

# Transcript

## Center-Based – Individualized Care Video

*[Text appears: Individualized Care – Center Based. Throughout the video, Amber Morabito provides narration.]*

**Amber:** In this segment, we'll talk about individualized care.

*[Amber appears on screen. She is seated in a home setting with a large green plant in the background.]*

**Amber:** Individualized care means that the program adapts to the child rather than requiring the child to adapt to the program. Children get the message that each of them is important, that their needs will be met, and that their choices, preferences and impulses are respected. Individualizing care for a child also means taking into account the child's culture and family, age, temperament, environment, genetic inheritance and personal characteristics.

*[Text briefly appears: Collaborating with families to individualize care.]*

*[Shirley Mora - Master Early Childhood Educator. Shirley is sitting in a rocking chair in a child care setting. There is a bulletin board that displays children's artwork on the wall behind her.]*

**Shirley:** One of the things we do as part of our enrollment forms is a family social and cultural questionnaire, where it individualizes who that family is and it questions of how do you approach your routines with your child at home. Tell me more about your home routines to really individualize, again, I think I'm going to keep saying that it's all about individualized care because then it really helps break down whatever preconceived ideas again you have. But it's, "Tell me about your family...Tell me about how your approaches are...Tell me what words you use...Tell me what special foods your child has...Tell me about the music that you enjoy at home so that we can incorporate that or tell me more about something I might not know or understand".

*[Text briefly appears: Individualizing care during daily routines.]*

*[Katy Mata - Early Childhood Educator. Katy is seated in a child care setting. There is a mobile with paper butterflies and a bulletin board with printed pictures of children behind her.]*

**Katy:** So in the infant classroom, we do have on the parent board where we have our daily routines as far as breakfast, outdoors, activities, but none of these routines have actual times. So we don't have an actual schedule with times on it. And that's because we accommodate for every child's individual needs, especially in the infant room, because they eat and they sleep on demand. And so we have to be flexible and able to accommodate to their needs.

*[Mariana Gaidano - Lead Infant-Toddler Teacher. Mariana is seated in a home setting.]*

**Mariana:** Some children may come in and they're not ready for breakfast, they're not hungry yet, and we're able to provide them freeplay as opposed to sitting down and joining us for breakfast. Others may be hungry every day right off the bat, and we know that about them. And so they are always the ones to eat first. And it's not a matter of being fair or unfair. It's a matter of recognizing their needs and meeting them where they are and getting those needs met for them.

*[Text briefly appears: Curriculum planning and meeting children's needs.]*

*[Cindy Mach – Lead Teacher, Infant Classroom. Cindy is seated in an office setting, with a shelf of children's books behind her.]*

**Cindy:** As a Lead Teacher in the classroom, I do a little lesson planning for the week and usually I'll have a general lesson plan. But of course I account for individualization, in that in that some children, for example, for doing fingerpainting, I have one child in my care who doesn't really like getting his hands dirty. He doesn't like having paint touch his hands. So even though we're doing finger painting, I'll usually make sure that we have paint brushes or some other tool that he can use so he can still be a part of the activity, even if he doesn't feel comfortable touching it or having that tactile sensation. And that's part of knowing the child and knowing his likes and dislikes and each of their individual personalities. And sometimes it's not a part of the lesson plan, but something I see while we're doing the activity. For example, I've had children who we were playing playdough together and we were using rollers, but I saw a child who's more interested in sticking something inside the roller. So we got pipe cleaners out as well as like wooden sticks so that she could do that instead. She could work on sticking stuff out instead of like cutting or rolling and working on that instead.

*[Text appears on screen:*

*PITC would like to thank the following programs for their thoughtful contributions to this video series:*

- *Glendale Community College Child Development Center*
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*The PITC logo animates into position.]*

**Narrator:** PITC, the Program for Infant Toddler Care, a collaboration of the California Department of Education and WestEd.

*[The California Department of Education (CDE) logo and the WestEd logo appear.]*

**Narrator:** Brought to you by the California Department of Education and WestEd.