



CUR105: Infant Care Handout

Welcome to CUR105

This course provides basic information on a wide range of topics for infant-care providers. While the course is geared toward practitioners who are either new to the child care industry or inexperienced in working with infants, it can also provide valuable information for experienced providers seeking to improve practices or refresh skills. Participants will learn about infant development and typical developmental milestones; essential practices for maintaining a safe, healthy environment; and strategies for promoting optimal growth across all developmental domains

Course Objectives:

By taking notes on the handout and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course:

- Identify important characteristics of brain development during the infant stage
- Recognize basic principles of child development
- Identify developmental milestones during the infant stage
- Identify roles and responsibilities of the primary caregiver in the infant-care setting
- Identify recommended practices for diapering, feeding, and sleep practices in the infant care setting
- Recall safety practices and developmentally appropriate equipment for the infant-care setting
- Recognize strategies and recommended practices for maintaining effective two-way communication with families

References:

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2. California Childcare Health Program. (2017). "Safe Sleep Policy for Infants in Child Care Programs." Retrieved from <https://cchp.ucsf.edu/sites/g/files/tksra181/f/Safe-Sleep-Policy.pdf>
3. Centers for Disease Control and Prevention (CDC). (2021). "Learn the Signs. Act Early. Milestones." Retrieved from <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
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5. Child Development Institute. (2019). "The 9 Temperament Traits." Retrieved from http://childdevelopmentinfo.com/child-development/temperament_and_your_child/temp2/
6. Epstein, A. (2014). *The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning*. Washington DC: NAEYC.
7. Herr, J. (2020). *Working with Young Children, 9th edition*. Goodheart-Willcox.
8. Keyser, J. (2017). *From Parents to Partners: Building a Family-Centered Early Childhood Program, 2nd edition*. St. Paul, MN: Redleaf Press.
9. McLeod, S. (2018). "Attachment Theory." Retrieved from <https://www.simplypsychology.org/mary-ainsworth.html>
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11. Wechsler, M., Melnick, H., Maier, A., & Bishop, J. (2016). "The Building Blocks of High-Quality Early Childhood Education Programs." Palo Alto, CA: Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/product/building-blocks-high-quality-early-childhood-education-programs>

Additional Resources:

1. Albrecht, K. & Miller, L. (2001). *Innovations: Infant and Toddler Development*. Gryphon House.
2. Albrecht, K. & Miller, L. (2001). *Innovations: The Comprehensive Infant Curriculum*. Gryphon House.
3. Alton, C. (2011). "Facilitating Infants' Sensory Development." Childcare Information Exchange. Retrieved from <https://www.childcareexchange.com/catalog/product/facilitating-infants-sensory-development/5019750/>
4. Christie, T. (2012). "Respectful Care is Only Fair: Guidelines for Respecting Infants in ECE." Childcare Information Exchange. Retrieved from <https://www.childcareexchange.com/catalog/product/respectful-care-is-only-fair-guidelines-for-respecting-infants-in-ece/5020462/>
5. Kovach, B., Ros-Voseles, D. (2008). *Being with Babies: Understanding and Responding to the Infants in Your Care*. Gryphon House.
6. Leighton, M. (2012). "Reducing Infants' Separation Anxiety with Family-Friendly Child Care Practices." Childcare Information Exchange. Retrieved from <https://www.childcareexchange.com/catalog/product/reducing-infants-separation-anxiety-with-family-friendly-child-care-practices/5020454/>
7. Miller, K. (2005). *Simple Transitions for Infants and Toddlers*. Gryphon House.
8. Schiller, P. (2005). *The Complete Resource Book for Infants: Over 700 Experiences for Children from Birth to 18 Months*. Gryphon House.
9. Silberg, J. (2009). *Baby Smarts: Games for Playing and Learning*. Gryphon House.
10. Surr, J. (2012). "What Infant Attachment Means for You." Childcare Information Exchange. Retrieved from <https://www.childcareexchange.com/catalog/product/what-infant-attachment-means-for-you/5020450/>

Course Notes:

Use the space below to record important information from the course.

The Infant Curriculum

Key indicators of high-quality early childhood programs:

Infants and Brain Development

Windows of Opportunity

Basics of Early Childhood Development

The Four Domains

Principles of Child Development

Physical development

Social/Emotional development

Cognitive Development

Communication or Language Development

Developmental Milestones/Assessments

Birth to 4 months

3 to 7 months

6 to 10 months

9 to 13 months

12 to 19 months

Building the Bond

What are ***attachment bonds***?

Stage 1: Indiscriminate Attachment

Stage 2: Discriminate Attachment

Stage 3: Separation Anxiety

Stage 4: Stranger Anxiety

Primary Caregiving

Guidelines for Respecting Infants

Be Authentic

Caregiver's Responsibilities

Developmentally Appropriate Activities

Language Development

Healthy Social and Emotional Development

Recommended Practices for Feeding, Diapering, and Naptime

Feeding

The Don'ts of Feeding:

The Do's of Feeding:

Diapering

Sleeping and Naptime

Sudden Infant Death Syndrome (SIDS)

What is *Sudden Infant Death Syndrome (SIDS)*?

The Safe Sleep Top 10

In addition, the American Academy of Pediatrics recommends the following:

Shaken Baby Syndrome

What is *Shaken Baby Syndrome*?

Preventing Shaken Baby Syndrome in the Childcare Environment

Reporting Suspected Child Abuse

What is a ***mandated reporter?***

The Learning Environment

Safety

Basic Indoor Safety and “Childproofing”

Do Not Use...

A Note about Ambulatory Walkers

Why shouldn't ambulatory walkers be used in the early childhood environment?

Recommended Toys and Other Equipment

Equipment for Caregiver

The Temporal Environment

Working with (and Separating from) the Family

The following recommendations can help parents prepare their child for separation and for saying goodbye:

Try This!

Children's Literature

Sometimes books can help children understand saying goodbye. You may want to read stories that address separation such as *First Day at Day Care* by Ellen Weiss, or *Will You Come Back for Me?* by Ann Tompert.

It might be helpful to create a ***Transition Policy*** so that parents are aware of how and when their child will transition to the next class.

Two-Way Communication

Be curious:

Start conversations with a question:

Use open-ended questions:

Consider answering questions with a question:

Share information about yourself:

Observe families' preferred styles and modes of communication:

Let parents know you appreciate their input

Involve parents and families:

Additional Communication Recommendations

Parent/teacher conferences:

Parents as Partners in Education