Janet Gonzalez-Mena | Dianne Widmeyer Eyer

Infants, Toddlers, and Caregivers

A Curriculum of Respectful, Responsive, Relationship-Based Care and Education

Eleventh Edition

Mc Graw Hill Education

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A Curriculum of Respectful, Responsive, Relationship-Based Care and Education

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Napa Valley College

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Cañada College

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INFANTS, TODDLERS, AND CAREGIVERS, ELEVENTH EDITION

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To Magda Gerber, Emmi Pikler, and Anna Tardos

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About the Authors

Way back in the 1970s Janet Gonzalez-Mena and Dianne Widmeyer Eyer met when they were both teaching early childhood education in a community college. The program focused on preschool even though infants and toddlers were starting to come into child care programs.

The two authors decided to do something about that problem. Janet became an intern in a program called the Demonstration Infant Program, where Magda Gerber taught her unique philosophy of respect and responsiveness for infant-toddler care on which this book is based. Janet's internship helped her earn a master's degree in human development. In the 1980s Gerber and others created a new program called Resources for Infant Educarers (RIE), through which Janet was made a RIE Associate, the highest certification. Dianne completed a second master's degree in special education, and together the two worked to expand the field of early childhood education to include infants and toddlers, special education, and family child care providers. Writing this book together was one of the things they did.

A few years later both authors became more involved with family child care. As director of Child Care Services for the Family Service Agency of San Mateo County, California, Janet supervised a network of family child care homes that served infants and toddlers as well as preschoolers. Under her direction, the agency opened a new infant center and also created a pilot program of therapeutic child care for abused and neglected infants and toddlers. Dianne worked with the Child Care Coordinating Council of San Mateo County to develop a training program for family child care providers at Cañada College. This curriculum also models the Gerber philosophy of respect and responsiveness for infant-toddler care.

Janet went on to teach at Napa Valley College, retiring in 1998. Today she continues to educate infant-toddler caregivers in different settings. She trains trainers in WestEd's Program for Infant/Toddler Care (PITC) and speaks at conferences in the United States and abroad. As a longtime (43 years) member of the National Association for the Education of Young Children (NAEYC), Janet served two terms on the Consulting Editors Panel. She worked on a Head Start project to create a user's guide for their Multicultural Principles. Janet is becoming an internationally recognized author as some of her books are translated into German, Chinese, Japanese, and Hebrew. Janet belongs to the California Community College Early Childhood

Educators, BANDTEC, a diversity trainers' network, and serves on the board of Pikler/Lóczy Fund USA.

Dianne continued teaching at Cañada College, where she developed several curriculum specializations in early childhood education and child development, including children with special needs, family support, "Safe Start" violence intervention and prevention in the early years, and home-based child care. She has been a member of NAEYC since 1970. Dianne retired from Cañada College in 2005 after 36 years of teaching and 27 years as the ECE/CD Department Chair. She coordinated, from 2000 to 2015, a grant she wrote for First 5 San Mateo County to provide academic supports to early childhood educators and to enhance workforce development in the ECE profession.

The current interests of both authors still relate to education. Dianne's interests involve supporting literacy skills for adult second language learners and providing specific supports related to career development for the diverse population in the ECE workforce. She is currently studying art education and art as therapy, and is involved with docent training at a near-by museum. She also enjoys hiking, gardening, and music. Janet's personal interests lie in her grandchildren including her granddaughter Nika, "A RIE baby," who is now 9, her 4 year old grandson, Cole, and his baby brother, Paul. She also speaks around the country, and sometimes abroad, about Pikler, Gerber, and RIE. Janet continues working with early educators and others around diversity and issues of equity and social justice.

Brief Contents

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Preface

The Philosophy of Infants, Toddlers, and Caregivers

When this textbook was published in 1980 the idea of infants and toddlers in out-of-home care was brand new, although child care for preschoolers was well established. Both authors were teaching early childhood education classes in a California community college. These classes focused on three and four year olds because programs for infants and toddlers were unknown. Both authors quickly realized that there was a need for teacher training in the area of infant-toddler care. Preschool classes did not help the practicum students working in centers with children under three-years-of age. When observing students working in preschool programs that also included limited numbers of two-year-olds, it became obvious that the teachers were somewhat challenged by two-year-olds and seemed to just want them to grow up. The preschool teachers had many complaints and questions such as, "How do you get those younger children to sit still for circle time?" The community college preschool curriculum classes did not support students' work with very young children; more specific curriculum was needed related to the care of infants and toddlers. The idea for this textbook was born as a result of these issues in the office of Dianne Eyer at Cañada College in Northern California.

At the time Gonzalez-Mena was studying with Magda Gerber, a Los Angeles infant expert. Gerber was from Hungary where her friend and colleague, Dr. Emmi Pikler, a theorist and researcher, had established group care for infants and toddlers after World War II—a program which was still running at the time the two authors met. The focus of Pikler's nursery was to care for infants and toddlers whose families could not, and to provide them with a strong start in life. This first nursery became a model for other residential nurseries in Europe once it was learned that the children who spent their first three years in this very particular kind of residential care grew up to be stable, productive adults. Their ability to establish long-term relationships was a great accomplishment for institutional care. Emmi Pikler died in 1984, but the Pikler Institute, incorporating research and training, continues under the directorship of Pikler's daughter, Anna Tardos, and though changed somewhat is still in

operation. Today it focuses on child care for infants and toddlers, as well as parent education, rather than on residential care.

Upon meeting Gerber, it became obvious to both authors that a new community college class focusing on the care and education of infants and toddlers was greatly needed. This 11th edition is an outgrowth of the first textbook the authors designed to meet that need.

Magda Gerber wrote the Foreword to that original textbook which emphasized the idea of respectful, responsive and, reciprocal adult-infant interactions, still a major theme in the 11th edition. As with each edition, the cornerstone of the text has been the same—the philosophy of Magda Gerber and the theory of Emmi Pikler.

Gonzalez-Mena besides being a student of Magda Gerber's in the 1970s continued to be a close friend of hers until Gerber's death in 2007. Gonzalez-Mena has been able to observe and study at the Pikler Institute a number of times, as well as assist in trainings in the United States conducted by Anna Tardos, present director of the Institute. Gonzalez-Mena's experience with these three amazing women confirmed for her how much the Pikler research and the Gerber philosophy can assist infant-toddler centers in the United States and around the world. Magda Gerber's work has been known in the United States for a number of years, and its reputation continues under the auspices of the organization Gerber founded, Resources for Infant Educarers (RIE). Magda Gerber was one of the first to publish some of Pikler's research in English. A new edition of what's called the RIE Manual is now available and updated with further work in English, some of which has been written by Gerber's followers. The RIE Manual can be found at www.rie.org. Pikler's works in English can be accessed at www.Pikler.org and at the European website for Pikler, which is www.aipl.org. The approach to infant-toddler care created by these two women *has* made a "dent" in the early care and education world. The authors of this text are proud and humble to support these approaches.

The Ten Principles: A Philosophy of Respect

A keystone of both Magda Gerber and Emmi Pikler's work is *respect*. Until Gerber introduced its use to the United States, the word *respect* was not part of the vocabulary of most American infant-toddler caregivers. Respect is one of the major themes that runs throughout *Infants, Toddlers, and Caregivers*, and respect is an important component of the curriculum the book advocates. This curriculum is all-inclusive and centers on connections and relationships. Briefly, the term curriculum is about educating, but in the infant-toddler world, care and education are one and the same. In this book, curriculum has to do with respecting and responding to each child's needs in warm, respectful, and sensitive ways that promote attachment and allow children to explore and play on their own. Curriculum embraces everything that happens during the day—whether the child is alone or with other children or having sensitive interactions with an adult. Those adult-child interactions may be part of caregiving activities, both planned and unplanned, but they go way beyond. Even the down times during the day, when caregivers just hang out with the little ones, can include the kinds of interactions that make up curriculum. Perhaps the most important feature of this book is the consistency with which it outlines well-established practices designed to promote infants' and toddlers' total well-being.

The book also looks at the importance of sensitive care and good program planning, and the impact they have on the identity formation of infants and toddlers.

The Ten Principles found on pages 10–16 are the underlying framework for this book. Respect is an attitude that shows up in behavior. Respectful behaviors on the part of caregivers are the basis of the Ten Principles, which show how respect applies to treating babies as people when caregiving, communicating with them, and facilitating their growth, development, and learning. The book refers to the Ten Principles in every chapter. In addition, a Principles in Action feature in each chapter uses a scenario to further explain the individual principles.

A Focus on Application and Practice

Knowing about is different from knowing how to. Knowing about means learning theory. Knowing how to puts theory into action. We purposely organized this book to emphasize action because we know that even people with considerable understanding of infants and toddlers have trouble acting on that understanding unless they have also learned to apply theory. Knowledge does not necessarily build skill. Caregivers who have knowledge but lack confidence in their ability to use it may suffer from "analysis paralysis," which prevents them from making quick decisions, stating their feelings clearly, and taking needed action. A common pattern when analysis paralysis strikes is inaction, indecision, then overemotional or otherwise inappropriate reaction, followed by more inaction. When adults have analysis paralysis and either cannot react or react inconsistently, infants cannot learn to predict what will happen as a result of their own actions. This learning to predict what effect they have on the world is a primary accomplishment of infants in early life.

Terminology

In this book, the youngest children—those from newborn to walking—are called infants. Children who are walking (from about a year old to two years) are called young toddlers. Children from two to three are called older toddlers. Children from three to five are called preschoolers. Please note that these labels and descriptions apply to children who are typically developing. When development is atypical, the labels and descriptions don't fit as well. For example, a child who has reached the stage when other children walk may have many other characteristics of that age group even though she doesn't walk; not all toddlers toddle, but that doesn't mean they should be thought of as infants. If you visit many infant-toddler programs, you will find that the adults in the teacher/caregiver role go by different titles. Educarer, teacher, caregiver, and infant care teacher are four different terms used. In this book we have mainly used the word caregiver to emphasize the importance of "caring" in programs for the youngest children. The caregiver role incorporates that of teacher and educator.

Organization of the Text

By starting with the interactive aspect of caregiving, we highlight this philosophy from the beginning pages. Thus the book is organized in a unique way. Part 1 (Chapters 1–4)

is about caregiving. It focuses on the caregivers' actions and relationships with the children and how these actions and relationships make up the curriculum. Part 2 (Chapters 5–11) presents child development information, along with the curriculum implications of that information. It also includes topics related to early childhood special education. Part 3 (Chapters 12–14) takes a programmatic point of view (looking at both center and family child care programs) and includes environments as well as adult-adult relationships. Appendix A gives a checklist for determining quality in infant-toddler programs. Appendix B includes a popular and well-used environmental chart that combines the information from all three parts of the book into one concise but comprehensive chart designed for practical use in program planning and implementation. The glossary at the end of the book consists of the key terms from all the chapters.

A Focus on Diversity and Inclusion

Honoring diversity and including children with special needs in infant-toddler programs is a strong point of this text. Topics related to early childhood special education appear throughout the text, and also have their own place at the end of each chapter in Part 2. We have focused more on cultural differences and inclusion with each edition. Though we present a cohesive philosophy, we urge readers to recognize that there are multiple views on every aspect of infant-toddler care. Strive to honor differences and work respectfully with families who represent them. It is important to respect and respond to linguistic differences in positive ways, supporting the child's home language, whatever it might be. Our emphasis on self-reflection helps caregivers who might feel uncomfortable in the face of differences. Only when caregivers understand themselves can they understand infants, toddlers, and their families. Sensitivity is an important qualification for anyone who works with very young children. For that reason, the reader is asked to focus on personal experience throughout this book.

New to the Eleventh Edition

I: Self-Regulation and Resiliency

Self-regulation and resiliency are key topics in the field of early care and education today. Young children who can control their own feelings and regulate their behavior start school ready to succeed in the classroom. And young children who learn to manage their fear and overcome adversity in an adaptive manner, set the stage for becoming competent individuals with life long coping skills.

This eleventh edition of *infants, Toddlers and Caregivers* reflects more of the current research related to these important areas of development. The two traits are considered "dynamic processes"; they start at birth and continue throughout life. They involve the whole child—body, cognition, and feelings. They move from an automatic response to a more considered one. Research is indicating that the most important factor influencing these areas of development is the early interaction

between infants and their caregivers. Responsive and nurturing interactions foster healthy growth and early brain development.

Respectful interactions, and guides to support these two aspects of development, appear in most of the chapters in this edition. Play is a particularly relevant topic throughout this text and its development fosters and supports self-regulation and resiliency. During play, aspects of self-regulation show up as a physical skill, as emotional development, and also as intellectual achievement as infants and toddlers figure out how to make things happen. Making choices and gaining self control also help very young children to make connections to cope with new and challenging (sometimes stressful) experiences. The early developmental opportunities for play, and the sensitive interactions of caring adults, support young children's self-reliance and provide a protective buffer against stress.

II: Even Greater Focus on Play

Play has become a large interest and concern for early childhood professionals as academics and school readiness issues creep into the nursery! In light of that development, play as a key topic has been expanded throughout this eleventh edition. Eva Kallo's overview has been included and gives more structure to what Magda Gerber and Emmi Pikler taught for many years. As infants and toddlers play, they experience challenges. Immobile infants struggle with how to get the toy just beyond reach, and toddlers struggle with how to make something large fit into something smaller. It is easy for adults to help out and make both children happy by showing them how to fit pieces together and by putting the toy within reach. Both Gerber and Pikler cautioned against the goals of just making children happy. They taught adults not to rescue children who are working on solving a problem. Sticking to something and not giving up, even when frustrated, fosters competence and long-range success in life. Traits like persistence are the subject of researchers like Angela Duckworth, who labels such qualities "grit." Gerber would be surprised at the term "grit," but that's just what she supported! It is clear from the work of Pikler that grit starts in infancy and is influenced by nurturing adults who support and encourage problem solving. This attitude obviously enhances self-regulation and resiliency, too.

III: "Screens" for Infants and Toddlers

The subject of "screens" for infants and toddlers continues to be an important issue in this text. The American Academy of Pediatrics, and other research groups, has focused a large amount of their attention on the effects of electronic devices with screens in the first two to three years of a child's life. What do very young children learn from such devices? It 's difficult to determine. Does it hurt young children's development if they focus on digital images and do not spend time in the real world with people and objects? Most likely. Does it matter if screens are interactive such as Skype or smart phones? Maybe. The research continues with the American Academy of Pediatrics, and includes such topics as health and obesity in the early years. Stay tuned.

IV: Language Development Research

The brain research continues to teach us more about language development in the early years. Infants are born with the ability to hear and respond to the sounds of all languages. Patricia Kuhl, a neuroscientist, has studied infant neural networks and provides expanded knowledge on how very young children begin to select and attend to the sounds of their mother tongue and move away from the sounds of other languages. An increase in brain activity, especially around 8 to 10 months, indicates the development of this complex process. Research is also indicating that language acquisition in the first two years is very much influenced by *context*. It may be more significant than many realized, but young children need to hear familiar labels repeated in familiar contexts by adults who are sensitive listeners and responsive caregivers.

V: Website Resources

The websites in this eleventh edition provide the reader with immediate access to ever changing information. These in-depth resources are embedded in the chapters where a specific topic is being discussed. They encourage critical thinking and exploration across the curriculum in areas related to early care and education. Web sites in this edition include resources on early childhood special education, early intervention and inclusion, and early development and public policy.

Retained Features

A What Do You See? feature starts each chapter by showing a child or children in a situation related to the material to follow and immediately engages the student in the chapter's subject matter. Students are encouraged to think back on these scenes later in the chapter. In some of these scenes the age of the children is mentioned, but not all. We left out age labels in the spirit of Magda Gerber, who used to say, "Why does it matter how old the child is?" She was an advocate for appreciating what a child was able to do, whether he was the "right age" or not.

The Video Observation is a popular feature in each chapter that introduces and encourages students to think about the issues and concepts presented in online video clips related to the chapter material. To view these clips, please access the Instructor Resources through Connect.

The Principles in Action feature is a case study scenario followed by questions to help students apply the content they have learned to a "real-life" situation. The Principles in Action connects to the Appropriate Practice feature through boxes called Appropriate Practice in Action. The Appropriate Practice feature summarizes points of the National Association for the Education of Young Children (NAEYC) guidelines for developmentally appropriate practice related to the chapter topics. Each Appropriate Practice feature has four sections:

1. Overview of Development
2. Developmentally Appropriate Practice

3. Individually Appropriate Practice
4. Culturally Appropriate Practice

Sections 2 through 4 list points to keep in mind and practical suggestions for interacting with infants and toddlers based on the NAEYC guidelines.

A Developmental Pathways feature is included in each of the chapters in Part 2. Each feature begins with generalizations about stages of development by showing a chart of behaviors related to the chapter topic (for example, attachment, perception, or motor skills), and then uses examples of two different children to show diverse developmental pathways. The details of each example are explored as to what you see, what you might think, what you might not know, and what you might do.

The For Further Reading and References lists for each chapter have been expanded and updated. In order to keep the book compact and affordable to students, References for this edition are provided on the Instructor Online Learning Center, available via Connect, McGraw-Hill Education's integrated assignment and assessment platform.

Pedagogy

Each chapter contains a pedagogical system designed to provide learning support for students and to encourage students to reflect on and apply what they learn. Pedagogical features include:

- **Focus Questions** that prepare students for the content to follow
- **Boldfaced in-text key terms** that highlight key terminology and define it in context of the paragraph in which it appears
- **The Principles in Action** boxes that allow students to apply the principles to scenarios
- **Appropriate Practice** boxes that provide practical suggestions related to the NAEYC guidelines for developmentally appropriate practice and refer to the Principles in Action boxes, showing how appropriate practice can be applied to the scenarios
- **Developmental Pathways** boxes that list typical development and variations
- **Chapter Summaries** that contain key ideas of the chapters
- **Key Terms** sections that list all key terms from the chapter, with page references, and that are collated in an end-of-book glossary
- **Thought/Activity Questions** that encourage students to review, reflect, and apply what they are learning
- **For Further Reading** lists that suggest additional readings
- **Video Observation** features in each chapter with pedagogy to help readers think about the video clips they view
- **NAEYC Program Standards** listed in the margins next to related material
- **Reflection** questions designed to help readers consider their own feelings and experiences that relate to what they are reading

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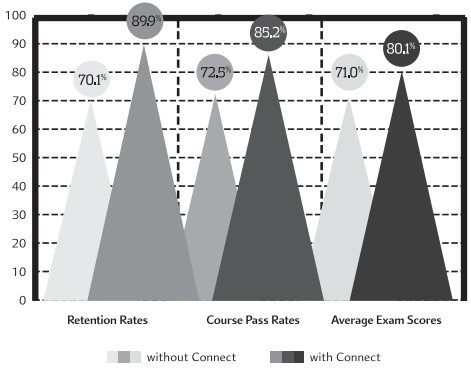

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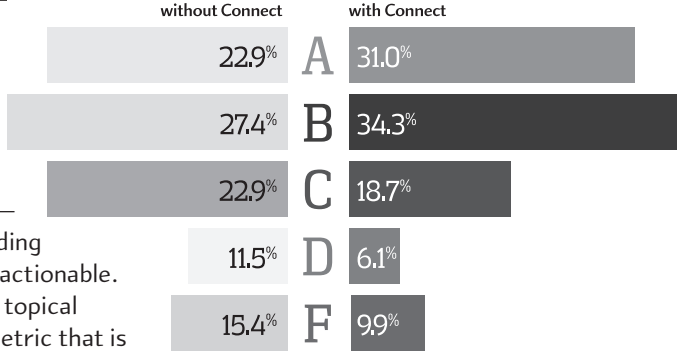

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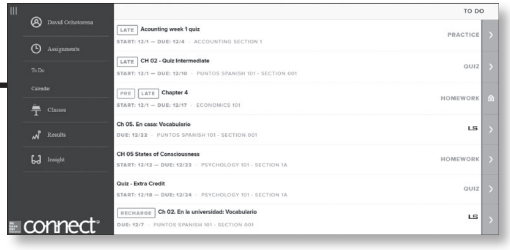

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The eleventh edition of *Infants, Toddlers, and Caregivers* is now available online with Connect, McGraw-Hill Education's integrated assignment and assessment platform. Connect also offers SmartBook for the new edition, which is the first adaptive reading experience proven to improve grades and help students study more effectively. All of the title's website and ancillary content is also available through Connect, including:

- An English-Spanish glossary of Early Childhood terms taken from the text. Ofelia Garcia of Cabrillo College developed this glossary to support Spanish-speaking students and students who anticipate working in communities where English is not the first language.
- A full Test Bank of multiple choice questions that test students on central concepts and ideas in each chapter.
- An Instructor's Manual for each chapter with full chapter outlines, sample test questions, and discussion topics.
- Lecture Slides for instructor use in class.

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Resources for Caregivers

Available separately is *The Caregiver's Companion: Readings and Professional Resources. The Caregiver's Companion* includes twenty-one readings regarding the Ten Principles; curriculum; keeping toddlers safe and healthy; culture, identity, and families; and including infants and toddlers with special needs. Readings include:

"Caring for Infants with Respect: The RIE Approach" by Magda Gerber

"Curriculum and Lesson Planning: A Responsive Approach" by J. Ronald Lally

"Respectful, Individual, and Responsive Caregiving for Infants" by Beverly Kovach and Denise Da Ros

"Facilitating the Play of Children at Loczy" by Anna Tardos

"A Primary Caregiving System for Infants and Toddlers" by Jennifer L. Bernhardt

Excerpt from "Our Moving Bodies Tell Stories, Which Speak of Our Experiences" by Suzi Tortora

"The Development of Movement" by Emmi Pikler

"How Infants and Toddlers Use Symbols" by Karen Miller

"Preparing for Literacy: Communication Comes First" by Ruth Anne Hammond

"Helping a Baby Adjust to Center Care" by Enid Elliot

"Toddlers: What to Expect" by Janet Gonzalez-Mena

"Creating a Landscape for Learning" by Louis Torelli and Charles Durrett

"The Impact of Child Care Policies and Practices on Infant/Toddler Identity Formation" by J. Ronald Lally

"Cross-Cultural Conferences" by Janet Gonzalez-Mena

"Sudden Infant Death Syndrome" by Susan S. Aronson

"Supporting the Development of Infants and Toddlers with Special Health Needs" by Cynthia Huffman

"Breastfeeding Promotion in Child Care" by Laura Dutil Aird

"Cultural Dimensions of Feeding Relationships" by Carol Brunson Phillips and Renatta Cooper

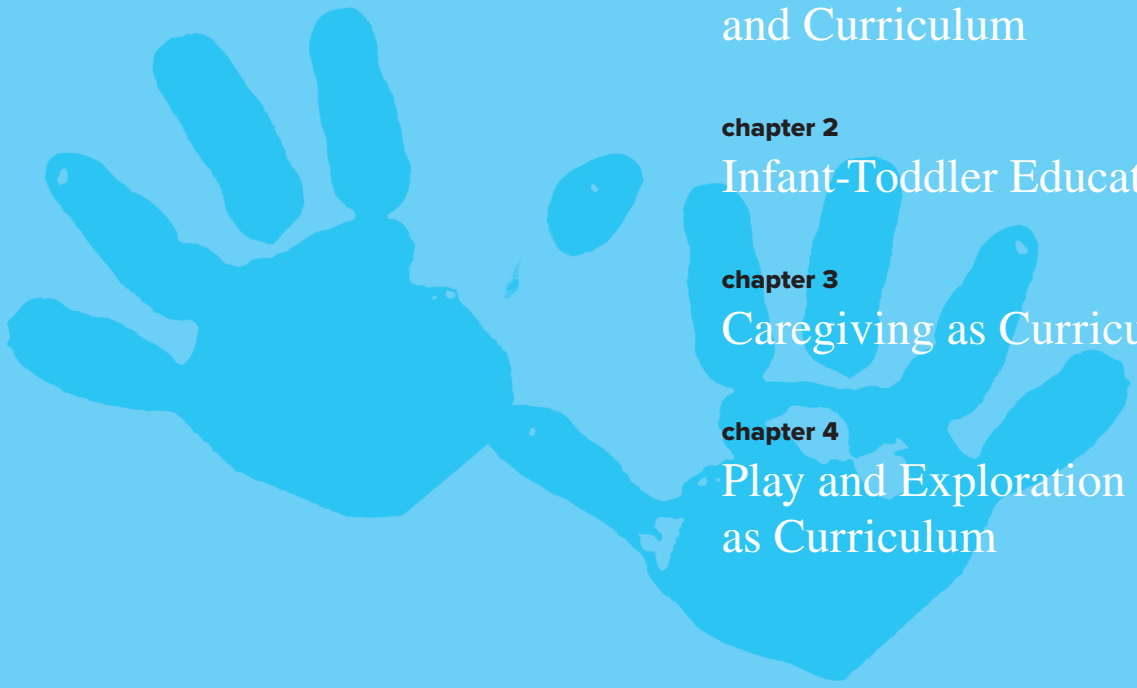
- "Cultural Differences in Sleeping Practices" by Janet Gonzalez-Mena and Navaz Peshotan Bhavnagri
- "Talking with Parents When Concerns Arise" by Linda Brault and Janet Gonzalez-Mena
- "Strategies for Supporting Infants and Toddlers with Disabilities in Inclusive Child Care" by Donna Sullivan and Janet Gonzalez-Mena

The Caregiver's Companion also provides eighteen forms for tracking and relaying information:

- Registration Form
- Tell Us About Your Child
- Identification and Emergency Form
- Infant Feeding Plan
- Daily Information Sheet
- Sign-In Sheet
- Diapering Log
- Feeding Log
- Allergy Notice
- Sample Exposure Notice
- Medication Schedule
- Individual Child's Record of Medications Given
- Incident Log
- Incident Report
- Documentation of Concern for a Child
- How Are We Doing? Family Feedback Form
- Developmental Health History
- Physician's Report Form—Day Care Centers

part one

Focus on the Caregiver



chapter 1

Principles, Practice, and Curriculum

Focus Questions

After reading this chapter you should be able to answer the following questions:

1. What kinds of interactions grow into the relationships that are so important in infant-toddler care and education?
2. What is an example of an adult behavior that shows respect to an infant or toddler?
3. What are some key words or phrases for at least 5 of the 10 principles of infant-toddler care and education?
4. Can you define the word *curriculum* as it applies to infant and toddler care and education?
5. What are the roles of adults in infant-toddler curriculum?
6. What are the three knowledge bases of developmentally appropriate practice as defined by the National Association for the Education of Young Children (NAEYC)?

What Do You See?

A five-month-old is lying on the floor with several play materials scattered within reach. She is contentedly surveying the five other infants and toddlers who are in the room with her. Reaching now and then, she caresses a toy first with her eyes, then with her hands. As we look more closely, we can see that some moisture has crept onto the infant's outer clothes in the area of her bottom. The infant hears a step, and her eyes travel in the direction of the sound. Then we see a pair of legs and feet traveling along in the direction of the infant. A voice says, "Caitlin, I'm wondering how you are getting along."

The legs move over close to the blanket, and Caitlin looks up at the knees. Her eyes brighten as the rest of the person appears in her visual range. A kind face comes close. Caitlin smiles and makes a cooing noise. The caregiver responds, then notices the dampness of the clothing. "Oh, Caitlin, you need a change," the caregiver says. Caitlin responds by smiling and cooing.

Reaching out her hands, the caregiver says, "I'm going to pick you up now." Caitlin responds to the gesture and the words with an ever-so-slight body movement. She continues to smile and coo. The caregiver picks her up and walks toward the diapering area.

Did you notice that there was a lot more going on here than just a diaper change? This scene illustrates several of the basic principles of this book. Think back on it as you read. Do you know what it means to respect a baby as a person? We'll answer that question when we return to this scene later.

This book is based on a philosophy of infant-toddler care and education that is summarized in a curriculum or framework of 10 principles for practice. The philosophy comes from the work of two pioneers in infant-toddler care and education: Emmi Pikler and Magda Gerber. Pikler was a Hungarian pediatrician and researcher who got started in group care in 1946 after World War II by creating an orphanage for children under age three. Called the Pikler Institute today, the program is still running under the direction of Dr. Pikler's daughter, Anna Tardos. Magda Gerber, friend and colleague of Pikler, brought what she knew to the United States in 1956 and eventually started a program called Resources for Infant Educarers (RIE). Her followers across the United States and elsewhere have been training caregivers and parents since 1976. Although Pikler's approach and Gerber's philosophy are not identical, they are in tune with each other.

Relationships, Interactions, and the Three Rs

Relationship is a key term in infant-toddler care and education. In the opening scene you saw an example of how interactions like the one between Caitlin and the adult caregiver can lead to a close relationship built on respect. Relationships between caregivers[1] and very young children don't just happen. They grow from a number of interactions. So **interaction**—the effect that one person has on another—is another key term. But relationships don't grow from just any kind of interactions; they grow from those that are *respectful, responsive*, and *reciprocal*. You can think of them as the three Rs of infant-toddler care and education, or **three-R interactions**. The caregiver's interaction with Caitlin was obviously responsive—the caregiver responded to the child and the child to the caregiver. The responses were linked in a reciprocal way, that is, a give-and-take kind of way, forming a chain of interaction, with each response triggered by the previous one and leading into the next response by the other person. The difference between responsive and reciprocal may be hard to understand. When a caregiver is responsive, it means he or she pays attention to what the infant initiates and replies to it. Reciprocal is a whole chain of responses going back and forth between the caregiver and the baby. Each response is dependent on the one that came before it. What was respectful about them?

Reflect

When were you involved in a respectful, responsive, and reciprocal interaction? Describe what that was like. Then contrast that description with an experience you've had with a disrespectful, unresponsive, nonreciprocal interaction. What are the implications of your experiences for working with infants and toddlers?

Behaviors indicating respect may not be as obvious as those indicating responsiveness and reciprocation. Did you notice that the caregiver walked up to Caitlin in a way that enabled the child to see her coming? The caregiver consciously slowed her pace and made contact before checking to see if Caitlin needed a diaper change. It's not uncommon to observe caregivers rush over and swoop up a baby unexpectedly and start feeling the diaper without a word of acknowledgment to the person inside the diaper. Imagine how you would feel if you were the baby.

That's disrespectful. Instead, Caitlin's caregiver initiated a conversation by talking to Caitlin. She kept it going by responding to Caitlin's smiles and coos. She also talked to Caitlin about what she was going to do before she did it. This scene illustrates a responsive interaction chain that is the basis of effective caregiving. A number of interactions such as this kind of diaper changing build a partnership. This feeling of being part of a team instead of an object to be manipulated is vital to wholesome development. Reciprocal interactions like these promote attachment between caregiver and child. Another benefit from a series of such interactions is that the baby develops a cooperative spirit. Newcomers who observe at the Pikler Institute are surprised to see babies in their first weeks of life demonstrate cooperation. And that spirit of cooperation doesn't go away—it becomes a lasting habit!

Caregiving Routines as Opportunities for Three-R Interactions

It is no coincidence that the first example in this book is of an interaction involving diapering. There's a message here. Relationships develop through all kinds of interactions, but especially during ones that happen while adults are carrying out those essential activities of daily living sometimes called caregiving routines. Think about how diapering is a time when caregivers and children are in a one-on-one situation. If you count all the diaperings in a child's life, the total probably comes to somewhere between 4,000 and 5,000. Imagine the opportunities that will be lost if adults focus only on the activity, regard it as a chore, and don't bother to interact with the child. And that happens a lot because a common diapering practice is to distract the child somehow—often with a toy or something interesting to look at. Then the caregiver focuses on the chore, manipulating the child's body, and hurrying to get finished. This is the opposite of what we advocate.

It may seem that anyone who is warm and friendly can care for infants and that anyone with patience and nurturing qualities can work with toddlers. Certainly those are valuable characteristics in caregivers, but caring for children under three involves more than just going by instinct or by what seems to work. Going back to that opening scene, perhaps you can see that the caregiver was doing more than just what felt right. She had training in a particular way of caregiving. In fact, what you saw was a caregiver whose training was influenced by RIE, the program Magda Gerber created. You saw a caregiver who could have been trained either at RIE, or at the Pikler Institute in Budapest.

Ten Principles Based on a Philosophy of Respect

Now let's look at the 10 principles that underlie this book, principles that come from the work of Magda Gerber who began formulating them in the 1970s:

1. Involve infants and toddlers in things that concern them. Don't work around them or distract them to get the job done faster.

NAEYC Program Standards 1, 2, 3
Relationships, Curriculum, Teaching

2. Invest in quality time, when you are totally available to individual infants and toddlers. Don't settle for supervising groups without focusing (more than just briefly) on individual children.
3. Learn each child's unique ways of communicating (cries, words, movements, gestures, facial expressions, body positions) and teach yours. Don't underestimate children's ability to communicate even though their verbal language skills may be nonexistent or minimal.
4. Invest time and energy to build a total person (concentrate on the "whole child"). Don't focus on cognitive development alone or look at it as separate from total development.
5. Respect infants and toddlers as worthy people. Don't treat them as objects or cute little empty-headed people to be manipulated.
6. Be honest about your feelings around infants and toddlers. Don't pretend to feel something that you don't or not to feel something that you do.
7. Model the behavior you want to teach. Don't preach.
8. Recognize problems as learning opportunities, and let infants and toddlers try to solve their own. Don't rescue them, constantly make life easy for them, or try to protect them from all problems.
9. Build security by teaching trust. Don't teach distrust by being undependable or often inconsistent.
10. Be concerned about the quality of development in each stage. Don't rush infants and toddlers to reach developmental milestones.

Let's look further into each of the principles.

Principle 1: Involve Infants and Toddlers in Things That Concern Them

Caitlin isn't just the recipient of her caregiver's actions; she's a participant in what happens to her. She and her caregiver do things together. If the caregiver had given Caitlin a toy to play with to keep her occupied while she changed her diaper, the whole tone of the scene would have been different. The partnership would have vanished, and in its place would have been a distracted child and a caregiver dealing with a damp bottom and a wet diaper instead of a whole child. Or if she had distracted Caitlin with other sorts of entertainment, the caregiver still would have had Caitlin's attention, but the focus would have been on fun and games rather than on the task at hand.

The caregiver's primary goal in this scene was to keep Caitlin involved in the interaction as well as focused on her own body and on what was happening to it. Diapering then became an "educational experience," through which Caitlin increased attention span, body awareness, and cooperation. A number of experiences like these give Caitlin an education in human relations from which she can build her whole outlook toward life and people.

There is a rumor that infants and toddlers have short attention spans. Some people say they can't pay attention to anything for very long. You can test that rumor for yourself. Watch an infant or toddler who is actually involved in something that

concerns and interests him. Clock the amount of time spent on the task or event. You may be surprised at what a long attention span infants and toddlers have when they are interested, because they are involved.

Principle 2: Invest in Quality Time

The scene between Caitlin and her caregiver is a good example of one kind of quality time. The caregiver was fully present. That is, she was attending to what was going on; her thoughts were not somewhere else.

Reflect

Think about the benefits of quality time for an infant. Can you remember a time when someone was fully available to you without being directive? What was that like for you? Can you understand from your own experience how that might benefit an infant?

Two Types of Quality Time

Magda Gerber called the kind of quality time illustrated by the diapering scene **wants-something quality time**. The adult and child are involved in a task the caregiver has set up. Diapering, feeding, bathing, and dressing fit into this category of quality time. If the caregiver pays attention to the child and asks in return that the child pay attention, the amount of wants-something quality time mounts up. In child care programs this can provide the one-to-one interactions that may be difficult to attain in a group setting. Wants-something quality time is educational. Examples of this kind of quality time occur throughout the book.

Another kind of equally important quality time is what Magda Gerber called **wants-nothing quality time**. This happens when caregivers make themselves available without directing the action—for instance, just sitting near babies, fully available and responsive but not in charge. Just being with toddlers while they play, responding rather than initiating, describes this type of quality time.

Floor time is a variation of wants-nothing quality time that the Child-Family Study Center at the University of California at Davis uses in their toddler program. Floor time is a concept they credit to Stanley Greenspan's work. When a toddler is exhibiting difficult behavior, instead of putting her in time-out and trying to ignore her, the caregivers do the opposite. They don't withdraw attention; they give more. The child is given a half hour of one-to-one time with an adult whose sole goal is to be *responsive* to that child and that child alone. The adult sits on the floor, available to the child. The environment is conducive to play, as there are interesting toys within reach. The adult has no plan or expectation but just waits to see what the child will do and then responds. This is the opposite of the common approach in programs where teachers and caregivers become even more directive rather than less in the face of difficult behavior.

The adults at the Child-Family Study Center are directive only when they remove the child from the classroom. They explain where they are going, but use no shame and no punishing overtones. Floor time may seem like being sent to the principal's office, but it's more like play therapy. However, the staff members aren't therapists, and floor time isn't therapy. It's merely wants-nothing quality time. For a half hour the child is given total attention.

Does the child become "spoiled" with such lavish attention? No. According to reports, this approach works miracles. Its effectiveness seems to lie in the fact that it meets the child's needs.

Many psychotherapists attest to the benefits of being fully present to another person without being directive; yet most of us seldom get this kind of attention from the people in our lives. Think for a moment of the delight of having someone's whole attention at your command for more than a moment or so.

This kind of quality time is easy to give, but often not understood or valued. Caregivers just sitting on the floor where babies and toddlers are playing sometimes feel as though they are not doing their job. They want to play the role of teachers, which they interpret as "teaching something." It is very hard for most adults to be around small children and not be directive. Being receptive and responsive is a skill most adults need to learn; it doesn't seem to come naturally.

Another kind of quality time—perhaps the most commonly understood kind—is shared activity. The initiating mode moves back and forth between adult and child during playtimes as the two enjoy each other's company. These times are often rewarding for the caregiver in ways that the other two kinds of quality time are not.

The Right Amount of Quality Time An interesting aspect of quality time is that a little goes a long way. No one wants (or can stand) intense interaction all the time. An important skill to develop is reading a baby's cues that say, "I've had enough! Please leave me alone." Some younger babies say it by turning away—or even going to sleep. Children (and adults) need to be private sometimes. Although privacy is not an issue with all families, for some it is a strong cultural value. In infant-toddler programs and in family child care, time alone is hard to attain. Some children manage to be alone only by sleeping. Others can focus inwardly and ignore what's going on around them. The adult can help young children gain private time by providing small spaces.

When people never have time alone, they get it by drifting off, by not paying attention, by being elsewhere mentally if not physically. This attitude becomes a habit, so that when this person spends time with others, he or she is "only half there." "Half-there" time, even lots of it, never equals "all-there" time.

Being able to "turn off" is an issue for both caregivers and infants and toddlers. No adult can be expected to be completely present and responsive to others all day, every day. Both adults' and babies' needs must be provided for in programs if the adults are to be effective caregivers.

Of course, every person's life is filled with time that is neither quality time nor private time. Children have to learn to live in a busy world of people. They are bound to be ignored or worked around sometimes. The point is that there is a difference between quality time and other kinds of time and that all children deserve and need some quality time in their lives.

Quality time is built into the daily routine when diapering, dressing, and feeding become occasions for close one-to-one interactions. In group care, when a caregiver is responsible for several babies or a small group of toddlers, paying attention to just one child may be difficult unless caregivers free each other up by taking turns supervising the rest of the children. It is up to the director to ensure that each caregiver be freed at times from responsibility for children other than the one she is changing

or feeding. That means that it must be permissible, and even encouraged, for a caregiver to focus on just one child.

In family child care where there is no other adult, the caregiver has no one else to turn to when she feeds or diapers a baby. But caregivers can still focus on just one child by setting up a safe environment and encouraging the rest of the children to play on their own. Of course, the caregiver must still keep a watchful eye on the group—a skill that can be developed with practice. It's amazing to watch an experienced caregiver give full attention to one child but still manage to catch a dangerous or forbidden action going on in another part of the room.

Principle 3: Learn Each Child's Unique Ways of Communicating and Teach Yours

Notice how the communication between Caitlin and her caregiver worked. The caregiver talked directly to Caitlin about what she was going to do, using body movements that matched her words. Caitlin used her body, facial expressions, and voice to communicate her responses. The caregiver responded to her responses by interpreting, answering, and discussing. The caregiver did not carry on endless chatter. She said little, but what she said carried a lot of meaning, backed up by action. She is teaching Caitlin to listen, not tune out. She is teaching that talking is communication, not distraction. She is teaching words and language in context, by talking naturally, not repeating words over and over or using baby talk. She also communicated with her body and with sounds other than words, and she responded to Caitlin's communication (sounds, facial expressions, and body movements). The communication between Caitlin and her caregiver went way beyond words.

Reflect

Think about someone you know very well. Can you picture some ways that person communicates with you without using words?

No one knows a baby's or toddler's system as well as those people to whom he or she is attached. For that reason (and others), programs for infants and toddlers should encourage attachment between the children and the caregivers.

It's also important to note here that each of us uses a system of body language that is particular to our culture and, within the culture, that is specific to gender and perhaps social class as well. Just one example is in the difference in how men and women in white, European-derived North American culture cross their legs. Another example is the contrasting walk between the African American man and the African American woman. These are unconscious positions and movements, but members of the culture know them well. Children learn the rudiments of culturally based nonverbal communication from adults in their lives, as well as creating their own specific body language.

Eventually babies come to depend more on words to express themselves in addition to other means of communication. They learn to express needs, wants, ideas, and feelings more and more clearly. They also learn to enjoy language for itself—to play with words, phrases, and sounds. Adult reactions and encouragement to use language facilitate their development. By late toddlerhood most children can express themselves in words, though, of course, they continue to use nonverbal communication throughout their lives.