Ohio's Infant & Toddler
Field Guide

Strengthening Professional Practices of Infant & Toddler Care Teachers

A Companion to the Infant & Toddler Guidelines
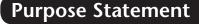
Infant: Birth to 8 Months

" Care for me in ways that I find soothing. "

Mobile Infant: 6 to 18 Months

" I am driven to move, it's how I learn and develop. Give me time, materials and safe space and watch me grow. "

Toddler: 16 to 36 Months

" When you play with me, I learn new words and ideas. It's fun for both of us! "

Infant & Toddler Field Guide Table of Contents

Purpose Statement

Why a Field Guide for Infant & Toddler Care Teachers?

The Field Guide was created for the special individuals who spend their days nurturing and supporting the hearts, minds and bodies of our youngest citizens. It is designed for you, the infant and toddler care teacher! Your work is emotionally and physically challenging yet it is also exhilarating and rewarding.

The hope is that the Field Guide will deepen your understanding of infant and toddler development, provide you with ideas to strengthen your care teaching practices and encourage you to seek out and try new approaches. The research is clear – early experiences last a lifetime – and you, the care teacher, influence the long-term impact of these experiences. In other words, the everyday experiences young children have while in your care contribute to who they will become.

Access Materials Online:
www.occrra.org

What is the Field Guide?

Our desire was to develop a resource that infant and toddler care teachers could use to address real-life challenges by suggesting care teaching practices for them to try. The Field Guide does just that.

The Field Guide presents vignettes that capture a moment in time in an infant, mobile infant and toddler program based on real-life child care 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 essential care teaching practices. These practices are then woven into a final Putting It All Together vignette depicting a more developmentally appropriate child-teacher encounter.

The Field Guide is not an answer book with quick fixes to common child care challenges. Instead, it provides a framework to help examine issues that you may find challenging and it explores possible solutions through reflective questioning and practices. This approach of reflective practice promotes using observation, questioning and planning as tools that teachers use to inform their interactions and responses to young children.

Remember, there is no one single, "right" way to care for an infant, and there is no one "right" answer to many questions asked by infant and toddler teachers. When asked how to handle common child care challenges, many experts will initially respond by saying, "It depends." We agree and the Field Guide will help guide you in making decisions regarding your professional practices.

Why a Companion Document to Ohio's Infant & Toddler Guidelines?

Ohio's Infant & Toddler Guidelines provide definitions and examples of infant and toddler development in six developmental domains from birth to 36 months. Understanding the stages of development throughout the six domains is important to providing responsive, respectful and reciprocal care, creating an appropriate environment, and having realistic expectations. It is a necessary foundation for observation, assessment, planning and intentional care teaching.

The Infant & Toddler Guidelines, along with the Field Guide, assists teachers in making the connection between children's development and professional practice.

The Path to Creating the Field Guide

In February of 2010, professionals came together from two states, South Carolina and Ohio, along with Peter Mangione (WestEd) and Kay Albrecht (Innovations in Early Childhood Education, Inc.), to begin a collaboration to create a field guide for care teachers that would offer strategies and possible solutions to everyday type situations that occur in infant and toddler programs.

The Field Guide was widely reviewed during various stages of development by representatives in both states and at several national conferences. South Carolina and Ohio also held focus groups during the development phase to collect feedback which was overwhelmingly positive. The focus groups' suggestions for strengthening the Field Guide helped make the document the wonderful resource it is today. This document represents a shared vision with a common goal: to create a tool that is relevant, realistic and empowering for care teachers in the diverse settings where they care for infants and toddlers. As with the Infant & Toddler Guidelines, the Field Guide is influenced by the philosophy of WestEd's Program for Infant/Toddler Care (PITC).

Guiding Principles
The professional practices identified in the Field Guide must...

- Promote research-based best practices

- Respect the individual differences of children and their families

- Be sensitive to cultural and linguistic differences

- Be inclusive of children with disabilities and other special needs

- Endorse care teaching practices that are both ethical and professional

- Reflect everyday experiences of care teachers

- Be rooted in the philosophical belief that children's optimal development is nested in relationships that are respectful and responsive

- Include all domains comprehensive of development that are best supported during individualized routines and in play

Use of the Field Guide

There is no "right" way to use the Field Guide; the best approach is the one that works for you. Though to get the most out of the Field Guide, it is important to understand the vignette layout and its step by step process as shown in the diagrams on pages Intro 4-7.

The diagrams will guide you through each vignette's three primary sections:

- **Watch**
- **Ask Yourself/Give It a Try**
- **Putting It All Together**

Please note, any similarities in the names of teachers, children or families portrayed in the vignettes are coincidental. They are fictional and are for illustrative purposes only.

Field Guide Vignettes

On pages Intro 14-15 are lists of common child care situations, or topics, covered in the Field Guide. Each topic is presented as a vignette, a moment in time in an infant and toddler program. The vignette titles capture what care teachers may "say" or "ask" about specific topics. It is important that you read all sections of the vignette in order to understand how the vignette topic plays out in the scenario and to see how the recommended professional practices are implemented.

The vignettes are divided into three age groups:

- **Infant (Birth to 8 months)**
- **Mobile Infant (6 to 18 months)**
- **Toddler (16 to 36 months)**

Notice that the age ranges overlap to reflect the impact of individual differences on the rate of development.

Some Vignette Topics Are Not Available for Certain Age Groups

While several of the 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 with Infants & Toddlers (TV/DVD/Video/Computer)
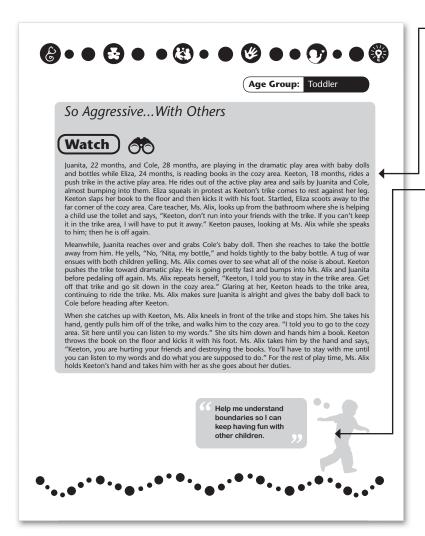
Hands-on opportunities in appropriate and interesting indoor and outdoor environments require children to use their sense of smell, touch, sight, hearing, and sometimes taste. These opportunities also involve the use of motor, cognitive, and emotional skills and often language and social skills, which 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.

For children's experiences to be developmentally appropriate, what must be taken into account is: knowledge of how children develop and learn; knowledge of the strengths, needs and interests of children; and knowledge of the social and cultural context in which children live and grow. Use of media does not meet these criteria and does not support children's learning through exploration.

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 ....

Age Group: Toddler

So Aggressive...With Others

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.

> " Help me understand boundaries so I can keep having fun with other children. "
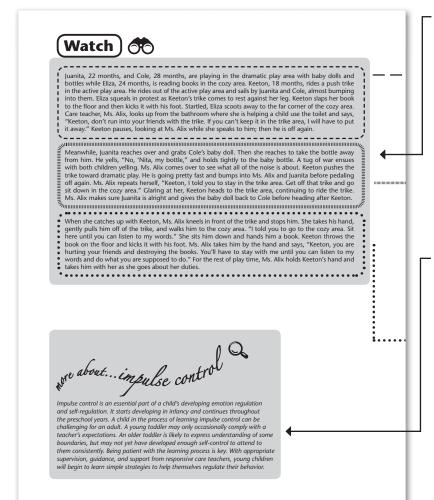
Watch

"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 Babes." 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.
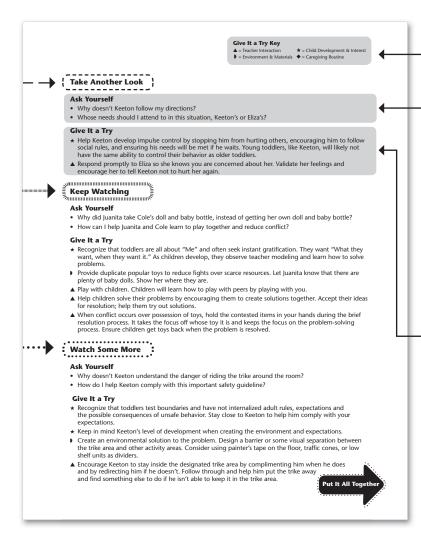
What You'll Find on Page 2 of Each Vignette

> ### 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.
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> ### *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
▲ = Teacher Interaction ★ = Child Development & Interest
◗ = Environment & Materials ◆ = Caregiving Routine

Take Another Look

Ask Yourself
- Why doesn't Keeton follow my directions?
- Whose needs should I attend to in this situation, Keeton's or Eliza's?

Give It a Try
- ★ Help Keeton develop impulse control by stopping him from hurting others, encouraging him to follow social rules, and ensuring his needs will be met if he waits. Young toddlers, like Keeton, will likely not have the same ability to control their behavior as older toddlers.
- ▲ Respond promptly to Eliza so she knows you are concerned about her. Validate her feelings and encourage her to tell Keeton not to hurt her again.

Keep Watching

Ask Yourself
- Why did Juanita take Cole's doll and baby bottle, instead of getting her own doll and baby bottle?
- How can I help Juanita and Cole learn to play together and reduce conflict?

Give It a Try
- ★ Recognize that toddlers 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.
- ◗ Provide duplicate popular toys to reduce fights over scarce resources. Let Juanita know that there are plenty of baby dolls. Show her where they are.
- ▲ Play with children. Children will learn how to play with peers by playing with you.
- ▲ Help children solve their problems by encouraging them to create solutions together. Accept their ideas for resolution; help them try out solutions.
- ▲ When conflict occurs over possession of toys, hold the contested items in your hands during the brief resolution process. It takes the focus off whose toy it is and keeps the focus on the problem-solving process. Ensure children get toys back when the problem is resolved.

Watch Some More

Ask Yourself
- Why doesn't Keeton understand the danger of riding the trike around the room?
- How do I help Keeton comply with this important safety guideline?

Give It a Try
- ★ Recognize that toddlers test boundaries and have not internalized adult rules, expectations and the possible consequences of unsafe behavior. Stay close to Keeton to help him comply with your expectations.
- ★ Keep in mind Keeton's level of development when creating the environment and expectations.
- ◗ Create an environmental solution to the problem. Design a barrier or some visual separation between the trike area and other activity areas. Consider using painter's tape on the floor, traffic cones, or low shelf units as dividers.
- ▲ Encourage Keeton to stay inside the designated trike area by complimenting him when he does and by redirecting him if he doesn't. Follow through and help him put the trike away and find something else to do if he isn't able to keep it in the trike area.

Put It All Together

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.
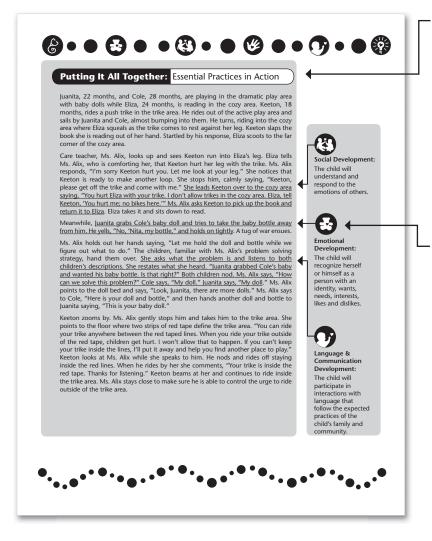
Give It a Try

"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.

What You'll Find on Page 4 of Each Vignette

Putting It All Together: Essential Practices in Action

Juanita, 22 months, and Cole, 28 months, are playing in the dramatic play area with baby dolls while Eliza, 24 months, is reading in the cozy area. Keeton, 18 months, rides a push trike in the trike area. He rides out of the active play area and sails by Juanita and Cole, almost bumping into them. He turns, riding into the cozy area where Eliza squeals as the trike comes to rest against her leg. Keeton slaps the book she is reading out of her hand. Startled by his response, Eliza scoots to the far corner of the cozy area.

Care teacher, Ms. Alix, looks up and sees Keeton run into Eliza's leg. Eliza tells Ms. Alix, who is comforting her, that Keeton hurt her leg with the trike. Ms. Alix responds, "I'm sorry Keeton hurt you. Let me look at your leg." She notices that Keeton is ready to make another loop. She stops him, calmly saying, "Keeton, please get off the trike and come with me." She leads Keeton over to the cozy area saying, "You hurt Eliza with your trike. I don't allow trikes in the cozy area. Eliza, tell Keeton, 'You hurt me; no bikes here.'" Ms. Alix asks Keeton to pick up the book and return it to Eliza. Eliza takes it and sits down to read.

Meanwhile, Juanita grabs Cole's baby doll and tries to take the baby bottle away from him. He yells, "No, 'Nita, my bottle," and holds on tightly. A tug of war ensues.

Ms. Alix holds out her hands saying, "Let me hold the doll and bottle while we figure out what to do." The children, familiar with Ms. Alix's problem solving strategy, hand them over. She asks what the problem is and listens to both children's descriptions. She restates what she heard. "Juanita grabbed Cole's baby and wanted his baby bottle. Is that right?" Both children nod. Ms. Alix says, "How can we solve this problem?" Cole says, "My doll." Juanita says, "My doll." Ms. Alix points to the doll bed and says, "Look, Juanita, there are more dolls." Ms. Alix says to Cole, "Here is your doll and bottle," and then hands another doll and bottle to Juanita saying, "This is your baby doll."

Keeton zooms by. Ms. Alix gently stops him and takes him to the trike area. She points to the floor where two strips of red tape define the trike area. "You can ride your trike anywhere between the red taped lines. When you ride your trike outside of the red tape, children get hurt. I won't allow that to happen. If you can't keep your trike inside the lines, I'll put it away and help you find another place to play." Keeton looks at Ms. Alix while she speaks to him. He nods and rides off staying inside the red lines. When he rides by her she comments, "Your trike is inside the red tape. Thanks for listening." Keeton beams at her and continues to ride inside the trike area. Ms. Alix stays close to make sure he is able to control the urge to ride outside of the trike area.

Social Development: The child will understand and respond to the emotions of others.

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

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

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

Acknowledgments

The Development Team

The Field Guide is reflective of the individual talents and collective wisdom of the following professionals.
To all of you, we owe a big "Thank you!"

Contributors

Acknowledgments

Special Acknowledgments

Additional Thanks

Attachment

The affection and connectedness that develops between a child and a parent or between a child and a significant care teacher that builds a sense of trust and security within the child and profoundly affects all areas of development.

Caregiving Routines

Care procedures, such as diapering, dressing, feeding and eating, nap time preparation, and administering medication, that are adapted to each individual child's needs. Personalized care is carried out by a care teacher who has developed a close relationship with a child and takes into account the child's individual traits, temperament, family practices, and culture.

Child-Size

An environment and furnishings that fit individual children's sizes so they feel secure, comfortable, and in some instances, independent.

Cognitive Development

Emerging thinking and perceptual skills, knowledge of concepts, problem-solving ability, and other aspects of processing and understanding information.

Developmental Domains

Six areas of infant and toddler learning and development as defined in *Ohio's Infant & Toddler Guidelines*: Physical Health, Emotional Development, Social Development, Motor Development, Language & Communication Development and Cognitive Development.

Developmentally Appropriate

Programs, experiences, opportunities and environments that are designed on the basis of: knowledge of how children develop and learn; knowledge of the strengths, needs and interests of children; and knowledge of the social and cultural contexts in which children live and grow.

Emerging Development & Skills

A child's new behavior or abilities that are coming into existence.

Emotional Development

Emerging ability to become secure, express feelings, develop self-awareness and self-regulate.

Environment

All of the physical surroundings and social and cultural conditions that physically and emotionally affect children and their ability to learn, grow, develop and survive.

Family

A social unit of two or more people who share goals and values, have long-term commitments, and often but not always, live in the same household. A family may include children and adults living in the home, adults who are responsible for the long-term care and well-being of the child, a child's legal guardian, and parents who may not live in the same household as the child.

Infant & Toddler Care Teacher
(see Primary Care Teacher)

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.

Language & Communication Development

Increasing ability to communicate verbally and non-verbally with others to build relationships, share meaning and express needs and interests.

Manipulatives

Learning materials and toys that support a child's use of small muscle/fine motor skills. Examples of manipulatives are rattles, grasping toys, nesting cups, stacking rings, puzzles, pegs/pegboards, pop beads, shape sorters, and lacing beads.

Motor Development

Ability to use one's body to interact with the environment; includes small muscle, large muscle, balance, and oral motor.

Ohio's Infant & Toddler Guidelines

A document that defines the six developmental domains and guidelines of development and lists examples of behaviors for infants and toddlers birth to 36 months of age. The six domains are: Physical Health, Emotional, Social, Motor, Language and Communication, and Cognitive Development.

Physical Health Domain

Safe health practices and nutrition combined with nurturing and responsive caregiving. Protecting children from illness and injury, as well as providing them with individually appropriate nutrition and a sanitary environment that reduces the risk of infectious disease, is important for all caregivers.

Glossary

Primary Care Teacher
(see Infant & Toddler Care Teacher)

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. Primary care teachers have principal responsibility for providing and coordinating the care (including safety, health, development, learning and emotional well-being) of specific or assigned infants and toddlers. Primary care teaching involves building a partnership with the children's families. Primary care teaching is not exclusive care and works best when care teachers support each other in a team.

Professional Practices

Decisions and actions based on knowledge of early childhood theories, research, and caregiving strategies and techniques that shape the learning environment, routines, and interactions in child care centers and family child care programs.

Responsive, Respectful and Reciprocal Care Teaching

Care teachers read the "signs" or cues that infants and toddlers give to communicate their needs and interests and then act in a way that meets the child's immediate needs or matches the child's interest.

Reflective Practice

Thoughtfully and regularly questioning, assessing and evaluating the development, play and learning of children and methods of care and teaching, and then making informed changes to improve care and teaching. Reflective practice depends on a foundation of trust, time and space for care teachers to engage in introspection, both individually and as a team.

Self-Regulation

Emerging ability to manage powerful emotions, control behavior, maintain focus and attention, and manage bodily functions.

Social Development

Child's emerging development of an understanding of self and others, and the ability to relate to other people and the environment.

South Carolina's Infant & Toddler Guidelines

A document that defines the six developmental domains and guidelines of development and lists examples of behaviors for infants and toddlers birth to 36 months of age. The six domains are: Physical Health, Emotional, Social, Motor, Language and Communication, and Cognitive Development.

Temperament

The traits that represent a child's inborn tendencies to respond to different stimulation. Temperament begins to appear within the first few months of life. It includes the way people show feelings and respond to the social and physical environment as well as influences how they adapt to life's experiences.

Transition

The shift from one activity or routine to another, or a child moving from one learning environment to another, such as home to child care and then child care to home. Effective transitions require an intentional, systematic process to help a child move, emotionally and physically, from one place or activity to another. Transition strategies are used when a child enters and moves within a program to help the child, family and care teachers learn about each other and the best ways to meet the child's needs. These strategies contribute to building a respectful relationship between the family and the program.

Vignette

A brief scene, sketch, scenario, or story.

Library of Resources: Check out these resources to read, review and reflect on.

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Vignette Table of Contents

In each vignette you can "see" and "hear" infants, mobile infants, toddlers and their care teachers in action. Choose a vignette topic and turn to the page in either the infant, mobile infant or toddler section that you want to explore.

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.

Age Group: Infant: Birth to 8 Months

Age Group: Mobile Infant: 6 to 18 Months

Vignette Table of Contents

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.

🔍 "More About" Listing

The "More About" paragraph on page 2 of each vignette expands on the vignette's content or a closely related topic. The "More About" provides additional insights and points to ponder. Several "More Abouts" have the same title and content and appear in multiple vignettes across the three age groups. Other "More Abouts" are only included in one age group.

Choose a "More About" topic and turn to the page in the section that you want to explore.

Age Group: Infant: Birth to 8 Months

"More About"	Page
More About...Arrival Routine	I–8
More About...Crying	I–12
More About...Temperament	I–16
More About...What Crying Means	I–20
More About...Moving and Learning	I–24
More About...Infant Interactions	I–28
More About...Mouthing	I–32

"More About"	Page
More About...Oral Exploration	I–36
More About...Talking with Families About Biting	I–40
More About...Opportunities for Learning	I–44
More About...Outdoor Play	I–48
More About...Primary Care Teachers	I–52
More About...Feeding	I–56

Age Group: Mobile Infant: 6 to 18 Months

"More About"	Page
More About...Separation Anxiety	M–8
More About...Temperament	M–12
More About...Attachment	M–16
More About...Transitions	M–20
More About...Safe Environments	M–24
More About...Moving and Learning	M–28
More About...Displays	M–32
More About...Self-Regulation	M–36
More About...Mobile Infant's Actions	M–40
More About...Mouthing	M–44
More About...Expectations	M–48
More About...Tantrums	M–52
More About...Running	M–56

"More About"	Page
More About...Climbing	M–60
More About...Throwing	M–64
More About...Three Types of Biting	M–68
More About...Talking with Families About Biting	M–72
More About...Group Time	M–76
More About...Nap Time Schedules	M–80
More About...Appropriate Materials	M–84
More About...Curiosity	M–88
More About...Opportunities for Learning	M–92
More About...Outdoor Play	M–96
More About...Creative Arts	M–100
More About... Primary Care Teachers	M–104
More About... Nap Time Schedules	M–108

"More About" Listing

"One Thing Right Now"

The "One Thing Right Now" child's quote is telling the reader what the child's needs are based on the main idea portrayed in the vignette. The development team titled this piece as "One Thing Right Now"; the one thing we would like the reader to consider right now.

Age Group: Infant: Birth to 8 Months

> I need everyone who cares for me to slow down and be patient with me as I start my day.
>
> Pg. I–7

> I'm exploring – not trying to hurt my friends. Separating me from them doesn't help. It makes me sad and fussy.
>
> Pg. I–27

> Playing outside gives me important sensory experiences that are different from playing inside.
>
> Pg. I–47

> Even when you are caring for others, I still need to know that you are caring for me.
>
> Pg. I–11

> I am learning about the world around me when I mouth objects. Please be sure these items are safe for me.
>
> Pg. I–31

> I like having a relationship with one primary care teacher who really knows my needs.
>
> Pg. I–51

> Care for me in ways that are especially soothing for me.
>
> Pg. I–15

> At this age I mouth everything, including my friends, so keep your eyes on me.
>
> Pg. I–35

> Knowing my schedule helps, but using this information to adjust to meet my needs is what is important.
>
> Pg. I–55

> I will react when I hear my friends cry. It is part of my social development.
>
> Pg. I–19

> My family will be upset to hear I was bitten because they love me.
>
> Pg. I–39

> I learn on the go!
>
> Pg. I–23

> I need materials all day long that are ready for me to explore.
>
> Pg. I–43

Out of the Mouths of Babes

(Continued on next page)

Age Group: Mobile Infant: 6 to 18 Months

> " I need everyone who cares for me to slow down and be patient with me as I warm up.
>
> Pg. M–7 "

> " At this age, I have few words and little impulse control so I need your guidance.
>
> Pg. M–35 "

> " Don't be surprised if it looks like a ball and moves like a ball, that I think it is a ball.
>
> Pg. M–63 "

> " Some days it's harder to move from one thing to the next. I need extra time to get ready.
>
> Pg. M–11 "

> " I don't intend to be aggressive, even if some of my actions seem like it.
>
> Pg. M–39 "

> " Being sensitive and responsive to my feelings is the first step in helping me not to bite.
>
> Pg. M–67 "

> " I am attached to you so letting me know about your comings and goings is helpful.
>
> Pg. M–15 "

> " I am too young to know what can and cannot be mouthed. Give me safe and appropriate things to mouth and explore.   Pg. M–43 "

> " My family shows concern because they want the best care for me.
>
> Pg. M–71 "

> " Being prepared helps all of us, including you.
>
> Pg. M–19 "

> " It may not look like I'm learning, but I am.
>
> Pg. M–47 "

> " I am interested in doing things I choose and I learn while I'm doing them. Circle time is not right for me.   Pg. M–75 "

> " I am going to explore everything in my path, so make it safe and interesting for me.
>
> Pg. M–23 "

> " At this age it doesn't take much for me to fall apart if my needs aren't being met.
>
> Pg. M–51 "

> " I'm not always tired at the same time as my friends. Consider what I need, please.
>
> Pg. M–79 "

> " Come learn with me.
>
> Pg. M–27 "

> " I am driven to move, it's how I learn and develop. Give me time, materials and safe space and watch me grow!   Pg. M–55 "

> " Create play experiences that allow me to experience success.
>
> Pg. M–83 "

> " I learn by looking and touching.
>
> Pg. M–31 "

> " Being ready for my every move will help you guide my behavior.
>
> Pg. M–59 "

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Out of the Mouths of Babes

Age Group: Mobile Infant: 6 to 18 Months

> Supporting my curiosity supports my learning.
>
> Pg. M–87

> It's beneficial when you respect both my individual schedule and my need to play outside.
>
> Pg. M–95

> A secure attachment means I have someone special to care for me.
>
> Pg. M–103

> Letting me choose and explore things when I am interested in them is how I learn best.
>
> Pg. M–91

> Creating experiences for me that are both appropriate and interesting takes thoughtful planning.
>
> Pg. M–99

> My body tells me when it is time to sleep and eat. Your respectful care meets my needs.
>
> Pg. M–107

Age Group: Toddler: 16 to 36 Months

> " I need everyone who cares for me to make a plan and work together to make saying goodbye easier. Pg. T–7 "

> " Help me understand boundaries so I can keep having fun with other children. Pg. T–35 "

> " With your support and appropriate materials, I am learning to control my emotions. Pg. T–63 "

> " Knowing why I am sad will help you know how to care for me. Pg. T–11 "

> " I will create my own "fun" so talk and play with me to help me stay engaged in play. Pg. T–39 "

> " I can't protect myself from being bitten. I depend on you to keep me safe. Pg. T–67 "

> " If I am upset, it is for a reason. I need your comfort even if you don't know why I'm crying. Pg. T–15 "

> " By playing with me, you are teaching me new words, ideas and how to use materials. Besides, it's fun for both of us! Pg. T–43 "

> " Treat my family with respect. Understand they are upset because they trusted you to take good care of me. Pg. T–71 "

> " It's OK to change our schedule once in awhile, but I like my routine care to stay the same and be predictable. Pg. T–19 "

> " If I can easily see what I can play with, I learn more and may create less clutter. Pg. T–47 "

> " I like to make my own discoveries through experiences I choose. Group time is not right for me. Pg. T–75 "

> " Sometimes you help me find acceptable choices that interest me. Pg. T–23 "

> " I need your guidance so I can learn how to resolve disagreements. Pg. T–51 "

> " Making sure I get to rest and play when I need to helps me grow and learn. Pg. T–79 "

> " I'd rather learn with you than roam on my own. Pg. T–27 "

> " I am driven to move, and move fast when I can. Arrange the room so I can be safe. Pg. T–55 "

> " I can sometimes begin to follow directions when you keep my abilities in mind. Pg. T–83 "

> " Make my environment ready for me to touch and freely explore so I can learn from it. Pg. T–31 "

> " I sure am active so offering me ways to move safely helps me explore to my heart's delight. Pg. T–59 "

Out of the Mouths of Babes

Age Group: Toddler: 16 to 36 Months ....

" I learn from playing with materials in all sorts of different ways.

Pg. T–87 "

" I actively continue to learn when given the opportunity to explore my ideas.

Pg. T–103 "

" No matter how old I am, I need my care individualized just for me.

Pg. T–119 "

" I have to learn like a toddler before I can learn like a preschooler.

Pg. T–91 "

" When I play outside, I have opportunities to learn new things I can't experience inside.

Pg. T–107 "

" Mealtime is more than feeding my hungry tummy. I like to relax, talk and learn.

Pg. T–123 "

" I learn a lot of important information while playing. It prepares me to be a preschooler.

Pg. T–95 "

" I learn more from art when I make my own choices.

Pg. T–111 "

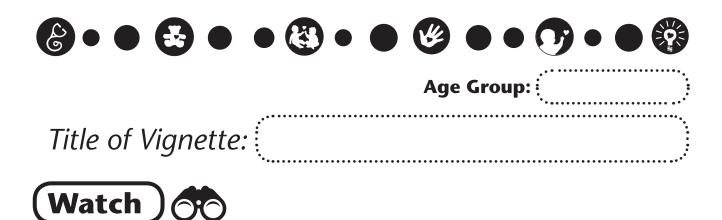" I need you to show my family the progress I am making toward school readiness.

Pg. T–99 "

" You can learn so much more about me when you're my primary care teacher.

Pg. T–115 "

Create Your Own Vignette

This blank vignette template provides you with the opportunity to take your own real-life situation and walk through the "Watch," "Ask Yourself/Give It a Try," and "Putting It All Together" process. Follow the directions throughout the vignette template for guidance.

Age Group:

Title of Vignette:

Watch

Directions: Write your real-life situation from an observer's point of view; what the observer would "see" and "hear." Include the child's behavior and actions, the teacher's actions, and the interactions between teacher/child and peers; also include the environment and materials.

Directions: What is the "One Thing Right Now" a child would want the reader of this vignette to consider? Use the child's own words.

"

"

Create Your Own Vignette

Watch 👓

Directions: The "Watch" vignette is written again so readers can more clearly identify and clarify what is happening in the vignette. The "Ask Yourself" questions you will write on page 3 of this vignette align to this "Watch."

Q more about...

Directions: Use this space to tell the reader "More About" what you've learned.

Create Your Own Vignette

Take Another Look

Directions: Complete the 3 steps on this page to help you reflect on the situation by asking questions and creating possible solutions to help resolve it.

Ask Yourself

Step 1: What questions would you ask that directly relate to child behaviors, teaching strategies and the environment described in the "Watch" vignette? Include as many questions as you feel necessary.

-
-
-

Give It a Try

Step 2: List teaching strategies that address the "Ask Yourself" questions and the paragraphs you identified in the "Watch." Include strategies that you are familiar with, strategies you've discussed with colleagues and professionals, and those learned through research. Use the "Library of Resources" in the Field Guide Introduction section to assist you in your research. Just because you list it doesn't mean you have to try it, but be open to trying new ideas and seeing what works and what doesn't.

☐

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Step 3: Re-read your "Give It a Try" teaching strategies and identify what "Key" your strategies relate to. Draw the bullet point icon next to its corresponding "Give It a Try" practice.

Give It a Try Key
▲ = Teacher Interaction   ★ = Child Development & Interest
◗ = Environment & Materials   ◆ = Caregiving Routine

Put It All Together

Create Your Own Vignette

Putting It All Together: Essential Practices in Action

Directions: There are two options for using "Putting It All Together." Use one or both options.

1. Referring to the "Watch" vignette, rewrite how you imagine the issues in the "Watch" would be resolved using the "Give It a Try" teaching strategies.

2. After implementing the "Give It a Try" strategies in your program, use this "Putting It All Together" template to write down what you observed – just as you did in the "Watch" vignette. Remember, you may see some immediate changes in behavior, but you may also see changes over time. Additionally, you may not see the changes in behavior you were expecting. Do not give up, try other strategies. Children, like adults, need time to adjust to change.

Connections to Infant & Toddler Guidelines

Directions:

To show connections between infant and toddler development and children's behavior: choose a child behavior from the vignette then align it to one of the six developmental domains.

Connections to Infant & Toddler Guidelines:

Physical Health

Emotional Development

Cognitive Development

Social Development

Motor Development

Language & Communication Development

"Come learn with us!"

Ohio's Infant & Toddler

Field Guide

A Companion to the Infant & Toddler Guidelines

Strengthening Professional Practices of Infant & Toddler Care Teachers

How to Assemble Your Field Guide

1. Use a 2" white view binder.

2. Print out cover and place it inside the binder's see-through plastic sleeve.

3. Cut out this spine and insert into your binder spine.

4. Three-hole punch all other pages on the left side and insert into your binder.