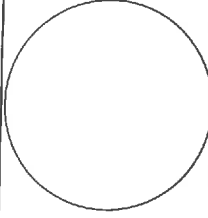
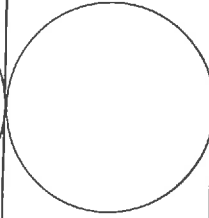
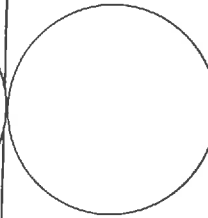
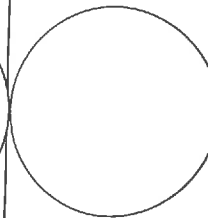
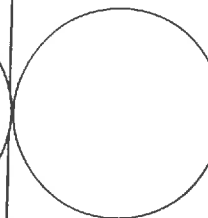
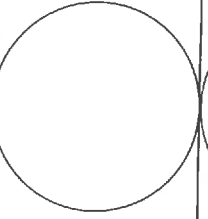
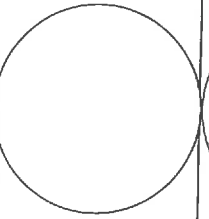
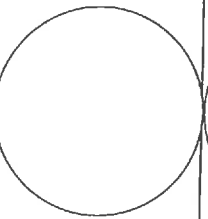
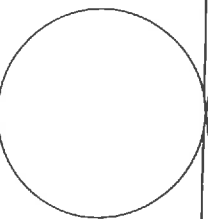
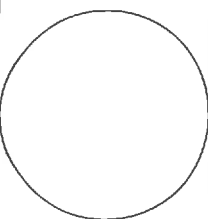
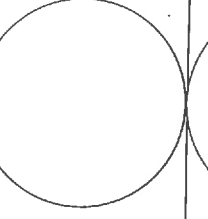
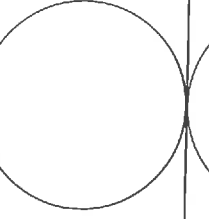
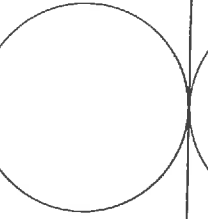
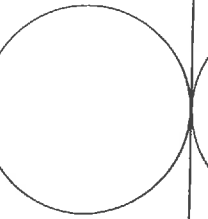
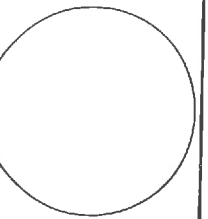


# Examining Our Emotional Reactions to Behaviors

<p>On each circle going across, write down the behaviors that push your buttons.</p>					
<p>On each circle going across, write down your feelings when faced with these behaviors.</p>					
<p>On each circle going across, write down the impact your feelings have on your relationship with the children who exhibit these behaviors.</p>					

## Working with Families Inventory

Complete the inventory with a partner by checking off the ways in which you already support families. Look for additional ideas and make a plan for ways you will support the relationship between the infants and toddlers you serve and their families.

### In Programs

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1. Families have opportunities to continually express preferences, beliefs, values, and concerns regarding the practices of the child-care and education center (for example, routines, feeding, holding, naps, play, holidays, and language). The child care staff is responsive to families' requests.
  - There is a process for communicating with parents who speak a different language from the caregivers. If necessary, there is an interpreter to assist in communication with children and/or families.
  - Teachers ask families to share information indicating their and their child's needs, interests, developmental history, and any other relevant information that will help teachers be more responsive to the child's individual needs.
  - Teachers listen to and respect parents' discussions regarding their beliefs, values, and concerns
  - Families' wishes for their child are respected to provide continuity from home to program for the child—unless harmful to child.
  - There is a process developed in the program with families concerning conflict resolution using dialogue that involves listening, negotiating, and problem-solving

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2. The Relationship Between Each Child and His Family is Supported
  - Photographs of each child's family are displayed around the child-care and education space and are placed where children can easily see them. They may be laminated and secured with Velcro to the wall so that an infant or toddler can hold the picture of his family and carry it around. Or, the children's family photos could be displayed on a large poster board with a piece of fabric over each picture, so that mobile infants and toddlers can play "peek-a-boo" with their own and others' family pictures.
  - Books or photograph albums with pictures of the children and their families are available to the children.
  - Tape recordings of a family member telling a story or singing a song are available

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3. Family members are made to feel welcome in the program through teachers' welcoming attitudes and through the classroom environment.
  - There is an open-door policy for families. They can be with their children at all times of the day and for as long as they'd like. Family members are frequently seen visiting and interacting with the children.
  - There is family-friendly bulletin board that describes opportunities for families to visit and volunteer and that includes notices and announcements.

- There is a private area for family members who want to give their child a bottle or breastfeed their babies or spend some moments alone with their children.
  - There is a “family information” space (filing box or cabinet, for example) with information on resources, discipline, reading to children, etc. where parents can add to it or help themselves to articles, pamphlets, brochures that build family/child relationships.
- 
4. Families feel welcome to be involved in the program. While certain strategies will fit one type of program more than another as well as one type of family more than another, the important factor is the feeling of partnership between the program and the child’s family that is created. These are opportunities offered families but not required of families
- Survey families concerning the different ways that they would like to be involved.
  - Include families in policy decisions by inviting families to serve on a board of directors or policy council for the program.
  - Plan social events, with family input, that include the whole family.
  - Invite families into the program to take pictures of children or record language samples that can then, for example, be made into a display of children’s interests and learning.
  - Develop a sense of community by including family members in the planning and writing of a monthly newsletter that includes interesting information about the program, monthly events, children, and families.
  - Involve families in fundraising activities.
  - Provide opportunities for family members to help at home by making home-made toys (sock puppets, “feely boxes,” beanbags, lotto games) for the program.
  - Provide opportunities and information about resources for family support—for example, learning a second language, divorce support groups, teenage parenting, and learning about Medicaid and Medicare
- 
5. Develop a system for daily exchange of information between families and child care and education staff.
- Create a friendly place inside the child care and education center room or family child-care home where information concerning a child’s needs for the day can be written and shared by the family member with the caregiver.
  - Create a friendly place inside the child-care-center room or family child-care home where information about each child’s day is kept so that families can easily pick up the information and talk to caregiver(s) about how the day went.
  - Develop a friendly “Conversation Corner” somewhere in the center or family child care home so that caregivers and families can have a private place to talk.

(Adapted from Wittmer & Petersen, 2006)

## Responsive Routines Inventory

Responsive daily routines	What I do now/ My plans
Implement a flexible routine (eating, sleeping, inside-outside) so that toddlers learn to predict	
Provide a daily routine that follows each infant's and toddler's need for feeding and sleeping	
Use routines as opportunities for emotional interaction and learning	
Provide primary caregiving	
Provide responsive routines for infant feeding and toddler eating	What I do now/My plans
Provide a private place for family members to feed an infant, if the family desires	

## Responsive Routines Inventory

Provide responsive routines for infant feeding and toddler eating	What I do now/My plans
Welcome families to eat with their children	
Respect the mother's wish to breast-feed and adapt routines appropriately	
Provide a system for documenting families' wishes on issues related to weaning from the breast or bottle and then respect those wishes	
Ask families about their cultural and family preferences for the child's eating habits, needs, and food preferences	
Provide daily information to the family about how, when, and what the child ate	
Sit with toddlers for eating rather than hovering above or running around waiting on them	

## Responsive Routines Inventory

Provide responsive routines for infant feeding and toddler eating	What I do now/My plans
Respond to infants' and toddlers' non-verbal, as well as verbal, requests and comments while feeding and/or eating with the children	
Hold infants gently for bottle-feeding. Babies need to be held for feeding to ensure safety and to meet their emotional needs. Talk softly, hum, sing or be quiet according to the infant's cues	
Speak in a soft, encouraging, and positive way to the children during feeding and eating activities	
Respond when infants and toddlers indicate that they are hungry or want more food and respect them when they indicate that they are satisfied or want to stop eating	
Provide opportunities for toddlers to begin to serve themselves, pour milk out of a small pitcher, and clean the table with a sponge. Accept accidents and sensual explorations of food as part of the learning process	
Use feeding time for infants as an opportunity for emotional connections between the adult and child	

### Responsive Routines Inventory

Provide responsive routines for infant feeding and toddler eating	What I do now/My plans
Use eating time for toddlers as an opportunity for emotional connections between adults and children and between/among children	
Observe children during feeding and eating times. Are children enjoying the experience?	
Provide responsive routines for diapering and toilet learning	What I do now/My plans
Provide pictures of family members or other interesting pictures on the wall at the baby's eye level in the diapering area	
Make diapering a special time for adults to be emotionally present with children, following their cues	
Use encouraging and positive words at all times	
Use talk such as "first" and "next" and words that are comforting	

## Responsive Routines Inventory

Provide responsive routines for diapering and toilet learning	What I do now/My plans
Use talk such as “first” and “next” and words that are comforting	
Encourage children to participate in the routine (stand and pull up their own pants, etc.)	
Coordinate toilet learning with the family to provide continuity for the child from home to program	
Never force toddlers to use or stay on the toilet.	
Use diapering/toileting times as opportunities for emotional connections between adults and children.	



## Responsive Routines Inventory

Provide responsive routines for sleeping/resting	What I do now/My plans
<p>Gently rock or pat infants who need help to get to sleep. Watch and listen for them to signal when they want to be picked up from a crib and respond positively and quickly to their signals</p>	
<p>Provide toddlers with a cot that is labeled with her/his first name and a special symbol or picture. Sheets, pillows and blankets are labeled in the same way</p>	
<p>Plan and implement a transition time from play to sleep with a predictable sequence for toddlers. To build positive relationships read stories, talk gently, and/or pat a child gently to sleep according to the child's needs. Toddlers may pick a special book or have their own stuffed toy or blanket if needed</p>	
<p>If toddlers have a difficult time sleeping, they may need additional patting, songs, books read, a lovie, or earphones with very soft music playing</p>	
<p>Allow toddlers to sleep/rest only as long as they need. A quiet activity is planned for those who wake up</p>	

## Responsive Routines Inventory

Provide responsive routines for sleeping/resting	What I do now/My plans
Help toddlers transition from nap to wake-time by holding and rocking them or rubbing their backs as they start to wake	
For toddlers, prepare the nap area before lunch, so that if they become tired or fall asleep during lunch, the teacher can help them transition to nap time	
Use sleeping/resting times as opportunities for emotional connections between adults and children and for social interactions with peers	
Provide responsive greeting and goodbye times	What I do now/My plans
Greet each infant and toddler and his/her family member(s) warmly in the morning to assist in the transition from home to the child care center/home and to give family members a chance to communicate needs, priorities and concerns	
Help each child say goodbye to family member(s) and move to an activity	

## Responsive Routines Inventory

Provide responsive routines for greetings and goodbye times	What I do now/My plans
<p>For a child having difficulty with separation, plan staff assignments to allow the child's primary teacher appropriate time to help the child become more comfortable when arriving or leaving. Comfort the child and tell him/her when the family member will return—after lunch, after nap, etc.</p>	
<p>Greet family members warmly when they pick up the child. This helps children transition from child care to family at the end of the day and is an opportunity to describe the child's day. Give each infant and toddler a special goodbye</p>	
<p>Use transition routines as opportunities to build emotional connections between the child and his/her family, the teacher and child, and between and among peers</p>	

*Adapted with permission from Wittmer & Petersen (2006)*

Planning Document

Spaces for Infants and Toddlers	Your Plan for Improvement of the Social Emotional Environment
<p><b>An environment that is</b></p> <ul style="list-style-type: none"> <li>• Safe and free from hazards</li> <li>• Clean</li> <li>• Has natural light from windows and other soft lighting</li> <li>• Aesthetically pleasing</li> <li>• Uncluttered</li> <li>• Individually, age, and culturally appropriate</li> <li>• Inviting and interesting to children</li> </ul>	
<p><b>Special places for nurturing children</b></p> <p>A comfortable space, away from active play for staff to sit on the floor (with back support) and hold a child or children</p> <ul style="list-style-type: none"> <li>• A loft</li> <li>• An adult-sized couch</li> <li>• A mat on the floor against the wall with pillows with washable covers</li> <li>• A rocking chair/glider</li> </ul>	
<p><b>A quiet space for infants and toddlers</b></p> <ul style="list-style-type: none"> <li>• A soft space away from active play</li> <li>• A soft space for two children with family photographs books, dolls and blanket, soft toys, quiet toys, puppets, and books</li> <li>• A nest (or create a nest with an inner tube) with a blanket over it</li> <li>• A space with boxes large enough for a child or two to crawl in and out of</li> </ul>	
<p><b>A space for infants and toddlers to use creative arts materials</b></p> <ul style="list-style-type: none"> <li>• A space for coloring or painting on paper on the floor (preferably near a short sink not used for food preparation)</li> <li>• Short tables for clay, play dough, thick crayons, nontoxic paints, or finger paints</li> <li>• Paper and other interesting materials to manipulate and create</li> <li>• Large pieces of paper and other interesting materials to draw and paint on</li> <li>• Short easels and brushes for toddlers to use by themselves or with other children</li> <li>• A low shelf with safe creative materials attractively displayed and available for children to use</li> <li>• A place to display children's creative work</li> </ul>	

**Spaces for delighting the senses of infants and toddlers**

- Short shelves and tables for toddlers with sensory materials displayed in an inviting way
- Small individual tubs or other containers, or water tables with water (always monitor children very carefully with water; children have drowned in an inch of water in a container)
- Containers or tables for sand and other natural materials
- Interesting materials such as funnels, plastic animals, cups, scales, etc. on the sensory tables or in containers
- A light table
- Wading pools filled with different textured balls and other safe materials
- A space to use feeling and sound boxes
- A space for making bubbles with various sizes of wands

**A space for peek-a-boo and social games**

- A space made with a cloth hanging from the ceiling with a mirror on the wall
- Boxes of various sizes with holes cut out of the sides. Add cloth over the holes for variation and “peek-a-boo” games
- Lofts with a Plexiglas panel in the floor so children that are up can look down and children that are down can look up and enjoy each other

**A space for the development of large motor skills**

- Floor space so that children can move freely and be active with:
- Couches to walk around (while using the couch for support) and climb up on for seeing the world
- Ramps and short climbers to climb
- Tunnels to crawl through
- Mats at different levels for climbing
- Rocking boats
- Balls of all sizes
- Objects that can be moved, such as child- sized shopping carts, doll strollers, and riding toys
- A bar fastened to the wall on various levels so that children can pull to stand
- Large empty appliance boxes with windows cut out and/or the end cut off so that children can crawl through the box

**A space for toys and manipulative items**

- Short shelves with toys/materials--carefully arranged so that children can reach them
  - Toys that move, make noise, and change shape
  - Safe nesting blocks, ring towers, large beads, “cause and effect” toys, “take apart” toys, shape sorters, stacking toys, large pegs and peg boards, large beads for stringing, puzzles, and other interesting materials
  - Puppets, dolls
  - Toy telephones
  - Tubes of varying lengths and sizes

<p><b>A space for toys and manipulative items (continued)</b></p> <ul style="list-style-type: none"> <li>• A child-sized table and chairs</li> <li>• Spaces to play on the floor by themselves, with staff and with peers</li> </ul>	
<p><b>A space for toddlers to build and construct</b></p> <ul style="list-style-type: none"> <li>• A platform or hard surface for building</li> <li>• Blocks of all sizes, shapes and textures</li> <li>• Wooden animals, little houses, play people, trucks and cars</li> </ul>	
<p><b>A space for dramatic play and pretend</b></p> <ul style="list-style-type: none"> <li>• A corner or some small area with:             <ul style="list-style-type: none"> <li>- A mirror, low pegs to hang clothing, scarves, purses, hats, easy-to-put-on dress up clothes</li> <li>- Safe kitchen utensils, pots and pans, child size dishes, containers of various sizes, pretend multi-ethnic food, and/or clean empty commercial food boxes</li> <li>- Multiethnic dolls, doll blankets, baby bottles and bed, doll clothes</li> <li>- Puppets of varying sizes and shapes</li> <li>- Child-sized tables, stoves, refrigerators</li> </ul> </li> </ul>	
<p><b>A space for reading to children and places for infants and toddlers to reach books and look at them in comfort</b></p> <ul style="list-style-type: none"> <li>• A special place that is designed for infants and toddlers to choose books from an attractive, easily reached display and “read” or be read to in comfort</li> <li>• An adult-sized couch for adults to read to children</li> <li>• A child-sized couch or chair for children to “read” books</li> <li>• Also place books around the room as any space is a great space for reading to a child or a child looking at books</li> </ul>	
<p><b>Feeding and eating spaces for infants and toddlers</b></p> <ul style="list-style-type: none"> <li>• An area convenient to an adult sink and refrigerator with:             <ul style="list-style-type: none"> <li>- Comfortable floor chairs for adults to feed infants on their laps or sitting in infant seats</li> <li>- Rocking chairs/glidens for feeding bottles to infants and holding children of all ages</li> <li>- Child-sized chairs and tables for toddlers to sit and feed themselves</li> <li>- A sink at children’s level for toddlers</li> </ul> </li> </ul>	
<p><b>Sleeping, diapering or toileting spaces</b></p> <ul style="list-style-type: none"> <li>• An area away from active play for sleeping with:             <ul style="list-style-type: none"> <li>- Cribs</li> <li>- Cots for toddlers</li> <li>- A rocker/glider for adults to help children transition from wake</li> </ul> </li> </ul>	

<p><b>Sleeping, diapering or toileting spaces (continued)</b></p> <ul style="list-style-type: none"> <li>• An area near an adult size sink for diapering (not used for preparing food) with :             <ul style="list-style-type: none"> <li>- Diaper table with storage space</li> <li>- Sturdy stairs with sides for toddlers to climb to the diaper table</li> </ul> </li> <li>• A private or semi-private area for toileting with:             <ul style="list-style-type: none"> <li>• Child-sized toilets for toddlers who are learning to use the toilet (check your state’s licensing standards)</li> <li>• A child-size sink</li> </ul> </li> </ul>	
<p><b>Outdoor space</b></p> <ul style="list-style-type: none"> <li>• Spaces for walking, running, jumping</li> <li>• Large stable equipment such as climbers and slides that are inviting for peer interactions</li> <li>• Areas of sun and shade</li> <li>• Spaces for toddlers to use riding toys</li> <li>• Materials for carrying, building, manipulating, and creating</li> <li>• Spaces for adults to nurture children</li> <li>• Spaces for children to sit and rest alone or together</li> </ul>	

*Adapted with permission from Wittmer & Petersen (2006)*