



INFANT RESOURCES

**COMPILED AND DEVELOPED BY
CAROL DEBÈ ECE.C
MOTHERCRAFT FACULTY**



© 2007 Canadian Mothercraft Society
Pages may be reproduced if credit is given to
Mothercraft.



TABLE OF CONTENTS

Health and Safety	1
Using Routines	12
Infants and Music	18
Culturally Sensitive Programming	28
Infant Sensory Activities	37
Infants and their Emotions	46
Infant Development	52
The Infant Environment as Curriculum	69
Bibliography	76

HEALTH AND SAFETY





SAFETY POINTS

These are general safety rules and may not apply to your particular infant room

- Covers on electrical outlets
- Rules against bringing hot beverages into the infant room
- Safety latches on drawers and cupboard doors
- Safety covers on door knobs so that walking infants cannot escape
- Toxic materials like bleach and other cleaning supplies are in a locked cupboard out of the reach of the children
- Radiator covers- usually in older environments
- Non toxic art supplies including paints and glues
- Toys are safe and made of durable materials. (No PVC - plastic which contains lead. Lead poisoning causes cognitive impairments)
- Toys are routinely checked for broken or missing parts. Toys and materials should also be of appropriate size for the infants
- Clear pathways so that mobile infants can move around without falling over things
- Blind cords are tied up



- Windows, if at the child's level have locks
- Use a choke tube or the paper towel roll as a guide for measuring size. If the toy fits inside the roll it is too small for infants. It is a choking hazard
- Safety gates are in place and securely fastened so that they do not fall on the children
- Infant beds are free of bumper pads
- No mobiles hung above the cribs
- Soft mats are placed around all climbing apparatus so that children can practice their emerging skills without hurting themselves when they fall
- A drawer or cupboard is available for teacher's personal belongings like their purses. Infants love to explore the contents of your purse and many items that they may find are hazardous (Tylenol, makeup, etc.)
- Safety straps on highchairs
- Heavy toys and are placed on the lower portion of the shelf
- Adult materials like scissors, pens, and paperclips are not left accessible to the children
- If using a microwave for heating bottles, be aware that the bottle may become very hot in a short time
- Child friendly plants out of the child's immediate reach
- No balloons

WHEN AN INFANT IS ILL

All about fever...

Fever is a symptom, not a diagnosis. Fever is a way of telling you that the infant is ill.

Call your doctor or go to the hospital if:

- your child appears unusually ill
- the fever is quite high (39.5°C or 103°F or higher)
- the fever persists
- your child is less than 6 months of age
- **Taking your baby's temperature...**

Taking your baby's temperature in the armpit is the safest and easiest method.

- Position the baby comfortably in your arms, on your lap, or hold firmly with one arm around the shoulder
- If using a digital thermometer, clear the previous temperature (following manufacturer's instructions). If using a mercury thermometer, shake down
- Lift your child's arm and gently place the bulb of the thermometer into the fold of the armpit. Hold child's arm flat against the chest, closing the armpit
- If digital, wait until the thermometer beeps. If mercury, wait 3 minutes

Colds & Flu...

The Common Cold...or head cold is the most common and mildest type of infection. Typical symptoms may include:

- Stuffed up nose
- Headache
- Mild soreness of the throat
- Poor appetite
- Mild tiredness

Fever is unlikely to accompany a cold. The common cold is usually caused by a virus, which resides mostly in the nose and throat. The cold usually gets better after 5-7 days.

Flu-Like Illness...typical symptoms may include:

- Sore eyes
- Hoarseness
- Appetite loss
- Sore throat
- Neck gland swelling
- Vomiting and diarrhea

Some things you can do...

For the relief of pain and/or fever, give children's acetaminophen. Follow the directions carefully.

- Do not give an infant aspirin (acetycylic acid) as it may cause Reye's syndrome
- Encourage fluids and rest

Complications with cold and flu...

- Young babies with nasal congestion will have difficulty breathing and feeding. Babies having breathing trouble, fever, poor appetite or vomiting should be checked by the doctor.
- Colds can lead to middle ear infections. Signs are: earache, crankiness, vomiting, high fever, pus draining from the ear.
- Chest colds can become complicated. Children should be checked by the doctor in the following cases:
 1. difficulty breathing
 2. blue-tinged lips
 3. noisy breathing
 4. choking or coughing up a lot of yellow phlegm
 5. coughing that causes the child to vomit



Please Note: This information is not intended to replace medical care and the advice of your doctor. Your doctor may give you alternative advice based on individual facts and circumstances.

Vomiting & Diarrhea

Diarrhea is when baby's stools are more watery and more frequent than usual.

- 2 or more watery stools in 24 hours for babies who are not breastfed,
OR...
- 3 times the normal number of stools in 24 hours

Diarrhea can be dangerous if not taken care of properly. Call your doctor or go to the hospital if:

- The infant has diarrhea is less than 6 months of age
- The infant has bloody stools
- The child starts to vomit and is still vomiting after 4-6 hours
- The infant has a fever (greater than 38.5°C/101.5°F)
- The infant has decreased urination, (less than 4 wet diapers in 24 hours, no tears, dry skin, dry mouth, dry tongue, sunken eyes, grayish skin, and sunken soft spot on head)

Baby Rashes

one of the most common childhood rashes is diaper rash. The most common causes of diaper rash are:

- irritation by urine and stools (diaper dermatitis)
- irritation by diarrhea (this causes the acid in the stool to burn the skin)
- A fungal infection, known as monilia, Candida, or yeast
 - Candida diaper rash usually shows up around the genitals and buttocks
 - It's usually very red with small red spots close to the large patches
 - Candida is a fungus that causes an infection on the skin or mouth
 - When it's in the mouth, it's called thrush
 - Thrush is a common infection of babies who are still in diapers

If you think your child may have any of these illnesses, call your doctor for advice.

Other rashes that babies can develop are

- Heat rash or eczema.
 - Heat rash can be treated by removing your baby's excess clothing and giving them a bath to cool the body
 - For eczema, do not use soap and detergents that may make the rash worse
 - For both conditions, avoid overdressing and clothe your child in 100 per cent cotton



- Do use moisturizing body cream or lotions. If the rash flares up and becomes red, itchy and oozes fluid, call your doctor.

Some rashes are signs of a more serious disease or condition. If you think your child may have any of these illnesses, call your doctor right away.

Chickenpox

Chickenpox is caused by the herpes virus and is spread by the mouth secretions of an infected person.

- It is contagious from two days before the rash even appears
- It is most infectious from 12 to 24 hours before the rash is recognized
- Chickenpox is spread through the air, not just by direct contact with the rash
- The first signs are red dots on the head, neck and chest. These dots turn into blisters, which break, ooze, and crust over
- Within a few days, the rash will become itchy and may cover the entire body
- Your child may also have cold symptoms. To prevent this, talk to your doctor about the chickenpox vaccine

Fifth disease (Erythema Infectiosum or “slapped face syndrome”)

Fifth disease is an infection of the respiratory system.

- It is caused by a virus that spreads the same way as a cold virus
- It is most common in school-age children
- This infection shows up as a very red rash on the cheeks, making the face look like it has been slapped
- Within a few days, the rash may spread to the arms and hand and, occasionally, the rest of the body
- It may last from one to three weeks and is no longer contagious once the rash develops

Hives

Hives are red patches or blotches, usually with white bumps in the middle, and can appear anywhere on the body.

- They are very itchy and are a sign of an allergic reaction to something like food, medication, or an infection
- They can disappear and reappear very rapidly, even before you have time to take your child to the doctor

Scabies

Tiny insects called mites cause scabies.

- This condition is common in children, and has nothing to do with cleanliness.
- The mites burrow under the skin and cause a very itchy rash.
- The rash looks like curvy white threads, tiny red bumps or scratches, and can appear anywhere on the body.
- It usually appears between fingers or around wrists or elbows.
- On infants, it can appear on the head, face, neck, and body.

Roseola

Roseola is common in children aged 6 to 24 months.

- It starts out as a fever and, after several days, the fever disappears and a rash appears, mainly on the face and body.
- The rash consists of small red spots, which last for a day or two.

Most children are not very sick during the fever stage but, in some cases, the fever can be very high and other causes may need to be considered before the rash develops.

Source: Adapted from Well Beings, 1999 and Children and Youth New to Canada: A Health Care Guide, 1999.

USING ROUTINES



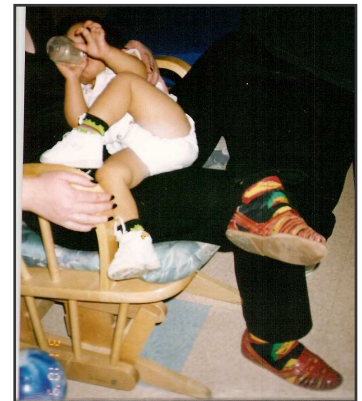
USING ROUTINES

An infant's day is filled with routines such as feeding, diapering, sleeping, dressing, and soothing. **You can use these routines to build trust, show respect for the baby, build attachment and give sensory experiences.**

FEEDING:-

- Infants need an immediate response when they are hungry. They learn that their basic need for food will be satisfied
- Caregivers can re-enforce this by acknowledging the infant's cries and talking to her while the bottle is being prepared
- Young infants should always be held when being bottle-fed. This promotes the establishment of eye-contact, touching, warmth, a feeling of needs being met by a special person, this in turn promotes attachment

In the photograph on the right, a caregiver is holding an older infant as he drinks his bottle. Older infants need to feel the loving nurture of being held at times.



- Once an infant shows signs of wanting to hold her own bottle, encourage this, but remember to give lots of cuddles and holding at other times
- Respect an infant's refusal to eat or take in as much food as we would wish
- Allow infants to explore the food with their fingers and feed themselves as they show interest



This picture shows an infant feeding himself. He is learning:

- How the food tastes
- How the food feels
- How the food smells
- Fine motor skills as he uses his fingers to pick up the food

DIAPERING:-

- An infant needs to be comfortable
 - Check his diaper every hour and a half, and always change immediately after a bowel movement occurs
- Talk to the infant when you are changing her
 - Use positive language and expressions when talking about the diaper change
- Use diapering times to get to know the baby
 - Make the diapering area attractive with mobiles, mirrors. Always explain to an infant what is happening and what you are going to do

- Approach the infant from the front
Get down to his level, kneel in front of him or beside him, and tell him it's time for a diaper change
- An older infant may be busy with an activity and not want to come. She may protest loudly and cry at being taken away from her toy
(Let him know that you understand that he is angry at being taken away from play, but you will be as quick as you can)
- Try not to distract the baby or say "SH, SH, IT'S OK".
To the baby it's **NOT** OK. How would you feel if, when you are angry and frustrated, someone said "It's O.K.," or dangled a toy in front of you, or sang songs at you?
- This gives the infant the message that her feelings are not important as long as YOU get the diaper changed as quickly and quietly as possible.



In the photograph left, the caregiver and the infant are sharing a special moment. They are establishing a relationship based on trust. They have eye contact and the caregiver is totally there for this infant.

Involve the infant in the routine.

- Tell him what you expect

"Lift up please, so that I can put a clean diaper under you".
Help him to lift up as you say the words.
- With an older infant, let her hold the clean diaper while you remove the soiled diaper
- Label the feel of the cloth –

"The cloth is soft and dry. I'll wet it to clean you". Thank him for his help. Even the youngest baby will hear the tone of your voice, feel your gentleness and learn that you are there for him, even if he doesn't understand the words you use.
This is building trust.
- Always wash the baby's hands after a diaper change

Run warm water over her fingers, make bubbles with the soap.
Label the feel of the water and soap, and the feel of the towel as you dry her.

This is consistent with later toileting habits and tells her that the routine is over.



“Why is it important for the same caregiver to carry out the diapering routine with an infant?”

This is how you would use routines in programming.

- It provides the baby with a chance for sensory exploration during diapering,
- It gives the caregiver a special time alone with an infant to build trust and get to know each other.

If the mother is called every time an infant needs a change, or if any caregiver available changes the infant, it slows down the attachment process with one special caregiver and the infant will take longer to build trust

Encourage infants to help you. Offer them a face cloth to wash their own face, a tissue to wipe their own nose.

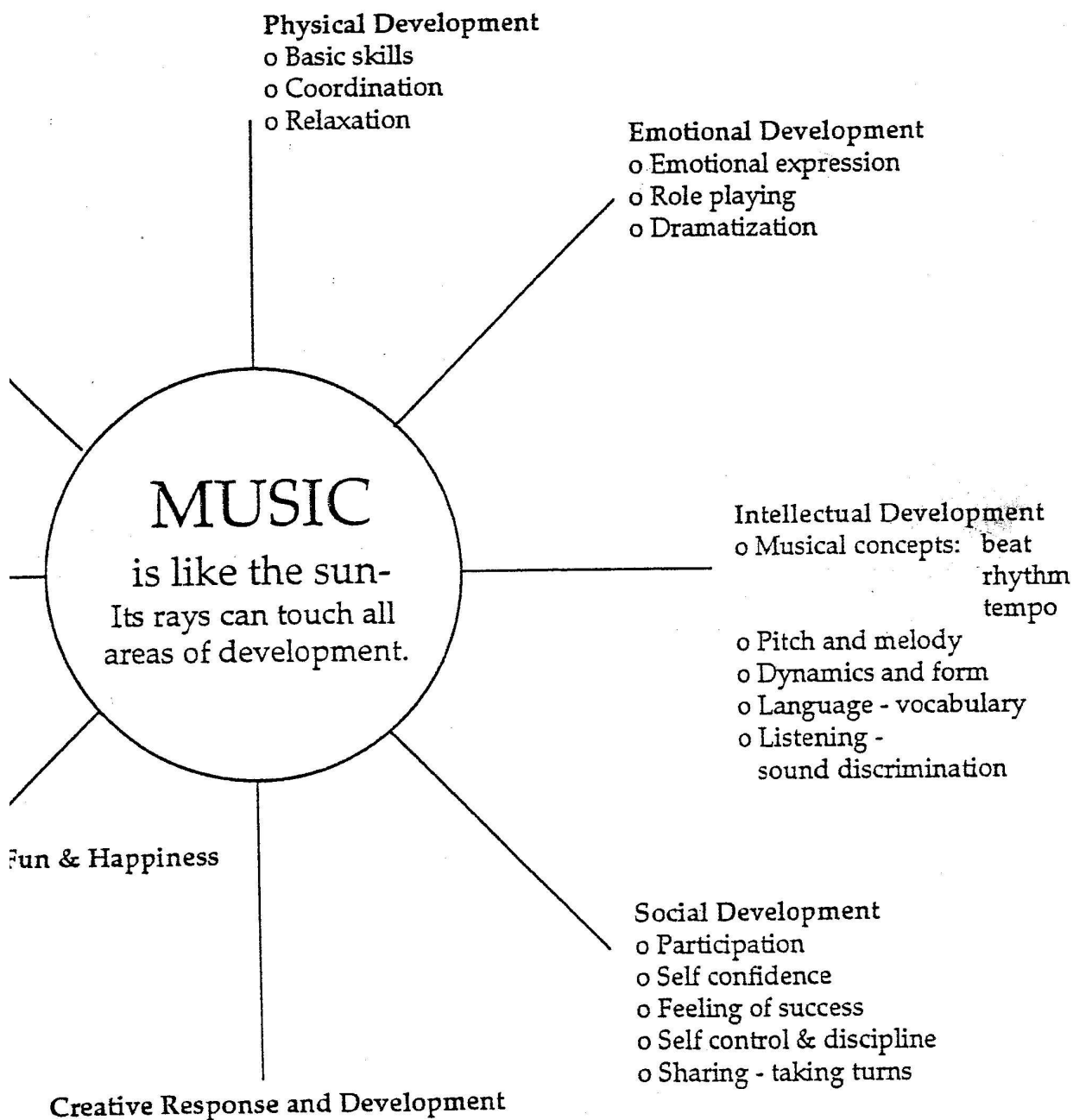
Notice the sense of accomplishment this infant is showing in the photograph as she wipes her own nose.



INFANTS AND MUSIC



Child Development through Music



LANGUAGE SUMMARY SHEET

<u>ACTIVITY</u>	<u>SUMMARY OF KEY WORDS</u>	<u>EXTENSION</u>
<p><u>MUSICAL INSTRUMENTS</u></p> <p>Shakers, tambourine, drum, xylophone</p>	<p>Loud, quiet, bang, shake</p> <p>Repeat words in as many languages as possible</p> <p>Use words according to the culture of the babies</p>	<p>LOUD sound, shake HARD</p> <p>bang THE DRUM, TAP the xylophone</p> <p>Add pictures of the instruments, books about sounds. Sing songs in different languages</p>
<p><u>PUPPETS</u></p> <p>Finger puppets Sock puppets Animal puppets People puppets</p>	<p>Hello/Goodbye</p> <p>My name is.....</p> <p>Peek-a-boo</p> <p>Use words according to the culture of the babies</p>	<p>Goodbye - SEE YOU SOON</p> <p>Peek-a-boo WHERE IS ..?</p> <p>Use with songs, stories, rhymes</p>
<p><u>FELTBOARD or MAGNETIC TRAY</u></p> <p>Pictures and felt pieces representing family, animals, everyday items.</p> <p>Tin tray and magnets, pictures with magnets.</p> <p>Juice can tops with pictures & magnetic strip</p>	<p>mummy, daddy</p> <p>cookie, cracker</p> <p>bananas, dog.</p> <p>Use words according to the pictures and props you are using</p> <p>Use words according to the culture of the babies.</p>	<p>MY mummy, MY daddy</p> <p>WHERE IS mummy? AT WORK.</p> <p>WHERE IS daddy? AT WORK.</p> <p>Use with songs, stories, rhymes</p>
<p><u>BOOKS,</u></p> <p>Use books from Infant Resource Package</p> <p><u>PEEK-A-BOO BOARD</u></p> <p>Easily made using items from home</p> <p><u>LANGUAGE BLOCK</u></p> <p>Can be made from any small sturdy boxes and magazine pictures</p>	<p>family members - mummy, sister, brother, daddy</p> <p>carrot, bread, milk.</p> <p>Use words according to the culture of the babies</p>	<p>The baby HAS A BOTTLE WHO EATS carrots?</p> <p>WE DRINK milk</p> <p>MAKE A SANDWICH WITH bread.</p> <p>Use play foods as an extension</p>

INFANTS AND MUSIC

Expose infants to various styles of music such as reggae, jazz, ballet, folk, and classical. Watch each infant's behaviour to see if she or he seems to like a particular type.

- Play music at different times of the day
- Choose the music thoughtfully.
- Think about the style, rhythm, tempo and beat.
- If music is played constantly, an infant might "tune it out". For music to be an effective sensory input, it is probably better to play it only some of the time as opposed to continuously playing it for the infant.
- Keep the volume low. Infant's hearing can be damaged by loud music.
- Provide music throughout the day but not just as continuous background noise.
- Classical music is calming to infants.

Sing. Infants especially seem to enjoy the sound of your voice, even if you think you're not a good singer. The music and rhythm of your singing will be enjoyed by the infant. USE PROPS



In this photograph, the caregiver is enjoying a music activity with the infants.

- When you sing with infants, exaggerate your facial expressions.
- Use a felt board or magnetic board, puppets, soft animals, laminated pictures and photographs of the infants and their families (if this is acceptable in their culture).
- Find a cozy place to sing with the infants. Do not worry if one loses interest and crawls away. He will come back as he regains interest.

TIP - put away any toys left on the floor before you start singing. This will help the infants focus on you.

To begin:

- Sit where you want the infants to be.
- Start singing a favourite song, clap to invite the infants to join you.
- See the songs included for a good welcoming song.

INTRODUCE INFANTS TO INSTRUMENTS FROM ALL CULTURES

Infants enjoy exploring different instruments from various cultures. Here a group of infants are exploring a Kalimba as well as Maracas. There is also an African Drum to bang on as well as the usual bells, shakers, tambourines and baby pianos

TIP – look to your own and your families' cultures to find instruments and music to play, this will help your families feel more involved.



Be sure to stay close when infants are exploring these ethnic instruments – they are not made with safety in mind.



However they do give infants a rich sensory experience.

Enjoy your daily music and singing times with the infants in your care – they do not mind whether or not you can sing. They will love your voice as it sings songs in their language as well as yours, in English and French. Infants will enjoy hearing your voice as it ranges from soft to loud, slow to fast, high to low.

FINGER - PLAYS, SONGS AND RHYMES

1. ROW, ROW, ROW, YOUR BOAT

Row, row, row your boat,
Gently down the stream,
Merrily, merrily, merrily, merrily
Life is but a dream.

- Repeat the verse, moving more quickly, substituting the word QUICKLY for the word GENTLY.
- This song is ideal for promoting turn-taking. Always wait at the end and then clap and say hurray to show that the song is over. Eventually even a young baby will show by rocking that she wants another turn.
- Show that the song is over by raising both hands in the air and say "HURRAY"
- Sing this song in your own language – the infants eventually will recognize the tune

2. LOUD, LOUD, BANG, BANG

We're gonna loud, loud, bang, bang, rattle, bang, bang
Let's make plenty of noise.

(Repeat once with appropriate actions using banging implements).

We're gonna sh, sh, sh, sh, shsh, shsh, sh
We're not making a noise

(Repeat once with finger on lips)

Repeat 1st verse again

- This song provides lots of contrast between loud and quiet, varying voice tones, speed and pitch.
- **Great to sing with instruments**

3. **WIND THE BOBBIN**
Wind the bobbin up
Wind the bobbin up
Pull, pull, clap, clap, clap

Roll hands in front of you
(Repeat once)

Point to the ceiling
Point to the floor
Point to the window
Point to the door



Do the actions as you sing the song

Clap your hands together
One two three
Put your hands upon your knee.

Repeat "humming" the words and doing only the actions, then repeat with the words.

This song provides opportunities to associate words with the physical environment, i.e. floor, ceiling, window, door



4. **RAGS**
I have a dog whose name is Rags
He eats so much that his tummy sags
His ears flip-flop and his tail wig-wags
And when he walks he goes zig-zag.
Flip-flop, wig-wag, zig-zag
Flip-flop, wig-wag, zig-zag
I love Rags and he loves me.

This song is great to do with a dog puppet.

5. CLAP, CLAP, CLAP.

You take your little hands and then you clap, clap, clap.
You take your little hands and then you clap, clap, clap.
You take your little hands and then you clap, clap, clap,
Clap your little hands.

You take your little toes and then you tap, tap, tap,
You take your little toes and then you tap, tap, tap,
You take your little toes and then you tap, tap, tap,
Tap your little toes.

You take your little lips and then you (blow 3 loud kisses with your hand)
You take your little lips and then you (blow 3 loud kisses with your hand)
You take your little lips and then you (blow 3 loud kisses with your hand)
Kiss your friends and family.

6. BUBBLEGUM

Sticky, sticky, sticky, sticky bubblegum
Bubblegum, bubblegum.
sticky, sticky, sticky, sticky bubblegum
Sticking my hands to my NOSE.
(Repeat using different body parts e.g. "sticking my hands to my head")

7. 5 LITTLE DUCKS

5 little ducks went out one day

Over the hills and far away

Mother duck said "Quack quack quack quack"

But only 4 little ducks came back.

(Repeat 3 times reducing the number of ducks that come back by one each time)

1 little duck went out to play

Over the hills and far away

Father duck said QUACK, QUACK, QUACK, QUACK

And 5 little ducks came waddling back.

This is a good song to use with a felt board



Note how interested the infants are in the felt board and the actions of the caregiver.

8. NAME SONG

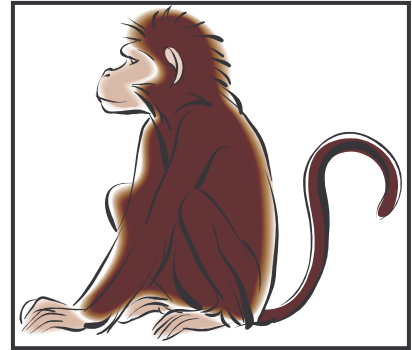
This is a song for (baby's name)

This is a song for "

This is a song for "

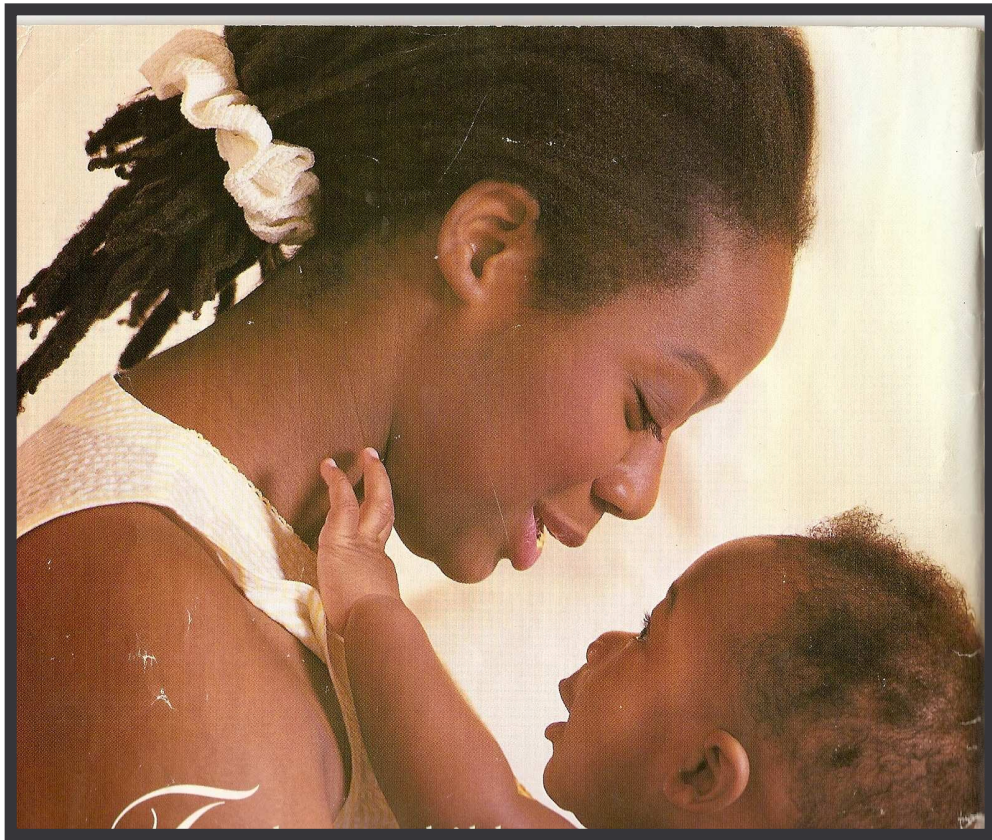
(Baby's name) is our friend.

9. I HAD A LITTLE MONKEY
I had a little monkey
His name was Tiny Tim
I put him in the bath tub
To see if he could swim.
He drank up all the water
He ate up all the soap
And now whenever he tries to speak
There's a bubble in his throat - POP!
(Clap hands together loudly)



10. DOWN BY THE STATION
Down by the station early in the morning
See the little engines all in a row.
See the engine driver pull the little lever
Puff, puff, whoo, whoo, off we go.
11. ROUND AND ROUND THE GARDEN
Round and round the garden (tickle round & round on palm of hand
or tummy)
Goes the Teddy Bear
One step, two step (Walk fingers up arm or up body)
Tickle you under there (Tickle under arm or on neck)
12. My name is -----, How do you do
I'd like to know who you are too,
(Baby's name twice) That's a nice name
That's the way we play this game.

CULTURALLY SENSITIVE PROGRAMMING



CULTURALLY SENSITIVE PRACTICE

In order to be sensitive to diverse cultural practices, we must first think about how these practices are reflected in child-rearing. The care-giver's job is to ensure that families feel comfortable in their attempts to maintain their own culture. By developing familiarity with diversity we can become supportive partners with parents. Cultural diversity is reflected in child-rearing in many ways, including:-

- **Age-related expectations of children**
 - Concern over children acquiring skills by a certain age
 - Children's role and responsibility in the family
- **Sleep patterns and bedtime routine**
 - Use of family bed - children sleeping with parents
 - Allowing infants to cry themselves to sleep
- **Toilet training**
- **Diet and mealtime behaviour**
- **Discipline and child guidance behaviour**
- **How parents talk to children**
- **How parents show affection**
- **The importance of gender identity and traditional sex roles**
- **Dress and hair care**
- **Illness and use of medicine or folk cures and remedies**
- **Acceptance, meaning of, and response to crying**

- Child's attachments to and separation from adults
- There should be equal respect for all families regardless of the Composition of the family – single parent, same sex parents, an older parent or a young parent
- Gender roles – what a child is expected to do within the family or society based on whether the child is male or female
- Race
- Culture and language spoken
- Socio/economic status – Wealthy or very poor as shown by, e.g., the type of car driven, size or location of house, and clothes worn
- Beliefs – Religious – Islam, Hindu, Buddhist, Christian, Jewish, atheist, or political beliefs
- Age, appearance or ability of its members

Stereo-Typing/Tokenism or Inclusion/Representation?

The aim is to avoid stereo-typing and tokenism

- Stereotype - an overgeneralization and oversimplified idea about a particular person or group, either positive or negative.
- Tokenism - providing only one of an item that is different; doing something that is different once only, e.g. eating Asian food on a day designated to celebrate Asian customs, or having only one picture, or doll, or object, or book about a particular group.

- Inclusion - admission to or feeling part of a group. Be careful not to substitute images of people in other countries for life in Canada - e.g. Canadian-Chinese children do not live in the same culture as children in China.

Ensuring That Infants Are Exposed To Diversity While Maintaining Developmentally Appropriate Programming

Use of existing items and how to extend them into areas of diversity:-

- Pictures and photos are the most used method of exposing children to areas of diversity.
- Collect pictures on an on-going basis and save in a file.
- Have one section for each area of bias and collect from magazines, calendars and newspapers. Mac-Tac and save!



This photograph shows a family board at infant level with photos of the infants' families as well as pictures of diverse families from magazines. (Magazine pictures can substitute for photographs of families whose beliefs forbid photographs.

You can adapt toys by “Mac-Tacking” pictures with an anti-bias component on them:-

- Puzzles – on the underside of a large puzzle piece,
- Blocks - pictures of people and children representing all areas of bias “Mac-Tack’d” on language blocks, and on one side of building blocks.
- Climber – Pictures “Mac-Tack’d” on the side of the infant climber.



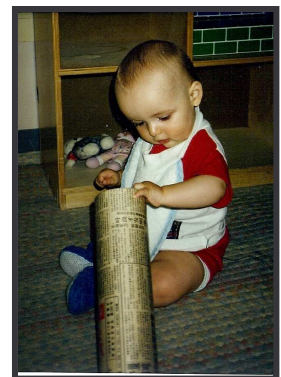
This photo shows infant using skin-tone paint with a sponge dish mop. He is fascinated by the texture of the mop

WHAT IS THE INFANT LEARNING?

- she learns about the feel of the mop, the paint, the paper
- He smells the cinnamon that has been added to the paint
- She practices his fine motor skills as he holds the mop and moves his fingers in the paint

Use different surfaces to paint on, such as place mats with an anti-bias picture, sandpaper, corrugated paper, unbreakable mirrors.

This infant is exploring a large sturdy cardboard tube wrapped in a Russian newspaper and covered with Mac-Tac



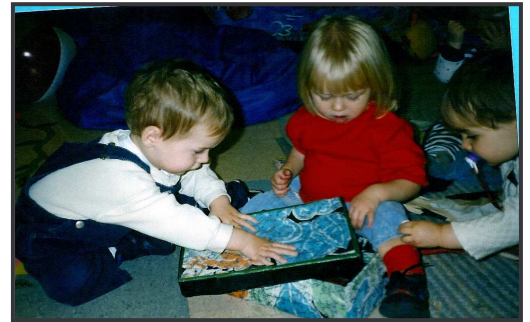
WHAT IS THE INFANT LEARNING?

- FINE MOTOR SKILLS:- Eye/hand coordination
- GROSS MOTOR: - Rolling the tube and crawling after it
- LANGUAGE:- Exposure to different scripts Teacher-made play materials

Other Ideas

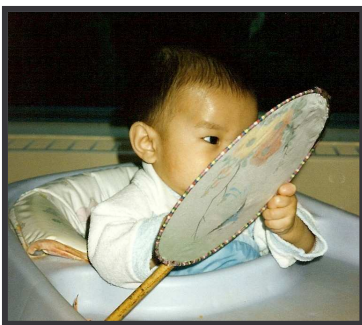
- Place mats with pictures showing diversity
- musical instruments from other cultures
- "Skin-tone" paints and paper
- Playdough and goop which are skin-toned or have scent added
- using scents in sensory experiences - cinnamon, cloves, curry garlic etc
- scarf boxes and scarves of ethnic fabrics and textures

The infants are exploring a scarf box made from a shoe box covered in a batik fabric



WHAT ARE THE INFANTS LEARNING?

- FINE MOTOR: Eye/hand co-ordination
- Pincer grasp (thumb and first finger)
- SENSORY: feeling the texture of the fabric and the scarves seeing the colours and patterns of the fabrics.
- COGNITIVE: Anticipating what happens next. Realizing that there is a scarf in the box even though they cannot see it.
- SOCIAL SKILLS: interacting with other infants, beginning to take turns, learning to wait



This infant is closely exploring an oriental fan

WHAT IS THIS INFANT LEARNING?

- SENSORY: As he grasps the edge of the fan, he feels the difference between the rice paper and the woven edge. He sees the brightly coloured pattern on the white background.
- FINE MOTOR SKILLS: Eye/hand co-ordination, Pincer grasp (thumb and first finger), and moving fingers independently.

HELPING A NEWCOMER CHILD SETTLE

Most infants have a difficult period of transition from being at home with mom to a care-giving situation.

Newcomer infants have an even harder time.

- Every item they see around them is strange – the toys, furniture and furnishings
 - Provide some familiar toys – ask mom to bring one from home if necessary

- Every sound they hear is strange – the language, the music
 - Provide songs in original languages

 - Ask parents to tape familiar phrases in their language for you to learn, (such as hello, good-bye, tired, hungry, I love you). Or you could tape the parent dropping off the child. Learn to say key words in their language

- The people are strangers - wearing different types of clothing, different hairstyles, different skin colour
 - Have books, puzzles, pictures, dolls which reflect the various skin colours, facial features, clothing found throughout the world

 - Have pictures of the infants' families in the environment
These could be “Mac-Tack'd” to the floor, tops of child-height shelves, doors or walls

 - Prepare a photo album for each child

- She is being carried in a different way
 - Familiarize yourself with each child's way of being carried and spoken to by speaking to the parent before she leaves at drop off time. Follow through with using this information

- The food and snacks are different
 - Provide plastic foods that represent global foods as play items

 - Include aromas associated with foods/spices from around the world (curry, garlic...) in water play, paint and playdough

- The ways he is being fed, dressed and put to sleep are different
 - Find out from the parent what the infant is used to and follow through with this on the first day

 - Let the infant know you are feeding, dressing, putting to sleep in the child's own language – get the words from the parent

 - Provide play experiences that mimic feeding, sleeping, dressing

 - Provide various types of cutlery and dishes for play

- She is afraid her parents will not come back
 - Encourage the parent to let the infant know where they are and why – the infant may not understand the words, but the tone will help sooth him
 - Encourage the parent to say goodbye to the infant
 - Encourage the parent to tell the infant when she will be back in a way the child can relate to – i.e. after snack, before lunch, after sleep
 - Encourage the parent to leave an item such as a scarf with the infant
 - Ask parents to contribute to an audio tape of songs and stories in their native language
 - Ask parents to donate any domestic utensils which would remind the child of home
 - Make a photo board of families and pets, also a mini album for each child
 - Use different scripts, fabrics and materials in decorating the environment

ENCOURAGE THE PARENT TO LET THE INFANT WHAT IS HAPPENING BEFORE THE INFANT IS DROPPED OFF – NO MATTER HOW YOUNG THE CHILD.

INFANT SENSORY ACTIVITIES



BUILDING BABIES' BRAINS

Babies are active, curious learners. They learn from the time they are born.

- As soon as they are born, infants are involved in the process of gathering information and using it.
- Babies react to noise, light and touch while in the womb.
- The baby is equipped with internal senses which pick up information from within her body such as where her joints are when she moves, or alerting her to cry when she is hungry, in discomfort or in pain.
- A baby's knowledge of the world is formed when the information she picks up through her senses is passed to the brain for interpretation.

Babies are born with the following senses:

- SIGHT
- TOUCH
- HEARING
- TASTE
- SMELL

WHY PROGRAMME FOR INFANTS?

- **To ensure that they have the opportunity to experience the world in a safe way through all their senses**
- **To ensure that you have covered all areas of development**

**PLEASE USE THE IDEAS FOR ACTIVITIES TO CREATE
YOUR SENSORY PROGRAMME PLANS**

- The more infants experience the same activity, the stronger the pathways in the brain are formed.
- However if infants get used to the same play experiences every day, they “tune out”.
- We then need to add something new to the familiar activity to regain the infants’ interest.

This infant is enjoying touching and experiencing shredded paper in a wading pool. The activity can be changed in various ways to keep her interest and to keep those brain cells connecting.



We can keep the paper, as the infants are familiar with it, and change the container from a plastic wading pool to a large transparent tub.



Or we can keep the pool and change the paper to balls, or leaves, or feathers.



Bubble play

Mix together:-

- 1 cup of baby shampoo
- 1/4 cup of corn syrup
- 2 cups of water

Use different implements for wands - a Playtex bottle, drinking straw, any hollow tube, or purchased wands.

The older infants on the right are enjoying a bubble activity with their caregiver.



WHAT INFANTS WILL LEARN

- Visual - Tracking the bubbles
- Smelling the bubbles
- Fine Motor - Touching the bubbles, grasping, poking, patting
- Gross Motor - Reaching for the bubbles, crawling after the bubbles, chasing the bubbles
- Language – label “bubbles” “pop” “shiny”

TIP - Put old towels on the floor so that it does not become slippery from the bubble mix.

This mix is easy to make and will not harm the infants' eyes. It smells good too and is less costly than purchased mixes.

Bubbles may be introduced in a different way by adding baby shampoo to water play.

Goop (or Magic Mud)

- 1 package of cornstarch
- Water
 - Place the cornstarch in a container.
 - Slowly drizzle the water into the cornstarch,
 - Mix constantly until it has the consistency of a thick batter.

The goop can be scooped up in the hand, feeling dry and then drip through the fingers like liquid. Add cinnamon, for colour and scent.

Experiment with the infant, adding water to make the goop more liquid, then add more cornstarch to make a thick mixture. Let the infant taste the goop, as well as smell it and feel it.

The infants below are exploring goop in two ways, as an individual activity at a table, and also as a group activity in a large bin on the floor.

WHAT INFANTS WILL LEARN

- Sensory exploration and discrimination, using the senses of touch, taste, smell,
- Fine motor co-ordination - moving fingers independently, looking, reaching, touching.
- For older infants, let them see and feel the powder, then watch it change as water is added. This is the beginning of science and cause and effect reasoning.



- Language development as you label the feel of the goop, the actions of the baby, the smell, and the taste.

A large bin of goop on a shower curtain on the floor makes an exciting sensory activity for infants.



TIP - When you set up a sensory activity, plan ahead for clean-up. Use opened up plastic garbage bags taped to the floor or table so that you can roll up the mess and throw it out with no extra work.

Below a caregiver is introducing an infant to a different way to finger-paint.



Use a mirror or Plexiglas on the wall as a surface for exploring paint or shaving foam. The pictures under the Plexiglas will appear and disappear as the infant explores the paint or foam. This will help the infant to discover that the pictures still exist even though he cannot see them.

The infant on the left is enjoying exploring paint in a more traditional way.

WHAT THE INFANT WILL LEARN

Finger-painting:-

- strengthens the fine muscles in the fingers
- encourages the infant to use his fingers independently
- allows the infant to enjoy the feel of paint
- Add a scent to the paint, such as lemon, vanilla or lavender and expose the infant to different smells
- Add a texture such as cornmeal



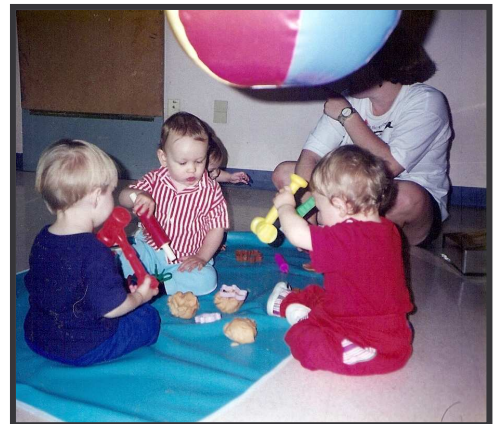
Every time you add something new to a familiar activity, you help the infant's brain grow and develop.

PLAYDOUGH

Easy to make, non-toxic play-dough can provide many learning experiences.

- 2 cups of boiling water.
 - 1/4 cup of salt.
 - 1 package each of red and green Jell-O powder
(A mix of red and green play-dough makes a lovely skin-tone)
 - 2 tablespoons of oil.
 - 4 cups of flour.
 - 2 tablespoons of cream of tartar.
- Mix well.
Finally, knead dough

This play dough should last around three months if you keep it sealed in an airtight container or plastic Ziploc bag. It's so smooth and fun to play with when it's still warm



The infants in the photograph above are exploring playdough as a group activity on the floor

WHAT INFANTS WILL LEARN

- Sensory exploration using touch, taste, smell and sight
- Language, as you label the texture, feel, smell, and taste of the play-dough.
- Fine motor co-ordination as the infants strengthen their finger muscles
- Social/emotional skills as they become aware of each other and their actions

You can add utensils such as wooden spoons, oriental soup spoons and rolling pins as the infants grow older.
Add placemats with laminated anti-bias, diversity reflective pictures to renew the experience.

WATER PLAY

Water Play is a wonderful sensory experience for infants. Add baby shampoo, wash cloths and dolls as the infants grow older.

In this photograph, these older infants are playing with plastic boats in the water. A small tub on a table will do if you have limited space.



What Infants will learn

The infants are learning about the properties of water:-

- Feeling the wetness
- Splashing
- Experimenting with floating and sinking. Moving the boats
- Language is developing as you label the feel of the water and the infants' actions.

SUBSTITUTE OATMEAL, RICE,

CORNMEAL or SAND.

(If appropriate)

The activity changes completely, but the bin is the same. This promotes brain development as you add a new dimension to a familiar component.

This photograph shows infants ranging in age from 10 – 16 months, all are experiencing the activity at different levels.

WHAT INFANTS WILL LEARN

- The coarse feel of the cornmeal
- The look of the cornmeal
- How the cornmeal pours
- The dry taste of the cornmeal
- Language as you label the infants' actions and experiences



BALL PLAY

STICKY BALLS

An easy activity made from wrapping masking tape, sticky side out around balls.



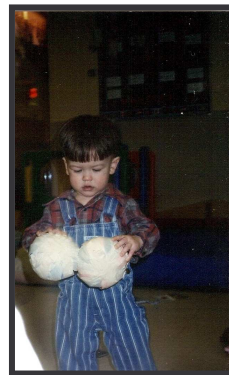
In these photographs, infants are exploring sticky balls with mouth and fingers. Add the same type of balls without the masking tape and the activity is extended and even more interesting.

WHAT INFANTS WILL LEARN

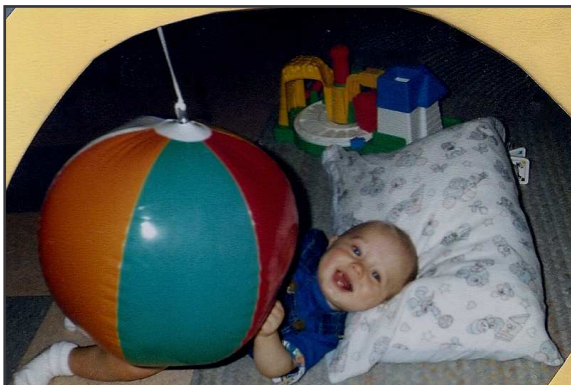
SENSORY:

- How "sticky" feels
- How "sticky" tastes

- FINE MOTOR : Exercising finger muscles as they try to hold the balls
- COGNITIVE: Noticing the difference between the sticky and non-sticky balls.



SUSPENDED BALL



A beach ball suspended from the ceiling provides a variety of experiences for all infants.

This photograph on the left shows a young infant grasping the ball as it hangs within his reach

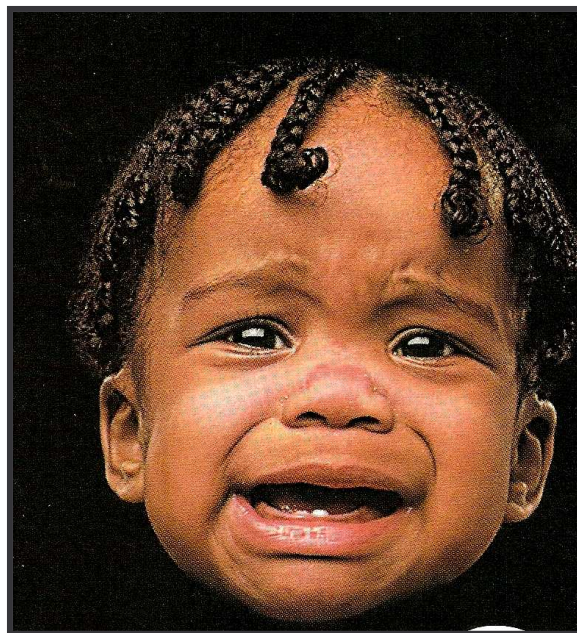
On the right, an older infant climbs over a ramp and large soft block to reach the ball.

WHAT THE INFANTS LEARN

- GROSS MOTOR SKILLS
Exercising arm and leg muscles
- FINE MOTOR
Grasping the soft ball



INFANTS AND THEIR EMOTIONS





ATTACHMENT BASED CAREGIVING INFANTS AND THEIR EMOTIONS

CRYING SHOULD ALWAYS BE RESPONDED TO. THIS HELPS BUILD TRUST.

Saying Good-bye: coping with separation anxiety.

Separation anxiety, the fear of being separated from a parent, usually peaks towards the end of the first year of life.

At about 8 - 10 months babies begin to fear strangers.

At about 10 - 12 months they know who their parent is and worry about losing him/her.

Both these fears are signs of mental growth and indicate an ability to discriminate and recognize differences.

- The infant cannot understand that objects gone from sight still exist
- They cannot understand that the separation is only temporary

HOW CAN PROGRAMMING HELP?

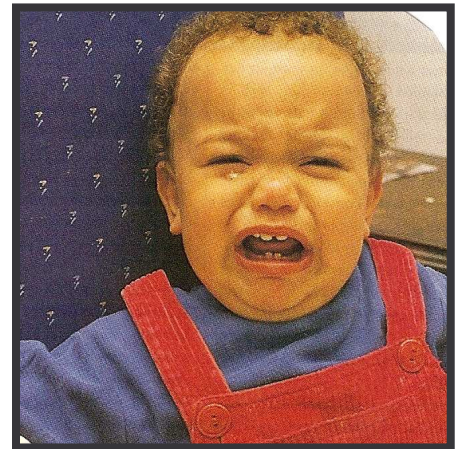
- Play peek-a-boo games
- Use puppets and stuffed toys to play “Good-bye games”
- Use sensory activities such as finger-painting over laminated placemats so that the pictures appear and disappear as the infant smears the paint
- Look at board books with the infant

As one of the main goals in the infant room is to establish a sense of trust in the infants, the way we handle separation anxiety is very important.

- **Infants need dependable adults** (who do not trick them to make things easy for themselves) in order to learn trust. This is especially important when a parent leaves a child with a caregiver
- It is essential that the parent says good-bye to the child, even though the child will cry and the parent may feel guilty. Then the child will learn that she can trust the parent not to sneak out while he is engaged in play. He will learn to predict when his mother will go
- The ability to predict what will happen builds trust. This will free the infant to concentrate on playing and exploring rather than looking for and waiting for a parent who is not there
- Responding honestly to the infant promotes trust between child and caregiver as the child's emotions are respected and validated
- If parents keep coming back “to check that everything is O.K.” they are giving a mixed message to the baby and he will be confused and anxious

In this photograph the infant is showing signs of distress. He is telling us that he wants his mommy and misses her.

We can start to build his trust and developing an attachment with her by telling her that we understand. We know he misses mommy, but she will come back at lunch time. We can give him hugs and try to interest him in a favourite toy. If we continue to do this every time the parent leaves, the infant will be able to predict what will happen and the length of time he is unhappy will eventually become shorter.





Imagine how you would feel if the person who means the world to you leaves and you do not know when they will return.

Which would help you feel better: -

- If they sneak away while you are busy or
- If they say good-bye and give you a kiss?

Imagine the sense of loss the baby feels if she looks up from playing with a toy and mom is suddenly gone.

- She will find it difficult to settle
- He will keep looking round for his mommy
- Even if he starts to become interested in a toy, he will suddenly remember mom is not there, look around and start crying again
- Routines such as diapering, eating and sleeping will be especially difficult

Unless an infant feels secure and attached to the person caring for her, she will be too anxious to explore her surroundings and learn about the world.

Attachment to caregivers gives the infant the confidence she needs to reach goals, and the ability to persist in the face of difficulty.

Relationships are the way babies come to know the world and their place in it. They provide the loving context necessary to comfort, protect, encourage, and offer a buffer against stressful times.

Like other important milestones babies achieve in the first two years—such as walking and talking—developing social-emotional skills takes time, practice, and lots of patience from caregivers.

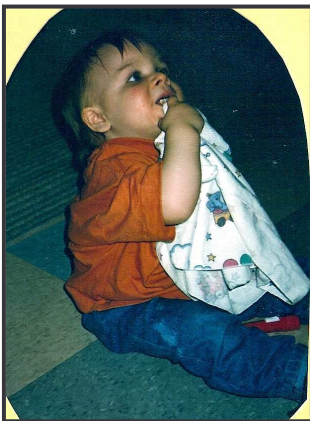
Unlike learning to walk and talk, however, social-emotional skills are not as easy to see. But when we learn to read an infant's cues in order to understand what she may be thinking and feeling, **and respond to those cues sensitively**, we are supporting her healthy development in all areas.

If it is not possible to stop what you are doing when an infant needs your attention:

- You need to respond to the infant
- Look at her and tell her that you will be with her as soon as you have finished feeding Jasmine, or reading with Sacha
- This helps infants learn to wait and comfort themselves

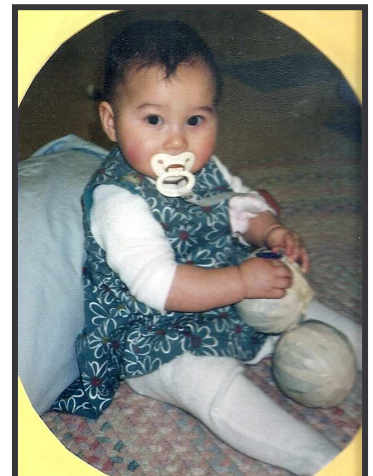
SELF - REGULATION

Self - regulation means the way infants deal with their emotions.



These photographs show two infants dealing with their feelings and comforting themselves. One is biting on a favourite blanket; the other is using a soother.

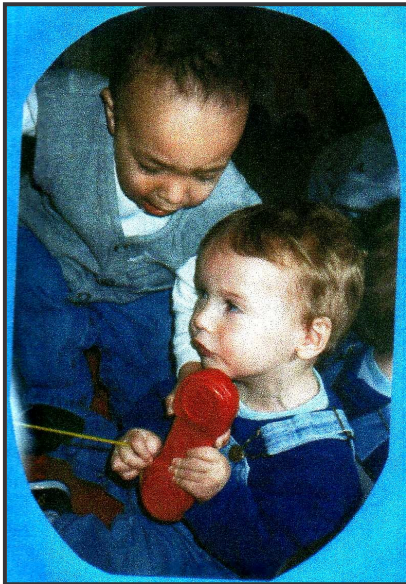
- Some need a favourite blanket when they are upset
- Others may have a favourite toy that they need to cuddle at times
- Some need a soother to feel secure – even while playing



Respect each child's efforts to self-regulate.

ALLOW INFANTS TO TRY TO SOLVE THEIR OWN PROBLEMS

- As Infants explore their environment, it may happen that conflict arises over a toy
- Infants handle this in different ways
- As caregivers, we need to allow the infants to try and solve these problems



In the photograph on the left, the infant holding the phone is reacting to the other infant who is trying to take the toy from him.

- He has turned slightly away
- He is gripping the toy firmly
- The vein on his neck is standing out showing the strength of his emotions

If you interfere and take the phone away, what are you telling the infants? They will learn from your actions that it is acceptable

to take something from another child as long as you are bigger and have power. Infants use the adults in their lives as role models and so will think it is acceptable to take toys from younger or quieter infants.

- You could offer the other infant a similar phone. “I see you really want the phone that Jake is using. Let’s find another one for you”
- You could tell the infant that “Jake is using the phone now and you need to wait until he has finished”

Once you have established a trusting relationship with the infants in your group, you will know when to step back and when to step in.

INFANT DEVELOPMENT

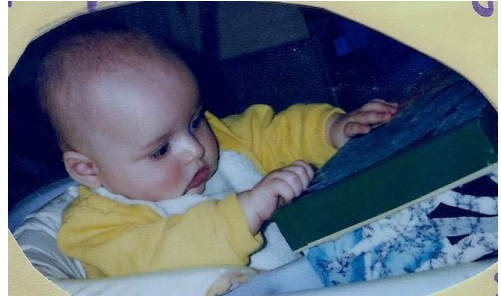


COGNITIVE THINKING

1. GAINING CO-ORDINATION OF TWO ACTIONS

- Looking and touching
- Looking and hearing
- Looking and tasting

The young infant in this picture has mastered looking and touching. He is exploring a box covered with fabric



2. SPATIAL RELATIONS

- Learning how near or far objects are (judging distance)
- Learning about things moving through space
- Learning how to locate objects in the environment
- Learning how things fit together in certain ways
- Direction of self and objects (up/down; forward/backward)
- Position of self and objects (on/off; in/out)



During lunch routine, this older infant is learning how far the food has dropped to the floor and how it moves through space.

Activities

- ball play
- sand or water with containers
- climbers and tunnels
- "Posting" toys

3. CAUSE AND EFFECT

- any physical action that produces a reaction

Many diverse activities support this reasoning

- Making marks on paper
- Busy boxes
- Music boxes
- Finger-painting
- Piano-type toys



4. REPRESENTATION

- object permanence

Understanding that an object continues to exist when it is not visible

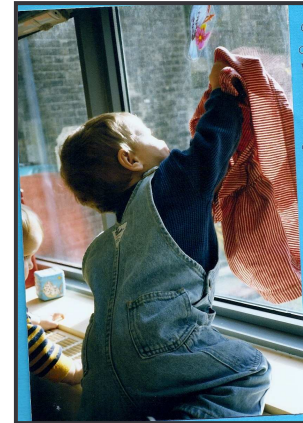
Activities

- Partially hide toys or objects under a scarf
- Peek-a-boo games and boards
- Rolling balls into a small tunnel
- “Posting” toys
- Moving hidden toys from one place to another
- Imitating the actions of others

Activities

- Provide a play kitchen set up
- Brooms and “house-keeping” toys
- Telephones
- Hats and bags

This older infant has seen some-one cleaning and is copying the action



- Exploring art materials
- Any sensory activity
- Using one object to stand for another
- Building (one or two blocks together to make a tower)

5. CLASSIFICATION

- Investigating objects
- Noticing how things are the same
- Noticing the colour, size and shape of things
- Noticing how things go together

6. SERIATION

- Beginning to compare sizes:- big/little
- Beginning to compare qualities:- heavy/light
- Beginning to compare quantities:- more/less

Activities

- Filling and dumping dry materials and water
- Transparent small plastic bottles filled with a variety of materials
- Nesting and stacking toys

WHAT MAKES A GOOD TOY FOR INFANTS

Toys that

- **give feedback and response:**
 - Noise, movement, texture, visually attractive.
 - See through containers with objects that move when the child handles it.
 - Mobiles that move
 - Patterns that change
 - Objects that make a sound

- **Can be used for many purposes**
 - Open and find containers
 - Texture boxes
 - Stacking cans
 - Blocks

- **Can be used for different skill building**
 - Shape sorters
 - Nesting cups
 - Push-pull toys
 - Music boxes
 - Peek-boo-boards
 - Dolls
 - Books
 - Puppets
 - Balls

- **Allow the infant to do the exploring**
 - Playdough
 - Blocks
 - Shape sorters
 - Pop-up toys
 - Wheel toys (miniature and large)
 - Household objects

- **Allow the infant to make connections and learn about relationships between themselves and the objects. “What can I do to this object?” “What can this object do?”**
 - Paint/crayons
 - Puzzles
 - Playdough
 - Wind-up toys
 - Sand/water play
 - Large peg boards
 - Take-apart toys
 - Lacing/stringing beads

- **Meet the abilities, interests of the child’s age appropriately.**
- **Are durable, safe with large parts, and are non-sexist**

INFANT DEVELOPMENT

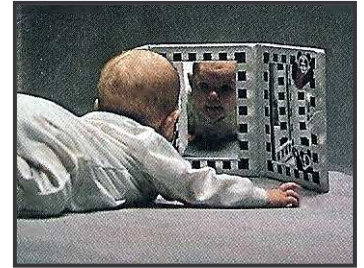
4 – 8 MONTHS “THE MOVER”

There is often a reason behind what babies do.

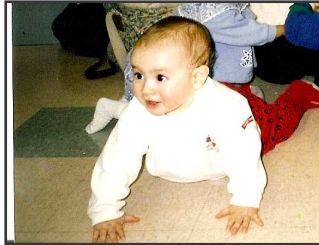
GROSS MOTOR SKILLS

- When lying on her tummy, the infant can put her weight on her arms to lift her chest off the floor and pivot or turn

In this photograph, the infant is lifting her head and shoulders off the floor to look in an interesting mirror.



- The infant begins to roll using part of her body
- First intentional and independent gross motor movement is creeping i.e. pulling themselves forward commando-style



The infant on the left has strengthened her muscles and can control her head. Her arms and upper chest are strong. She is moving using the Commando Creep. The infant will start to explore if she has developed a sense of trust in her caregivers.

- The infant begins to sit unsupported with back erect, able to turn at the waist, with hands free for exploration

NOTE: YOU CANNOT “TEACH” GROSS MOTOR SKILLS. INFANTS NEED:-

- Time on the floor to reach, roll and strengthen muscles
- Baby’s head is too heavy for the body to support until the muscles have had a chance to grow strong
- When the body is strong enough the baby will begin to accomplish the gross motor skills in sequence

FINE MOTOR SKILLS

- The infant begins to use the thumb opposition when grasping

In the photograph on the right, the infant has gained the strength to reach out and grasp at the mirror while on his tummy.



- The infant can take an object in one hand and then put it in the other hand
- They can hold one object in each hand at the same time
- The infant reaches for a toy with one hand
- Wrist movement allows them to bang, shake, pat



The infant on the left has mastered wrist mobility and is enjoying banging on a home-made drum

MEMORY

- Memory is developing and the infant now finds partially hidden objects
- If something disappears while he is watching, the infant will briefly search for it
- The infant is able to remember familiar people.
Fear of strangers may appear

The infant starts to imitate movements or actions he sees often:-

- e.g. waving bye-bye,
- opening mouth wide,
- Tongue wiggling.

This infant is imitating a caregiver's tongue wiggling.

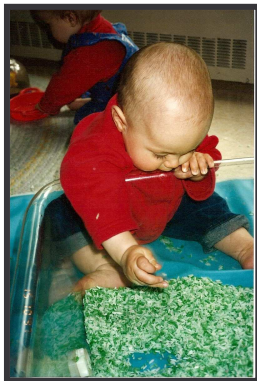


TOYS TO USE AT THIS STAGE

- A wide variety of manipulatory toys that are safe, graspable and durable:-
 - Blocks
 - Rattles
 - Squeaky toys
 - Bell toys
 - “safe” paper
- Action toys to help infants learn that actions can be independent of their own actions:-
 - Wind-up toys
 - Spinning tops
 - Push ‘n go toys
 - Roly-poly toys
- Rolling bottles
- An area and materials for banging
- Water
- Sand
- Peek-a-Boo boards and games



Above a young infant explores large blocks.



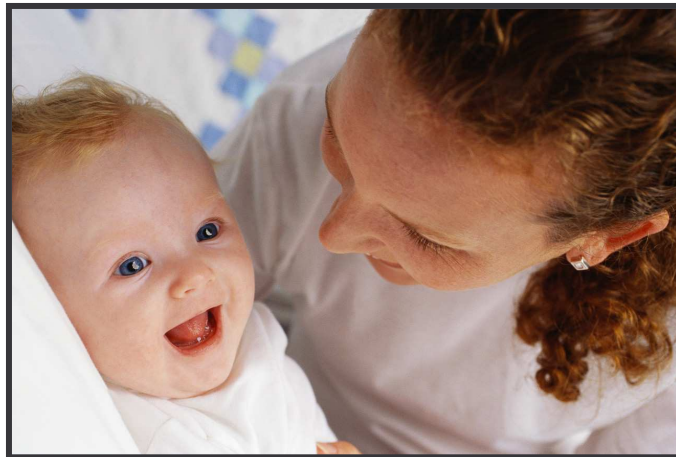
The infant on the left is exploring coloured rice, which has been substituted for sand. She is concentrating on the feel of the rice and is trying to pick it up using thumb and middle finger. Her pincer grasp is not yet developed.

LANGUAGE

- The infant begins to babble
- When the infant is content, she may make sounds in high and low tones.

PLAY

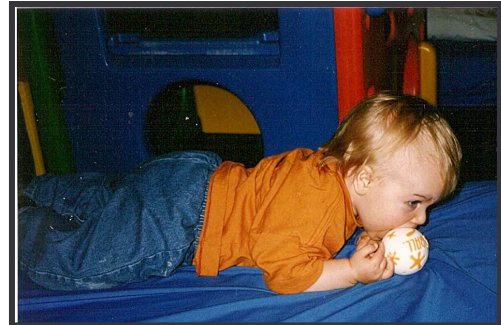
- Focuses on the objects around them rather than on themselves.
- Intention and means/ends relationship begin to develop
- An action is produced by chance, but the interesting result leads the infant to try to reproduce the interesting effect. For example, the baby may hit a mobile accidentally, like the movements and noise it causes, and then try to repeat the action.
- The infant is beginning to connect his own actions to the sights and sounds that accompany them.



8-12 MONTHS “THE CRUISER” GROSS MOTOR SKILLS

- Infants begin moving around well, e.g. pulling himself along the floor on his stomach (creeping), or moving around on hands and knees (crawling)

In this photograph on the right, the infant has pulled himself along the floor to reach an interesting ball.



- The infant practices moving between sitting and crawling. If her needs have always been met sensitively she will feel secure enough to begin to explore her surroundings



On the left the infant has mastered creeping and is practicing crawling. She seems to be very sure of where she wants to go.

- The infant practices transitional moves between crawling and creeping
- The infant will pull to stand by holding onto a trusted person or a piece of furniture
- Cruising begins as the infant holds onto a table or shelf and starts moving sideways along it, showing that he is almost ready to walk and is practicing this. (Emerging skill).

This infant has accomplished pulling himself to stand at a tunnel. He is grasping the frame tightly and seems unsure about the next step.



INFANTS NEED TO MOVE

Movement is important for an infant. Practice and exercise help an infant's movement progress from awkward and clumsy to skilled and coordinated. Exercise also helps strengthen the trunk, arm and leg muscles that are crucial to these developing gross motor skills, so plenty of opportunity to practice moving about freely should be provided throughout the day.

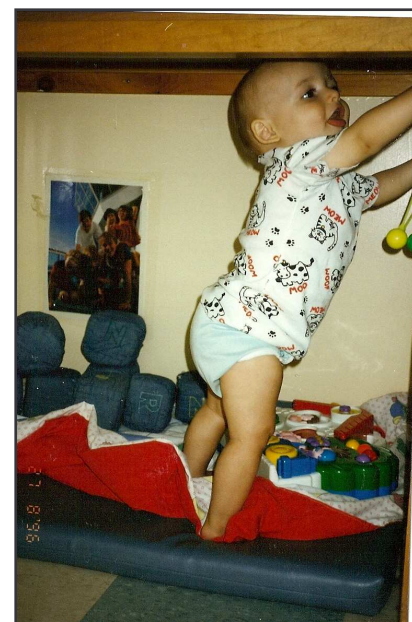
WHAT CAN YOU DO TO HELP?

Give Infants Interesting Spaces To Stand In.

“I need to try to stand and reach and stretch”

This space was made under a counter in a small room. It is high enough for the infant to stand and has a mat on the floor for safety.

There are pictures on the wall to attract interest and encourage reaching.



When an infant begins to pull up to stand, put a toy on a low shelf to encourage pulling to stand and reach



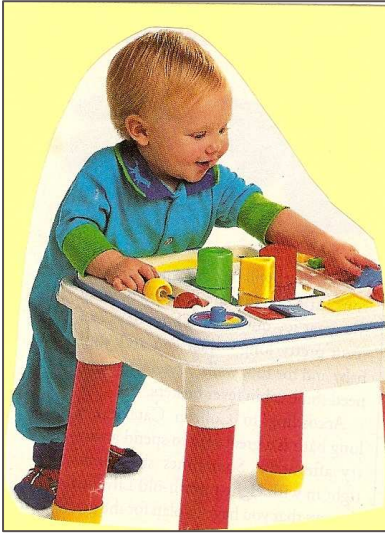
ENCOURAGE CRAWLING.

Let infants choose and reach the toys they want.

“Put my favourite toy just out of reach and encourage me to get to it.”

Notice the pictures and footsteps “Mac-Tacked” to the floor. This encourages crawling and attracts the interest of the infants.

Between 6-12 months of age most infants follow a similar path of gross motor development.



Many babies begin to sit alone **around** 7 months, to crawl **around** 9-10 months, to pull to stand and cruise while holding on **around** 10-11 months, and to take first steps alone **around** 12 months. The age of the babies may be different when they accomplish these tasks, but the sequence is the same.

This progression of motor development is influenced by the infant's developing brain.

When infants are born, the areas of the brain that will eventually control and coordinate voluntary movements are not yet well developed. These motor areas of the brain mature in a head-to-toe sequence, meaning that brain areas controlling movement of the head and neck muscles mature before those controlling arm and trunk muscles, which in turn mature more rapidly than areas controlling the legs.

This progression begins at birth, and by 6-12 months, has reached the areas controlling trunk and leg muscles, which are critical to most of the gross motor milestones of this period.

ENCOURAGE, BUT DON'T RUSH, MOTOR DEVELOPMENT. ALLOW INFANTS TO DEVELOP AT THEIR OWN PACE IN THEIR OWN TIME.

Make a small obstacle course out of pillows or cushions to climb over, around and through.

Make sure your environment has enough safe challenges that encourage movement and allow the infant to explore space.

FINE MOTOR SKILLS

- The infant can look at a toy, reach for it, and grab it. (Eye/hand co-ordination grows)
- Infants begin to move fingers separately
 - Inferior pincer grasp
 - Neat pincer grasp
- Voluntary release begins
 - The infant begins to let go of things held in her hand, at first by dropping or putting the object down hard and taking away her hand.

MEMORY

- The infant is beginning to realize that objects have stable functions and properties
 - Object permanence is acquired
 - A toy hidden by a cover is easily found
- Stranger anxiety is present
- Separation anxiety is present
 - He is beginning to realize that his mother is a separate person and he may become upset if he cannot see her

LANGUAGE

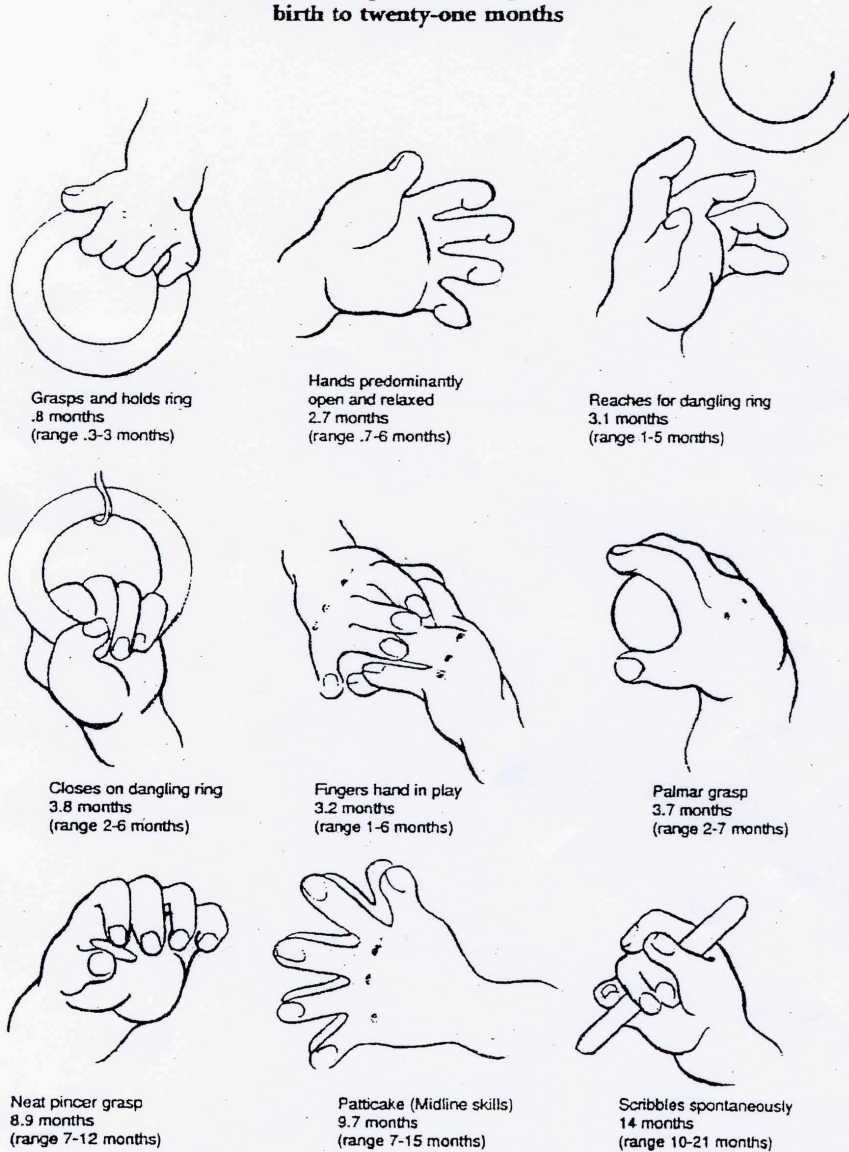
- The infant repeats sounds an adult makes even though she does not understand what the sounds mean
- The infant uses gestures, e.g. points at things she wants

PLAY

- The infant is deliberate in using means to attain ends
 - Infants start thinking about what they want to do and then do it, i.e. She will pull on a string tied to a toy to bring the toy closer to her.
- The infant can keep his goal in mind
- The infant can combine several previously learned behaviours to achieve her goals.



FIGURE 7.4
Fine motor development: manipulative skills,
birth to twenty-one months



Source: Adapted by permission from the Bayley Scales of Infant Development. The Psychological Corp., 1969. New York.

As portrayed in Gonzalez-Mena, Janet, and Eyer, Dianne Widmeyer. *Infants, toddlers, and caregivers* (7th ed.). Boston: McGraw-Hill, 2006.

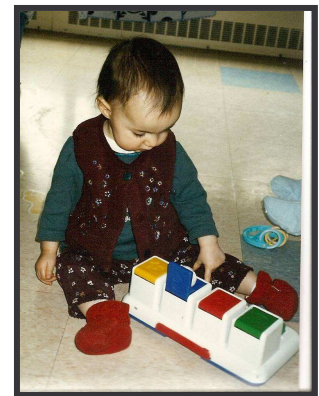
TOYS TO USE AT THIS STAGE

Provide lots of freedom for movement, gross motor play and exploration

- Obstacle courses to climb
 - Pile up pillows or cushions to climb over
 - Stack up piles of mats to create a variety of levels
 - Allow the infants to climb on couches and people
- A variety of smaller objects of various shapes and sizes
- Objects and toys to poke
- Give finger foods for snack
- Provide play dough
- Toys for filling and dumping
- Shape sorters
- Busy boxes

The infant on the right is poking a busy box to make the section open and an animal pop up. The infant is learning:

- -fine motor control
- -eye-hand co-ordination
- -object permanence
- -anticipating what will happen



- Toys on a string
- Stacking and nesting toys
- Open and find toys
 - Boxes and containers with lids
 - Peek-boo boards
- Puppets
- Board books

The infant above is playing with puppets in the way he has seen his caregiver use them in a music activity.

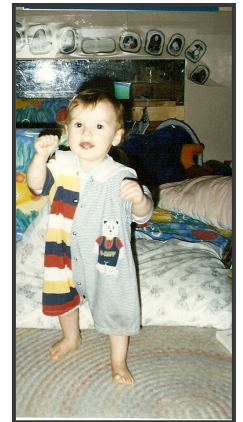
12 - 18 MONTHS “THE EXPERIMENTER”

GROSS MOTOR SKILLS

- He actively explores his surroundings
- Walks independently
- Climbs over objects e.g. she gets onto or under tables, and bounces on furniture
- Crawls or walks up and down stairs

FINE MOTOR SKILLS

- She can use both hands at the same time for different things
- He has attained eye-hand release
- May show hand preference
- Throws, rolls and catches objects



First steps

MEMORY

- The infant can remember more
- The infant will search for a toy that he has seen moved and hidden again

LANGUAGE

- Beginning to use single words with meaning
Extend language by repeating what the child has said and adding a new word- e.g. child says “Bah” caregiver says “bottle, you want your bottle. Bottle please” as you give the bottle
- It sounds as if the infant is speaking her parents' language even if the words have no real meaning
- The infant knows that words stand for something
Read lots of simple books with the infant. Point to and label objects.

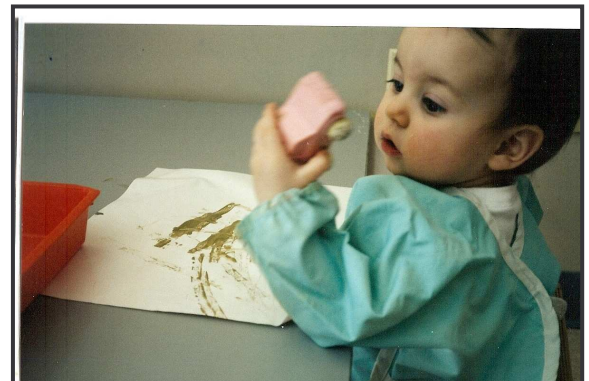
PLAY

- The infant tries different ways of doing things.
- He experiments to achieve his goals
- The infant can now think about what he wants to do and then find a way to do it e.g. moving one toy in order to reach another toy
- She tries to find out what will happen when she uses an object or a toy in a new way
- The infant now tries putting two objects together and uses them in a new way e.g. banging on a saucepan with a spoon
- The infant notices how she affects others
- The infant explores through trial and error reasoning
- The infant investigates cause and effect, seeing herself as the cause
- Spatial understanding is developing e.g. in-out, near-far, up-down

TOYS TO USE AT THIS STAGE

- Let the infant use familiar toys in any way they wish rather than restricting them to the way the toy was meant to be played with
e.g. using a car to paint with
- Obstacle courses
- Toys for pushing and pulling
- Construction toys
- Chunky chalk, crayons, markers, paint

This infant has been introduced to plastic cars and skin tone paint. She is aware that something different has been added to the paint activity.



- Simple 1-3 piece puzzles
- Stacking and nesting toys

THE INFANT ENVIRONMENT AS CURRICULUM

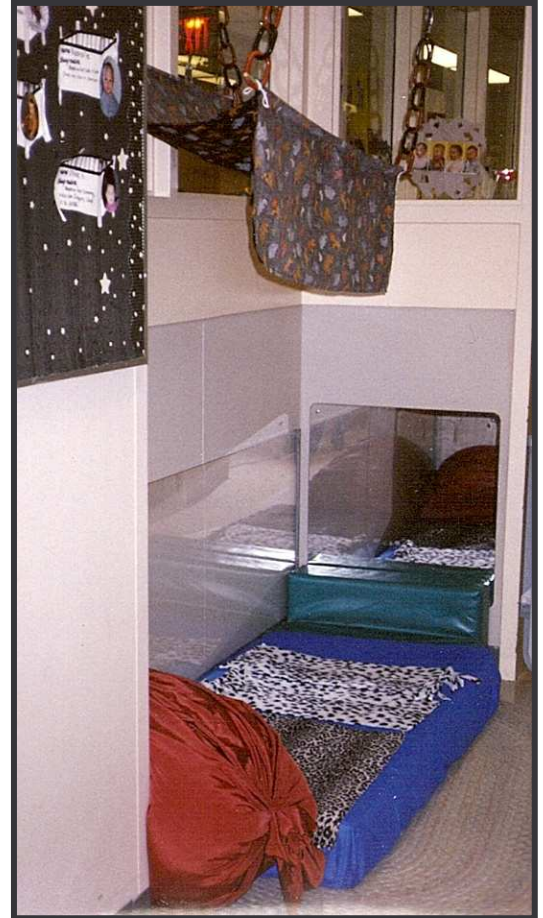


THE INFANT ENVIRONMENT A GATEWAY TO LEARNING

The environment should be:

- Responsive to the infant
- Provide a balance between softness and comfort and hardness
- The environment provides opportunities for active exploration with mind and body
- A balance between open space and private space
- The environment provides a chance to recharge and gain reassurance through tactile/sensory experience.

This photograph on the right shows how an unused corner was transformed with an extra crib mattress, a mirror and a cloth draped over Dowell rod hanging from the ceiling.

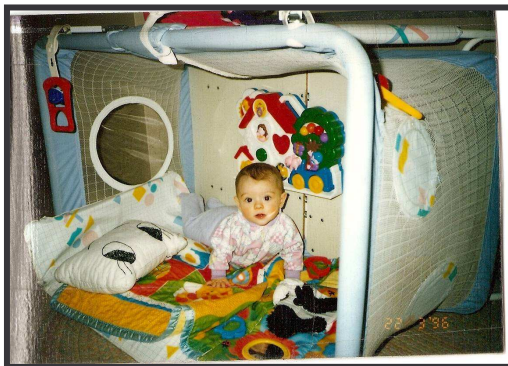


The photograph left shows an infant enjoying the area. Pictures have been added behind the Plexiglas, as well as a selection of toys that encourage quiet play. The animal prints on the mattress add a tactile experience.

The tactile/sensory area can be integrated in the environment by:

- The provision of mats, pillows, quilts and textured materials on the floor
- Adult cozy furniture
- Laps

As the photograph on the right shows, the infant room can be divided into distinct areas. Low open shelves, adult furniture and screens can be used to divide the room into small areas, welcoming to two or three babies.



The best use for a playpen is to put it on its side with a cozy quilt, pillows and toys to make an attractive space for crawling infants. This is great if your infants are in a room with no privacy spaces. This can also be used as a room divider.

While the whole room can be viewed from an adult height, this gives the babies a sense of privacy. A sense of privacy supports an infant's emotional well-being.

The Toys on the Shelves Should Be:

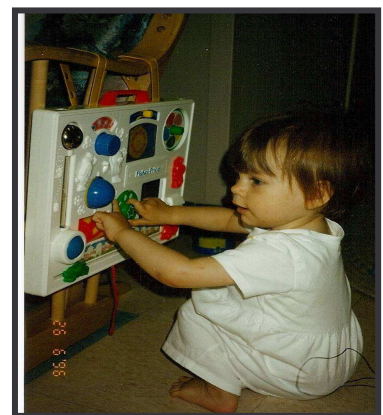
- A blend of bought and teacher made
- A blend of “open ended” (can be used by different ages in many ways) e.g. blocks, balls, cars, dolls, tubes, boxes, puppets, and “closed” e.g. puzzles, shape sorters,
- The older infants' cognitive development is supported by pictures on shelves to match a toy to its appropriate place,
- Examples of toys glued to the outside of containers will give younger infants a concrete match to what is inside the container.

This gives the infants a sense of agency as well as promoting high self-esteem.

Concepts of anti-bias can be incorporated into most toys:-

- pictures glued on the underside of puzzle pieces
- pictures on a teacher-made language block
- batik covered box to hold scarves of different textures and patterns
- posting discs made from orange juice covers, painted flesh tones with a picture of babies on each one
- A "texture pathway" of mirrors, bubble wrap, indoor-turf, on the floor, as well as culturally diverse pictures
- Daily sensory activities support self-directed learning
- Sensory activities such as water can be incorporated into the diapering routine as the babies have their hands washed under running water after diapers are changed

In this photograph a cognitive toy has been securely fixed to the side of a glider chair so that infants who are sitting or practicing squatting are attracted. The unusual placement of the toy in the environment makes it more appealing to infants.



Risk-taking can be encouraged by:

- Placing toys at strategic places on climbing equipment (soft toys that will not hurt if pulled down too enthusiastically).
- Pillows can be piled to provide a climbing challenge.



This photograph shows a variety of risk-taking opportunities in the environment.

Suspended beach balls to grab chase and kick

Soft ramps, pillows and large blocks to climb

Pull-up bar at the mirror

Fold up couch opened for walking infants to explore

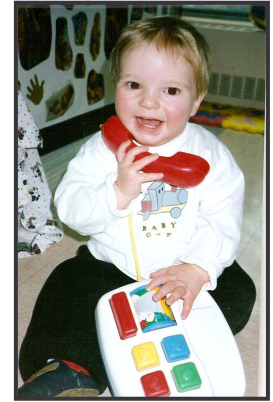
Wandering and clustering of older infants and toddlers can be minimized by:

- The use of pathways which contribute to a sense of order
- Pathways can be defined by texture or colour and should lead to a definite area
- The area could be made attractive by a challenging entrance such as a step up or a pillow to climb.

Language in the curriculum is supported by:

- Pictures to look at, point to, label and describe
- Mobiles to capture attention
- Toys in the room to encourage talking

This photograph shows an infant pretending to talk on the telephone. A sensitive caregiver will get another toy phone and pretend to answer his call.



- Routines are described as they happen
- Finger plays, songs and rhymes are incorporated into routines such as diapering
- Mirrors and photographs or pictures are at eyelevel for the infant or “Mac-tack’d” to the floor

The photograph on the right shows a large mirror attached to a wall. The infants label the photographs, each other, and see the room reflected

- Babies are talked to in simple language, matched with appropriate action
- Infants are given time - time to respond, time to assimilate, and time to repeat

When a baby initiates an interaction, the caregiver repeats and is an enthusiastic partner, mirroring the baby's actions.



SO WHAT IS **CURRICULUM**?

- With infants more than any other age group, **the environment** social, emotional and physical, **is the curriculum**
- The wonderful brought in daily activity is only a few minutes compared to the total day of the infant
- Routines are curriculum
- Toys on the shelves and the way the infants are encouraged to interact with them is curriculum
- A spontaneous game of pat-a-cake with a suddenly wide-awake 8 month old is also curriculum
- Caregivers fostering self esteem is curriculum
- Caregiver support of the infant-parent bond is curriculum
- Providing a lap when an infant is in need of a cuddle is curriculum
- This is all curriculum, it is also all environment





This Resource Manual was Influenced by the Following Works

- Brazelton, T. Berry, and Cramer, Bertrand G. The Earliest Relationship. New York: Addison-Wesley, 1990.
- Canadian Paediatric Society. Well Beings. Toronto: Author, 1999.
- Derman-Sparks, Louise, and the A.B.C. Task Force. The Anti-Bias Curriculum: Tools For Empowering Young Children. Washington, D.C.: NAEYC, 1989.
- Dombro, Amy Laura, Colker, Laura, J., Dodge, Diane Trister. The Creative Curriculum for Infants and Toddlers. Washington, D.C.: Teaching Strategies Inc., 1997.
- Gonzalez-Mena, Janet, and Eyer, Dianne Widmeyer. Infants, Toddlers and Caregivers. Boston: McGraw-Hill, 1989.
- Gonzalez-Mena, Janet, and Eyer, Dianne Widmeyer. Infants, Toddlers and Caregivers. Boston: McGraw-Hill, 2006.
- Gonzalez-Mena, Janet. Multicultural Issues in Childcare. Mountain View, CA: Mayfield, 1993.
- Greenman, Jim. Caring spaces, Learning Places: Children's Environments that Work. Redmond, WA: Exchange Press, 1988.
- Greenspan, Stanley, and Greenspan, Nancy Thorndike. First Feelings: Milestones in the Emotional Development of Your Baby and Child. New York: Penguin Books, 1985.
- Greenspan, Stanley, & Greenspan, Nancy Thorndike. The Essential Partnership. New York: Viking, 1989.
- Hall, Nadia Saderman, and Rhomberg, Valerie. The Affective Curriculum: Teaching the Anti-Bias Approach to Young Children. Toronto: Nelson Canada, 1995.
- Honig, Alice, and Lally, J.Ronald. Infant Caregiving. Syracuse, NY: Syracuse University Press, 1981.
- McCain, Margaret, and Mustard, Fraser. Early Years Study: Final Report. Toronto: Toronto Founders Network, 1999.
- McCain, Margaret, and Mustard, Fraser. From Early Childhood Development to Human Development. Toronto: Toronto Founders Network, 2002.
- York, Stacey. Roots and Wings. St. Paul, MN: Redleaf Press, 1991.