1. **The Infant and Toddlers**  
   Developmentally Appropriate Practice  
   Third Edition  
   By Carol Copple and  
   Sue Bredekamp, Editors

CLDDV 101  
Professor Pam Guerra-Schmidt  
Created by: Bernadette Khamo, Intern

2. **Zero to Three**  
   • Young infants (birth to 9 months) seek security.  
   • Mobile infants (8 to 18 months) eagerly engage in exploration.  
   • Toddlers (16 to 36 months) continue to form their identity.

3. **Young Infants (birth to 9 months)**  
   • Newborns are different from one another.  
   • Young infants need security most of all.  
   • Babies enter the world ready for relationships  
   • Very young infants show interest in the people around them.  
   • They are masters at attracting and holding attention of familiar people.  
   • They can smile, laugh, cuddle, coo, reach out, and hold tight.  
   • They can read gestures, facial expressions, and tone of voice.  
   • Babies use their senses and emerging physical skills to learn about the people and objects around them.

4. **The infant care teacher**  
   **Young Infant**  
   • The infant care teacher's responsive interaction help infants believe the world is safe and interesting place.  
   • The infant care teacher's task is to learn each baby's individual eating and sleeping rhythms, how he approaches new objects and people, and how he prefers to be held for feeding, sleeping or comforting.

5. **The infant care teacher-family alliance**  
   • To build solid relationships at the beginning of an infant’s child care experience, infant care teachers need to observe and learn from the experiences, knowledge, culture, and childrearing beliefs of family members.  
   • Establishing and maintaining the alliance between parent and infant care teacher requires ongoing communication.

6. **Mobile infants (8 to 18 months)**  
   • As infants become mobile, exploration takes center stage.  
   • They can now move, scoot, use their hands and bounce forward and commando-crawling with stomach on the ground.  
   • They develop their large muscles as they creep, crawl, cruise, walk holding on to furniture or push toys, climb up and descend stairs.  
   • With mobile infant's new physical, cognitive, social, and emotional abilities com new discoveries and fears.
Mobile Infant

- Mobile infants’ new language, physical, and cognitive abilities may have a profound effect on relationships between them and their primary infant care teachers.
- The infant care teacher has a vital role in language development.
- An attentive infant care teacher can often interpret a child’s actions and babbling and translate them into words.
- The care teacher has a special role in supporting infants who are dual-language learners.

Mobile Infant is entering a stage of development that is laced with complicated feelings about separation and attachment. Many families place their infants in group care around the time they become mobile, often at a time, when stranger wariness is at its height. Open and frequent communication is needed to assure continuity between the family and infant care teacher.

Toddlers (16 to 36 months)

- Toddlers are primarily concerned with developing an understanding of who they are.
- Around 18 months, identity becomes the dominant theme for them.
- Their most frequent statements are likely to include “No,” “Mine,” “Why,” and “Me do it.”
- Once toddlers master walking, their motor skills grow by leaps and bounds. They learn to jump, tiptoe, march, throw and kick a ball.
- Through their experimentation with objects, language, and social interactions, toddlers enter a new phase of cognitive growth.

The toddler care teacher wears many hats. She is likely to be teacher, comforter, referee, diaper changer, playmate, and storyteller.

Skilled toddler care teachers offer toddlers many opportunities to do things for themselves, both as individuals and as members of the group.

A predictable routine allows toddler care teachers to plan a mix of play opportunities that balance physical activities.

A healthy toddler’s inner world is filled with conflicting feelings, few examples such as: independence, dependence, pride and shame, confidence and doubt.

“What is this child trying to tell us with his behavior?”

A child’s sense of identity is rooted in his family and community. (Teacher’s support)

Toddlers whose home language is different from that used in the group care environment need to hear their own language spoken and see it written.