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Improving Interactions with Infants, Toddlers and Twos Through Instructional Support

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What We Know

*"Infants and toddlers are delightful and engaging human beings. They need healthy emotional connections with their responsive families, teachers, and peers to thrive."
— Donna Wittmer and Sandra Petersen, Infant and Toddler Development and Responsive Program Planning, 4th ed.*

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3 The Basis of Learn Every Day

-  This program is designed to help you plan and implement a quality, developmentally appropriate program for infants, toddlers, and two-year-olds.
-  The authors feel strongly that development, especially in the early years, varies from child to child and that no two children will develop in exactly the same manner.
-  We provide research-based milestones so that you can determine which of the activities within this program are appropriate for each individual child in your care.
-  Throughout all three volumes, you will find "What We Know" headings that tell you what the research says about each topic.
-  The material within this program comes from many different sources and is written by some of the top experts in the country.

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4 | How is Learn Every Day Organized

- Program Guide-
- Volume 1 - Infants
- Volume 2- Toddlers
- Volume 3- Older Toddlers and Twos



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5 | Domains- Approaches to Learning

- Curiosity and eagerness
- Confidence, risk taking, and problem solving
- Attention, effort, and persistence
- Imagination, creativity, and invention
- Wonder and delight
- Learning about feelings
- Self-regulation

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Approaches to Learning

Music in Early Childhood

- Songs chants rhymes
- Kids don't care if you can't sing
- The Itsy Bitsy Spider



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Approaches to Learning

The Unique World of Infants, Toddlers & Twos

- Learning from objects
- Movement
- Play
- Environments

Benefits of Using Learning Spaces

- The materials infants and toddlers use match their interests.
- Infants and toddlers control the amount of time they interact with the object: a brief examination or a long investigation.
- When children concretely explore new objects, they expand their vocabulary.
- Infants and toddlers stimulate their thinking by building on what they know.
- New experiences expand infants' and toddlers' thinking and language.
- Infants and toddlers experience cause and effect as they influence their environment.
- As infants and toddlers successfully participate in learning spaces, their confidence builds their self-

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Cognitive Development

Sensory exploration and discovery	Concept development and mastery	Problem solving
Creative expression	Cause and effect	Using tools
Math concepts	Concept of time	Using symbolic representation in play

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Cognitive Development

Brain Research

- all the brain cells you will ever need
- Nature vs Nurture
- What can Teachers do
 - Stimulate the senses
 - Balance: rest, play, explore
 - Curiosity
 - Choice making

*You have brains in your head
You have feet in your shoes,
You can steer yourself
Any direction you choose
-Dr Seuss*

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Cognitive Development

Let Me Think About It!

- Sensory Exploration
- Cause & Effect
- Object Permanence
- Language

What We Know
 "Psychologist Jean Piaget developed the concept of cognitive disequilibrium, which occurs when a person is confronted with information that does not fit with what he already knows. When the children realize that some toys have switches and others do not, they are motivated to create a new idea or schema of what a toy is and what it can do. They will experiment to see which toys become active when a switch is flipped."
 —Donna Wittmer, *The Encyclopedia of Infant and Toddler Activities for Children Birth to 3, Revised*

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Health and Physical Development



PHYSICAL HEALTH AND GROWTH



SENSORY



GROSS MOTOR




FINE MOTOR

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Health & Physical Development

GO, GO, GO! GROSS MOTOR DEVELOPMENT



WHAT'S A TEACHER TO DO?

- Space worth exploring
- General Sequence page 96

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Health & Physical Development

HEALTHY HABITS

- Handwashing
- Diapering & Toilet Training
- Sanitation



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14 | Language Development and Communication

- Receptive language
- Expressive language
- Early literacy

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15 | Language & Communication

Let's Talk

- Crying first form of expressive language
- Babbling- 2-8 mo
- Understand a few things
- Read, read, read, read, read,read, read, read!!!!

Red Flags

- Not talking at all by 24 months
- Sounds harsh, nasal
- Recurrent ear infections
- Not attending or listening to sounds
- Does not startle to sounds
- Does not babble or self-talk at all.
- No attempt to make wishes known such as pointing, gestures

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Language & Communication

Communication

- Form
- Function
- Content
- Levels
 - Egocentric
 - Requesting
 - Emerging
 - Reciprocal



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Developing a sense of self

Developing a sense of self with others

Learning about feelings

Self-regulation

Social and Emotional Development



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Social & Emotional Development

Socially Strong Emotionally Secure

- Protective Factors
 - Loving family
 - Friends
 - Beliefs
 - Determination
- Resilience
 - Attachment
 - Initiative



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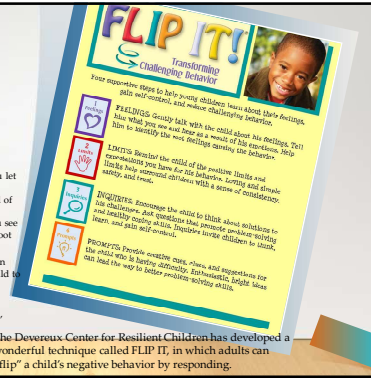
FLIP-IT

F is for feelings: When you acknowledge a child's feelings, you let the child know that you understand what he is trying to communicate with his tantrum. Then you can remind the child of the positive limits and expectations you have for his behavior. Gently talk with the child about his feelings. Tell him what you see and hear as a result of his emotions. Help him to identify the root feelings causing the behavior.

L is for limits: Loving and simple limits help surround children with a sense of consistency, safety, and trust. Encourage the child to think about solutions to his challenges.

I is for inquiries: Inquiries or questions that promote problem solving and healthy coping skills invite children to think, learn, and gain self-control.

P is for prompts: Prompts will give the child some alternative ways to develop problem-solving skills.



The Devereux Center for Resilient Children has developed a wonderful technique called FLIP IT, in which adults can "flip" a child's negative behavior by responding.


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20 Why is this important

Program Planning for Infants

- Grouping
- Types of Grouping
- Creating a Schedule
- Planning
- Evaluating
- Primary Caregiver System




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21 Primary Caregiver System

- Establishes trust
- Helps with differentiation and learning individual needs of each child
- Consistency of response
- Reduction of stress
- Builds confidence
- Can reduce stress for caregiver




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Program Planning for Toddlers & Two Year Olds

- Attachment
- Play
- Encouraging Learning
- Interacting with T & T
- Evaluating
- Behaviors (Challenging Ones)

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ALL OF THEM

Oppositional Behavior
Fighting the biting
Tantrums
Separation Anxiety

	Normal	Less Normal	RED FLAG
Oppositional behavior	"NO" but probably	No with violence	NO with violence toward self
Biting	It's going to happen	Biting for pleasure	Planned violence toward others
Tantrums	They are going to happen too!	Prolonged unable to be comforted by a familiar adult	Tantrums prolonged, no comfort can help result in physical reactions such as vomiting etc.
Separation Anxiety	Likely but short term	Can't be redirected	Constant with physical component
B.B. U. T. A.	You may see a few	Consistent	Deliberate destruction of things and hurting animals for fun

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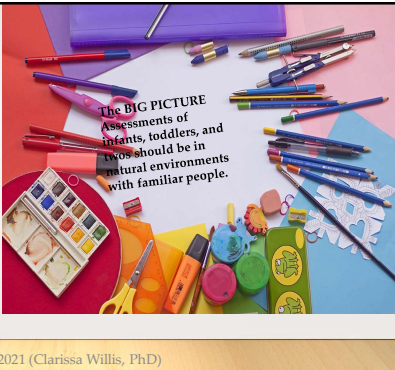
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Best Practices in Assessment

- Authentic
- Ongoing
- Related to daily program
- Natural environments
- Measure Developmentally appropriate skills
- Include the family

The BIG PICTURE
Assessments of infants, toddlers, and twos should be in natural environments with familiar people.




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25 Family Engagement

- Partnerships
- Communication
- Evaluating
- Behaviors (Challenging Ones)




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26 Rapport

How do you partner with families?

- Respect the child's culture
- Respect the family's time
- Honor the family's definition of family
- Invite family members to join advisory boards
- Enable vs empower
- Communication
- Don't take it personally



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27 Diverse Needs

- Part C
- Developmental Delays
- Dual Language Learners

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Closing

What you Teach Me

What you teach me from birth to three is very, very important to me.
I can learn and I can do.
But just how much
Depends on
YOU!



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