

# GROW TO LEARN

## EHS Roles for Staff and Parents

The **key concepts** to remember in defining roles for staff and parents with infants and toddlers include:

1. Focus on Parent-Child Bond
2. Small Groups with high staff to child ratios
3. Primary caregiver assignments
4. Continuity of care
5. Responsive caregiving/planning
6. Cultural and linguistic continuity
7. Meeting the needs of the individual within the group context
8. Collaborative planning with parents

### **For all children, staff will:**

#### ***(For Children)***

- Assure the safety of the children in ones care
- Promote positive health nutrition of the children and families
- Learn about the cultural expectations of the families whose children are in ones care
- Examine and adapt ones own approaches and practices to reflect the home culture of the child's family
- Center-based - Assume primary responsibility for a small group of children
- Stay with the same children for as long as possible
- Use the child's home language whenever possible
- Watch and observe (including written observations) each child and share observations with parents
- Ask - what are the child's needs, what skills is he/she developing
- Adapt - provide a prompt response, materials, or activity to support the need or developing skill
- Guide children's behavior in positive ways (please see page 23)
- Establish a daily schedule or visit plan that is flexible and adaptable and includes some outdoor time
- Offer a variety of choices and encourage children to explore and play
- Acknowledge and support new accomplishments
- Be playful with language
- Provide appropriate, nutritious meals in a pleasant atmosphere
- Allow children to nap when tired
- Learn each child's preferences and moods
- Understand and respond to each child's needs and temperament
- Evaluate the program and make adjustments when necessary
- Make adaptations in response to the needs of children with special needs and to support the goals of the child's IFSP
- Participate in training
- Maintain confidentiality

***(With Parents)***

- ❑ Focus on the parent as the child's most important relationship and first teacher
- ❑ Maintain open and consistent communication with the children's families (including daily information exchange)
- ❑ Complete ongoing assessments and share results with parents
- ❑ Complete Individual Development Plans for each child following the parent's lead in establishing goals for their children
- ❑ Conduct home visits twice yearly for center-based and weekly for home-based programs
- ❑ Conduct twice yearly parent conferences (center based only)
- ❑ Provide two socializations (home-based only) per month that support parent's goals and children's developing skills
- ❑ Identify and acknowledge family strengths
- ❑ Promote positive parent and child interaction and bonding
- ❑ Help parents to understand that all children have individual temperaments, needs, and preferences and discuss together ways to best respond to those of their child
- ❑ Support parents in responsive interactions with their child
- ❑ Help parents to understand how everyday routines and materials that are in the home can provide the context for learning and development
- ❑ Help and encourage parents to explore solutions to problems and situations as opposed to attempting to solve for them
- ❑ Help parents to examine and understand the effect of problems and situations on the child(ren)

**For young infants, staff will:**

- ❑ Maintain a ratio of 1 adult to 3 babies
- ❑ Hold infants as they are being fed
- ❑ Respond to babies verbal and non-verbal communications based on their state and temperament
- ❑ Use child-directed language
  - Slow rate of speech
  - Higher than normal pitch
  - Repetition
  - Speech with a singsong quality
  - Clear pronunciation
  - Short Sentences
  - Grammatically simple sentences
  - Simple words
- ❑ Use self talk and parallel talk
- ❑ Avoid over-stimulation

**For mobile infants, staff will:**

- ❑ Maintain a ratio of 1 adult to 4 babies
- ❑ Naming, naming, naming - colors, shapes, symbols, pictures, etc.

- ❑ Sit and talk with children as they eat
- ❑ Expand children's language
- ❑ Identify *simple* numbers of things, differences and similarities (including about people), positions in space (up/down, in/out), opposites (wet/dry, dark/light), etc. within the course of everyday routines and activities
- ❑ Provide a secure base of support from which the children can venture out and explore
- ❑ Get down on the children's level
- ❑ Offers numerous choices
- ❑ Provide social direction

**For toddlers, staff will also:**

- ❑ Maintain a ratio of 1 adult to 4 children
- ❑ Play with toddlers, modeling imaginative, fantasy play with dolls and accessories
- ❑ Support play so toddlers stay interested for longer periods of time and play becomes more complex
- ❑ Solitary and parallel play is respected
- ❑ Respect self-assertion and be patient when children say "No"
- ❑ Initiate new and relevant activities

**For all children, parents will be encouraged to:**

- ❑ Participate in the program in a variety of ways
- ❑ Share their home culture with staff and in the classroom
- ❑ Provide specific information on their child's daily routines, interests, skills
- ❑ Provide a change of clothing
- ❑ Participate in home visits and conferences, socializations, classroom activities, meetings, support groups and trainings
- ❑ Participate in planning the curriculum
- ❑ Evaluate whether the curriculum is meeting the needs and goals of their child
- ❑ Bring the child(ren) to school on a regular basis
- ❑ Keep children home when ill
- ❑ Notify EHS Educator when a home visit must be canceled

## Resources - Read More About It...

Creative Curriculum for Infants and Toddlers, Revised Edition; Amy Laura Dombro, Laura J Colker, Diane Trister Dodge; Teaching Strategies, Inc.; 1999

Chapter 1, Building Relationships: The Focus of Your Work, 23

Chapter 5, Planning and Evaluating Your Program, 65

Chapter 6, Individualizing for Children and Families, 81

Chapter 10, Guiding Children's Behavior, 151

Daily Schedule, 9-15, 75-80

Children with special needs,

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art, 247-48

nurturing stage with, 47

strategies, 43-44

Goals and Objectives for Caregivers/Teachers, 15

Incorporating Children's Cultures Into Your Program, 51

Involving Men in Children's lives, 52-53

Program for Infant Toddler Caregivers -

A Guide to Creating Partnerships with Parents

A Guide to Culturally Sensitive Care

A Guide to Language Development and Communication

A Guide to Cognitive Development and Learning

Child Development Services During Home Visits and Socializations in the Early Head Start Home-Based Option

Babies Can't Wait, Relationship Based Home Visiting; Linda Kamura; Babies Can't Wait Publishing, 2001

Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice, Lally, Griffin, Fenichel, Segal, Stokes Szanton, Weissbourd,; Zero to Three, 1998

The Anti-Bias Curriculum, Tools for Empowering Young Children; Louise Derman-Sparks; NAEYC, 2000

Beginnings: Working with 2-Year Olds, 21

## Guiding Children's Behavior

Refer to Creative Curriculum for Infants and Toddlers, Chapter 10, *Guiding Children's Behavior*, pg. 151

The **key concepts** to remember in guiding children's behavior with infants and toddlers include:

1. Prevention
2. Safety
3. Promoting self control

### Young Infants

- Establish and follow rituals, providing as much continuity with a child's home as possible.
- Use your face, voice, touch and motion to help a young infant manage or regulate stimulation and feelings.
- Stay nearby when babies are laying or sitting close to each other.

### Mobile Infants

- Use simple, clear language to communicate which behaviors are acceptable.
- Use words like "No" and "Stop" sparingly - save them for dangerous situations.
- Give children many opportunities to move and be active throughout the day.
- Use familiar signals to let children know when it's time to move from one activity to another. Give 2-minute warnings for transitions, play music, dim lights and play soft music for nap time.
- Plan the day so there are no long waits between routines and activities.
- Look at a situation through children's eyes before intervening - try to discover the reason for a behavior.
- Give children the chance to work things out for themselves - if no one will be hurt.

### Toddlers

- Encourage toddler's growing sense of independence. Give them choices and provide opportunities to develop self-help skills.
- Set a few, simple, clear rules.
- Understand that toddlers are not yet ready to share. Encourage sharing, but have duplicates of toys available.
- State rules positively rather than negatively. ("Please walk" instead of "Don't run.")
- Give children acceptable ways to express their anger.
- Ask toddlers silly questions so they have lots of opportunities to say, "No." ("Do we eat a shoe for dinner?")
- Pay close attention to a child who is likely to hit or bite.
- Acknowledge when children show self-discipline. ("Leo, you threw the ball and not the block!")
- Avoid talking with other adults about a child's challenging behavior in front of the child.