PITC ACTIVITIES

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THE PROGRAM FOR INFANT/TODDLER CAREGIVERS

Challenges & Strategies

Module: II
Topic: Individualized Care
Type: Discuss and Report
Group Size: Individuals, Pairs or Small Groups
Time: 20 - 45 minutes

Purpose:

1. To help participants learn strategies for implementing a philosophy that supports providing individualized care.
2. To develop strategies for overcoming barriers and effectively implementing individualized care.

What you will need:

Participant Materials	Trainer Materials	Equipment
The following handouts: :: Individualized Care: Benefits, Challenges, Strategies :: Individualized Care: Feeding, Sleeping, Diapering :: Individualized Care: How it Looks…		For presentation before the activity: :: TV/VCR :: Selected videos (see Variations)

Directions:

1. After presenting information on individualized care, provide participants the opportunity to reflect on and apply the information by using the activity handout, Individualized Care: Benefits, Challenges, Strategies.
2. Decide whether participants are to focus on a specific caregiving routine or whether they can choose.
3. Participants may work individually, in pairs, or in small groups. Some possibilities for forming pairs/groups are: primary/secondary caregiver teams, classroom teams; family child care providers with similar numbers and/or ages of children; pair new and experienced family child care providers.
4. Review the instructions at the top of the activity handout and proceed with the activity.
5. If possible, allow time for sharing outcomes with the whole group.

Variations:

:: If time is limited, different groups could take different caregiving routines and share their outcomes with the whole group as a way to cover all caregiving routines.

:: Caregiving routines could be covered one at a time with every group working on the specified routine. This activity could be interspersed throughout the presentation as different routines are discussed.

:: Ideas for sharing outcomes that use time effectively:

- Outcomes are written on flip chart paper and posted. Participants move around the room and record information. (If each group discussed a different routine, provide participants multiple, blank activity sheets - one per routine).
- Round Robin sharing (for groups covering the same routine): First group shares one benefit, next group shares a benefit not stated by first group, continue with each group until all benefits are shared. Repeat for each routine. Repeat round robin process by sharing challenges and strategies as time allows.
- Prioritized Reporting (if each group has a different routine): Each group selects and shares what they see as the two most important benefits and two important concern/challenges and the possible strategies for them.

:: The following PITC materials could be used to support the presentation on individualized care:

- The attached handouts:
  - Individualized Care: Important Attitudes and Skills
  - Individualized Care: How It Looks for Feeding, Sleeping, and Diapering.
- Segments from videos:
  - *More than Just Routine* (feeding; diapering, napping)
  - *Space to Grow* (adapting the learning environment based on children's observed interests)
  - *The Next Step* (exploration and play)
  - *Respectfully Yours* (the infants' perspective; full attention & observation; infant curricula/exploration).
- *A Guide to Routines*, Second Edition

Links to Head Start Program Performance Standards:

Includes but not limited to:

:: 1304.20(f)(1) Individualization of the Program

:: 1304.20(f)(2)(i) To support individualization for child with disabilities

Activity Developed by:

Cheri Longaker, PITC Certified Trainer. Handouts compiled by David Longaker, PITC Certified Trainer.

Source Material:

Lally, J.R. (Executive Producer/Content Developer/Writer), Mangione P.L. (Content Developer/Writer), Signer, S. (Content Developer/Writer), Butterfield, G.O. (Producer/Editor), & Gilford, S. (Writer). (1990). *Getting in tune: Creating nurturing relationships with infants and toddlers* [Videotape]. United States: The Program for Infant/Toddler Caregivers (Developed collaboratively by the California Department of Education and WestEd).

WestEd. (1995). The Program for Infant/Toddler Caregivers' *Trainer's manual, Module I: Social-emotional growth and socialization*. Sacramento, CA: California Department of Education.

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Individualized Care: Benefits, Challenges and Strategies

Select/record a type of routine care in the first box below. Think of the children in your immediate care, reflect on the information you have received so far on individualized care, and complete this activity.

Providing individualized care during:	
Benefits (consider the benefits to the child/children, the parents, and the caregiver):	
Challenges/Concerns:	Ideas/Possible Strategies:

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Following Children's Individual Schedules:
Important Attitudes and Skills

ATTITUDES

✔Caregivers respond to children's needs promptly, consistently and gently

✔Caregivers respond to individual rhythms while working gradually toward regularity

✔Caregivers seek out and respect parent input on routines

✔Caregivers do routines properly (health and safety) and do them *with* rather than *for* or *to* infants

✔Caregivers see routines as:
opportunities for deepening relationships
opportunities for 1 to 1 contact and learning

SKILLS/ABILITIES

✔Caregivers learn to get in tune with children by:
~studying child development
~getting to know individual children and families
~working to connect home experiences with the child care setting
~developing self awareness (feelings/beliefs influence responses)
~learning adaptations from family members or specialists working with the child

✔Caregivers learn and use the Responsive Process: Watch, Ask, Adapt

WHY IT'S IMPORTANT

When caregivers respond promptly, consistently and gently to young infants they:
✔build a sense of trust in the world
✔develop secure attachments
✔learn to recognize and anticipate routines
✔learn that they can influence the world

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Following Children's Individual Schedules:
HOW IT LOOKS
for Feeding, Sleeping and Diapering

FEEDING

Young infants should be:

✔fed on demand (soon after expressed need)
✔given special attention during feeding (emotional nurturing and cognitive stimulation)
✔held during feeding (feelings of safety, security, closeness)

Mobile and Older Infants should:

✔be introduced to new foods gradually
✔be allowed to determine what and how much they eat
✔be held for feeding until they sit well on their own
✔eat with adults to see attitudes, manners and skills modeled

SLEEPING

Young Infants should:

✔be allowed to establish and maintain a sleeping schedule
✔have a safe, comfortable, familiar place to sleep
✔not be placed in cribs except to sleep

Mobile and Older Infants:

✔may be gradually helped to nap at an established time *(but should be allowed to sleep when tired)*
✔should be helped out of cribs as soon as they awaken fully
✔should be transitioned from cribs to low cots as soon as they begin to pull to a stand or climb
✔should have a transition time between active play and sleep
✔should be allowed to use favored objects as part of the sleep transition ritual

RESPECTFUL DIAPERING

In respectful diapering caregivers:

✔approach slowly
✔allow infants time to adjust to their presence
✔take time to see where the infant's attention is focused
✔avoid interrupting right away if the infant is focused on something
✔tell infants what they intend to do
✔allow time for infants to respond
✔use self-talk during the activity
✔ask for cooperation/participation in the process

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