incomplete assignments will be returned. You can re-submit a homework assignment for credit, as long as it is still before the due date. You **MUST** include a CEU Homework Cover Sheet with all requests.

Homework due dates will be strictly enforced. Homework is due 3 weeks after the last session of class. In order for homework to be considered for credit it needs to be postmarked on or before that date. There are no exceptions to this policy. Classes you are earning CEU credit for must be completed in full. If you make up a session in order to complete the course, the CEU homework is due 3 weeks from the make-up session date.

Please allow 3 weeks for processing of your certificate. If you have any questions, please contact CCPDI at 855-531-2468 or by email at ccpdi@usu.edu

Completed CEU homework is due 3 weeks after the last session of class.

Infant and Toddler Course 3

Instructions:

- Choose and complete four of the following assignments.
 - Answer all parts of the assignments that you choose.
 - Represent what you learned from your participation in the Infant and Toddler course 3.
 - Please write in depth, but try to contain your answers to one page per question.
1. Identify 3 techniques or discoveries of infancy (as listed on handouts 4 & 5 in session 1) that infants 6 months to 1 year might use to explore a new toy or object? What specific knowledge would the infant learn through each of the 3 discoveries? How can caregivers help to encourage this type of learning?
 2. How do the learning schemes of infants and toddlers differ from those of adults? How would this knowledge influence the way you set up your environment for children under 2 years of age?
 3. Discuss the differences between an infant's understanding of "cause and effect" and the understanding of the "use of tools." (Session 1, handout 5) Include at least 2 examples of each.
 4. The discovery of object permanence occurs gradually through repeated experiences. Identify 3 ways this knowledge can be developed. Include both naturally occurring experiences and interactive behaviors initiated by caregivers. Explain the importance of the concept of object permanence in the development of infant's attachment to loved ones.
 5. What are some ways a provider can use the Discovery Observation Record (Session 1 handout #7) to set up the environment? In what ways will the use of this record and the environment set up enhance learning?
 6. What are some benefits of reading to infants? In what ways can a provider enhance the reading experience between themselves and infants and toddlers? Try reading three to four stories to an infant with the additional enhancements and relate what you observed.
 7. Name at least three specific things a caregiver can do to facilitate conversational turn taking with older infants.
 8. How can a provider enhance the stages of infancy? (Session 4 handouts) Apply all three stages of infancy.
 9. Share examples of how you would use play materials with infants, mobile infants, and toddlers. How do you facilitate this play? What have you observed as infants interact with the play materials?