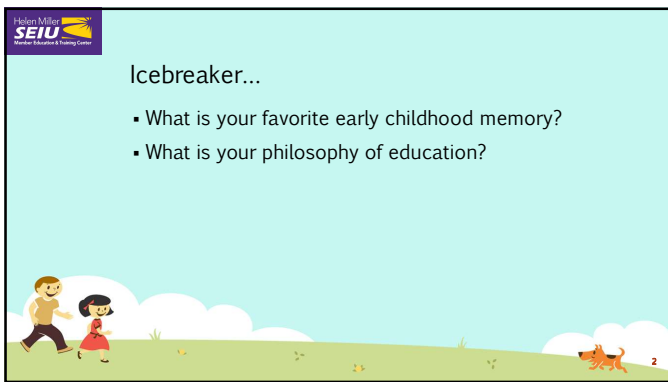
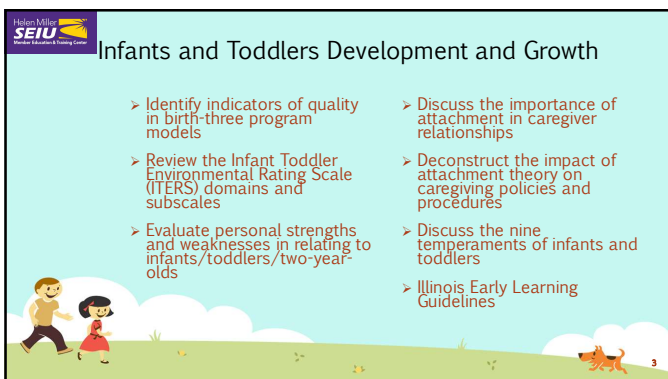





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Ages which define early childhood...

- Prenatal: conception to birth
- Infant: birth - 12 months
- Younger Toddler - 12-18 months
- Older Toddler: 18 months - 3 years

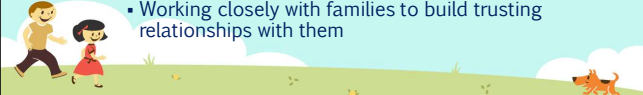



4



Defining and recognizing quality...

- Taking care of infants and toddlers physical needs
- Interacting in responsive ways to meet their emotional and social needs
- Facilitating developmental milestone attainment
- Setting up an environment to promote learning in all domains
- Working closely with families to build trusting relationships with them



5



Defining and recognizing quality...

- Overall well-being
- Developmental outcomes
- General competence
- Quality of life




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Defining and recognizing quality...

What does the term well-being mean to you?




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Defining and recognizing quality...

"Well-being means how a child feels and thinks about him- or herself and the joy and satisfaction that the child experiences in regard to his or her relationships and accomplishments"

(Erickson & Kurz-Riemer, 1991, p. 26)



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Defining and recognizing quality...

What does the term developmental outcomes mean to you?




9




Defining and recognizing quality...

- Increasing abilities in learning
 - Language, motor, emotional, and social skills
- Developmentally appropriate environments
 - Linguistically
 - Culturally




10



Defining and recognizing quality...

- Quality programs:
 - Effectively adjust to day-to-day changes
 - Develop an adaptable mind-set
 - Become flexible in their daily routine
 - Allow children to direct their learning
 - Support authentic assessment



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Defining and recognizing quality...

Quality of Life...

- The child's feelings about the value, worth, living conditions, and relationships that he or she experiences




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What have we learned so far?

<p>We just discussed...</p> <ul style="list-style-type: none"> • Overall well-being • Developmental outcomes • General competence • Quality of life 	<p>Next we will learn...</p> <ul style="list-style-type: none"> • The importance of early years • Brain development • How experiences impact the child
--	--




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The Importance and Impact of Brain Development

Recent science on brain development shows experiences provided by parents and other early childhood caregivers have a greater influence over a child's positive self-identity, social development, and learning potential than any later interactions with classroom teachers or university professors.




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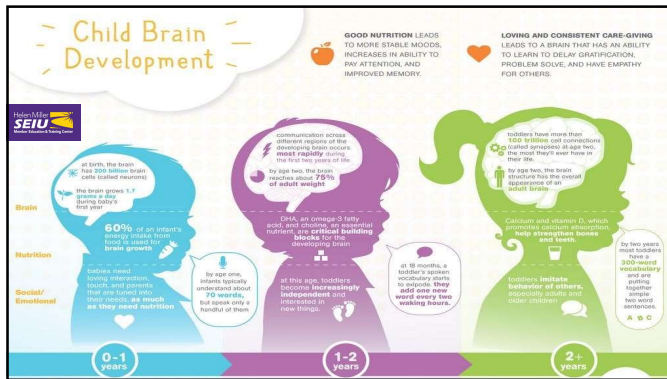
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CDC Brain Development Resources

- How well a brain develops depends on many factors in addition to genes, such as:
 - Proper nutrition during pregnancy
 - Exposure to toxins or infections
 - The child's experiences with other people and the world



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The Importance and Impact of Brain Development

- Nurturing and responsive care for the child's body and mind is the key to supporting healthy brain development.
- Positive or negative experiences can add up to shape a child's development and can have lifelong effects.

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The Importance and Impact of Brain Development


- To nurture their child's body and mind, parents and caregivers need support and the right resources.
- The right care for children, starting before birth and continuing through childhood, ensures that the child's brain grows well and reaches its full potential.

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The Importance and Impact of Brain Development

- Children are born ready to learn, and have many skills to learn over many years.
- They depend on parents, family members, and other caregivers as their first teachers to develop the right skills to become independent and lead healthy and successful lives.




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The Importance and Impact of Brain Development

- How the brain grows is strongly affected by the child's experiences with other people and the world.
- Nurturing care for the mind is critical for brain growth. Children grow and learn best in a safe environment where they are protected from neglect and from extreme or chronic stress with plenty of opportunities to play and explore.




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The Importance and Impact of Brain Development

- Parents and other caregivers can support healthy brain growth by speaking to, playing with, and caring for their child.
- Children learn best when parents /caregivers take turns when talking and playing, and build on their child's skills and interests.




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The Importance and Impact of Brain Development

- Nurturing a child by understanding their needs and responding sensitively helps to protect children's brains from stress.
- Speaking with children and exposing them to books, stories, and songs helps strengthen children's language and communication, which puts them on a path towards learning and succeeding in school.




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The Importance and Impact of Brain Development

- Exposure to stress and trauma can have long-term negative consequences for the child's brain, whereas talking, reading, and playing can stimulate brain growth.
 - Adverse Childhood Experiences (ACE's)
- Ensuring that parents, caregivers, and early childhood care providers have the resources and skills to provide safe, stable, nurturing, and stimulating care is an important public health goal.




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The Importance and Impact of Brain Development

- When children are at risk, tracking children's development and making sure they reach developmental milestones can help ensure that any problems are detected early and children can receive the intervention they may need.



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Quiz #1

When defining Infant/toddler development, identify the **incorrect** response:

- (a) Learning begins before the baby is born.
- (b) Learning is rapid and cumulative in the first 3 years-faster than at any other time in a person's life.
- (c) Brain growth in the first 3 years does not affects all learning.
- (d) Early experience is built into our bodies and loving relationships can create health.




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Quiz answers...

- Learning begins before the baby is born.
- Learning is rapid and cumulative in the first 3 years-faster than at any other time in a person's life.
- Brain growth in the first 3 years determines how the brain is structured and affects all learning.
- Early experience is built into our bodies and loving relationships can create health.



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What have we learned so far?

We just discussed...

- The importance of early years
- Brain development
- How experiences impact the child

Next we will learn...

- The importance of attachment in parent/child and caregiver/child relationships
- The impact of attachment theory on caregiving policies and procedures



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The Importance of the Early Years: Attachment

Early experiences influence the child's:

- Ability to learn
- Feelings of self-worth
- Sense of competence
- Capacity to love and care for others
- Ability to form attachments

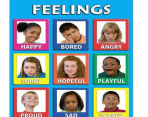




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The Importance of the Early Years: Attachment

How did early experiences affect your ability to learn, feelings of self-worth, etc.?




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The Importance of the Early Years: Attachment

- The experiences a child has can affect how the brain is structured
- Scientists know toxic stress changes the architecture of the child's brain
- Strong, positive adult-child relationships can buffer the effects of toxic stress on the child

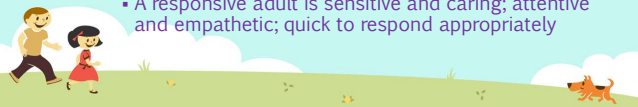


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The theory of attachment: A relationship-based approach

- Constructive, caring relationships are fundamental to the human experience
- Respectful responses from others are essential to infants' and toddlers' sense of security, self-worth, self-confidence, attachment and motivation to learn
- A responsive adult is sensitive and caring; attentive and empathetic; quick to respond appropriately



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The theory of attachment: A relationship-based approach

- Relationships are influenced by the personal and physical environment
- Relationships are influenced by cultural values
- Relationships are influenced by policies and laws

(Bronfenbrenner, 2004)




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When toddlers reach age 3, they will be mentally healthy if they...

- Feel competent, confident and safe
- Enjoy intimate and caring relationships
- Have basic trust in others
- Regulate and express emotions in healthy ways
- Communicate and are understood
- Feel valued for their unique personalities
- Have the energy and curiosity to learn
- Enjoy excellent health and nutrition



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The theory of attachment: A relationship-based approach


Children's uniqueness affects relationships

Attributes

- Gender, temperament, appearance, etc.

Capacities

- Ability to be social, express emotion, learn, move, communicate



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The theory of attachment: A relationship-based approach

Research conducted in the United States found young infants and toddlers who feel safe and secure with their mother, father, other family members, and teachers:

- Feel less stressed
- Can express and control emotions in healthy ways (self-regulation)
 - Creative Curriculum (Social-Emotional)
- Experience higher levels of self-worth



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The theory of attachment: A relationship-based approach

Children feel secure when adults are:

- Responsive and affectionate
- Sensitive to children's needs and distress
- Emotionally available
- Supportive of children's self-directed activities and autonomy



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The theory of attachment: A relationship-based approach

The quality of the parent-child relationship also influences the quality of peer relationships.

Children with less positive parent-child relationships are more likely to be aggressive than children who experience more positive relationships.

- Socioeconomic status impacts directives, discipline, partnerships, punishments, autonomy



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The theory of attachment: A relationship-based approach

When infants and toddlers experience secure relationships with teachers they:

- Are more socially competent
- Have better language development
- Can regulate their emotions
- Participate more in problem-solving activities



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The impact of attachment theory on caregiving policies and procedures

Early childhood theories on how children learn and grow. What do you know about these theories?

- Constructivist
- Behaviorist
- Maturationist



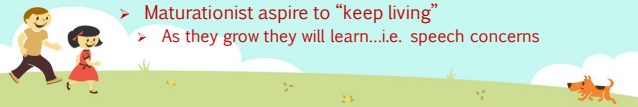
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The impact of attachment theory on caregiving policies and procedures

- Constructivist theorist believe: Knowledge is built upon
 - Addition and subtraction before multiplication and division
- Behaviorist theory states: Behavior can be changed with rewards
 - Tangible and intangible...stickers, privileges
- Maturationist aspire to "keep living"
 - As they grow they will learn...i.e. speech concerns




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The impact of attachment theory on caregiving policies and procedures

- How does your theory of child development effect how you set up your learning environments?
- How you interact with children
- How you screen and assess developmental milestones
- How you share concerns with caregiver




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The impact of attachment theory on caregiving policies and procedures

- How does your policies and procedures reflect your approach to attachment?
- How long do your teacher (if center-base) stay with one group of children?
 - Emergency Room vs. Primary Care Physician
- What is Continuity of Care?
- How do you deal with separation anxiety?
 - With children
 - With caregivers



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What have we learned so far?

We just discussed...

- The importance of attachment in parent/child and caregiver/child relationships
- The impact of attachment theory on caregiving policies and procedures

Next we will learn...

- The nine temperaments:
 - Activity
 - Regularity
 - Initial reaction
 - Adaptability
 - Intensity
 - Mood
 - Distractibility
 - Persistence-attention span
 - Sensory threshold




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Temperament - What is it?

- Temperament is a child's emotional and behavioral style of responding to the world.
- A child displays her temperament style from birth.
- Alexander Thomas and Stella Chess, researchers, found that temperament is influenced by nine temperament traits: activity, regularity, initial reaction, adaptability, intensity, mood, distractibility, persistence-attention span, and sensory threshold.
- Each trait has a range of levels, and temperament reactions will vary depending upon the strength of each trait.




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Temperament - What is it?

- These traits combine to create a child's unique temperament, and a child's temperament will influence how others interact with her, how she responds emotionally, and how she reacts to new situations.
- By knowing a child's temperament, you can gauge how the child may act and can plan more purposefully for activities that provide a constructive situation for the child.
- Observe each child and rate levels for all nine temperament traits so you can recognize and understand each child's style.




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Temperament - What is it?

- Activity: Energy level and amount of movement.
- Regularity: Natural patterns and schedules for biological functions (ex. sleeping, elimination, eating)
- Initial Reaction: Reaction to new people and situations.
- Adaptability: Ability to adjust to changes.




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Temperament - What is it?

- Mood: Typical emotional outlook.
- Distractibility: Ability to focus.
- Persistence – Attention Span: Ability to stay with an activity.
- Sensory Threshold: Reaction to sensory stimuli. (ex. texture, touch, brightness, volume, taste, aroma)




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Quiz # 2

What do you think teachers can do in the moment and over time to help infants and toddlers feel secure? Please select the **incorrect** response.

- (a) Hold them and hug them
- (b) Let infants cry to build their lung capacity
- (c) Pick them up
- (d) Attend to their needs




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Quiz Answers...

Teacher interactions with young children:

- Are highly involved-hold them, hug them, and engage them in conversation
- Are sensitive (warm, attentive, engaged)
- Provide many opportunities for the infants and toddlers to learn in an interesting environment



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What have we learned so far?

We just discussed...

- The nine temperaments:
 - Activity
 - Regularity
 - Initial reaction
 - Adaptability
 - Intensity
 - Mood
 - Distractibility

Next we will learn...

- The nine temperaments continued:
 - Persistence-attention span
 - Sensory threshold
- The importance of relationships
- Continuity of Care
- Security in relationships



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Research on the importance of relationships

What do teachers do to help infants and toddlers feel secure?

Provide continuity of care:

- At least one teacher “moves up” with the group
- All teachers stay with the group as they age



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Question for the group...

A study of over 1,000 toddlers looked at what happened when at least one teacher "moves up" with the group or all teachers stay with the group as they age.

What do you think happened with the children and teachers?



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Research on the importance of relationships

- Children and teachers developed close trusting affectionate relationships
- At child care, children were more positive with peers
- At home, children were less negative and less aggressive
- Children had increased cognitive and language skills

(NICHD)




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Research on the importance of relationships

- What are some of the obstacles to programs using Continuity of Care?



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Risk and resilience: how relationships make a difference...

Risks:
What are risk factors in children's lives?

Resiliency:
What are resiliency factors?




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Infant and toddler programs and school readiness

- Infant and toddler care and learning programs are an important part of the lives of infants and toddlers and their families in the United States.
- Quality programs that support parents can reduce infants' and toddlers' exposure to risk factors and build resiliency and positive relationships.



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What have we learned so far?

We just discussed...


- The importance of relationships
- Continuity of Care
- Security in relationships

Next we will learn...

- Illinois Early Learning Guidelines
 - The Newborn Period
 - Self-Regulation
 - Social & Emotional
 - Physical Development & Health
 - Language Development, Communication, & Literacy
 - Cognitive Development




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Quiz # 3

Illinois Early Learning Guidelines are:

- (a) The only way you get funding for educating infants is in a school setting
- (b) Three year old social studies standards
- (c) For children, birth to age 3, and provide a framework for understanding child development
- (d) Do not exist for infants




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Illinois Early Learning Guidelines

- The Illinois Early Learning Guidelines for Children Birth to Age 3 provide early childhood professionals and policy makers a framework for understanding child development by presenting information on what children know and should do and what development looks like in everyday life.




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Illinois Early Learning Guidelines

- The main goal of the Guidelines is to offer early childhood professionals a cohesive analysis of children's development with common expectations and common language.
- These Guidelines also provide suggestions and ideas on how to create early experiences that benefit all children's learning and development.




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The Newborn Period: A developmental perspective on the four months

- The newborn period, birth to four months, is a period when parents and caregivers are working very hard to learn their infant's signals and respond appropriately to their needs.
- Infants depend exclusively on soothing and appropriate responses from their caregivers in order to thrive and develop. In fact, there is no possible way to spoil an infant.




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The Newborn Period: A developmental perspective on the four months

- On the contrary, when adults respond to newborns and meet their needs consistently and promptly, children learn to trust their caregivers and realize that they have a positive impact on their world.
- Children use this trust and these positive experiences to build upon for future development and learning.




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Self-Regulation: Foundation of Development

- The Guidelines view self-regulation as a foundation of development because children's emerging ability or inability to self-regulate directly impacts growth in the four developmental domains.
- Self-regulation refers to how children take in information from both their bodies and their environment, and how they respond to that information.



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Domain 1: Social Emotional & Development

- Healthy social and emotional development in young children depends on positive and nurturing relationships with the important adults in their lives.
- Relationships are the foundation for children's social and emotional development and support and influence how they learn about the world around them.




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Domain 1: Social Emotional & Development

- Positive relationships also help build secure attachments between children and their primary caregivers.
- Children learn through everyday interactions with their caregivers, and it is these early experiences that help them build trust, security, compassion, and empathy.




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Domain 1: Social Emotional & Development

- These important interactions are described as the "social dance" between children and caregivers, and provide them with the first experiences in communication and emotional expression.



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Domain 1: Social Emotional & Development

- These early experiences help children establish relationships with adults and peers, and help them learn about identifying, expressing, and managing emotions.




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Domain 2: Physical Development and Health

- Physical development is supported by the remarkable brain growth that children undergo in the first three years.
- Children will grow more during this time than at any other point in their lives. They often triple their birth weight by one year of age, and will have quadrupled it by age two.




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Domain 2: Physical Development and Health

- The size of their brain grows to about 80 percent of adult size by three years of age.
- One of the most important milestones children reach in their first year is learning about and experiencing gravity.



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Domain 2: Physical Development and Health

- They learn to control their movements and use their bodies in different ways.
- Movement, physical actions, and use of their senses are the primary ways that children explore their surroundings during these first three years.
- Therefore, children need to feel safe and nurtured.



70

[illegible]

Domain 2: Physical Development and Health

- This is achieved through loving and attentive relationships.
- These positive relationships encourage healthy development, build confidence in children to try new skills, and provide them with a sense of security.

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71

[illegible]

Domain 3: Language Development, Communication, & Literacy

- Learning language and communication is a universal experience for children across cultures.
- Children develop communication and language skills in the context of their own culture and through meaningful relationships.




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Domain 3: Language Development, Communication, & Literacy

- Children spend the first year of life building the foundation for language, as they absorb what they see and hear through interactions with their caregivers and their environment.




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Children's capacity to learn language in the first three years is remarkable

- They have the ability to learn more than one language at a time, and it is easier for children to learn an additional language than it is for adults.
- Research highlights that there is a critical period for acquiring more than one language; that critical period is the first five years of life.




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Children's capacity to learn language in the first three years is remarkable

- Children who learn different languages in the first five years are often viewed as native speakers because they acquire the languages by the same process as their first language, and are more likely to be fluent and accent-free.




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Children's capacity to learn language in the first three years is remarkable


- What does biting mean?
- How is toileting a social emotional language?
- What does autonomy communicate to you?
- Can we learn to share?



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Domain 4: Cognitive Development

- The rate at which children learn during the first three years is remarkable; they will learn more in these first three years than at any other point in their lives.
- Cognitive development in young children refers to their process of learning and the development of intelligence and other mental capabilities, such as memory, reasoning, problem solving, and thinking.




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Domain 4: Cognitive Development

- As with every aspect of development, cognitive development occurs within the context of positive and nurturing relationships. Play is also a vital tool in cognitive development.
- Play is used to problem-solve and is the manner in which children learn about their world and build the confidence to master new skills.




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Approaches to Learning

- Children build their confidence through their relationships with nurturing and responsive caregivers.
- Caregivers who are attuned to children's needs and respond consistently and promptly, nurture feelings of self-worth in children.

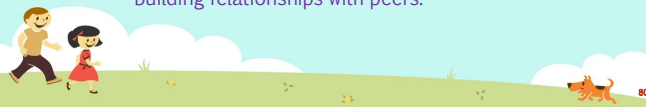


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Approaches to Learning

- Children learn to feel that they are important, and they learn to trust.
- This builds the self-confidence that is needed for them to take on developmentally appropriate risks.
- These risks include developmental tasks such as crawling, walking, playing, trying new experiences, and building relationships with peers.



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What have we learned so far?

<p>We just discussed...</p> <ul style="list-style-type: none"> Illinois Early Learning Guidelines The Newborn Period Self-Regulation Social & Emotional Physical Development & Health Language Development, Communication, & Literacy Cognitive Development 	<p>Next we will learn...</p> <ul style="list-style-type: none"> Early Intervention programming Department of Human Services Discussion vignette
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Supports for Infant and Toddler Programs

Early Intervention Programs:


Early Head Start

- Comprehensive services
- Health, education, dental, nutrition, mental health
- High family involvement
- Strong evaluation results



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Supports for Infant and Toddler Programs


Early Intervention for Children with Disabilities:

- The Individuals with Disabilities Education Act
 - (I D E A) provides federal funds, paired with a high proportion of state funds, for special education services for children with disabilities.
- Part C for infants and toddlers
 - DHS partnership
 - CFC/LIC




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Toddlers need...

1. Ongoing nurturing relationships
2. Physical protection, safety, and regulation
3. Experiences tailored to individual differences
4. Developmentally appropriate experiences
5. Limit setting, structure, and expectations
6. Stable communities and cultural continuity
7. Adults to protect the future



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Question for the group...

Two-year-old Mara's family was homeless. They stayed in their car most of the day and went to a shelter at night for a good meal, shower, and a bed.

Which of the seven needs mentioned on the previous slide, can Mara's parents provide in this situation?

Which needs are least likely to be met?



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What have we learned so far?

We just discussed...

- Early Intervention programming
- Department of Human Services
- Discussion vignette

Finally we will learn about...

- Infant/Toddler Environmental Rating Scale




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Infant/Toddler Environment Rating Scale®, Revised (ITERS-R™)

- A thorough revision of the original ITERS, designed to assess center-based child care programs for infants and toddlers up to 30 months of age.
- New curriculum and program items in the revised ITERS include: Helping children understand language; Nature/science; Use of TV, video and computer; Free play; and Group play activities. Items have been added to make the scale more inclusive and culturally sensitive, to address professional needs of staff, and to reflect the latest health and safety information.




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Infant/Toddler Environment Rating Scale®, Revised (ITERS-R™)

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- Scale consists of 39 items organized into 7 subscales.
- Featuring a new spiral binding, the updated ITERS-R™ offers more practical assistance in the form of an Expanded Scoresheet (which contains a worksheet) and additional notes for clarification to improve accuracy in scoring. However the items and indicators remain the same as in the ITERS-R™.




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Infant/Toddler Environment Rating Scale®, Revised (ITERS-R™)

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Space and Furnishings	Personal Care Routines
1. Indoor space	6. Greeting/departing
2. Furniture for routine care and play	7. Meals/snacks
3. Provision for relaxation and comfort	8. Nap
4. Room arrangement	9. Diapering/toileting
5. Display for children	10. Health practices
	11. Safety practices




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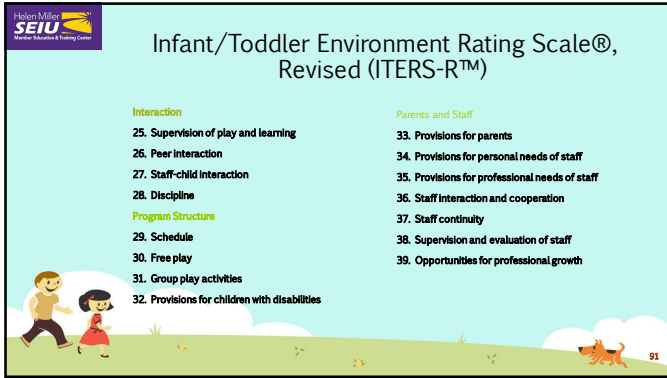
Infant/Toddler Environment Rating Scale®, Revised (ITERS-R™)

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Listening and Talking	Activities
12. Helping children understand language	18. Music and movement
13. Helping children use language	19. Blocks
14. Using books	20. Dramatic play
Activities	21. Sand and water play
15. Fine motor	22. Nature/science
16. Active physical play	23. Use of TV, video, and/or computer
17. Art	24. Promoting acceptance of diversity



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Infant/Toddler Environment Rating Scale®, Revised (ITERS-R™)

Interaction

- 25. Supervision of play and learning
- 26. Peer interaction
- 27. Staff-child interaction
- 28. Discipline

Program Structure

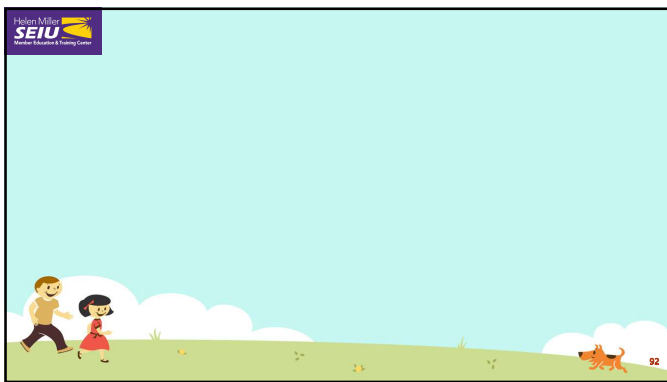
- 29. Schedule
- 30. Free play
- 31. Group play activities
- 32. Provisions for children with disabilities

Parents and Staff

- 33. Provisions for parents
- 34. Provisions for personal needs of staff
- 35. Provisions for professional needs of staff
- 36. Staff interaction and cooperation
- 37. Staff continuity
- 38. Supervision and evaluation of staff
- 39. Opportunities for professional growth

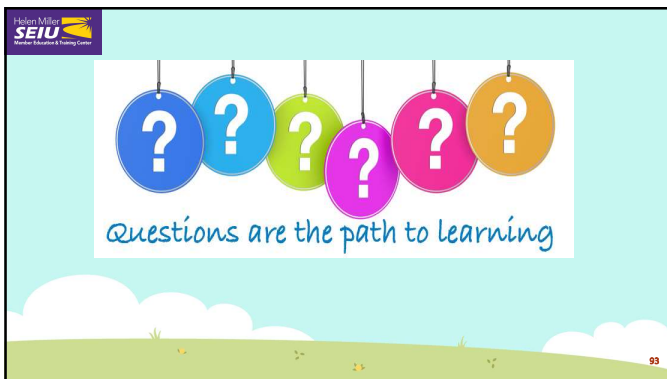
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Questions are the path to learning

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