



Missouri's most trusted child care resource.

**Basic Knowledge Curriculum
Infants and Toddlers**

**Supporting the
Development and
Well-Being of Infants and
Toddlers
Module 5
Participant Workbook**



{This page intentionally left blank}

Acknowledgement

This training has been designed to give child care and early learning professionals foundational knowledge to be successful when caring for infants and toddlers. The information presented in the curriculum is for all professionals working in family child care or center-based child care and early learning programs. This basic information about concepts and skills is ideal for an entry-level staff member, but may also be beneficial for more seasoned professionals as a “refresher course.”

Curriculum Designer

Christi Smith
President
New Dimensions in Child Care Solutions, LLC, Kansas City

Professional Contributors

Patsy Carter, Ph.D.
Director of Children's Clinical Services

Kim Gillman
Assistant Director
Child Care Aware® of Southern Missouri

Debbie Karlstrand
Early Education and Professional Development Specialist
Child Care Aware® of Eastern Kansas and Western Missouri a program of The Family Conservancy

Beth Ann Lang
Chief of Quality Improvement
Child Care Aware® of Missouri

Valeri Lane, Ph.D.
Coordinating Board for Early Childhood

Joanne Nelson
Director of Central Region
Child Care Aware® of Missouri

Sanaria Sulaiman
Director of Training and Inclusion Services
Child Care Aware® of Missouri

For additional information about this training contact:

Child Care Aware® of Missouri

314-535-1458

800-200-9017

Agenda

BKC – I/T Module 5: Supporting the Development and Well-Being of Infants and Toddlers

Welcome

Learning Objectives
Getting Started Activity

Part 1:

Brain Development

How the Brain Works
The 5 R's of Healthy Brain Development:
Relationships, Routines, Respect, Repetition and Responsive *Interactions*
What we know about Brain Development
Activity: Myth or Fact
The Effect of Stress on Brain Development
Activity: The Ten Gifts

Part 2:

Infant and Toddler Mental Health

Supporting Well-Being and Mental Health
Healthy and Caring Relationships
Attachment
Erik Erikson: Trust vs. Mistrust
Erik Erickson: Stages of Shame and Doubt
Easing the Separation Process: Five Keys to Cultural Continuity of Care

1. Provide cultural consistency
2. Work toward representative staffing
3. Use the home language
4. Create relevant environments
5. Be open to the perspectives of others

Wrap up and Transfer Activity

Learning Objectives



BKC – I/T Module 5: Supporting the Development and Well-Being of Infants and Toddlers

At the end of the professional development event, participants will be able to:

Part 1

1. Discuss basic brain development and functions of the brain.
2. List milestones in brain development for infants and toddlers.
3. List activities that support brain development for infants and toddlers.
4. Discuss how relationships, routines, respect, repetition, and responsive interactions influence healthy brain development.
5. Describe how stress impacts brain development.

Part 2

6. Define infant and toddler mental health.
7. List activities which support infant and toddler well-being and mental health.
8. Define attachment theory and the importance for infants and toddlers.
9. Describe Erik Erikson's trust versus mistrust stage of development.
10. Describe Erick Erickson's shame versus doubt stage of development.
11. Discuss how to ease the separation process by providing cultural continuity of care.

This professional development event meets the requirements of the *Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)* and Child Development Associate Credential (CDA) in the following areas:

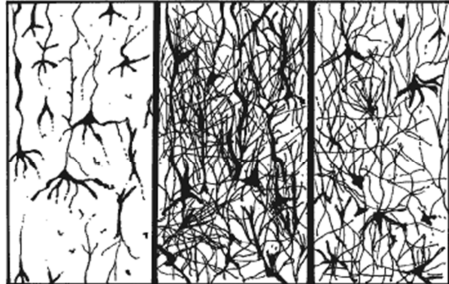
CDA	Growth and Development Social and Emotional Development
<i>Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)</i>	Content Area I: Child and Youth Growth and Development Promoting Growth and Development 1c: Recognizes that learning develops through experience and active participation. Content Area V: Health and Safety Promoting Mental Health 1c: Understands the need for positive and consistent relationships. 1d: Follows practices to support the emotional well-being of children and youth.

This training is proprietary to Child Care Aware® of Missouri. Any unauthorized use is strictly prohibited. Any person copying, duplicating, or otherwise using any portion of this material without the written permission of Child Care Aware® of Missouri will be subject to prosecution to the fullest extent of the law.

How the Brain Works

PH#3

Synapses



at a child's birth at 7 years of age at 15 years of age

Basic Elements of the Human Brain

→ Brainstem

Location: the base of the skull

Function: controls most basic life activities, including blood pressure and body temperature.

→ Midbrain

Location: top of the brainstem

Function: controls motor activity, appetite and sleep

→ Cerebellum:

Location: behind the brainstem

Function: coordinates movement and balance

→ Limbic system:

Location: central part of the brain

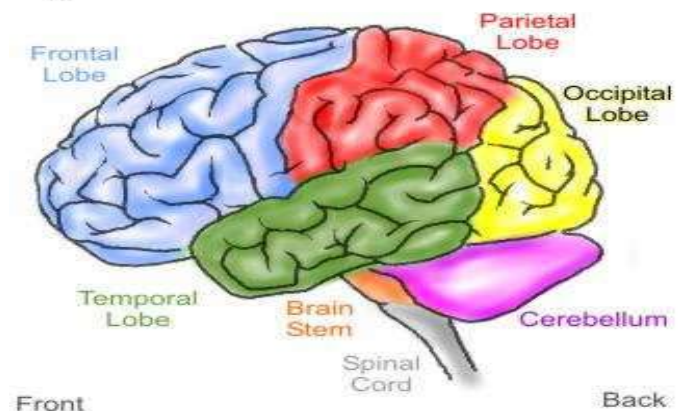
Function: controls emotions, attachment and memory

→ Cortex:

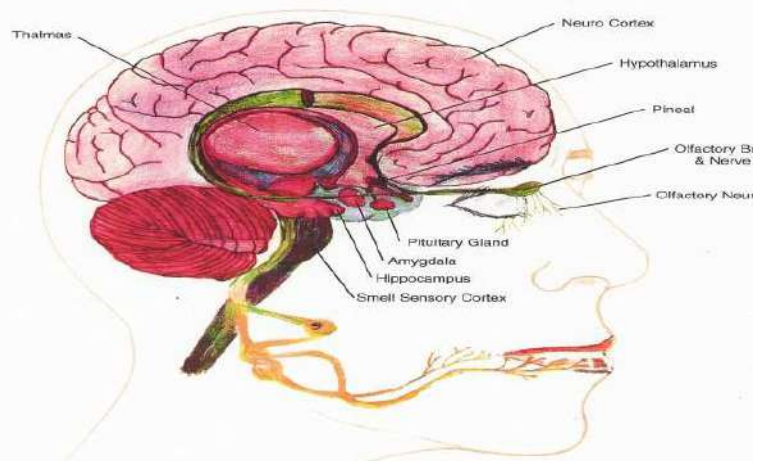
Location: top layer of the brain, frontal lobe, and is about the depth of two dimes placed on top of each other.

Function: "executive branch" of the brain that regulates decision-making and controls thinking, reasoning and language. The cerebral cortex contains 80 percent of the neurons in the brain. Because it is the least developed part of the brain at birth and keeps developing until adolescence and even beyond, the cortex is more sensitive to experiences than other parts of the brain.

Regions of the Human Brain



Limbic System Smell and Emotional Responses



How the Brain Works

PH#4

Brain Development: Before Birth

1. Before birth, 60% of human genes are dedicated to brain development, which is only about 25% completed at birth.

Brain Development: Birth –1

1. After birth, 75% of brain development takes place. Experiences during the early years profoundly affect brain structure and performance through adulthood.
2. Most neurons at birth are not connected in networks.
3. Sensorimotor brain areas are most active during the 2-3 month period, frontal lobe active by 6-8 months. Brain weight increases from about 1 to 2 pounds by one year.
4. The visual cortex develops rapidly during the first year.
5. By 12 months, the infant brain is more similar to the adult brain.
6. Early play involves practice of the sensorimotor system.
7. The social nature of play is activated by the frontal lobe. Turn-taking games and one-word naming of play objects is enjoyed.

Ages for Brain Development: Ages 1-2

1. Brain connections expand to about 1,000 trillion-twice the density of the human brain, since the toddler brain is 2 ½ times as active as the adult brain.
2. Brain structures relating to language become active. Brain areas generating social-emotional responses begin to be connected with frontal lobe areas.
3. Initial understanding of emotions begins, while self-control is difficult.
4. Pretend play is seen by age 2, showing the brain is capable of simple, symbolic thought. (Bergen, 2000)

The Five R's of Healthy Brain Development

PH#5

Directions: Record notes

Relationships:

Video Questions

What interaction did you see between the adult and the infant?

How do you think the baby and adult felt in these interactions?

What do you think the baby will learn about relationships if these interactions continue?

Routines:

- Routines provide a sense of safety security through predictability and help them learn about the world.
- Infants discover and embrace their first routines. For example, when an infant cries persistently, the adult gently picks her up, saying “Oh, you’re so hungry!” The infant quiets as she latches onto the bottle’s nipple. In just a few weeks she’s learned a routine – she feels hungry, she cries, and food is offered while she’s cradled in gentle arms. Infants feel secure and confident within the framework of nurturing and predictable caregiving routines.
- Routines can help toddlers adjust to new situations.
- Daily routines also help toddlers say good-bye to families and know what to expect for their day. For example, reading the same book together in the same cozy corner of the toddler room may help to prepare for the difficult separation.

(Center on the Social and Emotional Foundations for Early Learning, 2011)

The Five R's of Healthy Brain Development

PH#6

Respect:

- Give time to complete a task and provide assistance when necessary.
- Infants and toddlers are reveling in their newly acquired skills. However, mastery only comes with repeated opportunities for practice.
- Encourage them to make choices to help them feel that they have control of their environment. It also sends the message that their choices and decisions are important and valued.

Repetition:

Language Development:

- Learn context of new words
- Use words they remember

Cognitive Development

- Animal books
- Read picture books
- Practice animal sounds

Physical Development

- Practice fine motor skills by turning pages
- Act out characters

Social and Emotional Development

- Be excited
- Build an emotional connection

Responsive Interactions:

The Effect of Stress on Brain Development

PH#7



Stress:

A mental, emotional, or physical strain caused by actual or perceived threats.

(Encarta Dictionary, 2012)

What causes stress in infants and toddlers?

Effect of Stress on Brain Development:

- Memory
- Attention
- Self-control
- Being chronically stressed in this state of 'high alert' interferes with the ability to explore and learn from their environment and socialize with others.

Notes...

Infant and Toddler Well-Being and Mental Health

PH#8

The first years of life provide the foundation for mental health and social-emotional development.

- Social development includes the ability to form healthy relationships and understand friendship skills.
- Emotional development includes the experience of feelings about self and others, with a range of positive and negative emotions, as well as the ability to control and regulate feelings in culturally appropriate ways.
- The development of self-worth, self-confidence and self-regulation are important features of social and emotional development.
- Healthy social and emotional development is essential for success in school and in life.

Activities which support infant and toddler well-being and mental health:

- Provide nurturing relationships.
- Be happy—smile and laugh.
- Create a trusting environment.
- Provide stability and consistent caregiving.
- Understand and respond to individual cues.
- Spend unhurried time together.
- Comfort and reassure infants and toddlers when they are scared, angry, or hurt.
- Develop daily routines to promote infants' feelings of security and to help them learn what you expect.
- Learn developmental stages and have appropriate expectations.
- Model good relationships and healthy ways to manage conflict.



Attachment

PH#9

Attachment Notes

1. Why is it important for infants to become attached to people who care for them?
2. Is attachment just between families and children?
3. What can child care and early learning professionals do to help infants and toddlers form attachments?



A German-born psychologist, Erik Erikson (1902-1994), presented eight stages of psychosocial development. Each of these stages involves a task that must be completed if children are to move to the next stage successfully.

Stage one: trust vs. mistrust

- Birth - 18 months of age.
- According to Erikson, the trust versus mistrust stage is the most important period in a person's life.
- The task during this stage is accomplished when infants develop a sense of trust in other people, in themselves, and in the world around them.

Stage two: Autonomy versus shame and doubt

- 18 months – 2 to 3 years of age
- Children are focused on developing a greater sense of self-control.
- Important events include: toilet learning, control emotions, sense of independence and making choices

Activity: Cultural Continuity

PH#11

1. Provide cultural consistency.
How can child care and early learning professionals incorporate families' cultural beliefs and values into the program?

2. Work toward representative staffing.
What can infant and toddler programs do to ensure program staff represents the culture of the families?

3. Use the home language.
What can child care and early learning professionals do to support the home language in their program? What if the primary child care and early learning professional doesn't speak the native home language?

4. Create relevant environments.
How can programs create similar elements from infant and toddler's home environments?

5. Be open the perspectives of others.
How do you reflect on your set of values, beliefs and background to ensure an open mind with others and their values and beliefs? Please be specific.

Reflection Activity

PH#12

As a child care and early learning professional, it is important to assess strengths and opportunities to help identify areas of professional growth. Over time, skills will develop and strengthen. Based on the information you received today, answer the following questions honestly and thoughtfully.

My reflection on today's materials is.....

The most important thing I learned from this session is.....

What I have learned or discovered connects to me personally because.....

Goal	Action Steps to Meet Goal	Completion Date