

Tender Care and
Early Learning-
Exploring the Infant &
Toddler Curriculum



Say Hello

- Say hello and how are you
- Say hello and how are you
- Say hello and get down and get down and get down
- Say hello and how are you

Objectives

Participants will be able to:

- Explore how Active Learning Supports growth and development for Infant and Toddlers
- Examine how Supportive Adult Child Interaction Strategies encourage trust and attachment for young learners
- Experience components of the daily routine and group times that encourage development

Active Learning

Bubbles

- What did we discover about the different ways to learn and gather information?
- What method of learning had the strongest impact on your understanding of bubble?

Bubbles

Abstract to concrete

- Drawings
- Photo
- Real item

Concrete to Abstract

- Real item
- Photo
- Drawings

Active Learning

- Materials
- Manipulation
- Choice
- Child communication, language, and thought
- Adult Scaffolding

Materials

- There are abundant, age-appropriate materials the child can use in a variety of ways. Learning grows directly out of the child's direct actions on the materials

Manipulation

- The child has opportunities to explore (with all his or her senses), manipulate, combine, and transform the chosen materials

Choice

- The child chooses what to do. Since learning results from the child's attempts to pursue interests and goals, the opportunity to choose activities and materials is essential

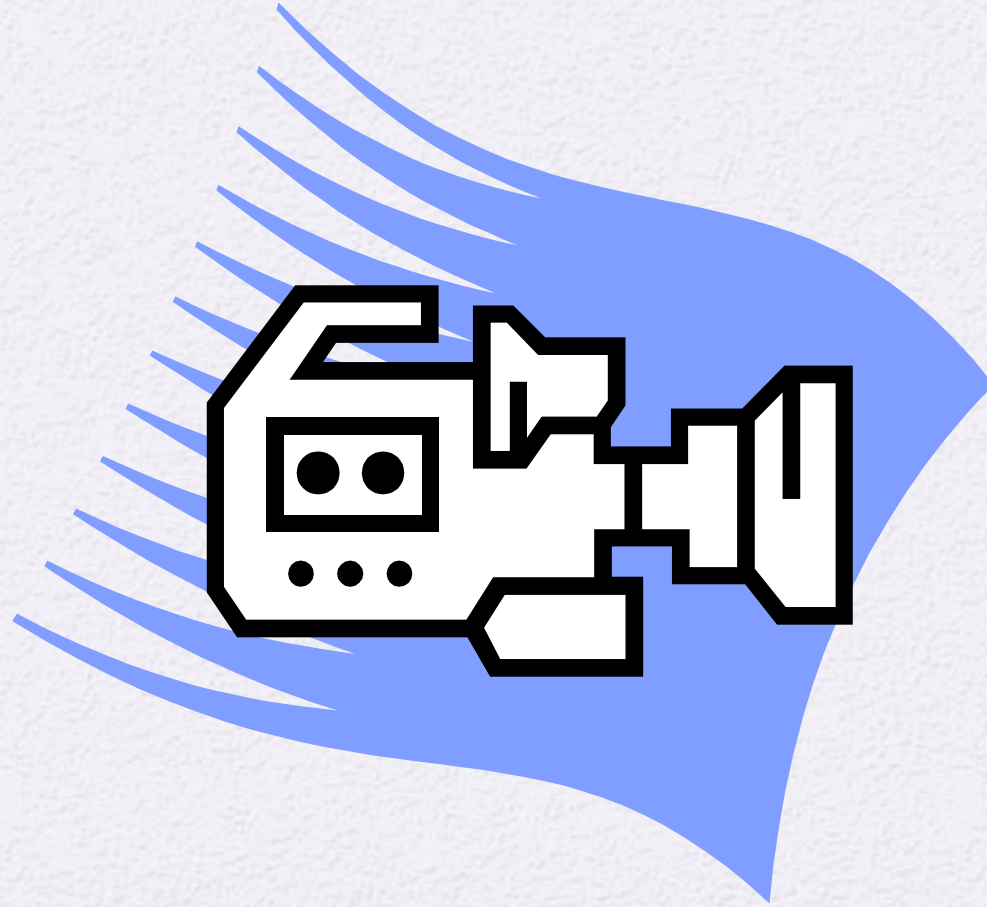
Child communication, language, and thought

- The child communicates his or her needs, feelings, discoveries, and ideas through motions, gestures, facial expressions, sounds, sign language, and words. Adults value, attend to, and encourage the child's communications and language in a give-and-take manner

Adult Scaffolding

- Adults establish and maintain trusting relationships with each child in their care. Adults recognize and encourage each child's intentions, actions, interactions, communications, explorations, problem solving, and creativity

See it in Action



Assessing the Activity

- With a partner, read through each situation. In each situation, decide which ingredients of active learning are present, and which ones ingredients are missing

Face Time

- Seraya lies in her caregiver's arms holding and drinking from her bottle. Her caregiver talks to Seraya making eye contact. Her caregiver makes comments "your drinking your milk" , "Seraya your looking up at me"
- Materials
- Manipulation
- Choice
- Child communication, language and thought
- Adult scaffolding

Squeeze Play

- Aiden sits with his caregiver on the floor with a basket of different size squeeze bottles. His caregiver holds up one of the bottles and say “Aiden look at the bottle, it is yellow, watch what I can do with it” The caregiver then demonstrates squeezing water from the bottle and then moves on to the next bottle.
- Materials
 - Manipulation
 - Choice
 - Child communication, language and thought
 - Adult scaffolding

Streamers from above

- Zoe lays on a soft rug. Zoe's caregiver attaches ribbons and streamers from a hanger and attaches the hanger from a hook on the ceiling. Zoe kicks her feet and reaches with her hands towards the ribbons and streamers. Zoe's caregiver comments "your kicking your feet, you kicked the red ribbon". Zoe looks up at the caregiver as the comments are made.

Materials

Manipulation

Choice

Child communication, language and thought

Adult scaffolding

Brush Stroke

- Sully lays on the floor near his caregiver. The caregiver has a basket of soft bristle brushes and massage balls with varying textures. Sully's caregiver strokes his arm, legs and tummy with the materials and comments.
 - ❑ Materials
 - ❑ Manipulation
 - ❑ Choice
 - ❑ Child communication, language and thought
 - ❑ Adult scaffolding

Muffin Man

- Cooper explores a muffin tin holding a variety of objects. (crocheted balls, cookie cutters, wooden blocks & metal spoon). Cooper's caregiver comments as he explores and smiles at Cooper when he looks at her
- Materials
- Manipulation
- Choice
- Child communication, language and thought
- Adult scaffolding

Active Learning

- What are your thoughts on Active Learning?
- What are the benefits of Active Learning for sensory motor learners?

Adult Child Interaction

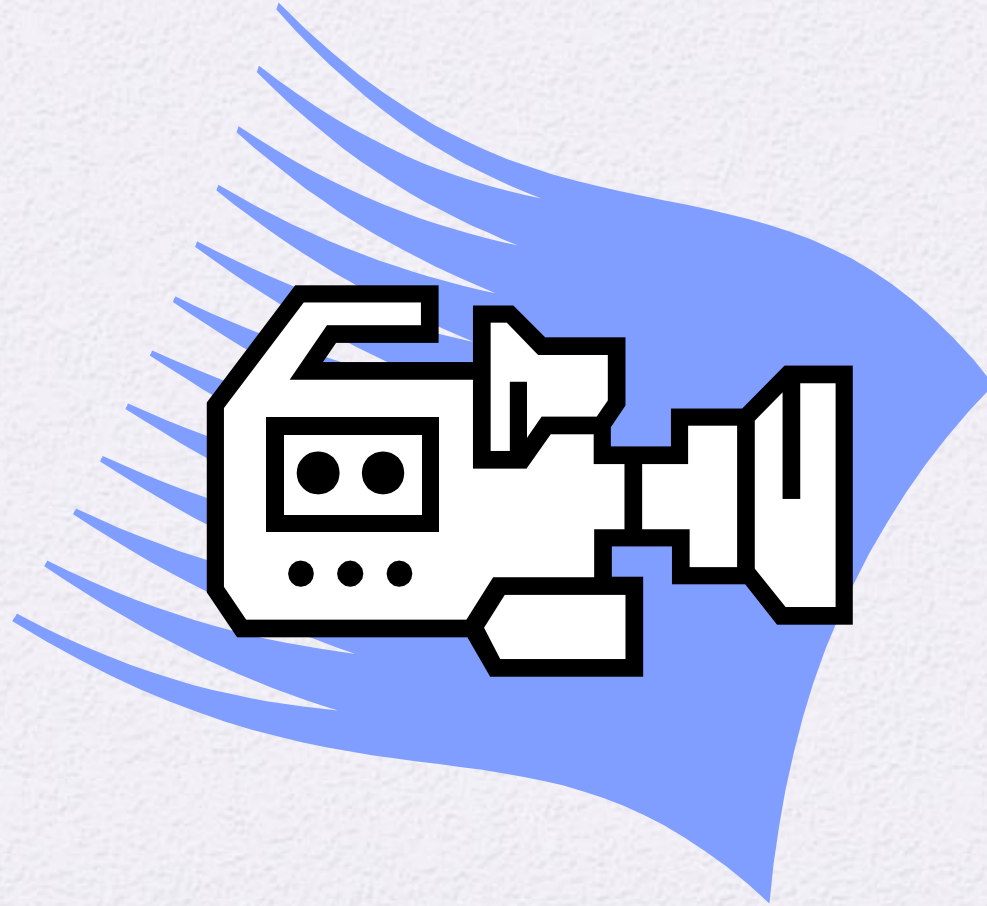
Characteristics of Infant and Toddlers



- With your group, discuss words and phrases that describe infants and toddlers.
- Discuss as a whole group.

Infants and Toddlers are
Sensory-Motor Learners

Adult Child Interaction in Action



What did you notice?

- With a partner discuss the interaction strategies you saw the adult use?

Strategies to Encourage Play

- Join children at their physical level
- Make comments and acknowledgements
- Repeat children's babbles and words
- Focus on children's strengths
- Encourage and Acknowledge children's choices in exploration and play

Join Children at Their Physical Level

- *Join children at their physical level on the floor or at eye level to build trust and connection*

Make Comments and Acknowledgments

- *Describe what you see infants and toddlers doing*
- “Peter you have the keys, your shaking the keys”
- “Sierra your kicking your feet”

Repeat and Restate Children's babbling and Words

- *Use children's babbles, beginning words and words as you converse with them*
- “Angelina you said, /da/, /da/”
- Omari says, “Mo” and points to the shelf.
“Omari, do you want more blocks?”

Focus on Children's Strengths

- *Attend to what children enjoy and do well.*
- “Alex, your crawling over the pillow!”
- “Peek a Boo, Nicholas , you found me!”
- Imitate Daria's way of squeezing and pounding

Encourage and Acknowledge Children's Choices in Exploration and Play

- *Value children's decisions and intentions*
- “Jamison, your chewing on your pacifier. Oops! Now you stopped to smile!”
- “Maggie, your squeezing the ball”
- “Alishia, you picked up the book!”

Interactions Round About

- In small groups read through the activities on the wall charts. Discuss how you would use this activity with the children you support
- What adult interaction strategies are you noticing?

*Active Activities
with Adult Support*

- Photos under a lid (use wipe container lid)
- Paint under clear plastic on the floor
- Noise shakers in a basket
- Towel roll
- Noodle maze
- The baby comes over the mountain
- Squishy items in storage bags

- Noodle and more on a tray
- Feely box
- Frozen in a Bundt pan
- Ball pit
- Mirrors mirrors everywhere
- Painting with your body
- Sticky ball (tape with sticky side out)

- Filling and emptying
- Basket of socks
- Sorting shapes
- Stacking boxes
- Photo cards
- Photo cubes
- Shredded paper toss

- Peek a boo
- Board books
- Soft puppets
- Treasure basket
- Bubbles
- Wet sponges
- Cookie sheets and suction cups

What strategies are suggested in this experience?

- For any Floor Time Activity, sit with the infant on a soft rug or blanket on the floor so that you and he can play together and enjoy close eye contact. Talk with the baby about what you are doing, using a soft voice and a rising and falling tone so that your voice is interesting and comforting even if the child does not yet understand the words. Gently massage the baby's arms and legs, hug him, and take every opportunity to let him know that he is special and you are happy to spend time with him. If you are working with two or three infants, place them very near you on the floor and encourage them to notice each other's actions.

Connecting Learning Objectives

Who's In The Lid

- Use lids from bottles (e.g. snapple lids). Place photos of family members, teachers, pets etc. inside the lid. Place the lids in a basket and encourage the child to explore the photo lids.
- Learning objective?

Shake, Shake, Shake

- Use empty plastic water bottles. Fill the bottles with a variety of noise making materials (rice, bells etc.) Encourage the children to explore the bottles.
- Learning objective?

Tommy Thumb

- Sing the Tommy Thumb finger play song with the infant or toddler. Do some or all of the actions with or for the child.
- Learning objective?

Best Foot Forward

- Using a pair of socks that will fit the infants feet , sew or glue Velcro to the toe area of the sock. Take photos or other items and sew or glue Velcro . Place the items on the socks and have the infant explore by reaching, grasping and tracking the items
- Learning objective

Adult Child Interaction

- What do you want to remember about the adult child interaction strategies?
- What strategies do you want to work on?

Daily Schedules and Routines

What do Infants and Toddlers do all day

- In groups discuss what infant and toddlers do all day
- Let's discuss our lists
- What does the list tell us about daily schedules and routines for infant and toddlers?

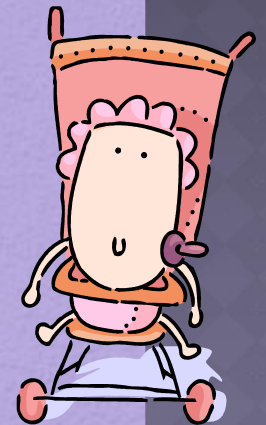
What do infants and toddlers do all day?



What can we say about our list as it relates to what infants and toddlers do all day



Children's normal actions and behaviors are the building blocks we use to create a daily schedule!



The Emerging Daily Schedule

Let's look at our list and circle the actions that are associated with the following times of day:

- Arrival time
- Nap time
- Feeding/Meal times
- Bodily Care
- Choice Time
- Outside Time
- Group Times
- Departure



Guideline 1

Create an overall daily schedule that is predictable yet flexible

- Organize the day around regular daily events and caregiving routines.
- Follow the overall daily schedule consistently.
- Accommodate children's natural rhythms and temperaments. **Slow down** to their pace!
- Provide a smooth flow from one interesting experience to the next.

Guideline #2:

Incorporate active learning, including adult support, into each event and caregiving routine.

- Be patient with children
- Value children's need to explore
- Share control by giving choices
- Be alert to children's communications
- Work as a team to support children
- Look at children's actions and communications through the lens of the KDI's

How to Create an Overall Daily Schedule

1. Gather information about each child's day ---when each child typically eats, naps, is awake, arrives at the center, likes to play, departs.
2. Enter information about each child on a grid.
3. Look across the completed grid for activities among children that typically occur around the same time of day. Decide when might be a good time for:
 - ✓Choice time
 - ✓Group time
 - ✓Outside time
 - ✓Lunch
4. Based on the information gathered in steps 1-3, create a sequence of events---an overall daily schedule.

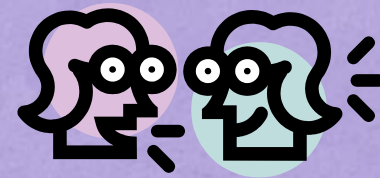
Sample Routines for Four Children (A)

James	Jenna	John	Jackie
Arrival	Arrival	Arrival	
Bottle	Breakfast/BC	Breakfast/BC	Arrival
Nap	Choice/BC	Choice/BC	Choice/BC
Choice/BC	Group	Group	
Bottle, cereal	Snack/BC	Snack/BC	Snack/BC
Nap	Outside	Outside	Outside
Choice/BC	Lunch/BC	Lunch/BC	Lunch/BC
	Nap	Nap	Nap
Bottle	Snack/BC	Snack/BC	Choice/BC
Nap	Choice/BC	Choice/BC	Bottle
Departure	Group	Group	Choice/BC
	Departure	Choice	Departure
		Departure	

Sample Routines for Four Children (B)

James	Jenna	John	Jackie
Arrival			
Bottle	Breakfast/BC		Arrival
Nap	Choice/BC		Choice/BC
Choice/BC	Group		
Bottle, cereal	Snack/BC		
Nap	Outside		
Choice/BC	Lunch/BC		
	Nap		
Bottle	Snack/BC		Choice/BC
Nap	Choice/BC		Bottle
Departure	Group		Choice/BC
	Departure	Choice	Departure
		Departure	

Discuss:



- Let's look at 6 children's biological routines.
- Ask yourselves the following questions as you look at these infants and toddlers:
 - What patterns do you see emerging across all four schedules?
 - How might you work out feeding and mealtimes when children end up eating at the same time?
 - When might it make sense to plan a group time for older toddlers?
 - When might it make sense to have outside time?

Sample Routine for Six Children

Time	Dani	Garth	Lila	Dustin	Grace	Aiden
7:00 am					Arrival	Arrival
7:30 am	Arrival				Breakfast	Breakfast
8:00 am	Bottle		Arrival		Choice	Choice
8:30 am	Nap		Choice	Arrival	Choice	Choice
9:00 am	Nap	Arrival	Choice	Choice	Choice	Choice
9:30 am	Nap	W-Group-songs/Choice	W-Group-songs	W-Group-songs	W-Group-songs	W-Group-songs
10:00 am	Bottle	Snack	Snack	Snack	Snack	Snack
10:30 am	Watch S-Group	Nap	S-Group-materials	S-Group-materials	S-Group-materials	S-Group-materials
11:00 am	Outside	Outside	Outside	Outside	Outside	Outside
11:30 am	Choice	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 pm	Bottle	Choice	Choice	Choice	Choice	Choice
12:30 pm	Nap	Nap	Choice	Choice	Nap	Nap
1:00 pm	Nap	Nap	Nap	Books on cot	Nap	Nap
1:30 pm	Nap	Nap	Nap	Nap	Nap	Nap
2:00 pm	Nap	Nap	Nap	Nap	Nap	Nap
2:30 pm	Choice	Nap	Nap	Nap	Quite activity	Books on cot
3:00 pm	Departure	Bottle	Snack	Snack	Snack	Snack
3:30 pm		W-Group-songs/Choice	W-Group-songs	W-Group-songs	W-Group-songs	W-Group-songs
4:00 pm		Outside	Outside	Outside	Outside	Outside
4:30 pm		Departure	Outside	Outside	Departure	Outside
5:00 pm			Departure	Books/Puzzles		Departure
5:45 pm				Departure		

Summary

- Infants and toddlers come to us with their own personal schedules.
- The overall schedule for any small group, emerges from individual schedules in the group.
- Times will vary from day to day, but sequence of events remains consistent and predictable.
- More than one overall schedule. It takes several tries to discover which one works best for these particular children and caregivers.

Helpful Hints

- Look for common patterns among the children.
- You will need ongoing information from parents about each child's typical schedule and changes it undergoes.
- You will need to reassess your schedules periodically.
- The children will let you know what is working and what is not working.

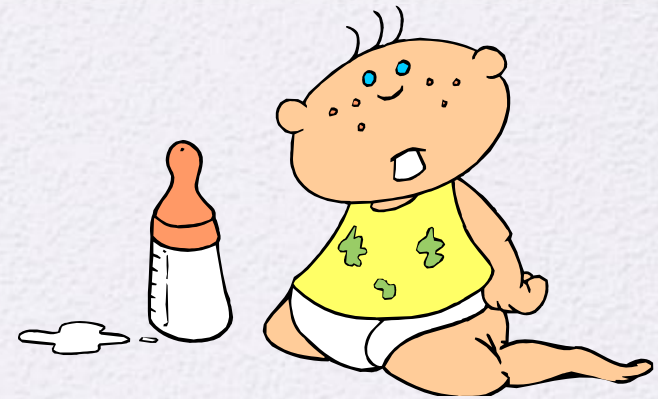
Review sample schedules

- In your table groups, discuss the following for each sample schedule you have:
 - What do you notice about the routine?
 - How is this routine the same or different from yours?
 - What would you do differently for the children you are familiar with?

Elements of the HighScope Infant-Toddler Day

Daily Events

- Arrival and departure
- Choice Time
- Outside Time
- Group Time



Caregiving Routines

- Feeding and mealtime
- Bodily care routines
- Nap time



Getting to know the HighScope I/T

Daily Schedule and Routines

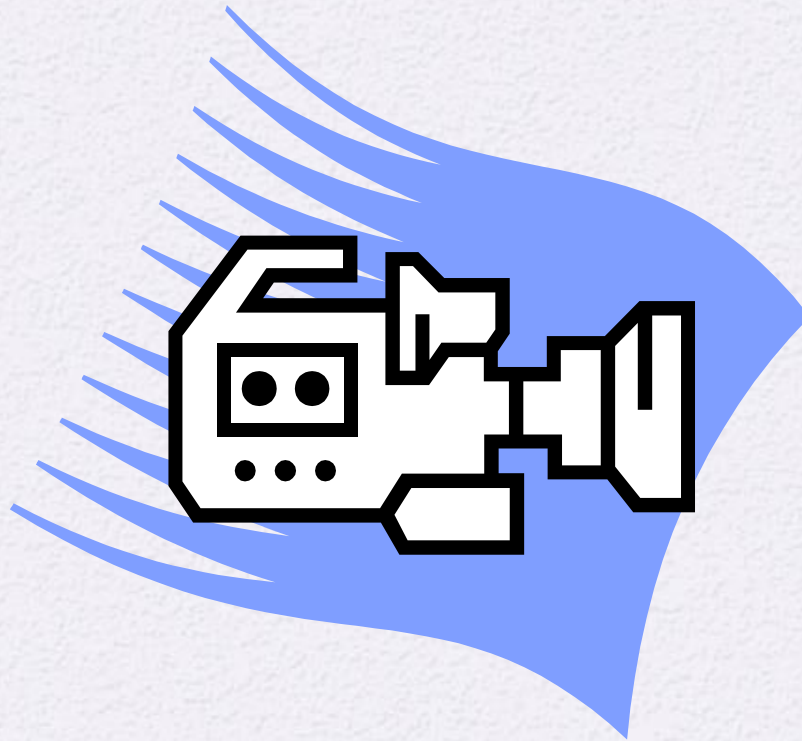
1. Divide into groups.
 - 1. Circle your group's element of the infant and toddler day:
 - 2. Discuss questions A-D about your element and develop a report about your part of the day.
 - Record your ideas on the chart paper provided.
 - information on your part of the day.
 - A. What occurs during this part of the day?
 - B. Why is this time of day important?
 - C. Where does this part of the day generally take place?
 - D. How long does this part of the day generally take?

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- Brief Description of the Elements

Why gather in groups?

- With the people around you, discuss all the reasons you gather in groups with people.
- Consider school, faith-based groups, hobbies, concerts, parties, lunches/dinners, clubs, etc.
- Be prepared to share ideas as a large group.

Group time overview



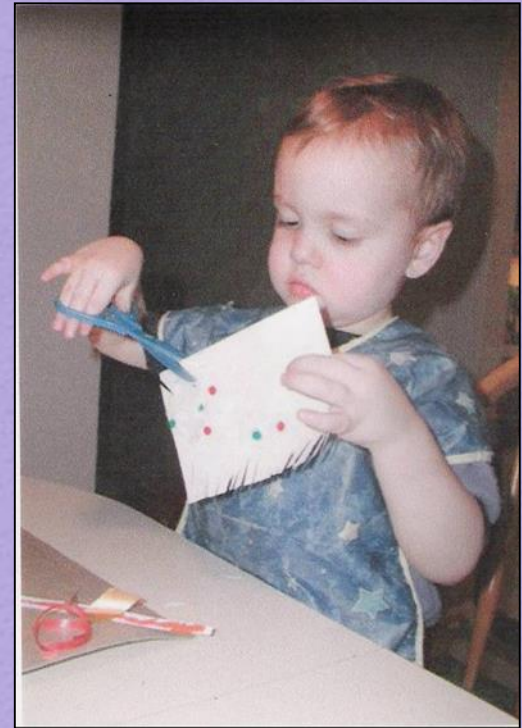
Group Times = Caregiver-Initiated

- The caregiver has the idea:
 - Plans the activity and the materials based on children's interests and development
- The child uses the materials in his or her own unique ways.

Group Times = Active Learning

The caregiver plans for all the ingredients of active learning.

This means all the children do the activity, in their own way... *not* following the caregiver's model or directions!



Group Times are Important

- They introduce children to materials, actions and experiences.
- They let the caregiver focus on and support important concepts and learning.

Group Times

Can be built around:

- Songs, movement, music
 - Large spaces for moving freely
- Materials
 - Can be any where based on the activity

Prepare Before the Group Time

Plan what you will do ahead of time

Gather your materials and sort them into individual containers

Group Time Planning Form

Idea	
Materials	
Back-up Materials	
Beginning <i>opening statement</i>	
Middle <i>Your ideas for scaffolding children at different developmental levels</i>	
End <i>warning and transition to next part of routine</i>	
Follow-up Ideas	

Group Time Planning Form

Idea	
Materials Back-up Materials	
Beginning <i>opening statement</i>	
Middle <i>Your ideas for scaffolding children at different developmental levels</i>	
End <i>warning and transition to next part of routine</i>	
Follow-up Ideas	

Daily Schedules and Routines

- What do you want to remember about the daily schedules and routines?
- What elements will you implement in your own program?

List two things from today's training that you want to try

1.

2.

What will you need to gather or who will you need to involve to make your plan happen?

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Thanks For The Day

Thanks for working with me!

I appreciate your time and energy as we navigate
the world of infant and toddlers

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● References

- Jaclyn Post, Mary Hohman, & Ann S. Epstein 2011 *Tender Care and Early Learning: Supporting infants and toddlers in child care settings* (2nd ed) HighScope Press
- Harms, T., Cryer, D., & Clifford, R. (2006). *Infant/Toddler Environment Rating Scale* (Rev. ed.). New York: Teachers College Press.
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