



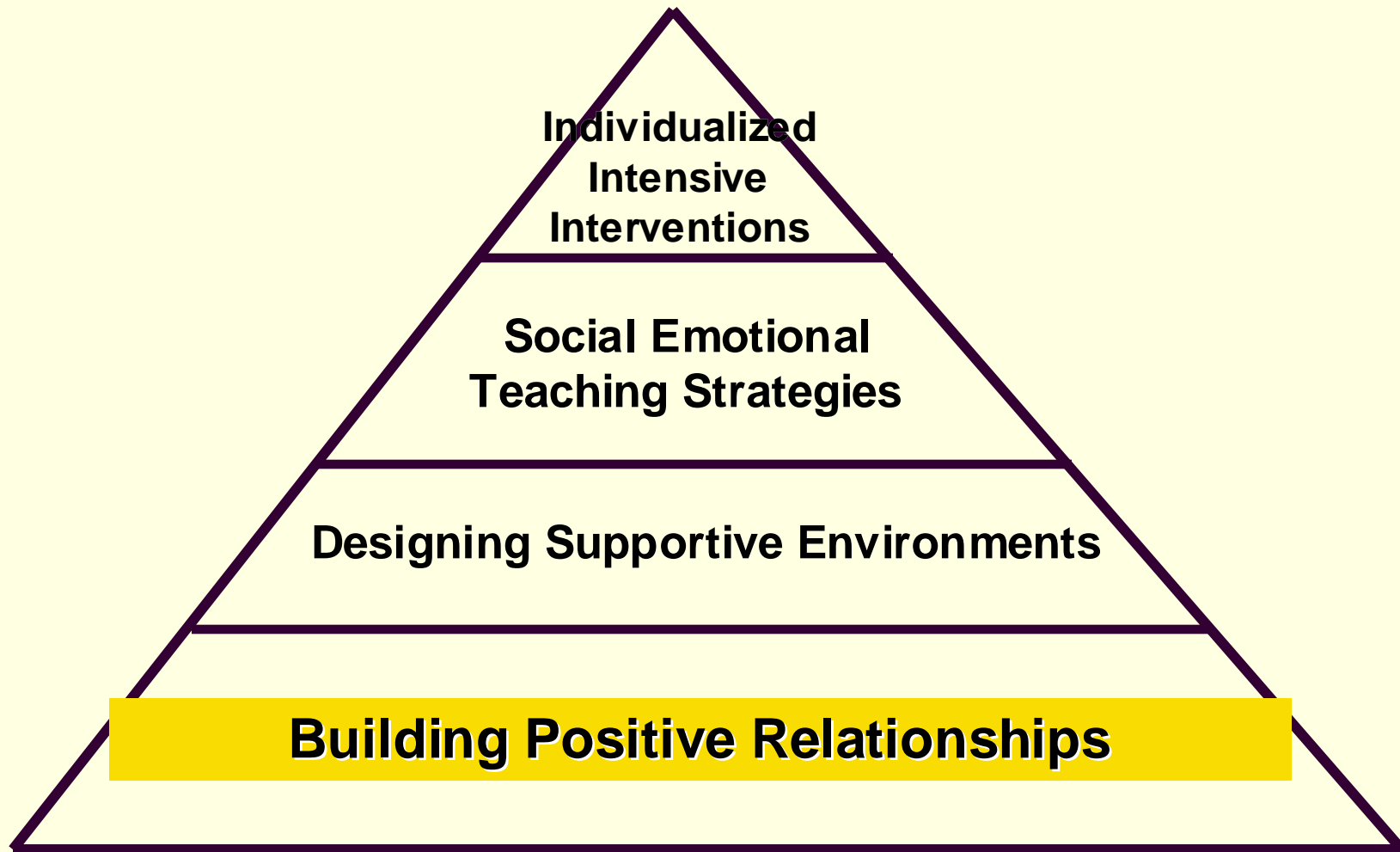
Beginning Early: Supporting Positive Behavior for Infants and Toddlers at Risk

American Public Health Association
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OUTCOMES

- Describe the relationship between well supported staff and their interactions with infants and toddlers.
- Identify strategies to provide effective support for staff working with infants and toddlers.
- Identify specific strategies to successfully implement effective support in very early childhood environments.

It's all about relationships



Relationships: Lisbeth Schorr

- Whether babies are cuddled, played with, read to, protected from harm, and how adults talk, sing, and respond to them actually determines the structure of their brains and the number of synapses they will be able to use in learning to read, do algebra, and feel sadness, guilt, and joy
- Common Purpose Anchor books, 1997

Effective appraisal

- Must be intentional and consistent.
- Encompasses the totality of children's daily experience.
- Becomes a foundation for an effective supervisory process.
- Is best used to show progress and affirm staff as they grow.
- Supports infant toddler teaching staff as professionals.

RESPONDING AND RELATING

Responding and Relating is a tool developed to support caregivers of infants and toddlers through a self-assessment process.

The format and design focuses on the quality of interactions carried out through typical routines, such as greetings, diapering, feeding, and play.

Feeding Routines

Feeding Routines Feeding is one of the most important activities in any infant/toddler program. Attention to the way the caregiver feeds children in his or her care can produce a wealth of benefits. The feeding process not only promotes physical development but may enhance cognitive and language development as well. Perhaps most important of all are the social and emotional experiences that come with feeding: feeding enhances attachment increases feelings of security, and provides warmth, acceptance, and an overall sense of well-being. PITC Guide to Routines p. 15					
Indicators	This is an area of strength (consistently)	I usually do this (occasionally)	I need to do more of this (seldom)	Identified as area for professional development	This is something I would like to talk about (comments)
2. Feeding Routines	3	2	1		
a. Caregiver reads cues related to the baby's hunger accurately and responds appropriately					
b. Uses a variety of comforting strategies to avoid using food as a substitute for relationship					
c. Holds the baby during feeding					
d. Uses feeding time to build reciprocal relationship by using a variety of strategies:					
e. Vocal tones individualized for each baby/toddler, talking, singing, use of facial expression, and relaxed and inviting body language					
f. Caregiver introduces changes such as beginning solid foods, weaning to the cup, in collaboration with the parent to design a reassuring environment for the baby.					
g. Caregiver is sensitive to the baby's cues regarding satiation (when the baby has had enough)					
Comments					

Positive Relationships with staff

Support for staff is intentional, focused on quality, and positive.

- Selection, orientation, and training focuses on the importance and value of the work.
- Supervision is respectful and positive.
- Support is routinely available over time.
- Quality is well described and consistent.

Parent and caregiver in competition

Results of difficult parent staff relationships

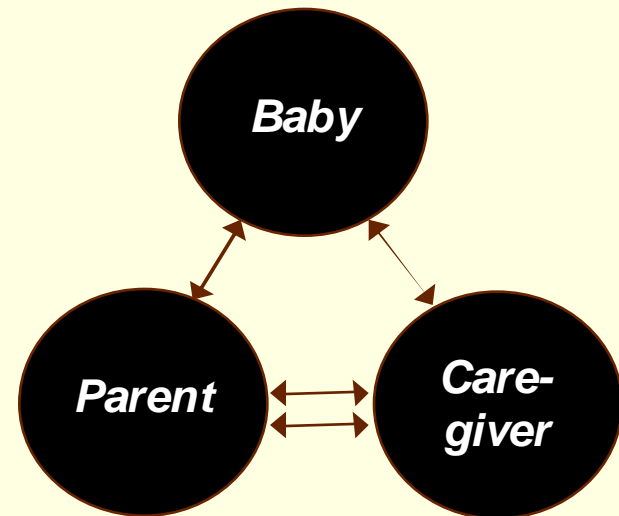
- Anger
- Rejection
- Stress for parent, child, and staff
- Poor communication
- Feelings of failure
- Passive aggression

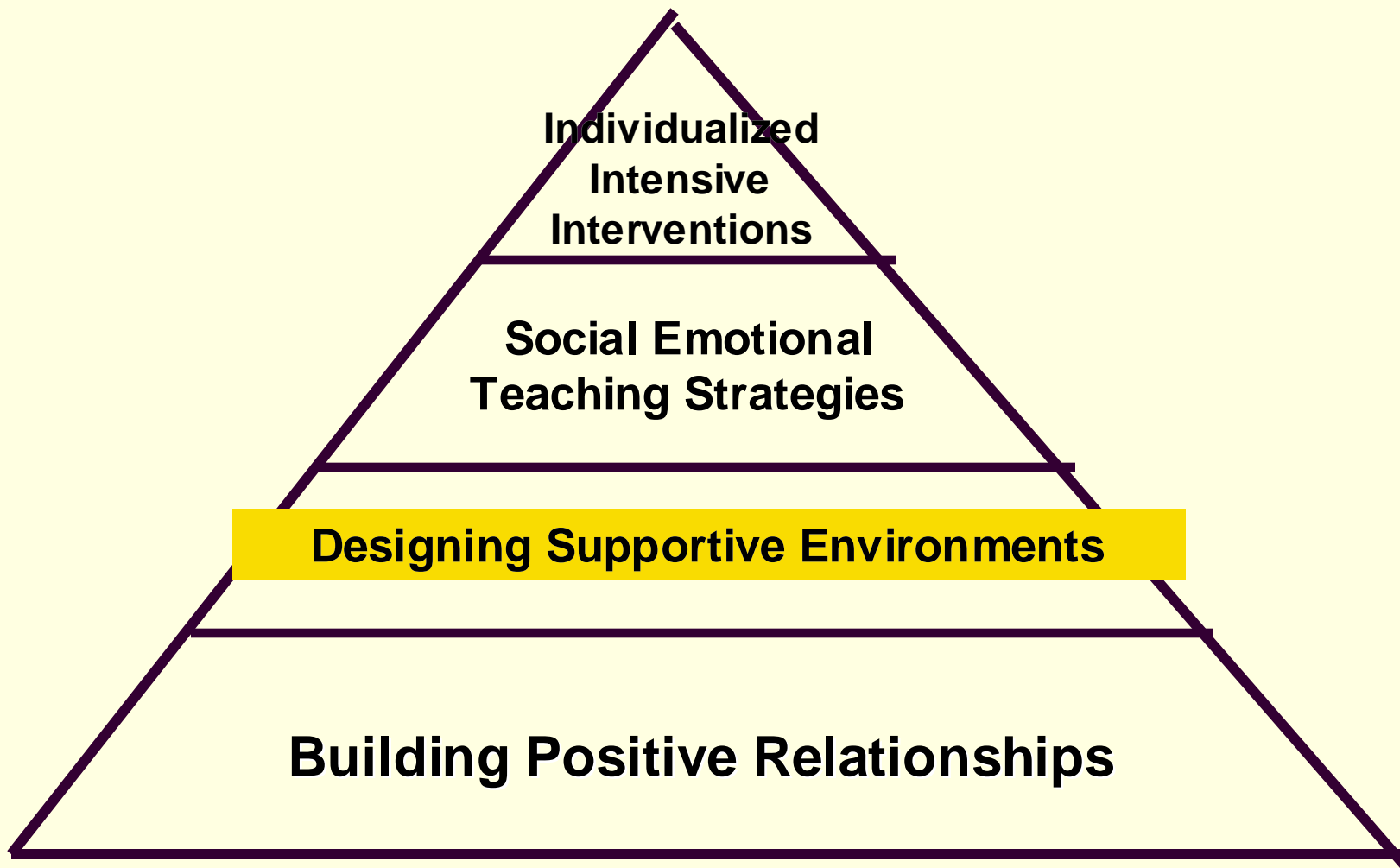


Parent and caregiver as partners

Results of positive relationships with parents

- Children learn that there is enough love to go around.
- Effective communication is supported.
- Care is more likely to be planned and consistent.
- Staff, families, and children feel secure and valued.





Appropriate environments are
welcoming and homelike.



Support the developmental needs of infants and toddlers



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Offers predictable routines and flexibility



Offer easy access to outdoor experiences



- Children with disabilities easily access all play areas.
- Grass and trees as well as the covered porch extend accessibility in all kinds of weather
- The ramp itself offers play experiences that invite learning.

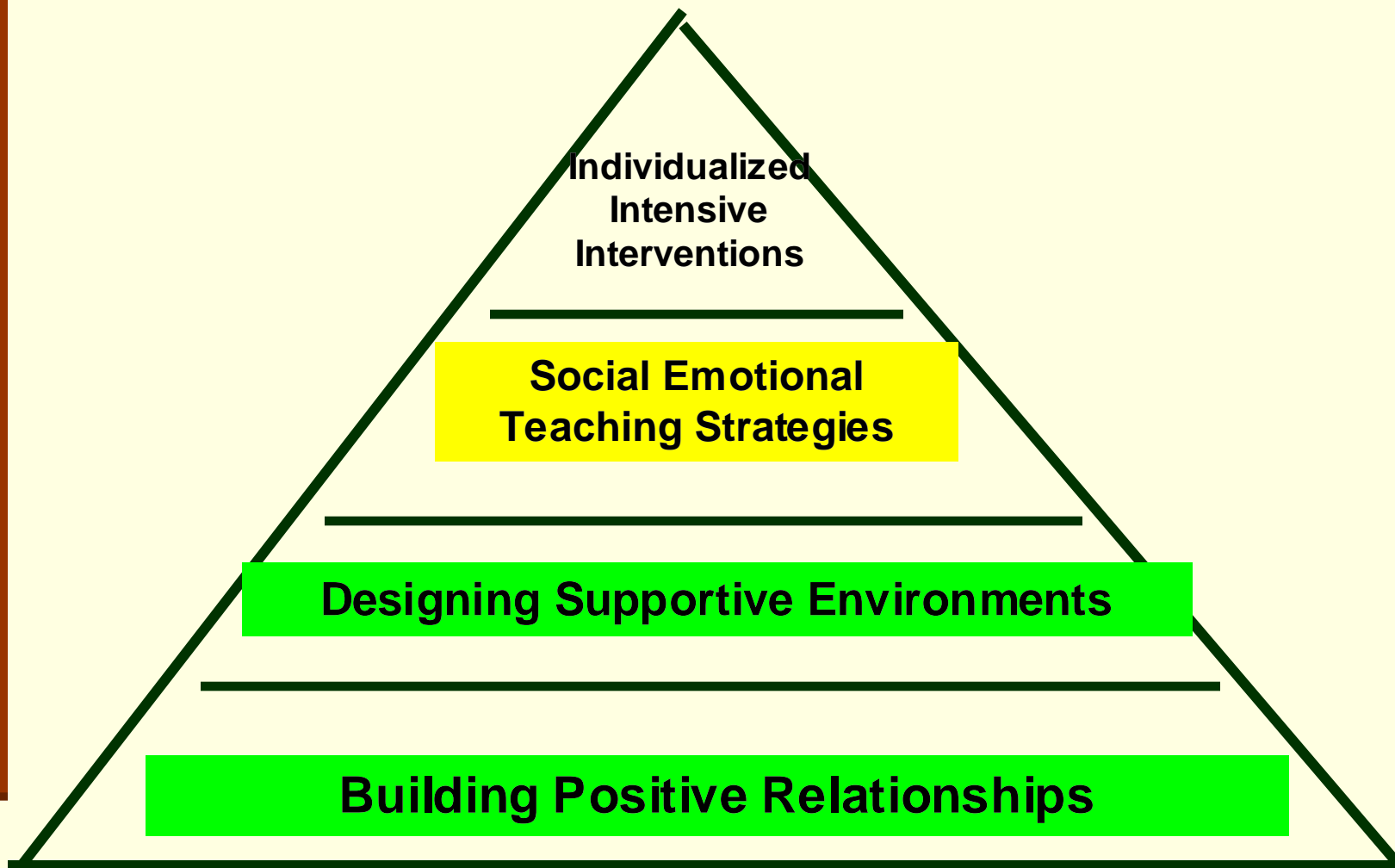
Encourage autonomy



Make it easy for toddlers to be successful



Promoting Social Emotional Competence



Behavior is a teaching event

Staff:

- facilitate child to child relationships
- use positive direction
- prepare children for reuniting with parents
- support emotional literacy
- validate children's feelings



Contact Information

- ✦ Sfleshman@icfi.com
- ✦ RSchiller@icfi.com
- ✦ [Challenging behavior.com](http://Challengingbehavior.com)
- ✦ eclkc.ohs.acf.hhs.gov/hslc
- ✦ <http://www.vanderbilt.edu/csefel/>



ICF International Company
Region VII Head Start T/TA System
601 E. 12th St., Rm. 276
Kansas City, MO 64106