



Preparing to Get in Tune

Module: I
Topic: Responsive Caregiving
Type: Reflection
Group Size: Individuals or Pairs, Large Group
Time: 30 minutes

Purpose:

1. To have participants reflect on and personally apply each of the 4 ways to prepare to get in tune with infants and toddlers.
2. To help participants understand the elements of responsive caregiving.

What you will need:

Participant Materials	Trainer Materials	Equipment
The following materials: :: Preparing to Get In Tune	:: PITC Video: <i>Getting In Tune</i>	:: TV/VCR

Directions:

After presenting information on being in and out of tune with children, the video presents four ways to prepare oneself to get in tune with infants and toddlers. Stop the video after each of these segments in order to ask participants to do the following:

1. Take a few minutes to reflect on the question for the corresponding section.
2. Write down a few of your thoughts. Feel free to discuss in pairs, if desired.
3. Discuss briefly as a whole group.
4. Introduce and proceed with the next video segment.

Variations:

For supporting/extending the activity

:: Bring a few examples of print materials that help new and experienced caregivers continue to learn about child development (e.g., professional membership resources such as Young Children from the National Association for the Education of Young Children, books on child development and child care; etc.).

:: At the end of the activity, have each participant select one thing from his/her list to focus on as a way to increase self-awareness and/or get to know children's families better.

:: Staff could be asked to think about the fifth question over the next week, or time could be given for staff to plan steps they are willing to take to increase their responsiveness.

Additional handouts for supporting the presentation on, and discussion of, responsive caregiving:

- In Tune - Out of Tune?
- The Responsive Process
- Moment to Moment Awareness and Tips for Getting In Tune

Links to Head Start Program Performance Standards:

Includes but not limited to:

:: 1304.21(a)(1)(i) Responsiveness to individual abilities, interests and temperament

:: 1304.21(b)(1)(i) "...to support development...focuses on relationships, respect and responsiveness..."

Activity Developed by:

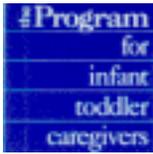
Cheri J. Longaker, PITC Certified Trainer

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).

Mangione, P.L., Lally, J.R., & Signer, S. (1990). *Getting in tune: Creating nurturing relationships with infants and toddlers* [Video magazine]. Sacramento, CA: CDE Press.

WestEd. (1995). *The Program for Infant/Toddler Caregivers' Trainer's manual, Module 1: Social-emotional growth and socialization*. Sacramento, CA: California Department of Education.



PREPARING TO “GET IN TUNE:” Notes & Personal Reflections

Study and understand child development.

How are you continuing to learn about child development?

Get to know your children’s families

What are some of the differences and challenges you have experienced?

How did those differences affect your ways of responding to the children?

Develop self-awareness.

What are some of your difficult issues/reactions in dealing with children?

Think about: 1) What personal values may be involved that contribute to your reaction?

2) How you might deal with the feeling(s) to avoid negative impact on children.

Learn the responsive process.

Notes; reactions:



What kinds of things might you do to get more in tune with the children in your care?

Adapted by Cheri Longaker from the PITC Video *Getting In Tune*.

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IN TUNE – OUT OF TUNE?

BEING IN TUNE

Being in tune – knowing how to read and how to respond appropriately to an infant or a toddler – is at the heart of the science and art of caregiving.

When the caregiver and young child are in tune, many crucial things happen:

- Love and respect are expressed to the child.
- Trust is established with the child.
- Confidence is instilled in the child.
- Children learn that:
 - they are important
 - what they do makes a difference
 - they can express their emotions, whether pleasant or unpleasant, and see someone else understands how they feel.

In other words, infants who have someone in tune with them develop both a sense of security and self-esteem.

Being in tune with a child rewards the caregiver, too.
Interaction with children flows more smoothly and caregiving becomes easier.

BEING OUT OF TUNE

When the caregiver is out of tune with the child and ignores the child's rhythm:

- The child may become confused.
- The child may become frustrated.
- The child may become fussy or fall apart.
- The caregiver may become tense.
- The caregiver does not know what will work with the child.
- Interaction between the caregiver and the child becomes awkward.
- The caregiver and the child become dissatisfied with their relationship.

GETTING IN TUNE

Caregiving like this takes preparation. The video, *Getting In Tune*, presents 4 ways to prepare oneself to get in tune with infants and toddlers:

- * **Study and understand child development.**
- * **Get to know your children's families**
- * **Develop self-awareness.**
- * **Learn the responsive process.**

The Responsive Process



WATCH

Try to see the world as the child sees it.

Begin by just watching, not rushing to do things for the baby.

Watch for both verbal and nonverbal cues.

By first learning from the child what she or he is calling for you are more likely to choose the right response.

ASK

Ask yourself how you can arrange the environment – physically, emotionally, and socially – in ways that will assist the child most.

Ask the child what she or he wants.

Ask yourself: What messages is the child sending? What are the emotional, social, intellectual, and physical parts to the message?

Be aware of your own emotional state and feelings that may interfere with hearing the child's message, including your current feelings and those from past experiences.

Know your “hot spots” and “blind spots.”

ADAPT

Engage the child to discover the child's preferences.

Adapt your actions according to the child's desires.

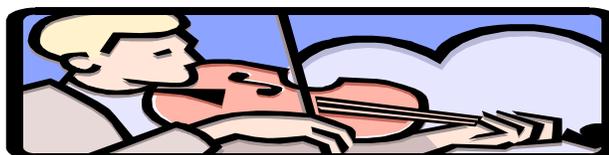
Watch how the child responds to your actions.

Modify your actions according to the child's response.



MOMENT-TO-MOMENT AWARENESS: BEING PRESENT

1. Create a relaxed state for yourself
2. Become aware of your inner state and feelings
3. Now, at the same time, with your eyes open, become aware separately of what is going on around you.
4. Capture the essence of this dual awareness.
5. At first, do not judge or evaluate how you feel or what you see, hear, touch and smell.
6. Simply accept and experience your inner state and the outside world before you take any action or make any judgments.



TIPS FOR GETTING IN TUNE

1. Be respectfully attentive. Observe without interfering. Spend time quietly looking and listening.
2. Be an asker. Ask the child, through words and actions, what is right for her/him.
3. Pay attention to your own feelings. Keep in mind your own “hot spots” and “blind spots.”
4. Watch the infant as you act. Give the baby time to show you a response from which you can learn.
5. See behind the action. What other reason and emotion is behind the action? What does development tell you about the child?