

Infant Issues



RESPECTING INFANTS

2013/2014

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Language Development

The care that young child receive in the first three years of life can drastically affect the way they learn for the rest of their lives. Brain research shows that responding to infants appropriately is key. “During the infant and toddler years, children need relationships with caring adults who engage in many one-on-one, face to face, interactions with them to support their oral language development and lay the foundation for later literacy learning.” (Learning to Read and Write, Neuman, Susan, S. Bredekamp and C. Copple 2000) During the day have conversations with infants and toddlers, talk in a calm pleasant voice about what you are doing (at meal times, diaper changes etc.), and what they are doing (kicking, stretching) , the weather, sing, laugh, reading, and respond to infants verbal and nonverbal cues. Recognize crying and infant movements as communication. Sounds, words, talking and singing are all part of language development. This all leads to a larger vocabulary and the beginning of literacy.

Lap Reading

Lap reading provides opportunities for one-on-one closeness which is critical for social and emotional development. When reading to infants or toddlers, finishing the book is not the goal. The goal is to

- enjoy the child so that the child connects books with positive experiences.
- Encourage language development by talking to the child about what interests him
- Build trusting relationships and talk, talk, talk.

The goal is NOT to Finish the Book

Successful lap reading

- Snuggle with child on lap, make time for all children to have a turn
- Hold the book so the child can turn the page
- Be adaptable
- Point to and identify objects
- Allow child to stay as long, or short as they like
- React positively to attempts at naming objects
- Read favorites over and over
- For newborns voice is most important
- Many short stories are better than a long one
- Read to children that are alert, curious and interested.



“We don’t teach children to talk, they simply play with the words we give them.”

Wendy Sullivan
Infant Toddler Specialist

Diapering Dance

By the time a child is 3 years old they will have over 5,000 diaper changes, use that time effectively. Diapering is a one-on-one activity with the opportunity to develop a trusting relationship. Things providers can do during diapering to build warm, trusting relationships and promote language development.

- Give undivided attention
- Touch gently
- Maintain eye contact
- Talk about what you are doing (the more words a baby hears the more they will understand)
- Listen to coos and babbles and repeat them back (imitate speech patterns)
- Respond to baby's mood-talk and play with an alert awake baby and allow for quiet
- Notice what a baby is looking at, pointing to and say what it is called
- Ask open ended questions



Diapering Procedure to Prevent the Spread of Germs

Diapers will be changed using the following steps:

1. Collect all supplies (diaper, wipes, gloves bag for soiled clothing), cover surface with non-absorbent paper
2. Put on gloves. Carry the baby to the changing table, bag soiled clothes and send the clothes home.
3. Unfasten & leave the soiled diaper under the child. Raise the child out of the soiled diaper and use disposable wipes to remove stool and urine from front to back, use a fresh wipe per swipe. Put the soiled wipes into the soiled diaper. Note and later report any skin problems.
4. Remove the soiled diaper. Fold the diaper over and secure it with the tabs. Put it into a lined, covered or lidded can and then into an outdoor receptacle or one out of reach of children. Check for spills under the baby. If there is visible soil, remove any large amount with a wipe, then fold the disposable paper over on itself from the end under the child's feet so that a clean paper surface is now under the child.
5. Remove your gloves and dispose. Wipe your hands with a disposable wipe.
6. Slide a clean diaper under the baby. If skin products are used, put on gloves and apply product. Dispose of gloves properly. Fasten the diaper.
7. Dress the baby before removing him from the diapering surface. Clean the baby's hands, using soap and water at a sink if you can. If the child is too heavy to hold for hand washing and cannot stand at the sink, use disposable wipes or soap and water with disposable paper towels to clean the child's hands. Take the child back to the child care area.
8. Clean and disinfect the diapering area: Dispose of the table liner into the covered or lidded can. Clean any visible soil from the changing table. Spray the table so the entire surface is wet with bleach solution or hospital-grade germicidal solution. Leave the bleach on the surface for 2 minutes, then wipe the surface or allow it to air dry.
9. Wash hands thoroughly.

Magda Gerber

No discussion of infant care giving can be complete without discussing Magda Gerber. Magda Gerber studied and work with researcher and pediatrician, Dr Emmi Pikler in Hungary where she developed theories. She brought these concepts of infant respect to the United States. Magda's teaching continues through the RIE (Resources for Infant Educators) Visit www.rie.org or read her books for more information.

Magda Gerber's approach encourages infants and adults to trust each other, learn to problem solve, and embrace their ability for self-discovery, incorporating a deep respect and appreciation of the baby as more than a helpless object encourages:

- **Basic trust** in the child to be an initiator, an explorer and a self-learner
- A physically safe **environment** is cognitively challenging and emotionally nurturing
- Allow time for **uninterrupted play**
- **Freedom to explore and interact** with other infants
- **Involvement of the child in all care activities** to allow the child to become an active participant rather than a passive recipient
- **Sensitive observation** of the child in order to understand his or her needs
- **Consistency**, clearly defined limits and expectations to develop discipline

Fostering an authentic sense of self lays a foundation for secure relationships, enduring curiosity, and lasting self-confidence to support infants to be:

- | | | |
|-------------|-------------------|------------------|
| • Secure | • Exploring | • Involved |
| • Competent | • Cooperative | • Inner-directed |
| • Confident | • Peaceful | • Aware |
| • Curious | • Focused | • Interested |
| • Cheerful | • Self-initiating | |
| • Attentive | • Resourceful | |



Container Syndrome

Everyone has advice about how to best care for children. It seems that with the advice on how to avoid sudden infant death (SIDS) the advice to not let infants sleep on their stomachs has been taken to mean that infants should always be on their backs. Infants spending too much time on their backs have motor delays and some develop flattening of the skull. These devices include car seats, baby swings, rockers, and strollers where infants are strapped in to keep them safe. Make sure that all infants have a chance to be in a variety of positions: being held, laying on a blanket on the floor in a safe place, or in a play yard. When babies get tummy time they have a chance to practice rolling over and lifting their head.



Movement is Learning (Sarah Gould)

A baby shifts her body at least once every thirty seconds. All of these seemingly small body movements are extremely beneficial and integral for muscle and physical development. The body develops sequentially from the head to the feet and from the inside to the outside. Baby's body naturally progresses as they are ready to move, use and support themselves. When an infant is lying in a natural position on a comfortable and clean spot on the floor it may at first appear a bit uncomfortable to the untrained eye. Yet, if the infant is happy and moving she is working hard on not only developing her physical body, but also on exploring and learning about her world.

As she reaches over to see if she can grasp and pick up a rattle she feels an incredible sense of achievement and power that no other simple experiment can create for her. If an infant spends a lot of time placed into furniture or containers such as swing chairs and bouncy seats she may be being deprived of all of the little muscle movements needed for advancement. Even though infant chairs appear comfortable and safe they can prevent an infant from moving. If an infant is placed in a position she cannot get out of without adult help she may feel helpless and a lack of power over her body. She will also miss out on a great amount of learning opportunity as her experiences and movement are limited by being strapped into one position.

Providing infants with the ability to move in a safe, open, and clean environment where they can manipulate their body's freely and at will is of the utmost importance for optimal physical development. There is great joy in being able to move and explore the world on one's own!

Primary Care Givers

Zero to Three© says, “Setting up a system of primary care giving establishes an environment in which meaningful and lasting relationships can develop between care givers and children as well as between caregivers and families. These relationships rest on satisfying relationships within the care giving team, which call to mind the principle of continuity of care.” Primary Caregivers are responsible for the child’s care routines, observations, discussions with families and setting appropriate learning objectives in partnership with families. This allows a strong and secure attachment between child and primary caregiver to develop, and helps the child to gain a positive sense of self worth.

Primary caregivers recognize learning and plan for each individual within the group, ensuring positive experiences for all the children within the program. Each child’s emotional security is paramount and this directly affects their learning and development. The daily routine needs to be relaxed and flexible, allowing for each child’s home routines to be followed as much as possible.

Continuity of Care

Continuity of care means that children and caregiver remain together for more than one year, often for the first three years of the child’s life. It can take different forms. Children and caregivers can remain together in the same room in a mixed-age group in which children who enter as infants gradually become the big kids. Maybe one caregiver moves with a group of children. Even moving a cluster of children to the next age group rather than moving children individually contributes to some continuity of care.

Keeping children and caregivers together for three years has several benefits. Close relationships between children and their primary caregivers can flourish. The child, who says goodbye to the ones they loves every morning when they leave them at the center, does not have to say goodbye to the person who has helped them to adjust to life in child care.

Caregivers leave their jobs for many reasons. The important job that infant and toddler caregivers do are crucial if caregivers are to remain in their positions.



resource



Quality Care: Language Development and Responsive Caregiving; The New York State Office of Children and Family Services, 1999

Theilheimer, R. (2006). *Molding to the children: Primary caregiving and continuity of care*. Zero to Three, 26, 3.

Magda Gerber



1. <http://www.rie.org/>
2. Your Self-Confident Baby http://www.amazon.com/Your-Self-Confident-Baby-Encourage-Abilities/dp/1118158792/ref=sr_1_1?ie=UTF8&qid=1387388165&sr=8-1&keywords=magda+gerber
3. Dear Parent http://www.amazon.com/Dear-Parent-Infants-Respect-Edition/dp/1892560062/ref=sr_1_2?ie=UTF8&qid=1387388231&sr=8-2&keywords=magda+gerber
4. The RIE Manual http://www.amazon.com/The-RIE-Manual-Magda-Gerber/dp/1892560003/ref=sr_1_6?ie=UTF8&qid=1387388231&sr=8-6&keywords=magda+gerber



<http://www.cdccc.org/Admin/UserFiles/TipsheetBabyTalk3D.pdf>

<http://www.zerotothree.org/early-care-education/child-care/primary-caregiving-continuity.html>



**OCFS-LDSS-7021 (Rev. 5/2010) Health Care Plan
Appendix C Diapering procedure**

Mission Statement:
To support the community by expanding and promoting high quality Child Care that meets the needs of children & their families.

Visit our website www.familyofwoodstockinc.org



CHILD CARE COUNCIL

Serving Columbia, Greene and Ulster Counties

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Parent Counselor - Jessica Markle, ext. 126

Food Program - Cindy Eggers, ext. 130 and Tamar Reed ext. 137

Legally Exempt Enrollment - Penny Dombrowski, ext. 132 and Tamar Reed, ext. 137

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