



I Like it Like This!

Module: II
Topic: Primary Care and Continuity of Care
Type: Reflection/Discussion
Group Size: Large Group
Time: 10 - 20 minutes, depending on the group size

Purpose:

To set the stage and help participants understand the impact of primary care and continuity of care on infants/toddlers.

What you will need:

Participant Materials	Trainer Materials	Equipment
<p>The following handouts: :: Activity One: I like it like this!</p>		

Directions:

1. Pass out Activity One: I like it like this! and ask participants to answer the questions.
2. Once completed, in small groups of 4-5 participants, invite them to imagine that they are an infant in a childcare setting. They remain in childcare for ten to twelve hours a day.
3. Referring to the activity sheet, ask participants to follow step two: exchange your answers with the person on your right. When the trainer says “change” the participants should pass the activity sheet to the person on their right and receive and read the activity sheet from the person on their left.
4. Explain that what they read is how they will be cared for.
5. Repeat the cycle until everyone has their original activity sheet back.
6. Invite the participants to share how they felt with so many changes of caregivers and different caregiving styles. Relate the participants’ reaction of confusion and tension to the effects of stress in young children.
7. Next, invite participants to close their eyes and imagine that they just got home. When they open the door, the living room is where the bedroom was, the kitchen is where the garage was, and the bathroom is where the kitchen was. Some of the furniture looks similar but their favorite chair is gone and the book they were reading last night can’t be found. When they call out to greet their husband or mother, a stranger shows up and with a big smile saying “Hi, I’m your new husband/mother.
8. Ask participants how they would feel in this situation.
9. Discuss how this is similar to what we do to our infants and toddlers. For example, we celebrate a child’s birthday and then we “penalize” them by transitioning him/her into a strange/different room, with a strange/different caregiver and strange/different peers. The child’s best toy, best friend and preferred caregiver have all been taken from their life at the same time.
10. Discuss the emotional stress this has on infants to the stages of infancy and the negative effects of stress on the developing brain.
11. As you continue to discuss Primary Care and Continuity of Care, remind the participants that both concepts may be strategies to avoid undue stress.

PITC ACTIVITIES

Variations:

Links to Head Start Program Performance Standards:

- :: 1304.21(b)(1)(i)-(ii) Education and Early Childhood Development
- :: 1304.21(a)(3)(i)(A)

Activity Developed by:

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Source Material:

Lally, J.R. (Ed.). (1990). *Infant/toddler caregiving: A guide to social-emotional growth and socialization*. Sacramento, CA: California Department of Education.

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). (1992). *Together in care: Meeting the intimacy needs of infants and toddler in groups* [Videotape]. United States: The Program for Infant/Toddler Caregivers (Developed collaboratively by the California Department of Education and WestEd).

PITC Power Point presentation: "Who Are Infants? What Do They Need? Ages of Infancy and Early Brain Development"



ACTIVITY ONE

I like it like this!

Step one: Answer the following questions:

1. If I were an infant I would like my bath water to be:

_____Very cool _____Warm _____ Very warm

2. If I were an infant I would like my food to be served:

_____Very cool _____Fairly cool _____ Very warm

3. If I were an infant I would like to sleep in a room where the temperature is:

_____Very cool _____ Fairly cool _____ Very warm

4. To fall a sleep I like:

___ That they lay me down and leave alone They sing to me ___They rock me

Step Two:

1. Exchange your answers with the person on your right side.
2. Read and find out how the person on your left would care for you.
3. When the trainer signals you, pass your activity sheet to the person on your left. Repeat this each time the trainer signals you, until you receive your own paper.
4. Discuss with your small group how you would feel (and behave) if you experienced this continual change of caregiving styles as an infant that could not yet talk.