Contents

Preface xix

Resources for Caregivers xxix

part 1 Focus on the Caregiver 1



chapter 1

Principles, Practice, and Curriculum 3

What Do You See? 3

Relationships, Interactions, and the Three Rs 4

Caregiving Routines as Opportunities for Three-R Interactions 5

Ten Principles Based on a Philosophy of Respect 5

Principle 1: Involve Infants and Toddlers in Things

That Concern Them 6

Principle 2: Invest in Quality Time 7

Principle 3: Learn Each Child's Unique Ways of Communicating

and Teach Yours 9

VIDEO OBSERVATION 1: Baby Crying 10

Principle 4: Invest Time and Energy to Build a Total Person 11

Principle 5: Respect Infants and Toddlers as Worthy People 11

Principle 6: Be Honest about Your Feelings 13

Principle 7: Model the Behavior You Want to Teach 14

Principle 8: Recognize Problems as Learning Opportunities, and Let

Infants and Toddlers Try to Solve Their Own 15

Principle 9: Build Security by Teaching Trust 15

Principle 10: Be Concerned about the Quality of Development in

Each Stage 16

Curriculum and Developmentally Appropriate Practice 18

The Principles in Action: Principle 5 18

Appropriate Practice 19

Summary 20

Online Resources 20

Key Terms 21

Thought/Activity Questions 21

For Further Reading 21



chapter 2

Infant-Toddler Education 23

What Do you see? 23

What Infant-Toddler Education Is Not 24

Infant Stimulation 24

Babysitting 24

Preschool 25

What Infant-Toddler Education Is: The Components 25

Curriculum as the Foundation of Infant-Toddler Education 26

VIDEO OBSERVATION 2: Toddler Playing with a Tube and a Ball 27

Implementing the Curriculum 28

Assessing the Effectiveness of the Curriculum: Observing and Recording 28

Education as Facilitating Problem Solving 30

The Principles in Action: Principle 8 31

The Adult Role in Facilitating Problem Solving 32

Appropriate Practice 40

Infant-Toddler Education and School Readiness 42

Summary 43

Online Resources 43

Key Terms 44

Thought/Activity Questions 44

For Further Reading 44



chapter 3

Caregiving as Curriculum 47

What Do You See? 47

Thinking Again About Infant-Toddler Curriculum 48

Planning for Attachment 48

Policies That Support Curriculum as Caregiving 49

Assessment 50

Caregiving Routines 51

Feeding 52

VIDEO OBSERVATION 3: Children Feeding Themselves 55

Diapering 57

Toilet Training and Toilet Learning 58

Washing, Bathing, and Grooming 59

Differing Needs and Perspectives 60

Dressing 61

Napping 63

The Principles in Action: Principle 1 63

Appropriate Practice 66

Summary 68

Online Resources 68

Key Terms 69

Thought/Activity Questions 69

For Further Reading 69



chapter 4

Play and Exploration as Curriculum 71

What Do You See? 71

Adult Roles in Play 75

Setting Up Environments for Play 75

Encouraging Interactions and Then Stepping Back 76

VIDEO OBSERVATION 4: Toddlers Playing Outside 77

Supporting Problem Solving 78

Observing 79

Environmental Factors That Influence Play 80

The Principles in Action: Principle 2 81

Group Size and Age Span 81

Setting Up the Environment to Support Play 82

Happenings 83

Free Choice 85

The Problem of the Match 86

Appropriate Practice 88

Summary 89

Online Resources 89

Key Terms 90

Thought/Activity Questions 90

For Further Reading 90

Focus on the Child 91 part 2



chapter 5

Attachment 93 What Do You See? 93

Brain Research 94

Brain Building Blocks and Brain Circuitry 95 Quality Experiences and Stable Neural Pathways 95 Mirror Neurons: Actions and Observations 97

The Principles in Action: Principle 9 98

Milestones of Attachment 99

Attachment Behaviors: Birth to Six Months 99 Attachment Behavior: Seven to Eighteen Months 100 Supporting Attachment in Quality Programs 100

VIDEO OBSERVATION 5: Toddler "Checking in" While Playing with Chairs 101

DEVELOPMENTAL PATHWAYS: Attachment 102

Measuring Attachment 102

Early Research and Contemporary Issues 103

Attachment Issues 104

Infants with Few Attachment Behaviors 104 Infants Who Experience Neglect or Indifference 104 Brain Growth and Attachment-Based Programs 105

Unitervention 106 Children with Special Needs: The Importance of Early Intervention What Is Early Intervention? 106

DEVELOPMENTAL PATHWAYS: Attachment Behaviors 108

Summary 110 Online Resources 110 Key Terms 111 Thought/Activity Questions 111 For Further Reading 111



chapter 6

Perception 113 What Do You See? 113 Sensory Integration 114 Hearing 116

> VIDEO OBSERVATION 6: Boy Exploring Toy Car Using Touch and Sound 117

Smell and Taste 118

Touch 119

The Principles in Action: Principle 7 121

Sight 122

Multisensory Experiences and the Outdoor Environment 123

Children with Special Needs: Educating Families about the Individualized Family Service Plan 125

DEVELOPMENTAL PATHWAYS: Behaviors Showing Development of Perception 126

Summary 128

Online Resources 128

Key Terms 129

Thought/Activity Questions 129

For Further Reading 129



chapter 7

Motor Skills 131

What Do You See? 131

Physical Growth and Motor Skills 132

Brain Growth and Motor Development 133 Importance of Free Movement, Observation, and Imitation 134 Reflexes 135

The Principles in Action: Principle 10 136

Large Motor Skills and Locomotion 136

Research from the Pikler Institute 137

VIDEO OBSERVATION 7: Children Climbing Stairs 138

Small Motor Skills and Manipulation 142

Encouraging Self-Help Skills 144

Fostering Motor Development 145

Children with Special Needs: Finding Resources 148

DEVELOPMENTAL PATHWAYS: Behaviors Showing Development
of Motor Skills 152

Summary 153

Online Resources 153

Key Terms 154

Thought/Activity Questions 154

For Further Reading 155



chapter 8

Cognition 157

What Do You See? 157

The Cognitive Experience 158

Sensorimotor Experience: Piaget 159

Sociocultural Influences: Vygotsky and Piaget 161

Self-Regulating Learners 162

Social Interaction and Cognition 163

Language and Cognition 165

Play and Cognition 167

The Principles in Action: Principle 8 169

Supporting Cognitive Development 169

The Importance of Real-Life Experiences 170

Brain-Based Learning 171

VIDEO OBSERVATION 8: Father Diapering Toddler 172

Children with Special Needs: Early Childhood Inclusion 174

DEVELOPMENTAL PATHWAYS: Behaviors Showing Development
of Cognition 175

Summary 178
Online Resources 179
Key Terms 180
Thought/Activity Questions 180
For Further Reading 180



chapter 9

Language 183

What Do You See? 183

The Progression of Language Development 184

Receptive Language 185

Expressive Language 187

What Language Allows a Child to Do: The Cognitive Link 188

The Brain and Early Language Development 188

VIDEO OBSERVATION 9: Children Eating at Table with Caregiver 189

Brain Activity and Language Competency 190

Fostering Language Development 191

Early Literacy 193

The Principles in Action: Principle 3 193

Early Literacy and School Readiness 195

© Cultural Differences, Bilingualism and Dual Language Learners 198 Goals of the "Language Relationship" 199

Children with Special Needs: Supporting Parents and Families 201

DEVELOPMENTAL PATHWAYS: Behaviors Showing Development

of Language 203

Summary 204
Online Resources 205
Key Terms 206
Thought/Activity Questions 206
For Further Reading 206



chapter 10

Emotions 209

What Do You See? 209

The Development of Emotions and Feelings 210

Temperament and Resiliency 212

Resiliency and Healthy Emotional Development 214

Helping Infants and Toddlers Cope with Fears 216

Helping Infants and Toddlers Cope with Anger 219

VIDEO OBSERVATION 10: Child Trying to Get Her Turn in a Swing 220

The Principles in Action: Principle 6 221

Self-Calming Techniques 222

Developing Self-Direction and Self-Regulation 223

The Emotional Brain 225

Stress and Early Brain Development 226

The Impact of Neglect 227

Children with Special Needs: Challenges and Trends 227

DEVELOPMENTAL PATHWAYS: Behavior Showing Development of Emotions 230

Summary 231

Online Resources 232

Key Terms 233

Thought/Activity Questions 233

For Further Reading 233



Social Skills 235

What Do You See? 235

The Principles in Action: Principle 4 237

Early Social Behaviors 237



Stages of Psychosocial Development 238

Trust 238

Autonomy 241

Initiative 242

Guidance and Discipline: Teaching Social Skills 242

Security and Control for Infants 243

Limits for Toddlers 243

Teaching Prosocial Skills 245

Promoting Healthy Brain Growth 247

VIDEO OBSERVATION 11: Girls Playing Together 248

The Special Need of All Children: Self-Esteem 249
Experiences That Foster Self-Esteem 250

DEVELOPMENTAL PATHWAYS: Behaviors Showing Development of Social Skills 251

Summary 252

Online Resources 252

Key Terms 253

Thought/Activity Questions 253

For Further Reading 254

part 3 Focus on the Program 255



chapter 12

The Physical Environment 257

What Do You See? 257

A Safe Environment 258

Creating a Safe Physical Environment: A Checklist 258

A Healthful Environment 260

Creating a Healthful and Sanitary Environment: A Checklist 260

Nutrition 261

Feeding Infants 261

Feeding Toddlers 262

VIDEO OBSERVATION 12: Feeding Routine 263

The Learning Environment 264

Layout 265

Eating 269

Sleeping 269

Diapering 269

Toileting 269

Developmental Appropriateness 270

Appropriate Environments for Infants 270

Appropriate Environments for Toddlers 270 Family Child Care and Mixed-Age Groups 271

The Principles in Action: Principle 8 271

What Should Be in the Play Environment 274

Toys and Materials for Inside 275

Toys and Materials for Outside 276

Assessing the Quality of an Infant-Toddler Environment 277

Balancing Soft and Hard 277

Providing for Intrusion and Seclusion 278

Encouraging Mobility 278

The Open-Closed Dimension 278

The Simple-Complex Dimension 279

Scale 280

Aesthetics 280

Acoustics 280

Order 280

Appropriate Practice 282

Summary 284

Online Resources 284

Key Terms 285

Thought/Activity Questions 285

For Further Reading 286



chapter 13

The Social Environment 289

What Do You See? 289

Identity Formation 290

The Principles in Action: Principle 1 290

Attachment 292

Self-Image 293

🥶 Cultural Identity 294

Gender Identity 297

Self-Concept and Discipline 300

VIDEO OBSERVATION 13: Child in Sandbox (Redirection) 301

Modeling Self-Esteem by Taking Care of Yourself 304

Appropriate Practice 305

Summary 307

Online Resources 307

Key Terms 308

Thought/Activity Questions 308

For Further Reading 308



chapter 14

Adult Relations in Infant-Toddler Care and Education Programs 311

What Do You See? 311

Parent-Caregiver Relations 312

Caregiver Stages of Relating to Parents 312

The Principles in Action: Principle 3 313

Communication with Parents and/or Family Members 314

Service Plan: Focus on the Child 314 Service Plan: Focus on the Family 315

Communication Blocks 316 Opening Up Communication 317

Issues of Parents of Children with Special Needs 318

Parent Education 322

Parents of Children with Special Needs 322

VIDEO OBSERVATION 14: Girl Crawling through Low Window (Parent Ed Program) 323

Early Care and Education Professionals 323

Relating to the Parents of a Child Who Isn't Doing Well 324

Caregiver Relations 325

The Family Child Care Provider 325

Center Staff 326

Respect as the Key to Adult Relationships 326

Appropriate Practice 328

Summary 330

Online Resources 330

Key Terms 330

Thought/Activity Questions 331

For Further Reading 331

appendix A

Quality in Infant-Toddler Programs: A Checklist 332

appendix B

Environmental Chart 334

Notes 346

Glossary 354

Credits 360

Index 361