



Newsletter 66

Caring for Infants, Toddlers & Twos

2014

*The most important period of life is not the age of university studies, but the first one, the period from birth to the age of six.*

*For that is the time when man's intelligence itself, his greatest implement, is being formed.*

*Maria Montessori*

Lana Nenide,

Executive Director of the Wisconsin Alliance for Infant Mental Health



The early years of life are a time of great potential and great vulnerability.

Brains are growing at lightning speed with 700 new neural connections

formed every second in the first three years of a baby's life. Development does not happen in isolation - it is shaped by the interactive influences of genes, experiences and relationships.

Relationships are essential for all children. Only in the context of a relationship can a child survive, learn, and grow. It is the quality of the relationship between the child and his/her caregiver that will determine what the child learns about the world and about himself.

There are approximately 212,019 infants and toddlers in Wisconsin. With 73% of mothers with infants in the labor force, many of our infants and toddlers are in child care programs. The quality of care that children receive directly impacts their learning and development. It affects the architecture of the developing brain.

If we want competent children who are able to develop healthy relationships with peers and adults, to manage strong feelings, to be persistent and curious, then we must provide early experiences that are sensitive to individual needs, supportive of development, engaging and consistent - all elements of high quality of care.

### What is the WI-AIMH?

The Wisconsin Alliance for Infant Mental Health (WI-AIMH) is focused on promoting the healthy social and emotional development of all Wisconsin children from birth through age five. The Wisconsin Infant and Early Childhood Mental Health Plan presents a blueprint for a comprehensive system of care that includes prevention, early intervention, and treatment. The goal is not to set up another silo for services, but rather to weave infant and early childhood principles into the fabric of all systems that touch the lives of young children.

The developing infant and early childhood system of care in Wisconsin includes the critical components of public awareness, training, service delivery, and policy. One of WI-AIMH's goals is to provide parents and people working with young children and their families (such as child care workers, home visitors, and pediatricians) the knowledge, skills, and practices that support healthy social and emotional development.

All people working with young children need to know early warning signs and how to use screening tools. Referral processes need to be developed and streamlined. Finally, the mental health services for young children and their families must be accessible, affordable, and based on models that result in positive outcomes.

For more information about WI-AIMH, please visit their website at: [wiaimh.org](http://wiaimh.org)

WI  
Department of Children and Families  
[dcf.wisconsin.gov](http://dcf.wisconsin.gov)

WI  
Child Care Information Center  
[ccic.wi.gov](http://ccic.wi.gov)

WI  
Department of Public Instruction  
[dpi.wi.gov](http://dpi.wi.gov)

## Books available to borrow from CCIC

***The Creative Curriculum for Infants, Toddlers and Twos*** 2<sup>nd</sup> edition revised. Diane Trister Dodge and Kai-lee Berke. Washington, DC: Teaching Strategies, 2011. **(Also in Spanish)**

1. Volume 1: The Foundation (186 p.)
2. Volume 2: Routines and Experiences (199 p.)
3. Volume 3: Objectives for Development & Learning, Birth through Kindergarten (206 p.)

***The Creative Curriculum Learning Games***. Joseph Sparling and Diane Trister Dodge. Washington, DC: Teaching Strategies, 2008. **(Also in Spanish)**

4. Volume 1: Birth - 12 months
5. Volume 2: 12 - 24 months
6. Volume 3: 24 - 36 months

***7. Understanding Infants***. Gigi Schweikert. St. Paul, MN: Redleaf Press, 2013. 79 p.

***8. Understanding Toddlers and Twos***. Gigi Schweikert. St. Paul, MN: Redleaf Press, 2013. 78 p.

***9. For Our Babies: Ending the Invisible Neglect of America's Infants***. J. Ronald Lally. New York: Teachers College Press, 2013. 169 p.

***10. Prime Times: A Handbook for Excellence in Infant and Toddler Programs***. 2<sup>nd</sup> ed. James T. Greenman and Gigi Schweikert. St. Paul, MN: Redleaf Press, 2008. 344 p.

***11. Caring for Infants & Toddlers in Groups: Developmentally Appropriate Practice***. 2<sup>nd</sup> ed. J. Ronald Lally. Washington, DC: Zero to Three, 2008. 76 p.

***17. Active Learning for Infants***. Debby Cryer and Beth Bourland. Menlo Park, CA: Addison-Wesley, 1987. 193 p.

***18. Active Learning for Ones***. Debby Cryer and Beth Bourland. Menlo Park, CA: Addison-Wesley, 1987. 218 p.

***19. Active Learning for Twos***. Debby Cryer and Beth Bourland. Menlo Park, CA: Addison-Wesley, 1988. 330 p.

***20. Developmentally Appropriate Practice: Focus on Infants and Toddlers***. Kathy Charner. Washington, DC: National Association for the Education of Young Children, 2013. 154 p.

***21. Infant/Toddler Environment Rating Scale (ITERS-R)***. Rev. ed. Thelma Harms and Richard M. Clifford. New York: Teachers College Press, 2006. 62 p. **(Also in Spanish)**

***22. Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings***. 2<sup>nd</sup> ed. Jacalyn Post and Ann S. Epstein. Ypsilanti, MI: HighScope Press, 2011. 441 p. **(1<sup>st</sup> ed. in Spanish)**

***23. Bambini: The Italian Approach to Infant/Toddler Care***. Carolyn P. Edwards. New York: Teachers College Press, 2001. 237 p.

***24. Infants and Toddlers at Work: Using Reggio-Inspired Materials to Support Brain Development***. Ann Lewin-Benham. New York: Teachers College Press, 2010. 180 p.

***25. First Art: Art Experiences for Toddlers and Twos***. Mary Ann F. Kohl and Dana Bowman. Beltsville, MD: Gryphon House, 2002. 155 p.

**If kids come to us from strong, healthy, functioning families, it makes our job easier.  
If they do not come to us from strong, healthy, functioning families, it makes our job more important.**

~ Barbara Coloroso ~

***12. Coaching for Quality in Infant-Toddler Care: A Field Guide for Directors, Consultants, and Trainers***. Jesse Leinfelder and Marilyn M. Segal. Washington, DC: Zero to Three Press, 2005. 208 p.

This trainer's manual and technical assistance guide provides a framework for using the content found in the following three materials: videos and training materials of the Program for Infant Toddler Caregivers (PITC); Prime Times: A Handbook for Excellence in Infant and Toddler Programs; and the Infant/Toddler Environment Rating Scale. The manual includes ten 3-hour sessions constructed on the training-of-trainers model.

***13. Classroom Assessment Scoring System (CLASS) Manual, Toddler***. Karen M. La Paro and Robert C. Pianta. Baltimore, MD: Paul H. Brookes, 2012. 70 p.

***14. Many Languages, Building Connections: Supporting Infants and Toddlers Who Are Dual Language Learners***. Karen N. Nemeth. Lewisville, NC: Gryphon House, 2012. 128 p.

***15. Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Infants & Toddlers***. Carol Copple and Janet Gonzalez-Mena. Washington, DC: National Association for the Education of Young Children, 2011. 111 p.

***16. Secure Relationships: Nurturing Infant and Toddler Attachment in Early Care Settings***. Alice S. Honig. Washington, DC: National Association for the Education of Young Children, 2002. 78 p.

***26. A World of Babies: Imagined Childcare Guides for Seven Societies***. Alma Gottlieb. Cambridge, United Kingdom: Cambridge University Press, 2000. 280 p.

***27. Babies in the Rain: Promoting Play, Exploration, and Discovery with Infants and Toddlers***. Jeff A. Johnson. St. Paul, MN: Redleaf Press, 2010. 160 p.

***28. Brain Rules for Baby: How to Raise a Smart and Happy Child from Zero to Five***. 2<sup>nd</sup> edition. John Medina. Seattle, WA: Pear Press, 2014. 324 p.

***29. ASQ-3 Learning Activities***. Elizabeth Twombly and Ginger Fink. Baltimore, MD: Paul H. Brookes, 2013. 129 p. **(Also in Spanish)**

***30. Being with Babies: Understanding and Responding to the Infants in Your Care***. Beverly Kovach and Denise Da Ros-Voseles. Beltsville, MD: Gryphon House, 2008. 195 p.

Teaches caregivers how to meet the needs of babies 6 weeks to 18 months old, following the Resources for Infant Educators (RIE) approach and philosophy. Everyday scenarios show how to develop relationships with babies, use observation to understand them, communicate with babies, select appropriate toys, and set up safe and effective learning environments.

***31. No Biting: Policy and Practice for Toddler Programs***. 2<sup>nd</sup> ed. Gretchen Kinnell. St. Paul, MN: Redleaf Press, 2008. 84 p.

## DVDs available to borrow from CCIC

### The Program for Infant/Toddler Care ([www.pitc.org](http://www.pitc.org))

Produced by the California State Dept. of Education and the Center for Child & Family Studies, Far West Laboratory for Educational Research & Development. Sacramento, CA: CA State Dept. of Education. **CCIC has the following videos in English and Spanish from this highly recommended series:**

- 32. AGES OF INFANCY: CARING FOR YOUNG, MOBILE & OLDER INFANTS.** 26 min VHS or DVD + booklet, 1990.  
The developmental issues of security, exploration, and identity are present throughout infancy but change in prominence as the child grows from young to mobile to older infant. Caregivers can adapt care to the individual child's stage of development to support infants more specifically from birth to 36 months.
- 33. DISCOVERIES OF INFANCY: COGNITIVE DEVELOPMENT AND LEARNING.** 32 min VHS or DVD + booklet, 1991.  
Infants and toddlers learn by making six big discoveries: learning schemes, cause and effect, use of tools, object permanence, understanding space, and imitation. This video helps us appreciate the complexity of cognitive development and suggests specific ways caregivers can help infants and toddlers learn.
- 34. EARLY MESSAGES: FACILITATING LANGUAGE DEVELOPMENT AND COMMUNICATION.** 28 min VHS or DVD + booklet, 1998.  
Covers the development of communication and language during the young, mobile, and older periods of infancy. Shows the role caregivers play in fostering early communication including turn-taking, self-talk and parallel talk, simplified speech and gestures, and imitation of infants' signals.
- 35. ESSENTIAL CONNECTIONS: TEN KEYS TO CULTURALLY SENSITIVE CHILD CARE.** 36 min VHS or DVD + booklet, 1992.  
Children from birth to three are in the initial stages of forming a sense of self so they are particularly hurt by negative messages about their cultural identity. This video shows how program structure and quality interactions will help you strengthen children's connections with their families and their home culture.
- 36. FIRST MOVES: WELCOMING A CHILD TO A NEW CAREGIVING SETTING.** 27 min VHS or DVD + booklet, 1986.  
Illustrates some practical steps you, as a professional caregiver, can take in introducing a child to a new setting and making those sometimes wrenching separations go a lot easier for everyone.
- 37. FLEXIBLE, FEARFUL, OR FEISTY: THE DIFFERENT TEMPERAMENTS OF INFANTS AND TODDLERS.** 29 min VHS or DVD + booklet, 1990.  
Explains nine temperamental traits: activity level, biological rhythms, approach/withdrawal, mood, intensity of reaction, sensitivity, adaptability, distractibility, and persistence. Children from birth tend to have one of three combinations of these traits and thus be either flexible, fearful, or feisty. Video explains these three temperamental types and suggests caregiving techniques that are especially helpful to each type of child.
- 38. GETTING IN TUNE: CREATING NURTURING RELATIONSHIPS WITH INFANTS & TODDLERS.** 24 min VHS or DVD + booklet, 1988.  
As a caregiver and an infant get in tune with each other, they develop a deep understanding and become close--and this closeness is the foundation of healthy emotional growth in infants and toddlers. Video shows how in-tune caregivers respect the child, let the child set the pace, recognize the child's feelings, receive from the child rather than taking, and offer choices rather than imposing them on the child. Video presents four specific ways to get in tune.
- 39. IT'S NOT JUST ROUTINE: FEEDING, DIAPERING AND NAPPING INFANTS AND TODDLERS, 2<sup>nd</sup> ed.** 23 min VHS or DVD + booklet, 1999.  
Three sections cover the basics of feeding, diapering, and napping in detail. Each section shows the two sides of routines: 1) following the proper steps and 2) giving caring attention to the child's experience so as to take advantage of opportunities for positive learning and interaction.
- 40. THE NEXT STEP: INCLUDING THE INFANT IN THE CURRICULUM.** 22 min VHS or DVD + booklet, 2001.  
Scenes illustrate infants' and toddlers' inborn drive to acquire social, cognitive, physical, and language mastery. Shows how caregivers can support infant learning by providing close, responsive care, opportunities to learn, environments and interactions adapted to children's needs, and uninterrupted time to explore.
- 41. PROTECTIVE URGES: WORKING WITH THE FEELINGS OF PARENTS AND CAREGIVERS.** 27 min VHS or DVD + booklet, 1996.  
Caregivers can come to better understand the normal behaviors of parents of infants in care, including highly emotional behavior and conflicting feelings about caregiver/child relationships. Video focuses on how caregivers can help parents with fears and concerns as well as deal with their own feelings.
- 42. RESPECTFULLY YOURS: MAGDA GERBER'S APPROACH TO PROFESSIONAL INFANT/TODDLER CARE.** 58 min VHS or DVD + booklet, 1987.  
Magda Gerber, nationally recognized leader in infant care, explains her philosophy of care based on respecting infants, her approach to observing infants and toddlers, and her concerns about infant equipment. Video is divided into three 16- to 19-minute segments with fade-outs between parts.
- 43. SPACE TO GROW: CREATING A CHILD CARE ENVIRONMENT FOR INFANTS AND TODDLERS, 2<sup>nd</sup> ed.** 34 min VHS or DVD + booklet, 1987.  
The child care environment has a powerful influence on infants and toddlers. Consider safety, health, comfort, and convenience when designing caregiving environments, and ensure they accommodate child size, maximize flexibility, encourage movement, and allow for choice.
- 44. TOGETHER IN CARE: MEETING THE INTIMACY NEEDS OF INFANTS AND TODDLERS IN GROUPS.** 30 min VHS or DVD + booklet, 1991.  
This video recommends three crucial policies that help infant/toddler programs meet the intimacy needs of children: the assignment of a primary caregiver to each child, the use of small groups, and keeping caregivers and children together over time.
- 45. CARING FOR INFANTS AND YOUNG TODDLERS.** 54 min DVD - Redmond, WA: Exchange Press, 2011.  
Practical ideas and insights from early care and education professionals interlaced with real-life classroom examples provide a platform for staff development and training sessions. **Contents:** What do babies need from caregivers? -- Creating safe environments that meet evolving needs -- Learning to communicate with infants -- The importance of relationships -- What are the qualities that make an exceptional infant teacher? -- How do you know when an infant/toddler classroom is working? -- How do ratios and group sizes affect the quality of infant care? -- What does curriculum mean for infant care?.
- 46. DISCIPLINE: TEACHING LIMITS WITH LOVE. (English or Spanish)** 28 min VHS or DVD - Beverly Hills, CA: I Am Your Child Foundation, 1999.  
Dr. T. Berry Brazelton, America's foremost pediatrician, shows parents that setting limits is not punishment, but a loving way to teach a child how to control his or her own behavior. He includes many ideas for gently, firmly and lovingly setting limits for children from birth through three years old.
- 47. VIDEO OBSERVATIONS FOR THE INFANT/TODDLER ENVIRONMENT RATING SCALE (ITERS-R).**  
VHS or DVD + video guide & training workbook + instructor's guide - New York: Teachers College Press, 2003.  
ITERS-R, by Thelma Harms and Debby Cryer, is designed to assess programs for children from birth to 30 months of age. The scale consists of 39 items organized into seven subscales: space and furnishings, personal care routines, listening and talking, activities, interaction, program structure, and parents and staff. The video contains short scenes for scoring practice and the video guide provides the print materials necessary for the training. They may be used either for self-instruction or with an instructor.

## DVDs available to borrow from CCIC

**48. IT'S MINE!: RESPONDING TO PROBLEMS AND CONFLICTS.** 40 min VHS or DVD + Viewer Guide - Ypsilanti, MI: High/Scope Press, 2006. Provides strategies caregivers can use to respond sensitively and positively to children's social conflicts. Includes strategies for problem prevention, positive limit setting, and resolving conflicts to help children begin to develop important social, language, and reasoning abilities.

**OUTDOORS: PLAY, LEARNING & DEVELOPMENT.** 3 DVD's + 3 Books by Jan White - Newcastle upon Tyne, England: Siren Films, 2010. The many ways being outdoors fascinates young children and helps their physical, cognitive and emotional development.

**49. Volume 1. BABIES OUTDOORS: PLAY, LEARNING & DEVELOPMENT.** (53 min. + 58 pages.) The outdoors is as valuable for babies as it is for older children. The close adult can bring the outside world alive for them and help them enjoy the many brain- and sense-building opportunities the outdoors provides.

**50. Volume 2. TODDLERS OUTDOORS: PLAY, LEARNING & DEVELOPMENT.** (65 min. + 47 pages.) Toddlers thrive outdoors as they move, explore, and develop brain and body inseparably with the vital help of adults.

**51. Volume 3. TWO YEAR OLDS OUTDOORS: PLAY, LEARNING & DEVELOPMENT.** (63 min. + 60 pages.) Two-year-olds' outdoor interactions -- with the environment, natural materials, other children, and adults -- promote deep learning and shape their language, imagination, social skills, and holistic development.

See [http://ccic.dpi.wi.gov/files/ccic/pdf/videos/infants\\_toddlers\\_and\\_twos.pdf](http://ccic.dpi.wi.gov/files/ccic/pdf/videos/infants_toddlers_and_twos.pdf) for many more!

## Online Articles

### **52. Breaking the Cycle: Supporting Parent-Child Relationships Through the "Parents Interacting With Infants" Intervention**

Lana Nenide and Staci Sontoski. *Zero to Three*, July 2014

The Parents Interacting With Infants (PIWI) intervention is designed to support parents in developing their capacity to create positive, sensitive, and engaging interactions with their infants and toddlers. These interactions, as indicated by research, are essential for healthy brain development and overall well-being, yet they are particularly challenging for young mothers who have not had nurturing experiences growing up.

Through a series of facilitated groups, teen mothers exiting the foster care system in inner-city Milwaukee demonstrated a new interest in and sincere engagement with their babies, as well as an increase in parental capacity around understanding their children's cues and preferences and the importance of relationship and play in supporting their babies' development. The authors found the PIWI intervention particularly relevant to populations challenged by poverty, domestic violence, trauma, substance abuse, mental illness, and many other stressors.

**Article not available online, please call CCIC to have a copy sent to you.**

### **53. Sensorimotor Development: Hands-on Activities for Infants and Toddlers**

Louise Parks. *Texas Child Care Quarterly*, Spring, 2014

Research has shown that the brains of infants with rich sensory experiences are physically larger and heavier and have more neuron activity than the brains of infants born in severely deprived circumstances. Day-to-day interactions with people and the environment influence the brain's physical structure and thus the functions the brain directs. Further, research points to an infant's sensitive periods—specific but limited times when an organism is especially susceptible to environmental influences. The sensitive periods suggest that without environmental stimulation an infant may fail to develop capabilities that cannot be remediated.

### **54. Infant Health and Safety: Test What You Know**

*Texas Child Care Quarterly*, Summer 2011

Infant health and safety concerns often steer families away from regulated care toward the perceived safety of kin care and privately hired nannies and babysitters. The reality is that both licensing rules and teacher preparation endeavors make regulated care the safest option for families and their children—especially babies.

### **55. Ouch! Biting Hurts**

*Texas Child Care Quarterly*, Summer, 2007

Biting is an issue that inspires a dramatic response from parents, classroom caregivers, and the children in a group - the biter, the bitten, and the observers. Though common—and some would say typical - biting is a behavior for which there is little tolerance. To effectively address biting, teachers of young children need to understand why children bite, how to prevent biting, how to intervene quickly and calmly when biting occurs, and how to share information about biting with parents.

### **56. Fostering Attachment in the Child Care Setting for Infants and Toddlers**

Kristen Johnson. *Early Childhood News*

Caring adults are essential to a baby's or young child's development, especially social-emotional development. Children thrive in environments that foster attachment through consistent and loving care. This is why child care providers, in addition to parents, are also encouraged to form attachments with the children in their care.

### **57. Planning Curriculum for Infants**

Terri Jo Swim and Robin Muza. *Texas Child Care Quarterly*, Spring 1999

Curriculum is everything you do with a child day-by-day and throughout the year. According to Greenman and Stonehouse (1996), "curriculum is the framework and rationale for doing what you do, not a list of activities." If your curriculum is developmentally appropriate for infants, it will reflect both the typical features of infant development and the unique characteristics and cultures of the children in your care.

### **58. Back to Basics - Child Guidance: Infants**

*Texas Child Care Quarterly*, Fall 2014

Babies are born with unique temperaments. While one baby may be active and curious, another is shy and fearful, and still another is hesitant but adaptable. But in spite of these differences, all infants face a critical social-emotional task between birth and 12 months of age. They must develop trust in significant caregivers, the environment, and their own emerging skills.

## 59. Dimensions of Infant & Toddler Programs and Curriculum

Kay Albrecht and Linda Miller. *Early Childhood News*

Individuals caring for infants and toddlers have an awesome responsibility. We know from research that the first three years of life form the basis for later growth and development. So, what does an infant and toddler curriculum that stimulates babies' brains and maximizes learning look like? The components of a quality infant and toddler program are many. This article identifies the major components, explains infant and toddler milestones, and provides suggestions for implementing developmentally appropriate practice.

## 60. Landscape for Learning: The Impact of Classroom Design on Infants and Toddlers

Louis Torelli. *Early Childhood News*

In infant/toddler classrooms without a design specifically aimed at supporting children's development, young children spend much of their time either aimlessly wandering about the room or engaged in teacher-directed activities. In poorly designed classrooms, children's engagement in self-directed exploration and focused play is impaired. When children are not appropriately engaged, aggressive behavior increases. The caregiver finds herself saying "no" to the children far too often. In such an environment, she needs to act as police officer and custodian, managing behavior instead of facilitating individual and group needs.

## 61. Guiding Toddlers – Questions and Answers about Autonomy and Self-Control

*Texas Child Care Quarterly, Summer, 2009*

A teacher's realistic expectations of toddler behaviors can make the difference between either endless frustration for children and adults or a learning environment that gently and securely offers opportunities for growth and skill development. Some common daily dilemmas characterize toddler classrooms, including separation from parents, mealtimes, group and individual safety, naps, toilet learning, tantrums, and power struggles. These dilemmas form a framework for understanding a toddler's fundamental need for trust, autonomy, and competence.

## 62. Developmentally Appropriate Practices in Infant and Toddler Classrooms

Hannah Mills. *Texas Child Care Quarterly, Winter 2013*

Imagine you are standing in your infant classroom wondering whether you are really providing developmentally appropriate activities for the babies. Or imagine interacting with a group of toddlers and questioning whether your interactions enhance or limit their sense of developing autonomy and independence. How do you decide what to plan and how to offer new experiences, ideas, and activities?

## 63. Binkies, Blankets, and Bottles

Eleanor Reynolds. *Early Childhood News*

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.

## 64. What's Wrong with TV and Video for Babies?

*Texas Child Care Quarterly, Spring, 2012*

"Our babies love watching television. They learn so much, especially from the educational shows." "We live in a technological age. Children need to get used to electronic media from day one." "I like using DVDs for infants because they keep babies occupied while I do paperwork and tidy up." Sound familiar? Maybe you've heard a caregiver or parent express similar sentiments. Maybe you're hearing comments like these more than ever before. Maybe you're wondering what could be wrong with using electronic media with infants.

## 65. Crying Babies: Answering the Call of Infant Cries

Melodi Faris and Elizabeth McCarroll. *Texas Child Care Quarterly, Fall 2010.*

Child care providers need to see themselves not as bottle holders, diaper changers, and toy providers but rather individuals helping to lay the foundation for healthy social-emotional development that will affect children for the rest of their lives. The type of response a caregiver gives to a baby's cries is a complex issue. Cultural influence, attitudes about spoiling a baby, and outdated information about responding to cries can determine, or at least greatly influence, the type of response.

## 66. Inspirations from one toddler classroom: Basics of the Reggio Emilia approach

J. Hammond, B. Walsh, and S. Waugh. *Texas Child Care Quarterly, Winter 2012*  
Learning about approaches to early childhood education prepares educators and child care professionals to create high quality programs. This article outlines 14 basic principles of the Reggio Emilia approach, modified from Gandini's chapter, "Foundations of the Reggio Emilia Approach," in Hendrick's (2004) edited volume *Next Steps Toward Teaching the Reggio Way: Accepting the Challenge to Change*, and shares examples developed from these principles.

## 67. Play With Me, Sing to Me, Read to Me, Me, Me: Fostering the Development of Toddlers

Shelley Butler. *Early Childhood News*

Each time you play, sing, talk, or interact with a toddler, you are helping that child grow and mature in a myriad of ways. While no one area of skills develops independently of another, toddlers do benefit from a wide variety of experiences that focus on language, experimentation, physical movement, social interaction, or exploration. Here are a few activities that touch on these areas of development that are proven to be winners with toddlers.

## 68. "Use Both Hands": Helping Toddlers Learn Self-Help Skills

*Texas Child Care Quarterly, Summer, 2008*

A child's acquisition of self-help skills can affect jobs, family life, and finances. In addition, these skills play a huge role in the social-emotional development phase that psychiatrist Erik Erikson called autonomy versus shame and doubt. The goal is that by about age 3, children are well on their way to autonomy, confident and pleased with their newly developed abilities. What's more, we adults expect these skills to conform to health and cultural standards.

**Children are human beings to whom respect is due, superior to us by reason of their innocence and of the greater possibilities of their future.**

~ Maria Montessori ~

## 69. Who's Most At-Risk for Child Abuse? Infants

*Texas Child Care Quarterly*, Spring 2012

Infants have the highest rate of child abuse in the United States, according to a recent government report. The rate was 20.6 infants per 1,000 in 2010, more than twice the rate for all other children. Experts speculate that the vulnerability of infants may be related to economic stress and lack of support for young families.

## 70. Baby's First Year

Day, Hendricks, Palmer. *Early Childhood News*

To gaze upon any number of babies is to be in observance of little pioneers forging their own individual frontiers. As a caregiver, you provide the space and the stimulation, but the babies follow a set of step-by-step instructions. They will all get where they are going, but each baby at a different pace from the next. How can a caregiver be assured, amidst such differences, that her little charges are on track? Just as a daily schedule helps babies feel safe and secure by providing a predictable routine, caregivers can feel more confident in their jobs by knowing what to expect of infant development.

## 71. The Temperament Trap: Recognizing and Accommodating Children's Personalities

Susan Culpepper. *Early Childhood News*

Temperament and goodness of fit are important concepts for early childhood professionals to learn and use in daily interactions with children. Healthy social and personality development occurs in young children when there is compatibility between the child and the demands and expectations of the teacher and center environment. A teacher's understanding and respect for children's temperaments are vital if her students are to thrive and develop.

## 72. Helping Young Listeners Become Successful Readers: Babies & Toddlers

Shelley Butler. *Early Childhood News*

Simply reading, talking, and listening to a young child in a warm and positive environment at every opportunity are among the most important things you can do for each and every child. The few minutes you spend providing the ABCs of literacy to a baby or toddler every day has the potential to make an important, positive impact on that child for the rest of his or her life.

## 73. Attachment: Bringing Childhood Behavior Theory to Real Life

Sarah Yetka Keramati. *Texas Child Care Quarterly*, Spring 2014

The history of attachment theory has undergone sometimes turbulent modifications and redirections. Even so, the research has consistently focused on how children form trusting relationships with others. Teachers, while being responsive and emotionally available to children, also need to understand attachment relationships from a child's and family's perspective, history, and circumstance.

## 74. Music and Movement - Instrumental in Language Development

Amy Sussna Klein. *Early Childhood News*

Each component of music affects a different part of the brain, e.g. a familiar song activates the left frontal lobe, timbre the right frontal lobe, and pitch the left posterior. One side of the brain processes the word while the other processes the music – activating the whole brain ensures better retention. Short-term memory has the ability to hold only seven bits of information. If bits of information are bonded together, as in a song, it can be processed as one piece. By condensing the information, the brain is able to receive and process more. In this article, we will discuss brain research findings and explore how music and movement can be used to enhance memory skills and retention and language development.

## 75. Teacher-child interaction: How are you at brain building?

*Texas Child Care Quarterly*, Winter 2007

Research shows that children's development and capacity for learning depend on both genetic traits and the environmental factors - nutrition, surroundings, and interactions - that are provided or withheld. The early years of infancy and preschool offer an enormous opportunity for parents, teachers, and other caregivers to help build neural networks in children's brains. Every positive interaction with people and materials builds a stronger brain. Every negative interaction or forgotten opportunity weakens potential.

## 76. Feisty, Adaptable, and Cautious: Recognizing and Understanding Children's HYa dYfUa Ybh

Amy Sussna Klein. *Early Childhood News*

Temperament can be defined as stable, individual differences in both the intensity and quality of emotional reaction. There are three main categories of temperament, and that each is composed of a mixture of different attributes, such as the child's activity level, reactions, moods, and adaptability. The relationships between these traits and the three temperaments will be described in more detail in the following sections.

As soon as  
children find something  
that interests them  
they lose their instability  
and learn to concentrate.

~ Maria Montessori ~

## 77. Supporting Breastfeeding Mothers and Infants

Carolyn.R. Tomlin. *Early Childhood News*

Mothers may wish to continue breastfeeding while their babies are in your care. They may choose to adjust their work schedules so they can come and nurse the baby. They may collect and store breast milk for you to use while they are away, or they may have you feed the baby formula during the day, but continue nursing at home. The following information about breastfeeding babies can help you and your staff be better informed and support nursing mothers and their babies.

## 78. Supporting Infants and Toddlers with Challenging Behavior

Lisa Fox. *Center for Evidence-Based Practice*

TACSEI's "Recommended Practices" handouts offer professionals and family members evidence-based recommendations of what is best practice when faced with a variety of topics. This fact sheet provides guidance on program practices that may be used to support very young children using challenging behaviors and their families.

## 79. Make the Most of Playtime

*The Center on the Social Emotional Foundations for Early Learning (CSEFEL)*

As a parent, you are your child's very first and favorite playmate. From the very beginning of his/her life, he/she is playing with you, whether watching your face at meal time or listening to your voice as you sing during a diaper change. Your baby needs you to help him/her learn to play and develop social skills to connect and build friendships with others.

## 80. What We Know About Early Literacy and Language Development

*ZERO TO THREE, 2003*

Our current understanding of early language and literacy development has provided new ways of helping children learn to talk, read, and write. But it does not advocate "the teaching of reading" to younger and younger children. Formal instruction which pushes infants and toddlers to achieve adult models of literacy (i.e., the actual reading and writing of words) is not only developmentally inappropriate, it is also counterproductive and potentially damaging to children, who may begin to associate reading and books with failure.

## 81. Slow-to-K arm!! p Hemperaments

*ZERO TO THREE, 2009*

Every child has his own way of approaching the world, which we call "temperament." Temperament is not something your child chooses, nor is it something that you created. There is not a "right" or "wrong" or "better" or "worse" temperament. Each temperamental characteristic has its own delights and challenges.

## 82. How to Help Your Child Stop Biting

B. Brogle, A. Jiron & J. Giacomini. *The Technical Assistance Center on Social Emotional Intervention (TACSEI)*, May 2013

Biting is a common behavior for very young children, but one that must be addressed immediately. Children might bite when they feel overwhelmed by an emotion and do not have the words or skills to tell someone or ask for help. Parents can watch and learn when their child is likely to bite (during play dates with friends, when left alone with a sibling, when teething, etc.) and then teach their child a new skill to replace the biting behavior.

## 83. Coping with Colic

*ZERO TO THREE, 2009*

Although all babies cry, some babies cry much more than others. Excessive crying is oftentimes a symptom of a condition known as "colic."

Colic is defined as crying that

- begins and ends for no obvious reason
- lasts at least 3 hours a day
- happens at least 3 days a week
- continues for 3 weeks to 3 months.

No two children or families are alike. This article gives questions and information to apply to your own child and family.

## TACSEI: Making Life Easier Handouts

[challengingbehavior.fmhi.usf.edu/do/resources/making\\_life\\_easier\\_orgr.html](http://challengingbehavior.fmhi.usf.edu/do/resources/making_life_easier_orgr.html)

TACSEI's "Making Life Easier" series is designed specifically for parents and caregivers. This series of tipsheets contains valuable information on how to make often challenging events easier to navigate, and even enjoyable, for both caregivers and children.

84. Going to the Doctor or Dentist

85. Holidays-Strategies for Success

86. Bedtime and Naptime

87. Running Errands

88. Diapering

## 89. Understanding Your Child's Behavior: Reading Your Child's Cues from Birth to Age 2

*The Center on the Social Emotional Foundations for Early Learning (CSEFEL)*

Babies and toddlers experience and express many thoughts and feelings. Often they communicate their strong feelings through behaviors that adults understand right away—like a baby's big toothless grin when she sees her grandma coming. Other times, very young children's behavior can be confusing or even frustrating to the adults who care for them. Being able to stay calm, make a good guess at what the behavior might mean, and then respond helps children understand that they are powerful communicators.

## 90. Everyday Keys to Support Mourning a Baby's/ Toddler's Early Learning

*ZERO TO THREE, 2007*

Your baby is learning—about you, himself, and the world around him—from the moment he enters the world. This chart gives some ideas of the many ways you can support a child's early learning through your everyday activities.

## 91. Quality Programs for Infants & Toddlers: A View from the Door for Parents

Kay Albrecht and Linda Miller. *Early Childhood News*  
As parents, you spend a great deal of time and energy searching for and confirming your choice of child care and early education settings for your children. But how do you know if you've found the right place? Here are some of the things that can confirm for both parents and teachers of young children that the right things are happening in the infant and toddler classroom.

## 92. Teaching Your Child About Feelings: Birth to Age 2

*The Center on the Social Emotional Foundations for Early Learning (CSEFEL)*

Young children experience many of the same emotions adults do. Children can feel angry, jealous, excited, sad, silly, frustrated, happy, and worried. The difference is that very young children—ages birth to 3—often lack the self control and language skills to express their strong feelings in ways that adults find acceptable.

## 93. Coping with Sleep Challenges

*ZERO TO THREE, 2009*

Learning to fall asleep—and stay asleep—are skills that your child will use his whole life. This article will help you nurture good sleeping habits in your baby or toddler right from the start.

## 94. Play With Your Baby

Eleanor Reynolds. *Early Childhood News*

Although babies cannot run, jump, or ride a trike, they can imitate, anticipate, imagine, experiment, smile, wiggle, bounce, spit, make gurgling sounds, and more. We grown-ups go to great extremes to elicit even a fleeting smile from an infant. This leads to mutual giggling, chuckling, and even outright laughing - the beginning of play.

## 95. Helping Young Children Channel Their Aggressive Tendencies

Sally Provence. *ZERO TO THREE*

Parents sometimes tell me about their toddler who "knows better" than to hit or bite. They believe this is so because when he is scolded, he looks ashamed. What the toddler understands is not that he has hurt someone or destroyed something, but that he has earned the disapproval of his parents. Conversely, when praised for being gentle with another, he knows and is pleased that he is approved of for that behavior at that moment. It will take time and many reminders before he can understand that not hitting or biting applies to many situations.

## 96. Supporting Your Child's Confidence

*ZERO TO THREE, 2014*

How does self-confidence develop? Babies are born with no real sense of themselves as separate and distinct beings. They learn who they are primarily through their interactions and experiences with others. Primary caregivers—parents, relatives, caregivers, and teachers—reflect back to children their unique strengths and special attributes. In large part, a child's sense of confidence is shaped and nurtured (or not) by those who care for him.

## 97. Supporting Your Child's Cooperation

*ZERO TO THREE, 2007*

Cooperation is the ability to balance one's own needs with someone else's. We often think of cooperation as children doing what adults want. That is compliance. True cooperation means a joint effort—a give and take that is mutually satisfying.

## Other Resources

### Backpack Connection Series

[challengingbehavior.fmhi.usf.edu/communities/families.htm](http://challengingbehavior.fmhi.usf.edu/communities/families.htm)

The Backpack Connection Series is a set of handouts created by TACSEI to help teachers and parents/caregivers to work together to help children 2-8 years old develop social and emotional skills and reduce challenging behavior.

#### Addressing Behavior Handouts

- How to Understand the Meaning of Your Child's Challenging Behavior
- How to Give Clear Directions
- How to Help Your Child Stop Biting

#### Emotions Handouts

- How to Use Positive Language to Improve Your Child's Behavior
- How to Help Your Child Recognize & Understand Sadness
- How to Help Your Child Recognize & Understand Anger

#### Routines and Schedules Handouts

- How to Plan Activities to Reduce Challenging Behavior
- How to Help Your Child have a Successful Bedtime
- How to Help Your Child Transition Smoothly Between Places & Activities

#### Social Skills Handouts

- How to Teach Your Child to Appropriately Get Your Attention
- How to Help Your Child Learn to Share
- How to Help Your Child Learn to Trade

### Family Routine-Based Support Guide: Building Relationships with Infants

[challengingbehavior.fmhi.usf.edu/do/resources/tools.htm](http://challengingbehavior.fmhi.usf.edu/do/resources/tools.htm)

This guide was developed to assist parents and caregivers in building relationships and developing a plan to support their infants. Children engage in challenging behavior for a variety of reasons, but all children use challenging behavior to communicate messages. Once parents understand the purpose or meaning of the behavior, they can begin to select strategies to change the behavior.

*NOTE: The Family Routine Support Guide is also available to support 4- to 8-year old children*

### Wisconsin Model Early Learning Standards

[collaboratingpartners.com/wmels-documents.php](http://collaboratingpartners.com/wmels-documents.php)

The Wisconsin Model Early Learning Standards (WMELS) specify developmental expectations for children from birth through entrance to 1<sup>st</sup> grade. The standards reflect the domains of a child's learning and development.

### Free Brochures from the CCIC Child Care Resource List

98. Suggested Procedures for Warming Refrigerated Infant Formula
99. Car Safety Seat Information
100. Fact Sheet on Universal Precautions and Standard Precautions for Child Care Centers
101. Cleaning, Sanitizing and Disinfecting in Child Care Settings
102. Ten Steps to Breastfeeding Friendly Child Care Centers
103. Diapering and Handwashing Procedure
104. The Safe Nursery: A Booklet to Help Avoid Injuries from Nursery Furniture and Equipment
105. Safe Sleep for Your Baby: Reduce the Risk of Sudden Infant Death Syndrome (SIDS)
106. A Child Care Provider's Guide to Safe Sleep
107. Foods Not Recommended for Children Under 4 Years of Age
108. Have a Plan to Cope with Your Baby's Crying

### WISCONSIN EARLY CARE AND EDUCATION PROFESSIONALS!

The Child Care Information Center (CCIC) is a free mail-order lending library and information service for anyone in WI working in the field of child care, afterschool, and education. CCIC has worked since 1986 to provide quality resources to match the needs of early care and education professionals, educators, and parents.

#### Ready to order?

1. Which newsletter issue are you looking at & what are the item numbers?
2. When do you need them?
3. Who are you? We will need your name, center name, address, and phone number.
4. Need something not on the list? Call us and let us find it for you!

-ARTICLES ARE YOURS TO KEEP! BOOKS & VIDEOS ARE LIBRARY ITEMS YOU WILL NEED TO MAIL BACK TO CCIC  
Library Loan periods:  
-1 week for DVD's  
-2 weeks for all other items

### Busy, Busy, Busy? LET US DO THE RESEARCH & SAVE YOU TIME!

Just give us a call, tell us what you'd like to know more about, and let us customize a package from the resources CCIC has available as well as recommendations on where you might find further information regarding your topic.

USPS: Child Care Information Center,  
2109 S Stoughton Rd, Madison, WI 53716

PHONE: Statewide toll-free: 1-800-362-7353 or Local: 608-224-5388

FAX: 608-224-6178

EMAIL: [ccic@dpi.wi.gov](mailto:ccic@dpi.wi.gov)

WEBSITE: [www.ccic.wi.gov](http://www.ccic.wi.gov)