

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: SENSORI-MOTOR DEVELOPMENT
Code No.: ED 305-2
Program: INFANT/TODDLER CARE & EDUCATION
Semester: ONE
Date: SEPT. 1984
Author: Bev Browning

New: _____ Revision: ✓

APPROVED: M Koch Sept 6 '84
Chairperson Date

SENSORI-MOTOR DEVELOPMENT
Course Title

ED 305-2
Course Number

INSTRUCTOR: Bev Browning

DATE: September 1984

COURSE GOAL: The purpose of this course is to examine several of the facets of perceptual functioning that are closely associated with motor functioning and sensory perception.

COURSE DESCRIPTION: This course will examine the infant's perceptual-motor development, sensory capacities and the general determinants of attention to stimuli. It will also look at developmental milestones, play as a media for learning and use of play materials.

COURSE OBJECTIVES: The student will develop a better understanding of the young child's sensori-motor capacities. Student's will make detailed observations of perceptual-motor functioning. Also students will demonstrate an understanding of children's developmental levels and appropriate toys and materials for infants and toddlers.

METHODOLOGY: Through lectures, class discussions, readings, and assignments the students will acquire background knowledge on the topic of perceptual-motor development. Handouts will be provided and observations will be assigned.

TEXT: Perceptual and Motor Development in Infants and Children
2nd ed, Crotty, Bryant J., N.J. Prentice-Hall Inc.,
Englewood Cliffs, 1979

SYLLABUS

- Week 1 & 2:
- A - Intro to course
 - Historical Overview
 - B - Theories, Models and Speculations
 - C - Discussion Questions
 - D - Readings: Text ch. 1 - 4
- Weeks 3 & 4:
- A - Beginnings of Movement in Infant's
 - reflexes and lower levels of behaviour
 - states of arousal
 - B - Voluntary Independent Locomotion
 - locomotive characteristics
 - C - Discussion Questions
 - D - Readings: Text ch. 5 - 7
 - E - Approval of "Sensory toy"
- Weeks 5 & 6:
- A - Manipulative Behaviours
 - hand and object regard
 - prehension abilities
 - sequential stages of grasping
 - handedness
 - B - Cognition & Perception
 - concept development
 - mechanisms of attention
 - memory systems
 - C - Developmental Milestones
 - D - Readings: Text ch. 8 & 10
 - E - Presentation of "sensory toy" and observation objectives.

MAJOR ASSIGNMENTS

1. Each student will maintain for each assigned chapter, a terminology, list which will give definitions of terms and examples where appropriate which are new or prove difficult for the student. This list must be typed and submitted to the instructor at the last class.

MAJOR ASSIGNMENTS cont'd...

2. Each student will make two "learning devices", one suitable for infants and the other for toddlers. These will be designed to enhance or promote sensori-motor learning, and are subject to approval by the instructor. Care must be taken in the design and function of the toy in order to take into account factors such as durability, safety and age-appropriateness.

- Suggestions would be:
- mobile
 - soft, cuddly sensory toy
 - sensory blanket
 - nesting toy
 - baby book
 - cause-effect toy

Students will present the learning device at the last class (along with objectives and plan for observation of a child making use of each toy). Then during the field practice segment, each student will observe a child using each of the toys, noting the child's responses and learning taking place.

Summary of observations must be submitted: October 29th.

EVALUATION:	Terminology List.....	20%
	Infant/Toddler Toys.....	20%
	Observation Summaries.....	20%
	Take-home EXAM.....	40%
		<u>100%</u>