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Basic Knowledge Curriculum
Infants and Toddlers

**What Infants and
Toddlers are Telling Us**
Module 4
Participant Workbook



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Acknowledgement

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

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Agenda

BKC – I/T Module 4: What Infants and Toddler are Telling Us

Welcome

- Learning Objectives
- Getting Started Activity

Part 1:

Infant and Toddler Communication

- Language Milestones
- Supporting Infants and Toddlers
- Looking Beyond Behavior to Discover Meaning (biting, saying no, tantrums)
 - Understanding Crying
 - Why Toddlers Bite
 - Minimize the Use of No!
 - Tantrums

Part 2:

Understanding Temperament

- What is Temperament?
- Temperament Types: Flexible, Fearful, and Feisty
- Culture and Environment
- Goodness of Fit
- Using Temperament to Promote Social and Emotional Development

Wrap up and Transfer Activity

Learning Objectives

BKC – I/T Module 4: What Infants and Toddlers Are Telling Us

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

- Identify infant and toddler language development milestones
- Discuss how to support infant and toddler language development
- Describe the three-step method to address challenging behaviors
- Define temperament
- Describe the meaning of “goodness of fit”

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

CDA	Growth and Development Physical and Intellectual Competence
<i>Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)</i>	Content Area I: Child and Youth Growth and Development Promoting Growth and Development 2c: Identifies different temperaments, personalities and learning styles. Content Area II: Learning Environment and Curriculum Promoting Language and communication Development 2a: Provides a learning environment to promote the development and exploration language and communication skills.

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A Temperament Treasure Hunt

PH#3



Directions:

Walk around and talk to one person at a time. See if you can find someone who fits one of the following descriptions. Have the person sign on the line next to the description. Each name can only be used once.

Can you find someone?

Whose foot is always wiggling: _____

Have never met a stranger: _____

Must eat and go to bed at the same time: _____

Can sit and read for hours: _____

Takes her shoes off whenever she can: _____

Hates meeting new people at a party: _____

Can't stand tight or itchy clothes: _____

Likes plenty of alone time: _____

Likes to watch a while before joining an activity: _____

Loves a difficult, complex puzzle: _____

Goes to bed at a different time every night: _____

Is on the go all day long: _____

Frequently drops what they are doing to do something else: _____

Is always in a good mood: _____

Always notices if it's hot or cold: _____

Language Milestone

PH#4

3 months to 6 months:

- Looks in the direction of a sound
- Vocalizes in response to familiar sounds
- Makes simple speech sounds such as “ga” and “ba”
- Reacts to tone of voice by smiling, cooing, or crying at harsh words
- Notices that some toys make sounds
- Pays attention to music

6 to 9 months

- Babbles, making repetitive sounds such as “mama” and “baba”
- Understands simple words such as “no” and “bye-bye”
- Pays attention to singing

9 to 12 months:

- Responds to soft and loud sounds
- Imitates animal sounds and different speech sounds
- Recognizes the names of common objects such as cup, juice, or shoe
- Searches for the sources of sounds
- Understands “no”

12 to 18 months:

- Uses first words around 12 months
- Follows simple directions and commands such as “Wave to Mommy”
- Says as many as 8-10 words
- Points to an object or picture when it’s named
- Recognizes names of familiar people, objects and body parts



18 to 24 months

- Speaks about 50 words and understands more
- Combines words into short phrases such as “more cookie” or “want milk”
- Listens to simple stories and songs
- Begins using pronouns such as “me” and “mine”

24-36 months

- Uses four-word to five-word sentences
- Follows two-part directions such as “Go get your shoes and put them on”
- Can name many common objects
- Their speech is understood by most strangers

(Mayo Clinic, 2011)

Encouraging Infant and Toddler Communication

PH#5

- Create a language rich environment that includes a variety of toys for interaction.
- Engage and interact with infants and toddlers.
- Look for meaningful opportunities to initiate or respond to the interests of infants and toddlers.
- Attract attention: tap on the toy/object that is the focus of communication prior to initiation of interaction.
- Make eye contact.
- Position toys and objects in the visual field when interacting.
- Create facial expressions.
- Point to objects.
- Get down on the infants and toddler's eye level.
- Restate words or phrases.
- Restate what is happening.

Respect the Family's Values, Beliefs and Culture

- Especially if they are different from your own. Find out as much as you can about a family's culture.
- As professionals, it is sometimes difficult to set aside our own expertise in caring for infants and toddlers. It is important to recognize the family as the true expert on their child.

Become Partners with the Family

- Involve the family in the decision-making processes, and ask for their thoughts and feedback.
- If families are eligible to receive services, be involved in the IFSP plan and be willing to implement services and recommendations in your classroom.
- Invite family advocates, if available, to in-service training or staff meetings to talk about what kinds of services are helpful and what aren't.

Relate to the Family as People

- Use a conversational approach rather than a formal approach.
- Consider the child's needs as part of the family's needs.
- Assist families in connecting with others and think about their involvement in activities such as church, sports, and participation in other community events. Where do they get support?
- Share your observations with families so that information can be shared with their service providers.
- Respect and respond to the family's priorities in setting goals for their child.



Looking Beyond Behavior to Discover Meaning

PH#6



Observe

Learn

Respond

Three Step approach to crying:

1. **Observe** and listen to an infant's cries.
 - What prompts the infant to cry?
 - Is there a pattern of the cry?
 - What is the infant trying to communicate?
 - Identify the infant's vocalizations, cues and signs
2. **Learn** and get to know the infant.
Is the infant.....
 - Hungry
 - Tired
 - In pain
 - Wet
 - Sad/mad
 - Overwhelmed by the environment
 - Cold/Hot
 - Wanting to play
 - Needs individual attention and love
3. **Respond** to the infant
If the infant is warm, dry, and well fed but nothing is working to stop the crying, try the following consoling techniques to find the ones that work best for your baby:
 - Rocking, either in a rocking chair or in your arms as you sway from side to side
 - Gently stroking the head or patting his back or chest
 - Singing, talking, playing soft music
 - Walking the infant in your arms or stroller
 - Rhythmic noise and vibration
 - Burping him to relieve any trapped gas bubbles



Why Infants and Toddlers Bite

PH#7

1. **They're in pain.** When infants and toddlers bite, typically it's because they're teething. Their little gums and budding teeth aren't discriminating -- they'll just as soon aim for your hand as a teething ring. They are just doing it to relieve the pain of their swollen, tender gums.
2. **They're exploring their world.** Infants and toddlers use their mouths to explore, just as they use their hands. Infants and toddlers put just about everything in their mouths.
3. **They need attention.** When a toddler feels ignored, negative attention is at least one way of getting noticed -- even if it is negative rather than positive.
4. **They're frustrated.** Biting, like hitting, is a way for some toddlers to assert themselves when they cannot express feelings through words.
5. **Exploration:** Infants and toddlers learn by touching, smelling, hearing, and tasting. Biting is another way to explore the world.
6. **Cause and effect:** Toddlers are exploring what happens when they do something; that curiosity includes biting. They may not realize that biting can hurt others.
7. **Imitation:** Toddlers may see others bite and decide to try it themselves.
8. **Independence:** Toddlers at this age are trying hard to be independent. Biting can be a quick way to get a toy s/he wants, for example, or to make another child leave.
9. **Stress:** An infant and toddler's world can be stressful. Biting can be a way to express feelings and relieve tension that result from stressful events such as a divorce, death of a pet, or a new environment.
10. **Self-defense:** Some toddlers bite because others have bitten or shown aggression toward them. Biting is also a way to get back a favorite toy or let another child know to leave them alone.

Practice prevention to avoid a bite in the first place.

- If teething, provide a cool teething ring or washcloth and infants and toddlers will be less likely to bite.
- Avoid situations in which infants and toddlers can get frustrated enough to bite.
- Encourage the use of words with toddlers. For example, "I'm angry with you" or "That's my toy."
- Encourage toddlers to hug a stuffed animal pillow.
- Give toddlers a break. Provide an area that reduces stress.
- Pay attention to toddlers. Extra attention is important when a toddler is going through a life changing event, such as a move or baby sibling.
- Keep an eye on any playmates and step in when it looks like a biting may occur.
- Have duplicates of popular toys so children do not have to compete for something they want.
- Supervise toddlers.

Why Infants and Toddlers Bite

PH#8

3-Step approach to biting:

1. Observe:

- What happened before the bite?
- Has the toddler bitten before?
- Is there a pattern forming?

2. Learn...is the toddler:

- Teething?
- Trying to engage someone; peer or another child?
- Defending a toy?
- Frustrated or angry?
- Going through a lot of changes?
- Protecting space?
- Tired or hungry?

3. Respond:

- Always pay attention to the child who was bitten first.
- Stay calm and act quickly.
- Offer the toddler a teething toy or cold washcloth to chew on.
- Offer textured or crunchy foods.
- Say firmly "Biting hurts."
- Encourage toddler to say words such as "I am mad."
- Offer a safe space where toddlers can go which include soft toys, books, variety of textured toys.
- Stay in close proximity to a toddler who is likely to bite.
- Offer several of the same toys that are toddler's favorite.
- Praise expected positive behaviors. When you see the toddler respond without biting, praise them.



Observe

Learn

Respond



Minimize the Use of No

PH#9

Common challenges may include:

- Turning down food enjoyed last week.
- Insisting you carry out an impossible task, such as finding a missing toy or wanting to go outside when it is rest time.
- Wanting a toy another toddler has.
- Not wanting to follow the directions given.
- Not wanting to take a nap.
- Not wanting their diaper changed.



1. Observe

- Are there patterns when the toddler says no?
- Are choices provided to the toddler?
- Was there a transition when giving the request to the toddler?

2. Learn

- Is the toddler frustrated or just wanting to show independence?
- Do they know the language to say what they want?
- If choices are given, can the toddler select a choice?

3. Respond

- Toddler-proof the area. This cuts down on the need for unnecessary battles.
- It helps if toddlers do not get too tired or hungry - regular mealtimes and rest times make a big difference.
- Minimize saying "no." Turn requests into a positive phrase, "keep your feet on the floor" rather than "don't stand on the chair."
- If you have to refuse a request, use phrases such as "great idea, we'll play that later" instead of "no."
- Be patient and remember this stage won't last forever.
- Toddlers need to try things out for themselves as often as possible. Try not to be too controlling. For example, it can help to let toddlers do their own artwork instead of controlling how they do it.
- Use "no" for safety reasons only. Make it calm and firm, but don't get angry.
- Use clever tactics - "I bet I can race you to get your shoes on" often works better than "get your shoes on now."
- Offer toddlers choices, within limits, to keep battles to a minimum, so that "no" is a less likely response - "do you want to read a book or play with blocks?" or "would you like an apple or an orange?"
- Use praise when toddlers show positive behavior to encourage repeating the positive behavior.
- Try not to laugh when a toddler says "no" - it can be tempting and amusing, but this is likely to make them repeat or become upset.
- Offer alternatives - "you can't write on the wall, but you can write on this piece of paper."

1. Observe

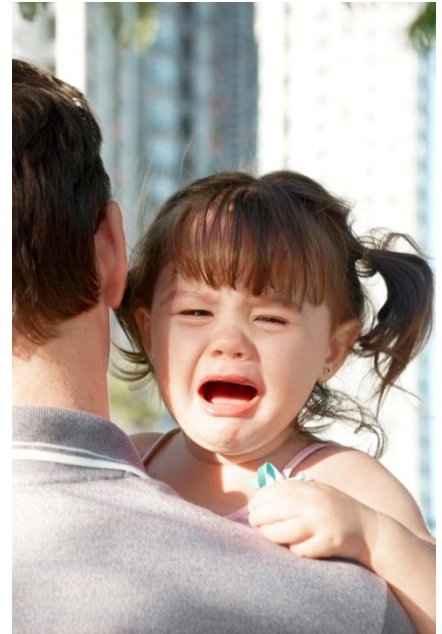
- What happened before the tantrum?
- Was the toddler trying to communicate a need or want?
- Were they frustrated or confused?
- Are there patterns in the toddler's tantrums?
- Are there certain triggers that cause the tantrums?

2. Learn

- What is causing the toddler to feel they aren't in control?
- Does the toddler have the words to describe their feelings?
- Is the toddler irritable, hungry, tired, anxious or stressed?

3. Respond

- Be consistent and do not give in to the tantrum.
- Stay calm.
- Keep the toddler close to keep safe. If possible, ignore the tantrum unless the toddler is posing a threat to himself or others.
- Encourage the toddler to use words to tell you how he is feeling, such as "I'm really mad." Try to understand how he is feeling and suggest words he can use to describe his feelings.
- Set reasonable limits and don't expect toddler's to be perfect. Give simple reasons for the rules you set and don't change the rules.
- Keep a daily routine as much as possible so toddlers know what to expect.
- Set a good example. Avoid arguing or yelling at the toddler.
- Let toddlers make choices whenever possible. This is a time where they are trying to be independent and take control. Help them in that process by giving them decisions that you approve of both results.
- Toddlers have not developed good reasoning skills. Negotiating is not the best strategy as they will only see it from their perspective.



Temperament

PH#11

What is Temperament?

“Early-appearing patterns of observable behavior that are presumed to be biologically based and that distinguish one child from another.”

Rothbart & Derryberry, Zero to Three, March 2004

Three temperament types:

1. Easy or flexible
 - Regular biological rhythms (eating, sleeping, eliminating)
 - Optimistically approaches most new situations
 - Adapts quickly
 - Low intensity
 - Positive mood

2. Active or feisty
 - Irregular biological rhythms-schedules change from day to day
 - Irritable-often fussy or cries at new situations
 - Adapts slowly
 - Unpleasant or disagreeable mood-temper tantrums
 - Intense
 - Distractible
 - Moody

3. Slow to warm or cautious
 - Difficulty with new situations or resistant to new things
 - Adapts slowly
 - Negative mood is expressed slowly
 - May or may not be regular
 - Can be clingy to caregiver or cautious



What is my temperament?

PH#12

1. Johnny moved to the 2 year old Panda Room three weeks ago. When his father drops him off in the morning, he runs to the corner and softly cries until about 10 minutes after his Dad leaves. Based on this example, *what could Johnny's temperament be? What other information would be helpful to know to determine his temperament?*

Temperament	Additional Information Needed

2. Amelia is 28 months old. She is playing with a stuffed animal when the teacher says her turn is done and she needs to share with Katy. Amelia begins to scream "No!" and runs around the room to get away. It takes the teacher three more discussions to calm Amelia and have her share. Based on this example, *what could Amelia's temperament be? What other information would be helpful to know to determine his temperament?*

Temperament	Additional Information Needed

3. Anthony is 18 months old. He loves routine and is very personable. This week a new student joined his class so Anthony had to move his spot on the floor at circle time. At first he whimpered a bit, asked why and then ran to sit on his new colored circle. Based on this example, *what could Anthony's temperament be? What other information would be helpful to know to determine his temperament?*

Temperament	Additional Information Needed

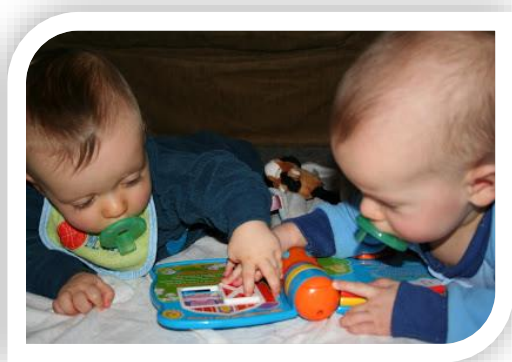
4. Mabel is 20 months old and loves to paint. She shares the paint supplies with all her friends. When Troy asks for his favorite color, Mabel changes her ways. She pulls away and screams at him. This only happens when Troy wants to paint with her. Based on this example, *what could Mabel's temperament be? What other information would be helpful to know to determine his temperament?*

Temperament	Additional Information Needed

5. Josie is 13 months old and loves to play outside. She plays on every toy, climber and slide. It is interesting that whenever a new toy is brought onto the playground, Josie will not play with it at first. It takes her more than two weeks to try it out. Based on this example, *what could Josie's temperament be? What other information would be helpful to know to determine his temperament?*

Temperament	Additional Information Needed

- Temperament is helpful as an indicator of how a child or adult might act. Actions, however, are often situational. Temperament cannot be defined through a single observation. It requires watching a child in different situations over time.
- Temperament is stable and differs from personality, which is a combination of temperament and life experiences.
- Infants and toddlers who have the same temperament type might react differently in similar situations, or throughout different stages in their development.



Reflection Activity

PH#15

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

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

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

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

Goal	Action Steps to Meet Goal	Completion Date