



IT SPECIALIST'S NOTE...

How can the Infant Toddler Project help me?

Room arrangement, Guiding behaviors, Interactions, Transitions, Activities, Lesson Planning tied to the Learning Standards, Parent Communication, Health and Safety concerns, Child Development and expectations for infants and toddlers...and MANY other resources and supports.

Best Regards, Shannon



INFANT TODDLER TIDBITS

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FOR THE CAREGIVER... Involving Dads

Child care programs and family child care homes are ideal settings for giving fathers opportunities to be involved with their children in positive and loving ways. Men can swaddle, joke, rock, bounce, lift, comfort, care, and hold.

Their ability to care *for* and care *about* their children is just as fierce and powerful as that of women but may not be

expressed in the same way. By making room for fathers in child care, we offer babies and toddlers the opportunity to build an even stronger connection with fathers who affect their lives so profoundly and whose involvement will influence them forever.

- * Welcome dads, addressing them by name.
- * Invite fathers to share

their hobbies, skills, or information about their jobs with the children.

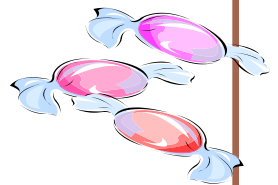
- * Set up volunteer roles outside of the typical workday.
- * Offer problems to solve. Post a few projects the program would like help with, such as mulching the garden or building a new sandbox.

Keeping 'em...HEALTHY AND HAPPY

Foods NOT to be served to infants/ toddlers due to the risk of choking:

- * Hot Dogs and Sausages (Unless diced)
- * Whole Grapes
- * Hard Raw Vegetables and Fruits
- * Dries Fruit including raisins
- * Hard Candy

- * Nuts
- * Pretzels
- * Chips
- * Popcorn
- * Marshmallows
- * Chewing Gum
- * Chunks of Meat





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**GROWTH AND DEVELOPMENT...
Developmentally Appropriate Practice**

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In the Developmentally Appropriate Classroom, Children:

Create... rather than duplicate.

Move... rather than wait.

Speak... rather than listen passively.

Explore their interests... rather than just learning about what the Teacher thinks they should learn

Make choices... rather than just being told.

Create art... rather than do pre-planned crafts.

Decide... rather than passively submit.

Learn through experience... rather than by rote.

Appreciate the process... rather than the end product.

Have a schedule based on their needs... not the needs of the adults or the program.

Adapted from "The Butterfly Garden" by Sandra Crosse



PARENT CORNER... Logical Consequences

Logical consequences are an alternative to punishment.

- They are responses to the child's behavior that are logically related to the behavior (example – If you break the toy, you won't be able to play with it anymore).
- They teach your child that he/she has a responsibility for and control over his/her own behavior.
- They show your child the results of his/her behavior.

Logical consequences must be practical and enforced.

- Only select options that you are willing to enforce!
- Don't intervene before the consequence takes place!
- If you feel empathy for your child, offer a

chance to try again.

Choices should be stated calmly, clearly, and respectfully.

- Consequences should not be arbitrary, threatening, or punitive.
- Plan the consequences ahead of time.
- Options for actions or consequences should be logically linked to the activity.

Logical consequences help guide children in learning how they are expected to behave in the real world.

- Talk about the consequence with your child before the activity or routine where the behavior is likely to occur.
- Remember that logical consequences help to teach your child about behavior that is expected and why it is





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PLAYTIME... Play with Baby

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How do you actually play with a baby?

At the earliest level, all you need is your face. Your newborn might stare intently at you and try hard to imitate your facial expressions. She will probably be fascinated by the sight of your tongue going in and out of your mouth, your eyes winking, or funny sounds you make, and she will attempt to mimic you.

Play peek-a-boo by briefly hiding your face behind your hands or a book. As

she grows older, expand your play to other parts of your body and hers. Play "This Little Piggy" with her toes, give horsie rides on your leg, blow on her tummy or back, or lift her up as if to fly.

Do everything gently and slowly until you know how your baby likes to play. Some babies are fearless; others are more cautious.

SOCIAL-EMOTIONAL... Emotions

Daily Activities

- Make different emotion faces and have children guess what you might be feeling.
- Throughout the day, help children learn to label their own emotions (e.g., it looks like you are feeling mad that we can't go outside; what can we do to help you feel better?)
- While reading stories to children, have children guess how the characters in the story are feeling. Ask questions like "How can you tell that the character is feeling that way? Can you make a face that shows that feeling?"
- During mealtime, tell children about a situation that makes you feel a particular emotion (e.g., happy, sad, frustrated, angry, jealous, etc.). Then ask children to share the things that make them feel that same emotion.
- Make up silly songs about different emotions, using any tune. For example (to row row your boat) — I feel happy when I play outside. Let me show you my happy face (everyone makes a happy face together). I feel angry when someone takes my toy. Let me show you my angry face (everyone make an angry face together). I feel scared when I hear a loud noise. Let me show my scared face (everyone make a scared face together).
- Use puppets to act out different situations (e.g., one puppet takes a toy from another puppet); ask the children what emotion(s) the puppets might be feeling (have them choose from pictures of children making different emotions). After labeling the emotions, have children practice making the emotion with their own faces. Then ask what the puppet should do next to help when feeling the emotion. Have the puppet model coping with the emotion.

For additional ideas for emotions and other activities go to www.ecmhc.org



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GUIDING BEHAVIOR...Take ACTION

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The steps to set an effective limit can be summed up with the acronym "ACT."

A- Acknowledge the child's feelings, wishes, wants and motivations. When you do this, you tell your child that his/her emotions and inner-self are okay. Setting the limit without acknowledging your toddler's feelings indicate that emotions are not important and may carry a sense of "wrongness" rather than age-appropriate exploration. As you empathize with your child's feelings, you will help to diffuse them. Accepting the feelings often satisfies the child and his/her need for the act no longer exists. Acknowledge your toddler's feelings with statements like these: "You seem angry." "Seems like you're frustrated with these puzzles." "It seems to me like you feel sad today." "You wanted to see what was outside the window."

C- Communicate the limit in terms of safety, using an assertive voice and clear language. Set the limit using words that the child can easily understand. "Throwing puzzle pieces is not safe," "It's not safe to climb on the dresser," "It's hard for me to breathe when you squeeze my neck so hard," are examples of clear and age-appropriate limits. These statements leave no doubt about the behavior. Avoid phrases like, "You need to___," and "I think___," because these phrases do not communicate the limit in a clear and assertive way.

T- Target acceptable behavior by giving the child positive alternatives. You have told your child the unsafe consequence of his/her action, now tell him/her how to express the original desire appropriately. Toddlers act impulsively and without stopping to think about consequences. They have a feeling, wish, desire or need, and they express it in the only way they know. They may not be aware of other way to express what they want or feel. "If you want my attention, you can touch my arm," is an example of an appropriate alternative.

ITERS TIPS

Don't forget the babies! All non-mobile children should have a variety of toys and materials brought to them. Try to limit the amount of time that non-mobile children are restricted by being placed in high chairs, bouncy chairs, or play pens. The optimal situation is for the provider to be on



the floor with the non-mobile children engaged in conversation, reading books, and showing them a variety of toys and materials.



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RESOURCES

AWESOME WEB SITES

www.ecmhc.org

www.consciousdiscipline.com

AWESOME RESOURCES

Being with Babies: Understanding

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ACTIVITIES...*Movin' and Shakin'*

Crazy Walk

Long lengths of brightly colored ribbon or plastic

Directions

1. Following directions helps your child master the mind and body. Walk slowly around the room using music to set the pace.

Call out a movement such as forward, backward, sideways, little steps, giant steps, like a cat, like an elephant, etc., and respond as quickly as possible.



Dance Ribbon

Materials

Empty key chain or plastic shower curtain ring

Directions

1. Attach 3- or 4-foot lengths of brightly colored ribbon or plastic to an empty key chain or plastic shower curtain ring.

Your child can wave the ribbon in the air as he runs or twirl it in time to the music as he dances.

Jingle Bell Roller

Materials

Empty coffee can with lid

Jingle bells or jar lids

Directions

Put bells or metal jar lids inside the empty coffee can. Securely glue or tape the plastic lid onto the coffee can.

"Show me and I forget; Teach me and I remember; Involve me and I learn."

~ Benjamin Franklin