

Area:	Child Development
Subject:	CD00 - Child Development and Education Approach for Infants and Toddlers
Reference:	1304.21 (b)(1-3)(ii)
Policy:	The program will implement an enriched learning atmosphere to help infants and toddlers gain skills necessary for early learning

Procedure:

1. Educators will fully implement the School Readiness Plan, Behavior Plan, Curriculum Plan, Dual Language Learner Position Statement, and Transition Plan.
2. Caregiving will be implemented in each infant and toddler facility.
3. To support the development of secure relationships within the facility, each Educator will be assigned no more than four infants to care for throughout the day. This practice supports the development of secure relationships within the facility.
4. Educators support continuity in the child's home language and culture.
5. Educators are responsible for the daily responsive care routines of their assigned children.
Responsive care routines include:
 - a. Diapering – Educators check diapers based on the needs of individual infant or at a minimum every two hours and an entry is made on the Diaper Chart.
 - b. Feeding – Provided based on the needs of each individual infant. Child's feeding plan is documented on Infant-Toddler Needs and Service Plan E6a.
 - c. Napping – Is based on the needs of each individual infant.
6. Educators will utilize information from the Child's School Readiness Plan and Infant Needs and Services Plan to provide an environment that offers:
 - a. Trust and emotional security through responsive care giving and routines.
 - b. Opportunities for the infant to move and explore, build self-awareness and autonomy through activities that are based on the child's own developmental level.
 - c. Support for emerging language skills through songs, stories, books and reciprocal conversations with peers and adults.
 - d. Opportunities for development of gross motor skills based on the child's developmental level through activities that encourage pushing, crawling, walking, and climbing.
 - e. Opportunities for fine motor development through activities that encourage grasping, dropping, pulling, pushing, touching, and mouthing.
 - f. Opportunities for eye-hand coordination activities such as self-feeding and fitting objects into a hole.
7. Children with disabilities will have Individualized Family Services Plan (IFSP) School Readiness Goals embedded in learning experiences and will be fully included in program activities.
8. All staff will demonstrate through their actions- an acceptance and respect for all children regardless of race, gender, ethnicity, culture, language or family make-up. Celebrations, including cultural holiday "themes," should be limited to the cultures represented in the classroom community. Set holiday activities in context of people's daily life and beliefs by connecting them to specific children and families in your community. Holiday celebrations should not be a regular focus/theme in weekly Activity Plans/learning experiences. The use of multicultural principles and anti-bias

approach are included in plans/learning experiences.

Supervised by: Master Teacher or Designated Staff

Performed by: Primary Caregiver

Forms needed: Diaper Chart, Infant Toddler Needs & Service Plan, Child's School Readiness Plan, Activity Plan

Frequency: At enrollment and updated as needed or required