

MOBILE INFANT: 6 to 18 Months



Welcome to Ohio's Infant & Toddler Field Guide



Mobile Infant 6 to 18 Months



Get the Complete Field Guide Online –
Including These ADDITIONAL Sections:

Introduction (Sets the stage for understanding and using the Field Guide)

- What is the Field Guide
- Using the Field Guide
- Details of Vignette Layout
- Acknowledgments
- Glossary
- Library of Resources
- References
- Vignette Table of Contents
- “More About” Listing
- Out of the Mouths of Babes
- Create Your Own Vignette



Infant Vignettes (Birth to 8 Months)

Toddler Vignettes (16 to 36 Months)



Visit www.occrra.org to download any and all sections
of the Infant & Toddler Field Guide.



What's Inside

These vignettes capture a moment in time in child care programs based on real-life challenges. The vignettes enable you to “see” and “hear” children and care teachers during play, learning, and caregiving routines and the interactions involved. After reading a vignette, the reader walks through a series of questions and possible teaching strategy solutions. These strategies are then woven into a final “Putting It All Together” vignette depicting a more developmentally appropriate child-teacher encounter.

- Vignette Table of Contents
- Details of Vignette Layout
- Mobile Infant Vignettes (6 to 18 Months)

Create Your Own Vignette

Do you have a real-life situation that you would like to address? The “Create Your Own Vignette” Template provides you with the opportunity by taking you through the “Watch,” “Ask Yourself/Give It a Try” and “Putting It All Together” process. You can create questions, strategies and possible resolutions by using the blank vignette template found in the Field Guide Introduction Section.



Vignette Table of Contents

In each vignette you can “see” and “hear” mobile infants and their care teachers in action. Choose a vignette topic and turn to the page in the Mobile Infant section that you want to explore.

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Note: The vignette titles capture what care teachers commonly “say” or “ask” about specific topics. It is important to note that the titles may not be stating what teachers should do. You will need to read the vignette, questions and essential practices to understand how the title plays out in the vignette and what appropriate professional practices are implemented.

Want to Explore the Infant and Toddler Vignettes?

Download these age sections at www.occrra.org.

Age Group: Infant: Birth to 8 Months

Vignette Title	Page
Crying...Upon Arrival	I-7
Crying...Throughout the Day	I-11
Crying...For No Obvious Reason	I-15
Crying...Everyone at the Same Time	I-19
Into Everything...As They Roam Around the Room	I-23
So Aggressive...With Others	I-27
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Vignette Title	Page
Biting...How to Stop It	I-35
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I Know I Should...Keep Toys, Activity Areas Open All Day	I-43
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I Know I Should...Implement Primary Caregiving	I-51
I Know I Should...Individualize Routines	I-55

(Continued on next page)

Age Group: Toddler: 16 to 36 Months

Vignette Title	Page
Crying...Upon Arrival	T-7
Crying...Throughout the Day	T-11
Crying...For No Obvious Reason	T-15
Crying...Everyone at the Same Time	T-19
Into Everything...They Aren't Supposed to Be	T-23
Into Everything...As They Roam Around the Room	T-27
Into Everything...Tearing Things Off of the Wall	T-31
So Aggressive...With Others	T-35
So Aggressive...With Things	T-39
Mouthing	T-43
Dumping	T-47
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Climbing	T-59
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Vignette Title	Page
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Getting Ready for Preschool...Can't Play Anymore	T-95
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I Know I Should...Go Outside More Often	T-107
I Know I Should...Offer Creative Arts	T-111
I Know I Should...Implement Primary Caregiving	T-115
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I Know I Should...Serve Meals Family Style	T-123

Some Vignette Topics Are Not Available for Certain Age Groups

While a majority of topics are presented in each of the three age groups, there are a few topics that are not. Some topics are not suitable for the age group represented, due either to the developmental stages of children or the appropriateness of the experience. For example, there are no vignettes on "Getting Them Ready for Preschool" for the infant and mobile infant age groups since directed school readiness activities are inappropriate for this age group.

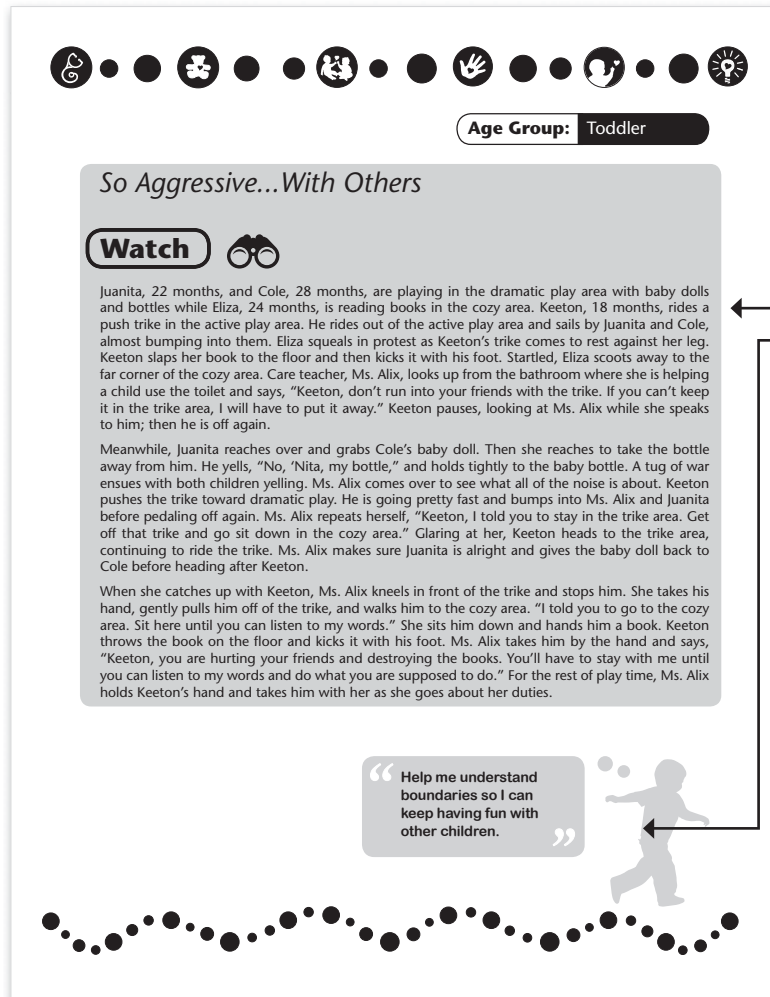
Use of Screen Time (TV/DVD/Video/Computer)

Hands-on opportunities in appropriate environments require children to use their sense of smell, touch, sight, hearing, and sometimes taste. These opportunities also involve the use of motor, cognitive, and emotional skills and often language and social skills, which are not utilized in passive screen time activities.

For this reason and following the national recommendations and the guidelines set by the American Academy of Pediatrics, the use of TVs/DVDs/videos/computers is not appropriate for children under the age of 24 months in any circumstance. It is best practice, and the Field Guide's recommendation, not to use any screen time experiences with children under the age of 36 months.

Each vignette is laid out similarly. Understanding each section will help you get the most out of the Field Guide.

What You'll Find on Page 1 of Each Vignette




Watch

"Watch," the initial vignette, sets up an example of a real-life situation that a care teacher may experience. The care teacher's professional practices illustrated in the "Watch" vignette are not "wrong" but rather are practices that could be strengthened.

Child's Quote

The child's quote on the "Watch" page is "Out of the Mouth of Babies." The child is telling the reader what her needs are based on the ideas portrayed in the vignette. The development team titled this piece "One Thing Right Now"; the one thing we would like the reader to consider right now.


What You'll Find on Page 2 of Each Vignette

Watch


Juanita, 22 months, and Cole, 28 months, are playing in the dramatic play area with baby dolls and bottles while Eliza, 24 months, is reading books in the cozy area. Keeton, 18 months, rides a push trike in the active play area. He rides out of the active play area and sails by Juanita and Cole, almost bumping into them. Eliza squeals in protest as Keeton's trike comes to rest against her leg. Keeton slaps her book to the floor and then kicks it with his foot. Startled, Eliza scoots away to the far corner of the cozy area. Care teacher, Ms. Alix, looks up from the bathroom where she is helping a child use the toilet and says, "Keeton, don't run into your friends with the trike. If you can't keep it in the trike area, I will have to put it away." Keeton pauses, looking at Ms. Alix while she speaks to him; then he is off again.

Meanwhile, Juanita reaches over and grabs Cole's baby doll. Then she reaches to take the bottle away from him. He yells, "No, 'Nita, my bottle," and holds tightly to the baby bottle. A tug of war ensues with both children yelling. Ms. Alix comes over to see what all of the noise is about. Keeton pushes the trike toward dramatic play. He is going pretty fast and bumps into Ms. Alix and Juanita before pedaling off again. Ms. Alix repeats herself, "Keeton, I told you to stay in the trike area. Get off that trike and go sit down in the cozy area." Glaring at her, Keeton heads to the trike area, continuing to ride the trike. Ms. Alix makes sure Juanita is alright and gives the baby doll back to Cole before heading after Keeton.

When she catches up with Keeton, Ms. Alix kneels in front of the trike and stops him. She takes his hand, gently pulls him off of the trike, and walks him to the cozy area. "I told you to go to the cozy area. Sit here until you can listen to my words." She sits him down and hands him a book. Keeton throws the book on the floor and kicks it with his foot. Ms. Alix takes him by the hand and says, "Keeton, you are hurting your friends and destroying the books. You'll have to stay with me until you can listen to my words and do what you are supposed to do." For the rest of play time, Ms. Alix holds Keeton's hand and takes him with her as she goes about her duties.

more about... impulse control 

Impulse control is an essential part of a child's developing emotion regulation and self-regulation. It starts developing in infancy and continues throughout the preschool years. A child in the process of learning impulse control can be challenging for an adult. A young toddler may only occasionally comply with a teacher's expectations. An older toddler is likely to express understanding of some boundaries, but may not yet have developed enough self-control to attend to them consistently. Being patient with the learning process is key. With appropriate supervision, guidance, and support from responsive care teachers, young children will begin to learn simple strategies to help themselves regulate their behavior.

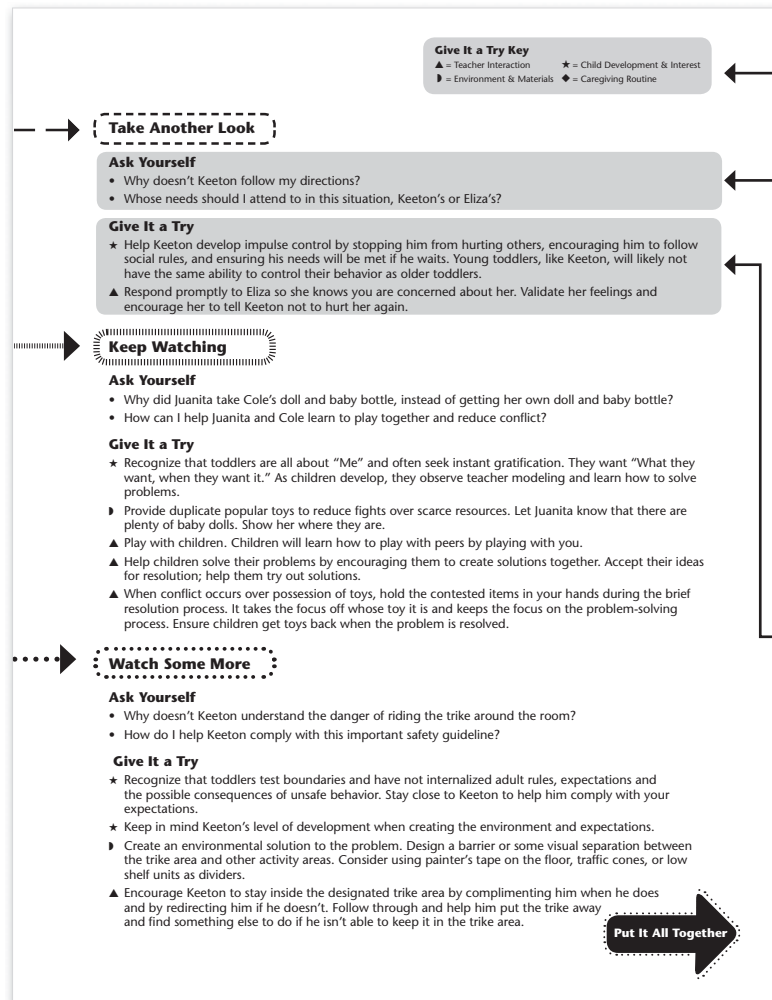
Watch

The "Watch" vignette is presented again so readers can drill down, "observe" and focus on what the child is experiencing. Revisiting the "scene" helps readers more clearly identify and clarify what is happening in the vignette. This can lead to a deeper understanding of the connection between interactions, environment, development and behaviors. The "Watch" vignette directly links to the next section found on page 3 of each vignette, "Ask Yourself/Give It a Try."

More About...

The "More About" paragraph expands on the vignette's content or a closely related topic. The "More About" provides additional insights and points to ponder. See pages Intro 16-17 for a complete listing of "More About" topics.

What You'll Find on Page 3 of Each Vignette



Give It a Try Key:

The bullet point icons identify the "Give It a Try" professional practices that refer to teacher interaction (▲), environment & materials (▮), child development & interest (★) and caregiving routine (◆).

Ask Yourself

The "Ask Yourself" questions, written in the reader's voice, align to specific paragraphs in the "Watch" vignette. This enables you to consider questions that directly relate to child behaviors and professional practices. This approach of reviewing a scenario and asking questions is part of the reflective process.

Give It a Try

"Give It a Try" presents possibilities to strengthen your professional practices, increase your knowledge and to reflect on your ideas and beliefs. Be open to trying new ideas and seeing what works and what doesn't. The suggested professional practices are options and do not represent a complete list. They do, however, illustrate essential professional practices that support the provision of relationship-based care that is responsive, respectful and reciprocal.

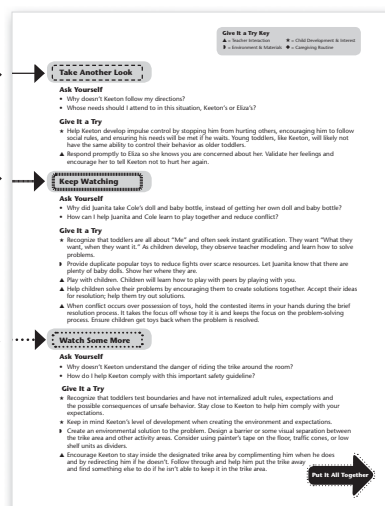
The "Ask Yourself/Give It a Try" strategy is based on The Program for Infant/Toddler Care's Watch, Ask, and Adapt; a process that utilizes the skills of observation, reflection and application to support care teaching.

"Take Another Look"

"Keep Watching"

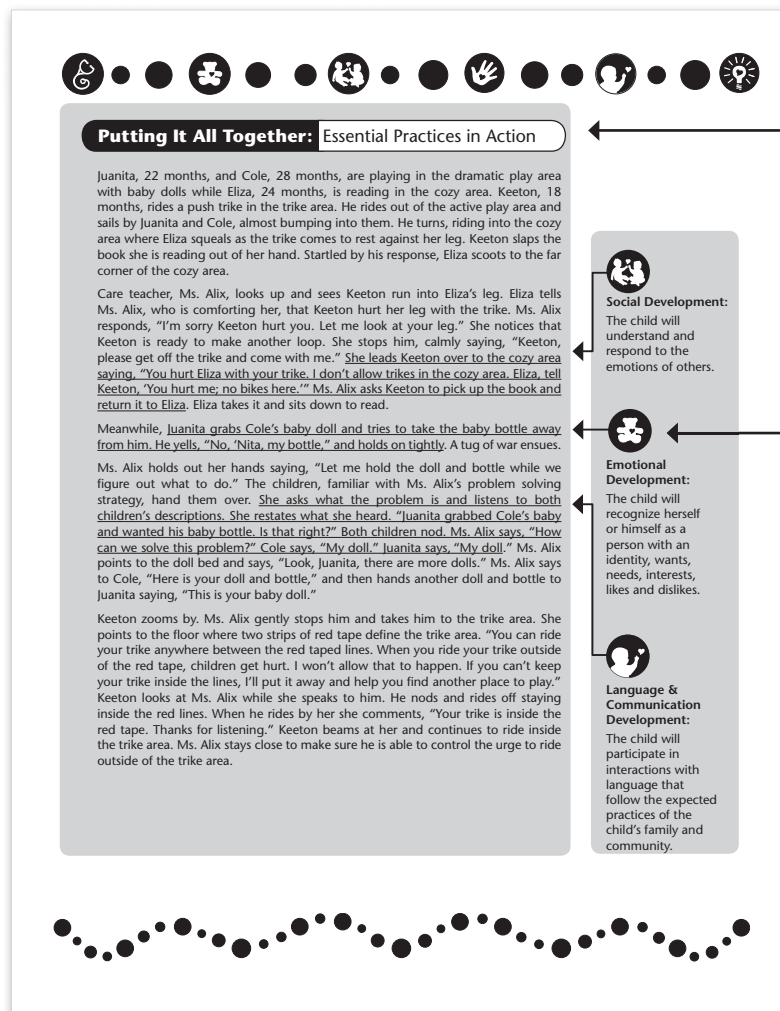
"Watch Some More"

Each of these sections refers to specific paragraphs in the "Watch" vignette designated by distinct arrows. Depending on content, some vignettes may not have a "Watch Some More" section.



Details of Vignette Layout

What You'll Find on Page 4 of Each Vignette



Putting It All Together

The "Putting It All Together" vignette is an expansion of the original "Watch" vignette and shows how the scenario might be different when the practices recommended in the "Ask Yourself" and "Give It a Try" are carried out. Of course, there is not one solution and there are many factors to take into consideration. What we do know is that knowledgeable, responsive, respectful and reciprocal care leads to meaningful, early experiences that last a lifetime.

Infant & Toddler Guidelines Connections

Ohio's *Infant & Toddler Guidelines* provide definitions and examples of infant and toddler development in six developmental domains from birth to 36 months. Each of the six developmental domains is represented with an icon that relates to the type of development described in the domain.

The Guidelines' icons, in the "Putting It All Together" section, connect a child's behavior/interaction with some of the six developmental domains and the Guidelines' indicator it represents. Though only one to three of the Guidelines' icons are aligned with a behavior in the "Putting It All Together" vignette, more developmental behaviors and connections can be identified throughout.

The Guidelines' Icons in the Vignette Highlight:

- How children's experiences directly relate to their development.
- How experiences can be intentional and unintentional and still affect development.
- How teachers should take advantage of opportunities and everyday encounters to support children's development; it isn't something extra teachers must do.
- How different developmental domains do not operate separately, but instead are inextricably woven together and are part of every care teaching decision you make.



Physical Health



Emotional Development



Social Development



Motor Development



Language & Communication Development



Cognitive Development



Age Group: Mobile Infant

Crying...Upon Arrival

Watch



Family child care teacher, Ms. Kelly, is on the floor reading a book to 18-month-old Rose when Mr. Mitchell arrives with 12-month-old Trace. Ms. Kelly turns around and greets Mr. Mitchell as he puts Trace's bottles in the refrigerator. He kisses Trace good-bye and places him on the floor. Ms. Kelly says, "Have a good day," as he hurries out of the room. Trace watches his father leave and begins to whimper.

Ms. Kelly greets Trace and asks, "Why don't you crawl over and join us? We are looking at a book." Trace's crying intensifies as he continues to look toward the door. Ms. Kelly affectionately says, "You're OK Trace, come join Rose and me." Trace cries even harder. Ms. Kelly leaves Rose and goes over to pick up Trace repeating, "You're OK, dad will be back. Let's get a tissue." Trace continues to whimper and cries on and off for the next 30 minutes.

“ I need everyone who cares for me to slow down and be patient with me as I warm up. ”



Watch



Family child care teacher, Ms. Kelly, is on the floor reading a book to 18-month-old Rose when Mr. Mitchell arrives with 12-month-old Trace. Ms. Kelly turns around and greets Mr. Mitchell as he puts Trace's bottles in the refrigerator. He kisses Trace good-bye and places him on the floor. Ms. Kelly says, "Have a good day," as he hurries out of the room. Trace watches his father leave and begins to whimper.

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more about...separation anxiety 

Due to their developmental stage, mobile infants may experience trouble separating from their parent, even though as younger infants they didn't display distress. Around six months of age infants begin to distinguish strangers and may fear them. Though you may not feel like a stranger to the infant, the infant may still have difficulty transitioning into your care. Around nine months of age mobile infants usually begin to develop separation anxiety; they have a strong preference for their mother, father, family member or other adult who is their primary caregiver. It is essential for a young child's emotional development that in times of stress her care teacher provides physical comfort in a warm and soothing manner, is flexible, patient and empathetic.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- Why does Trace cry when he is dropped off?
- What impact do Mr. Mitchell's actions have on Trace?

Give It a Try

- ★ Recognize that Trace is at the age to show separation anxiety. Crying is his way of expressing that he misses his father. Crying at drop-off doesn't necessarily mean that he dislikes his care teacher or the program.
- ▲ Invite Mr. Mitchell to stay and help Trace with the transition. Family members may not know they are welcome to stay or are encouraged to help their child get ready for the separation.

Keep Watching

Ask Yourself

- What can I do to help Trace separate from his father?
- What will help Trace get over feeling sad after his father is gone?

Give It a Try

- ◆ Warmly greet Mr. Mitchell and Trace at the door upon arrival. Converse briefly with Mr. Mitchell to not only gain health and safety information, but to also prepare Trace for separation.
- ◆ Help families establish consistent and predictable separation and reunion routines. Encourage Mr. Mitchell to use the same routine every day to make it predictable.
- ◆ Help Trace separate by holding him while he says good-bye to his father and encourage his father to say good-bye too. Stay close, acknowledge and validate Trace's sadness and offer comforting words.
- ▲ Be sure to respond empathetically to children in distress. Don't expect Trace to come to you, particularly when he is upset. Go to him.
- ▲ Offer a favorite comfort item or a family photo to help Trace cope with the separation. Assure him you will take care of him until his family picks him up.

Put It All Together

Mobile Infant 9



Putting It All Together: Essential Practices in Action

Family child care teacher, Ms. Kelly, and 18-month-old Rose are sitting in the cozy area reading a book. Twelve-month-old Trace arrives in his father's arms. When Ms. Kelly sees them, she hands Rose the book and tells her, "I'm going to say hi to Trace and his dad. I'll be back in a few minutes."

Ms. Kelly meets Trace and his dad at the door and says, "Hi Trace, I am glad you are here," and then, "Good morning, Mr. Mitchell." Ms. Kelly asks Mr. Mitchell about Trace's night and morning. He mentions that he will not be able to stay and read a book to Trace this morning as he has an early appointment. During the conversation, Ms. Kelly watches Trace and looks for cues about how to help him transition to her care. Ms. Kelly notices Trace looking back and forth between his dad and her. She wonders if this means Trace is getting ready to separate from dad. She says to Trace, "In a couple of minutes, dad will leave. When he does, I'll be here to hold you and help you say good-bye."

Dad says, "Trace, I need to go to work. Ms. Kelly will take care of you while I am gone." He gives Trace a hug, a kiss and gently hands Trace to Ms. Kelly. Trace whimpers and reaches for dad. Dad strokes his ear and says, "I'll be back to get you after your last nap. I love you. Good-bye." Mr. Mitchell waves good-bye and leaves. Trace starts to cry and looks for dad at the door. Ms. Kelly says, "Dad went to work. I know you are sad. It's hard when he leaves. He will be back." She pats him gently on the back as he cuddles to her.

Holding Trace, Ms. Kelly goes to the family picture wall and points to and talks about Trace's family. She takes the picture off the wall and offers it to Trace to hold. Next, she retrieves a favorite stuffed dog from his cubby, which he eagerly cuddles tight. His crying continues.

Ms. Kelly asks Trace if he wants to look at a book with Rose. Still sad, Trace looks at Rose in the cozy area. Ms. Kelly notices Trace's interest in Rose, so they join her. Ms. Kelly continues to hold Trace while he clings to his stuffed dog and the picture of his family. Ms. Kelly tells Rose that Trace is sad because his dad left and that reading a book may help Trace feel better. Ms. Kelly asks Rose to show Trace a picture in the book she is holding. Trace sniffles and takes a quick look. He snuggles with Ms. Kelly, occasionally whimpers, and begins to look at the book more intently.



Emotional Development:

The child will form relationships with consistent caregivers.



Emotional Development:

The child will manage his or her internal states and feelings, as well as stimulation from the outside world.



Social Development:

The child will engage with other children.



Age Group: Mobile Infant

Crying...Throughout the Day

Watch



Mason, 16 months, is having a difficult time transitioning to his child care program today. Mason has been in Mr. Matt's room for several months; some days he transitions better than other days. Today, he cried and clung to his mom as she said good-bye. Mr. Matt, his care teacher, held and rocked him until he calmed. Mr. Matt checks the family's notes on the daily record; Mason ate his usual breakfast and his home schedule was typical, though he had a fitful night.

Mr. Matt settles Mason into the construction area with the blocks, then plays with the other children in the dramatic play area. While playing, Arun, 20 months, accidentally bumps into Mason. Mason falls apart, crying loudly for several minutes. Mr. Matt calls from the dramatic play area, "Are you all right, Mason? Arun didn't mean to bump you. Come play with us." Mason looks at Mr. Matt but stays put. Mr. Matt stays with the children in the dramatic play area.

Later, Mr. Matt informs Mason it is time to go outside and that he needs to put the blocks away. Mason cries with rage at having to leave the blocks he is stacking. Mr. Matt gently takes him by the hand and walks him outside. Once outside, Mason calms and spends most of his time sitting in the sand box watching the other children play. When Mr. Matt sings the clean up song, Mason screams, "No!" and immediately begins to cry. Mason is inconsolable as he is carried inside.

At lunch, Mason whimpers and picks at his food. He cries when he is put down for nap; he falls into a fitful sleep. Upon waking, he refuses a snack. Fussing, Mason plops down on the cushions in the cozy area. Mr. Matt notices and checks on him. He doesn't appear to have a temperature and shows no other signs of illness. Mr. Matt tries to coax Mason into playing and brings over a box of bracelets. Mason shoves it aside and says, "No." Mr. Matt lets him remain where he is. Mason plays in the cozy area by himself until his father arrives a few minutes later.

“Some days it's harder to move from one thing to the next. I need extra time to get ready.”



Watch



Mason, 16 months, is having a difficult time transitioning to his child care program today. Mason has been in Mr. Matt's room for several months; some days he transitions better than other days. Today, he cried and clung to his mom as she said good-bye. Mr. Matt, his care teacher, held and rocked him until he calmed. Mr. Matt checks the family's notes on the daily record; Mason ate his usual breakfast and his home schedule was typical, though he had a fitful night.

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more about...temperament

Children are born with specific temperaments that affect how they respond and react to situations, people and the environment. Like children, we are also influenced by our temperament, but by drawing upon our life experiences and combining that with our ability to regulate our behavior, we are better able to deal with changes in our schedules and the environment. By understanding whether a child's temperament is flexible, cautious or feisty, and by implementing care teaching strategies that support different temperament types, you can be responsive to children's needs and help transitions go more smoothly for everyone.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- Why is Mason having a harder than usual time transitioning this morning?
- Why is Mason so sensitive to being bumped by Arun?
- What does Mason need from me?

Give It a Try

- ★ Acknowledge that children's behavior is a reflection of their feelings. Mason may be showing sensitivity to slight changes in his routine and environment.
- ★ Consider that each child's sensitivities and reactions are unique. Recognize that a physical exchange between peers doesn't have to result in injury for a child to be upset.
- ▲ Comfort Mason when he is upset. Stay close, offering a transitional item such as a blanket. Offer comforting words, validate his emotions and gently rub his back. If he will accept it, hold him until he calms.
- ▮ Design play areas that accommodate multiple children. Provide guidance to help them navigate the play space, communicating where to sit and stand.

Keep Watching

Ask Yourself

- Why is Mason having difficulties with the transitions throughout the day?
- What can I do to help Mason transition from one activity to another?

Give It a Try

- ★ Consider how Mason's temperament might be contributing to his responses.
- ▲ Research types of temperaments, their characteristics and effective care teaching strategies. Complete a temperament assessment for Mason and modify teaching strategies to improve Mason's experience.
- ★ Allow children ample time to make transitions. Some children need more time than others.
- ◆ Tell Mason about upcoming transitions so he is prepared. Be prepared to patiently help Mason at transition time.

Watch Some More

Ask Yourself

- I am concerned about Mason not eating or sleeping well. How should I handle this situation?
- How do I prepare Mason for the many transitions throughout the day?

Give It a Try

- ◆ Offer Mason healthy snacks and liquids throughout the day. He may not be hungry at scheduled meal times; it is important that he can eat/drink when hungry/thirsty. Allow Mason to rest based on his individual schedule.
- ◆ Record his food/liquid intake and rest times to get a clear picture of what Mason needs. Share concerns with his family.
- ▲ Observe and record Mason's behavior before, during, and after transitions. Note what happens when he has easy, and difficult, transitions. Implement strategies based on observation findings.
- ▲ Share your observations of Mason's transitions with his family; work together on coming up with ways to help Mason.
- ▲ Find resources that will help you identify different temperaments and learn how to best support children of different temperaments.

Put It All Together



Putting It All Together: Essential Practices in Action

Mason, 16 months, is having a difficult time transitioning to his child care program today. Mason has been in Mr. Matt's room for several months; some days he transitions better than other days. Today, he cried and clung to his mom as she said good-bye. Mr. Matt, his care teacher, held and rocked him until he calmed. Mr. Matt checks the family's notes on the daily record; Mason ate his usual breakfast and his home schedule was typical, though he had a fitful night.

Mr. Matt helps Mason settle into the block area, then plays with other children in the dramatic play area. While playing, Arun, 20 months, accidentally bumps into Mason. Mason falls apart, crying loudly for several minutes. Knowing Mason has high sensitivity to touch and experiences intense reactions, Mr. Matt goes to him quickly and comforts him. "You didn't like it when your friend bumped into you. Let's find a way to keep that from happening again." He unrolls two small rugs and helps Mason transfer his blocks to one rug and Arun's blocks to another. Mr. Matt engages them in play.

Mr. Matt, having assessed Mason's temperament and determined that change is challenging for him, prepares him for transitions. He tells Mason, "It is almost time to go outside." Mr. Matt stays close by him singing the clean up song. Mason starts crying but allows Mr. Matt to help him pick up the blocks and holds his hand as they walk outside. Mason spends most of his time in the sand box watching other children play. Mr. Matt asks if he would like to ride in the toy car. Mason shakes his head "no" but plays with the car a few minutes later. When it is almost time to go inside, Mr. Matt reminds Mason that the clean up song is coming. He screams, "No!" and immediately begins to cry. Mr. Matt gently says, "You don't want to go inside, but it is almost time." Mr. Matt sings, staying with Mason, helping him park the toy car and walk to the door.

Mr. Matt helps Mason wash his hands reminding him that lunch is next. During lunch, Mason whimpers and picks at his food. While washing hands after lunch, Mr. Matt tells Mason that he will read a story then it is nap time. Mason is fussy though he listens to the story and lays down for nap. Upon awaking, he refuses a snack. Whining, Mason plops down in the cozy area. Mr. Matt checks on him. He doesn't appear to have a temperature and shows no signs of illness. Mr. Matt offers Mason a box of bracelets to play with. Mason shoves it aside and says, "No." Mr. Matt says, "I'll leave them here if you change your mind. I'm going to make music with the instruments; you can join us." Mr. Matt visually checks on Mason; Mason is content and occasionally glances at Mr. Matt.

Later, Mr. Matt offers Mason a snack, which he wants. Mr. Matt doesn't hurry Mason and allows him to wash his hands and eat his snack at his own pace. Mason returns to the cozy area playing with his box of bracelets and waits for his father to arrive.

After Mason's reunion with his father, Mr. Matt shared Mason's day with his father and asks how he helps Mason with transitions at home. His father shares strategies, including offering him his pacifier before asking him to transition and letting him hold his favorite truck during the car ride. Mr. Matt thanks him for his input and tells him he will try his ideas, already planning how he will offer Mason his pacifier before the clean up song and will arrange to let him take his truck outside.



Emotional Development:

The child will recognize herself or himself as a person with an identity, wants, needs, interests, likes and dislikes.



Physical Health:

The child will be exposed to and assisted with frequent and proper handwashing.



Emotional Development:

The child will manage his or her internal states and feelings, as well as stimulation from the outside world.



Age Group: Mobile Infant

Crying...For No Obvious Reason

Watch



It is almost time for Ms. Allison's lunch break. She knows that Ethan, 14 months, Alejandra, 12 months, and Jazara, 10 months, will all cry when she leaves so she waits until all three are busy before slipping out the door. After she is gone about a minute, Jazara looks up from where she is playing with a ring tower and pauses with one ring in each hand. She looks around the room for Ms. Allison and starts screaming when she doesn't find her.

Ms. Lola, the break teacher, comes over to Jazara and tries to comfort her. Jazara will have nothing to do with Ms. Lola so Ms. Lola goes over to help the other children. Jazara continues to whimper and cry for a while longer. Jazara becomes interested again in the ring tower and starts playing with it.

When Ms. Allison comes back in the room, she washes her hands and begins to pick up the classroom. Jazara sees her come and reaches her arms in the air and opens and closes her fists. Ms. Allison finishes putting toys away and takes the bin of mouthed toys to the sink. Jazara starts whimpering and then crying as she follows Ms. Allison with her eyes. Ethan and Alejandra notice Ms. Allison too. Alejandra crawls over to Ms. Allison and follows her as she does her tasks. Ethan stares at Ms. Allison without moving or responding. When Ms. Allison is finished at the sink, she sits down by Jazara who is still crying. Ms. Allison picks Jazara up and seats her in her lap.

“ I am attached to you so letting me know about your comings and goings is helpful. ”



Watch



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more about...attachment

Infants' and toddlers' foundation for development is the secure relationships they develop with their parent(s) and care teachers. This secure relationship is referred to as an attachment. Attachment is the process of affection, bonding and connectedness between an infant and toddler and a significant care teacher or parent that builds a sense of trust and security within the child. It profoundly affects all areas of development. Studies on attachment show that children who are in emotionally secure relationships early in life are more likely to be self-confident and socially competent. Sensitive care teachers who read the children's cues and meet emotional and physical needs help each child become securely attached to them – which benefits the child in so many ways!

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- Why do the children cry every time I leave the room?
- If Jazara cries whether I say good-bye or not, what is the best way for me to leave?
- How does Ms. Lola feel about me leaving without saying good-bye?

Give It a Try

- ★ Learn about how attachment relationships grow. Understand the stages of attachment, the behaviors of each stage, and effective teaching responses during each stage.
- ▲ Consider how it feels to the child to look up and not find her care teacher. Always tell children good-bye
- ◆ when you leave the classroom. Remind them that you will be back.
- ▲ Consider the impact of your departure on both the children you leave behind and the teacher who must care for them. Just as it is helpful for you to know when your colleagues are leaving, so too is it helpful for children to be able to anticipate a change.
- ◆ Ease the transition by having the break teacher spend a few minutes in the room before you leave. Talk about what each child may need while you are gone.

Keep Watching

Ask Yourself

- How can I help Ms. Lola comfort Jazara while I am out of the room?
- What does Jazara want of me when I come back in the room? What do her hand motions mean?
- Why are Alejandra and Ethan watching me so closely? Don't they know I have to get my work done?

Give It a Try

- ◆ Provide a consistent care teacher to be with the children when the primary care teacher is on break. Share how each child likes to be comforted and where their security objects (blanket, pacifier) are stored.
- ▲ Respond to children's non-verbal signals. Immediately after returning from a break or absence, go to Jazara and acknowledge her interest in reconnecting with you.
- ▲ Recognize the feelings Alejandra is communicating by crawling toward you. Return Ethan's gaze and show him you have noticed that he is looking at you. Remind the children that you came back, just like you said you would.
- ▲ Talk to the children when you return to the classroom if you are unable to be physically close to them immediately. Tell them you will be there to say hello as soon as you can.
- ★ Pay attention to facial expressions and gestures as well as the children's cries and other vocalizations. Try to figure out what the children are trying to communicate.

Put It All Together



Putting It All Together: Essential Practices in Action

It is almost time for Ms. Allison's lunch break. She knows that Ethan, 14 months, Alejandra, 12 months, and Jazara, 10 months, will all likely notice when she leaves. So 10 minutes before her break, she spends a few minutes playing with Jazara. When Jazara looks up at her, Ms. Allison says, "You are playing with the ring tower – there are two rings on it and you are ready to put the third one on." She watches Jazara add the final ring and says, "You did it." Then, she gets Jazara's attention and says, "In 10 minutes, it will be time for my break. When I leave, Ms. Lola will be here to take care of you." Jazara looks at Ms. Allison and her chin begins to quiver. Ms. Allison says, "I know it is hard when I leave, but I will come back." Then she hands Jazara another ring for the tower. After Jazara is busy playing again, she repeats the reminder with Ethan and Alejandra. Jazara follows her with her eyes and starts crying. Ms. Allison comes back over to Jazara and says, "I am not leaving now. I will leave in 5 more minutes. I can still play with you until it is time for Ms. Lola to take care of you."

In a few minutes, Ms. Lola comes into the classroom and joins Ms. Allison on the floor with the three children. Ms. Allison briefs Ms. Lola on what each child will likely need while she is on her break. She then gets Jazara's attention and says, "It is time for me to go. Ms. Lola is here and she has your blanket and lovey for you to hold if you need it. I'll be back after my break." Then she gets up, goes to the door, waves to Jazara, Ethan, and Alejandra and leaves. Jazara starts to cry immediately, and Ms. Lola is right there to offer her the blanket and lovey and to pick her up. After a couple of minutes, she calms down and is once again interested in the ring tower.

When Ms. Allison comes back into the classroom, she goes immediately over to Jazara and touches her gently on her back. "I came back, Jazara, just like I said I would." She looks over at Alejandra, who is playing contentedly in the manipulative area, smiles, and waves. Then Ms. Allison and Ms. Lola exchange information about what happened while she was gone. Ms. Lola says that Ethan is taking a nap and that she has made notes on the daily sheet about when he went to sleep, what Jazara ate for lunch, and that she changed a soiled diaper for Alejandra. Ms. Lola says good-bye to Jazara and Alejandra as she leaves the classroom. When Ethan wakes up, Ms. Allison goes over to his crib, smiles at him, and says, "Hi there, sleepy boy. Ms. Lola told me you were having a nap. I came back from my break while you were asleep. Let's get you up and see what your friends are doing."



Emotional Development:

The child will recognize his or her ability to do things.



Emotional Development:

The child will recognize his or her own feelings.



Social Development:

The child will form relationships with consistent caregivers.



Age Group: Mobile Infant

Crying... Everyone at the Same Time

Watch



Ms. Heather is getting the children ready to go outside at her family child care program. Three preschoolers are dressed and standing by the door waiting. Ms. Heather is looking for Logan's cold weather gear. Twins Josie and Jon, 12 months, still need their coats, hats and gloves on, too. Logan, 16 months, walks toward Ms. Heather and accidentally steps on Jon's fingers. Jon begins to cry. Josie hears her brother's cries and starts to cry. Logan looks up at Ms. Heather and begins to whimper.

Ms. Heather turns to the infants and says, "You're OK. We will be outside soon." They continue to cry as Ms. Heather finally finds Logan's jacket and hat and quickly dresses all three infants. She opens the door and lets the preschool children go out first, then helps Logan, Josie and Jon out the door. The crying continues. Ms. Heather grabs the tissue box and starts wiping noses. As she wipes a nose, she tells each child that he or she is "OK," and tells them to "go play." Ms. Heather heads over to the climber, hoping some of the children will follow her and get distracted in the process.

Logan doesn't move, but his crying slows to a few sniffles as he watches the older children at play. After a few minutes, he wanders over to the climber and goes up and down the slide. Josie and Jon sit in the grass where Ms. Heather left them and continue to cry. Ms. Heather sighs.

“ Being prepared helps all of us, including you. ”



Watch



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more about...transitions



The shift from one activity or routine to another requires care teachers and children to be prepared so things go smoothly. Effective transitions require an intentional, systematic process to help a child move, emotionally and physically, from one place or activity to another. Planning and being prepared for all the steps in a transition will help you meet the individual children's needs as well as the group's needs. It will also help you maintain an organized system that will help you effectively care for the children in your program.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- How can I get all of the children ready to go outside in cold weather without some of the children having to wait so long?
- Why are all of the infants crying?

Give It a Try

- ▮ Organize the children's belongings in cubbies or small bins/baskets by the door so you do not have to spend time looking for lost coats, hats, etc.
- ★ Understand that young children become restless when having to wait. Keep them involved by singing a song, chanting a rhyme or looking at a basket of books.
- ▲ Recognize crying as an attempt to communicate. Validate children's emotions so they know you understand how they feel. Comment on the situation. For example, say, "It is hard to wait for all the children to get their coats on to go outside."

Keep Watching

Ask Yourself

- What can I say or do to help children make the transition outdoors and stop crying?

Give It a Try

- ★ Understand that some children take longer to adjust to new activities, especially when upset. Comfort the children who are crying and stay close by to provide a sense of security.
- ▲ Allow children to select a favorite toy, such as a truck or book, to take outside to help ease the transition.
- ▲ Encourage children to become involved in activities, such as rolling a ball or climbing on the slide.

Watch Some More

Ask Yourself

- Why do Josie and Jon continue to cry when I know they love to be outside?

Give It a Try

- ◆ Individualize routines to meet children's differing needs for stimulation, rest, eating, diapering, etc. Allow the children who are ready to play to do so. If in a classroom, arrange supervision with your co-teacher to give children this choice.
- ◆ Give Josie and Jon individual attention to help them relax and to give them more time to feel comfortable in the new setting.
- ◆ Establish a regular and predictable routine for getting ready to go outside. Follow the same steps each time.
- ◆ Talk with children before and during routines and transitions. Use songs, rhymes or finger plays to fill downtime (wait time) during transitions.

Put It All Together



Putting It All Together: Essential Practices in Action

Ms. Heather is getting the children at her family child care program ready to go outside. Ms. Heather knows having a predictable routine helps ensure that everyone can get ready to go outside without having to wait too long. Children's jackets, hats, and gloves are kept in labeled bins by the back door.

Ms. Heather has the three preschoolers get ready first while she sings a song with the younger children, Logan, 16 months, and twins Josie and Jon, 12 months. When the preschoolers have their coats and hats on, she has each one bring her an infant jacket and help her dress the infants. Logan tires of waiting and starts to cry. Ms. Heather says, "It is hard to wait for all the children to get their coats on to go outside. Why don't you pick a ball from the laundry basket by the door to take outside to the playground?" Logan toddles to the laundry basket and picks out a ball. The other children follow Logan as Ms. Heather holds Jon's and Josie's hands. Each child picks one toy from the basket before walking outside.

Once outside, the preschoolers run off to play on the climber. Logan holds onto his ball and watches the older children. Ms. Heather helps Jon and Josie sit down in the grass and turns to play ball with Logan. Logan tosses the ball to Ms. Heather and Ms. Heather rolls it back to him. Jon begins to cry. Knowing Jon has a hard time with changes in activities, Ms. Heather bends down and says, "I am right here. I am going to stay by you while I play ball with Logan." She hands Jon a dump truck, his favorite toy. His crying stops as he becomes interested in pushing his truck. Soon, Logan tires of playing ball and rides the toddler trike. Ms. Heather sits down next to Jon and Josie and rolls the ball to them.



Language & Communication Development:

The child will convey a message or transfer information to another person.



Motor Development:

The child will coordinate the movements of his or her body in order to move and to interact with the environment.



Social Development:

The child will engage with other children.



Age Group: Mobile Infant

Into Everything...They Aren't Supposed to Be

Watch



Tan, 10 months, is crawling around the room of his family child care teacher, Ms. Gloria, exploring everything in his pathway. He crawls to the table where Ms. Gloria is feeding Autumn, 7 months, and he pulls to a stand. He reaches for Autumn's bowl of food while holding on tightly to the table. Ms. Gloria gently stops his hand and says, "No, no, Tan. This is Autumn's food." He lowers to his knees and crawls away.

Soon, Tan nears the diaper changing table. He again pulls to a stand, this time holding on to the trash can. He bangs his hand on the metal can, thoroughly enjoying the noise it makes. He looks over at Ms. Gloria who is busy feeding Autumn. Then he realizes the lid has a swinging door and tries to make the door swing. "Tan, that is dirty. Don't touch." Ms. Gloria moves him to the cozy area, hands him a book and returns to feeding Autumn.

No sooner than Ms. Gloria returns to feeding Autumn, Tan is once again on the move. This time he opens the door to the play refrigerator and tosses out all of the play food. "Tan, don't empty that. It makes a big mess." Ms. Gloria, frustrated that Tan is getting into everything and that she can't feed Autumn without disruption, decides to wait until Autumn is through eating to clean up the mess.

“ I am going to explore everything in my path, so make it safe and interesting for me. ”



Watch



Tan, 10 months, is crawling around the room of his family child care teacher, Ms. Gloria, exploring everything in his pathway. He crawls to the table where Ms. Gloria is feeding Autumn, 7 months, and he pulls to a stand. He reaches for Autumn's bowl of food while holding on tightly to the table. Ms. Gloria gently stops his hand and says, "No, no, Tan. This is Autumn's food." He lowers to his knees and crawls away.

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more about...safe environments 

Mobile infants are driven to explore; that is how they learn. Young children are developing their ability to control their impulses and learn what is or is not safe and healthy. Also, they do not have the experience or knowledge to fully understand what is theirs and what isn't. They think it all is meant for them. Creating and maintaining a safe and healthy environment for infants and toddlers is essential. Any item that could pose a potential or known safety or health risk must not be in reach of children, including teacher materials such as pens, pencils, and staplers.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- What cues is Tan giving me?

Give It a Try

- ◆ Become familiar with Tan's cues. Since you are feeding Autumn, ask yourself if the cue Tan is giving is related to eating patterns and individualized feeding cues. Is it related to some other need?
- ◆ Ask Tan if he would like a snack, hold out your arms as a communicative gesture. Respect what Tan communicates to you; don't try to feed him if he doesn't indicate hunger.
- ★ Appreciate that mobile infants are exploring their environment to learn about it, which includes items that belong to others, such as Autumn's bowl.
- ★ Consider that infants and toddlers need to connect with their care teachers throughout the day.

Keep Watching

Ask Yourself

- How can I encourage Tan to play with materials meant for children, not the trash can?
- How can I create an interesting learning environment?

Give It a Try

- ★ Understand that mobile infants use their senses and emerging physical skills to learn about people and objects.
- ★ Recognize Tan's interest in exploring the environment and his need to connect with the secure base his teacher provides.
- ▲ Interact with Tan. Make eye contact often, and talk with him about his activities.
- ▲ Ask support staff or co-teachers, if available, to engage in play with Tan.
- ▮ Offer a variety of intriguing toys for the varying abilities of children. Materials should be slightly challenging so children can practice emerging skills. Rotate toys to engage Tan's curiosity.
- ▮ Distribute materials throughout a well-arranged and equipped classroom to support Tan's desire to explore.

Put It All Together



Putting It All Together: Essential Practices in Action

Tan is crawling around the room of his family child care teacher, Ms. Gloria, exploring everything in his path. He comes over to the table where Ms. Gloria is feeding Autumn, 7 months, and pulls to a stand. He reaches for Autumn's bowl while holding on tightly to the table. Ms. Gloria says, "Hi, Tan, you came over to the table to see what we are doing. I am feeding Autumn. If you want to join us, I'll help you wash your hands and sit down with us." She holds out her hands. Tan looks away dropping to his knees and continues his explorations.

Soon, Tan nears the diaper changing table. Earlier in the week Ms. Gloria had noticed Tan's interest in the trash can so she moved it back against the wall and to the side of the diapering table so it isn't as easily seen. She put a basket filled with sensory balls along the wall adjacent to the diaper changing station, though not against it for health reasons. When Ms. Gloria sees Tan stop near the diapering table and look around she says, "Tan, look at the new basket of balls beside you," and points to them. Tan crawls over and takes each ball out, watches it roll away and crawls after one of them. Ms. Gloria watching Tan says, "That brown ball is rolling fast, can you catch it? You stopped it. Will you roll it to me?" Tan rolls the ball close enough to Ms. Gloria that she can reach it with her foot and gently roll it back.

Tan chases after the ball, which comes to a rest. Losing interest in the ball, he looks around and spots a group of metal and plastic coffee containers. Ms. Gloria had filled some of the coffee containers with different objects to have them make different noises, also making some containers heavier, and others lighter. Tan hits the containers with his hand, bangs them on the floor and hits them against each other. Some of the containers require two hands to manipulate, so he experiments with those in a different way than those he holds with one hand. He shakes them as well, smiling at some of the noises, reacting with surprise at other noises. Those not making any noise when he shakes them, he tosses aside.

Tan vocalizes, and Ms. Gloria responds, "What are you shaking?" Tan looks at the container. Ms Gloria comments, "You are shaking the blue can. It makes a loud noise." Tan smiles and shakes it again. Ms. Gloria responds, "Wow, that makes a clunking sound. You like that can? You keep shaking that one." Tan shakes the can some more, then experiments with other cans and their sounds.



Social Development:

The child will engage in give-and-take exchanges with an adult.



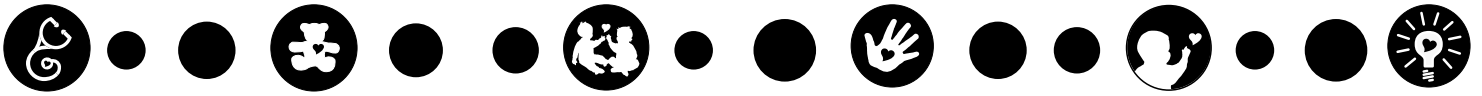
Cognitive Development:

The child will make things happen and understand the causes of some events.



Language & Communication Development:

The child will comprehend the message of another's communication.



Age Group: Mobile Infant

Into Everything...As They Roam Around the Room

Watch



Preston, 14 months, is roaming around the room. He walks to a low shelf unit and picks up a ring tower with five rings on it. He dumps the rings off of the tower, watches them fall to the floor, and looks at his teacher, Ms. Rashima, who is busy having a snack with two children. Preston drops the ring tower on his way to the window. He briefly gazes out the window, then wanders to the space for block play.

Sitting down in the block area, Preston grabs one block in each hand and bangs them together, looking over at Ms. Rashima with a big smile on his face. Ms. Rashima says, "Build with those blocks, Preston." He looks back and forth between the blocks, then over at Ms. Rashima and the two children at the snack table. Smiling, he bangs them together again. Again, she doesn't notice. Preston drops the blocks and rakes the rest of the blocks off the shelf onto the floor.

He walks to a table near the manipulative area that has several knobbed puzzles on it. He grabs a couple of the pieces and begins to bang them together. He gets a big smile on his face and then looks over at Ms. Rashima, who is wagging her finger at him and saying, "No, no, Preston." Preston throws the puzzle pieces down and wanders to the cozy area where he lies down.

“Come learn with me.”



Watch



Preston, 14 months, is roaming around the room. He walks to a low shelf unit and picks up a ring tower with five rings on it. He dumps the rings off of the tower, watches them fall to the floor, and looks at his teacher, Ms. Rashima, who is busy having a snack with two children. Preston drops the ring tower on his way to the window. He briefly gazes out the window, then wanders to the space for block play.

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*more about...moving
and learning* 

Infants are curious and compelled to move and explore. Through movement, babies make discoveries about themselves, the environment and gain a sense of mastery. By using large muscles (legs, arm, trunk of body), coordinating movements and balancing, a child moves through the environment and strengthens other developmental domains. For instance, his ability to move plays a big role in his social interactions with peers. She has access to materials to use her small muscles (fingers, hands) by picking an object up, turning it over, and moving its different pieces. He is building thinking skills, which is cognitive development. He learns how items fit into space, if there is a reaction to his action and how an item is like or unlike another item (grouping and categorizing). It is important to give all children the ability to move about their environment and interact with peers and materials. Some children will need your assistance.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- Why is Preston roaming and not engaging in play?
- What are ways I can interact with Preston while I am caring for other children?

Give It a Try

- ★ Keep in mind that children communicate through their behaviors. Care teachers need to interpret those behaviors and respond accordingly. Roaming may indicate a child is disengaged and needs your help to reengage in play and learning.
- ★ Acknowledge that young children are wired to move. Recognize that Preston's mobility allows him to explore his environment and his desire to interact with his surroundings needs to be supported.
- ▲ Respond positively to Preston's need for you to engage in his play and share in his discoveries. This emotional support strengthens his healthy attachment to you.
- ▲ Make eye contact with Preston and use other non-verbal gestures, such as smiling or pointing, to show you are interested in what he is doing.
- ▲ Comment on Preston's activities. Your words support Preston's language development.

Keep Watching

Ask Yourself

- What does Preston find so interesting about banging blocks and puzzle pieces together?
- Why does Preston frequently look at me?
- How can I support Preston in play?

Give It a Try

- ★ Recognize Preston's interest in, and the importance of, experimenting with materials. Children enjoy discovering how their actions make other actions happen.
- ★ Acknowledge the multiple uses for materials that children discover. Preston is learning how to group and categorize items through exploring their similarities and differences.
- ★ Be aware that Preston is appropriately using you as a secure base by visually checking in with you. Young children need frequent reassurance that you are close by and available to them. When Preston checks in with you, respond verbally or nonverbally (smile, make eye contact).
- ▮ Offer a variety of interesting and developmentally appropriate toys for the varying skill levels of children. Materials should not be too easy or too hard. They should be slightly challenging so children can practice emerging skills. Also, provide materials that are intended for banging, such as cymbals or other musical instruments.
- ▮ Support Preston's exploration with an interesting and challenging environment. Arrange the environment with safe experiences so it allows Preston to explore, experiment, practice and accomplish his discoveries.
- ▲ Notice what Preston is doing and comment on his actions, such as, "Those blocks make a big noise when you hit them together. I think you like making that noise." Use language to help him stay connected to you even from a distance.

Put It All Together



Putting It All Together: Essential Practices in Action

Preston, 14 months, is roaming around the classroom. He walks to a low shelf unit and picks up a ring tower with five rings on it. He dumps them off of the tower, watches them fall to the floor, and looks over at his teacher, Ms. Rashima, who is having a snack with two children. Ms. Rashima smiles at him and says, "The rings fell off of the tower and are on the floor." He looks down at the rings, squats down and picks up one of the rings. Ms. Rashima says, "Get the tower and show me how to put the rings back on it." Preston sits in a carpeted play area, next to the snack table area and stacks the rings in no particular order. Ms. Rashima comments on the color of the ring he is sliding on and then says, "The tower is full," when no more rings will fit.

Ms. Rashima asks, "Do you want to dump and stack the rings again?" Preston looks around the room and then back at Ms. Rashima, not displaying any interest in what he wants to do. "Do you want to get the blocks?" she asks. Preston toddles to the block area and picks up one block in each hand and again looks over to Ms. Rashima. She notices, smiles at him, and says, "You have two blocks in your hands." He starts banging the blocks together, making a big noise with each bang. Ms. Rashima says, "Those blocks make a loud noise when you bang them together!" He gives Ms. Rashima a big smile, proud of his noisy accomplishment.

Ms. Rashima knows Preston needs support at times to stay engaged in play, and that she needs to attend to the children who are finishing up their snack. She asks, "Preston, can you show me the blocks?" Preston comes closer and holds up the blocks for her to see. Preston bangs his blocks a couple more times, then takes a look at the rings he stacked on the tower. He stacks his blocks then attempts to put a ring on top, but the ring topples off. "Oops, it fell off, try again," she replies. Preston tries again. Then Preston, gathering up two plastic rings, discovers that they make a different noise when banged together. Ms. Rashima says, "You are making a softer noise with the rings." Ms. Rashima bobs her head to Preston's banging beat. After snack, Ms. Rashima shows Preston the container of instruments to see if he is still interested in making noise.

Knowing that Preston enjoyed the art of making noise, Ms. Rashima, over the next few days, makes sensory shakers out of plastic containers and various size boxes (jewelry, cereal, shoeboxes). With lids secured shut, they hold objects which make noise when shaken. Preston enjoys exploring the new materials.



Cognitive Development:

The child will understand how things move and fit in space.



Language & Communication Development:

The child will comprehend the message of another's communication.



Cognitive Development:

The child will learn to group people and objects based on their attributes.



Age Group: Mobile Infant

Into Everything...Tearing Things Off of the Wall

Watch



Mr. Aaron and Ms. Claire create family photo displays for the mobile infants they care for. Some parents brought in pictures of themselves, pets and relatives. The care teachers also took photos of parents and relatives with their child at drop-off and pick up so every family was represented, even if they weren't able to provide photos. Mr. Aaron also took photos of each child and of children playing together to add to the displays.

Knowing children should be able to see the displays, they hung them at the children's eye level in various places around the room. The teachers also added pieces of the children's artwork. They used tape to secure the photos to the wall, knowing that staples and push pins are hazardous.

Derrick, 12 months, and Sadie, 13 months, are the first to arrive. Mr. Aaron proudly shows Derrick's and Sadie's families the photos and art display. The families are pleased to see the displays.

Mr. Aaron greets another infant and when he turns, he notices that Sadie has torn all of her display items off of the wall. She is sitting mouthing one of the photos, and patting a crumpled piece of art work. Upset by the destruction of his hard work creating the display, Mr. Aaron kneels by Sadie saying, "Sadie, what did you do? Now you have no pictures up. Come on, you have to go play somewhere else." He seats Sadie in the middle of room away from the walls and hands her a plush toy dog.

During the day, many of the mobile infants pull down the displays, interested in the photos and art work. Ms. Claire removes the remaining displays so the photos and art won't be destroyed. The teachers are very frustrated that their hard work was ruined and worse, that the children don't have photos to look at.

“ I learn by looking and touching. ”



Watch



Mr. Aaron and Ms. Claire create family photo displays for the mobile infants they care for. Some parents brought in pictures of themselves, pets and relatives. The care teachers also took photos of parents and relatives with their child at drop-off and pick up so every family was represented, even if they weren't able to provide photos. Mr. Aaron also took photos of each child and of children playing together to add to the displays.

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more about...displays



Displays are beneficial to a child's learning when a few simple guidelines are followed. Keep displays relevant to the child's world. Take photos of their community; include photos of family, friends, pets, their home, car or a city bus to help them identify with their world. Display pictures that show animals and nature in a photo style, rather than always in cartoon form. Pictures of ABCs and numbers are not appropriate for infants and toddlers and will not help young children learn the alphabet or to count. Change your display at least monthly to keep children interested. What is most important about using displays with infants and toddlers is your interaction. Talk about what is in the photo, ask simple questions, make up a story about the photo, and use descriptive words such as colors, shapes and sounds. Magazines and inexpensive calendars make great resources for pictures. Displays can enhance any environment.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- What benefits do displays provide to young children?

Give It a Try

- ▮ Consider that photos and displays create a welcoming environment and show that all families are important, respected and welcomed.
- ▮ Use family photos to help children make the daily transition and separate from families at drop-off.
- ▲ Talk about photos and displays to introduce children to new vocabulary, help them understand relationships among peers and family, and to reinforce language skills.

Keep Watching

Ask Yourself

- Why do mobile infants tear things off of the wall?
- What is the most appropriate teacher response to Sadie's actions?

Give It a Try

- ★ Expect children to explore, be curious, and to interact with everything in their environment, including displays.
- ★ Set realistic expectations about children's ability to resist exploring specific items in the environment.
- ▲ Use a calm voice, telling Sadie "we don't tear pictures." Gently redirect Sadie to a learning area that usually interests her. Help her become interested in the materials.
- ▲ Be sure to avoid shaming, humiliating, or becoming angry at the child.
- ▲ Help children learn to manage impulses by suggesting strategies such as softly patting and pointing to pictures. Model the strategies you offer.
- ▲ Remind Sadie that you want the pictures to stay on the wall when she attempts to remove one. Offer her a photo book she can freely explore.

Watch Some More

Ask Yourself

- What are other ways to install displays?

Give It a Try

- ▮ Post displays using a clear adhesive film that covers the entire display and the margins to secure it to the wall.
- ▮ Attach sticky backed Velcro® to the back of photos, artwork and to the wall so children can safely remove and reattach displays. Laminate photos and artwork for durability.
- ▮ Purchase commercially-made display cases to use in early care and education programs.

Put It All Together



Putting It All Together: Essential Practices in Action

Mr. Aaron and Ms. Claire create family photo displays for the mobile infants they care for. Some parents brought in pictures of themselves, pets and relatives. The care teachers also took photos of parents and relatives with their child at drop-off and pick up so every family was represented, even if they weren't able to provide photos. Mr. Aaron also took photos of each child and of children playing together to add to the displays.

Knowing children should be able to see the displays and that they learn by touching, the teachers had to create displays that are safe and durable. The teachers attached sticky backed Velcro® to the photos and artwork, and to the wall and back of the shelves where children can see the photos. They also put additional photos and artwork at the greeting and departure area where parents sign in.

Derrick, 12 months, and Sadie, 13 months, are the first to arrive. Mr. Aaron greets the children and families and shows them the displays. The families are pleased to see the display.

After the families leave, Mr. Aaron takes Derrick over to his display and points out the picture of Derrick and his cat. He says, "Derrick, there you are with Snowball." Derrick smiles and says, "Kitty" patting Snowball's photo. Derrick grabs the photo and it comes off. Derrick looks at Mr. Aaron in concern. "That's all right. Just stick it back up," Mr. Aaron says as he gently guides Derrick's hand to reattach the photo. Derrick mimics his action and continues to play this game, pulling the photo off, and putting it back with help from Mr. Aaron, smiling, and enjoying the back and forth of their interaction. Each time Derrick puts a photo back on the display, Mr. Aaron smiles and gives a little clap recognizing the accomplishment.

By this time, Sadie has already figured out the photos come off but has not learned they can be reattached. She has taken all of the laminated photos off of the wall and is mouthing one of them and patting her artwork, also taken off of the wall. Mr. Aaron kneels down next to her saying, "Sadie, I do not want you to put photos in your mouth. Let's look at the picture." He gently removes the photo from her mouth, shows her the picture and says, "See Pappa Joe." Sadie smiles, points and repeats, "Pappa." Mr. Aaron shows her how the photos reattach.

During departure, Mr. Aaron and Ms. Claire notice families showing their children the pictures near the sign out sheet, which is exactly why the teachers placed them there.



Cognitive Development:

The child will make things happen and understand the causes of some events.



Social Development:

The child will engage in give-and-take exchanges with an adult.



Social Development:

The child will have an awareness of his or her relationship to others in a group.



Age Group: Mobile Infant

So Aggressive...With Others

Watch



Ms. Myra and her assistant teacher are working together in a multi-age group of eight children. Ms. Myra is the primary care teacher for Tre, 11 months, and Jamal and Deon, 17-month-old twins. She is sitting on the floor at the bottom of a climbing structure as Tre and Deon crawl up the steps and scoot down the slide. Deon has a favorite truck in his hand as he repeats the climbing and scooting again and again.

Jamal walks over from the manipulative area and grabs Deon's truck out of his hand. Then, he bangs Deon on the head with it. Deon lets out a wail and turns to Ms. Myra who quickly comforts him saying, "That hurt, didn't it, Deon? You had the truck and your brother took it away and hit you with it." After he calms down, she helps Deon go back to playing on the climbing structure with Tre.

After a few minutes, Jamal comes back over and tries to join Deon on the climbing structure. Deon pushes his brother down the steps. Ms. Myra says, "Stop pushing!" and helps Jamal get up from the bottom step. Jamal is obviously upset, so Ms. Myra turns to Deon and says, "Calm down, Deon, or you will have to play somewhere else." It isn't long until Jamal and Deon are both on one of the steps of the climbing structure and they begin to push and shove each other. In a minute, both are on the floor at the bottom of the steps. Ms. Myra huffs, "That's it, both of you have to walk away from the climbing structure. When you wrestle, you can't play here."

“ At this age, I have few words and little impulse control so I need your guidance. ”



Watch



Ms. Myra and her assistant teacher are working together in a multi-age group of eight children. Ms. Myra is the primary care teacher for Tre, 11 months, and Jamal and Deon, 17-month-old twins. She is sitting on the floor at the bottom of a climbing structure as Tre and Deon crawl up the steps and scoot down the slide. Deon has a favorite truck in his hand as he repeats the climbing and scooting again and again.

Jamal walks over from the manipulative area and grabs Deon's truck out of his hand. Then, he bangs Deon on the head with it. Deon lets out a wail and turns to Ms. Myra who quickly comforts him saying, "That hurt, didn't it, Deon? You had the truck and your brother took it away and hit you with it." After he calms down, she helps Deon go back to playing on the climbing structure with Tre.

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more about...self-regulation



Often, one of the most challenging behaviors that care teachers experience in young children is their emerging ability to control their impulses, also known as self-regulation. Developing impulse control is part of a child's emotional developmental process and it continues well into their preschool years. Towards the end of the mobile infant stage, and into toddlerhood, children may be aware of a care teacher's expectation, but they may not have the ability to control their actions based on these expectations. Also remember, young children may control their behavior in one instance then not in the next. This is typical infant and toddler behavior. With appropriate guidance and support from responsive care teachers, and with repetition, supervision and patience, young children will begin to learn simple strategies to help themselves regulate their behavior.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- Why did Jamal take Deon's truck and hit him on the head?
- What can I do to prevent the conflict over the truck?
- How do I address Jamal's behavior and Deon's distress?

Give It a Try

- ★ Recognize that older mobile infants are all about "Me" and often seek instant gratification. They want "What they want, when they want it." As children develop, they observe teacher modeling and learn how to solve problems.
- ★ Acknowledge that the conflict may not be about possession of the truck. Older mobile infants have not fully developed the communication and social skills needed to express their desires and needs. Jamal may have wanted to engage Deon in play and didn't know how to express his interest.
- ▮ Provide duplicate popular toys to reduce fights over scarce resources. Let Jamal know that there are plenty of trucks and show him where they are.
- ▲ Provide verbal and physical assistance to Jamal so he can interact successfully with Deon. Use strategies such as staying close, verbalizing children's cues and modeling play.
- ▲ Respond to Deon's calls of distress promptly, calmly, tenderly and respectfully. Comfort Deon when he is physically and emotionally hurt. Validate his emotions.

Keep Watching

Ask Yourself

- How can I provide positive supervision?
- How can I help Deon and Jamal play together without hurting each other?

Give It a Try

- ▲ Provide constant supervision; mobile infants need your guidance to develop impulse control.
- ▲ Maintain a connection to Jamal and Deon with eye contact, briefly talk to them as you help other children.
- ▮ Remain near children as they play to address the need for physical contact and facilitation.
- ▲ Invite Jamal and Deon to join other peers in play. Assess their interests; plan and create new play and learning opportunities to spark their curiosity and support their development.
- ▮ Arrange environment and materials to encourage children to spread out in the space, in order to reduce aggression.

Put It All Together



Putting It All Together: Essential Practices in Action

Ms. Myra and her assistant teacher are working together in a multi-age group of eight children. Ms. Myra is the primary care teacher for Tre, 11 months, and Jamal and Deon, 17-month-old twins. Knowing young toddlers are still learning about taking turns, she is sitting on the floor near the climber's stairs where Tre and Deon crawl up the steps and scoot down the slide. Deon has a favorite truck in his hand as he repeats the climbing and scooting again and again.

Jamal walks over from the manipulative area, grabs Deon's truck out of his hand and bangs Deon on the head with it. Deon lets out a wail and turns to Ms. Myra who comforts him saying, "That hurt, didn't it Deon? You were playing with that truck and Jamal took it and hit you with it." Ms. Myra rubs Deon's back while he calms down.

Once Deon calms, Ms. Myra says, "Deon, do you want your truck back?" Deon nods yes. She kneels and gently encloses Jamal and the truck in her arm, still holding Deon's hand. "Deon, tell Jamal, 'I want my truck back please,'" says Ms. Myra holding her hand out for the truck. Deon says, "Truck back," and puts his hand out too. Ms. Myra says to Jamal, "Deon wants his truck back. Will you please give it to him?" Jamal, looking at Ms. Myra and then at Deon, hesitantly hands it to Deon. After a pause, Ms. Myra says, "Thank you. Jamal, hitting hurts. If you want a truck ask for it." She holds her hand out flat to replicate a gesture for "asking."

Ms. Myra says to Jamal, "Do you want to choose a truck from the construction area?" Jamal nods and hurries off to select his truck. With a truck in hand, Jamal joins Deon climbing and scooting, alternating turns with Tre. Ms. Myra is sitting with them as they play while supervising and interacting with the other children.

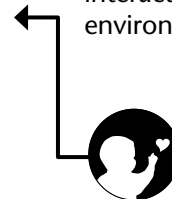
Jamal bumps Deon as they climb the stairs. Deon screams and pushes Jamal down. Ms. Myra kneels by Jamal and checks for injuries while comforting him. "Jamal, are you hurt?" He says, "No," and Ms. Myra doesn't see any injuries. Deon is watching the interaction. She says, "Deon, pushing hurts. When you want Jamal to stop say, 'Stop that Jamal.'"

Then she turns her attention to Jamal saying, "When you are close to Deon, you need to leave space for him to move; stay behind him on the stairs. You will get to go down the slide after he does." Addressing both boys she says, "Let's try the stairs again. Deon, it's your turn. Jamal, wait here until Deon gets to the top." Jamal waits with Ms. Myra, keeping an eye on Deon. As soon as Deon is at the top, Jamal says to Ms. Myra, "Go." Ms. Myra smiles and says, "Yes, it is your turn."



Motor Development:

The child will coordinate the movements of his or her body in order to move and to interact with the environment.



Language & Communication Development:

The child will participate in interactions with language that follow the expected practices of the child's family and community.



Social Development:

The child will have an awareness of his or her relationship to others in a group.



Age Group: Mobile Infant

So Aggressive...With Things

Watch



Madison, 14 months, is relaxing and looking at books in the cozy area of Mr. Kanye's and Ms. Brittany's mobile infant room. Madison chooses the *My Family* board book from the book shelf, looking at pictures in the book, starting from the back of the book and turning through the pages. When she is done, she tosses the book onto the floor. She picks up the *Mi Papá* board book, glances at the front cover, then throws it aside. Next, she chooses a baby animal lift-the-flap book and is unable to open some of the flaps, but she discovers a flap that is partially open. She pulls harder on the flap and it rips off. While turning a few more pages, she rips another flap off. Tired of that book, she next chooses a paper page book and begins tearing the pages.

Mr. Kanye, seeing Madison's actions, takes the book from her and says, "Madison, what are you doing? You can't rip up and throw books. These books are ruined." Mr. Kanye gathers up the torn pieces and damaged books and lays them on the counter hoping they can be repaired. Madison, angry that Mr. Kanye took her books, throws a plush animal and cries. Ms. Brittany returns the plush animal to the cozy area, picks up Madison and says, "Throwing is not a choice. You have to be gentle. You need to go somewhere else to play." She seats Madison on the floor near the shelves with stacking cups, a busy box and a toy piano.

“ I don't intend to be aggressive, even if some of my actions seem like it. ”



Watch



Madison, 14 months, is relaxing and looking at books in the cozy area of Mr. Kanye's and Ms. Brittany's mobile infant room. Madison chooses the *My Family* board book from the book shelf, looking at pictures in the book, starting from the back of the book and turning through the pages. When she is done, she tosses the book onto the floor. She picks up the *Mi Papá* board book, glances at the front cover, then throws it aside. Next, she chooses a baby animal lift-the-flap book and is unable to open some of the flaps, but she discovers a flap that is partially open. She pulls harder on the flap and it rips off. While turning a few more pages, she rips another flap off. Tired of that book, she next chooses a paper page book and begins tearing the pages.

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more about...mobile infant's actions

Mobile infants are beginning to learn about the properties of different materials and the effects of their interactions on materials. It takes time for them to learn that books are not to be ripped and that crayons are not to be mouthed. They need frequent supportive reminders from patient and understanding care teachers on how to use materials. Supply the environment with safe and durable materials that can withstand exploration from active little hands. Offer experiences with materials requiring close supervision by looking at and handling the items with the children. Put such materials away after sharing the experience with the children.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- Though I often look at books with Madison so she is familiar with how to use them, why does she destroy them?
- What types of books are suitable for mobile infants?

Give It a Try

- ★ Acknowledge that mobile infants are not yet able to remember rules of behavior and follow them on their own.
- ★ Consider that mobile infants are interested in their ability to make things happen.
- ▲ Realize you are supporting the proper use of books when you look at books with Madison.
- ▮ Provide books that are sturdy and durable. Board books, vinyl and cloth books are developmentally appropriate for mobile infants to handle.
- ★ Understand that young children's small muscle skills are not fully developed so provide books that have easy to turn pages and are of a size that small hands can manage. This doesn't necessarily mean very small books.
- ▲ Allow mobile infants to explore books with flaps, pop-up books and paper page books with adult involvement and supervision.

Keep Watching

Ask Yourself

- What is the appropriate response to Madison's actions?
- How can I prevent this from happening again?

Give It a Try

- ★ Acknowledge that Madison does not understand the results of her actions. Consider that developmentally she is unable to understand what "books are ruined" means. Calmly and briefly describe what happened to the torn book and that it can't be read anymore.
- ▲ Look at books with Madison instead of moving her to another area of the room.
- ▲ Think about your choice of words when guiding behavior. "Throwing is not a choice" may be confusing because throwing is a choice Madison made. Use direct, personal communication such as "I don't want you to throw the book."
- ▲ Be physically near young children to provide interaction and support.
- ▮ Offer a variety of developmentally appropriate books that children can access when they choose.
- ▮ Provide a variety of interesting and developmentally appropriate action/reaction toys.
- ▮ Engage children's curiosity and fascination with new challenges by introducing new activities and materials.

Put It All Together



Putting It All Together: Essential Practices in Action

Madison, 14 months, is relaxing and looking at books in the cozy area of Mr. Kanye's and Ms. Brittany's mobile infant room. Madison chooses the *My Family* board book from the book shelf. Looking at pictures in the book, starting from the back of the book, she turns through the pages. When she is done, she tosses the book onto the floor. She picks up the *Mi Papá* board book, glances at the front cover, then throws it aside.

Mr. Kanye notices Madison looking at the books and tossing them quickly aside, so he joins her in the cozy area, picking up the two books she tossed on the floor. "Hi Madison, these books go on the book shelf." Mr. Kanye re-shelves *My Family* and as he attempts to put back *Mi Papá*, Madison stops him and says, "Boo," her sound for book. "You want to read *Mi Papá*?" Madison nods her head yes. Mr. Kanye lets Madison turn the pages as he reads the text and they talk about the pictures. Madison does not turn the pages from front to back; Mr. Kanye just reads whatever page she turns to.

Ms. Brittany brings Mr. Kanye some books she checked out at the library. Knowing Madison and the other mobile infants can get aggressive with books, Mr. Kanye holds the library books, letting them touch the cover and pages and assists them in turning the pages and lifting the flaps of the lift-the-flap book.

Madison gets frustrated and angry when she tries to turn the page of the library book herself so Mr. Kanye helps her by gently turning the page with her. Madison hits the book in anger. Mr. Kanye, looking at Madison, calmly and firmly says, "I do not allow hitting. I will help you turn the page." Madison angrily throws herself back onto the cushion as Mr. Kanye continues to read. Madison calms herself, sits up and looks at the book with Mr. Kanye.



Motor Development:

The child will coordinate the use of his or her hands, fingers and sight in order to manipulate objects in the environment.



Language & Communication Development:

The child will convey a message or transfer information to another person.



Emotional Development:

The child will express feelings through facial expressions, gestures and sounds.



Mouthing

Watch



Owen, 9 months, is in the cozy area looking at a favorite book, Margaret Miller's *Baby Faces*, with his family child care teacher, Ms. Joan. Owen has a soft rattle teether in his hand and chews on it as Ms. Joan reads the book. When Ms. Joan finishes, she closes the book, laying it in her lap. Owen drops his teether and reaches for the book, grabbing it with one hand and bending forward to put his mouth on the corner. Ms. Joan gently says, "No, Owen, books are not for your mouth." She reaches over to the book basket which holds a collection of board, vinyl, and cloth books to select another book to read.

The book he picks to read shows wear and tear. The corners are chewed off, and the pages are separating from the cardboard backing. She notices the other books are in similar disrepair. Ms. Joan doesn't want the books to get damaged. Laying aside a book to read with Owen, she collects the rest of the books and the book basket, and stores them away in a storage cabinet.

Owen watches his teacher's actions and frowns. Ms. Joan comes back to the cozy area telling Owen, "When we chew on the books, it damages them. We'll get the books out when I can read them to you." Picking up the book, Ms. Joan holds Owen on her lap and says, "You like this book about daddies and their babies. Do you want to open the book?" Ms. Joan lets Owen turn the pages as they read the story. When the story is over, Ms. Joan returns the book to the storage cabinet.

“ I am too young to know what can and cannot be mouthed. Give me safe and appropriate things to mouth and explore. ”



Watch



Owen, 9 months, is in the cozy area looking at a favorite book, Margaret Miller's *Baby Faces*, with his family child care teacher, Ms. Joan. Owen has a soft rattle teether in his hand and chews on it as Ms. Joan reads the book. When Ms. Joan finishes, she closes the book, laying it in her lap. Owen drops his teether and reaches for the book, grabbing it with one hand and bending forward to put his mouth on the corner. Ms. Joan gently says, "No, Owen, books are not for your mouth." She reaches over to the book basket which holds a collection of board, vinyl, and cloth books to select another book to read.

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more about...mouthing

Young children learn by using all of their senses. This includes using mouthing to learn the differences in textures, density (hard/soft), how things fit in space, and how they taste. This enables them to make connections and categorize items in their environment as a foundation for further learning. However, infants and mobile infants are too young to know the difference between what should or shouldn't be mouthed so it is the care teacher's job to provide a variety of safe items for children to explore. As children grow with the support of knowledgeable and responsive care teachers, they will come to learn what should/should not be mouthed and the appropriate way to use materials.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- What do mobile infants learn by mouthing toys and materials?

Give It a Try

- ★ Consider that Owen is exploring and discovering the newness of his environment by mouthing and that young children often use this method to explore.
- ★ Recognize that infants learn by using all of their senses. This includes Owen using mouthing to learn about textures, density (hard/soft), how things fit in space, and how they taste.
- ★ Recognize that Owen is coordinating his oral muscle movements (use of tongue, chewing) by mouthing objects and is strengthening small muscle skills (hands, fingers) by moving objects to/from his mouth.

Keep Watching

Ask Yourself

- How can I support Owen's need to mouth objects and not restrict his access to books?
- How can I keep a clean and sanitary environment and the books in good repair?

Give It a Try

- ▮ Provide an interesting variety of safe and appropriate objects for infants to mouth and handle throughout the environment, including the book area. In addition to offering books, choose toys that are visually interesting and that offer a variety of sensory experiences. Include musical toys and a variety of textured objects.
- ▮ Supply a variety of cloth and vinyl books, photo albums, and teacher-made books that children can access and use as they desire. These items may be more durable than board books. Include some board books to widen children's exposure to content and illustrations.
- ▲ Sit with Owen, sharing his interest in books. Show books to him and model how to use them.
- ▲ Encourage children to turn the pages. Comment on the illustrations and on the children's observations. Allow mobile infants to turn pages however they want to – front to back, backwards, more than one page at a time.
- ◆ Establish a procedure to remove and sanitize materials that have been mouthed before returning them to the children's play areas. Add a variety of materials to the environment that are clean and ready for play so children have play materials during the cleaning/sanitizing process.
- ▮ Check materials frequently for damage. Discard or repair, if possible. Rotate materials, including books, into play so children always have learning materials.

Put It All Together



Putting It All Together: Essential Practices in Action

Owen, 9 months, is looking at a favorite book, Margaret Miller's *Baby Faces*, with his family child care teacher, Ms. Joan. Owen has a soft rattle teether in his hand and chews on it as Ms. Joan reads the book. When Ms. Joan finishes, she closes the book, laying it in her lap. Owen drops his teether and reaches for the book, grabbing it with one hand and bending forward to put his mouth on the corner. Ms. Joan gently says, "No, Owen, this book is not for your mouth. You have a teether to chew on." She hands Owen a different teether. Ms. Joan puts the previously mouthed teether and the book in one of the containers for soiled toys that are placed around the room, out of the children's reach. These materials will be cleaned and sanitized later.

Ms. Joan selects another book Owen enjoys and Owen snuggles into Ms. Joan's lap. "Owen, you like this book about daddies and their babies. Do you want to open the book?" asks Ms. Joan. Owen turns the pages and Ms. Joan talks about the illustrations on each page while Owen chews on the teether.

After reading the book, Ms. Joan places the book basket, with a board book, small photo album, and a variety of cloth, vinyl and teacher-made books, next to Owen for him to make his own selection. Ms. Joan also has a small container of toys that Owen can safely orally explore including a soft doll, and various teethers and rattles. She also places a ring stacker and sensory block near him. Ms. Joan notices Owen mouthing a vinyl book. Knowing that Owen is too young to understand what items are allowed and not allowed to be mouthed, Ms. Joan lets Owen continue to explore and mouth the vinyl book knowing it can be easily cleaned and it will not damage the book.

Throughout the day, Ms. Joan looks at books with the children. For books that should not be mouthed, she holds the books and lets the children turn the pages however they want to – front to back, backwards, or more than one page at a time. Sometimes she reads the book's text, other times she describes what the book's pictures are about, asking simple questions and responding to children's cues and vocalizations.

Each day, Ms. Joan makes a routine check of the books to verify they are still intact and in good shape for the children to enjoy and read from cover to cover. If possible, she mends the books in poor shape. She discards books that are no longer complete or are in such poor repair they can't be mended. Ms. Joan also rotates materials, including books, into play throughout the day so that as soiled materials are removed the children will still have ample toys and materials to choose from.



Motor Development:

The child will coordinate the use of his or her hands, fingers and sight in order to manipulate objects in the environment.



Language & Communication Development:

The child will demonstrate interest in book reading, story telling and singing and will eventually understand the meaning of basic symbols.



Motor Development:

The child will develop the skill to coordinate the use of his or her tongue and mouth in order to suck, swallow and eventually chew.



Age Group: Mobile Infant

Dumping

Watch



Simona, 13 months, and Chrystal, 11 months, have discovered that pulling toy bins off the shelf and dumping the contents is lots of fun! Chrystal crawls behind Simona as she toddles through the manipulative area, pulling bins of interlocking blocks and links off the shelf and dumping the toys on the floor. Simona relishes the noise the toys make as they crash to the floor and squeals with glee. She looks over at Chrystal as if to say, “I did it!” Chrystal responds to her pleasure by clapping her hands and smiling from ear to ear. The girls play with the blocks and links for a few moments before reaching for another bin to dump.

Every time Simona dumps a bin, her family child care teacher, Ms. Diann, says in a loud voice, “No dumping, Simona.” Simona stops what she is doing and looks at Ms. Diann. She pauses, plays for a few minutes with the toys while looking back occasionally at Ms. Diann. Simona moves to another shelf. With Chrystal close behind, she pulls a bin of toy bugs to the floor. Both girls clap and squeal as the bin’s contents fall to the floor with a clatter.

Ms. Diann comes over to the manipulative area and sits down with Simona and Chrystal. She says, “Let’s pick up the toys.” Then she picks up one of the bins and waits as Simona picks up some links and puts them in the container. Ms. Diann takes a turn and together, they get most of the toys back into the correct bins. When they put a toy in the wrong bin, Ms. Diann takes the toy and puts it in the right one. When the toys are all cleaned up, Ms. Diann says to Simona and Chrystal, “Leave the toys in the containers. No more dumping.” When Ms. Diann moves away from the manipulative area, Simona pulls the bin of links off the shelf and dumps it on the floor again to Chrystal’s delight. Ms. Diann sighs.

“It may not look like I’m learning, but I am.”



Watch



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more about...expectations

One of a mobile infant's primary jobs is to explore, which includes tipping/dumping. By tipping/dumping, mobile infants learn about cause and effect, a scientific notion. What happens when the items fall over/down? What happens to the contents inside? They also learn the basics of spatial relations, density, and the properties of materials – whether they are hard/soft or solid/hollow. Emotionally, mobile infants may find pleasure in the experience; the thrill of the sound of falling objects; the laughs of their peers; the look on their care teacher's face; the sense of accomplishment – all developmentally appropriate. But tipping/dumping can clutter the environment and create safety hazards. So picking up and organizing materials are important but having appropriate expectations of children's involvement is essential. Requiring and expecting mobile infants to pick up materials is unrealistic. As they grow and develop, they will learn this skill – with proper guidance. Requiring it before they are ready will frustrate everyone.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- Why is Simona dumping out the toys?
- Why does she look at me every time she dumps out a bin?
- How can I encourage the girls to play with the toys instead of dumping them?

Give It a Try

- ★ Acknowledge Simona's interest in dumping. It is a developmentally appropriate activity for mobile infants.
- ★ Be aware that Simona is appropriately using you as a secure base by visually checking in with you. Young children need frequent reassurance that you are close by and available to them. When she checks in with you, respond verbally or nonverbally (smile, make eye contact).
- ▲ Widen Simona and Chrystal's interest in the bin's toys by pointing out to them the connection between the contents. For example, show the connection between the toy bugs to a book about bugs.
- ▮ Offer a variety of interesting and developmentally appropriate toys for the varying abilities of children. Materials should not be too easy or too hard, though they should be slightly challenging so children can practice emerging skills.
- ▲ Provide appropriate dumping and filling containers such as various size bowls, boxes and lids, plus materials to dump and fill.
- ▮ Be sure to make a manageable number of materials available to the children. Too many things can be overwhelming, and children may not be able to find coordinating parts (such as all the cups for stacking cups). Too many materials make play areas congested and interfere with play. Provide enough things to minimize conflict among children.
- ▲ Introduce new activities and materials. Children are intrigued by new challenges and such opportunities to engage their curiosity.

Keep Watching

Ask Yourself

- How can I encourage the girls to pick up the toys and put them where they belong?
- Knowing that young children like to dump toys, how can I make the clutter manageable and keep an organized space?

Give It a Try

- ★ Consider the age and developmental abilities of each child. Sorting, matching and the ability to attend to cleaning up are based on the child's development. Set appropriate expectations.
- ▲ Make cleaning up an engaging, enjoyable activity. Make up a silly song about the items you are putting away. Taking turns, invite each girl to add to the bin, including yourself in the process. The key is your positive involvement.
- ▲ Comment on children's efforts to clean up. Focus on the process and the value of what children are learning, not the end result of organized toys and space.
- ▮ Put a few toys on low shelves so children can see what is accessible for play, making it easy to return the toys to their place.
- ▮ Place a picture of the toy on the front of the bin and on the shelf so children can see where the toys belong.

Put It All Together



Putting It All Together: Essential Practices in Action

Simona, 13 months, and Chrystal, 11 months, have discovered that pulling toy bins off the shelf and dumping the contents is lots of fun! Chrystal crawls behind Simona as she toddles through the manipulative area, dumping bins of interlocking blocks and links. Simona relishes the noise the toys make when they crash to the floor and squeals with glee.

Before Simona dumps a bin, she looks at her family child care teacher. Ms. Diann is aware of Simona's need to check in with her, so no matter where she is or how busy she is, Ms. Diann periodically looks at Simona to see if she needs to re-connect with her. Ms. Diann catches Simona's eye and comments, "You got the links out. Are you going to hook them together?" Simona tries to hook the links.

Ms. Diann observes Simona and Chrystal's dumping escapade. Knowing that dumping is interesting and developmentally appropriate for mobile infants, she realizes she will need to make environmental changes and offer more opportunities for appropriate dumping and filling activities. For now, she decides interaction is the best strategy to refocus the girls.

The girls dump a bin of toy bugs; Ms. Diann joins them in play. She and the girls have the bugs "crawl" up and down their legs and arms, over their lap, and across the floor. Ms. Diann describes what the bugs are doing to add vocabulary to the interaction. She extends the learning opportunity by selecting a bug book that is stored near the bug bin. Looking at the book she says, "Take a look, this bug looks just like that bug!" They scramble over to see what she is talking about, looking at the bugs in the book and then at the bugs on the floor.

After looking at several pages, Ms. Diann sees they are losing interest; they are looking away from the book and bugs. Ms. Diann says, "Let's put these bugs back in the bin so you can find something else to play with." Ms. Diann puts a bug in the bin, and Simona and Chrystal do as well. Each time Simona puts a bug in the bin, she looks up at Ms. Diann who smiles and comments, "You found another one. You put a bug in the bin." Simona puts a link in the bin. Ms. Diann removes it saying, "This is a link, not a bug. It goes in the link bin." Knowing their short attention span and their developmental levels, Ms. Diann encourages but does not insist they clean up. She does most of the picking up, but the girls are involved in the process.

Before the children arrive the next morning, Ms. Diann has taken some materials out of the bins and set them on the lower shelves so children can see what is accessible for play. She also inventoried the materials to remove toys that are too difficult and added toys that support the children's current and emerging developmental skills.

To build on Simona's interest in dumping and filling, Ms. Diann had parents donate different size old metal cooking bowls and shoeboxes with lids. The metal bowls will make noise when the children put in objects, such as play food, that they then can pour into another bowl. Shoeboxes can be filled, dumped and stacked. Lids can be put on and taken off. Both types of containers are open to a child's imagination.



Emotional Development:

The child will form relationships with consistent caregivers.



Language & Communication Development:

The child will demonstrate interest in book reading, story telling and singing and will eventually understand the meaning of basic symbols.



Cognitive Development:

The child will learn to group people and objects based on their attributes.



Age Group: Mobile Infant

Tantrumming

Watch



Care teacher, Ms. Tiffany, brought in a library book to share with her mobile infants. She joins Emma, 14 months, who is already looking at a book. Two children see Ms. Tiffany with the new book and join her and Emma on the carpet. Other children are engaged in play, so Ms. Tiffany doesn't interrupt them and will share the new book throughout the week so all the children will get opportunities to explore it.

Christian, 18 months, and Emma sit in front of Ms. Tiffany. Zoe, 15 months, tries to sit on Ms. Tiffany's lap. Ms. Tiffany says, "Zoe, you can't sit on my lap, you need to sit on the floor. Sit beside Emma." Zoe fusses and doesn't move. "Zoe, I can't read the book until you sit down. Go sit beside Emma please," says Ms. Tiffany as she tries to guide Zoe to her seat. Zoe cries and resists. Ms. Tiffany says, "Zoe, your friends want to read, please sit down." She gently picks up Zoe and seats her next to Emma. Zoe sits, cries and swings her arm hitting Emma in her anger.

Ms. Tiffany starts reading and Zoe scoots closer to her and in front of Emma. Ms. Tiffany comments, "Zoe, scoot back, now Emma can't see." Zoe yells, "No!" kicks her feet and twists her body away from Ms. Tiffany's reach. So Ms. Tiffany decides she will scoot away from Zoe so all the children will be able to see the book. Ms. Tiffany starts reading once more, showing the illustrations to the children starting with Christian, Emma, and then Zoe. Zoe, still angry, leans over Emma and angrily grabs the book to see the pictures. "Zoe, stop. If you are going to interrupt me, I'll have to put the book away." Ms. Tiffany removes the book from Zoe's hand.

By now, Zoe has completely lost control over her behavior. She throws her body to the floor, screams, and kicks her feet. Ms. Tiffany apologizes to the other children saying, "I'm sorry. Book reading is over until Zoe can get herself under control. I'll read some more later." Then, she returns the book to the counter as Zoe cries and Emma and Christian look bewildered.

“ At this age it doesn't take much for me to fall apart if my needs aren't being met. ”



Watch



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more about...tantrums

Tantrums are one way a child expresses her feelings. They are part of typical development during the older mobile infant and toddler years. Tantrums are not completely preventable, but a knowledgeable, skillful approach may help you to "catch" some tantrums before they start. You need to understand child development, know each child's capabilities and triggers, read each child's cues, and be "extra" observant in potential tantrum situations. Then you can interact instead of having to react. Remember, tantrums are more frequent when a child is tired, bored, hungry or frustrated. Be prepared and have a plan to prevent and interact.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- Why did Zoe become upset when she wasn't able to sit on my lap?
- How can I meet Zoe's needs to be close to me?
- What strategies can I use to address Zoe's behavior?

Give It a Try

- ★ Recognize that Zoe is trying to relate to you as a secure base. She may have difficulty sharing you with other children. Create a comfy place where Zoe can sit on your lap or beside you.
- ★ Consider each child's temperament. Children react differently to similar situations based on their temperament.
- ▲ Prevent behavior issues by anticipating, planning and engaging children in experiences that meet their individual needs. Be flexible.
- ▲ Use a quiet, reassuring voice. Give yourself a moment to calm down, rather than responding with anger.
- ▲ Help Zoe calm down by offering her physical comfort. Firmly and calmly say, "You are angry. But I won't let you hit."
- ▲ Focus on the reading experience and not on Zoe's behavior, as long as she doesn't attempt to hurt herself or someone else. While reading, occasionally make eye contact with Zoe, smile, and snuggle with her.

Keep Watching

Ask Yourself

- What could be causing Zoe's strong reactions?
- What strategies can help Zoe engage in peer interaction?
- What guidance strategies are appropriate for Zoe's behavior?

Give It a Try

- ★ Appreciate that Zoe may have separation anxiety; she may be upset by the physical separation from her care teacher.
- ★ Set appropriate expectations. Sitting in assigned spots and waiting their turn is difficult for young children. These skills will develop as children grow older and are supported by appropriate care teaching.
- ★ Consider that young children have different skill levels in controlling their impulses and self-regulating their behavior.
- ★ Recognize that strong reactions is one of the ways young children communicate their frustration.
- ▲ Help Zoe with peer interactions. Prepare her by saying, "Christian is going to read with us."
- ▲ Anticipate and accommodate Zoe's need to be involved. Let her sit near you; offer her first chance to turn the pages.
- ▲ Keep participation to a very small number of children so the experience is meaningful to each child. Provide one-on-one time with each child throughout the day.
- ▲ Provide verbal and physical reminders. "Zoe, you'll see the picture next."
- ▲ Avoid threatening children or penalizing the children by ending book time.
- ▲ Ask a co-teacher to help Zoe while you continue the reading experience. If a co-teacher is not available, tell the children that you will read books as soon as you help Zoe. Offer each one a book to look at while you help Zoe. Give Zoe time to calm down and when she is ready give her a couple choices, including reading time with other children.

Put It All Together



Putting It All Together: Essential Practices in Action

Care teacher, Ms. Tiffany, brought in a library book to share with her mobile infants. She joins Emma, 14 months, who is already looking at a book. Two children see Ms. Tiffany with the new book and join her and Emma on the carpet. Other children are engaged in play, so Ms. Tiffany doesn't interrupt them and will read the new book throughout the week so all the children will get opportunities to explore it.

Zoe, 15 months, plops down in Ms. Tiffany's lap ready for story time. Emma wants to sit in Ms. Tiffany's lap too. "Emma, Zoe is sitting in my lap. Sit here beside me," says Ms. Tiffany patting the spot next to her. Emma sits down and Ms. Tiffany pats Emma's knee and smiles at her. Christian, 18 months, joins Emma and Zoe to see the new book.

Ms. Tiffany shows the library book to them and says, "I have a new book about puppies. I will let you see and touch the pictures. Everyone will have a chance." Ms. Tiffany reads the title and lets each child touch the puppies on the cover, starting with Zoe, who gets very excited. Children her age often need gentle guidance to control their behaviors, such as grabbing at something they want. Ms. Tiffany shows the children the pictures and talks about what the children see, instead of reading the text. She asks simple questions and remarks on the children's comments and gestures as they point to different items they see.

Ms. Tiffany asks Emma if she would like to turn the page. Zoe, angry because she wanted to turn the page, swipes at the book. Ms. Tiffany gently stops Zoe's arm and calmly says, "Zoe, I do not allow hitting. Let Emma turn the page." When it is time to turn the next page, Ms. Tiffany prepares Zoe and whispers in her ear, "Zoe, you will turn the page after Christian." Ms. Tiffany is sure to involve the children in the experience to build their self-competence and support early reading.

After a few minutes, Zoe loses interest and starts to wiggle in Ms. Tiffany's lap. Ms. Tiffany says, "Zoe, do you want to get up?" Zoe nods "yes" and leaves Ms. Tiffany's lap.



Emotional Development:
The child will form relationships with consistent caregivers.



Emotional Development:
The child will express feelings through facial expressions, gestures and sounds.



Cognitive Development:
The child will be able to remain focused on a task or object and to persist in the face of obstacles.



Age Group: Mobile Infant

Running

Watch



Mr. Robert is the lead teacher of a mobile infant classroom. The classroom is somewhat small though there are several activity areas including a cozy area with books, a block area, a small dramatic play area, a shelf and low table for manipulatives, and a basket of action/reaction toys near an open, carpeted area. Children are busy playing in various areas.

Khloe and Isaiah, both 15 months, start playing an invented game that involves running from the classroom door across the room to the carpeted area and back. Both are giggling as they repeat their game again and again. Each time they get to the classroom door, they fall against it slapping their hands on the door loudly. When they reach the carpeted area, they collapse together giggling on the carpet.

Mr. Robert notices their game. He gathers them close and says, “Walk in the classroom. Running is dangerous. You might run into a friend, hurt him or fall down and hurt yourselves.” He walks them to the block area and says, “Play here with the blocks.” He returns to what he was doing when he hears the noise and giggling again.

He approaches them repeating the warning that running is dangerous and asks them to walk in the classroom. He tells Khloe to go over to the manipulative area and find something to play with and asks Isaiah to come help him clean up the dramatic play area. As he and Isaiah take turns picking up the materials, he hears Khloe giggling. She has found a new friend, Bailey, 16 months, to play the game with her and both are running to and from the classroom door.

“ I am driven to move, it’s how I learn and develop. Give me time, materials and safe space and watch me grow! ”



Watch



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more about...running

Like learning to walk, learning to run gives young children a new sense of accomplishment and confidence and besides that – it is fun! While children are running or engaging in other types of large muscle skills (crawling, walking, and climbing), they are learning about spatial relations (how their body moves and fits in the space they are in), how to coordinate their body movements, and how this allows them to take on new challenges and strengthen their developing sense of security. Learning to run also plays a big role in their social interactions with other children. Mobile infants love to experiment with newly developed skills, but don't yet know the safety issues surrounding these new skills. Help children practice their large motor skills, like running, by giving them a safe space and plenty of time to run!

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- Why do children find the “running game” so enjoyable?
- How can I adapt the environment to meet the children’s active play needs?

Give It a Try

- ★ Note that young children enjoy making new discoveries and receive satisfaction in the ability to repeat them. Discoveries can include exploring body movements, interactions with the environment, peer and independent play.
- ★ Consider that young children are wired to move. Their learning is enhanced by their movements and experiences with the environment.
- ★ Observe mobile infants beginning to play alongside of peers and finding enjoyment in the interactions.
- ▮ Assess the current room arrangement. Evaluate the space needed for each learning area, checking the suitability of materials. Consider the age and number of children in the group as well as their current and emerging skills. Experiment with various room arrangements, including an active play area, to determine the best solution for the children, teachers, and program.
- ▮ Create a safe space within the room, if possible, for large muscle play and materials such as a small climber and mats or push/pull vehicles and toys. Large muscle toys can be rotated into play daily if there is not safe space for permanent placement.

Keep Watching

Ask Yourself

- How do I encourage children to engage in play and not run where it isn’t appropriate?
- What are additional opportunities for active physical play?

Give It a Try

- ▲ Match children’s interests to appropriate activities. If children are interested in running, and they can’t run in a safe space, arrange for other physical activities such as dancing.
- ▲ Participate in play, following their lead or suggesting play ideas, adding materials to extend the learning (e.g. dance with scarves).
- ▲ Redirect children’s inappropriate behaviors by acknowledging their interest and helping them transition to new activities.
- ▲ Calmly, firmly remind children of classroom rules.
- ◆ Schedule outdoor play twice a day for a minimum of 30 minute periods. Children need adequate time for active play (e.g. running, climbing). Dress children appropriately for the weather, adjusting outdoor time based on weather conditions. Physical activities involve children being free to move about (which does not include wagon/buggy rides).
- ★ Appreciate that daily outdoor play engages children’s senses, exposes them to new learning experiences, and offers opportunities to practice and experiment with large muscle activities that may be less possible in indoor play.
- ▲ Provide a variety of materials for outdoor play. All equipment and space must be safe for the age of the child using it.
- ▲ Comment to children on the appropriateness of running outdoors. When it’s time to go back inside, remind children that they need to walk when they are inside and that they will be able to come outside again later and play the game again.

Put It All Together



Putting It All Together: Essential Practices in Action

Mr. Robert is the lead teacher of a mobile infant classroom. He routinely evaluates the environment to assess how it functions and meets the developmental needs of the group. Two weeks ago, to support the current and emerging skills of this group of children, Mr. Robert enlarged the active play area to foster large muscle development. He reduced the size of the block area to house fewer children. The room is somewhat small and is not large enough to safely fit equipment such as a small climber so other types of active play materials were added. Other learning areas in the room include a cozy area with books, a small dramatic play area, a shelf and low table for manipulatives and action/reaction toys.

Khloe and Isaiah, both 15 months, start playing an invented game that involves running from the classroom door across the room to the block area and back. Both are giggling as they repeat their game again and again. Each time they get to the classroom door, they fall against it slapping their hands on the door loudly. Mr. Robert notices their game and comes over to talk to them. As he gently circles them in his arms he comments, "I hear giggling, you are having a fun time, but running in the classroom is dangerous. We run outside. In 10 minutes, it will be time to go outside to play. You can run and run and run when we go out. Now, you can play in the active play area if you need to move your bodies." Then he guides them over to the active play area.

Mr. Robert says, "Khloe, Isaiah, here is where you can be more active. There are the push and ride cars, rocking horses and the push-n-pull toys. What would you like?" Khloe chooses the frog push-n-pull toy and Isaiah chooses the duck push-n-pull toy and they walk in circles around the active area. Mr. Robert "ribbits" when Khloe walks by and "quacks" when Isaiah walks by. This makes the children giggle then they mimic the sounds of their animals.

In 10 minutes, Mr. Robert tells the children it is time to go outside. They are thrilled and head quickly to the door. Khloe and Isaiah are dragging the toys with them, wanting to take them out. Mr. Robert knows children make new discoveries when using materials in various ways and in different environments so he allows the "indoor" toys to go out. Before opening the door, he reminds the children that outdoor time is where they can run and jump.

Khloe and Isaiah run with their frog and duck toys in tow, realizing the toys don't roll on the grass but instead plop on their sides and are dragged. Mr. Robert comments, "Your frog and duck keep tipping over. Their wheels won't roll on the grass. Let's move them to the sidewalk, they will roll better there." The pair gives it a try and giggles at their success. Soon, they tire of this activity and start playing their invented running game, running between the fence and the bench with delight. Bailey, 16 months, joins the fun. Mr. Robert, supervising their play, smiles at their obvious joy.

When outdoor playtime is over, Mr. Robert reminds the children that they will return outside after nap time. Until then, they must walk inside the room.



Social Development:

The child will engage with other children.



Cognitive Development:

The child will be able to mirror, repeat and practice the actions modeled by another.



Motor Development:

The child will coordinate the movements of his or her body in order to move and to interact with the environment.



Age Group: Mobile Infant

Climbing

Watch



Jorge, 15 months, has just finished his morning snack with Ms. Carlita, his family child care teacher. He heads off to the playroom with Ms. Carlita close behind. Ms. Carlita and Annalise, 4 months, then settle onto the couch so Annalise can drink her bottle, and Ms. Carlita can watch and talk with Jorge as he plays.

No sooner had Ms. Carlita gotten seated and Annalise started drinking her bottle than Ms. Carlita noticed Jorge climbing up the toddler-sized bookshelf. "Jorge, get down. Bookshelves aren't for climbing on," says Ms. Carlita. Jorge stops and looks at Ms. Carlita but doesn't move. She repeats, "Jorge, come on, get down." Jorge takes another step up the shelf.

Ms. Carlita, with Annalise in her arms, proceeds to the bookshelf and taking Jorge's hand, helps him down. Ms. Carlita says, "Jorge, take this toy truck and come sit by Annalise and me." Ms. Carlita selects a truck and places it by the couch for Jorge to play with as she sits and starts to feed Annalise again. Instead, Jorge scrambles up onto the couch, steps on the arm of the couch and attempts to climb up on the back of it. "Jorge, we don't climb on couches," says Ms. Carlita as she reaches over with one hand and holds onto Jorge to stop him from climbing. Jorge giggles and falls onto the couch. "Jorge, that is dangerous. Scoot over here and I'll read you a book."

But Jorge slides off of the couch, runs to the bookshelf once again and scampers up it.

“ Being ready for my every move will help you guide my behavior. ”



Watch



Jorge, 15 months, has just finished his morning snack with Ms. Carlita, his family child care teacher. He heads off to the playroom with Ms. Carlita close behind. Ms. Carlita and Annalise, 4 months, then settle onto the couch so Annalise can drink her bottle, and Ms. Carlita can watch and talk with Jorge as he plays.

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But Jorge slides off of the couch, runs to the bookshelf once again and scampers up it.

more about... climbing

Young children are wired to try out their newly discovered skills. Once they have "tried them out" they want and need to practice them. Then, being the adventurers they are, they try something different – adding a new move, or even an old move to the skill they are practicing. Soon, they will begin practicing another new motor skill. This is a natural occurrence and an important part of a child's motor, cognitive and emotional development. Your role is to guide young children on where it is OK to practice these skills. Remember, young children are still learning what furnishings are used for. Your gentle guidance plus daily opportunities to practice skills will keep children safe, teach them social rules of behavior and benefit their development.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- Why do mobile infants climb on equipment not meant for climbing?

Give It a Try

- ★ Acknowledge that children enjoy new challenges and receive satisfaction in the ability to try to do them.
- ★ Recognize that children are wired to move. Learning is enhanced by experiences that allow them to explore the environment.
- ★ Observe what Jorge may be trying to communicate. He may be climbing on the bookshelf to get your attention.
- ★ Consider that mobile infants are learning what equipment and furnishings are designed to be used for. Remember, even when they do learn, young children will still experiment with their environment.

Keep Watching

Ask Yourself

- How should I respond to Jorge's unsafe behavior?
- Why doesn't Jorge follow my directions to stop climbing?
- What can I do to help prevent unsafe or inappropriate climbing?

Give It a Try

- ▲ Help Jorge to safety.
- ▲ Give short statements to help children understand necessary limits. "I will not let you climb on the bookshelf."
- ▲ Tell children what they are permitted to do. "You may sit on the couch."
- ★ Acknowledge a child's interest in a new challenge. Guide a child's behavior to a similar activity that is safe.
- ★ Consider that mobile infants have not yet learned adult rules and expectations.
- ★ Recognize that infants and toddlers do not understand the possible consequences of unsafe behavior.
- ▲ Observe children's behavior and verbally engage them to try to prevent inappropriate behavior.
- ▲ Set up engaging, high interest activities for children to do while the teacher helps individual children with routine care.
- ▲ Engage mobile infants in play and verbal interactions. Talk to Jorge about books he sees in the book area to take the focus off of climbing.
- ▮ Offer frequent opportunities for safe and appropriate large muscle movement, including climbing. Set up an area where children can move to their heart's delight.

Put It All Together



Putting It All Together: Essential Practices in Action

Jorge, 15 months, has just finished his morning snack with Ms. Carlita, his family child care teacher. He heads off to the playroom with Ms. Carlita close behind. Before Ms. Carlita sits down to feed Annalise, 4 months, she observes Jorge's actions. He heads to the book area and, in particular, the book shelf. Ms. Carlita has observed that Jorge has recently started climbing, a new skill he seems to practice on many of the furnishings in her home. She waits to see what he decides to do, in case he is choosing a book and not attempting to climb. She watches as Jorge leans forward and grabs onto the shelf and lifts his foot. "Jorge, no climbing on the shelf," she says. She moves next to Jorge, gently takes his hand and looking into his eyes says, "I will not let you climb on the shelf. Do you want a book?" He shakes his head "no" but takes the book from Ms. Carlita.

"Jorge, bring your book to the couch. I am going to feed Annalise here." Ms. Carlita had placed some of Jorge's favorite toys near the couch so he could play near her while she feeds Annalise. Jorge doesn't like to play far from Ms. Carlita so she has learned to prepare materials and figure out how to engage Jorge especially when she is involved with the other children in her care.

As soon as Ms. Carlita gets seated and Annalise starts drinking her bottle, Ms. Carlita says to Jorge as she pats the space on the couch beside her, "You can sit here and show me your book." Knowing he usually attempts to climb on the back of the couch, Ms. Carlita takes steps to prevent this behavior. As Jorge starts to scramble up, Ms. Carlita opens her arm to form a space for Jorge to climb into. Once on the couch, she gently puts her arm around him. "What book did you bring?" she asks. He holds it up and says, "Choo-choo." Ms. Carlita replies, "Oh, I like the train book. Will you show Annalise the train?" Jorge holds the book towards Annalise who is drinking her bottle.



Motor Development:

The child will coordinate the movements of his or her body in order to move and to interact with the environment.



Social Development:

The child will form relationships with consistent caregivers.



Language & Communication Development:

The child will comprehend the message of another's communication.



Age Group: Mobile Infant

Throwing

Watch



Samantha, 18 months, and Grant, 12 months, are playing outdoors with their classmates on a lovely fall day. Ms. Kay, their care teacher, has added a collection of pumpkins in a variety of sizes to the playground for the children to explore and they are thoroughly enjoying it. Grant is seated near a big pumpkin patting it while Samantha is exploring several smaller pumpkins. Samantha picks up a pumpkin, cocks her wrist and gives it a toss. It falls from her hand when the weight shifts so she moves on to another pumpkin. She picks that one up and gives it a toss, too, saying, "Ball go!" as she tosses it.

Ms. Heather, Ms. Kay's co-teacher, has a bucket filled with smaller, ornamental gourds. Grant sees her lift one out and crawls over to her. He picks up a smaller, pumpkin-shaped gourd and immediately gives it a toss, imitating what he saw Samantha do. He turns back to the bucket to pick up another one as Ms. Heather says, "No, no, Grant. These gourds are not balls." Grant says, "Bah," his word for ball as he picks one up and gives it a toss. Ms. Heather repeats, "Grant, these are gourds, not balls." As she turns to Samantha who has come over to explore the gourds, Grant picks up another gourd and throws it. Samantha imitates Grant by throwing one too.

By now, both teachers have begun to tire of reminding the children not to throw the pumpkins and gourds. They put the gourds and smaller pumpkins on the fence ledge out of the children's reach. Samantha, seeing the pumpkins on the fence ledge, begins to cry as she points to the pumpkins saying, "My ball." Ms. Kay says to her solemnly, "No, Samantha, those are not balls; they are pumpkins and gourds." Pretty soon, Samantha is lying on the ground flailing her arms and kicking her legs in a full-blown temper tantrum.

“ Don't be surprised if it looks like a ball and moves like a ball, that I think it is a ball. ”



Watch



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more about...throwing

Throwing is fun and it is also a skill. Throwing involves using large muscles, (arm, shoulder, trunk of body, legs), coordination, balance, visual perception, and small muscles (fingers, hand, wrist). Throwing a ball creates a sense of competence and mastery, "I did it!" when a child or adult hurls a ball, regardless of the distance. Throwing a ball provides the opportunity to engage with other children and may lead to building and strengthening friendships and creating a sense of identity. Also remember that a thrown ball needs returned, which means retrieving it or having someone throw it back, which then involves "catching" and a host of different skills. Let's play ball!

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- Why do the children treat the pumpkins like balls?
- How can I encourage the children to explore the pumpkins instead of throwing them?

Give It a Try

- ★ Understand that the children's attention to objects (pumpkins) and the similarity to balls indicates an emerging understanding of the characteristics of objects. They are focusing on the similar characteristics (shape and what they can do with them) rather than the differences (color, ridges in the round shape, etc.)
- ▲ Decide what you want the children to learn from exploring the pumpkins, then plan and prepare for the experience. Extend the learning opportunity by using songs and books that relate to the pumpkin theme.
- ▲ Describe the characteristics of the pumpkins; what you see and feel, how pumpkins are similar and different from balls, and the difference in use.
- ▲ Suggest to children "what to do" instead of "what not to do." For example, carry the pumpkins to the wagon, and touch and smell the pumpkins. Model the actions you are suggesting.
- ▮ Provide props, such as baskets/boxes, wagons, or cloths to cover/uncover the pumpkins.

Keep Watching

Ask Yourself

- Why do the children imitate each other? One throws and then they are all throwing the pumpkins and gourds.
- Why won't the children stop throwing when I say, "No"?

Give It a Try

- ★ Recognize the significant role that imitation plays in children's experiences. Both Samantha and Grant are imitating their previous experiences with round objects and are also learning from each other.
- ★ Understand that mobile infants are just starting to develop the ability to manage their behavior and impulse control. These skills develop with age and teacher guidance.

Watch Some More

Ask Yourself

- What can I do when an activity doesn't go as planned?
- How do I support the children's interest in throwing objects?

Give It a Try

- ▲ Resist the urge to remove toys and materials from the environment.
- ▲ Observe the children in action to see what interests them about the pumpkins. Introduce new activities when children lose interest or repeatedly behave inappropriately with the materials.
- ▲ Add a variety of balls to the play area. Offer opportunities for children to practice throwing, rolling, kicking, and shooting baskets. When the children throw pumpkins, remind them that pumpkins are for looking and touching, balls are for throwing.

Put It All Together



Putting It All Together: Essential Practices in Action

Samantha, 18 months, and Grant, 12 months, are playing outdoors with their classmates on a lovely fall day. Ms. Kay intentionally introduces natural objects to the children's experiences; this helps children connect to their environment and provides many open-ended play and learning opportunities. Ms. Kay knows that children learn through their five senses and natural objects are an excellent resource to support learning. With this in mind, Ms. Kay has added a collection of pumpkins in a variety of sizes to the playground as well as props children can use with the pumpkins. She has also introduced picture books with photos and illustrations with a fall and pumpkin theme, as well as related songs.

Grant is seated near a big pumpkin patting it while Samantha is exploring several smaller pumpkins. Samantha picks up a pumpkin, cocks her wrist and gives it a toss. It falls from her hand when the weight shifts so she moves on to another pumpkin. She picks that one up and gives it a toss, too, saying, "Ball go!" as she tosses it.

Ms. Kay kneels down by Samantha and says, "That pumpkin does look like a ball. It is round." Samantha says, "Pumpkin," and moves to the next pumpkin; she picks it up with two hands. Ms. Kay says, "Whoa, that pumpkin is heavy!" Samantha drops it and watches it roll away. She turns to Ms. Kay and says, "Heavy pumpkin." Ms. Kay takes Samantha's hand and says, "Touch the pumpkin, Samantha," and runs her hand over the pumpkin. Samantha's eyes get wide as her hand dips into the ridges in the pumpkin. Ms. Kay says, "The pumpkin has ridges in it. Pumpkins are used to make jack-o-lanterns and pumpkin pie. Why don't you load them in the wagon and pull them over to the shade tree? I'll help you."

Ms. Heather, Ms. Kay's co-teacher, has a bucket filled with smaller, ornamental gourds. Grant sees her lift one out and crawls over to her. He picks up a smaller, pumpkin-shaped gourd and immediately gives it a toss, imitating what he saw Samantha do. He turns back to the bucket to pick up another one as Ms. Heather takes his hand and says, "Take a look, Grant." Grant says, "Bah," his word for ball. Ms. Heather says, "It is a gourd. It has bumps and a curly stem." Grant repeats, "Bah!" She says, "Like a ball, but with bumps and a stem." He picks up another gourd and gives it a toss. Ms. Heather says, "You saw Samantha throw the pumpkin and liked her idea. I have a different idea. Let's get a basket and put some gourds in it." Grant smiles and watches Ms. Heather select a basket. Together, they fill the basket with gourds.



Motor Development:

The child will coordinate the movements of his or her body in order to move and to interact with the environment.



Cognitive Development:

The child will learn to group people and objects based on their attributes.



Motor Development:

The child will coordinate the use of his or her hands, fingers and sight in order to manipulate objects in the environment.



Age Group: Mobile Infant

Biting...How to Stop It

Watch



Delilah, 16 months, comes into the mobile infant classroom with her mother. She clings to her mother at the door as she looks across the room at her primary teacher, Ms. Alyssa. Ms. Alyssa is sitting on a mattress in the book area with Hong, 12 months, on her lap. Ms. Alyssa talks with Delilah's mom as she continues to hold Hong who is playing with a book Ms. Alyssa was reading.

Delilah kisses her mom good-bye at the door and turns back to look at Ms. Alyssa and Hong. She comes running across the room toward Ms. Alyssa and throws herself on the mattress next to her. Ms. Alyssa talks with Delilah as Hong continues to play with the book. Soon, another child enters the room with his parent. Ms. Alyssa looks over and greets the new arrivals. While Ms. Alyssa is talking with the parent, Delilah tries to take the book from Hong but he holds onto it tightly. All of a sudden, Delilah bends over and bites Hong on the thigh.

Hong screams and Ms. Alyssa's attention is immediately drawn back to him. She asks, "What happened?" She begins to look for the source of Hong's discomfort and finds the bite marks on his thigh. She turns to Delilah and says through clenched teeth, "No biting, Delilah. Biting hurts." She moves Delilah from the mattress. Then Ms. Alyssa goes over to the refrigerator, gets an ice pack to put on the bitten area and comforts Hong.

“ Being sensitive and responsive to my feelings is the first step in helping me not to bite. ”



Watch



Delilah, 16 months, comes into the mobile infant classroom with her mother. She clings to her mother at the door as she looks across the room at her primary teacher, Ms. Alyssa. Ms. Alyssa is sitting on a mattress in the book area with Hong, 12 months, on her lap. Ms. Alyssa talks with Delilah's mom as she continues to hold Hong who is playing with a book Ms. Alyssa was reading.

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more about...three types of biting

There are three types of biting that span from infancy through toddlerhood that are generally observed in early care and learning settings. Exploratory biting typically occurs from infancy through about 14 months of age. Infants want to see what things taste and feel like. The second type of biting is action/reaction biting, a typical developmental behavior of children between 9 and 20 months of age. Children in this age range are beginning to understand that certain actions cause reactions. Some children use biting to get a reaction. Purposeful biting, the third type, emerges around 18 months of age. A child displays this type of biting when attempting to take possession of something or to change the outcome of a situation. It is important for teachers to have extensive knowledge about the types and reasons for biting as well as teaching strategies to reduce biting incidents. Just as important, it is the care teacher's responsibility to keep all children safe.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- How can I help Delilah feel supported when her mother leaves?
- How can I reduce biting incidents?

Give It a Try

- ★ Recognize that Delilah may be going through a developmental stage when separation is difficult.
- ★ Attend to the separation and reunion process. Delilah needs help from her care teacher to manage separation.
- ▲ Help children transition to meaningful activities after their family members leave. Offer Delilah a way to comfort herself such as holding a favorite security item or looking at a family photo.
- ▲ Be available to help children recover from feelings, such as sadness, concern, and anxiety, or changes in stimulation that may occur during the separation process.
- ★ Acknowledge that biting is a typical behavior in a child's development, though not every child will bite.
- ★ Recognize that young children have different emotional reactions when upset, frustrated, concerned or anxious.
- ★ Consider each child's temperament. Children react differently to similar situations based on their temperament.
- ▲ Remember that it is the care teacher's responsibility to keep all children safe.
- ▲ Observe and know how individual children react to various emotions and situations so you can provide appropriate care that meets each child's emotional needs. Maintain diligent supervision to stop biting before it occurs.
- ▲ Be aware of upcoming situations that may lead a child to resort to biting. Plan strategies to address issues before the child feels the need to bite.
- ▲ Learn about contributing factors related to biting and how to reduce biting incidents.

Keep Watching

Ask Yourself

- What are the best ways to respond when one child bites another?

Give It a Try

- ▲ Comfort the injured child immediately and affirm his reactions.
- ▲ Wash the bitten area, even if the skin is not broken, and follow first-aid recommendations.
- ▲ Talk briefly and calmly with Delilah about what she did, describing the impact the bite had on Hong. Use language that is appropriate for the age of the child. Talk with Delilah after attending to Hong's emotional and physical needs.
- ▲ Provide clear explanations to help children understand and accept necessary limits related to biting. For example, "That book belongs to Hong, I'll help you find your own book."
- ▲ Complete the required paperwork for this type of situation. Maintain confidentiality as you share incident details with families. Provide resources related to biting to families.
- ▲ Maintain contact with children who have bitten, or are likely to bite, to remind them that you are available and will help them if they need you.
- ★ Understand how mobile infants begin to develop self-regulatory skills and your role in supporting them.

Put It All Together



Putting It All Together: Essential Practices in Action

Delilah, 16 months, enters the mobile infant classroom with her mother. She clings to her mom at the door as she looks across the room at her primary teacher, Ms. Alyssa. Ms. Alyssa is sitting on a mattress in the book area reading a book to Hong, 12 months, who is sitting on her lap. Ms. Alyssa warmly greets Delilah and her mom when they enter. Ms. Alyssa tells Hong as she points to Delilah, "I'll be back in a couple of minutes. Delilah just arrived, see?" Ms. Alyssa places Hong on the mattress and moves some books near him.

As Delilah's mom puts away Delilah's things, Ms. Alyssa asks about Delilah's morning. Ms. Alyssa also asks if there is anything she should know about caring for Delilah today. To help Delilah with the morning transition, her mom spends a few extra minutes looking at a book with her at the Good-bye Table. The Good-bye Table is a small table with an adult-size chair and a child-size chair for families to use during transitions. The children use the table during the day for other types of play.

When Delilah's mom is ready to leave, she makes eye contact with Ms. Alyssa to signal her. Delilah's mom says good-bye and gives Delilah a hug and kiss. Ms. Alyssa kneels down near Delilah to offer comfort if she wants it. Delilah turns to Ms. Alyssa and leans into Ms. Alyssa for a hug. After a few seconds Ms. Alyssa says, "Hong is waiting for me, do you want to look at books with us?" Ms. Alyssa extends her hand, which Delilah grabs and they join Hong. After settling in, Ms. Alyssa starts talking about the pictures in the book Delilah selected.

Gibson, 10 months, and his dad enter the room. Ms. Alyssa greets the new arrivals. She says to Delilah, "I am going to help Gibson say good-bye to his dad just like I helped you say good-bye to your mom. Get your book and come with me." Today Delilah is happy to walk with Ms. Alyssa. Some days she wants to continue playing so Ms. Alyssa watches her closely, especially if she is near other children.

Ms. Alyssa places extra books on the Good-bye Table and Delilah begins to flip through them. Ms. Alyssa greets Gibson and his dad then asks about Gibson's morning. While talking with Gibson's dad, Ms. Alyssa checks on Delilah who is still looking at books. When Gibson's dad leaves, Ms. Alyssa kneels next to Delilah and says, "Say good morning to Gibson." Delilah turns to Gibson, touching his foot. Ms. Alyssa says, "That was a gentle touch. Gibson likes gentle touches." Ms. Alyssa continues, "I'm taking Gibson to play with Hong, do you want to come?" Delilah shakes her head "no" and continues to flip through the books.



Social Development:

The child will have an awareness of his or her relationship to others in a group.



Emotional Development:

The child will manage his or her internal states and feelings, as well as stimulation from the outside world.



Social Development:

The child will engage with other children.



Biting...Talking with Families

Watch



Family child care teacher, Ms. Laura, is dealing with a string of biting incidents. All of the children in her home-based program are now mobile and move either through rolling, crawling, scooting, toddling or walking and have greater accessibility to each other. The biting episodes are giving Ms. Laura fits as children end up close to each other, out of her direct line of sight at busy times of the day, usually during routine care.

Recently, the family of Yuliana, 12 months, discovered teeth marks on Yuliana's arm and leg. They were very upset and confronted Ms. Laura, accusing her of poor supervision and threatening to find another teacher if it happened again. Ms. Laura was unaware that the bites had occurred and is now extra careful to supervise the children.

This morning, Yuliana and Adriana, 13 months, are playing together in the dining area with several baskets of manipulative toys while Ms. Laura prepares a snack. Terrance, 14 months, is in the family room dumping and filling different containers with small blocks. Ms. Laura can easily see all of the children.

Mrs. Sanborn arrives with Norah, 4 years. Ms. Laura greets them at the door and inquires about Norah's morning. Laura hears Terrance crying and turns to see him walking towards her. He says, "Ow," and is holding his arm. The area is swollen, red, and has obvious teeth marks. Ms. Laura is distraught. She realizes that she will have to talk to Terrance's family and that it is highly likely that his family will discuss the biting incident with Yuliana's family. She prepares herself for a difficult afternoon and worries that Yuliana's family will find new child care when they hear about another biting episode.

“ My family shows concern because they want the best care for me. ”



Watch



Family child care teacher, Ms. Laura, is dealing with a string of biting incidents. All of the children in her home-based program are now mobile and move either through rolling, crawling, scooting, toddling or walking and have greater accessibility to each other. The biting episodes are giving Ms. Laura fits as children end up close to each other, out of her direct line of sight at busy times of the day, usually during routine care.

Recently, the family of Yuliana, 12 months, discovered teeth marks on Yuliana's arm and leg. They were very upset and confronted Ms. Laura, accusing her of poor supervision and threatening to find another teacher if it happened again. Ms. Laura was unaware that the bites had occurred and is now extra careful to supervise the children.

This morning, Yuliana and Adriana, 13 months, are playing together in the dining area with several baskets of manipulative toys while Ms. Laura prepares a snack. Terrance, 14 months, is in the family room dumping and filling different containers with small blocks. Ms. Laura can easily see all of the children.

Mrs. Sanborn arrives with Norah, 4 years. Ms. Laura greets them at the door and inquires about Norah's morning. Laura hears Terrance crying and turns to see him walking towards her. He says, "Ow," and is holding his arm. The area is swollen, red, and has obvious teeth marks. Ms. Laura is distraught. She realizes that she will have to talk to Terrance's family and that it is highly likely that his family will discuss the biting incident with Yuliana's family. She prepares herself for a difficult afternoon and worries that Yuliana's family will find new child care when they hear about another biting episode.

*more about...talking with families
about biting*

Maintaining a trusting relationship with families is crucial to providing respectful care for their children. The way you talk with a family member about biting incidents can have a big effect on teacher-family relationships. Families want to trust that you are caring for their children at all times and that you are diligent in keeping them safe. They want you to have the knowledge and skills to know why biting occurs and to actively use strategies to prevent it. Family members also need assurance that you are empathetic and know how their child, in particular, likes to be comforted when in distress. It is essential that you respect them as the most important people in the child's life, and acknowledge their concern. Taking responsibility for actions that occur is part of a care teacher's role.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- How can I supervise all the children and still attend to preparing meals, diapering and greeting families at arrival and departure?

Give It a Try

- ▮ Arrange the environment to limit access to areas that are difficult to supervise. Use infant gates to block off unsupervised areas.
- ▲ During care giving routines, occasionally make eye contact and talk to the children. This may help them stay engaged in play.
- ▮ Place play and learning materials in different areas throughout the space that is in your line of sight.
- ◆ Have some of the meal preparation completed before families arrive so your attention can be focused on the children.
- ▮ Have different play experiences set up for the different ages of children so they can immediately engage in play if they choose.
- ◆ For center-based care, alert your co-teacher (if applicable) when you are leaving the area. Make sure to remain in ratio and to maintain group size requirements at all times.

Keep Watching

Ask Yourself

- What strategies can I use with family members to communicate this important information and be responsive to their concerns?
- What do I say to families when I didn't observe a biting incident?
- How can I reassure families that I am providing the best care possible?

Give It a Try

- ▲ Call family members to notify them that an incident has occurred before they arrive to pick up their child. This allows time to explain what happened, to answer questions and gives the family time to process the information before arriving at the child care program.
- ▲ Communicate with families promptly about accidents and injuries that occur. Welcome their questions and their feedback.
- ▲ Take responsibility for the incident and state this to the family. You are the care teacher and are responsible for keeping children safe.
- ▲ Validate the parent's feelings about the situation.
- ▲ Explain what you did to comfort and care for their child.
- ▲ Describe how you will work to prevent such incidents in the future, in particular steps you will take to ensure that you, or another responsible adult, is always available to directly supervise the children.
- ▲ Keep a current parent information board and distribute a monthly newsletter describing recent play and learning opportunities the children have experienced, upcoming curriculum plans and a message about child development or new care teaching strategies you have tried.
- ▲ Let parents know what resources you are using to stay current on child development and caregiving strategies. Be sure to make families aware of any professional early care and education associations that you belong to.
- ▲ Keep lines of communication open with the family.

Put It All Together



Putting It All Together: Essential Practices in Action

Family child care teacher, Ms. Laura, is dealing with a string of biting incidents. The biting episodes seem to occur when Ms. Laura is out of the children's direct line of sight, often during routine care. Recently, the family of Yuliana, 12 months, discovered teeth marks on Yuliana's arm and leg. They were very upset and confronted Ms. Laura, accusing her of poor supervision and threatening to find another teacher if it happened again. Ms. Laura was unaware that the bites had occurred and is now extra careful to supervise the children.

Before the children arrived this morning, Ms. Laura prepared the meals and snacks for the day so she can supervise the children more closely. Ms. Laura and the children are playing in the family room which is accessible to the front door so Ms. Laura can greet arriving families and still supervise the children. Yuliana and Adriana, 13 months, play with several baskets of manipulative toys and Terrance, 14 months, is dumping and filling different containers with blocks.

Mrs. Sanborn arrives with Norah, 4 years. Ms. Laura greets them at the door and inquires about Norah's morning. Ms. Laura notices Yuliana sitting next to Terrance and leaning over, but before Ms. Laura can call out to her, Yuliana bites Terrance. Ms. Laura immediately offers Terrance comfort. He is crying and says, "Ow" while holding his arm. Holding Terrance, Ms. Laura apologizes to Mrs. Sanborn, who has witnessed the incident, and quickly finishes the conversation. Knowing that Norah sometimes has trouble leaving her mom in the mornings, Ms. Laura engages Norah by asking if she'd like to help get a cold pack for Terrance. Ms. Laura then attends to Terrance's arm.

Ms. Laura feels so bad that Terrance got hurt. During nap time, she plans how to discuss the incident with Terrance's mother. Ms. Laura finds that she and the family both handle the situation better if she talks with the family before they arrive to pick up their child.

Ms. Laura prepares for the call by writing a list of what she needs to tell Terrance's mother. The list includes saying that Terrance was bitten and after she comforted him and cleaned the bitten area, he played with blocks and the other children and is now taking his nap. Then she will explain what happened, remembering to maintain confidentiality, and genuinely apologize for not being able to protect him. She will express that she will keep a closer eye on Terrance.

Terrance's mother's first concern is whether Terrance is OK. Ms. Laura assures her that he is and describes how she comforted and cared for Terrance. His mother asks, "Haven't other children been bitten recently too?" Ms. Laura replies, "There has been another biting incident. I have taken steps to help keep biting incidents from happening. The episode with Terrance today happened very quickly and I wasn't able to stop it in time." Terrance's mother responds, "I appreciate your call. I will see you at pick-up time."



Language & Communication Development:

The child will convey a message or transfer information to another person.



Cognitive Development:

The child will be able to remain focused on a task or object and to persist in the face of obstacles.



Emotional Development:

The child will manage his or her internal states and feelings, as well as stimulation from the outside world.



Why Won't They...Participate in Group Time?

Watch



Ms. Monique is a lead teacher in an 11 to 17 month-age classroom. According to the schedule, it is circle time. Ms. Monique gathers up the children who are engaged in free play. She has them put their toys down before going to the carpet for circle time, which makes some of them unhappy. She walks Lamar, 13 months, and Makayla, 16 months, to the carpeted area singing a made-up song, "Circle time, circle time, let's go to the carpet for circle time." Then she carries David, 11 months, who is almost asleep with his head laying on a stuffed animal, to circle time. Ms. Monique's co-teacher gathers the other four children to the carpet.

Ms. Monique planned to read *Brown Bear, Brown Bear* by Eric Carle. She retrieves the book from the teacher's shelf and sits with the children on the floor. David leans over putting his head on her knee and closes his eyes. Ms. Monique gently jiggles him quietly saying, "Wake up, David. It is circle time. I need you to look at the book." She helps him sit up. She starts reading, animating her voice. After two pages, Lamar starts to crawl away followed by Lucy. Ms. Monique says, "No, no, Lamar, Lucy, you need to stay here and read with us." She helps Lamar sit down; her co-teacher seats Lucy on her lap.

As she resumes reading, David lays his head down again. She jiggles him, he stirs, and she sits him up; he looks vacantly at the book. Lamar is off again. Ms. Monique can't move this time as David has fallen asleep on her knee. The co-teacher now has two children on her lap helping them sit still. Ms. Monique calls for Lamar to come back but he continues to crawl away. Makayla and the other children were interested in the book but are getting antsy with the stopping and starting of the reading.

“ I am interested in doing things I choose and I learn while I'm doing them. Circle time is not right for me. ”



Watch



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more about...group time

Young children are curious learners and little scientists at work. They are eager to have hands-on experiences with a variety of interesting materials to manipulate and mouth. Their focus is on doing things they choose to do, when they choose to do them, and on having responsive care teachers to interact and celebrate their discoveries with. This is how young children are wired to learn. Teacher-directed group times (circle times) are not developmentally appropriate for young children and they should not be expected to participate in preschool activities. Young children have not yet developed the necessary skills to participate in group time such as sitting still and turn taking. Most importantly, young children are active learners who learn by doing. Children rely on you to provide appropriate materials, safe spaces, positive interaction and responsive care teaching to further their development. By doing these things, you will be preparing them for the learning that lies ahead.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- Why won't the children sit still and listen at group time?
- How can the daily schedule meet individual children's routine care needs and still offer opportunities to learn and play?

Give It a Try

- ★ Recognize that young children gradually develop the ability to participate in teacher-led activities. Keep in mind that toddlers are not able to, and it is inappropriate to expect them to participate in preschool experiences such as group time.
- ★ Consider that mobile infants are usually interested in doing things they choose to do, which makes the learning more meaningful to them.
- ◆ Respect individual routine schedules. For example, allow the children to sleep when needed.
- ▲ Engage children when they are awake and ready to play. David will learn more and enjoy looking at books with you when he is rested and shows an interest.
- ◆ Schedule the day with times for snacks and meals, and with plenty of time for the children to explore, play, and make choices indoors and outdoors.

Keep Watching

Ask Yourself

- How can I ensure that children have rich learning experiences?

Give It a Try

- ★ Recognize that learning is most beneficial to mobile infants when they are free to make choices and explore their interests.
- ★ Assess how play and learning experiences and materials support child development, current and emerging skills and how they encourage children to explore and make discoveries.
- ▲ Provide learning choices such as art materials, sensory experiences, active play, and outdoor play throughout the day. Be available to interact with children in multiple learning areas.
- ▲ Allow children to come and go from experiences as they choose.
- ▲ Avoid requiring children to follow external, adult-directed experiences. Respect children's choices and follow their lead and interests.

Put It All Together



Putting It All Together: Essential Practices in Action

Ms. Monique is a lead teacher in an 11 to 17 month-age classroom. A schedule posted on the wall indicates several times during the day when children choose from a variety of learning opportunities including art, exploring books, music, blocks, and active play using large muscles. Routine care, such as diapering and napping, is done on an individual basis. Free play in various learning areas in the room is always available to the children.

Lamar, 13 months, and Makayla, 16 months, are playing on the floor in an area filled with interesting action/reaction toys such as a pop-up-pal, a jack-in-the-box, a large push-button spinning top and a xylophone. David, 11 months, is resting in the book nook stocked with board, vinyl, and cloth books but he isn't interested in the books. He lies with his head on a stuffed animal, gazing at the children playing nearby.

Knowing that it is almost time for David's nap, Ms. Monique decides to attend to his needs. To help him prepare for his nap, she chooses the book *Good Night Moon* by Margaret Wise Brown from the children's bookshelf. Sitting near him, offering her arms, she begins to read and he crawls onto her lap. When he wants to try to turn the pages by himself, she lets him. Sometimes he opens and closes the book, and Ms. Monique waits until he is ready for her to start reading again. When the book is finished, she cuddles him and settles him into his crib. She pats his stomach as his breathing becomes rhythmic.

Ms. Monique noticed Makayla glancing at her when she was reading to David and knows that Makayla is waiting for her. "Makayla, would you like to read a book?" asks Ms. Monique. Makayla nods her head, smiles and dashes to the book area still holding onto the xylophone. Ms. Monique, knowing how important exposing children to book-based experiences is, had prepared to offer *Brown Bear, Brown Bear* by Eric Carle to the children interested in story time. She also gathered toy animals that are represented in the book in a basket for the children to hold and manipulate. She sees that Lamar is watching; she holds up the book and invites him to join them. Lamar looks at her but decides to keep playing on his own. Ms. Monique invites another child, who is wandering the room, to join them.

Ms. Monique sets the animals on the floor naming each one; each child chooses to hold several animals. As she reads, the children turn the pages. Ms. Monique draws their attention to the toy animal when it appears in the book. Makayla repeats her animal's name and taps it on the page of the book that pictures her animal.

Lamar notices story time and comes over to investigate. He stands by Ms. Monique and points to the animal when a page is turned. Ms. Monique has an extra animal for him to hold. When the book is finished, Lamar gets another book from the bookshelf and hands it to her. She reads the title and the author, and turns the page to begin the story. Makayla has lost interest and takes her toy animals to another area of the room to play.



Emotional Development:

The child will form relationships with consistent caregivers.



Language & Communication Development:

The child will demonstrate interest in book reading, story telling and singing and will eventually understand the meaning of basic symbols.



Cognitive Development:

The child will be able to remain focused on a task or object and to persist in the face of obstacles.



Why Won't They...Stay on Their Cots at Nap Time?

Watch



Lunchtime is finished in Ms. Janice's mobile infant classroom and she is preparing the children for nap since she goes on her lunch break in 10 minutes. Ms. Janice is hurrying to get all of the children in their cribs or on their cots before the break staff, Ms. Hana, arrives. Amaya and Kenneth, both 16 months, are not cooperating with Ms. Janice. Amaya isn't sleepy because she fell asleep earlier while the class was on a stroller ride and Kenneth has a hard time settling down because he is distracted by things going on in the classroom. Amaya and Kenneth are running in the middle of the room. Ms. Janice calls their names and tells them to go to their cots for nap time.

Amaya and Kenneth are still chasing each other around the carpeted area. Ms. Janice stops them mid-run, gently encircling them in her arms. She looks at each one and calmly says, "Nap time, please go to your cots." Taking each one by the hand, she walks Amaya to her cot and Kenneth to his. Knowing that Amaya isn't sleepy and will take a while to settle down, she decides to sit with Kenneth first to try to get him to sleep. She rubs his back trying to help him relax but then she needs to leave him and attend to Jackson, 13 months, who is crying in his crib. Jackson is tired but is having difficulty falling asleep.

By this time, Amaya is off her cot, sitting on the floor, playing with her blanket. Kenneth, imitating Amaya, is sitting on the floor putting the blanket on and off his head; both of them are giggling. Ms. Hana comes in to replace Ms. Janice for lunch. Ms. Janice hands a crying Jackson to Ms. Hana, and then she approaches Amaya and Kenneth, gently seating both of them on their cots. "You need to stay on your cots so Ms. Hana can help Jackson get to sleep," says Ms. Janice. She covers them up, reminds them to stay on their cots and says, "Sleep tight. Ms. Hana is here. I'll be back after nap time."

“ I'm not always tired at the same time as my friends. Consider what I need, please. ”



Watch



Lunchtime is finished in Ms. Janice's mobile infant classroom and she is preparing the children for nap since she goes on her lunch break in 10 minutes. Ms. Janice is hurrying to get all of the children in their cribs or on their cots before the break staff, Ms. Hana, arrives. Amaya and Kenneth, both 16 months, are not cooperating with Ms. Janice. Amaya isn't sleepy because she fell asleep earlier while the class was on a stroller ride and Kenneth has a hard time settling down because he is distracted by things going on in the classroom. Amaya and Kenneth are running in the middle of the room. Ms. Janice calls their names and tells them to go to their cots for nap time.

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more about...nap time schedules

Young children rapidly develop physically, emotionally and socially. They need to re-charge their bodies and minds to grow, explore, make discoveries, tackle new challenges and be ready for interactions with peers and adults. Naps provide a critical time for them to do just that. Each infant and toddler is a unique individual with his own needs for rest, including how long and when. This includes times for rest in child care programs. While older mobile infants may naturally nap at the same time, nap times should be based on each child's needs and not on the clock. Encouraging group nap time based on the time of day is not in the best interest of the child. Remember, it is important to partner with families around any nap time issues.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- What is an effective way to transition children to nap?

Give It a Try

- ◆ Plan ahead. Anticipating the routines and sleeping and napping schedules of mobile infants allows you to prepare for upcoming transitions and to help other children in the group engage in play before you have to attend to routine care.
- ◆ Modify schedules to accommodate the individual needs of children. Allow them to rest when they are sleepy, eat when they are hungry, and to play when they are awake and ready.
- ◆ Schedule Ms. Hana to arrive at the beginning of transitions. Ms. Janice can update her on the needs and status of the children and they can work together to meet children's individual needs before Ms. Janice's break.

Keep Watching

Ask Yourself

- What strategies can I use to help mobile infants prepare for rest or quiet play?

Give It a Try

- ▮ Arrange the environment to accommodate the needs of different children such as children who are ready for play and children who are resting.
- ▮ Provide a variety of materials of interest to children who are not sleepy while you conduct nap time routines with tired children.
- ◆ Establish a nap routine. Children will learn what comes next in the nap routine and begin to regulate their behavior. Ask Kenneth to get his favorite blanket from his cubby before Ms. Hana reads to him.
- ◆ Take time to help children drift to sleep. Rock Jackson, gently rub his stomach and sing a favorite lullaby. Allow plenty of time for routines and avoid rushing them.
- ◆ Ask children's parents what they do at home to prepare their children for naps.

Watch Some More

Ask Yourself

- How can I make nap time transitions peaceful for everyone?

Give It a Try

- ★ Be flexible and patient. Set appropriate expectations for infants of this age.
- ★ Recognize that Amaya's needs are different than Kenneth's and Jackson's and require different care teaching strategies.
- ◆ Let children who are tired and easily distracted, as well as children who are tired but not ready for nap, have quiet time in the cozy area with books, plush animals and their security object if they aren't ready to rest in their crib/cot.
- ◆ Practice primary care teaching. Determine which teacher will care for specific children so their needs are familiar to their care teacher and carried out in consistent ways. Keep teacher/child pairing consistent daily. Be open to helping your co-teacher when needed.
- ▮ Create a calm environment. Dim lights if possible, though the room must be light enough for easy supervision of children. If you use music, choose soothing, slow songs and play at a low volume.
- ▮ Provide safe bedding to support restful sleep.

Put It All Together



Putting It All Together: Essential Practices in Action

In Ms. Janice's mobile infant classroom, she has finished feeding the children who are on similar schedules. Some children are getting tired and it is time to begin the transition to nap time. Ms. Hana, the break staff, will be joining Ms. Janice to help her with the transition. Ms. Hana comes in 30 minutes before Ms. Janice takes her lunch break.

Ms. Janice thinks about how to make the transition work for the children as well as for herself and Ms. Hana. She quickly updates the children's daily records and in the process remembers that Amaya, 16 months, fell asleep on the stroller ride a short while ago and is not likely to be ready to nap again now. She selects toys from the storage closet that Amaya has not played with in a while to engage her in play so Ms. Janice and Ms. Hana can prepare the other children for nap. Ms. Janice places the toys on a rug a small distance away from the cots so she and Ms. Hana can supervise Amaya and the other children.

Ms. Janice quietly invites Amaya to the rug to see the new toys. "Amaya, here are some new toys I thought you might like. Ms. Hana will be coming soon too." Amaya eagerly begins to explore the new toys.

Ms. Hana is Kenneth's primary care teacher every day during nap transition and Ms. Janice cares for Jackson. Today, Ms. Janice has noticed Kenneth yawning, but he gets easily distracted and has a hard time settling down for nap. While caring for Jackson, Ms. Janice decides to help Kenneth prepare for nap until Ms. Hana arrives.

Ms. Janice says to Kenneth, "Let's get your blanket then we can look at books." He takes her hand and soon is settled in the cozy area. She offers Jackson a pacifier while he cuddles with his blanket in her arms. Jackson's father suggested the pacifier may help him fall asleep.

Ms. Janice looks at several books with Kenneth as Jackson falls asleep. As she gets up to take Jackson to his crib, she tells Kenneth, "I will be right back. I'm laying Jackson in his crib."

Ms. Janice, in clear sight of Kenneth and Amaya, gently rubs Jackson's stomach to help him stay asleep. In the meantime, Ms. Hana arrives and greets Amaya and Kenneth. Ms. Janice quickly updates Ms. Hana mentioning that Amaya is unlikely to want to rest. Ms. Hana sits and cuddles with Kenneth.

Ms. Janice lays out Kenneth's cot and blanket, returns to him and says, "I'll see you after nap. Ms. Hana will take care of you. Good-bye." Kenneth says, "Bye-Bye," and waves. Ms. Janice says good-bye to Amaya, gathers her things and leaves for break.

Ms. Hana, noticing Amaya is losing interest in her "new" toys, invites Amaya to read with them. Ms. Hana continues to read to Kenneth until he starts sucking his thumb. This is her cue to transition him to his cot and sit with him as he goes to sleep. She continues singing lullabies and stroking his head, which relaxes him. Once he is asleep, Ms. Hana rejoins Amaya.



Emotional Development:

The child will form relationships with consistent caregivers.



Language & Communication Development:

The child will participate in interactions with language that follow the expected practices of the child's family and community.



Emotional Development:

The child will manage his or her internal states and feelings, as well as stimulation from the outside world.



Age Group: Mobile Infant

Why Won't They...Follow Directions?

Watch



Ms. Yvonne is a family child care teacher and enjoys doing arts and crafts with the children. Ms. Yvonne helps Nick, 12 months, Gigi, 14 months, and Emmalyn, 27 months, get seated around the table. She tells them, "Don't touch anything until we all are ready," as she lays out the art materials. But Nick grabs the drawing paper in front of him and crinkles it up. Gigi reaches for the crayons and rips her paper in the process. Ms. Yvonne sighs and says, "Look at your papers. This is why I told you not to touch anything." She gives them new pieces of paper and gives each child a few crayons. She states, "Remember the directions and draw only on the paper."

Gigi scribbles and her marks go off of the paper and onto the table. She rips her paper with her hurried scribbling. Nick makes two short marks then puts the crayons in his mouth. Turning her attention to Nick first she says, "Crayons don't go in your mouth. They go on the paper like this," taking his hand and making marks on the paper. Turning to Gigi she states, "Remember what I said, you draw on the paper." Emmalyn says to Ms. Yvonne, "Nick is eating crayon." Ms. Yvonne, getting frustrated, takes the crayon out of his hand and says as she points to his paper, "Nick, that is dangerous. Draw on the paper." Sitting next to Nick to watch him more closely, Ms. Yvonne observes Gigi drawing on the table. Sighing she says, "OK, Gigi. You are done drawing. Nick, you are too. Go play." She gathers up their materials and helps them off of their chairs. She wonders how she can get them to follow the directions so art time can more enjoyable.

“ Create play experiences that allow me to experience success. ”



Watch



Ms. Yvonne is a family child care teacher and enjoys doing arts and crafts with the children. Ms. Yvonne helps Nick, 12 months, Gigi, 14 months, and Emmalyn, 27 months, get seated around the table. She tells them, "Don't touch anything until we all are ready," as she lays out the art materials. But Nick grabs the drawing paper in front of him and crinkles it up. Gigi reaches for the crayons and rips her paper in the process. Ms. Yvonne sighs and says, "Look at your papers. This is why I told you not to touch anything." She gives them new pieces of paper and gives each child a few crayons. She states, "Remember the directions and draw only on the paper."

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more about...appropriate materials 

Infants and toddlers develop skills in their own way and at their own pace. It is for these reasons that care teachers need to continually observe each child and record the child's interests, skills the child is practicing, and new skills that are emerging. Select materials that offer children the opportunity to make discoveries, that can be used in different ways, and that encourage children to participate and engage in problem solving. Select materials that support a child's current and emerging skills and interests to enhance that child's emotional, motor (muscle) and cognitive development. Your interaction during children's play and learning contributes to their social and language/communication development as well.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- How can the beginning of art time be a more positive experience?

Give It a Try

- ★ Determine if play and learning experiences are of interest to each child and appropriate for their age and abilities.
- ★ Decide if the experiences should be done individually or in a small group.
- ▲ Be prepared. Allow children to help set up materials or have materials ready before children become engaged.

Keep Watching

Ask Yourself

- What are appropriate expectations concerning mobile infants' ability to follow directions?
- What strategies can I use to make play and learning experiences enjoyable, safe and appropriate?

Give It a Try

- ★ Recognize that the ability to follow simple one-step directions begins to develop in toddlerhood.
- ★ Keep in mind that mobile infants have not developed the ability to manage their behavior and impulse control. These skills develop with age and teacher guidance.
- ★ Set appropriate expectations. Infants and young toddlers explore materials in many ways, including mouthing them. Nick, who is still in the stage of development in which he places materials in his mouth, will be unable to follow directions to keep the crayons out of his mouth.
- ▲ Provide age appropriate experiences. Nick may be too young to use crayons safely, but there are other materials and experiences he can safely explore.
- ▮ Offer materials that match and support a child's ability. Provide Gigi with a large piece of paper to make her crayon markings.
- ▮ Ready the environment. Tape paper to the table during art experiences. Have materials ready ahead of time to limit waiting.

Put It All Together



Putting It All Together: Essential Practices in Action

Ms. Yvonne is a family child care teacher and enjoys doing arts and crafts with the children. Knowing Nick, 12 months, puts many objects in his mouth, she feels that today's art experience may not be appropriate for him. She knows he likes playing with different sizes and types of bowls and lids and using objects to put into and take out of them. She gathers these materials together and plans to offer them to him when the other children are offered art.

Ms. Yvonne notes that Gigi, 14 months, recently began using crayons and enjoys scribbling. Emmalyn, 27 months, enjoys drawing with crayons and markers too. Ms. Yvonne thinks the art experience today will be enjoyable and a learning opportunity for both of them. Gigi tends to scribble quickly and with big strokes. Due to her age, she isn't able to follow directions consistently such as drawing only on the paper. To protect the table surface and enable Gigi to use art materials within her abilities, Ms. Yvonne has made accommodations for her. She tapes a piece of paper inside of an old baking sheet. This way Gigi's scribbling marks the paper and the pan and not the table. The pan also keeps the crayons from rolling away.

Ms. Yvonne place the crayons, paper and Gigi's art pan on the table and lets the children know that the art materials are out if they want to draw. Gigi and Emmalyn sit down at the table and begin scribbling and drawing. Nick, who never misses the actions of the older children, joins them at the art table. "Nick, look what I have for you," says Ms. Yvonne sitting the selection of bowls and accessories on the floor near her so he has plenty of room to play. Nick smiles and sits on the floor setting different lids on different bowls, filling bowls with items and dumping them into other bowls.

Gigi scribbles hurriedly, her crayon hitting the edge of the pan. Because the paper edges are taped completely around the border, the paper doesn't rip when Gigi moves her crayon back and forth. She smiles and laughs as she is scribbling, occasionally looking at Ms. Yvonne. Ms. Yvonne responds, "Look at all of the orange lines. Oh, there is a wavy line," she says pointing to the wavy line. Gigi chooses a brown crayon and scribbles some more.



Motor Development:

The child will coordinate the use of his or her hands, fingers and sight in order to manipulate objects in the environment.



Cognitive Development:

The child will understand how things move and fit in space.



Emotional Development:

The child will recognize his or her ability to do things.



Age Group: Mobile Infant

Why Won't They...Keep Materials Where They Belong?

Watch



Ms. Leeza cares for Manuel, 14 months, in her family child care program. This morning Manuel is interested in the play food from the dramatic play area. He picks up a piece of “food,” walks it to the couch and lays it down. He repeats this process several more times making a pile of “food.” Ms. Leeza notices the pile and says, “Manuel, the food doesn’t go on the couch, it goes in the kitchen.” She scoops the “food” up and returns it to the play kitchen. Manuel fusses when it is put away. “You can play with them. You just need to keep them here,” she says referring to the dramatic play area. “Why don’t you play with the pegboard?” asks Ms. Leeza setting out the pegboard on the table.

Manuel stands at the table and removes a few pegs from the pegboard. He notices a shape sorter sitting on the table next to him and begins to drop pegs through the holes of the shape sorter. Ms. Leeza sits down next to him and says, “Pegs don’t go in the shape sorter, they go in the pegboard.” She removes the pegs from the sorter, replaces them in the pegboard and remarks, “See, they go here.” Ms. Leeza puts the shape sorter back on the shelf. Manuel gets the shape sorter and shakes it, trying to get the shapes out. Unable to open it, he drops it to the floor and walks away.

“ Supporting my curiosity supports my learning. ”



Watch



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more about...curiosity

Young children are naturally curious. They learn best when allowed freedom to safely act on their curiosity. Exploring and experimenting with a variety of objects in different ways and settings is one way to feed a child’s curiosity. Children need the opportunity to make discoveries on their own, to see what works and how things work. Following their own curiosity informs children’s thinking and shapes their learning and future development – even as adults. Advancements in science, technology, medicine, and education are dependent on persons following their curiosity and experimenting with materials in new and different ways. Encouraging curiosity is encouraging learning and discovery.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- Why doesn't Manuel play pretend with the toy food?
- What does Manuel find interesting about moving materials around?

Give It a Try

- ★ Recognize that mobile infants have not yet developed the ability to participate in pretend play.
- ★ Appreciate that young children learn as they move. They enjoy and learn from exploring their environment, using their bodies to move about and manipulate materials.
- ★ Keep in mind that children learn and find pleasure from experiences they create.

Keep Watching

Ask Yourself

- What are the benefits of allowing children to mix different play materials and take them to different settings?
- How can I support Manuel in exploring materials?

Give It a Try

- ▮ Recognize that materials have multiple uses and each experience the child creates with the materials is important to support learning.
- ★ Keep in mind that children are using problem solving skills and learning about cause and effect, spatial relations, grouping and categorizing, and imitation when playing with different materials in a variety of ways and settings.
- ★ Be aware that children may spend more time focusing on things they find interesting, which in turn may increase their ability to attend to and persist in a task.
- ▮ Offer a variety of materials that can be used in play and learning opportunities.
- ▲ Encourage children's interests, discoveries and creativity.
- ▲ Join in children's play. Talk about their ideas and ask questions.

Put It All Together



Putting It All Together: Essential Practices in Action

Ms. Leeza cares for Manuel, 14 months, in her family child care program. This morning Manuel is interested in the play food from the dramatic play area. He picks up a piece of "food," walks it to the couch and lays it down. Ms. Leeza observes Manuel repeat this process several more times making a pile of "food." She says, "Manuel, look at all of your groceries." Manuel makes two more trips for "food."

Ms. Leeza sits down on the couch, extends her hand to Manuel and asks, "May I have one?" He puts a "tomato" in her hand. "Thank you for the red tomato. May I have something else?" she asks as she lays the "tomato" in her lap. Manuel and Ms. Leeza continue this interaction. Once Manuel has given her all of the "food" from his pile she asks, "Do you want the brown potato?" He takes it when offered to him. The exchange of giving "food" back to Manuel continues until he has all of the food back.

Manuel starts the exchange process again until Ms. Leeza says, "Manuel, I have to feed Ellie. I'll get you a metal bowl and a shoebox if you want to put your food in one of them." She retrieves these items from the toy shelf and sits them on the floor by Manuel. He places "food" in the bowl one at a time.

Losing interest, he sees the pegboard and shape sorter on the table. He removes the pegs from the pegboard and drops them through the holes of the shape sorter. Ms. Leeza watches Manuel as she feeds Ellie. Manuel looks at Ms. Leeza and smiles. Returning his smile she says, "Where are the pegs?" Manuel looks into the holes of the shape sorter. He picks up the sorter and shows it to her. "I see the pegs in there." Once he has put all of the pegs in the shape sorter, he shakes it, occasionally looks into the holes and shakes it again. He inserts his fingers into the holes trying to reach the pegs. After several tries, he brings the shape sorter to Ms. Leeza who helps him open it.



Social Development:

The child will engage in give-and-take exchanges with an adult.



Cognitive Development:

The child will understand how things move and fit in space.



Cognitive Development:

The child will use the self, objects or others to attain a goal.



I Know I Should...Keep Toys, Activity Areas Open All Day

Watch



Ms. Cheyenne is a care teacher for children 3 months to 18 months. She believes an organized and uncluttered room helps the mobile infants find materials to play with and keeps the floor clear for them to move about safely. Now that a majority of the children are mobile, they move and play in all of the learning areas. She spends a great deal of time picking up and re-shelving many toys scattered throughout the room.

To reduce the amount of clutter, Ms. Cheyenne decides to slide two toy shelves together to block off the dramatic play area and turns shelves of manipulatives so the children don't have access to those materials. She plans to keep a few large bins of manipulatives out for the children to play with. She will make the dramatic play materials, as well as different manipulatives, accessible in the afternoon when she plans to close off the block and music areas.

When 17-month-old Manny arrives, he heads straight to the dramatic play area. He stops when he sees it is blocked off. He tries to fit through the space between the two shelves, and then tries to climb over it. "Manny, feet on the floor," calls Ms. Cheyenne, "We aren't playing in there this morning." Manny replies, "Baby." Ms. Cheyenne responds, "You can play with the baby doll later. Come play with the puzzle." Manny doesn't move and continues to try to squeeze through the joined shelves.

Lilly Rose, 14 months, sits down by the big bins of links, snap beads and vehicles. She tries to connect two links but can't. Next, she picks up the snap beads but can't snap them together. She dumps both bins and attempts to stand in them. She falls spilling the bin of vehicles.

Ms. Cheyenne realizes this new arrangement isn't working so far. The mobile infants aren't engaging in play with the accessible materials, there is still a mess, and some of the children, such as Manny, are frustrated.

“ Letting me choose and explore things when I am interested in them is how I learn best. ”



Watch



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*more about... opportunities
for learning*

Ongoing access to materials, equipment, and experiences that interest children significantly contributes to their ability to engage in complex play. Children follow their drive to explore materials and discover what they can make happen. They also combine materials to make new discoveries and extend their learning. If materials are often not accessible to children for long periods of time, the children's opportunities for learning are greatly diminished.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- Why do children need access to a variety of materials throughout the day?
- How can I manage to keep an organized and safe environment?

Give It a Try

- ★ Recognize that play experiences with a variety of materials support current and emerging developmental skills.
- ★ Understand that children learn best when they choose materials they are interested in. This may help them stay engaged in play longer too.
- ★ Keep in mind that making different materials available from different learning areas gives children opportunities to extend their learning.
- ★ Recognize that young children have an interest in dumping materials. It is a developmentally appropriate activity for mobile infants.
- ▮ Distribute materials throughout a well-arranged and equipped classroom to support children's exploration and discovery interests.
- ▮ Make a manageable number of materials accessible to children. Too many items can be overwhelming, can make play areas congested, and can interfere with play. Provide enough items to minimize conflict among children.
- ▮ Use small to medium size baskets and bins without lids for items with multiple pieces. Set individual toys directly on shelves without crowding them. Store like materials together.
- ★ Include children in the clean-up process. Consider each child's developing ability to participate in cleaning up. Have appropriate expectations and focus on the learning process, rather than the end result of organized toys and space.

Keep Watching

Ask Yourself

- How can I provide rich learning experiences?

Give It a Try

- ★ Keep in mind that children need respectful, responsive interactions with adults, contact with peers, and access to a variety of materials to support their learning and development.
- ▮ Offer a variety of interesting and developmentally appropriate toys for the varying skill levels of children. Materials and equipment should be challenging enough for children to practice emerging skills, but not too challenging.
- ▲ Allow play experiences to unfold naturally, providing uninterrupted time for meaningful play.
- ★ Recognize that children communicate through nonverbal behaviors. Care teachers need to read behavioral cues and respond accordingly.
- ★ Get to know each child's specific interests, likes and dislikes.

Put It All Together



Putting It All Together: Essential Practices in Action

Ms. Cheyenne is a care teacher for children 3 months to 18 months. She believes an organized and uncluttered room helps the mobile infants find materials to play with and she keeps the floor clear for them to move about safely. Now that a majority of the children are mobile, they move and play in all of the learning areas. She spends a great deal of time picking up and re-shelving many toys scattered throughout the room.

Knowing that children learn best by having access to a variety of materials that support a range of developmental skills, Ms. Cheyenne decides to let the children have access to all of the learning areas instead of restricting their access during the day. Even so, she is still faced with the issue of clutter throughout the room, which is also a safety hazard. She decides to reduce the amount of items in the toy bins and to place individual toys on the shelves, instead of storing several sets in a bin, to see if this change will make a difference.

When 17-month-old Manny arrives, he heads straight to the dramatic play area. He lays his favorite baby doll on the table and wraps her in a blanket. While looking for the doll's bottle, he tosses play food out of the bin. Before the change, Ms. Cheyenne would have removed half of the play food and put those items in storage to rotate into play for another day and there would have been a big mess to clean up. Now, there are just a few items on the floor. Ms. Cheyenne says, "Manny, you dropped some food." Ms. Cheyenne puts a couple of the play food items back and hands one to Manny saying, "Here Manny, let's put this food away. Then you can feed your baby." Manny puts the items in the bin. Ms. Cheyenne puts most of the items away, but Manny helps and is learning the process of cleaning up. With a small number of items, the clean-up task isn't overwhelming for Manny. He then sits in the child-size chair, holding and feeding his baby doll.

Lilly Rose, 14 months, pulls the bin of snap beads off of the shelf. Ms. Cheyenne has removed all of the snap beads but ten, so there is little mess. Ms. Cheyenne observes Lilly Rose attempting to snap them together without success. Knowing that pulling the beads apart is about the right amount of developmental challenge for Lilly Rose, Ms. Cheyenne joins her in play. She says, "Those are difficult to snap together. I'll snap them together and you can pull them apart." As Lilly Rose pulls a bead off while Ms. Cheyenne holds onto the other bead, she giggles. She hands the bead back to Ms. Cheyenne and says, "More." This exchange is repeated several times.

Lilly Rose loses interests in the game, drops the beads, and reaches for the stacking cup set on the nearby shelf. Several stacking cup sets used to be stored in a bin, which made a lot of clutter when dumped. Seeing Lilly Rose concentrating on exploring how the stacking cups fit into each other, Ms. Cheyenne avoids interrupting her and reshelves the snap beads. She knows that learning to clean up is an important skill, but there will be many opportunities for Lilly Rose to practice it. For now, Lilly Rose is busy learning.



Cognitive Development:

The child will be able to remain focused on a task or object and to persist in the face of obstacles.



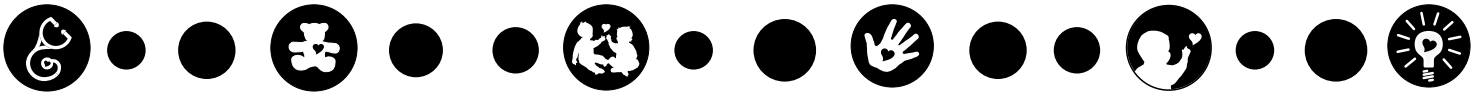
Motor Development:

The child will coordinate the use of his or her hands, fingers and sight in order to manipulate objects in the environment.



Cognitive Development:

The child will understand how things move and fit in space.



Age Group: Mobile Infant

I Know I Should...Go Outside More Often

Watch



Ms. Jessica and Ms. Melissa are care teachers in a mobile infant room. They know the children are supposed to play outside every day. But following the children's individual schedules makes getting children outside all at once a challenge. As a result, there are often several days between visits to the playground.

In the afternoon, the teachers discuss going outside since it seems that all the children will be awake and ready for play. Ms. Jessica opens the window to check to see if it is warm enough to go outside on this fall day. The breeze is very chilly and it is rather windy. Ms. Jessica and Ms. Melissa don't like to go out if it is too cold. It takes a lot of time to put the children's coats on and the teachers get cold watching the children play.

Instead of going outside, the teachers decide to play music so the children can dance for large muscle play.

“It's beneficial when you respect both my individual schedule and my need to play outside.”



Watch



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more about... outdoor play

Frequent opportunities for outdoor play enable children to learn about themselves, what they can do, what they want to do, and what they feel, see, hear and smell. Outdoor time also provides them with the opportunity to experience cause and effect relationships in nature, for example, by seeing and hearing wind blowing the leaves off of a tree or the sun warming their face. Children's experiences with nature in the outside environment give teachers many opportunities to build language skills and begins to lay the foundation for science concepts by helping children to group and categorize elements around them. It is important to remember that taking children on buggy rides should not be used to replace outside playtime and restricting children's movements outdoors by placing them in seats or other infant equipment does not provide the learning opportunities and experiences they need for healthy development.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- How can I meet children's individual needs and still find time to take them outside to play?

Give It a Try

- ◆ Review each child's typical daily routine schedule and note blocks of time when small groups of children have their routine needs met at the same time. Use these times to bring small groups of children outside.
- ◆ Go outside twice a day. The amount of time spent outside doesn't have to be the same for morning and afternoon outdoor play.
- ▲ Take children outside in small groups at separate times.

Keep Watching

Ask Yourself

- How does weather play a role in deciding about going outside?
- What are the benefits of outdoor play?
- What strategies help with providing outdoor play?

Give It a Try

- ▮ Consider it is best practice to take children outside unless there is active rain, snow or a public health advisory.
- ◆ Make sure to give children enough time outside for large motor play.
- ◆ Adjust how long to stay outside depending on weather conditions.
- ◆ Dress children and yourself appropriately for the weather.
- ★ Recognize that outdoor play provides an environment for children to explore and make discoveries that are different from those provided by an indoor environment.
- ▲ Join in play with the children during their time outside to extend and encourage their learning and exploration.
- ★ Be aware that exposure to outdoor environments supports children's physical health. Fresh air and sunlight are important to a child's overall health, even when a child is ill. Of course, always follow the doctor's advice.
- ▮ Provide material and equipment to support large muscle development.
- ◆ Organize coats and hats so children can be dressed quickly. Have all items ready to take outside before dressing the children.
- ◆ Get children ready to go outside one at a time or in very small groups. As children get dressed for the weather, offer a transition item such as a book.
- ◆ Arrange for an extra care teacher to assist with transitions.

Put It All Together



Putting It All Together: Essential Practices in Action

Ms. Jessica and Ms. Melissa work in the mobile infant room. To ensure the children get outdoor playtime twice a day, they focus on taking children out in small groups at different times if needed. The mobile infants are cared for based on their own needs and schedules so it can be challenging to get outside. The teachers understand that outdoor play is important to children's development. It also gives them a space to explore that is different and ever-changing. Also fresh air, even in the winter, helps to keep everyone healthy.

The teachers have informed parents that the children go outside every day and need appropriate clothing. The program has spare clothing that parents contributed when their children outgrew items. So if a child needs clothing, it is available. Some parents expressed concern that their child will catch a cold or that a child's existing cold will get worse. They requested their child not go out. The teachers created a parent handout using information from *Caring for Our Children-National Health and Safety Performance Standards* to share research that states the health benefits and weather conditions for outdoor play. They also talked with the parents on the developmental benefits of outdoor time. They reassured parents that they monitor the weather and the children's well-being while outside and return indoors early if necessary.

A few children have finished their morning routine care. There is approximately 45 minutes before some of the children will need to be fed again. Ms. Jessica opens the window to check the weather and realizes it is a windy and chilly fall day. The infants will need winter coats, hats and gloves. Ms. Jessica puts her coat and hat on then dresses a couple of the infants. Ms. Melissa lends a hand and dresses another. Ms. Melissa will take the remaining children outside in approximately 20 minutes after their routine needs are met. The teachers are careful to stay in ratio and to meet group size standards.

Outside, Eli, 9 months, crawls across the grass stopping at leaves blowing in front of him. He reaches out to them as they blow by. Gavin, 13 months, pushes a push-car down the sidewalk coming to an abrupt halt when the car hits the grassy edge. Ms. Jessica says, "The grass stopped you. Let me help you over the bump." She places the push-car on the grass and Gavin pushes the car, though with more effort due to the rough surface. But Gavin figures it out and drives around the yard. He picks up a twig of leaves and sets it on the car's seat for the remainder of his drive. Ms. Jessica talks to Eli, "Those leaves are swirling around you." Eli sits down and Ms. Jessica hands him a leaf. He tries to put it into his mouth, but Ms. Jessica gently stops him. She holds a leaf and says, "Eli, watch it fly away," as she lets go. Eli watches it fly away. He opens his hand and his leaf takes off in the wind.



Motor Development:

The child will coordinate the movements of his or her body in order to move and to interact with the environment.



Cognitive Development:

The child will be able to remain focused on a task or object and to persist in the face of obstacles.



Cognitive Development:

The child will make things happen and understand the causes of some events.



I Know I Should...Offer Creative Arts

Watch



Ms. Tamara and Ms. Corrine care for infants and toddlers in a multi-age classroom. Currently they are struggling to find ways to manage offering creative arts experiences. The toddlers tend to handle the art materials well. Of course, Ms. Tamara closely supervises and provides assistance if needed. The mobile infants, ages 12 months to 18 months, are more challenging during art activities.

At art time, Ms. Tamara helps the younger mobile infants into their feeding chairs with trays so they can't wander about with the materials. The older mobile infants sit at the child-size table. Ms. Tamara gives each child one green crayon in honor of St. Patrick's Day. The teachers are planning to cut shamrocks out of the children's green scribbling paper.

Leah, 15 months, happily starts making marks on her paper. Then her marks go off of the paper and onto the table. She rips her paper with her hurried scribbling. Hayden, 10 months, puts the crayon in his mouth. Charlie, 11 months, hasn't touched the crayon and slid his paper onto the floor. Kylie, 16 months, is peeling the paper off of her green crayon and dropping the bits of paper onto the floor.

Ms. Tamara turns her attention first to Hayden, "Crayons don't go in your mouth. They go on the paper like this," she says taking his hand and making marks on the paper. Hayden gets mad when she takes the crayon out of his mouth. Turning to Kylie she states, "Quit peeling the paper and draw." Ms. Tamara swaps the crayon for one that doesn't have a paper wrapper on it. Kylie yells, "My, my," reaching for the crayon Ms. Tamara removed. She sees Hayden with the crayon back in his mouth and Leah still making marks on the table. Charlie is trying to get out of his feeding chair, his crayon untouched.

Ms. Tamara notices Ms. Corrine is busy changing a diaper and can't help. Ms. Tamara sighs and says, "All done, we are all done," as she hastily picks up the crayons and papers. She realizes that these "drawings" won't be very pretty shamrocks, and that Hayden and Charlie won't have anything to hang up.

“Creating experiences for me that are both appropriate and interesting takes thoughtful planning.”



Watch



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more about... creative arts

Creative arts for young children are about exploring and manipulating art materials, rather than about creating pieces of art. Allowing children to make discoveries with appropriate art materials provides them with more opportunities to learn from the experience than when the art activity is predesigned and scripted. Just as we offer them opportunities to play with puzzles, books and blocks throughout the day, children can benefit from repeated opportunities to engage in art experiences. Consider that the use of art materials requires sufficient eye-hand coordination and self-control. Very young children who are only beginning to develop self-control may put materials into their mouths. Art may not be appropriate for them. Frequent observation of children using materials helps to determine their abilities and the types of art materials they can safely handle. Examples of appropriate art materials include non-toxic crayons, non-toxic finger paint, large non-toxic chalk, chalkboard, and a variety of paper. For older toddlers, try offering water color markers, a variety of painting tools, easy to use blunt scissors, and play dough with simple tools.

Give It a Try Key

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★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- What are appropriate ages for children to engage in art?
- What are guidelines for infant and toddler art experiences?

Give It a Try

- ▮ Keep in mind potential safety hazards when choosing art materials. Safety always takes priority. Follow safety warnings, age recommendations, and directions on art materials.
- ★ Recognize that young children learn about objects by exploring them with their mouths, which is not suitable with art materials.
- ★ Determine if art experiences are of interest to each child and appropriate for their age and abilities.
- ★ Acknowledge that art is about the process of exploring materials, what children learn, and how it supports their development. It is not about the finished products.
- ▮ Remember that art is not the use of coloring sheets, pre-printed pictures or papers that are cut out to resemble an item that the children are to draw/paint on.
- ▲ Offer daily art experiences and let children come and go as they desire. Do not require children to participate.

Keep Watching

Ask Yourself

- What are appropriate expectations concerning a mobile infant's ability to participate in art?

Give It a Try

- ★ Remember that mobile infants manipulate objects to learn about them. This includes art materials.
- ▮ Be aware that if materials pose a potential hazard or materials are being damaged during a mobile infant's exploration, the art experience is not suitable.
- ★ Recognize that mobile infants have not developed the ability to manage their behavior and impulse control. These skills develop with age and teacher guidance.

Watch Some More

Ask Yourself

- What are strategies for offering appropriate art experiences for mobile infants?

Give It a Try

- ★ Decide if the experiences should be done individually or in a small group of 2-3 children.
- ★ Offer art to a mixed age group of mobile infants and toddlers so your attention can be focused on children who need more assistance, such as the mobile infants.
- ▮ Ready the environment. Tape blank paper to the table before children begin their work.
- ▮ Provide a variety of age appropriate materials. Give children 2-3 different colors of crayons to choose from. Being able to make choices expands children's learning and allows for creativity.
- ▮ Adapt materials to support a child's ability. Provide Leah with a large piece of paper to capture her crayon markings.
- ▲ Respect a child's art. Children are proud of what they do. Do not cut or manipulate what they produce to create something else. The child's art is the finished product.

Put It All Together



Putting It All Together: Essential Practices in Action

Ms. Tamara and Ms. Corrine care for infants and toddlers in a multi-age classroom. They provide daily art opportunities for toddlers and some of the mobile infants who can manage to use the materials safely. Older toddlers have access to crayons and a variety of paper throughout the day.

The teachers, understanding child development and concerns over health and safety, have decided not to offer art opportunities to Hayden, 10 months, and Charlie, 12 months. Last week, Ms. Corrine offered Charlie a crayon to see if he was interested in exploring what he could do with it, but he immediately put it into his mouth. Hayden and Charlie have access to a variety of rattles and other manipulatives to support their small muscle development. These items also expose them to a variety of textures for sensory experiences. Such materials offer the benefits of art experiences but are safer for young children.

Earlier, Ms. Tamara taped drawing paper to the bottoms of used baking sheets the families donated. This way, the children are scribbling marks on the paper and onto the pan and not the table. It provides a boundary so children are free to enjoy the experience without having to be reminded not to draw on the table. In addition, the surfaces are protected and the pan also keeps the crayons from rolling away. Before Ms. Tamara used cookie sheets as drawing surfaces, she used the inside of the lids to gift boxes.

Ms. Tamara glances around the room and sees Kylie, 16 months, intently engaged in experimenting with two sets of stacking cups. She doesn't want to disturb her and will offer her art later. Leah, seeing the art materials, approaches the table. Ms. Tamara says to her, "Would you like to draw with crayons?" Leah reaches for the drawing pan. "Do you want to sit down?" asks Ms. Tamara, scooting out the child-size chair. Leah pushes the chair in toward the table and says, "No." Ms. Tamara offers a small container of crayons that are in good shape and asks, "What color crayons do you want?" Leah looks in the container, pulls out a crayon, and then reaches in for two more. Ms. Tamara says, "Choose one more, then I'll put the crayons away." Leah grabs two, which Ms. Tamara considers appropriate. There are plenty of crayons and Leah is too young to understand the concept of "one" and to follow this type of rule. That understanding will develop over time.

Leah scribbles hurriedly, her crayon hitting the edge of the pan. Because the paper edges are taped completely around the border to the pan, the paper doesn't rip when she moves her crayon back and forth. Leah stops, smiles and looks at Ms. Tamara. Ms. Tamara, reading Leah's cues, smiles and replies, "You made many black marks," pointing to the markings. Leah smiles back and scribbles more black marks.

Kylie joins Leah. Ms. Tamara had her choose crayons and a drawing pan. Kylie begins to pick at the crayon's wrapper. Ms. Tamara had forgotten that Kylie is persistent with this. Ms. Tamara has some crayons without the wrapper that Kylie likes. After swapping crayons with Ms. Tamara, Kylie makes red markings on her paper.



Cognitive Development:

The child will be able to remain focused on a task or object and to persist in the face of obstacles.



Language & Communication Development:

The child will comprehend the message of another's communications.



Language & Communication Development:

The child will demonstrate interest in writing and will develop the fine motor abilities required to hold a writing tool and make marks on a surface.



Age Group: Mobile Infant

I Know I Should...Implement Primary Caregiving

Watch



Ms. Whitney and Ms. Diana are care teachers for a group of mobile infants ages 12 to 24 months. The teachers love caring for the children and enjoy their roles as care teachers. Their days are filled with ensuring that all of the children's routine care needs are met, providing play experiences, and fulfilling their other duties. Some days they are so busy it feels like they have little quality time to spend with each child.

The teachers know it is best practice to implement primary caregiving, in which each teacher primarily cares for the same small group of children every day. But they are concerned that the children will get too attached to them and that they will get too attached to the children. So whenever a child needs to be fed, diapered or transitioned to nap, the teacher who is available at that time cares for the child.

Miranda, 13 months, is getting tired. She crawls to Ms. Diana who is changing Derrick's diaper. Miranda pulls to a stand holding onto Ms. Diana's leg. Ms. Diana says, "Hi, Miranda. Did you come to see me? I'm changing Derrick's diaper." Miranda rubs her face against Ms. Diana's leg. "Are you getting tired?" asks Ms. Diana. She asks Ms. Whitney if she can put Miranda down for a nap. "I'll try, but she goes to sleep more easily with you," responds Ms. Whitney. Ms. Whitney holds Miranda like Ms. Diana does and sings the same song, but Miranda fusses and can't get comfortable in Ms. Whitney's arms.

Ms. Diana, finished with changing Derrick's diaper, hears Hazel, 11 months, crying. She checks Hazel's daily record sheet and realizes Hazel is probably hungry so she prepares Hazel's cereal. Repeatedly Hazel takes a bite, but spits it back out. Ms. Diana says, "Ms. Whitney, Hazel must not be hungry. She keeps spitting out her cereal." Ms. Whitney replies, "The cereal is probably too thin. She likes it thicker lately." Ms. Diana remakes the cereal and Hazel eagerly eats. Ms. Whitney continues to try helping Miranda fall asleep.

“ A secure attachment means I have someone special to care for me. ”



Watch



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more about...primary care teachers

A primary care teacher is an early childhood professional with the education, training, and experience to support the learning, development, and nurturance of children birth to 36 months of age. The primary care teacher has the principal responsibility for providing and coordinating the care (including safety, health, development, learning and emotional well-being) of specific or assigned infants and toddlers and for building a partnership with the children's families. Primary caregiving is not exclusive caregiving and works best when infant care teachers support each other as a team.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

▮ = Environment & Materials

◆ = Caregiving Routine

Take Another Look

Ask Yourself

- Why is a young child's attachment to a primary care teacher so important?

Give It a Try

- ★ Consider that building and maintaining a secure and respectful relationship lays the foundation for future learning. Young children are best able to build secure relationships when cared for by a few, consistent care providers.
- ★ Recognize that a secure attachment with a care teacher encourages a child to explore, to discover, and to learn, and supports that child's developing identity.
- ★ Acknowledge that a secure attachment to a primary care teacher is critical to the emotional development of children.

Keep Watching

Ask Yourself

- What are the benefits of primary caregiving?
- What does primary care teaching involve?

Give It a Try

- ★ Understand that young children prefer and need to be cared for in a consistent way by a person they trust. The personal familiarity helps the child feel comfortable and confident in the care.
- ◆ Realize that primary care teachers enjoy a special connection with their primary care group. For example, Ms. Whitney not only knows how Hazel prefers her cereal, she enjoys interacting with her during mealtime.
- ◆ Recognize that primary caregiving is caring for the whole child, not completing specific tasks for many children.
- ◆ Consider that learning each child's individual needs, temperament, likes/dislikes and development is simpler in primary caregiving with a small group. For example, Miranda would consistently be helped to sleep by Ms. Diana who understands her nap time needs and who is able to comfort her.
- ◆ Identify the children to be cared for in small groups by designated, consistent teachers. Primary care teachers build secure relationships with specific children, provide mainly routine care for those children, support the children's development and learning, and create partnerships with each child's family.
- ◆ Acknowledge that primary caregiving is not exclusive. It is not about caring for "just your children." It works best when teachers support each other as a team.
- ◆ Use caregiving routines to get to know the infants as individuals. Routine care is a great opportunity to support development and to build and strengthen your relationship.
- ◆ Communicate with co-teachers, verbally and by documentation, throughout the day. Take time to update co-teachers and break staff on changes in a child's typical schedule/routine.
- ▲ Ask for assistance when needed. Offer help to other co-teachers when you see it is needed.

Put It All Together



Putting It All Together: Essential Practices in Action

Ms. Whitney and Ms. Diana are care teachers for a group of mobile infants ages 12 to 24 months. The teachers love caring for the children and enjoy their roles as care teachers. Their days are filled with ensuring that all of the children's routine care needs are met, providing play experiences, and fulfilling their other duties of program planning and cleaning their room.

Some days the teachers are extraordinarily busy, but because they use primary caregiving, they still feel able to spend quality time with each child in their primary group. Before they practiced primary caregiving they spent a lot of time organizing and managing care for the whole group. They both always seemed to be trying to keep up with all of the children's needs.

Miranda, 13 months, is getting tired. She crawls to Ms. Diana who is changing Derrick's diaper. Miranda pulls to a stand holding onto Ms. Diana's leg. Ms. Diana says, "Hi, Miranda. Did you come to see me? I'm changing Derrick's diaper." Miranda rubs her face against Ms. Diana's leg. "Are you getting tired? I will help you get ready for nap as soon as I care for Derrick," says Ms. Diana.

Ms. Diana talks with Derrick while finishing his diaper change and also talks with Miranda who is still by her side. Ms. Diana calls to Ms. Whitney, "Would you please help Miranda? I'm afraid she is going fall when I move. I need to wash Derrick's hands and clean the diapering table and then I'll help her get ready for nap." Ms. Diana says to Miranda, "Ms. Whitney is going to hold you until I wash my hands. Then I'll be right over to get you." Ms. Whitney lets Miranda know she is going to pick her up so as not to startle her. Ms. Whitney then says to Miranda, "Let's see what Hazel is playing with until Ms. Diana is ready."

Miranda, sitting on Ms. Whitney's lap, doesn't engage in play because she is tired, but she is watching Hazel, 11 months, play. After getting Derrick settled into play, Ms. Diana picks up Miranda and says, "Now, how about a nap?" Ms. Diana positions her in a way Miranda likes and very soon Miranda is drifting off. Ms. Diana lays her in her crib.

As mealtime approaches, Ms. Whitney realizes it is about the time when Hazel starts getting hungry. She prepares the cereal, making it thicker, which Hazel now prefers. Hazel crawls to Ms. Whitney, who is preparing Hazel's food, and happily babbles. "Are you telling me you are hungry? Well, your lunch is ready," responds Ms. Whitney. Hands are washed and Hazel is fed.



Language & Communication Development:

The child will convey a message or transfer information to another person.



Emotional Development:

The child will form relationships with consistent caregivers.



Emotional Development:

The child will form relationships with consistent caregivers.



Age Group: Mobile Infant

I Know I Should...Individualize Routines

Watch



Ms. Colette cares for a group of children that range in age from 12 to 24 months. She would like all of the children to be on the same nap schedule. She is aware that in this age range children usually start transitioning to one long afternoon nap. Also, if the children all nap at the same time, she can take her break while they nap and have some time for program planning. The older children in her group have naturally transitioned to one afternoon nap. Some of the younger children, those between 12 and 18 months, are still taking two naps.

At ten thirty in the morning Ms. Colette notices Lev, 14 months, lying down on the mattress in the cozy area playing with a plush toy cat. She hopes he won't fall asleep. While Ms. Colette changes Reece's diaper, she notices Lev starting to drift off to sleep. In a pleasant voice she calls to Lev, "Lev, wake up. It's not nap time." Lev opens his eyes. Catching his eye, Ms. Colette continues, "Hi, there. I'll be right there as soon as I care for Reece."

After washing her hands, Ms. Colette picks up Lev who is still drowsy. "Let's play with the musical instruments until lunch is ready," she says while carrying him to the bin of instruments. Other children, seeing her with the instruments, join in making music. However, Lev rubs his eyes and bats away the instrument Ms. Colette tries to hand him. Even with all of the music happening around him, Lev starts to nod off to sleep.

Ms. Colette sets Lev in her lap and chants a rhyme along with the children's music thinking that may awaken Lev. He arouses briefly, but cuddles into her arms. Ms. Colette finally decides to lay him in his crib for a nap. She knows he'll sleep through lunch, which she will set aside for him, and that he will not be tired when most of the other children nap.

“ My body tells me when it is time to sleep and eat. Your respectful care meets my needs. ”



Watch



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more about...nap time schedules

Young children rapidly develop physically, emotionally and socially. They need to re-charge their bodies and minds to grow, explore, make discoveries, tackle new challenges and be ready for interactions with peers and adults. Naps provide a critical time for them to do just that. Each infant and toddler is a unique individual with his own needs for rest, including how long and when. This includes times for rest in child care programs. While older mobile infants may naturally nap at the same time, nap times should be based on each child's needs and not on the clock. Encouraging group nap time based on the time of day is not in the best interest of the child. Remember, it is important to partner with families around any nap time issues.

Give It a Try Key

▲ = Teacher Interaction

★ = Child Development & Interest

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Take Another Look

Ask Yourself

- How can I meet the napping needs of individual children?
- What should be considered when planning teacher break times and program planning time?

Give It a Try

- ★ Understand that mobile infants and toddlers differ from one another in the amount of sleep they need and when they need it.
- ◆ Accommodate personal schedules by helping Lev transition to nap as soon as he shows signs of tiredness.
- ◆ Respect the schedules families have for their child and frequently communicate with them about routine care practices and schedules.
- ◆ Acknowledge that program planning is an important part of a care teacher's responsibilities. There should be a scheduled time for planning separate from the teacher's scheduled break.
- ◆ Consider the needs of each teacher, and the teacher's primary care group's needs. When possible, the primary care teacher should be available to conduct a majority of the child's routine care.
- ◆ Schedule a consistent staff member to replace the primary care teacher during breaks and program planning. Children benefit greatly from receiving respectful care from a consistent, limited number of care teachers.

Keep Watching

Ask Yourself

- What should I do when a child's schedule is different from the schedule of most of the children in the group?

Give It a Try

- ◆ Allow children to follow their own individual schedules. Organize care to accommodate the children's individual schedules.
- ▲ Practice responsive, respectful and reciprocal care teaching. Avoid attempting to continually engage Lev in play when he shows signs of disinterest or sleepiness.
- ★ Consider a child's individual needs, temperament, personal schedule, likes and dislikes and how you can provide responsive care to the child.
- ▲ Read children's cues and listen to what their behavior is saying to you.

Watch Some More

Ask Yourself

- How do individualized routines benefit young children?

Give It a Try

- ◆ Recognize that routine care is a young child's curriculum. It has an impact on a child's learning, skill development and attachment to care teachers.
- ◆ Use caregiving routines to get to know the child as an individual. This approach to care provides children with a sense of security, which is the foundation for learning and emotional well-being.
- ★ Provide individualized care to show the child he is an important person with individual needs who deserves to be cared for as an individual.

Put It All Together



Putting It All Together: Essential Practices in Action

Ms. Colette cares for a group of children that range in age from 12 to 24 months. She has noticed that the older children have naturally transitioned to approximately the same mealtime and nap schedule. Some of the younger children, those between 12 and 18 months, have varied mealtime and nap schedules based on their needs. Of course, there are days when a child's individual schedule, including that of an older child, may change. He might be hungry or sleepy earlier or later than usual and Ms. Colette makes sure to adapt to the change. She also has built a relationship with each family and encourages them to communicate with her concerning any issues relating to their child. For instance, she likes to know if a child had difficulty sleeping during the night or didn't eat as much for breakfast as usual so she can anticipate what the child may need that particular day.

At ten thirty in the morning Ms. Colette notices Lev, 14 months, lying down on the mattress in the cozy area playing with a plush toy cat. He usually starts getting sleepy around this time. Lev is showing cues of being ready for nap. He typically sits up when playing and lies down to play when he is getting tired. He is also rubbing his eyes. Sitting down next to Lev, Ms. Colette rubs his back saying pleasantly, "I see you are playing with the white cat. Is it saying, "Meow, meow?" Lev smiles. She continues, "It looks like you are getting sleepy. I saw you give a yawn. Let's get ready for nap."

Ms. Colette extends her hands as a gesture to pick him up and Lev reaches for her. Lev likes to be held and favors having Ms. Colette sway while standing as opposed to being rocked. After a few sways, Lev becomes very relaxed. Ms. Colette knows this is a sign to transition him to his crib. She gently removes the plush toy cat from his grasp, places it on a nearby shelf, and lays Lev on his back in his crib. She strokes his head, which Lev likes, and he drifts to sleep.

Lev sleeps through lunch while Ms. Colette shares mealtime with the other children in her primary care group. Ms. Renee comes into the room at twelve thirty. She cares for Ms. Colette's primary group every day when Ms. Colette takes her break at twelve forty-five. Ms. Renee is routinely there to greet Lev when he awakes. She prepares his lunch and takes care of him until Ms. Colette returns. Ms. Renee also fills in for Ms. Colette during her weekly program planning time.



Emotional Development:

The child will manage his or her internal states and feelings, as well as stimulation from the outside world.



Language & Communication Development:

The child will comprehend the message of another's communications.



Emotional Development:

The child will form relationships with consistent caregivers.