

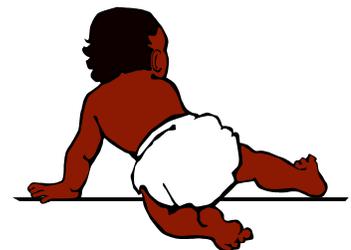
Distance Learning Training Series

"THE PROGRAM FOR INFANT AND TODDLER CAREGIVERS"

Training Materials

Booklet Includes:

- ⊗ General Instructions for Participation
- ⊗ Study Guide
- ⊗ Testing Materials



Distance Learning Training Program THE PROGRAM FOR INFANT AND TODDLER CAREGIVERS

To receive credit from the Virginia Department of Social Services, Division of Child Care and Development for participation in this program **you must receive a passing grade on the testing materials including in this booklet.**

TO PARTICIPATE AND RECEIVE UP TO EIGHT CREDIT HOURS, FOLLOW THESE STEPS.

- (1) **View the 10 programs using the Study Guide while you view.** The study guide has been designed for you to use while you view each segment. Take notes in the margins. This guide is yours to keep.

- (2) **Complete ALL assignments. Use the blue & white SCANTRON computer answer sheet provided for the Objective Questions and write detailed answers on your own paper for each of the 10 Essay Questions.** There are 10 True-False/Multiple Choice questions for each of the 10 sessions and an essay for each session.
 - ✓ Credit will be based on your total score.
 - ✓ All materials must be returned to earn credit.
 - ✓ Credits hours will be awarded as follows:
 - 85% or above will receive the full 8 credits.
 - 69%-84% will receive 4 credits.
 - Any score 68% or below will earn no credit.

- (3) **Return ALL completed materials with a non-refundable \$10.00 processing fee per person.** Checks or money orders only, payable to the ***Treasurer of Virginia***. You ***MUST*** send in the **Personal Information Sheet on page 62**, a completed blue/white answer sheet, the checklist from session #5, and detailed thorough responses to each of the other 9 essay questions.
 - ✓ Please put your name on each page you return.
 - ✓ Make a copy of your answers BEFORE mailing to DSS for grading.

Mail completed materials to:

VACCRRN
VDSS – Distance Learning
PITC
308 Turner Road, Suite A
Richmond, VA 23225

General Directions

Using the Blue & White SCANTRON Computer Answer Sheet

- ✓ **Completely fill out the information on the RIGHT HAND SIDE of the answer sheet** - including your **NAME**, the **date** and put “**Infant/Toddler Program**” for the **SUBJECT**.
- ✓ Use **ONLY a #2 pencil** and shade/fill in **ONLY** one answer per question. There are a total of 100 questions. Completely erase any errors.
- ✓ The first five (5) questions of each session will be **True/False** questions. Fill in letter “**A**” for **True** statements and letter “**B**” for **False** statements.
- ✓ The second five (5) questions for each session are **Multiple Choice** statements. Fill in only **ONE** of the circles (A, B, C, D, or E) that best matches/answers the statement.
- ✓ Carefully follow/match the numbering on your SCANTRON computer answer sheet, for each of the 100 questions, making sure you always fill in the bubble by the correct question number.
- ✓ Please clip your completed SCANTRON computer answer sheet to your completed essay questions before turning in your materials. **DO NOT STAPLE.**

Essay Questions

It is recommended that you **READ THE ESSAY QUESTION BEFORE VIEWING** each session video. Use the margins of your study guide to take notes while viewing the videos. This is an **OPEN BOOK** test – you may answer **ALL** the questions and write your essay answer using the study guide. It may be helpful to jot down children’s names as they come to mind. The study guide is yours to keep.

- ✓ Write or type your answers **ON YOUR OWN PAPER** (except for session 5, please use the “Checklist” provided in your test packet).
- ✓ Use a **separate sheet** of paper for **each essay**.
- ✓ **CLEARLY** write your **name** and the **test question number** on each essay sheet.
- ✓ Use complete sentences and pay attention to correct grammar and spelling.
- ✓ Be sure to write **ENOUGH INFORMATION** to show you have a real understanding of the concepts. You may receive up to 10 points for each essay

STUDY TIPS

- ✓ All test materials are “**open book.**”
- ✓ Be sure to be thorough and include as much information as possible in your written answers. Be certain all parts of the question have been answered.
- ✓ Read through all questions before beginning.
- ✓ Write in complete sentences.
- ✓ Keep a dictionary on hand to check spelling.
- ✓ Be sure to re-read each question and remember to answer exactly what you were asked.
- ✓ **PROOF YOUR WORK!**
- ✓ **Make a copy of ALL your materials for your own records BEFORE submitting them to VACCRRN for grading.**

THE PROGRAM FOR INFANT AND TODDLER CAREGIVERS

Unit Titles in VIEWING Order

Session 1

First Moves – Welcoming a Child to a New Caregiving Setting.
Viewing time: 27 minutes

Session 2

Flexible, Fearful, or Feisty – The Different Temperaments of Infants and Toddlers.
Viewing time: 29 minutes

Session 3

Getting in Tune – Creating Nurturing Relationships with Infants and Toddlers.
Viewing time: 24 minutes

Session 4

It's Not Just Routine – Feeding, Diapering, and Napping Infants and Toddlers.
Viewing time: 23 minutes

Session 5

Space To Grow – Creating a Child Care Environment for Infants and Toddlers.
Viewing time: 34 minutes

Session 6

Together in Care – Meeting the Intimacy Needs of Infants and Toddlers.
Viewing time: 30 minutes

Session 7

The Ages of Infancy – Caring for Young, Mobile, and Older Infants.
Viewing time: 26 minutes

Session 8

Discoveries of Infancy – Cognitive Development and Learning.
Viewing time: 32 minutes

Session 9

Early Messages – Facilitating Language Development and Communication.
Viewing time: 28 minutes

Session 10

Protective Urges – Working with the Feelings of Parents and Caregivers
Viewing time: 27 minutes

Session 1

FIRST MOVES:

Welcoming a Child to a New Caregiving Setting

Because you want to be a skilled caregiver, you have made an important commitment to learn new and researched ways of working with young children which will empower them as human beings. This first session will aid your journey by introducing you to important ideas when welcoming families to your program. Enjoy your journey.

Key Concepts

Children are bonded to their families and that makes separation each morning psychologically difficult.

Caregivers must learn how to watch the child to see what approach will work best to aid morning separation.

Different age children separate from parents in different ways.

Good parent - caregiver communication is the key to a trusting relationship.

INTRODUCTION:

Young children have difficulties separating from the people they love and trust the most - their parents. Suggestions presented here can help make these often difficult and sometimes wrenching separations go a lot smoother for everyone. Building a relationship with a child, which is the foundation of quality care, takes time and a good basic understanding of early childhood development.

What We Need To Know

Getting-acquainted visits before the first day of enrollment helps everyone.

- The Provider begins building the relationship
- Different temperaments, backgrounds, and moods are noted
 - Some cry
 - Some seem bewildered
 - Some are angry

All children need help and support.

Attend to the following factors to help the child gain back control:

- Distance - the actual space between you and the child
- Indirect Contact to Direct Contact - the actual contact using first a toy, slowly moving towards person-to-person contact
- Time - this process cannot be rushed; young children must be respected by allowing time for the separation process to occur each day

How It Is Done

Distance and Time

- Begin with keeping a physical distance
- Next, use barriers (a toy, table, or parent)
- Then, with parent next to child, begin direct conversation

- Caution
 - Physically reaching out too soon may result in withdrawal
 - Age and temperament makes of difference
 - Child's readiness signals may be misread
- Considerations
 - Slow approach works best
 - Older toddlers explore best with a mother in presence
 - Goodbyes should not be confusing
 - Direct contact is important

Indirect to Direct Contact

- Toys help to begin a trusting relationship
- Observe child's lead
- Direct eye contact should be avoided with 7-9 month-olds
 - They are afraid of strangers
 - Child will look at caregiver when caregiver is not looking
- Various ages require different approaches
- Toys are powerful tools
 - Offers an indirect way to form a relationship
 - Provides a different focus

Cues

- Become a careful observer
 - Some want to stay in lap
 - Some want to explore
- Encourage parents to follow cues
- Stay with the same technique for the same child
- "Reading the child" is a saving factor
 - Let the child set the pace
 - Be sensitive
- A skilled caregiver:
 - Uses cues
 - Observes intently
 - Allows the child time
 - Is aware of differences
 - Has a sense of what to do next
 - Knows about temperaments

Putting It All Together

Scenario: Christopher and Mother in a Day Care Home

- Note the **"Process of Separation"**
 1. Caregiver lowers to child's level
 2. Barrier is moved between caregiver and child
 3. Child's name is used and child's presence is announced
 4. Parent is given information
 5. Other children are included
 6. Establishes eye contact
 7. Uses a toy to close distance
 8. Departure of parent is made known
 9. Caregiver helps child focus on an object: this is called redirection

- Discussion of the **"Process of Separation"**
 - Caregiver did not come on too strong
 - Included the child in play
 - Caregiver's body language invited the child into relationship

- Parents need to know that
 - It is all right for child to cling
 - They can ask you questions
 - You follow a separation process and the importance of this process
 - You support them and their child

SUMMARY: Young children need time and space to size things up when they come into a new setting. Many children need special transition considerations every day. A skilled caregiver plans for the daily separation. Establishing a process for each individual child, nurtures the relationship with you, the child, and their parent.

Session 2

FLEXIBLE, FEARFUL, FEISTY: The Different Temperaments of Infants and Toddlers

What makes working with young children so enriching is that each child is full of pleasure and challenges. The more you know about individual personalities, the more interesting your work will become. Each little piece of a child's inner self that you discover will help you fit all the pieces together to complete the master puzzle of the whole child.

Key Concepts

Identifying individual temperaments helps you to really know each child.

Observing and noting the range of each of the nine traits identifies the child's temperament.

Some people use the terms easy, slow-to-warm-up, or difficult; while others use the terms flexible, fearful, or feisty to describe children's temperaments.

Most children's temperamental style can be identified because each of the three styles has certain characteristics.

Caregivers must learn to respond to each child in a different way.

A SPECIAL NOTE: Carle the fearful child in this video is shown wearing a pacifier attached with a neck string. THIS IS VERY DANGEROUS, IN VIOLATION OF LICENSING STANDARDS AND SHOULD NOT BE DONE!

INTRODUCTION:

Michael was a fussy child. His mother made the situation worse until she learned to work "with" him instead of trying to "change" him. Knowing about a child's biological temperament will help you become a skilled caregiver. Remember, every child is an individual, quite different from some children and quite similar to others. Becoming "in tune" to a child's temperament will give you insight into that child's behavior and needs.

All children display temperament

Learning how to deal with infants of different temperaments in a group setting is critical.

Nine traits help identify various temperaments:

1. **Activity Level:** ranges from low to high
2. **Biological Rhythms:** from regular to irregular
3. **Approach/Withdraw:** some approach, others withdraw
4. **Adaptability:** adapt quickly or slowly
5. **Mood:** positive or negative
6. **Intensity of Reaction:** low reaction to high reaction
7. **Sensitivity:** very sensitive to not very sensitive
8. **Distractibility:** high concentration to often distracted
9. **Persistence:** not persistent to very persistent

These traits are the key to how best to respond to individual children.

Children often display a combination of traits.

After observing the 9 traits, a child's temperament can then be identified as

- easy, slow-to-warm-up, or difficult
- flexible, fearful, or feisty

CHARACTERISTICS OF EACH TEMPERMENTAL STYLE

Flexible or Easy

- 40% of all children fall into this range of traits

Flexible children:

- Follow regular feeding and napping routines
- Adapt to new situations quickly
- Are easily toilet trained
- Are generally cheerful

Flexible traits:

- Regular rhythms
- Positive mood
- Quick to adapt
- Low intensity
- Low sensitivity
- Seldom fuss

The caregiver should:

- Not take advantage of the child's good nature
- Pay equal attention as any other child
- Provide special attention so they do not get lost in the crowd
- "Check-in" from time to time
- 15% of children fit into this range of traits

Fearful, Slow To Warm Up, Or Cautious

- 15% of children fit into this range of traits

Fearful children:

- Are shy or timid
- Need more time and attention to warm up to new situations
- Will withdraw or cry if required to warm up to quickly
- Can be worked with easily if you:
 - go slowly and
 - help them approach situations slowly

Fearful traits:

- Slow to adapt
- Withdraws easily

The caregiver should:

- Give the child getting acquainted time
- Draw the child slowly into situations
- Be available to check on the child
- Step back, give the child space
- Assign new children to one caregiver

Feisty, Fussy, or Active

- Only 10% of all children fit into this range of traits.

Feisty children:

- Are difficult to handle
- Are very intense
- Live with zest
- Let's everyone know when they are pleased or not

Feisty traits:

- Active
- Intense
- Distractible
- Sensitive
- Irregular
- Moody

The caregiver should:

- Use Redirection Techniques
 - ~ empathy followed by redirection
- Acknowledge fussiness because of irregular bio-rhythm
 - ~ be flexible yourself
- Understand that some are sensitive to touch, loud noises, overcrowding
- Provide a peaceful environment
- Allow plenty of time for transitions

Key to working with this child:

- Prepare the child for change
- When they are quiet, make it a special time
- Provide opportunities for active play

SUMMARY: Temperament is inborn. If we accept these natural differences rather than try to change them, children will get the message that it is OK to be who they are. The nine temperament traits tend to be grouped together into three major temperamental types: Flexible, Fearful, and Feisty. Remember that not every child is going to fit in one of these categories of temperament styles.

Session 3

GETTING IN TUNE:

Creating Nurturing Relationships With Infants and Toddlers

You choose to work with children because you love the close relationship that occurs. Close relationships do not "just happen." You have to prepare to build this with a child. Some people describe a nurturing relationship like that of a dance. In this session you will study how to plan for and carry out a rhythmic dance with young children.

Key Concepts

Being "in tune" means that the child and caregiver are in an intimate and caring relationship.

Being "in tune" doesn't just happen.

Learning to be responsive requires keen observation, direct communication, and adapting to each child's moods and needs.

The caregiver creates feelings of caring and warmth, studies the child's development, knows the child's family, assists in developing the child's sense of self, and is positively responsive.

INTRODUCTION:

Our innermost need is to have another human understand our wants and needs. The caregiver who can follow the lead of children, pick up their rhythms, and let them know that their messages are understood is "in tune" with those children. In the day-to-day, give-and-take of child care, children and caregivers relate in a way that looks like a dance.

Being in Tune

This looks like a dance

- The child leads
- Caregiver picks up the rhythm and follows

The little things make a difference

- A gentle touch
- A tiny movement

This dance builds

- Trust
- Instills confidence
- Creates feelings of warmth and caring

Responding to the child's messages with sensitivity satisfies the need to be understood.

The child learns

- Self-importance: "I am someone to be paid attention to."
- Self-need: "What I want is important."
- Self-worth: "I can do things."
- Power: "I can make things happen."

Being Out of Tune

Sometimes the dance doesn't go smoothly:

The caregiver may:

- Get out of step
- Dance to her own tune
- Ignore the child's rhythm
- Dance too fast
- Force children to perform

Both you and the child get frustrated and the relationship does not work. Infants need caring, loving adults to get them through life.

Getting In Tune

Getting back "in tune" with a child looks easy, but often isn't.

An "in tune" caregiver

- Is respectful - lets the children set the pace
- Recognizes feelings
- Receives rather than takes
- Offers rather than forces
- Sensitive to child's interests

To prepare yourself to get "in tune," you must do 4 things

#1 Study Child Development

A working knowledge of normal development is a good place to start

- Under age 3, they
 - Grow and change
 - Learn and adapt
 - Develop new preferences

Know what to expect at different ages and stages

- 7 to 12 months
 - Show distress with a stranger
 - This is normal
- 2-year-olds
 - Frequently say no
 - Resist direction from adults
 - Signs of independence are normal

Study similarities and differences

- Born with temperamental differences
 - Born with individual rhythms and styles
- Some are: harder to please, harder to settle down, move slowly, more active, or cautious

#2 Get To Know Your Families

- Talk with family members
- Learn about their child rearing practices and cultures
- Get to know their community
- It tells a lot about family life

#3 Develop Self-awareness

Your response towards children is influenced by your personal feelings

- Emotional hot spots and blind spots
- One hot spot is fear
- Over protectiveness can make more problems
- Oversensitivity can throw off a relationship
- Common hot spots need our attention

Pay attention to how you are feeling

- Take time
- Step back
- Watch yourself in action

Get feedback from an objective person

- They may have different ideas on handling things
- Help with gaining awareness of your feelings gets you "in-tune"

#4 Learn To Be Responsive

This is a continuous process of give and take

A process of 3 steps

- Watch
 - This is critical to understanding infants
 - Pay attention to all modes of expression:
 - Read glances
 - Facial expressions
 - Sounds
- Ask
 - What does the child's action or lack of action mean?
 - What's he trying to tell you?
 - Be a partner with the infant
 - Ask what their actions mean
 - Learn from them, rather than teach them
 - Interest can shift; respect and know changes
- Adapt
 - Watching and asking aids in adapting to emotions
 - "Read" the child
 - Respond appropriately
 - Change with the child to new interests and attitudes
 -

The dance is lively, playful and satisfying to both the child and caregiver

SUMMARY: How we relate to infants and toddlers, who we are deep inside, and what we know about children, families and their cultural heritage influences our ability to get in tune with children. The caregiver who understands the importance of these basic tasks of her profession is a lot like a gardener who creates a place where each variety of flowers gets the individual attention it needs to grow and to bloom. For the children this means that they are lucky enough to have a sensitive and loving friend who is helping them to blossom emotionally.

Session 4

IT'S NOT JUST ROUTINE: Feeding, Diapering, and Napping Infants and Toddlers

In this session, experienced caregivers demonstrate the two sides of routines: making sure the basics are done properly and keeping the child's experience at center stage.

Key Concepts

Caregivers need to know and practice the basic procedures that ensure safety for both the caregiver and the children.

The caregiver needs to carry out each routine with respect for the child and a genuine interest in what the child is experiencing.

Caregivers need to have enough time to make the most of opportunities for building relationships and facilitating learning that routines provide.

Routines need to be a major part of the curriculum and should respond to each individual child's rhythms and needs.

INTRODUCTION:

Caregiving routines are at the heart of infant and toddler care. This is a time for one on one contact and attention to individual needs. Routines help the child and caregiver to get to know each other better and the chance to develop a strong bond.

Routines

- Are a major part of the curriculum
- When well done, help children feel good about themselves
- Teach important lessons
- Should not be rushed; not seem as chores
- Give personal care that responds to the individual's rhythm and needs
- Are basics that need to be done properly
- Keep the child's experience at center stage

Feeding

- Is a complex routine involving health, nutrition, etc.
- Proper hand washing is important for preventing the spread of illness
 - Wash with soap and water for 10-15 seconds
 - Rinse and dry
 - Use paper towel to turn off the faucet
 - Use lotion
- Just as important for children to learn to wash their hands
- Young infants need help to wash, use more than baby wipe or wet cloth

Setting for Feeding

- Peaceful and soft lights
- Best way to feed is on your lap until they can sit up well on their own
- When able to climb into a chair on their own they are ready to feed themselves
- Chair should fit so that the child's feet touch the floor

Remember early nutrition has a strong impact on child development

What to Feed

- Mother milk is perfect baby food
 - Economical
 - Easy to prepare
 - Bonding time
 - Antibodies: fewer colds and ear infections
 - Perfect nutrition
 - Expressed milk in bottles for hen mom can't be with baby

- Bottles
 - Elevate the head to prevent ear infection
 - Don't allow to walk around or be put to bed with bottle
 - Sugary substance left in the mouth will cause tooth decay

- Solid Foods
 - Work with parents when introducing new foods: introduce one at a time
 - Watch certain foods that can lead to allergies or illness when introduced before 12 months old:
Egg white, honey, peanuts, chocolate, and citrus.
 - Serve small pieces
 - Stay away from popcorn, nuts, hot dog rounds: these lead to Choking
 - Avoid raw carrots until child has plenty of teeth
 - Keep up with family members about what foods are eaten at home
 - Respond to child's food choices
 - Offer from each of the five main food groups:
Protein, vegetables, fruits, grains, and dairy
 - Ask family members about allergies and make sure ALL staff knows about them.

Beyond basics, mealtimes offer some of the MOST important lessons:

- When hungry the baby learns communication skills
- Learns to trust that their needs will be met
- Learns to discover things about themselves and other people
- Discovers and explores the texture of foods
- Hand eye coordination
- Language expression
- Social interaction
- Respect, rhythm and schedules help babies feel good about themselves

Babies and toddlers need food when they are hungry and not when it is convenient for the adults

Diapering

- Especially good opportunity for closeness
- Do WITH the child rather than TO the child

Setting

- Need well ventilated area and right equipment
- Post diapering procedures
- Sink away from food
- Plastic wastebasket with lining
- Sturdy surface
- Supplies nearby but out of the reach of children
- Portable steps
- Diaper table at comfortable level for caregiver
- Bend your knees when picking up infant or toddler
- Have things ready!
- NEVER LEAVE THE CHILD ALONE
- Wear Gloves

Use gloves if bloody nose, injury, oozing rash or open cut on Caregiver
When using gloves, take off by grabbing the center, pull up, and ball up. Second glove, slide finger UNDERNEATH to clean part glove and flip it inside out. Dispose with dirty diaper and dirty wipes.

- Wash and disinfect the entire area with bleach solution, wipe with paper towel, allow to air dry, THEN wash your hands
- Use consistent procedures with all children
- Know "Universal Precautions"

Learning while diapering

- Talk about what is happening to connect words to events
- Take time for conversation and making a connection
- Encourage involvement to help later with potty training
- Leisure, sensitive diaper changes deepens the caregiver/baby relationship

Napping

Transitions between waking and sleeping are vulnerable times for children

- Try to understand their unique needs

Help babies & children nap by providing:

- Peaceful environment
- Low light
- Good Ventilation
- Comfortable temperature - about 70 degrees

Equipment

- NO SOFT TOYS
- Side rails securely locked and high enough
- Maximum 2 3/8 inch wide slats - no larger
- Corner posts should NOT extend more than 1/16 of an inch
- Use two finger test so that mattress fits firmly inside crib
- No rough edges or exposed bolts

Health concerns about napping

- Launder surfaces regularly
- Label bedding and keep separate

- BACK TO SLEEP - Sudden Infant Death Syndrome SIDS
 - Place infants on their back until they can roll over
 - Don't smoke cigarettes
 - Avoid soft bedding materials such as pillows, stuffed animals, etc.
 - Don't let infants get overheated
 - Encourage breast feeding or expressed milk feeding
 - Keep up on immunizations
 - Supervise and stay close by!
 - Keep up to date on SIDS prevention

Tailoring Routines

- Try to be consistent with home
- Usually there is a group schedule for older children
- Allow babies and toddlers to nap whenever they are tired
- If child doesn't nap, provide choices in a separate area
- May comfort themselves with familiar blanket or thumb
- Helping children to sleep or easing them into wakefulness is time well spent!
- Sing or tell stories that connect to the child's home

SUMMARY

When a caregiver makes the connection between the basics of routines and a child's overall experience, the difference is easy to see. The basics are a prelude to sharing warm, lively times and a rich opportunity for learning.

Session 5

SPACE TO GROW:

Creating a Child Care Environment for Infants and Toddlers

Our home, our neighborhood, and our workplace all affect the way we work, play, and socialize. If we feel safe and comfortable, we will enjoy our time with others. On the other hand, if we feel unsafe, unappreciated and uncomfortable we will find ways to change our environment. Children cannot do this. Therefore, this lesson centers on factors that make environments a good place to be for infants and toddlers.

KEY CONCEPTS

Children have a right to be reared in a well-planned, nurturing environment.

There are eight qualities that should be included in all programs.

The first four qualities ensure that a safe, healthy, comfortable, and convenient environment is planned.

The second four qualities support the emotional and intellectual growth of infants and toddlers.

Each quality must be carefully planned and monitored.

***Attention:** Some objects viewed in this session are not allowed to be used in a Virginia licensed home or center. Soft pillows, beanbag chair, for example, are dangerous for infants. Smothering has occurred when using these items.

INTRODUCTION:

We know that environments have an effect on us. Where we live, where we work, where we play affects what we do, even how we feel. For the most part, we take them for granted. But, when you are responsible for infant and toddler environments you can't take them for granted. There is no one perfect environment for every type of setting. But, it is possible to create space to grow for each child as well as provide a comfortable work environment for adults. Following some basic principles will help create this kind of environment.

All children deserve a nurturing, planned environment regardless of:

- * Numbers
- * Age
- * Amount of space
- * Setting

Even though programs differ greatly, all should include these 8 qualities:

<u>List #1</u>	Safety	<u>List #2</u>	Child size
	Health		Flexibility
	Comfort		Movement
	Convenience		Choice

List #1 - These Qualities Can Be Included in Your Program If You:

Begin by checking walls, ceilings, and floors

Watch For . . .

- Color over-stimulation
- Noise over-stimulation
- Appropriate carpet
- Chipped linoleum and paint
- Fluorescent lighting vs. Full spectrum lighting
- Fresh Air
- Air sprays
- Well-maintained heating system
- Hygienic diapering area
- Food Preparation area
- Washing toys often

Arrange Specific Areas for Specific Activities:

- Open space in center of room
- Specialty areas located around outer sides
- Use small partitions or risers to divide space
- Homes can locate activities in different rooms

Organize For - Physical movement

- Seeing children at all times
- Arranging storage areas close to working spaces

Plan Outside Space - Look For:

- Sharp edges
- Breakables
- Dangerous objects
- Poisonous or dangerous plants
- Unlocked storage units
- Cushioning materials
- Creations opportunities for learning

List #2-Qualities that Support Emotional and Intellectual Growth

Watch or Observe Your Children

- How do they move?
- What captures their attention?
- How do they explore?
- What frustrates them?
- What level is their gaze?
- What captures their eyes?
- What they can or cannot reach?
- What does the environment look like from their point of view?

Pay Attention to What the Child Needs

1. CHILD SIZE

- Pictures are at eye-level
- Toys and equipment can be reached easily
- Mirrors are floor level

- Risers, slides, and ramps are safe
 - No higher than 2 ft. under 18 months of age
 - No higher than 3 ft. for 18-36 months of age
- Multi-level surfaces expands experiences
- Mix child-size and adult-size furniture and equipment

2. FLEXIBILITY

- With growth and development the environment must change
- Developing skills need challenging toys and equipment
- Convenient storage space
 - Use space in different ways
 - Covered play pits are creative space extensions
 - Use specific areas to meet various needs

3. MOVEMENT

- Outlets are covered
- Sharp corners are padded
- Floors are non-slip
- Multi-level space encourages movement
- Furniture transforms into climbing apparatus

4. CHOICE

- Plan for plenty of appropriate choices
- Organize so items are returned to the same place
- Define areas to make choices clear
- Change choices to keep interest high
- Choices should be easy to see
- Use natural wood or light tone paint for shelves
- Allow for privacy
- Plan shared spaces for 2-3 children
- Use large, but soft barriers to keep older children at bay

SUMMARY: As a caregiver, you have control over the space where you work, the space where you care for infants, and the space you use as an adult. You can make the environment pleasant for very young children and yourself; a space where infants and toddlers can grow. No two settings look alike, but ALL nurturing environments need to include the best of: Safety, Health, Comfort, Convenience, Child Size, flexibility, movement and choice.

Session 6

TOGETHER IN CARE:

Meeting the Intimacy Needs of Infants and Toddlers in Groups

The foundation of human trust begins when an infant forms a bond or an attachment to those in care. This intimate connection guides us through our emotional lifetime. This session will guide you through various ways that you can directly connect or have a deeper relationship with the children you care for everyday.

KEY CONCEPTS

Children need deep connections with each person who cares for them, both parents and caregivers.

Programs that support primary care benefit both children and caregivers.

Keeping children in small groups with an appropriate amount of space provides a respect for individuality.

Caregivers who stay with children over time, give children a sense of belonging, a chance to really know other people, and a gift of stability.

INTRODUCTION:

Each one of us starts life intimately connected with another human being. That connection is essential to our growth - to our very life itself. At birth, a baby's dependence on this bond changes. They are no longer physically connected, but they still need intimate contact with someone they can depend on as they move out into the world.

Having someone to provide for us and love us is essential to healthy growth and development

- All living and learning that follows builds on this early attachment
 - With parents
 - And caregivers

More and more children are entering into childcare at younger ages and for longer periods of time

- They need a special kind of care
 - Not babysitting
 - Not school, *but*
 - One that provides a continuing relationship

Three childcare program policies that lead to this kind of special care

1 PRIMARY CARE

What We Know:

- A relationship between a child and caregiver is the heart of good infant care
- Young children thrive when they share a strong bond with the caregiver
 - Each child should be assigned to one caregiver
 - Who is responsible for that child's care
 - Whose consistency meets the need for
 - ~ stability
 - ~ familiarity

How It Is Done:

- The relationship between Erica and Maggie looks like this:
 - Primary caregiver greets the child
 - Parent and caregiver share information to form a connective link
 - The child feels secure
 - Primary caregiver carries out most of the routines
 - Makes child feel special and taken care of
 - Gives frequent attention so the child knows who to go to
 - They become a team, which means that
 - The child can accept attention given to other children
 - The child can relate to another caregiver in the same setting
 - New relationships offer new learning experiences and a comfort zone is established
 - If the primary caregiver is absent, the child feels comfortable
 - Attending adults can share the responsibilities without the child's relationship becoming damaged
 - The primary caregiver
 - Knows the child best
 - Keeps track of the child's development
 - Forms a close working relationship with parents: they form an intimate circle of care
 - If a second primary caregiver shift occurs make it smooth by
 - Sharing information and concerns
 - Accepting that a second person can become the primary caregiver

The deeper the relationship between caregiver and child, the more cooperation and understanding they will share, and the easier and more enjoyable their time together will be.

2 SMALL GROUPS

What We Know:

- Small group care is just as important as having a primary caregiver
- The total number of children in one caregiving space needs to be limited
 - It is recommended that groups of:
 - Young infants not exceed 6
 - Toddlers never exceed 12
- Keeping groups small promotes
 - Personal contact
 - Quiet exploration
 - One-to-one attention
 - Limited discipline problems
 - Knowing each child's temperament and personality
- As numbers go up, so does
 - Noise level
 - Stimulation
 - Confusion
 - Intimacy level drops
 - Lost look
 - Wondering aimlessly
 - Appearance of not knowing what to do
- Too many children inhibits
 - Shared experience
 - Discovery through play
- Small groups make a difference
 - Fewer distractions
 - Activities are more focused
 - Easier to be heard and understood
 - Develop a stronger relationship with primary caregiver
 - Caregiver can manage the needs of all children

EVERY research study has indicated that small group size is a key factor to quality care.

- Having only a few people to relate to is crucial for
 - Protection
 - Encouraging exploration
- Intimate settings help with
 - Cautious or timid children
 - New children
 - Giving attention to all children
 - Responding to needs and interests
 - Taking less time to become a part of the group
 - Offering comfort and a sense of belonging

How It Is Done:

Group Size Recommendations

<u>Same-Age Groups</u>		
<u>Age</u>	<u>Ratio</u>	<u>Group Size Should Not Exceed</u>
0-8 months	1:3	6
8-18 months	1:3	9
18-36 months	1:4	12

<u>Mixed-Age Groups (Family Child Care)</u>		
<u>Age</u>	<u>Ratio</u>	<u>Group Size Should Not Exceed</u>
0-36 + months	1:4	8

[Only 2 infants under 24 months per caregiver]

***NOTE:** The above guidelines are different from the Virginia Standards for Licensed Child Day Centers and Minimum Standards for Licensed Family Day Homes. Please check with your Licensing Inspector or Director for the current Licensing requirements.

A lot of attention is placed on ratios, but good ratios are not enough; keeping the total group size small is equally crucial.

3 CONTINUITY OF CARE

What We Know

- Children need care by the same caregiver over time
- Connections can be experienced when relationships are allowed to grow
- During the first 3 years, continuity of care provides an anchor
- Switching caregivers take its toll
 - Child has to rebuild trust
 - Experience grieving for the lost caregiver
 - Time is needed to make sense of this
 - Lose sense of self
- A child under 3-years-old who has experienced too many changes
 - Is reluctant to form new relationships
 - Acts out frustrations
 - Which impacts the entire group
- Must adapt over and over
 - Has to work hard to get his message across
 - Has a caregiver who can only guess at what's needed
 - Crying often occurs
 - Is confused and stressed
- Being together over time means
 - Cues are more easily understood
 - A person really knows the child's needs

How It Is Done

- Adults often want to become experts and teach only one age
 - But every stage is equally exciting
 - Following a child through growth is more complete
- Continuing care
 - Allows a child to build trust
 - Children use this relationship as a spring board for
 - Exploration
 - Discovery
- Allows children to know all playmates which begins the socialization process
- Fosters
 - Rich exchanges between children
 - The sharing of interests
 - Beginnings of cooperation

Three ways to design programs to offer continuity:

- Same-Age Continuity
 - Children are all close in age; example, 2-years-olds
 - A plan needs to be made to keep the same caregiver with the group
 - The environment must be modified for appropriateness as they grow older
 - - or -
 - The whole group can move to a new space
 - As children leave, replace vacant space with new enrollers
- Mixed-Age Continuity
 - Any age can be added to the group
 - The environment is diverse and flexible for many developmental levels.
- Family Care Continuity
 - One person cares for a diverse group
 - The strategy should be to keep children together from infancy to preschool
 - No loss or interruption of care occurs

Keeping professionals in the business is crucial to continuity

- They need support
- Good pay
- Decent benefits
- Better funding

SUMMARY: Children need more than being safe, they need a loving home away from home. A combination of Continuity of Care, Primary Caregivers, and Small Groups will make child care as intimate as it should be.

Session 7

THE AGES OF INFANCY: Caring for Young, Mobile, and Older Infants

In this session the abilities and developmental needs of the young, mobile, and older infants are discussed. Each stage of development has a main focus that needs to be met in order to successfully move on to the following stage. This session will provide ideas and guidelines on how to support infants as they progress.

Key Concepts

It is important that the caregiver shift the type of care that is provided based on the stage each child is going through.

The young infant needs plenty of close contact and protection to feel comfortable and thrive.

Mobile children need the caregiver to be a secure base so that they can move out and explore their world confidently.

Older infants need the caregiver to provide choices, set limits, and help the infant experience the freedom and responsibility of independent action.

INTRODUCTION:

Infancy, as all life, consists of stages of development. Infants grow so rapidly that sometimes one hardly notices when they have moved from one stage on to the next. Yet each stage has its own challenges, which bring special meaning to that period of life. The developmental issues of all infants are **security, exploration, and identity**. These issues are present throughout infancy, however, the prominence of each issue changes as the child matures.

The Young Infant

Young infants thrive on warmth and caring from a close relationship.
Primary issue is SECURITY.

The Mobile Child

Mobile infants are into discovery and movement.
Major focus is EXPLORATION.

The Older Infant

Older infants are consumed with who they are and who's in charge.
They are searching for independence and control.
Major concern is IDENTITY.

These stages happen for all children under three with a different emphasis at each stage. They will progress easier to the next stage one they feel comfortable with the previous stage.

Key to caring for the young, mobile, and older infant is to adapt to the primary issue of each stage without losing sight of the other issues.

The Young Infant - Birth to 8 Months

- Need to know they are being taken care of
- Want a relationship
- Need you to look, touch, and talk to them
- Need a primary caregiver to help the child feel secure
- Every activity is a social, emotional, physical, and intellectual experience
- Be open to help them flourish

- Can be content by themselves, but need to be tended to when distressed
- Infants like sight, taste, sound, and feel of new things
- Too much stimulation can be overwhelming
- Light, touch, color, noise, and attention from others may cause them to be fussy or turn away
- They learn what to expect from life, whether a safe and peaceful place or scary and troubled place.

Summary Of How To Assist The Young Infant

- Create opportunity for close contact.
- Assign a PRIMARY caregiver.
- Be available and respond promptly.
- Bring things of interest to the infant.
- Take the infant to interesting things.
- Avoid over-stimulation.

The Mobile Child - 6 - 18 Months

- Sometime around 6 - 9 months a secure baby starts to be curious
- Infant is captivated by the ability to move in their expanding world
- Increase in mobility is the cue to modify the style of care
- Develop feelings of competence and confidence
- See themselves as doers
- Follow natural urge to explore everything
- Often needs to decide whether to take a risk
- Look to the caregiver for cues

Caregiver:

- Role is to provide base of support on which to explore
- Eyes, voice, and gestures convey reassurance and encouragement
- Get on the floor
- Environment

Environment

- Should be enticing, interesting, and SAFE
- Needs places to crawl, cruise, and climb.
- Need to be able to use every part of the body

Routines:

- Child likes to handle their own food and utensils
- Need to do things on their own
- Do not worry about the mess!
- Child becomes more and more of her own person and establishes her identity

Summary Of How To Assist The Mobile Infant

- Provide a secure base of support for exploration
- Environment needs to be safe and interesting
- Create challenging movement opportunities
- Get down on the child's level
- Allow children to try things out on their own
- Share the joy of the child's growing confidence

The Older Infant - 16 - 36 Months

- The serious explorer takes charge
- Have a heightened sense of identity: social self and independence
- Likes group play
- Greater distance from caregiver
- Through resistance, attempts to establish their own identity
- Want to make choice of their own

Caregiver:

- Provide for individuality and social guidelines
- Trying to change child's mind will seldom work
- Playful response works better
- Allow for books, areas for independent activity, social toys, small muscle toys, and a good selection of dramatic and creative play items.
- Things you show an interest in will create an exciting social experience
 - As interests in social activities increase, so will social games
 - Older infants are fascinated with fantasy and make believe
 - Provide dress up clothes
 - Become part of the make believe

- Provide outdoor settings that offer a variety of safe, rich experiences
- Set things up so that older infants may play alone or with others
- Provide equipment that fosters cooperation and social play
- Group identity goes hand in hand with self-identity
- Initiate activities that introduce them to the world around them

Summary of How to Assist the Older Infant

- Respect self assertion - be patient
- Provide social guidelines
- Offer plenty of choices
- Support fantasy play and creative expression
- Allow for both independence and social experience
- Assist in play
- Initiate new and exciting activities

All infants may be cared for in mixed groups

Special attention must be given to all groups.

- Shift style of care
- Set limits

Help child move from dependence on you to dependence on self.

Session 8

DISCOVERIES OF INFANCY: Development and Learning

Infants and toddlers make new discoveries everyday. This session focuses on how they uncover the mysteries of the world one small discovery after another. For you to fully understand each concept presented, two viewings of this session is recommended. Check your local viewing schedule for days and times.

Key Concepts

The simple everyday handling of objects turns into complex learning. This is the root of all intelligence.

Young children are unaware of what they are actually learning; therefore, an informed adult plans an interesting environment to stimulate intellectual growth.

By knowing about the six discoveries presented, the childcare environment can be enriched for the young learner.

Young children cannot be taught mental concepts, the process of learning unfolds in a loving, intimate relationship with a caring adult

INTRODUCTION:

The discovery of the earth's phenomenon has always fascinated us. Adult fascination with the secrets of the universe is the same fascination we see in infants. They concentrate, they solve problems, and they experiment following the same path of discovery as great scientists. When you watch them closely, you start to get a feeling of just how important discovery is to them. They are busy trying to make sense out of their experiences. Hundreds of times a day, they are uncovering the mysteries of the world learning from what they see, hear, feel, taste, and touch.

Infants and toddlers have a constant quest for knowledge

Whatever they are physically doing, they

- Order
- Classify
- Integrate knowledge
- Information is taken through discovery

Infants use everything they have in which to learn.

- Learning ranges from simple motor movements to figuring things out in their heads
- Use materials in many ways
- Learn through making mistakes

Early learning can be grouped in 6 discoveries

1. How To Use Tools
2. The Relationship Between Cause and Effect
3. The Understanding That Objects Are Permanent
4. How Things Move and Fit Into Space
5. The Power of Imitation
6. How to Organize Action and Thought Into Patterns - Schemes For Learning

Discovery # 1 LEARNING SCHEMES

Schemes are the building blocks for all discoveries

- Learning occurs through playing with things
- Early schemes are simple
 - Mouthing
 - Banging
 - Handling
 - Shaking
- Simple schemes are
 - The discovery of properties of objects.
 - How they are best used
- Schemes will be tried on everything
 - This process leads to new ideas
- Objects are studied and each one is treated differently
 - Leads to understanding similarities and differences
- Experimentation with soft, hard, and sticky objects
 - Gives information
 - Which leads to mental categories

Schemes can be adapted and combined

- Happens through practice
 - Leads to perfection
 - And further experimentation
- Older children become more selective in the way they handle objects
 - All schemes are not always used
 - Schemes are selected and can explore qualities of size, shape, and color

Schemes related to people are Social Schemes

- Social schemes connect
 - Music to dance
 - Things to their use (folks and spoons)
- Schemes help children to discover
 - How objects are best used
 - How to use objects in new and interesting ways

This is the foundation for all other discoveries

Discovery # 2 CAUSE AND EFFECT

As infants develop so does the understanding that events and outcomes are caused

- Infants can cause things to happen
- They can search for objects to make things happen

Young infants do not know the relationship between cause and effect

- Surprised when toys roll away
- Do not realize they caused it

By exploring and experimenting the connection becomes clear

- They learn that they cause an outcome
(Example: a wind-up cheerleader)

7-month-old

- exploration is by mouthing or banging

20-month-old

- inspects it
- tries to make it go by hitting
- motions the adult to help
- connection of turning the knob to make it move hasn't been made

2 ½-year-old

- the connection of using the knob to make the motion is simple

Children are continuously discovering the link between cause and effect

- They learn
 - they can use their bodies
 - other people and objects cause things to happen
 - specific parts of objects cause specific effects

Sensorimotor actions (mouthing, rubbing, dropping) are the building blocks for learning. As children explore and play, thinking grows in an orderly pattern

Tiny discoveries turn into a large learning process

- Insights build on one another
- Each influences future ones
- This leads to greater knowledge
- This is called "learning"

Discovery # 3 USE OF TOOLS

A tool can be

- Anything to accomplish what is wanted
- An extension of power
- A means to an end

Bodies are used as a tool

- Crying brings a response
- Repeated crying signals that needs are to be met

Infants use their bodies for

- reaching out
- Moving towards an object
- Pulling objects to them
- Making sounds

Caregivers are used as tools

- Infants get people to do things for them
- An important step for intellectual growth
- Going along with them is a great gift

Objects are used as tools

- Balls, spoons, towels, chairs can be used
- Older children use a strategy

Ideas become tools

- An abacus becomes a tray
- Trying something new is creative

Discovery # 4 OBJECT PERMANENCE

For young babies - out of sight is often out of mind

- Not born knowing objects are permanent
 - Learned gradually
 - Learned through repeated experiences

The beginning understanding of this occurs by identifying and tracking objects

- Object permanence
 - When an object moves or is temporarily out of sight, it still exists
 - Holding an object in memory is a major intellectual achievement
 - 4-months-old: cannot do this
 - 7-months-old: beginning to hold a favorite object in memory

- 20-months-old: searches for an object that has been remembered
- By 2-years-old: understands permanence; this leads to the understanding of time-past, present, and future
- Causes an emotional dilemma
 - deep attachment (as with mom) departures are difficult
 - emotional attachments are learned
 - there is a connection between intellect and emotion
 -

All domains (intellectual, emotional, social, and language) are inter-connected

- Example:
 - Child steps on block
 - A scheme is obtained, "I can use my foot to squash things."
 - Cause and effect is learned, "I can cause a noise by squashing."
 - A tool is used, "With that noise, I can get somebody's attention."
- All discoveries overlap
 - Children integrate their learning schemes

Discovery # 5 UNDERSTANDING SPACE

Much of early learning has to do with distance, movement, and perspective

- Learned through everyday experiences
- Through tracking, infants learn
 - The permanent nature of objects
 - How objects move
- By tracking objects through space, they
 - Reach at close distance
 - Learn about barriers to movement
- Perspective is learned in the environment
 - A ball is small far away, large when close

They are young scientist, physically investigating the universe.

- Finding out about
 - * Shape * Size
 - * Containers * Gravity
 - * Balance

- They put together knowledge they have acquired
 - Enjoy challenges
 - Simple objects offer challenges
- Special lessons occur all day

Discovery # 6 IMITATION

One of the most powerful learning devices used

- Imitation fosters the development of communication
- And other important skills

Very young infants imitate what they see and hear

- Caregivers need to imitate the children
 - Meaningful give and take
- Imitation follows a progression
 - Imitate familiar things
 - Imitate to communicate
 - rhythms of communication
 - facial expression
 - gestures

As they get older, imitations become more complex

- Become purposeful
- Use coordinated action
 - Pounding
 - Vocalizing
 - Peek-a-boo

Infants repeat and practice what they see

- Repetition shows self-initiative
- Imitation occurs long after an action is seen
- Actions of adults are imitated
- Imitated information is used to become social
 - The major way they learn to talk
 - Use words and actions of others which organizes thought
 - Think and communicate through
 - * songs * games
 - * language * social play

Children learn to share activities and incorporate others' wisdom and knowledge to act effectively in the world.

YOUR ROLE - Facilitating Development and Learning

It is most important that you have an attitude of respect and an appreciation for what children are doing.

Principles to keep in mind

- Provide a rich, uncluttered environment
 - Rotate supplies to keep interest
 - Keep number of toys at a minimum at any one time
- Observe the discovery process
 - Notice what infants are doing
 - Decide the best way to relate to their play
- Let children follow their interests
 - Do not be tempted to "teach" lessons
 - Let their interests guide you
- Allow time for uninterrupted play
 - Try not to interrupt a learning experience by helping too much
- When helping, don't take over
 - Let the child's play unfold
 - Sensitivity to this process is crucial

SUMMARY: Infants and toddlers will intellectually grow and develop when encouraged by your attention, interest, and support in their play. By knowing the six discoveries, you will find it easier to share in the excitement of early learners. When you learn to see the discovery process in action, you will start to relate to young children in a new way.

Session 9

EARLY MESSAGES:

Facilitating Language Development and Communication

Today's presentation introduces you to a large amount of information on how to enhance language development in infants and toddlers. Because of the breadth of information, you may want to see the video again. Check your local viewing schedule and plan for a second viewing. Notice that a handout for your personal use has been added to this study guide. The milestones and warning signs list can be an important aide for you when assessing your children's emerging language skills.

Key Concepts

Adults play a significant role in the language process.

Language is rooted in the child's family and culture.

There are ten strategies to follow that have been proven to enhance language development.

Language develops best in an intimate, caring environment.

Children master language at their own pace.

INTRODUCTION:

Long before first words, infants are already learning language. Infants actively build connections between sounds, gestures, facial expressions and meaning. Their brains are set up to master language. Adults play an important role. The process is significantly enhanced when infants have supportive, responsive caregivers.

As children grow, language unfolds

- Infants
 - Cry, coo, smile, frown
 - Pick up the rhythm of language
- By 8 months they
 - Respond to family sounds
 - Imitate those sounds by babbling
- About 1 year of age
 - First words emerge
 - As do strings of sounds which sound like the rhythm of sentences
- Around 16 months
 - A language explosion occur
 - Comment; request; then ask questions - first with 1 word, then 2 words; followed by simple sentences

Language development is rooted in the child's family and culture.

- Facial expression, gestures, and sounds reflect the culture.
- Infants as young as 1 or 2 months begin to learn the family's language.
- some families emphasize quiet interactions
- others emphasize a lot of talking

STRATEGIES TO ENHANCE LANGUAGE DEVELOPMENT

Adults have a direct impact

- Talking adults expand vocabulary
- Talk - bathe them in language
- Listen - give them a chance to communicate

Strategy # 1 Be Responsive When Children Initiate Communication

Make prompt, appropriate responses

- Imitate smiles and coos
 - For young infants:
 - they learn the give and take of communication
 - For older infants:
 - respond with a comment or question that picks up their idea
 - For young children:
 - if they initiate the conversation
 - it will last longer and be richer in communication
 - it will be more complex in thought

Strategy # 2 Engage in Nonverbal Communication

Language is learned if we give and respond to nonverbal cues

- Example: An infant will learn about an object if we look and point to the object while saying the name.
- 70% of early communication is nonverbal
 - Experts agree
 - Observe the infant first
 - Then use the infant's gesture to begin communication
 - If hearing impaired
 - Manual communication is essential
 - Sign language provides abstract thoughts

Strategy # 3 Use Child-directed Language

A different language "code" needs to be used - this is called child-directed language. Child-directed language is a different way of talking.

- Slow down the speech
- Repeat words and sentences
- Everything done is geared toward communication

Modifying your speech can come naturally if you attend to the child's cues

- Adjust messages depending upon infant's moods

- Make your language understandable by using
 - Slow rate of speech
 - Repetition
 - Speech with a sing-song quality
 - Clear pronunciation
 - Short sentences
 - Grammatically simple sentences
 - Simple words

Strategy # 4 Use Self Talk and Parallel Talk

Self talk: describing to the infant your own actions when you do them

- Works well during routines
- Infants can predict what's coming next
 - Example: Using the word "dry" is connected to being dry

Parallel talk: describing the child's action or behavior

Both types of talk help infants connect actions and sensory experience with language

Strategy # 5 Help Children Expand Language

Around the end of the first year

- Help by naming what the child is pointing at

When first words are heard

- Add to what they say
- Model correct language to help them learn the rules of grammar

Model correct language, do not point out mistakes

Also expand by

- Asking questions
- Describing things that invite them to talk

Research proves that children do better in school if their parents ask a lot of questions and use descriptive language during the early years

- Language expands the child's world
- Language imports information
- Language is imaginative
- Successful expansions build on the child's interest
- Communication that connects with a child's thought or idea is what makes language meaningful.

Strategy # 6 Support Bilingual Development

Create meaningful language experiences for infants exposed to more than one language

Young children may:

- Learn one language faster than the other
- Mix the two languages
- Retain the family language and learn English
 - This happens if the caregiver is patient and values the family's language

The best way to support bilingual development for infants and toddlers is to have caregivers who speak the child's home language

- Without opportunities to use the home language, it will be lost
- Child will lose the ability to communicate with family members

A primary emphasis should be

- To hire people who know the home language
- OR
- Create opportunities for the child to hear and use their home language
 - Invite volunteers, not to translate, but to read, tell stories, chant, or sing in the home language

Actions that do not help young children learn a second language

- Trying to "teach" language does not work
- Making negative messages and statements about the home language
- Believing that our language is better

Make them feel good about the way they communicate.

Strategy # 7 Attend to Individual Development and Needs

Children master language at their own pace

- Some children use new words daily
- Others listen before talking
- Several may not seem to be making progress. If so
 - Talk to parents about the way the child communicates at home
 - Refer to up-to-date milestones and warning signs (see handout)
 - If needed, arrange for professional assessment and support

Finding ways to adapt to each child's unique learning style is the heart of enhancing language development.

Strategy # 8 Engage Infants with Books and Stories

Those children who have rich experiences with books and stories have an easier time learning to read when they enter school.

To engage infants

- Make it fun
- Let the child be in control of the activity
- Infants may not do what you want to do with the book
- Follow their lead
- Let them explore with a book just like any other object
- Let it be a comforting experience
 - Hold them on your lap
 - Give them attention
 - Send a message that books are wonderful whether you read well or not

For older infants and toddlers

- Hearing stories fascinate them
- Tell stories you know
- Make up stories
- Tell stories parents tell at home

Strategy # 9 Be Playful With Language

Activities give rich exposure to language

- Rhyming games
- Finger plays
- Songs
- Pretend play

The rhythm and repetition of a rhyme helps them learn language

- Infants learn elements of language by
 - Moving their body in rhythmic ways
 - Hearing a refrain or chorus in a song - they know that the song comes back to this part
- Young toddlers
 - Sing only the refrain or chorus
 - May only gesture the song - the words come later

Another playful, engaging way includes

- Pretend play
 - Language is often more advanced during pretend play than at other times

- Caregivers playing with children
 - They give important opportunities to experiment and be creative with language

Strategy # 10 Create A Communication Friendly Environment

Provide a calm, quiet environment

- It is difficult for infants to filter out background noise
 - Avoid:
 - large groups
 - constant music
 - television
- For infants and caregivers to hear each other use
 - Sound absorption materials
 - Quiet areas
 - Places to read, do finger plays, and sing together

The environment should also have

- Interesting and familiar things for children to talk about
- Open-ended materials
 - Blocks
 - Puppets
 - Dress-up clothes

Research supports that children use more complex language when they engage in open-ended play.

A peaceful environment makes learning language fun and rewarding

SUMMARY: Language is the tool for building knowledge. Infants and toddlers have the need and right to grow in an environment that is conducive to rich language experiences. By using these ten strategies, caregivers can go a long way in helping all children become confident, competent communicators. Caregivers who engage in responsive rich exchange with infants make communication and language magical

Milestones and Warning Signs

Young Infants (Birth to 8 Months)

Young infants communicate initially to get their needs met, then expand their communication to include playful exchanges. They are learning the rhythms of interacting with their caregivers. Warning signs for the young infant include:

- A general lack of interest in social contact (infant avoids eye contact, holds body rigidly)
- Lack of response to the human voice or other sounds

Mobile Infants (6 to 18 months)

Mobile infants playfully experiment with language and communicate with purpose. At this stage, one often hears first words. Mobile infants will practice newly acquired words over and over and try to use them whenever they can. Warning signs for the mobile infant include:

- At 8 -9 months - child stops babbling (infants who are deaf babble at first then stop)
- Child does not show interest in interacting with objects and caregivers in familiar environments
- At 9 -10 months - child does not follow direction of point
- At 11 -12 months - child does not give, show, or point at objects
- At 11 -12 months - child does not play games such as pat-a-cake or peek-a-boo

Older Infants (16 to 36 months)

As the session illustrates, there is typically a language explosion at the beginning of the older infant stage. The number of words that toddlers know increases rapidly, and they start to use simple grammar. Warning signs for the older infant include:

- By 24 months - child uses 25 or fewer words
- By 36 months - child:
 - Has limited vocabulary
 - Uses only short, simple sentences
 - Makes many more grammatical errors than other children the same age
 - Has difficulty talking about the future
 - Misunderstands questions most of the time
 - Is often misunderstood by others
 - Displays fewer forms of social play than others at the same age
 - Has difficulty carrying on a conversation

Session 10

PROTECTIVE URGES:

Working With the Feelings of Parents and Caregivers

When parents hand you their most prized possession, their child, you enter in an intimate relationship that can be both rewarding and frustrating. Parental conflict, if left unchecked, can cause you to become angry, tense, and revengeful. Learning new ways to overcome negative feelings is well worth investigation.

Key Concepts

All parents have a difficult time trusting others with their children.

Parents and caregivers need to practice good communication skills.

Parents need visible evidence that you are a competent, caring caregiver.

There may be times that you and the parent cannot agree upon an issue.

Knowing how to formulate a plan of action ensures the parent that you are a professional person.

INTRODUCTION: In every species, there is a fundamental drive to protect the young. In particular, we humans protect our very young. Because infants are so vulnerable, they need our protection just to survive. We instinctively respond to the infant's need of survival. You are in a trusting relationship with parents to protect and properly care for their precious infant or toddler. These protective urges are the reason you feel so invested in the infant's care and welfare.

Parent's concerns are more intense when children are in infant care:

- Have nightmares about them getting hurt
- Get upset when other children are not properly cared for
- Can lead to a rich partnership, or
- Interfere with a working relationship

WORKING WITH PARENT'S FEELINGS

Feelings for their young children are intense

- Want to be home with infant
- The younger the child, the more apprehension
- Need to feel positive about their child care decision

Three important caregiver attributes

- Understanding
 - What the parent is going through
- Competence
 - Caregiver who clearly knows what he/she is doing
- Honesty
 - Caregiver who is trustworthy

Parents feel mixed about caregivers

- Worry and apprehension abounds
- Afraid of attachment to caregiver
- Caregiver spends more time with their infant

Parent's questions stem from fear rather than your competence

Emotions may keep them from seeing the job well done therefore, let them see your competence

- low ratio is maintained
- facility is built for children
- educated staff
- High quality program and care can lessen fears

Parents need to see that thought has been put into meeting everyone's needs. Caregivers can help by sharing

- a written philosophy
- information about yourself
- health and safety practices followed
- knowledge about your program
- state licensing information
- concerns about their children
- genuine interest in each child
- daily triumphs and joy

Communicating your desire to deep learning about their child sends the message that their infant is in good hands.

Parents need straight answers to questions

- Do not beat around the bush
 - Use clear, concise answers
- Admit if you do not know an answer
 - never make up an answer
- Let them know what happened during the day
 - Some things may be hard

Parents like to see you in action

- Encourage them stop in at anytime
- Stay as long as needed

Parents are desperate to be understood

- Worried about their child's care
- Fearful for what might be happening

WORKING WITH CAREGIVER'S FEELINGS

Most of the time a strong bond is made

Sometimes unsettling feelings occur

Panel Discussion:

- Some parents do not treat children right
- Do not give their children enough attention
- Caregivers become disturbed over the lack of care
- Lack of respect
- Caregivers get angry when called babysitters
- Parents do not respect personal privacy

These feelings should not be ignored

Caregivers show signs of distress by:

- displaying outbursts of anger
- becoming distracted
- less organized in routine

FOUR things to do when emotions get intense

1. Explore Your Feelings

- Uncomfortable feelings are difficult to face
- Easy to avoid them by focusing on other people
- Work on understanding the effect on you
- Stay with the emotion and watch it
- When a feeling is understood, a solution can be found
- Accept real feelings--anger, disappointment, etc.--

2. Check Out Your Feelings With Others

- Share feelings with colleagues (not gossip)
- State them clearly
- Look for explanations never thought of
- Form networks with other caregivers
- Get different perspectives
- Clarity of thought comes from sharing

3. Seek the Parent's Point of View

- Gather information about their perspective
- Do not misjudge or misunderstand a situation
- Test your assumptions by asking general questions
- Allow them to clarify their point of view
- Goal: Create a relaxed situation to open communication

Avoid

- being critical
- arguing
- disagreeing
- Try to solve the problem
- Some conversations will not give answers

4. Develop An Action Plan

A plan is needed to solve issues and problems

Three areas to consider when developing a plan

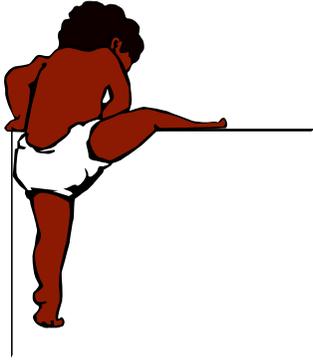
- Addressing Your Own Issues
 - If you uncover feelings, seek support
 - If stressed seek relief
 - walking
 - mediation, etc.
 - If you are doing too much, set limits
- Preparing to Meet with the Parent
 - Assess how you will be received by parents
 - Is there tension?
 - Be clear about issues
 - Which are negotiable?
 - Which are not?
 - Plan how you will present the topic
 - The parent may be defensive
 - Must be open to what they say
- Finding Outside Help

Sometimes problems are too big so remember, you not need to solve all of them on you own.

 - Contact a resource and referral agency
 - locate one in you service area

- Seek programmatic help
 - locate a mental health professional in your community
 - Identify specific community services
 - family support service
 - drug and alcohol counseling
 - food bank
 - health clinic
 - Big problems become manageable with community support
-
- When confronting a problem with no solution
 - Have an action plan
 - This uncovers solutions
 - Can lead to problem solving
 - Strengthens the relationship

SUMMARY: When you come to know the power of protective urges, both your own and those of parents; when you learn how understanding, competence, and honesty can quiet parents' anxieties; and when you come to acknowledge and accept your own feelings, you become better able to design thoughtful plans for working through issues.



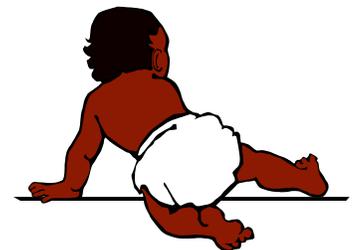
Distance Learning Training Series

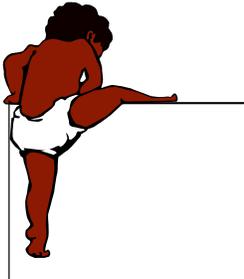
"THE PROGRAM FOR INFANT AND TODDLER CAREGIVERS"

ASSESSMENT

CONTENTS:

- * Personal Information Sheet
- * 100 Objective Questions
- * 9 Essay Questions
- * Checklist for Session #5





The Program for Infant and Toddler Caregivers

Personal Information Sheet

This sheet **MUST** accompany your completed materials.

Full Name _____
First Middle Initial Last

Home Address _____
Street

City State Zip Code

Day Time Phone Number _____

Evening Phone Number _____

Facility Name _____

Facility Address _____
Street or Post Office Box

City State Zip Code

Provider Type (please check one)

- | | |
|---------------------------------|--|
| Licensed Family Day Home _____ | Local DSS Certified Family Day Home _____ |
| Licensed Child Day Center _____ | Voluntarily Registered Family Day Home _____ |
| Camp Program _____ | Religious Exempt Child Day Center _____ |
| Head Start Program _____ | Other (Specify) _____ |

Mail Completed materials along with **\$10.00 check made payable to VACCRRN** to:

VACCRRN
VDSS – Distance Learning
PITC
308 Turner Road, Suite A
Richmond, VA 23225

PITC - ASSESSMENT

100 OBJECTIVE QUESTIONS

Record your Objective Question answers on the blue and white Scantron computer answer sheet. Questions are grouped by unit in viewing order.

Session 1 - FIRST MOVES:

Welcoming a Child to a New Caregiving Setting

True- False: Mark "A" for True or "B" for False

1. Becoming a skilled caregiver takes experience, practice, and importantly, knowledge.
2. Children should always know when their parent is leaving.
3. Caregivers need to help parents understand that time is needed in the morning for a positive separation process.
4. You can use the same positive separation technique with an 8-month-old as you can an 18-month-old child.
5. A quick morning separation helps a child forget about the absent parent and establishes a good connection with the caregiver.

Multiple Choice: Mark A, B, C, D, or E Mark only one answer.

6. Getting - acquainted visits before the child remains the entire day, are a good idea because:
 - a) Children know where all the toys are.
 - b) Gaining trust with the caregiver and the new environment is something that cannot be rushed.
 - c) The caregiver can remember what the child's parents look like.
 - d) Parents do not want to cry on the first full day of separation because they will feel guilty.
 - e) Parents will not have to pay tuition for a full day.
7. There are several methods that can be used to establish distance between you and the child. Which of these listed, is not a good method?
 - a) Keep yourself at a comfortable distance from the child; a distance of 12 to 15 feet for the first minute or two seems to work best.
 - b) Be friendly, advance toward the child as soon as possible so that you will be ready for the next child coming in.
 - c) Let the child remain in the parent's circle of protection for a few minutes.
 - d) Keep your distance from the child and parent; let the parent and child stay close together.
 - e) Invite the child to converse with you by using a toy.

8. A skilled caregiver “reads” a child by:
- a) observing intently.
 - b) using cues.
 - c) allowing the child time.
 - d) knowing differences among children.
 - e) all of the answers listed above.
9. A child who has been in your program for two months begins to cry for her mother. As a skilled caregiver you:
- a) decide to let the child cry for several days because she must learn not to miss her parents.
 - b) find her a comfortable place to sit until she decides to stop crying.
 - c) call her mother at work and suggest that she comes to take her child home for the day.
 - d) comfort her as much as possible today, and starting tomorrow you make a plan for positive separation time.
 - e) Change her to another room; you know this is not going to work
10. Rushing children to separate can:
- a) cause withdrawal and mistrust.
 - b) make them frightened.
 - c) help them develop socially faster.
 - d) answers “a” and “b” are correct, “c” is not.
 - e) all of the answers listed above.

Session 2 - FLEXIBLE, FEARFUL, FEISTY:
The Different Temperaments of Infants and Toddlers

True- False: Mark “A” for True or “B” for False

- 11. Temperament is an individual trait that begins when a child attends an inappropriately planned child care setting.
- 12. The best way to handle feisty children is to isolate them from the group.
- 13. Fearful children need a calm, caring adult who will not require them to do things quickly.
- 14. Children come to us as individuals; our job is to nurture those differences.
- 15. All children will display flexible traits if we respond to them using the same techniques.

Multiple Choice: Mark A, B, C, D, or E Mark only one answer

16. This lesson helps you to identify:
- a. The traits that children can learn.
 - b. Nine traits that are grouped into three major temperament styles.
 - c. The temperament traits that young children develop while in child care.
 - d. The wrong techniques for handling behavior problems.
 - e. None of the above.

17. Temperament is:

- a. A combination of traits that give each of us our unique personality.
- b. Often more intense in boys than in girls.
- c. A learned personality style that must be handled by a caregiver with firmness.
- d. Should be changed so that the young child will adjust to their mother leaving.
- e. All of the answers listed above.

18. The study of temperament style is important to caregivers because:



- a. Caregivers learn how to respond to each individual child.
- b. Acceptance of every child's difference in your care will insure the growth of mentally healthy children.
- c. Parents will respect your knowledge of differences in each child.
- d. It plays an integral part in the developing personality.
- e. All of the answers listed above.

19. The most common temperamental trait, the flexible (or easy) temperament describes the child who will more likely:

- a. Withdraw or cry.
- b. Stand back and watch children play around them.
- c. Be sensitive to touch, loud noises, and overcrowding.
- d. Be overlooked by caregivers, but needs equal attention.
- e. All of the answers listed above.

20. The feisty (or difficult) child can easily become a contributing member of the group when the caregiver:

- a. Provides for vigorous play.
- b. Uses redirection as a guidance technique.
- c. Is a flexible person and does not use a demanding tone of voice.
- d. Makes the most of quiet moments with the child.
- e. All of the answers listed above.

Session 3 - GETTING IN TUNE:

Creating Nurturing Relationships With Infants And Toddlers

True- False: Mark "A" for True or "B" for False

- 21. When you are responsive, it is like dancing or moving in rhythm with a child.
- 22. Being in tune with a child happens naturally, with no knowledge or thought about development.
- 23. The more you know about each family, the more at home the children who are in your care feel.
- 24. When caregivers get out of tune with a child the damage cannot ever be repaired; caregivers cannot get back in tune with the child.
- 25. Studying about child development is a waste of time because real children do not develop in the way experts suggests.

Multiple Choice: Mark A, B, C, D, or E Mark only one answer

26. Being responsive is a process:
- That can be learned.
 - That cannot be learned.
 - Worth noting, but has little relevance in a real child care setting.
 - Which alters perception.
 - All of the answers listed above.
27. When the caregiver is out of tune with the child and ignores the child's rhythm, the following happens:
- The child may become frustrated
 - The child may become fussy or fall apart.
 - The caregiver may become tense.
 - Interaction between the caregiver and the child becomes awkward.
 - All of the answers listed above.
28. Learning to "watch" a child means:
- To always be close by so they do not get out of your sight.
 - To observe everything about them - facial expressions, verbal sounds, even their feet so you know how to respond to them.
 - To sit back and watch how they interact with their environment, but without any responsiveness from the caregiver.
 - To baby sit while completing other household tasks.
 - None of the answers listed above.
29. Learning from an infant or toddler means learning to "ask" yourself what the child is telling you by:
- Writing down questions to ask the child.
 - Waiting for the child to learn to talk, then ask good questions.
 - Studying child development and asking parents about growth and development.
 - Being open, expressive, and aware of needs and changes in the child.
 - All of the answers listed above.
30. Responsive caregivers "adapt" to the child by:
- Imitating the child's facial expressions, movements, or sounds in order to continue the dance.
 - Joining in and playing with the child; watch and ask.
 - Stopping an action that you have been doing because the child does not seem to want to continue.
 - Finding some way to make the child more comfortable or to soothe him or her.
 - All of the answers listed above.

**Session 4 - IT'S NOT JUST ROUTINE:
Feeding, Diapering, and Napping Infants**

True- False: Mark "A" for True or "B" for False

31. Mealtimes should be a quiet time with little interaction, so as to focus on eating.
32. Early nutrition has a strong impact on the child's development.
33. Children can develop allergies if introduced too early to certain foods.
34. Always allow children to move from transitions of sleeping and waking on their own.
35. Diapering should be a an activity that the caregiver does with the child, rather than to the child.

Multiple Choice: Mark A, B, C, D, or E Mark only one answer

36. Routines:
 - a. Like eating always at the same time help the children to stay on schedule
 - b. Should be done as quickly and efficiently as possible
 - c. Help children learn important lessons
 - d. At diapering times are less important than feeding or napping
 - e. All of the above
37. Breastfeeding is the perfect baby food because:
 - a. It is easy to prepare
 - b. It allows time for bonding
 - c. It is economical
 - d. It provides antibodies to the child
 - e. All of the above.
38. "Universal Precautions" refers to:
 - a. A proper way to remove gloves
 - b. A general approach to napping
 - c. Potty training techniques for all
 - d. Following a set of procedures that is consistent to the safety and well being of all children
 - e. None of the above.
39. The best way to help children nap is to provide:
 - a. Low light
 - b. Good ventilation
 - c. A peaceful environment
 - d. A comfortable temperature about 70 degrees
 - e. All of the above
40. Sudden Infant Death Syndrome can be REDUCED by:
 - a. Not smoking cigarettes
 - b. Avoiding soft materials in the crib
 - c. Not letting the infant get overheated
 - d. Placing infants for sleep in their back
 - e. All of the above

Session 5 - SPACE TO GROW:
Creating a Child Care Environment For Infants And Toddlers

True- False: Mark "A" for True or "B" for False

41. Children can grow and develop to their fullest potential in any environment.
42. Before changing the environment, watch and listen to the children to learn what needs changing and how best to do it.
43. Safety is the most important consideration in any environment.
44. Creating a caring and challenging environment requires knowledge, planning and team work.
45. The indoor environment is more important than the outdoor environment.

Multiple Choice: Mark A, B, C, D, or E Mark only one answer

46. When considering the physical environment, note these qualities first:
 - a. wall, ceiling, floor, and windows.
 - b. safety, health, comfort, and convenience.
 - c. child size, flexibility, movement, and choice.
 - d. fresh air, color, lighting, and activity areas.
 - e. none of the answers listed above.
47. After the four qualities listed above have been carefully considered and met, then concentrate on the next four qualities, which are:
 - a. wall, ceiling, floor, and windows.
 - b. safety, health, comfort, and convenience.
 - c. child size, flexibility, movement, and choice.
 - d. fresh air, color, lighting, and activity areas.
 - e. none of the answers listed above.
48. When planning an outdoor environment:
 - a. remember that children prefer to remain inside.
 - b. consideration of safety, health, comfort, and convenience is equally important.
 - c. free exploration with few limitations should be your goal.
 - d. plan for only short periods of play because children become tired.
 - e. both answers "b" and "c" above are correct.
49. Multi-level environments are creative and interesting, but these safety issues should be considered:
 - a. ramps, slides, and risers should be no higher than 2 feet for children under 18 months old and 3 feet for 18-36 month old children.
 - b. only two steps should be used on risers because all steps are dangerous.
 - c. only children who are walkers should have ramps and risers in their environment.
 - d. infants and toddlers should remain in walkers, swings, etc. for safety.
 - e. all of the answers listed above.

50. Choices are created by having different areas of the room or home set up for a variety of activities. When providing for choices, consider:
- defining areas or rooms so children know what to do.
 - changing materials when children become disinterested in the play items.
 - arranging play materials on shelves so that the shelves are not cluttered.
 - planning for both quiet spaces for individual children and shared spaces for several children.
 - all of the answers listed above.

Session 6 - TOGETHER IN CARE:

Meeting the Intimacy Needs Of Infants and Toddlers in Groups

True- False: Mark "A" for True or "B" for False

51. Children can grow and thrive in any environment - no one kind of environment is any better than another.
52. Young children need a special kind of care that provides a continuing relationship with a few caring people in an intimate setting.
53. Primary care means that the most important people in their life - the parents, can only care for a young child.
54. Young children enjoy looking, watching, and babbling at each other; therefore, the number of children together in a group is of no real concern.
55. When a child has had many different caregivers, they have a more difficult time forming new relationships and usually display more negative behavior problems.

Multiple Choice: Mark A, B, C, D, or E Mark only one answer

56. Mixed-age classrooms are becoming a popular alternative in child care because:
- children of various ages stay together over time, which provides continuity of care with the same caregiver.
 - caregivers without a college education do not have the skill to care for one specific age.
 - caring for a mixture of ages does not require specific knowledge, only patience.
 - small groups of children of the same age get bored easily.
 - all of the answers above.
57. Children grow and develop best when cared for by a primary caregiver because:
- the parent and caregiver can form a connective link by sharing information.
 - one person provides stability and familiarity and therefore, really knows the child.
 - the caregiver keeps track of the child's development and becomes a partner with the parent.
 - the child is more accepting when attention is given to other children.
 - all of the answers above.

58. Keeping groups of children small in number is equally as important as low ratio because:
- adults become hostile when they care for more than five children.
 - low ratio will automatically mean that you have small group numbers.
 - a large number of children in the group will lower the ratio.
 - the total number of children who share one space is related to the intimacy level that caregivers can provide.
 - none of the answers above.
59. As the number of children increase in the total group, so does:
- the number of accidents.
 - confusion.
 - lost looks in the children's faces.
 - wandering aimlessly, interaction very little.
 - answers "b", "c", and "d" only
60. Continuity of care is crucial to the development of infants and toddlers. However, to keep good caregivers in the business of child care:
- less education should be required because of the expense.
 - parents need to take a less active role in their child's development because caregivers should be the primary caregivers.
 - support from the society as a whole must occur with more funding, benefits, etc.
 - the children need to behave better so burnout will not happen as quickly.
 - none of the answers above.

Session 7 - The Ages of Infancy:
Caring for Young, Mobile, and Older Infants

True- False: Mark "A" for True or "B" for False

61. Young infants thrive on the warmth and caring form a close relationship.
62. A mobile infant's major focus is a sense of identity
63. Once in the identity stage, the child does not need the caregiver's assistance or involvement.
64. No matter what activity, the child will have a social, emotionally, physical and intellectual experience.
65. Through resistance and saying no the child will attempt to establish his own identity.

Multiple Choice: Mark A, B, C, D, or E Mark only one answer

66. Each stage of an infant's development:
- Can be easily recognized
 - Involves equal amounts of attention from the caregiver
 - Is independent of the previous stage
 - Has its own challenges which bring special meaning to that period of life
 - All of the above.

67. The caregiver needs to:

- a. Be available for reassurance and encouragement
- b. Set up places to crawl, cruise, and climb
- c. Get down on the floor
- d. Look, touch, and talk to the infants
- e. All of the above.

68. The young infant:

- a. Likes a lot of stimulation and attention from others
- b. Can be content by themselves, but need to be tended to when distressed
- c. Does not need as much attention as a mobile infant
- d. Stage is from birth to 18 months
- e. Likes group play.

69. The mobile infant:

- a. Stage of development is between 16 and 36 months
- b. Should handle his/her own food and utensils
- c. Needs a lot of cuddling and comfort
- d. Has a major need for security
- e. All of the above.

70. The older infant:

- a. Likes to play mostly on his own
- b. Needs to be in a setting with their own age group
- c. Often says "no" to assert their independence
- d. Is between the ages of 6 – 8 months
- e. Can pretty much be left alone.

Session 8 - DISCOVERIES OF INFANCY: **Development and Learning**

True- False: Mark "A" for True or "B" for False

71. Infants primarily learn through play with objects using all five senses.

72. Infants and toddlers classify concepts in the brain called "schemes" upon which new learning concepts are built.

73. Young infants do not understand the intricate relationship between cause and effect; they just know that if they push a ball, it rolls.

74. Caregivers need to plan formal lesson plans to teach infants and toddlers all the skills they need because young children do not know what is important for them to know.

75. Imitation is one of the most powerful teaching tools in a young child's life; so much so that human language is learned in this way.

Multiple Choice: Mark A, B, C, D, or E Mark only one answer

- 76.** Young children bang, shake, step on, mouth, and watch interesting objects because:
- they cannot speak well enough to tell someone what they need or when they want something.
 - they always want attention and this is the only way they get it.
 - for them to learn about the world they must discover all the qualities of something through each of their senses.
 - their brain doesn't know anything else to do; it will take several more years before the child really knows anything.
 - none of the answers above.
- 77.** Older infants often become fretful or cry when parents leave because now the infant can:
- remember what parents look like when parents are gone and the child misses them.
 - rationalize that out of sight is out of mind.
 - learn to classify information into schemata.
 - understand adult language and they realize that the word bye-bye means that it will be at least 8 hours before they see the parents again.
 - all of the answers listed above.
- 78.** Holding an object in memory even though it is out of sight is a major intellectual achievement. Which answer correctly explains what we can expect to see at the given age?
- At 4 months old, infants cannot mentally do this.
 - At 7 months old, they are just beginning to hold a favorite object in memory.
 - At 20 months old, toddlers can now search for objects that have been remembered.
 - By 2 years old, they understand that things are permanent; they can now keep an object fixed in the mind.
 - All of the answers listed above.
- 79.** Simple toys and objects, like a bucket and small plastic teddy bears, can provide older infants and toddlers valuable:
- formal lessons in counting, classification, and color recognition.
 - challenges and opportunities to put together knowledge that they have already acquired through play.
 - ways to make yet another mess.
 - activities to plan more complex ways to play with their friends.
 - all of the answers listed above.
- 80.** Your most important role in the discovery process is to:
- keep a lot of toys and materials available all the time for play.
 - plan sequential lessons so every infant is exposed to all the math and science skills that they need.
 - be available during play time so that you can be a model teaching how to play correctly with an object and correct their immature speech.
 - have an attitude of respect and appreciation for what young children are doing in their play.
 - none of the answers listed above.

Session 9 - EARLY MESSAGES:
Facilitating Language Development and Communication

True- False: Mark "A" for True or "B" for False

81. Like other areas of development, language happens and the infant needs very little attention from family or caregivers.
82. Language really begins when adults understand the first spoken word; therefore, up to that moment babies just need to be fed well, changed often, and kept safe.
83. Children use more complex language when they play with materials such as blocks, puppets, and dress-up clothes.
84. Babble sounds made by infants are selective sounds that the infant has heard in the family setting.
85. Milestone guidelines help you chart language development, but you need to remember that all children grow and develop uniquely within their own time table.

Multiple Choice: Mark A, B, C, D, or E Mark only one answer

86. We know that repeating rhymes to infants engages them in language because:
 - a. they cry and we have learned that crying is a good way to communicate.
 - b. when they enter school, they remember what they learned as infants.
 - c. they move their body rhythmically to the rhythm of the words heard.
 - d. they fall to sleep because their brain relaxes.
 - e. none of the answers listed above.
87. Which of these choices list the order of typical and language development in toddlers:
 - a. first words; two words; ask simple questions; then, simple sentences are heard.
 - b. make simple requests; first words; make comments; two words; then, simple sentences are heard.
 - c. make comments; requests; then, they ask questions-first with one word, then two words; followed by simple sentences.
 - d. simple sentences, complex sentences, questions, and then conversation.
 - e. all of the answers listed above.
88. If 70% of infant communication is through nonverbal cues, then caregivers need to:
 - a. look and point at objects when talking about them to an infant.
 - b. observe the infant's movements and eye expressions to lead the conversation.
 - c. provide hearing aids for the infant who cannot talk.
 - d. speak slower and louder because infants respond better.
 - e. both "a" and "b" answers are correct.

89. Adult language needs to be understandable when conversing with infants; therefore,
- speak slower with a higher than normal pitch.
 - repeat words and use a sing song rhythm.
 - pronounce words clearly and use short sentences.
 - use simple sentences patterns and simple words.
 - all of the answers listed above.
90. The skilled caregiver plans the day so that children do plenty of talking. One activity that has proven to stimulate complex language is:
- watching T.V.
 - pretend play.
 - going on field trips.
 - sitting at the dinner table.
 - all of the answers listed above.

Session 10 - PROTECTIVE URGES:
Working With the Feelings of Parents and Caregivers

True- False: Mark "A" for True or "B" for False

91. Separating from their child is equally as difficult for the parent as it is for their child.
92. When a problem occurs, be honest with your response, even though you may have made a wrong decision in doing what you did.
93. Parents should be encouraged to stop by your child care or home centers, but they should always call first to see if it is a good time to see their child.
94. Be sure to keep all problems to yourself, it is not professional to talk about problems with community resource experts.
95. Even though every problem cannot be solved, an action plan will guide you to many solutions.

Multiple Choice: Mark A, B, C, D, or E Mark only one answer

96. Seeking the parent's point-of-view means that :
- whatever the parent says is what you should do.
 - you listen to them, then do what you feel like doing.
 - you listen to them, then use the information to guide your judgment.
 - whatever the parent says about their child is usually not correct; therefore, making a plan to seek their view point is wasteful.
 - you make an appointment to talk at your convenience
97. A high quality program has proven to lessen parents' fears when leaving their children. You can show parents high quality through:
- staying up-to-date in your profession.
 - maintaining your facility so that it is child-centered and home-like.
 - planning for low ratio.
 - communicating with them and their children genuinely.
 - all of the answers listed above.



98. Parents often want to make a friendly connection with their child's caregiver, but have difficulty doing so because:

- a. parents are afraid that their child may become more attached to the caregiver.
- b. weekly rates may increase if parents show too much interest.
- c. the caregiver may give their child too much attention and spoil them.
- d. a close relationship could interfere with honest communication.
- e. it is safer to leave a child if a close friendship has not occurred.

99. Parents need:

- a. to feel that their child is safe.
- b. to have a close trusting relationship with you, the caregiver.
- c. to feel good about their decision to use child care.
- d. a competent, understanding, honest caregiver.
- e. all of the answers listed above.

100. Caregivers need:

- a. a network of community support.
- b. to sharpen listening and responding skills to gain parent's trust.
- c. to seek healthy ways to relieve stress.
- d. to continue updating professional skills through education.
- e. all of the answers listed above.

Assessment continues on the next page.

Essay Questions and Environment Checklist

Directions:

- **Type or write** each **Essay Question and Answer** on your own paper (except for Question #5 – we have provided a checklist for you to fill in and return to us with your assessment).
- Use a separate sheet of paper for each essay and be sure to write your NAME, TEST QUESTION, and UNIT TITLE on each response.
- Questions are listed by program title and viewing order.
- Be sure to use complete sentences and pay attention to correct grammar and spelling.
- Be sure to write plenty of information to show a thorough understanding of the concepts.
- Remember this is an **OPEN BOOK** assessment. Use your study guide and notes to answer each question.

Essay #1 from:

First Moves: Welcoming a Child to a New Caregiver Setting

Question:

You have a new assistant. She is unfamiliar with positive ways to help a parent and child separate. A toddler has been in your program for only three days. Tomorrow your new assistant will observe you when the parent and the child arrive. She has been instructed by you to take notes. List eight (8) behaviors that your new assistant should observe you doing at the moment the parent and child walks through the door of your business. Write these eight (8) behaviors in order of what you will do first, then second, and so on until the child is comfortable being in your presence and the parent leaves.

Essay #2 from:

Flexible, Fearful, or Feisty - The Different Temperaments of Infants and Toddlers

Question:

List and discuss the nine (9) temperamental traits that combine together to identify the temperaments of Flexible, Fearful, and Feisty. Then, using the children in your care, give examples of each trait. (The first one is done for you.)

- 1) Activity Level: Children differ in how active they tend to be. Some are highly active and seem as if they have boundless energy. Others display a low activity level. Kemper, ten-months-old, is my low activity child. He enjoys sitting on the floor mat and entertains himself. However, Rebecca (also ten-months-old) is my very active child and must have floor space of her own for much of her waking hours. They require different amounts of attention from me.

Essay #3 from:

Getting in Tune - Creating Nurturing Relationships with Infants and Toddlers

Question:

You have chosen to study and learn about how to become a more nurturing caregiver. This lesson introduced you to four (4) ways to help you to get in tune to infants and toddlers. Describe how you can plan to improve yourself. Using the areas listed below, write at least four (4) sentences about each area explaining your plan of action to get in tune and stay in tune with your infants and toddlers.

1. Study child development
2. Get to know your families
3. Develop self-awareness
4. Learn to be responsive

Essay #4 from:

It's Not Just Routine - Feeding, Diapering, and Napping Infants and Toddlers

Question:

This lesson introduced you to three (3) routines of infants and toddlers: feeding, diapering, and napping. In detail, please explain:

Feeding

1. How your home or center sets up for feeding
2. What kinds of foods you serve and what kinds of foods you avoid
3. What precautions you take
4. The importance of mealtimes
5. How you might improve in this area

Diapering

1. How your center is set up for diapering
2. What equipment, procedures, and precautions you follow
3. How you connect with the child during diapering
4. How you could improve on this routine

Napping

1. The importance of transitions between sleep and awake time
2. How your center or home is set up for napping
3. What equipment you use and what procedures you follow
4. What precautions you take in general and to REDUCE the chance of SIDS.
5. How you might improve in this area.

CHECKLIST #5 from:

Space To Grow - Creating A Child Care Environment For Infants And Toddlers

INSTRUCTIONS:

This Session 5 CHECKLIST is to be used as a **Personal Environmental Checklist**.
In this section you will be graded on whether you can spot a weakness in your program and reporting on how you can improve the situation.
Use this checklist to review and plan for changes in your setting.

Read each item marked with an and rate your physical environment with a \checkmark or an **X** mark.

\checkmark If you check an item, it means that this quality is present in your child care environment and there is no reason to consider change at this time. Write the date of the day in which you noted that quality.

X If you mark a X on the checklist it means you do not have this quality or it needs improvement. Write a statement which describes how you plan to make changes.

You will not be graded on how many \checkmark marks are on your list. It is more important that you spot weaknesses in your program, and prove that, you can make a plan to improve the situation. If any of the items do not apply to your environment write **N/A** in the box. Your answers should look something like the examples below.

Write your information directly on this checklist and send it in with your test materials for grading.

You **MUST** include this completed checklist when you send your assessment in for grading.

BE SURE TO WRITE YOUR NAME ON THE CHECKLIST.

Your NAME: _____

CHECKLIST #5 from:

Space To Grow - Creating A Child Care Environment For Infants And Toddlers

Which Qualities Are Included in Your Program?

- No color over-stimulation
- No noise over-stimulation
- Appropriate carpet
- No chipped linoleum or paint
- Full spectrum lighting vs. Fluorescent lighting
- Fresh air
- Air Sprays
- Well-maintained heating system
- Hygienic diapering area
- Separate food preparation area
- Washing toys often

Arrange Specific Areas for Specific Activities

- Open space in center of room
- Specialty areas located around outer sides
- Use small partitions or risers to divide space

Your NAME: _____

Organize for:

- Physical movement being available
- Seeing children at all times
- Arranging storage areas close to working spaces

Plan Space – Look for:

- Sharpe edges
- Breakables
- Dangerous objects
- Poisonous or dangerous plants
- Unlocked storage units
- Proper resilient surface

Qualities that Support Emotional and Intellectual Growth

Child Size

- Pictures are at eye-level
- Toys and equipment can be reached easily
- Mirrors are floor level
- Risers, slides, and ramps are safe

Your NAME: _____

- No equipment higher than 2 feet for children under 18 months if age
- No equipment higher than 3 feet for 18-36 months of age
- Multi-level surfaces expand experiences
- Mix child-size and adult-sized furniture and equipment

Flexibility

- With growth and development the environment must change
- Developing skills need challenging toys and equipment
- Convenient storage space
- Use space in different ways
- Covered play pits are creative space extensions
- Use specific areas to meet various needs

Movement

- Outlets are covered
- Sharp corners are padded
- Floors are non-slip
- Multi-level space encourages movement
- Furniture transforms into climbing apparatus

Your NAME: _____

Choice

- Organize so items are returned to the same place
- Define areas to make choices clear
- Change choices to keep interest high
- Choices should be easy to see
- Use natural wood for light tone paint for shelves
- Allow for privacy
- Plan shared spaces for 2 – 3 children
- Use large, but soft barriers to keep older children at bay.

Essay #6 from:

Together in Care-Creating A Child Care Environment For Infants And Toddlers

Answer only ONE of the questions below based on WHERE YOU WORK.
Choose the one that matches YOUR job.

Question for Child Care Center:

If you work in a child care center answer THIS question:

Make a chart like the one below. On the left side - list at least ten (10) concepts that you have learned watching this video. Then, on the right side of the chart, write the challenges you have to use the information that you learned.

EXAMPLE:

What I Have Learned	Challenges to Overcome
Being assigned to one caregiver helps the child feel comfortable.	When 3 teachers are in the toddler room, we all take care of the children. I didn't know how important consistency is. I need to talk to my director about assigning certain children to each of us.

Question for Family Day Home:

If you work in a family day home answer THIS question:

You already provide continuity of care in your home because you are the primary caregiver. Therefore, list at least ten (10) concepts concerning the intimate needs of young children that you have learned from watching this video. Explain using one sentence for each concept - how you plan to use the new concept in your home.

Essay #7 from:

The Ages of Infancy - Caring for Young, Mobile, and Older Infants

Question:

This lesson introduced you to three stages of early development. Describe specifically how you would plan to assist a child through each of the **young, mobile** and **older infants** stages. Please be sure to give details for the appropriate environment, materials, and care for that stage of development.

Example:

Young Infant: Catherine, a 4 month old infant recently came to our center. I am responsible as her primary caregiver. I greet her and her parent first thing every morning, attend to her needs when she cries, and give her many different objects to look at. She naps in a separate room with two other infants. We talk while I change her diaper and her mom shared with me some of the songs they sing at home. She loves to be rocked. I try not to over-stimulate her and make sure she has her own space separate from the older toddlers. She loves to bounce on my knee and seems to be a happy baby.

Essay #8 from:

Discoveries of Infancy - Cognitive Development and Learning

Question:

On a separate sheet of paper write a summary of each of the **6 Discoveries** listed in this session. Summaries are usually 3 to 4 sentences in length. A summary is what you think each of the discoveries mean. Do not copy words or phrases from this study guide. Read your notes, reflect upon the children in your care, and then write a summary describing each discovery.

Discovery # 1:	Learning Schemes
Discovery # 2:	Cause and Effect
Discovery # 3:	Use of Tools
Discovery # 4:	Object Permanence
Discovery # 5:	Understanding Space
Discovery # 6:	Imitation

Essay #9 from:

Early Messages - Facilitating Language Development and Communication

Question:

This video gave you ten (10) strategies to enhance and support emerging language development. These are listed below. For each strategy, write two or three sentences explaining how you will change your approach with infants and toddlers now that you have learned this new information.

You will be graded on explaining what you will do differently, not what you are already doing.

1. Be Responsive When Children Initiate Communication
2. Engage in Nonverbal Communication
3. Use Child-directed Language
4. Use Self Talk and Parallel Talk
5. Help Children Expand Language
6. Support Bilingual Development
7. Attend to Individual Development and Needs
8. Engage Infants with Books and Stories
9. Be Playful with Language
10. Create a Communication Friendly Environment

Essay #10 from:

Protective Urges - Working with the Feelings of Parents and Caregivers

Question:

1. Choose a problem that you recently had with a parent last week. In three sentences, describe the problem.
2. Briefly describe how you handled this problem. Then describe the outcome (what happened).
3. Now that you have learned how to make a plan, list what you could have done to make this situation better. (Remember, even though you and the parent may have solved the problem, think of a *better* way that you could have solved the problem).