Infants Toddlers and Caregivers A Curriculum of Respectful Responsive Relationship Based Care and Education 11th edition Gonzalez Mena Solutions Manual

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Chapter 2
Infant-Toddler Education

Summary

Infant-toddler education means that respectful, consistent, caring adults meet children's needs by adapting to their individual abilities and interests while supporting their exploration, discovery, relationship building, and problem solving.

What Infant-Toddler Education Is Not

- Infant stimulation, or doing things to babies with the aim of stimulating their senses, is not a focus of this book's approach to educating infants and toddlers.
- Babysitting, or just watching out for very young children to keep them safe, ignores the need for trained infant care teachers who understand how care and education go together.
- A preschool model, especially one in which the educational focus of the day occurs only during circle time and when specific activities are available for the children.

Components of Infant-Toddler Education

- Curriculum is the foundation of infant-toddler education. Curriculum can be thought of as a plan for learning.
- The ways in which trained adults focus on and appreciate the problems that infants encounter in daily living in a rich and responsive environment.
- Assessing the curriculum is an important component of infant-toddler education and is an ongoing process using adult observation, plus recording and analyzing what is observed.
- Problem solving as a component of infant-toddler education involves trained adults planning for, supporting, and occasionally facilitating problem solving when the infant shows he or she really needs the facilitation.
- The means by which trained adults plan for, support, and occasionally facilitate problem solving, but only when infants show they need help.
- The roles that trained adults take to support problem solving in infants by determining optimum stress levels, providing appropriate attention, providing appropriate feedback, and modeling behaviors they wish to see in the children.

Infant-Toddler Education and School Readiness

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- School readiness depends on parents or parent substitutes giving babies a healthy, secure, caring start in life.
- When families can't give babies a good beginning, those children are at risk for falling behind when they get to school.
- Two programs address the particular issues facing low-income families with infants and toddlers. One is Geoffrey Canada's Harlem Children's Zone. The other is Early Head Start. Both programs offer comprehensive services, including parent education and support.

Other In-Class Activities

Icebreaker

Choose one of the first eight activities from **A Quick Reference List of Learning Activities for Adults** (see **Chapter-by-Chapter Ideas and Suggestions: How to Use This Section**).

Mirroring Exercise

To experience the two kinds of caregiver presence (active and receptive), have the students pair up and try this exercise.

Partners should stand facing each other. One is the mirror, and the other is the mover. The mirror copies each movement made by the mover. The mover uses his or her body, facial expressions, and hands to create movements for the mirror to copy. It's okay for students to move around the room. When the instructor gives a signal, the partners then switch roles so that the mover becomes the mirror. When both partners have played the role of a mover and a mirror, ask them to discuss their experiences. Which role did the student prefer? Is he or she typically a leader or a follower? What was hard about each role? What are the advantages and disadvantages of each?

You can also use the video, *Observing Infants, Toddlers, and Caregivers,* to follow up this exercise by showing Observation 1 again (the father diapering his son). Have students pick out when the father is leading and when he is following his son's lead.

Problem-Solving Discussion

Divide students into small groups of three or four members each, and ask each group to discuss the four skills involved in the adult role of directing and responding to infant-toddler problem solving. The skills are as follows: determining optimum stress level, providing appropriate attention, providing feedback, and setting a good example. Ask students to come up with a role play about a caregiver using at least two of the skills to facilitate problem solving in an infant or a toddler. Have students share their role plays with the larger group.

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Discussion of The Principles in Action

The questions in the feature titled **The Principles in Action** can be used as a general class discussion or for discussion in small groups. Additionally, at the end of the chapter, right before the **Summary**, the **Appropriate Practice in Action** section of the **Appropriate Practice** feature includes more questions by linking the vignette titled **The Principles in Action** to the elements of the **Appropriate Practice** feature. Remember that even though this text is based on a comprehensive and cohesive philosophy, it is important to honor diverse ideas. It may be a stretch to move from *right and wrong* to *different*, but this book challenges you and your students to do so.

Reflect Questions

This chapter's in-text **Reflect Questions** ask students to consider their own experiences and their reactions to and ideas about infant education.

Caregiver's Companion Reading 2 Discussion

"Curriculum and Lesson Planning: A Responsive Approach" by J. Ronald Lally (See the questions that follow the article.)

Observation Activities

Video Observation 2, Running Record Observation

Online Learning Center (OLC) Video Observation 2, *Toddler Playing with a Tube and a Ball*, shows an example of the kinds of educational experiences that children of that age choose for themselves. Students should read or review the section on problem solving in Chapter 2 before observing this scene. The directions for students are as follows:
The idea of a running record observation is to take quick notes on what you are seeing, including as many details as possible. Then, write your observation in the sequence in which it unfolded. Use complete sentences and paragraphs. What you write should be objective: only what you saw. Don't take short-cuts like "The child played with the ball and the tube." Describe his actions in the minutest detail possible, and include such things as body posture and movement, facial expressions, and other details that you can actually see. Use this page to take notes, and note down your running record observation on a separate sheet of paper.

Ask students to discuss the questions that go along with the video clip. In addition, consider the

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following ideas for observation assignments.

- Have students observe infants and toddlers for examples of the kinds of problems they encounter. Ask them to write a detailed description of two problems and any of the approaches that they observe infants and toddlers using to solve these problems.
- Have students observe infants and toddlers in an infant-toddler program or at a family child care home for examples of the four skills involved in the adult role of directing and responding to infant-toddler problem solving: ascertaining the optimum level of stress for the child faced with a problem, providing appropriately for the child's need for attention, giving feedback, and modeling the desired behavior.
- Have students observe a child with special needs or challenges in an infant-toddler program or at a family child care home. Ask them to think about the information in this chapter and write a short paper on how the chapter's content is related to the child they observed. Was there something in this chapter that needed to be adapted to meet this child's particular and perhaps unique needs? Have students start with a description of the kinds of challenges they saw the child facing.

Reflection Questions

1. Consider the statement in the text that suggests that infants and toddlers who are good problem solvers have been well educated. The term well educated is defined in a particular way to match the information in this chapter. That phrase has different meanings for different people. What does the term well educated mean to you? If you speak a language other than English, translate well educated into that language, and consider whether it still means the same thing to you. Does your idea of the term match what is said in the text?

2. According to the philosophy on which this text is based, the primary function of the caregiving adult is to facilitate learning in an infant or a toddler rather than to teach or train the infant or the toddler. Explain the meaning of this sentence. Do you agree with the statement about the primary function of the caregiver?

3. Which of the four skills involved in responding to infant-toddler problem solving is the most relatable for you? Do you think that you are better at one skill than the others? Think of a time when you used one of these skills (it could be when you were with an infant or a toddler or with someone else). The four skills are as follows: determining the optimum level of stress for the child faced with a problem, providing appropriate attention, giving feedback, and modeling desired behavior.

4. The text states that a child can become a sharing person only after gaining the concept of possession. What does that mean to you? Do you agree with it? Would everybody agree with it? The statement was made by someone whose culture sees some value in children

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learning about ownership. Not all cultures stress ownership or personal possessions. How might the idea of teaching children about sharing their belongings differ for people who come from cultures where ownership is not considered a value?

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