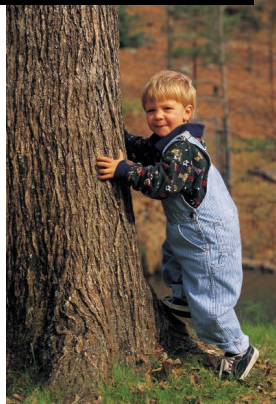




IT SPECIALIST'S NOTE...



Wow! Another month has flown by and we are staying busy with the Infant Toddler Project. Several of our first cases are getting ready to wind down and soon others will be joining the fold. Currently the common area of concern for infant-toddler care has to do with guiding behaviors. Biting is developmentally appropriate and part of many toddlers' lives, however, it is very difficult to deal with and this can be a struggle for the children, caregivers and families. A great resource book for strategies to help better understand the why and how to deal with this behavior is called *NO Biting: Policy and Practice for Toddler Programs, 2nd ed.* by Gretchen Kinnel for Child Care Solutions- published by Redleaf Press.

Best Regards Shannon

INFANT TODDLER TIDBITS

STEP, INC.-CENTRAL REGIONAL KEY

FOR THE CAREGIVER

Continuity of Care:

Another extension of primary care, continuity allows for the relationship between teacher and child to continue from enrollment until the child is at least 3 years of age; built into family childcare environment; consistency, stability and time spent in responsive and nurturing early relationships are critical to formation of secure attachment.

Consider a few options:

- *Same age continuity*—Teacher and same group of children who are close in age stay together until age 3 and the environment changes as they develop or they move together as a group to the next room.
- *Mixed age continuity*—Group has a wider range of ages; newly enrolled children can

be added to the group.

Environment is interesting and flexible to address all developmental levels.

- *Family care continuity*—One person cares for a small group, making it easier to provide continuity. If a larger program, children are assigned to one teacher and stay with this teacher until preschool.

Keeping 'em...HEALTHY AND HAPPY



Balancing Calories

- Enjoy your food, but eat less
- Avoid oversized portions

Foods to Increase

- Make half your plate fruits and vegetables
- Make at least half your grains whole grains
- Switch to fat-free or low-fat (1%) milk

Foods to Reduce

- Compare sodium in foods like soup, bread, and frozen meals — and choose the foods with lower numbers
- Drink water instead of sugary drinks



**EARLY LEARNING
PATHWAY TO SUCCESS**

SEPTEMBER 2011

**GROWTH AND DEVELOPMENT...
On the move**

INFANT TODDLER TIDBITS

STEP, INC.-CENTRAL REGIONAL KEY

**PHYSICAL DEVELOPMENT:
I learn about my body and grow
strong by moving**

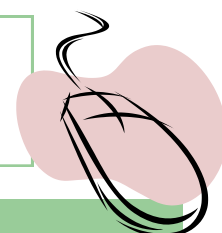
Using their bodies to explore and communicate provides the exercise babies need to grow strong, healthy bodies. Every time your baby swings her arms, kicks her legs, or turns her head, she is discovering how different parts of her body work, individually and together. Children develop their large muscles through reaching, rolling, pushing, sitting, crawling, climbing, and walking, which leads to the later development of small muscle movements like holding a spoon, turning a doorknob, or using a crayon.

**INTELLECTUAL DEVELOPMENT:
I move, I learn**

Physical activities stimulate the connection between mind and body. Children learn problem-solving skills as they try different actions—climbing up, over, in, or through.

Movement is also essential for helping children put their ideas into action to accomplish a goal. For example, an 8-month-old wants his bottle. In order to get it, he has to have a plan and then make it happen. He crawls over to his dad and pulls on his leg. He then looks over to the bottle and starts to whine. Dad picks him

**PARENT CORNER...
Internet-Based**



Create a classroom website

Send individual emails to parents to report daily activities or child progress

Create photo stories to share with families

Set up an area for family responses to gather input for important decisions, changes in policy, etc.

Set up an area for family support discussions where families can chat together about common issues their children are facing

Post reminders for upcoming program events such as special days, field trips, holiday closings, etc.

Prepare at-home activities for children and families to do together

Work with families to know about local resources to gain access to technology

Increase family technology skills by hosting an event to tour your program's website

Set aside time to begin and maintain internet-based communication with families



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PLAYTIME... 6 to 9 months

INFANT TODDLER TIDBITS

STEP, INC.-CENTRAL REGIONAL KEY

Excitement...

Excitement describes baby now - excitement in discovering all about the world.

- The infant is becoming mobile - rolling, scooting, crawling. She may even be pulling herself to a standing position by holding on to a safe table or couch.
- The infant may become afraid of strangers and cry when you leave.
- The infant likes to shake, bang, and drop things - just to see what happens.
- The infant likes to help in feeding, but not always with the best results. Have patience! Small, soft pieces of food are best. Remove skins from fruits.
- The infant is even better at copying the expressions and sounds you make.

SOCIAL-EMOTIONAL

Binkies, Blankets and Bottles

When should we ask children to give up these treasured objects?

Most children outgrow them between age two and three.

Infants and toddlers often become attached to objects such as pacifiers, blankets, and bottles, especially when they are in some type of child care program. Long hours of separation from the comfort of their parents and their home can leave some infants and toddlers fearful and anxious. The most critical factor in a child's life is the attachment he makes to other human beings; the ability to bond will affect him for his lifetime. A child may begin to form close bonds with caregivers but even in the best program, there is usually a high rate of turnover for teachers.



Imagine the sense of loss and abandonment some children must feel when such critical aspects of their lives keep changing. It is for these reasons that children often become attached to their binkies, blankies, and bottles.

As a caregiver, with time at a premium, you may resist dealing with binkies, blankies, and bottles, but there are simple solutions to some of the practical problems. Mark each binkie with the child's name and hang them on hooks where you can reach them. Keep a small basin of mild bleach water on a high shelf so you can rinse a binkie after use. During the day, assign each child a bottle of a different style and color, label it with his name. Put blankets in the child's cubby when they not being snuggled.

Adapted from article "Binkies, Blankets and Bottles" by Eleanor Reynolds



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**SEPTEMBER
2011**

GUIDING BEHAVIOR... Defiance

INFANT TODDLER TIDBITS

STEP, INC.-CENTRAL REGIONAL KEY

It is a toddler's job to be defiant. This is the period in your child's development when she begins to understand that she is separate from you and is naturally eager to seek out more independence and control over her world. The problem, of course, is that while their desire to be their own person is coming into full gear, toddlers have not yet mastered self-control. They are still driven by their needs, wants, and impulses, *not* by logic and reason. For better or worse, toddlers' most frustrating behaviors are usually quite normal and developmentally appropriate.

WHAT CAN YOU DO?

Validate the child's feelings- "I know you are feeling angry. It's ok to feel angry."

Set limits-do not waiver. If you say it, do it!

Offer choices-choices of two outfits or toys to play with help the child feel empowered.

Use humor-lighten up those tense

moments by laughing with the child.

Encourage the child to use his/her imagination-create games or routines to help the child with changes in the daily schedule, etc.

Enforce limits without anger-be calm yet firm. If you say it, do it!

Help the child recover-ignoring tantrum behavior can be difficult; attempt to get the child involved in something else.

Avoid giving in-If you give in, it will be more difficult to enforce the limit the next time. If you say it, do it!

Adapted *Coping with Defiance in the Early Years*, www.zerotothree.org



ITERS TIPS

Be sure to provide many opportunities for children to have free play. *Free play* according to the ITERS-R, means that the "child is permitted to select materials and companions, and as far as possible to manage play independently." Non-mobile children will have to be offered materials for their free choice and moved to different areas to facilitate access. Activities such as art, fine

motor, blocks, dramatic play, books, music, nature and science, and math should be accessible to the children for *much of the day*. The term *much of the day* means "most of the time that any child is awake and able to play." Children should not be prevented from using materials for long periods by lengthy routines, being kept in groups, or being kept in areas where access is not possible.



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**SEPTEMBER
2011**

RESOURCES

AWESOME WEB SITES

www.kidshealth.org

www.earlychildhoodnews.com

Parent-Friendly Early Learning
book by Julie Powers, published by
Redleaf Press

AWESOME RESOURCES

INFANT TODDLER TIDBITS

STEP, INC.-CENTRAL REGIONAL KEY

ACTIVITIES... A Song

Two little blackbirds sitting on the hill
(Start with your hands behind your back.)

One named Jack (Bring one hand to the front with your pointer finger extended.)

One named Jill (Bring your other hand to the front with pointer finger extended.)

Fly away, Jack! (Put the hand and finger representing Jack behind your back.)

Fly away, Jill! (Do the same with your "Jill" hand.)

Come back, Jack! (Bring "Jack" back to front.)

Come back, Jill! (Bring "Jill" back to front.)

You can make up additional verses, such as the ones below.

Two little blackbirds sitting in the snow. One named Fast. One named Slow.

Two little blackbirds sitting on a cloud. One named Soft. One named Loud.

Two little blackbirds soaring in the sky. One named Low. One named High.



Where words fail, music speaks ~ Hands Christian Andersen