A look at what are the best practices for infant and toddler care

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By Tara Greaney

Abstract

The first part of this project was to look at what qualifications and trainings are currently required to be an Infant/Toddler caregiver in New York City. This was followed by a literature review of the professional development training program’s best practices for infant/toddler care in five states.

Professional organizations, government agencies and educational institutions were reviewed to collect the most current information on best practices for infant and toddler care from a broad base. Interviews were conducted with seasoned directors of Infant/Toddler programs. Surveys were given to experienced Infant/Toddler caregivers. The current literatures in books on best practices in the Infant/Toddler fields were also reviewed.

This information was compiled to put together a training program for caregivers starting or continuing their careers in Infant/Toddler care. It consisted of elements that would meet all of the licensing requirements for most states as they currently stand.

A pilot Infant/Toddler Teacher Training Program was designed, implemented and ultimately credentialed by a national organization.
**Table of Contents**

- Introduction .......................................................... page 4
- Socio-cultural Context ............................................... page 6
- Research Plan .......................................................... page 7
- Literature Review ...................................................... page 8
- Analyses ................................................................. page 46
- Reflections .............................................................. page 51
- Enactment Process .................................................... page 54
- Implementation ......................................................... page 58
- Analysis ................................................................. page 64
- References ............................................................... page 73
- Appendix ................................................................. page 75
Introduction

In 1989 I was the director of a Manhattan private school when I was asked to design the facility, policies, and procedures for a novel idea: a child care facility that would be available to parents when their regular child care was not available. It was to accommodate children from two months through thirteen years of age, be available to all employees, open seven days a week, located in the commercial building that housed the company, and would be financially supported by the company.

At the time there were no regulations for operating a backup center for the care of Infants. The New York City Department of Health and Mental Hygiene, Bureau of Day Care issued a letter stating that we could operate a center for fifteen children (six under the age of six, and nine from ages six to eighteen) without a permit.

As the years went on, the Center grew in popularity, space, and number of children utilizing it. In 2001 the Center was expanded to accommodate fifty children, established an afterschool/camp program and initiated an extended-care program where parents could bring in their new baby for six months when they returned to work. Parents brought their school-aged children in during school closures. Children from eclectic ethnic, financial, racial, geographic, religious, and familial backgrounds grew together over the past twenty-five years and see one another at Center reunions.

At the time of our expansion in 2001 the Center obtained infant/toddler and pre-school permits from the New York City Department of Health and Mental Hygiene, Bureau of Day Care. The Center also became registered to provide school-age child care by New York State Office of Children and Family Services.
Fathers and mothers returned to work with young infants, knowing that their children were merely downstairs in the same building, close by. This proximity eased the separation and allowed an easier transition back to the workforce. When the Infants transition out of our program, I help their parents learn about child care options in the city, choose one that meets their needs, and find placement for their babies.

My position today allows me to invite teachers and companies interested in providing Infant/Toddler care to come and observe. We have a wonderful Center with experienced teachers who have been learning in-house and via workshops to provide for very young children and their parents. We are often approached by employers, child care companies, and private schools expressing interest in opening similar Infant/Toddler programs. When we discuss the situation all are concerned as to where the quality staffing would come from.

For the Independent Study, I plan to focus on developing an Infant/Toddler training program that would cover the many aspects of working with new parents and implementing best practices when caring for infants and toddlers. It would meet all of the requirements of the New York City Department of Health (for those working in licensed Centers) and the New York State Office of Children and Family Services (for those working in family based child care), and grant a certificate for nannies and other non-family Infant/Toddler child care providers.

The first step involves researching what the qualifications are to be an infant/toddler caregiver. The second phase is to research what practices are considered to be the best for all Infant/Toddler caregivers by researching what is available nationally. The last phase is to incorporate these practices into an Infant/Toddler child care provider training program that will be accepted by the regulating agencies.
Socio-cultural Context

According to the Live Birth Summary, there were over 242,000 babies born in New York City in 2010 (Appendix A). I often wonder who is taking care of all of the babies born every year. What knowledge of infant best practices do these caregivers have?

In New York City, parents may place their infants with non-parental family members, relatives, nannies, in family-based homes, or in Centers. Only family-based programs and Centers are licensed. The New York State Office of Children and Family Services licenses family-based programs and the New York City Department of Health and Mental Hygiene, Bureau of Child Care permits Centers.

Nannies and family members that are paid to care for Infants are not regulated.
Research Plan

The research plan was to first find out what qualifications were required to be employed as an infant/toddler caregiver in New York City. Next was to learn what ongoing training was required and available for New York City infant and toddler care providers.

I then researched what four other states and various organizations were offering in Infant/Toddler best practices professional development training and what their training included.

While in Washington DC for the NAEYC conference, I surveyed infant and toddler teachers to get insight into the best practices from the people working with infants on a daily basis.

In New York City, I took advantage of the many people in the Infant/Toddler field that I knew and interviewed these experienced professionals to get suggestions on what caregivers being schooled in best practices for Infant/Toddler care need to know. The books, authors, websites and organizations to pursue of the best practices for infant and toddler care that they recommended proved to be a valuable resource.

Last I researched the books, periodicals, and websites of organizations that had been referred to me in order to find out what they all had to say about the best practices for Infant/Toddler care.
Qualifications for a New York City Infant Caregiver

I reviewed the requirements to be an Infant/Toddler caregiver in a licensed Center in New York City. The permitting of infant/toddler programs falls under the New York City Department of Health and Mental Hygiene, Bureau of Day Care (NYC DHMH BDC) article 47. 47.15 Teaching staff qualifications for infant-toddler child care services.

A child care service authorized to provide care for children under 24 months of age may employ staff with either the qualifications listed in §47.13 of this Code for each title or the following alternative qualifications:

(a) **Educational director.** Every infant-toddler child care service shall have an educational director who shall be in charge of staff training, educational and child development programs and shall supervise all teaching staff at each permitted infant-toddler child care service.

1. **Qualifications:**
   (A) Baccalaureate degree in early childhood education or related field of study, and
   (B) At least one year of experience as a group teacher or child care provider in a child care provider in a child care service for children under 24 months of age, or six college credits in infant-toddler coursework, or a study plan leading to six college credits in infant-toddler coursework.

(b) **Infant/toddler teacher.** A teacher for an infant-toddler program shall be at least 21 years of age and have the following qualifications:

1. Associate's (AA or AS) degree in early childhood education; or
(2) Child Development Associate (CDA) certification and a study plan leading to an associate's degree in early childhood education within 7 years; or

(3) High school diploma or equivalent (GED); nine college credits in early childhood education or child development; two years experience caring for children, and a study plan leading to an associate's degree in early childhood education within seven years; or

(4) High school diploma or equivalent (GED) and five years of supervised experience in an infant-toddler classroom if currently employed in a permitted child care service; or

(5) High school diploma or equivalent (GED); and a study plan that is acceptable to the Department leading to nine credits in early childhood education or childhood development within two years; and a study plan leading to an associate's degree in early childhood education within seven years, if currently employed in a permitted child care service.

(http://www.nyc.gov/htm/doh/downloads/pdf/about/health-code-article47.pdf)

To work with infants and toddlers in a licensed New York State family-based or group family based program, a caregiver needs the following qualifications required by New York State Office of Children and Family Services, Division of Child Care Services.

417.13/416.13 Staff qualifications for family based programs and group family programs

(a) The provider and any alternate provider must each meet the following qualifications:

(1) Be at least 18 years old;

(2) Have a minimum of either two years of experience caring for children under six years of age, or one year of experience caring for children under six years of age plus
six hours of training or education in early childhood development. The phrase "experience caring for children" can mean childrearing as well as paid and unpaid experience caring for children. The term "training" can mean educational workshops and courses in caring for preschool children;

(3) be able of providing, and agree to provide, safe and suitable care to children which is supportive of their physical, intellectual, emotional and social well-being; and

(4) Provide to the Office the names, addresses and day-time telephone numbers of at least three references, other than relatives. At least one of the references must be able to attest to the provider's or alternate provider's employment history, work record and qualifications, if the provider or alternate provider has ever been employed outside the home. At least one of the references must be able to attest to the provider's or alternate provider's character, habits and personal qualifications to be a family day care provider or alternate provider.

(b) Alternate providers and any other employees or volunteers are required to comply with the criminal history review provisions of this Part and Part 413 of this Article.

(c) Any substitutes to be used by the family day care home must comply with the statewide Central Register screening requirements of this Part and the criminal history review provisions of this Article.

(http://www.ocfs.state.ny.us/main/childcare/becomeaprovider.asp)

Nannies and family caregivers need to supply a social security number for parents in order to receive reimbursement from their employer’s pre-tax Wage Works flex accounts (Appendix B) and for the parents to receive a child care tax credit on their income taxes IRS Form 2441 (Appendix C).
A Google search provided a dozen nanny agencies that place nannies and a half a dozen companies that do clearance checks on nannies. The agencies I contacted interview the nannies they refer and suggest that the parents do background checks on the nannies. According to eNannySource:

It is hard to imagine that in this era of the internet there is no reliable national criminal database for nanny background checks that is accessible to the public. (http://www.enannysource.com

**Training Requirements for New York City Infant Caregivers**

New York City Department of Health and Mental Hygiene Bureau of Day Care requires ongoing training for teachers in licensed infant/toddler programs:

47.37 Training.

(a) *Educational director responsibility.* The educational director shall arrange for and verify continuing in-service training of all employees, teaching staff and others, as required by this Article. The educational director may be certified to conduct such training or may designate other teaching staff to obtain such certification and conduct such training. The educational director shall maintain copies of certificates verifying completion of required training; shall document written safety plan training, including dates and times that emergency response drills were conducted, evaluation of staff performance, and recommendations for improvements in training or amendments to the safety plan; and shall make such records available for inspection by the Department.

(b) *All employees.*

(1) *Child abuse and maltreatment.* All employees, and any volunteers, or other persons who have, will have, or have the potential for, unsupervised contact with
children in a child care service, shall receive two hours of training in child abuse and maltreatment identification, reporting and prevention and requirements of applicable statutes and regulations. Such training shall be provided by a New York State Office of Children and Family Services certified trainer. New employees shall receive such training within six (6) months of hire. All employees shall receive such training every 24 months.

(2) *Infection control.* In addition, all teachers shall receive training in infection control and reporting infectious diseases.

(3) *Emergency procedures.* The permittee shall provide annual training to all staff, volunteers and other individuals providing services on a regular basis in the emergency procedures contained in the approved written safety plan, including (i) in-depth review of the provisions of the plan and (ii) announced and unannounced real-time drills demonstrating competency of all members in:

   (A) Emergency medical response;

   (B) CPR and first aid proficiency of certified staff;

   (C) Critical incident response; and

   (D) Evacuation procedures other than the monthly fire drills required by 47.59(d) of this Article.

(c) *Infant/toddler and night care service staff.* In addition to the training requirements in paragraph (1) above, infant/toddler and night care services staff shall complete sudden infant death syndrome ("SIDS") and "shaken baby" identification and prevention training.

(d) *Assistant teachers.* Assistant teachers shall complete 15 hours of training every 24 months, including the mandatory child abuse prevention and identification training in
paragraph (1), and other subjects related to child health and safety, and early childhood development. The educational director shall develop a training curriculum based on assessment of the professional development needs of individual assistant teachers. The curriculum shall include, but not be limited to, the following topics:

1. Preventing, recognizing signs of, and reporting injuries, infectious diseases, other illnesses and medical conditions;
2. First aid and CPR;
3. Lead poisoning prevention;
4. Physical activities, scheduling and conducting guided and structured physical activity;
5. Asthma prevention and management;
6. Setting up and maintaining staff and child health records including immunizations;
7. Growth and child development; including:
   A. Early intervention;
   B. Early childhood education curriculum development and appropriate activity planning;
   C. Appropriate supervision of children;
   D. Meeting the needs of children with physical or emotional challenges;
   E. Behavior management;
   F. Meeting nutritional needs of young children;
   G. Parent, staff, and volunteer, communication and orientation: roles and responsibility;
(H) The selection of appropriate equipment and classroom arrangement;

(I) Safety and security procedures for fire safety, emergency evacuation, playgrounds, trips and transportation.

(c) The Department may provide such training or any part thereof or accept training provided by others found satisfactory to the Department. Persons who enroll in workshops conducted by the Department for workshop registration materials, training testing, and certificate issuance.

(http://www.nyc.gov/htm/doh/downloads/pdf/about/health-code-article47.pdf)

New York State Office of Children and Family Services Division of Child Care Services require that caregivers in family-based programs have the following training:

(a) Before the Office issues an initial registration, the person who will be the primary caregiver must complete training approved by the Office pertaining to the health and safety of children and must demonstrate basic competency with regard to health and safety standards. All health and safety training received after the application for family day care has been submitted but prior to issuance of the registration may be applied to the initial fifteen (15) hours of training required in subdivision (b) of this subsection.

(b) Each provider and alternate provider must complete a minimum of fifteen (15) hours of training during the first six months of registration. Any person who becomes an alternate provider after the initial registration of the home must complete a minimum of fifteen (15) hours of training during the first six months after becoming an alternate provider. In either case, this initial fifteen (15) hours applies toward the total thirty (30) hour minimum requirement for each registration period. A total of thirty (30) hours of
training must be completed every two years. Such training must address the following topics:

(1) Principles of childhood development, including the appropriate supervision of children, meeting the needs of children enrolled in the program with physical or emotional challenges and behavior management and discipline;

(2) Nutrition and health needs of children;

(3) Child day care program development;

(4) Safety and security procedures, including communication between parents and staff;

(5) Business record maintenance and management;

(6) Child abuse and maltreatment identification and prevention;

(7) Statutes and regulations pertaining to child day care; and

(8) Statutes and regulations pertaining to child abuse and maltreatment.

(c) Training received after the application has been submitted but before the application has been approved and the registration granted may be counted towards the initial fifteen (15) hours required in subsection (b) above.

(d) For the thirty (30) hours of training that must be received every two years after the first year of registration, any provider or alternate provider who can demonstrate basic competency in a particular topic to the Office may determine in which of the specified topics he or she needs further study. The Office may also exempt any provider or alternate provider from participating in training on a particular topic upon demonstration of substantially equivalent knowledge or experience related to that topic. All persons
with such exemptions must still complete a minimum of thirty (30) hours of training during each registration period.

(e) Each provider and alternate provider must submit verification of completion of the training requirements to their program's designated registration office on forms provided by the Office.

(f) At the time of admission, the provider or alternate provider must furnish parents with appropriate instructional materials that will assist them in evaluating the home, the provider, and the alternate provider. Such materials shall include information concerning child abuse and maltreatment, and guidance on the steps they may take if they suspect their child has been abused or maltreated.

(http://www.ocfs.state.ny.us/main/childcare/becomeaprovider.asp)

Nannies and non-parental caregivers do not need ongoing training.

**Professional Development Available for New York Infant Caregivers**

The Professional Development Program at Rockefeller College, at Albany State University of New York, with funding by the New York State Office of Children and Family Services is designed to be a resource for information about child care in New York State. Their Early Childhood Education and Training Program offers e-learning courses. The current ones for caregivers to learn best practices are:

- Mandated reporter
- Preventing SIDS
- Preventing Shaken Baby Syndrome
- Promoting safe sleep
- Keeping children safe: Preventing lead poisoning
• Managing challenging Behavior: birth to 18 months
• Managing challenging Behavior: 18 to 36 months
• Transportation
• Obesity Prevention
• Early intervention
• Family engagement
• Principles of Childhood Development
• Nutrition and Health needs of Infants
• Emergency preparedness (www.ecetp.pdp.albany.edu)

They offer Video conferencing, a live broadcast, at various sites around the state, through the year, on various topics. The Professional Development Program at Rockefeller College also offers non-credit distance learning courses. A few of the non-credit courses currently offered are:

• A Better Approach to Feeding
• A Healthy Environment
• Abuse and Neglect: A Caregivers Guide
• A Slice of Life
• Elements and Indicators
• Abuse: Disclosure and Impact
• Abuse: Elements and Indicators
• ADHD
• Dyslexia (www.ecetp.pdp.albany.edu)
The Professional Development Program at Rockefeller College has an extensive video library of learning materials on such topics as:

- Learning Materials
- Teaching Strategies
- Physical Development
- Child Development
- Planning/Program Development
- Relationships
- Child Abuse and Maltreatment
- Communications
- Effective Listening and Guidance
- Bullying
- Business
- Environment/Environmental Hazards
- Literacy
- Music
- Shaken Baby Syndrome
- Sudden Infant Death Syndrome
- Art
- The Brain
- Media
- Regulations and Licensing
- Health/Nutrition
• When to Worry
• Creating a Safe Program
• Safety
• Emergency Preparedness
• Core Body of Knowledge
• Training/E-Learning (www.ecetp.pdp.albany.edu)

All of these programs are free to New York State residents.

The New York State Early Childhood Advisory Council and the New York State Council on Children and Families published *New York State Early Learning Guidelines* in 2012. The book provides comprehensive, well organized, practical collection of best practices and an easy to follow understanding of what to expect in a developing child and suggestions to enhance this development. The book is divided into five domains.

• Physical well being, Health and Motor Development
• Social and Emotional Development
• Approaches to Learning
• Cognitive and General Knowledge
• Language, Communication and Literacy

Each domain is subdivided into age ranges; birth-18 months, 18-36 months, and 36-60 months. Each of the seventy-five areas that they indicate has strategies of the best practice for interacting with each age group. According to the authors of the book:

Knowing about the complex process that is development will allow you to get to know and appreciate children as the unique individual they are, each with their own interests, needs and culture (New York State Council on Children and Family Services,
2013, p. 1). Only by knowing how children develop can you develop relationships that help children feel safe and secure and support their learning as well as their sense of accomplishment and confidence as learners (New York State Council on Children and Family Services, 2013, p. 2). Knowing about how children develop will help assure the decisions you make to meet the needs of children and support their ongoing development (New York State Council on Children and Family Services, 2013, p. 3). Children’s healthy development depends on the quality and reliability of a young child’s relationships with the important people in his or her life, both within and outside the family. Even the development of a child’s brain architecture depends on the establishment of these relationships (New York State Council on Children and Family services, 2013, p. 7).

Another publication put out by New York State Office of Children and Family Services, funded by the Federal Child Care and Development Fund and developed by the NYC Early Childhood Professional Development Institute is *Core Body of Knowledge New York State’s Core Competencies for Early Childhood Educators*. This is a plethora of best practices for infant caregivers. The core beliefs of the authors are:

- Children are born ready to learn.
- Every human being is a unique individual, with diverse modes of learning and expression as well as interests and strengths. Children are worthy of the same respect as adults.
- Children’s needs for shelter and for physical, intellectual, emotional and social nourishment must be met for them to grow, develop and learn to their fullest potential.
• Children have the right to secure, trusting relationships with adults and to safe, nurturing environments.

• Children learn through play.

• Children construct their own knowledge based on their curiosity and driven by their interests. This active construction is facilitated by interaction with adults and other children.

• Children’s learning is active and follows a recurring path of awareness, exploration, inquiry and application.

• Children learn best when exposed to and engaged in high-quality environments, interactions and relationships.

• Children learn best when adults in their life work in partnership with one another.

• All children and their families, regardless of their ethnic origins, value systems, faiths, customs, languages and compositions must be equally respected.

• Families and children have the right to support systems that foster their growth and development.

• Teaching and learning are dynamic, integrated and reciprocal processes.

The authors believe that quality best practice requires a solid knowledge of child development knowledge. Knowing how children grow is a cornerstone. Recognizing the diversity of children and their families and the importance of the relationship between the child and caregivers was reiterated through the publication. It also listed the skills to practice for the health, safety, nutrition, environment and curriculum planning for the children.

To professionals in the infant care environment, the book was helpful in itemizing out the skills needed to observe, assess, reflect and plan. Learning administrative and management
techniques as well as developing leadership and professionalism encourages childcare providers to continue with professional development that ultimately benefits the infants and toddlers in their care.

**Professional Development in Other States**

I wanted to know what other states had to offer as best practices for infant care providers so I chose states from different areas of the country: Texas, California, Georgia and South Dakota.

In Texas there is a free on-line program for parents and child care providers consisting of fifteen (15) hours on a variety of infant/toddler topics.

A&M Agril Life Extension Service in partnership with the Department of Family and Protective Services, Child Care Licensing Division offers on-line training for parents, child care professionals, and licensing staff. ([http://www.infanttoddler.tamu.edu](http://www.infanttoddler.tamu.edu))

The current topics available are:

- Introduction to Infant and Toddler Social Emotional Development
- Routines and Environments that Support Social Emotional Development in Infants and Toddlers
- Establishing Positive Relationships with Families
- Understanding Infant and Toddler Development
- Ensuring the Health and Safety of Infants and Toddlers in Child Care
- Healthy Eaters: Infant and Toddler Nutrition in Child Care Settings
- Responding to Challenging Infant and Toddler Behavior

([http://www.infanttoddler.tamu.edu](http://www.infanttoddler.tamu.edu))
In South Dakota, the South Dakota Department of Special Services, Division of Child Care Services offers the Infant/Toddler Training Program for parents and child care providers. It is funded by the Bush foundation. There are year-round training sessions provided by trainers who were trained in the WestEd program in California. They are given throughout the year in towns across the state.

South Dakota has the highest percentage of working mothers in the nation. Children there are entering child care settings at an earlier age, infant/toddler group settings have unique challenges and they believe that the first three years of life have a dramatic impact of brain development.

The Infant/Toddler Training Program is an effort by the Division of Child Care Services to promote ongoing training to improve the quality and availability of infant and toddler care. Responsive parenting classes are also held across the state for parents who want to learn more about the unique needs of children birth to age three.

(http://www.dds.sd.gov/childcare/training/infanttoddler.asp)

There is a wide range of topics on infant/toddler best practices. A few of them are:

- Professionalism
- Inclusion of all Children
- First Aid
- Introduction to Child Care
- Discoveries of Infancy and Brain Development
- Love & Logic
- Learning Environments
- Guidance and Behavior Management
• Identification and Prevention of Communicable Diseases
• Interpersonal Communications and Relationships
• Cultural Diversity
• CPR
• Age Appropriate Planning
• Partnership with Parents
• Program Safety
• Biting
• Discipline
• Infection Control
• Heart Center Teaching
• Books
• Special Needs
• Smiling
• Joy
• Autism
• Professional Ethics
• Curriculum
• Nature (dds.sd.gov/childcare/training/infanttoddler.asp)
In California, the California Department of Education in partnership with the Program for Infant/Toddler Care (PITC) offers the Program for Infant/Toddler Care training. Some examples of the courses on best practices for infants and toddlers are:

- **Infant/Toddler Group Care:** This course focuses on the PITC approach to infant/toddler care and addresses how to support healthy social emotional development and learning in group settings. The course includes an exploration of the different temperamental types; stages of social emotional development; development of self-esteem, security and social competence; socialization and guidance, and program policies that best support healthy social emotional development; learning culture and families.

  This course also covers early brain development and learning; discoveries of infancy, culture, partnerships with families and working with children with special needs.

- **Infant/Toddler Reflective Curriculum Planning Process:** This course will focus on observation, documentation, reflection and implementation.

- **Infant/Toddler Language Development:** This course focuses on facilitating and supporting language development and communication with infants and toddlers, using PITC approach to group care.

  Coaching services linked to the courses are available to support the implementation of the training content into the daily caregivers’ practices. The on-site training, conducted by experienced PITC certified infant/toddler specialists, is tailored to the individual needs of each participating program and includes a comprehensive series of videos and active adult learning strategies. Trainers mentor and coach program staff on implementing the PITC philosophy and
essential policies to promote high quality responsive, relationship-based infant and toddler care. 
(http://www.pitc.org)

PITC also has a training institute that organizes the information that trainers need to impart to the infant/toddler caregivers. It divided the information into four modules:

- Social-Emotional Growth and Socialization
- Group Care
- Learning and Development
- Culture, Family and Providers (http://www.pitc.org)

Each module had four to six subcategories. Funding is available for all of these programs through Partners for Quality (PQ) which subsidizes these California trainings.

PITC Philosophy puts relationships with infants, toddlers and their families at the heart of high quality care. They have six essential program policies that anchor their work:

- Primary care
- Small groups
- Continuity of care
- Individualized care
- Culturally responsive care
- Inclusion of children with disabilities and special needs (http://www.pitc.org)

In Georgia, the Georgia Program for Infant/Toddler Care (GA PITC) offers training and technical assistance to directors and teachers who serve children from birth to three years of age in centers or family child care homes.
Quality infant care is centered on relationships. Young children learn and grow in the context of secure, trusting relationships with caring adults that is respectful and responsive to each child’s individual needs. (http://decal.ga.gov/qualityInitiatives/InfantTodlerCare.aspx)

I experienced a sample of their training when I attended a workshop given by the Georgia Association of Young Children (GAYC) while at the NAEYC convention (Patricia Minish, Ph.D., Developing Training for Beginning, Intermediate and Advanced Child Care Providers, NAEYC Annual Conference, Washington DC November 22, 2013). It was about training the trainers of the infant/toddler caregivers. One must first identify the learners as beginner, intermediate or advanced teachers. Dr. Minish spoke of Bloom’s Taxonomy, the Constructivist Theory, the Experimental Learning Cycle and Vygtosky’s zone of proximal development and scaffolding. Different styles and different approaches for doing professional development and training of different caregivers were discussed.

The workshop was very enlightening. I know it will be quite helpful in setting up a training program for caregivers.

Additional Professional Development Opportunities for Infant/Toddler Caregivers

Bank Street College in New York City offers courses in the Infancy Institute every June. They have a variety of speakers on the latest research topics. Their focus is on:

- Understanding human growth and development: birth to age three
- Creating a responsive human environment for infants and toddlers
- Valuing diversity
- Forming partnership with parents and families
- Advisement/Fieldwork
Personal/professional development
(http://bankstreet.edu/professional-development/institutes-and-series/infancy-institute)

The US Department of Health and Human Services Maternal and Child Health offers Graduate and Undergraduate Continuing Education Programs on a variety of topics relating to the best practices for the health of young children and their parents.
(http://www.hrsa.gov/index.html)

The National Association for the Education of Young Children (NAEYC) has a publishing company with a wealth of books on Infant/Toddler information. It also publishes monthly periodicals Young Children and TYC. TYC (Teaching Young Children) has articles pertaining to Infants and Toddlers and what are the best practices when interacting with them.

NAEYC offers onsite professional development training of best practices in Washington DC and on-line training through a series of DVDs such as Foundations for Excellence in Early Childhood Education and The New Developmentally Appropriate Practice. A complete list of their training DVDs may be found on their website. (http://www.naeyc.org/ecp/dvd)

NAEYC hosts webinars throughout the year hosted by renowned educators. Dr. Clancy Blair discussed “Promoting the Development of Self-Regulation in Young Children” this past October. Dr. Catherine Snow discussed “Facilitating Language Development in Young Children” in November and Dr. Robert Pianta discussed "Measuring Classroom Quality” in December. These are free webinar series where professionals may keep current with the latest research.

NAEYC holds an annual conference that has presentations on the latest information. (http://www.naeyc.org)
High Scope has been reaching out to the educational community for over thirty years offering conferences and events that foster professional development and networking. They offer programs for infant/toddler caregivers and training that satisfies the 120 hours of training that is part of the requirements for applying for a Child Development Associate (CDA). High Scope publishes *Resource*, a biannual magazine and the web publication From the Field. The High Scope principles include:

- Adult-child interaction
- The environment
- Daily routines
- Observing
- Evaluating and planning for each child every day (http://www.highscope.org)

Head Start and Early Head Start have a wealth of resources on best practices in infant and toddler care. They have a library of publications with over two dozen topics. (http://eclkc.ohs.acf.hhs.gov/hslc/hc/hs/resources). Some are for the needs of infant caregivers that are designed to scaffold the caregivers.

- Professional development
- Supportive environments
- Stress management
- Reflective practice
- Staff training
- Strategies for nurturing

In collaboration with ZERO TO THREE, the Office of Head Start offers on-line Infant/Toddler Associate degree courses. These fifteen courses are comprised of modules
containing videos of effective practice, reflection exercises and relevant readings. The threads included through the modules are:

- The developing brain
- Children and families with special needs
- Dual language learners
- Partnering with families
- Culturally sensitive care
- Reflective practice

Some of the courses offered are:

- Child Development
- Orientation to Professional Practice
- Health, Safety and Nutrition
- Building Family and Community Partnerships
- Introduction to Inclusion Practices
- Introduction to Infants and Toddlers
- Using Observation and Assessment
- Dual Language Learners
- Leadership for Infant and Toddler Professionals
- Infant/Toddler Learning Environments
- Infant/Toddler Physical and Cognitive Development
- Infant/Toddler Social and Emotional Development

(http://eclkc.ohs.acf.hhs.gov/hslc/tta-sustem/ehsnrc/Early%20Head%20Start/itech)
Early Head Start National Resource Center (EHS NRC) provides expertise, materials, resources, information, training and technical assistance. Materials and resources are accessible on the Early Childhood Learning and Knowledge Center website. (http://eclkc.ohs.acf.hhs.gov/ehsnrc)

Head Start has publications, distance learning courses, podcasts, tip sheets, workshops, DVDs, and webcasts available. (http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start)

The Day Care Council of New York’s Early Childhood Training Institute provides training on the New York State Office of Children and Family Services (NYS OCFS) content areas and the NYC Core Body of Knowledge content areas. There is a fee, generally $50 per class, and these courses count toward the ongoing thirty (30) hours of continuing professional development that is required. Some were geared toward infants and toddlers, but most were general to early childhood. Some of the current trainings are:

- Promoting Literacy
- Developing Language Skills
- Routines & Schedules
- Facilitating Learning and Development
- Approaches to Learning
- Creative Art
- Curriculum Development
- Parent Partnerships
- Music in Early Childhood Programs
- Positive Discipline
• Social and Emotional Development
• Make It & Take It
• Health and Safety Training
• Understanding Health Care Plans
• Child Abuse and Maltreatment Mandated Reporter
• Infectious Disease Control
• CPR and First Aid for Child and Infant
• Shaken Baby Syndrome
• Medication Administration (http://www.dccnyinc.org)

The Council for Professional Recognition also has a well-developed, organized set of books that itemized out the best practices for Infant and Toddler care, *Essentials for Working with Young Children* and *CDA Competency Standards Infant-Toddler Edition*. These books define the eight Child Development Associate (CDA) competency standards:

• Safety and health
• Physical and intellectual development
• Social and emotional development
• Relationships with families
• Managing an effective program
• Professionalism
• Observing and recording children’s behavior
• Understanding the principles of child development (http://www.cdacouncil.org)
and goes into detail on how to accomplish the functional areas for each standard. The functional areas include:

- Safety
- Health
- Learning Environments
- Physical
- Cognitive
- Communication
- Creative
- Self
- Social
- Guidance
- Families
- Program Management
- Professionalism (Washington, 2013)

The Council for Professional Recognition works to ensure that all early care professionals meet the developmental, emotional and educational needs of our nation’s youngest children. The CDA national accreditation program is based on the knowledge of the nation’s leading scholars in early care and learning. Utilizing multiple sources of evidence, the program is the only comprehensive system of its kind that recognizes the essential competencies needed by entry-level and all early childhood professionals. (Council for Early Childhood Recognition, 2013, pp. 4-5)
Infant/Toddler Caregiver Surveys

While attending the National Association for the Education of Young Children (NAEYC) in Washington DC, I surveyed experienced infant/toddler caregivers who were attending from various parts of the country. These thirteen caregivers had one hundred and ninety five years of experience between them all. They were all knowledgeable about the physical, cognitive, social and emotional development and had good suggestions for new infant/toddler caregivers:

- Create a safe environment
- Know the milestones for development
- Read Piaget and Erikson
- Let kids explore and use their bodies
- Use music and motions
- Set an example, model behavior
- Learn about SIDS, safe sleep, hand washing, safety (see Appendix D)

They had solid ideas for working with parents:

- Communicate – constantly, with daily sheets, newsletters, arrival/dismissal times
- Ask parents about their children, how the morning went, how was their day
- Tell parents two or three fun/good things about their child each day
- Encourage parents to get involved with the classroom
- Be professional, don’t judge
- Learn about different cultures and ethnicities
- Empathize, respect, and understand
- Hold parent workshops (see Appendix D)
The infant caregivers surveyed found that the most challenging part of the profession was:

- The physical demands
- Finding time to just enjoy the children
- Patience with behavioral issues and teething
- Parents (see Appendix D)

The common trends regarding the best part of the job of these infant care providers were the joy, love, TLC, smiles, and laughter. These professionals love what they do, and by their responses they all seemed to have a good understanding of what best practices are in the various areas of care.

The response for what they wished that they know before getting into the profession proved a good base of information to give caregivers entering the field:

- The physical aspect
- Knowledge of developmental milestones
- Communication skills for problem solving
- Lots of songs, poems and rhymes
- You do not make much money
- Nothing! I loved discovering it all (See Appendix D)

**Infant/Toddler Directors Interviews**

I was able to interview Directors who have been in the field of Infant/Toddler care for fourteen to over fifty years. All that I spoke with viewed the profession as a true calling. It was a privilege for me to be able to chat with all of them. They were all eager to have best practices for infants and toddlers expanded.
Over the years they have seen the profession become increasingly regulated, with unprepared teachers and a ‘rushing’ of the two year olds. “The parents expect too much of their two-year olds. Their expectations are so far off. They need to be educated about child development and stop putting pressure on their children and their teachers.” (D.K. Personal Communications, November 22, 2013).

One Director did see a move toward more developmental based programs and away from ‘child care’. “I am glad to see the field of infant child care develop into a respected profession. There is so much research coming out now on infants and brain development.” (M.B. Personal Communications, November 22, 2013).

Another Director spoke of the need to incorporate moral development into the children from birth on. Caregivers are essentially raising the children and more moral and anti-bias thoughts and actions should be built into infant, toddler and preschool programs. She also explained her thoughts on developing spirituality in children by developing reflective children by having the adults in the lives of children practice reflection. “It is so important to have a spiritual life. It starts early with very young children learning to stop and reflect…it is the beginning of prayer.” (G.H. Personal Communications, November 22, 2013)

“Infant rooms should always reflect a home environment.” (M.G. Personal Communications, November 22, 2013). When I heard Ms. G. talk about home-like settings for infant and toddler rooms, it was like an epiphany. Of course they should be home-like! Myriads of designs went off in my head.

These seasoned Directors suggested books that caregivers going into the field should read (Appendix E). Their recommendations to new professionals in the field would be to learn about:

- Communication
• Collaboration with parents
• Behavior management/compassionate discipline
• Classroom management
• Appreciation of the child’s curiosity
• Knowledge of Infancy development
• Observation, recording and reflecting
• Pedagogy issues like separation, toileting
• They suggested books that caregivers entering the field should read (Appendix E)
• That it is hard work.


Although the Directors felt that the field of infant/toddler care was under-appreciated, they did want those getting into the profession to know that:
• It is the most important profession in the world
• There is high emotional return
• Be grounded in good theory and practice
• Children are precious – see your own child in everyone with patience and kindness
• Find a good mentor and learn!! (M.G., G.H., M.B., D.K., C.R. Personal Communications, November 22, 2013)

These lists of best practices for the care of infants and toddlers from the training programs and professionals across the country will help develop the content of a training program.
Professional Development Books

In addition to the list of suggested books for new infant/toddler care providers to read (Appendix E), it was recommended by some Directors to go back and re-read many of the child development theorists as well as the new books on the market.

In *Developmentally Appropriate Practice*, Copple and Bredekamp (2009) emphasized five guidelines for developmentally appropriate practice/best practices:

- Creating a caring community
- Teaching to enhance development and learning
- Planning curriculum to achieve important goals
- Assessing children’s development and learning
- Establishing reciprocal relationships with families

Throughout the book the authors give examples of the best practices to become an excellent teacher/caregiver. Samples of relationships with the child, with the families, with the other caregivers and with the profession are spelled out. Various strategies for facilitating and scaffolding the child’s growth and learning are reviewed as well as assessing and planning curriculum. Understanding a child’s development and having practical examples of ways to facilitate growth abound in the book.

In *Growing Minds*, Copple (2012) explains the importance of infants needing a secure, sensitive relationship so that they may develop trust and emotional security. “Young infants need security most of all” (Copple, 2012, p. 6). Babies are born programmed for socialization. They look at faces and delight in hearing language. Toddlers, having developed security are confident to explore the world around them. This engagement fosters more learning. The importance of secure, affectionate relationships for infants is vital to their ongoing development.
According to Koralek, Colker and Dodge (1993) quality programs for infants and toddlers should be based on theories of child development and accepted best practices. In their book *The What, Why and How of High-Quality Early Childhood Education* they list the six indicators of best practice:

- An understanding of child development
- An individualized program
- A safe, orderly, varied and stimulating environment
- Children select and are actively involved in materials
- Caregivers show respect for child’s needs
- Parents feel respected and encouraged to participate
- Caregivers have training in child development and education

Infant environments should look and feel like home, the most important component of the infant’s environment being the caregiver. Toddler environments should reflect the child’s need for security and independence. Materials and activities that would be in best practices for both infant and toddler rooms are listed in this publication.

*The Right Stuff for Children from Birth to 8* also focused on the environment and materials. The book had samples of materials for each age group and explanations for these materials that would best serve children. In it Bronson (1995) showed that it was clear that they had given significant thought to what would be the best practice regarding materials for that area. Galinsky (2010) informs us of the seven essential life skills that every child needs in *Mind in the Making*. In each of the life skills she has suggestions for interacting with children as young as infants. “There is no development without relationships” — Jack P. Shonkoff, Harvard University. (Galinsky, 2010, p. 301)
Her suggestions mirrored what other educators have suggested as being best practices. Her organization of these interactions for facilitating the development of essential life skills reinforces:

- Focus and Self-Control — the importance of secure relationships, reading
- Perspective Taking — puzzles and sorting
- Communication — imitate what babies do
- Making Connections — play games
- Critical Thinking — ask questions and promote curiosity
- Taking on Challenges — let them master things like pulling themselves up, crawling to the desired toy
- Self-Directed, Engaged Learner — make children feel safe, secure with structure.

Rethinking all of these best practices in the light of them having long term effects on success in life gives them all another dimension.


An essential function of adults is to manage the sensory environment so that the infant receives the optimal amount and kinds of stimulation….With appropriate sources and levels of sensory stimulation, which include interactions with people, objects, movement, music, light and shadow, the infant will satisfy herself by engaging in a wide range of exploratory behaviors that are self-initiated and allow her to manage her attention as her increasing understanding and the environment intersect. (Hammond, 2009, p. 123)
Magda Berger’s ideas of the importance of the environment and the caregivers reflects Galinsky’s notion that babies need to experience situations to develop life skills. The importance of secure relationships with quality caregivers develops focus, and self-control in infants. They learn that they are able to tackle challenges when they realize that they themselves were able to reach, stretch and worm over to get the desired toy. They start to become self-directed, engaged learners when left to entertain themselves.

This look at the Resources for Infant Educators (RIE) Program talks about the importance of the caring relationship between the infant and the caregiver. The touching and attention are critical as well as the routines of feeding, sleeping and daily activities. Great thought should be given to the environment, indoors and outside. Language acquisition and play are imbedded into daily interactions. Magda Gerber believed that children should have freedom to move. “Never put a baby into a position she cannot get into or out of all by herself” — Magda Gerber (Hammond, 2009, p. 81)

RIE distinguishes itself from other belief systems in its’ practice that babies should be laid on their backs, without tummy time — that will happen naturally; not be constantly entertained — they need time to engage themselves; should have toys placed within their reach — not handed to them.

Lally, Torres, and Phelps (n. d.) speak of six key concepts of early group care in Caring for Infants in Groups:

- Group size
- Environment
- Primary care assignment
- Continuity of care
• Cultural and familial continuity
• Meeting the needs of individuals in groups

The importance of the first three years of life and all of the interactions with people and the environment were the focus of Lally’s book *For Our Babies*. Lally (2013) recognizes the changing American family dynamics of the past few decades. Brain research over the past twenty years has confirmed critical periods for acquiring certain information.

Lally (2009) emphasized as others have the importance of the emotional relationships in an infant’s first nine months of life. From seven to eighteen months the infant’s social and communication skills developed. The stage of self-definition occurs between fifteen and thirty-six months. While Lally’s book talked about improving public policies, health and safety, his documentation of the research on brain development and the importance of the first three years of life support the necessity of having all infants engage in an environment of best practices.

Mr. Lally is the creator of the Program for Infant/Toddler Care (PITC) and one of the founders of ZERO TO THREE: National Center for Infants, Toddlers and Families.

The Reggio Emilia approach to infants and toddlers was the result of seed money from the Italian government after World War II to the town of Reggio and the inspiration of Loris Malaguzzi.

In *Working in the Reggio Way*, Wurm (2005) explains some of their approaches to infant and children’s environments and interactions. The environment of the child is important. “It has been said that the environment should act as a kind of aquarium which reflects the ideas, ethics, attitudes and cultures of the people who live in it.” (Wurm 2005, p. 24)

This idea of the esthetically pleasing environment with ceramic cups and glasses is similar to Montessori. They both value and respect the child and set expectations for them to
take care of their space. Both Reggio and Montessori approaches give the child daily and practical life projects. They firmly believed in observation, documentation, the integration of the child’s family and making materials/projects available for the child to engage in when they were interested in doing so. Reggio believes that there is no pre-school, just continuous learning.

The Reggio concept of ‘wait time’ for children is in tune with the development of some of Galinsky’s life skills, namely critical thinking, making connections and engaged learners.

Knowledge of child development is an important aspect and consideration of best practices for most of the professional development programs across the country. I reviewed the classic child development theorists Dewey, Piaget, Vygotsky, Erikson and Montessori.

Dewey promoted the importance of observing children and determining from these observations what kinds of experiences the children were interested in and ready for (Mooney, 2013, p. 18). He believed in the child centered environment with children engaging actively in their environment, discovering and learning. The social world of the child was important to their development.

The first two stages of Erikson’s eight stages of Psychosocial Development apply to infants and toddlers. Trust vs. Mistrust is the first stage that goes from the birth of a child to twelve months. Autonomy vs. Shame and Doubt is the second stage. It is when the child is twelve months to three years old.

Infants need to develop trust in themselves, others and the world around them both internally and externally. Infants who develop a strong sense of trust become attached to people in their lives and are able to develop empathy. Only then will they be able to move onto the next stage. He suggests:

- Holding infants while feeding them and focus solely on them
• Responding to their signals for distress yet helping them learn to cope
  
  (Mooney, 2013, p. 58)

In the stage of acquiring autonomy, toddlers are learning how to balance, holding on and letting go. They want to be both independent and dependent. One needs to help them develop self-control and autonomy by:

• Giving them choices
• Setting clear limits
  
  (Mooney, 2013, p. 64)

Vygotsky changed the way educators thought about children’s social interactions with each other. His work showed that social and cognitive development work together and build on each other (Moody, 2013, p. 101). By interacting with another child or a caregiver, a child can be scaffolded into acquiring new knowledge that was in their zone of proximal development. If a child is on the edge of learning something, having the interactions with others helps them to accomplish or assimilate a new task.

Self-regulation of children was fostered by scaffolding the activity that was in their zone of proximal development. This helps them build executive functioning. To foster it one should:

• Give children time to play
• Give children the right materials
• Observe children and engage them when appropriate
  
  (Mooney, 2013, p. 113)

Piaget explained how children develop in stages. They needed to know early math concepts before mastering higher order ones; they need to have language to continue to communicate, socialize, and grow cognitively. Piaget spent much of his research time observing
his children to come to his theories. His detailed explanation of the Sensorimotor Stage (Mooney, p. 82) helps us understand an infant’s actions. We need to observe them, keep them safe yet let them explore the world around them. His ideas are on the best-practice-for-infants list in most professional development programs today.

Maria Montessori was the author of over a dozen books. She believed that children thrived best in a child centered environment. The environment consisted of the adults/caregivers, the space and the children. The environment should always be prepared. The adults should be prepared to observe and respect the child. The space should be orderly and beautiful with all materials available to the children. Children should have child size equipment and real utensils and cutlery.

Children learn through their senses. Their environment should be full of sights, sounds, textures and smells. Montessori believed in education through the senses with children touching and feeling concepts.

Children in a Montessori environment learn to care for themselves — similar to Reggio — with practical life activities for them to engage in. They are encouraged to take responsibility — fostering Galinsky’s life skills. Adults are encouraged to not do for a child what they can do for themselves. Children are let to feel the success of accomplishment. “Activities build on a child’s natural instinct; help him develop good work habits, concentration, eye-hand coordination, attention span and control of his body.” (Montessori, Secrets of Childhood, 1972)

Observation is very important for the caregiver to master. They must learn to observe and see what the child can do and what they might be interested and able to do soon. “The education of even a very small child does not aim at preparing him for school but for life.” (Montessori, Discovery of the Child, 1972, p. 1)
Both Montessori and Piaget saw children as individuals that progressed in learning and adapting to their environments in an individualized way. Montessori expressed the need for the adult to be observant, realize what the child is doing, keep records of each child, reflect on what the child is doing and why the child is doing so.

As a Montessori-trained teacher, I was interested in taking a fresh look at the Infant/Toddler training that I had gone through many years ago.
Analyses

What would a best practice for Infant/Toddler caregivers program include? I researched the literature, read the most current authors and the classic theorists, interviewed and surveyed professionals in the field, compiled what many professional development training programs entailed and looked at the requirements for various certifications.

I realized that most of the training programs thought that knowledge of child development was important. Knowing where the child development theories had come from and why the theorists proposed them clarified why some of the infant and toddler practices are so important. I reviewed five child development theorists but there are about a dozen more that infant caregivers should be cognoscente of. The child development theorists I reviewed came with different points of view. However, Piaget, Montessori, Vygotsky and Dewey all believed in a child centered approach to best raising a child.

Dewey, Montessori and Vygotsky all saw observation of the child as very important, essential to learning about the child’s development. They viewed it as a way to plan the child’s environment, and to know what materials to make available to the child. Through observation, a caregiver would know what materials or activities the child was on the cusp of assimilating and what next level in their zone were they ready to master.

Montessori and Reggio believed that the environment should be orderly and beautiful. Along with Piaget, they believed that children needed to be exposed to interesting things and needed to be able to physically engage in activities to learn about them.

Many authors and professional development training programs today incorporate these ideas today albeit they explain them in different terms. Erikson’s first stage of an infant’s development – trust – has been reiterated by Copple, Lally, and Resources for Infant Educators
(RIE) and Program for Infant/Toddler Care (PITC). Many professional development training programs integrate the development of Erickson’s ‘trust’ into their courses for infant caregivers. Galinsky’s life skills reflect Erikson’s trust, autonomy and Vygotsky’s scaffolding approach. Lally’s emphasis on the social nature of infants today is similar to Vygotsky's beliefs. Many of the ideas of the varied child development theories complement each other. Today’s authors and best practice training programs still refer to these notions and plan best practices based on them.

The states’ professional development programs and the professional development material available from PITC, RIE and other programs that I researched all had components of understanding child development and practical suggestions on implementing them. The study of child development and theorists seems crucial to becoming a best practice practitioner.

The most consistent best practice for infant caregivers is for the caregiver in the infant’s life to make a child feel secure, to hold them when they are feeding them and to be consistently present. Child development theorists, current authors and professional development training programs all emphasize that the interaction between the infant and caregiver as being the most important best practice for infants.

Infant caregivers should be consistent, caring, loving to the infant, hold them while feeding them, bond and engage the infant. This relationship is essential to the child’s development.

There were two other important considerations that emerged for the best practices of infants and toddlers. They were the environment and the observation of the child. The professional development programs all offered courses in the best practices for preparing the
environments. From the safety considerations to the materials and their placements, there was much devoted to this topic.

Some thoughts were that infants should be free, unconfined, even not sleep in cribs and that toddlers should be in an environment where they had access to everything that they would need including sharp utensils and breakable glasses. Other thoughts were that activities and routines should be more organized. Meeting somewhere in the middle were most courses and probably the best practice.

Observation of the infant/child, recording the observations, reflecting, rethinking, planning action and starting the cycle again was emphasized by the theorists and most professional development training programs.

From these readings I would summarize that knowledge of Child Development, knowing the best interactions for infant and toddler caregivers, knowing how to structure the environment and seeing the value in and practicing observation/recordkeeping and reflection were the key best practices that current professional development training programs and current literature are trying to impart.

I would also add the practical aspects to know about infant/toddler care such as the licensing requirements.

Some of the interesting training for infant caregivers was having them learn about joy, smiling, and enjoying the children. I think these ideas are the icing on the cake and really liked the concepts. Another interesting concept was to start with the infants in having them learn anti-bias and morality. No child is born prejudiced. It is true that it is a learned concept. Making more early caregivers more cognoscente of their own view on life, reflecting on how they view — handicapped people, strangers, ethnic foods other than their own, non-English speakers, fat,
ugly people — will make them more aware of their views and if they are transferring them to the children in their care. Thinking about ethics and reflecting on ethical dilemmas is a topic that should be introduced to all in the field.

As far a teaching morality, that gets dicey. Parent’s views always dominate, but there should be no objection to teaching and modeling commonly accepted codes of behavior for living in a society.

Teaching children to stop and reflect, proposed by Reggio, Galinsky and Montessori, should be integrated into daily life by the caregiver. Modeling reflection, asking the appropriate questions, teaching the children to think of the questions themselves, all seem like a wise component to any professional development training program.

I have divided these best practices for infant/and toddler care into three areas: the people, the environment and the practices.

The people consist of the child, the parents/family, the caregivers, and the extended people in the medical and social service areas. In this area one needs to learn about the needs and interactions of all of the people in the child’s life. The majority of information cited the interaction with the caregiver as the most important best practice for an infant. Children must feel safe, cared for and develop security. How a caregiver touches, handles, meets the needs of the child and speaks to the infant are all crucial in developing the young child’s sense of trust.

Children, having acquired this sense of security then venture out to engage their world, to move about and explore. They are then able to continue to develop physically, socially, emotionally and cognitively.

Best practices for infant care require the caregivers to learn about social/cultural awareness, networking, professional development, ethics, and leadership.
A caregiver also needs to work with the extended people in the child’s life and be sure that their immunizations and medical evaluations are up to date. They need to know how to incorporate these extended people into the child’s circle and to work with special needs children and special needs families when necessary. They need to see their role in the community, become leaders and role models.

The environments consist of the home environment, the care giving environment, the people and materials in these environments. In this category, the caregiver would learn safety first, room designs, setting up areas both inside and outside in nature. They would learn about age appropriate materials, where to find them and how to make them. The best practices to enhance the child’s physical, social, emotional, and cognitive development are entwined in these areas of study.

The practices involved the caregivers learning the importance and the implementation of observation, reflection, recordkeeping, revising/rethinking, and enjoying. They would learn about health and safety, curriculum planning, parent and staff workshops, licensing requirements, conflict management, staff development, time management, and personal satisfaction.

Infant/Toddler caregivers should have an understanding of child development, knowing the basic theories of Piaget, Vygotsky, Erikson, Freud, Watson, Dreikuis, Binet, Gessell, Maslow, Bowlby, Skinner, Spock, Brazelton, Kohlberg, and Gardner. Best practices in infant care would also include keeping current on the most recent research and professional publications.
Reflections

When I started to investigate the world of Infant/Toddler best practices and professional development I was amazed by all of the information. I visit Infant/Toddler programs as part of my responsibility of helping parents locate a place for their babies while they are working. I see a few centers that incorporate best practices but often find that centers do not go beyond the maintenance aspects of minding the babies. There is professional development material available, both on-line courses and reference material in New York State.

States outside of New York have many free programs that are available to the parents and caregivers of their youngest citizens. These states seem committed to the notion of the importance of infant and toddler development. I assume that the rest of the forty-five states have similar professional development programs for the dissemination of information on infant best practices.

When I found out that nothing but a social security number was required to allow someone to be paid as a nanny or a non-parental provider, I was surprised. In NYC, permits are required for people to cut hair, practice medicine, law, and sell hot dogs from a cart, etc. Everything in the city is regulated and permitted. I found this especially amazing since the money paid for child care is eligible for employer pre-tax credit and for federal child care credit. Both of these involve taxpayer money and yet there is no regulation regarding the qualifications of the child care provider.

I am sure that in time politicians will realize this loophole and require some sort of criteria of all caregivers, especially since taxpayer money is involved. I would like to be on the forefront and have a training program that could be available to nannies and non-family child
care providers could take that would qualify them for the position of caring for infants and toddlers.

This program would also serve staff in family-based and Center-based programs. It would encompass the essentials for the Child Development Associate (CDA) certification by culling from all of the various training programs their ideas for best practice for infants and toddlers.

I see that there is a need for such a program. This basic knowledge of Infant/Toddler care — a 101 of Infant/Toddler best practices — would benefit the children and those taking care of them. It would be comprised of both on-line and in classroom experiences becoming a base of professional knowledge and development for those participating.

There would be an ongoing professional development component that would work with the caregivers after the initial training to scaffold their development, keep them abreast of the new ideas and publications in the field, and satisfy the ongoing training requirements of the licensing agencies. This program would also serve as a network of colleagues. This training program could and should be put together, implemented, and built upon to spread the best practices to all of our children.

As a Montessori educator I realized that many of the current best practices for infants and toddlers had been a part of my Montessori training many years ago. I explored the current Montessori competencies and found them to be in line with the current literature and training programs best practice for infants and toddlers across the country.

Currently the only Montessori Infant/Toddler training programs in the tri-state area are located in White Plains NY, Princeton NJ, West Windsor NJ and Preston Conn. (http://www.montessori.edu/info.html). There are none in New York City. There is one
Montessori training program in New York City that currently trains teachers to work with children from the age of three to six.

My goal is to incorporate all of the infant/toddler best practices information collected from the professional organizations, educational institutions, government agencies and the literature into an educational training program that enables infant/toddler care providers to take a course and graduate with both a Montessori Infant/toddler Certificate and a CDA credential that are nationally recognized. These programs will be available to experienced teachers wishing to transfer to the infant or toddler classrooms in centers, family-care providers or students wishing to join the Infant/Toddler care provider field.

In the next phase nannies, non-family child care providers as well as parents and grandparents wanting to learn the best practice for the infants and toddlers in their care would take a portion of the program to receive a CDA/Nanny infant/toddler certificate.
Enactment Process

In meetings and talking with colleagues who have all been in the early childhood education field in New York City for many years, the need for infant/toddler programs here in New York City was always on our agenda. My infant/toddler center had been operating for twenty-five years and many in the education field came to visit. On one visit a colleague explained her goal: to expand the preschool program at her school. She wanted to start children as young as two months. This infant/toddler program would accommodate the children of the school’s staff, the infants in the school community as well as the local community.

This idea of having an infant/toddler program in her school was contingent on finding qualified infant and toddler staff. We knew of other pre-schools whose Directors had also expressed interest in expanding their programs to include infant and toddler programs. Staff, well-trained staff in best practices for infant and toddler care were needed to make these programs successful. There were no teacher education training programs specializing in training caregivers for infants and toddlers in New York City in which to recruit staff from.

It was a logical step to conclude that an infant/toddler training program was needed. Four of us agreed to teach in a pilot program. Although we had never worked with each other, we had known each other professionally and each other’s families personally for many decades. We all worked together very well from the beginning.

A private school that agreed to sponsor/host/umbrella the pilot program was soon acquired. Word of mouth advertising set the first cohort of seven students from five different school settings for the infant/toddler training. Thirty other pre-school teachers were interested in the Child Development course. Many of the students were sent by their schools. The tedious
paperwork of applying for accreditation with a nationally recognized education organization was launched.

Part of the process was to develop and submit a calendar of courses for the year (Appendix F), the curriculum, and syllabus and course description for each course, and Grade Rubric with recordkeeping system, for each of the eight areas of study to be covered.

I agreed to be responsible for Child Development (Appendix G), Personal Growth and Development (Appendix H) and Leadership (Appendix I). My colleagues were going to cover Philosophy, Pedagogy, Environmental Design, Observations, Child, Family and Community and the student teaching component.

All the practical aspects of setting up a program had to be done as well. A schedule was needed for the days and times so that each of the courses had the appropriate number of hours and met enough times throughout the ten months to cover the content in a coordinated way relevant to what the students were experiencing in their classrooms.

Once the calendar was established, each course needed a syllabus of what was to be covered in the course and what objectives and competencies were to be mastered. It was to include the required readings, the assignments, and the dates they were due. These included the hand-ins, the presentations, the reflective journals, the observations in their classrooms and at other centers. Also needed was the grade rubric for each course, the recordkeeping system for attendance, participation and assignments (Appendix G, H & I).

The next step was to collect all of the information that we wanted to impart to the students in each course. This information needed to be divided into three and a half or seven hour allotments for each course on the calendar.
At this point I reviewed all of the best practices for infants and toddler care that I had researched in the literature review and put them into the grid of course sections. I wanted to be sure that the pre-requisites for a student to be able to take the Child Development Associate (CDA) exam were included as well as the training requirements required by the New York City Department of Health and Mental Hygiene, Bureau of Day Care. I also needed to be sure that all of the competencies required by the national certification were included.

Once I had all of the agenda items for each of the courses I was teaching, I had to plan each class. From my studies of adult learners in my Bank Street classes, in the workshops at the NAEYC and Montessori conferences and from my readings, I realized that there are different types of adult learners and different ways to approach them. Not being able to meet any of the students beforehand meant that I needed to plan a varied approach to presenting the materials to be covered.

As when working with children, you need to have a flow to the day. Times to listen, times to talk, times to work with co-students in small groups, times to do individual and group presentations, times to watch a video/CD, times to listen to other speakers and times to do individual projects, times to sit and reflect, times to take a trip to a museum and times to get up and move about. One learns more by engaging in an activity than by just seeing or hearing about it. Everyone learns from each other as well as the instructor. Social learning theory applies to adults as well as children. Students participating in the class discussions help everyone develop ownership of the sharing of information.

The assignments for each class varied. There were on-line courses to complete, reflective journals to write, collections of professional materials to assemble, presentations to prepare, observations of their own classrooms and other centers to document.
I wanted to see how realistic my expectations were for the assignments so I did them all myself. I changed the required reading list to one book per course and expanded the suggested reading bibliography. I combined the reflective journal required for Leadership with the reflective journal required for Personal Growth and Development.

The collections of articles, books, websites, organizations, publications, catalogues and contacts for Professional Growth and Development and Leadership were combined, but the collection of Child Development topics and articles remained a separate collection. Everything seemed manageable, doable and important.
Implementation

The infant/toddler training program was to run Monday through Friday from nine to five for three weeks in August followed by two Saturdays a month from September to June. At least three of the four teachers were at all of the sessions.

I was responsible for the sessions on Child Development, Leadership and Personal Growth and Development but my colleagues were there to add their expertise to these sessions. Conversely, I attended the sessions and contributed my experiences in Environmental Design, Observations, Pedagogy, Philosophy, as well as Parent, Family and Community. I did not go on any of the observations to the student teaching sites.

At the beginning of the first class, I gave everyone a questionnaire on basic knowledge of child development and care. The same questionnaire was given at the last class. The students used code names to keep it anonymous.

I began each Child Development class by reading two or three children’s books that related to the day’s topic. Each book was geared toward a different age level. The readings were followed by a discussion of the books and why there were different age groups and how they pertained to the day’s agenda.

Leadership and Personal Growth and Development sessions started off and ended with a quote significant to the day’s discussions.

I was able to cover all of the topics I planned to discuss for each session. However, some topics did not get enough time (in my estimation) because a lot of discussion arose about a topic that was discussed in the beginning of the session. I began to plan for this and moved the topic that I wanted to spend more time on to the beginning of each class.
When there was a topic that a lot of the students wanted to talk about (there were thirty students in the Child Development class), we broke into small groups so that more people could get a chance to speak in the allotted time.

During the summer sessions, the students were eager to have hands-on experience with the materials and seemed less interested in the philosophy, theories, and pedagogy information. Once the students were in the classrooms, they were eager to talk about the experiences they were having, so the first hour of the Saturday classes was devoted to hearing how each student was doing, and what problems they wanted help with. They each received suggestions from their peers as well as the instructors.

As the year went on, it was quite satisfying to see the group developing professionally, solving problems, becoming more competent and confident.

The Child Development course covered the physical development, the cognitive development, the social and emotional development. The knowledge of child development and developmental theorists was one of the most prominent components of various training programs, and was recommended by most professionals in the field. I chose sixteen theorists and had the students pair up and work in a team to do a thirty-minute presentation to their classmates and provide them with a handout to add to their child development collections. They were to present the theorist’s main ideas and how they related to infants, toddlers and preschoolers today. Four presentations were done at the beginning of each class at Child Development sessions during the school year.

Researching, presenting and supplying handouts to your classmates had students needing to really understand the theorists they chose. They also respectfully listened and engaged in the activities that their fellow classmates presented.
In Child Development the students were presented with the historical and global perspectives of child development. They studied the physical, cognitive, social and emotional development. Some of the topics covered were brain development, Gardner’s multiple forms of intelligence, the importance of nature in a child’s development, nutrition, oral health, and exercise, epigenetic, special needs, anti-biased development, safe sleep, sexual identity and development — to name a few.

Erikson’s first stage of ‘trust’ in infant’s social/emotional development was supported by the works of Lally, Copple, and Resources for Infant Education (RIE) and the Program for Infant/Toddler Care (PITC). Both Galinsky’s and Vygotsky’s ideas on a social child were incorporated into the Child Development session on Social/Emotional Development.

The importance of the child feeling secure was reiterated in the courses on Environmental Design, Parents & Community, Curriculum and student teaching. Much of the information on best practices for infant and toddler care that I had gathered was repeated in various courses. Learning about the physical growth of the infant in the Child Development course incorporated many of the safety first aspects of working with infants.

Teaching about the cognitive growth of a child was such a delight. I felt that I was continually amazing the students with the information on how much infants learned hourly, daily, weekly, monthly! An infant’s acquisition of communication skills, from cries and gestures to grammatically correct language and their mathematical change from pointing to the bigger portion of Cheerios to computations over a few years gave a whole new cognitive dimension to understanding child development. I truly enjoyed taking the students on this informative, fun ride of enlightenment.
An infant needed to acquire a great deal of information to grow cognitively, socially and emotionally. The importance of the student’s professional choice of careers seemed to merge with this revelation of responsibility.

In Professional Growth and Development I took advantage of the on-line training available in New York State. The students needed to take fifteen of the thirty hours of training at home and turn in the certificates. This made the students aware of the free state training website available to New York state residents. It also made them cognizant of the training required bi-annually for the licensing of the programs that they were going to be working in.

Reflection, which is recommended by all training programs and practiced by theorists, was a big component of the Personal & Professional Growth & Development course. A weekly reflective journal was kept by the students. They were given a number of topics to reflect on initially to get them going.

A component of Professional & Personal Growth & Development was to know yourself. Various activities were conducted to facilitate that request. Knowing your own style and the style of those adults that you interact with is crucial to a harmonious environment.

Other topics covered in this course were professionalism, teamwork, networking, time management, professional development, communication and ethics. Ethics, codes of ethical behaviors and role playing of ethical dilemmas brought about interesting discussions.

A host of professional organizations, publications, websites and other materials were introduced and the students were required to start their own collections of professional materials and sources.

Leadership courses covered the interviewing, training, motivating, conflict management and team building of staff. Other agenda items were scheduling, time management, curriculum
planning, understanding the licensing requirements, gathering ideas and presenting both staff and parent workshops.

*The Three Rs of Leadership* and an article by Dennis Vicars’ *The Three As: Attention, Appreciation and Affection* were discussed and made relevant by sample situations from the student’s current student teaching placements.

Maslow’s hierarchy of needs was used as a model to determine the needs of the staff in a school. Skinner’s theories were compared to the Ken Blanchard article *One Minute Manager* where he recommends catching people doing the right thing and rewarding them – thus randomly reinforcing their behavior.

A leadership assessment quiz was given to the students on both the first and last day of class for their own perception of their developed leadership skills.

Environmental Design emphasized the importance of the prepared space for the infants and toddlers incorporating the ideas of Reggio and Montessori. Many of the professional development programs that I reviewed across the country emphasized the importance of the child’s environment. It was second to the relationship of the infant with the caregiver in many training programs.

The differing ideas of Montessori, Reggio and Resource for Infant Education (RIE) on how the child’s environment should be structured to enhance the physical development of the infants and toddlers was discussed.

The Observation course was infused with the ideas from training programs of other states, what I learned from the readings and from the conferences I attended. The importance of observing the child, as well as the techniques, procedures and sample observational forms were all presented to the students.
Dewey, Montessori and Vygotsky all found observing children to be essential. From learning to objectively observe children — and this takes lots of practice — and recording the behavior and surrounding situation one is able to then reflect, rethink and plan (scaffold as Vygotsky would say) the next phase of the child’s development. This cycle repeats itself throughout the child’s life.

Most of the seven courses had overlapping topics. A child’s growth from birth to age two was covered in Child Development, Philosophy, Pedagogy and Observation. Safety and setting up the right environment for a child was covered in Environmental Design, Pedagogy and Leadership. Becoming a professional and working with parents, coworkers and the community was discussed in Leadership, Parents and the Community as well as Personal and Professional Growth and Development.

One of the advantages of having the four instructors at each class was that we all learned from each other. I learned some alternative ways of presenting information to a group, new perspectives on some issues and a host of interesting anecdotal situations.
Analysis

This has been an incredible year in which I have learned so much...from the research...from my colleagues...from the students...and from my own assignments.

The research showed me the mounds of information that scholars have been working on for years. So much is already known and documented about infants, toddlers, their development and care. So many areas of this country have free, on-line information for caregivers. There are so many wonderful, informative books on the subject as well. The project of compiling all of the information into categories for this program reinforced and crystallized all that I had learned years ago and over the years. A lot of what had always been common sense was now substantiated by research.

The research showed that although different theorists, authors and training programs had various ways to approach infant care, they did have many good and overlapping methods.

Much of the information about child development was available on-line as training for child care providers in various states. The students were assigned on-line course work in Child Development and Professional Growth and Development. This way the material was presented in a proven way. The students received a completion certificate after passing the test for each on-line course. The students could do these assignments when their own time allowed. These certificates were also part of the thirty hours of continuing education required by New York City and New York State as well as prerequisites for taking the Child Development Associate exam. The topics covered all nine of the required study areas. This year First Aid and CPR were not part of the pilot program. I hope we can work it into the curriculum next year.

I was truly awed that I was able to work with my colleagues. I felt so unbelievably fortunate to be able to be in their presence and to be able to learn from them. When I would
mention a book, they knew the author…personally!!! They reiterated the information that came from my research, the importance of bonding with the infants, building trust, lovingly caring for the infants, working with parents, home-like environments, observing the child, reflecting on the child and reflecting on your own self.

The one area we all struggled with was the terminology for the field. We did not feel that ‘teacher, staff, caregiver’ truly represent the role but collectively we could not come up with more appropriate terms. The terms for the areas of the rooms that the infants were in were also discussed. Four heads tried to figure out better terms, more home-like terms. The Europeans seem to be ahead of us with crèche (play area), loo (toileting area), café (eating area), lounge (sleeping area) and foyer (reception area). We might just start the trend here in the USA.

Reflecting on the European format of higher education, I would like to incorporate their three-tier system of a large group lecture, small group discussions and individual tutorial similar to the Bank Street Leadership model. I feel this is better for the students and the teacher as well. There is opportunity for one-on-one, discussions in a small cohort and a large lecture shared by many.

Ideally, I would like to have a room set up, Montessori style, with different areas of learning – Child Development, Family & Community, Professional Growth, Leadership, Observations, Curriculum, etc. The students would be free to go about the different areas and interact with the material there the way some museums are set up. Each area would have books, article, DVDs, interactive materials and manipulative, websites and more. The teacher would track and guide each student to ensure that they each mastered each component in the training program.
The four of us went to the NAEYC conference in Washington DC for four days in November. We were with each other twenty-four hours a day. My head was spinning both with what I had learned and the great time we all had together. Three of us went on to the Montessori conference for four days in March.

I enjoyed the professionalism and camaraderie. Although we had known each other for decades, working together on this project dear to us all has built a strong bond that I feel so fortunate to have.

The students in the program taught me to rethink how I do things. It was just like when I taught pre-school. I would plan and present a new project that I thought would be a hit, but it would bomb. A topic that I thought would be a conversation maker with the students…bombed. So I had to leave it and move on.

Initially the students wanted to bring a lot of the discussions back to the practical and personal, not theoretical issues. Going forward, I will plan more time for this, especially in the beginning of the school year and the beginning of each class.

The students’ priorities revolve around what is happening to them in their classrooms and I will try to be more cognizant of that.

When the second student came to me in the beginning of the program to ask “Do we really have to do all of these assignments for Child Development, Leadership and Professional Growth and Development?” I decided that I would read the books, write the weekly reflective journal, put my collections together, do all of the on-line courses and put together two presentations. I also did the assignments for Observation, Philosophy, Pedagogy, Environmental Design, and Parent, Family and Community.
It was time consuming, but I thought that it would be good to have a sample of the work expected and to see how difficult the assignment might be. I completed all of the assignments. I found it an enlightening experience, especially the reflective journaling. After some thought I decided that yes, the students had to do the assignments. The assignments were not unreasonable.

The on-line work would be necessary wherever they were going to work, the workshop presentation for staff and parents was good practice for them and accumulated ideas for other presentations by watching their peers’ presentations. For the students it was necessary to develop as professionals a system to collect and organize information on child development, professional organizations, publications, etc. My only concession was to require only one book for each course and expand the suggested reading list.

Hearing the student teachers’ interpretations of their interactions with Head Teachers, Administrators, co-teachers and parents made me very thankful that I am where I am in life and work where I do. I realize that starting at, as they are, at the beginning of their careers is a bumpy road that they have to learn to navigate. I hope that their reflective insights and the role playing has helped them. With practice and experience, they should be enjoying the journey in a short time. I did recommend that they read *Bumps in the Road* and *Get on the Balcony* to gain insight, confidence and hope.

I learned a lot from teaching the assignments. I realized that each three and a half hour session takes at least ten hours of preparation time when you calculate the work on developing the initial calendar, the syllabus, the reading lists, the grade rubrics, the planning for the activities, presentations and assignments for each session, and the grading, recordkeeping and reporting for each session.
The students felt their assignments required a lot but I reassured them, and knew myself, that the first time you do something it always takes more time than the subsequent times. And as a bonus, the more times you do something (teach an infant/toddler best care course) the better you get at it and the better it gets for the participants.

My colleagues were so reassuring. They said, more than once, “This is a good pilot program. Next year will be better and each one after that will get better and better. We are all students as well, learning how to do this.” (MG, MB Personal Communications 2013/2014)

Student teachers were sent into classrooms to work under a supervising Lead teacher. I realized that these Lead teachers were not vetted out and so some of them presented less than ideal situations for the student teachers. In the future, it might be good to try and meet and match student teachers with their supervising Lead teacher. Even better would be to develop a mentoring program to train the Lead teachers how to help guide and scaffold the student teachers.

I feel that going forward I would like to have more one-on-one time with each student. Just as bonding one-on-one with infants is a good thing, so too is the one-on-one attention for any individual’s endeavor at any stage of like. The students deserve this. I would include this by having us visit sites together over the Summer, come in a half an hour early before class to get to know one another, by going to their teaching sites with them before the start of school and working with them individually on setting up their rooms and by having lunch with them one-on-one during the year.

This first year, left me feeling that I barely knew the names of the thirty students and was relying on the handed-in work for grading. Mid-year I copied the photos of the students from
their applications, pasted them into their folders and practiced remembering their names. Next year I will do this before class starts.

The reflective journal writing assignment that I gave the students also proved to be a good learning experience for myself. Each week I answered one of the reflective questions. I realized that the way I am and my outlook on life has so much to do with how I was raised. The way I think about others, play, prejudice, questioning, forgiveness, foreigners, authority, disabilities, nature, religions, ethnic foods, work, school all come from my early interactions with people in my life and my environment.

Understanding and knowing yourself is crucial and necessary in interacting with young children. You need to be aware of your feelings and beliefs, decide if they are rational and be mindful of them before passing them on to the children around you. Reflecting makes one mindful of these interactions, why they happen and if they are truly the best ways to interact or react.

The assignment I gave out for each course seemed doable enough to me. Since there was some push back I decided that I need to be clearer on the assignments, the dates that they are due and have samples of the assignments that the students can look over from the first week of classes. I need to reassure the students from the beginning that the assignments are reasonable and beneficial.

I have almost completed the first year toward my goal of learning of what the best practice for infants and toddler care and imparting that information to others in a training program. The pilot program has been established and nationally accredited as a Montessori Infant/Toddler Training Program. The training program also covers the topics necessary for a
student to apply to the Council for Professional Recognition to take the exam for a Child
Development Associate.

There was a direct impact on the students taking the program. In the course of ten
months they have been presented the theoretical and practical knowledge necessary to begin their
careers working with infants and toddlers. I hope they have obtained both the basic knowledge
of today’s best practices and also the professional character to continue to pursue the best
practices as they may evolve in the future. They have learned about the best practices for infant
care as well as about professional development and leadership. They will become the role
models and trainers of tomorrow’s infant care providers.

The first day of class I gave out a questionnaire to the students on general knowledge of
infant/child development. They took the same questionnaire at the end of class. The results
showed a gain of knowledge for everyone.

According to my colleagues who observed the students at their internship sites, the
students in the pilot program have directly affected the children in their classrooms by their
interactions with the children and preparation of their environment. The students have matured
during the course of the past few months, showing a steady growth in their childcare abilities.

Feedback from the Lead teachers indicated that the students had indirectly affected their
co-teachers, the parents of the children in their programs, and the school administrators, many of
whom had no such prior knowledge about infant or toddler child care best practices.

When the parents see the warm, family-based environments where they leave their
infants to go to work, they are reassured that their most precious possession is in good hands.
The parents in turn tell their co-workers about these options and so the comfort level of the
general working population with the profession of infant care rises. The parents’ positive
attitudes about infant care transfers to others who may consider it as one of their options when
the need arises.

Administrators, Board members and co-teachers, many of whom are hosting children
younger than three years of age in their programs for the first time, are reassured that a good
environment and experience can be available to infants and toddlers outside of the home.

This should encourage any administrators who might have been hesitant to move forward
with quality infant/toddler programs.

Co-teachers see what happens in an infant and toddler room and might be drawn into
taking the infant/toddler training and thus enhance the pool of qualified infant/toddler teachers.

This year’s pilot program has impacted the field of early childhood education and care in
New York City. There is now an infant/toddler training program. As more and more pre-school
programs grow down to accommodate infants and toddlers, there will be more trained caregivers
for that age group. These infant and toddler programs will enhance the communities that they
are in by providing quality care for infants and toddlers, thus giving parents an option to return to
the workforce should they choose to or have to.

My colleagues and I have discussed holding workshops at local and national early
childhood conferences to bring more attention to this world of infant/toddler care.

This year has had a major impact on me. I have spent many years with children from two
months old through the teenage years, and always had a soft spot for the three to five year olds.
Since my Center has been inundated with infants the past few years, I decided that I wanted to
learn more about best practices for infants and toddlers as my formal previous education had
been geared toward teaching children from three to six years of age.
The wealth of information that I found was staggering. The research that continues to develop is fascinating. My heart and my head have defiantly taken a turn toward the infants and toddlers. My goals have moved toward working in the infant and toddler best care field as well.

I would love to be able to continue to train people in the art of best practices for infant and toddler care. I would like to see the pilot training program’s students be able to acquire college credits for attending. I would like to see the students that require it, to go on to take the test for a Child Development Associate (CDA) and pass with flying colors.

I would like to organize a mentoring program that offers infant/toddler student teachers a place to learn in an inviting, supportive learning environment. I would like to see the program be advertised for nannies and parents and adjustments made to accommodate them.

I would like to help develop a weekend-only training program so that those who work in year-round programs would be able to attend.

Ultimately, I would love to design the space and curriculum for an Infant/Toddler Center that would combine child care for infants, toddlers and two year olds with all of the above mentioned training programs.

My personal goal is to continue to train infant/toddler providers. As my colleagues have assured me the training will improve each year. I also aspire to continue my education.
References


Appendix A

Live Birth Summary
Table 4: Live Birth Summary by Mother's Race/Ethnicity, New York State 2010

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Table 4: Live Birth Summary by Mother’s Race/Ethnicity, New York State 2010

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1 Total Births includes births with race = "Not Stated".
2 Hispanic is a separate count equal to Hispanic White Only + Hispanic Black Only + Hispanic Other + Hispanic Race Not Stated.
3 Infants admitted to the NICU or transferred to another hospital are excluded.

Questions or comments: bio-info@health.state.ny.us
Revised: March 2012

Appendix B

Wage Works
# WageWorks Dependent Care Account

**Pay Me Back Claim Form**

**TOLL-FREE FAX:** (877) 353 - 9236  
Or, mail to: Claims Administrator, PO Box 14053, Lexington, KY 40512

<table>
<thead>
<tr>
<th>ACCOUNT HOLDER INFORMATION</th>
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<tbody>
<tr>
<td>Last Name</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td></td>
</tr>
<tr>
<td>ID Code (last 4 digits)</td>
<td></td>
</tr>
<tr>
<td>Employer/Program Sponsor’s Name</td>
<td></td>
</tr>
<tr>
<td>Zip Code</td>
<td></td>
</tr>
<tr>
<td>Birth Month/Day (MM/DD)</td>
<td></td>
</tr>
<tr>
<td>Email Address (complete only if new)</td>
<td></td>
</tr>
</tbody>
</table>

**CERTIFICATION AND AUTHORIZATION**

I certify that the information on this page is accurate and complete. I am requesting reimbursement for work-related dependent care expenses incurred by an eligible dependent (for a child under the age of 13 or other dependents that are physically and mentally incapable of taking care of themselves) while I was a participant in the plan. These services have already been provided and I have not and will not seek reimbursement of this expense from any other plan or party. Use of this service indicates my acceptance of the WageWorks User Agreement at www.wageworks.com (available upon registration; enter username and password or click on First Time User? link).

**Signature of Account Holder**

**Date**

**CLAIMS FOR OUT-OF-POCKET EXPENSES**

<table>
<thead>
<tr>
<th>Service Start Date (MM/DD/YY)</th>
<th>Service End Date (MM/DD/YY)</th>
<th>Provider’s Name</th>
<th>Provider’s EIN or Tax ID</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provider’s Name</th>
<th>Provider’s EIN or Tax ID</th>
<th>Service Start Date (MM/DD/YY)</th>
<th>Service End Date (MM/DD/YY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Signature of Provider**

**Date**

**TOTAL THIS FORM**

MORE EXPENSES? Complete another form.
Appendix C

IRS Form 2441


<table>
<thead>
<tr>
<th>Column</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Persons or Organizations Who Provided the Care—You must complete this part. (If you have more than two care providers, see the instructions.)</td>
</tr>
<tr>
<td>2</td>
<td>Credit for Child and Dependent Care Expenses</td>
</tr>
</tbody>
</table>

**Part I**

- **Care provider’s name**
- **Address** (number, street, apt. no., city, state, and ZIP code)
- **Identifying number** (SSN or EIN)
- **Amount paid**

**Caution:** If the care was provided in your home, you may owe employment taxes. If you do, you cannot file Form 1040A. For details, see the instructions for Form 1040, line 59a, or Form 1040NR, line 58a.

**Part II**

- **Qualifying person’s name** (First, Last)
- **Qualifying person’s social security number**
- **Qualified expenses you incurred and paid in 2013 for the person listed in column (a)**

**Part III**

- **Add the amounts in column (c) of line 2. Do not enter more than $2,000 for one qualifying person or $6,000 for two or more persons. If you completed Part III, enter the amount from line 3.**
- **Enter your earned income. See instructions.**
- **If married filing jointly, enter your spouse’s earned income (If you or your spouse was a student or was disabled, see the instructions); all others, enter the amount from line 4.**
- **Enter the smaller of line 3, 4, or 5.**
- **Enter the amount from Form 1040, line 38; Form 1040A, line 22; or Form 1040NR, line 37.**

**Credit for child and dependent care expenses. Enter the smaller of line 6 or line 10 here and on Form 1040, line 48; Form 1040A, line 29; or Form 1040NR, line 46.**

For Paperwork Reduction Act Notice, see your tax return instructions.
### Part III Dependent Care Benefits

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Enter the total amount of dependent care benefits you received in 2013. Amounts you received as an employee should be shown in box 10 of your Form(s) W-2. Do not include amounts reported as wages in box 1 of Form(s) W-2. If you were self-employed or a partner, include amounts you received under a dependent care assistance program from your sole proprietorship or partnership.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Enter the amount, if any, you carried over from 2012 and used in 2013 during the grace period. See instructions.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Enter the amount, if any, you forfeited or carried forward to 2014. See instructions.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Combine lines 12 through 14. See instructions.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Enter the total amount of qualified expenses incurred in 2013 for the care of the qualifying person(s).</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Enter the smaller of line 15 or 16.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Enter your earned income. See instructions.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Enter the amount shown below that applies to you.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If married filing jointly, enter your spouse’s earned income if your spouse was a student or was disabled, see the instructions for line 5.</td>
<td>(19)</td>
</tr>
<tr>
<td></td>
<td>• If married filing separately, see instructions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• All others, enter the amount from line 18.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Enter the smallest of line 17, 18, or 19.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Enter $5,000 ($2,500 if married filing separately and you were required to enter your spouse’s earned income on line 18).</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Enter $5,000 ($2,500 if married filing separately and you were required to enter your spouse’s earned income on line 18).</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Enter the amount shown below that applies to you.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If married filing jointly, enter your spouse’s earned income if your spouse was a student or was disabled, see the instructions for line 5.</td>
<td>(23)</td>
</tr>
<tr>
<td></td>
<td>• All others, enter the amount from line 20.</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Enter the smallest of line 20, 21, or 22. Also, include this amount on the appropriate line(s) of your return. See instructions.</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Excluded benefits. Form 1040 and 1040NR filers: If you checked “No” on line 22, enter the smaller of line 20 or 21. Otherwise, subtract line 24 from the smaller of line 20 or line 21. If zero or less, enter -0-. Form 1040A filers: Enter the smaller of line 20 or line 21.</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Taxable benefits. Form 1040 and 1040NR filers: Subtract line 25 from line 23. If zero or less, enter -0-. Also, include this amount on Form 1040, line 7, or Form 1040NR, line 8. On the dotted line next to Form 1040, line 7, or Form 1040NR, line 8, enter “DCB.” Form 1040A filers: Subtract line 25 from line 15. Also, include this amount on Form 1040A, line 7. In the space to the left of line 7, enter “DCB.”</td>
<td></td>
</tr>
</tbody>
</table>

To claim the child and dependent care credit, complete lines 27 through 31 below.

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Enter $3,000 ($6,000 if two or more qualifying persons)</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Form 1040 and 1040NR filers: Add lines 24 and 25. Form 1040A filers: Enter the amount from line 25.</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Subtract line 28 from line 27. If zero or less, stop. You cannot take the credit. Exception. If you paid 2012 expenses in 2013, see the instructions for line 9.</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Complete line 2 on the front of this form. Do not include in column (c) any benefits shown on line 28 above. Then, add the amounts in column (c) and enter the total here.</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Enter the smaller of line 29 or 30. Also, enter this amount on line 3 on the front of this form and complete lines 4 through 11.</td>
<td></td>
</tr>
</tbody>
</table>

Form 2441 (2013)
Appendix D

Surveys filled out by Infant/Toddler caregivers.
Infant / Toddler Caregiver Survey

How many years have you been working in infant/toddler care?

with 0-6m ____ 6-12m ____ 12-18m ____ 18-14m ____ in total ____6 years____

What do you know about the following areas that you think that new Infant/toddler caregivers need to know?

Infant/toddler physical development/safety: Children should be able to move around as much as possible

Infant/toddler cognitive development: They like books and stories

Infant/toddler social/emotional development: They like to be hugged and carried

How do you collaborate/support infant/toddler parents? You listen to their concerns

What is most helpful when working with parents? Take aboard their concerns

What is the best part of working with infants and toddlers? How much their smile invigorates lives

What is the most challenging part of working with infants and toddlers? When they cry and are sick

What do you wish that you knew before getting into this profession? How much time physically and mentally you spend on individual kids
Infant / Toddler Caregiver Survey

How many years have you been working in infant/toddler care?

with 0-6m + 6-12m 10y 12-18m + 18-24m 10 in total 26

What do you know about the following areas that you think that new Infant/toddler caregivers need to know?

Infant/toddler physical development/safety:

Safety is the most important thing!

Infant/toddler cognitive development:

They learn so much every day

Infant/toddler social/emotional development:

They need to be loved

How do you collaborate/support infant/toddler parents?

Talk to them daily

What is most helpful when working with parents?

Look at things through their eyes

What is the best part of working with infants and toddlers?

Love them

What is the most challenging part of working with infants and toddlers?

Physical thing

What do you wish that you knew before getting into this profession?

Don't know

Please email to tgreaney@cravath.com or fax to T Greaney 212 474 3700 by 11/19/13
Infant / Toddler Caregiver Survey

How many years have you been working in infant/toddler care?

with 0-6m ____ 6-12m ____ 12-18m ____ 18-14m __ in total 3 yrs

What do you know about the following areas that you think that new Infant/toddler caregivers need to know?

Infant/toddler physical development/safety: Infants develop best in an open environment where they can learn to use their bodies without the use of bouncers and such.

Infant/toddler cognitive development: This is the best opportunity we have to make brain connections. Be intentional in what you do daily.

Infant/toddler social/emotional development: Allow children to create their own relationships. Give them time to work things out without your interference when no physical injury is occurring.

How do you collaborate/support infant/toddler parents?

Parents often have no idea what their infants are capable of understanding. We need to get a snapshot of their lives, don’t judge, and encourage them to be in the classroom as much as possible.

What is most helpful when working with parents?

Seeing the unique personalities develop. Witnessing when they “get” something for the first time.

What is the most challenging part of working with infants and toddlers?

Finding the time between diapering, feeding, and paperwork for “do nothing” time with the children.

What do you wish that you knew before getting into this profession?

That I would never make much money.

Please email to tgreaney@cravath.com or fax to T Greaney 212 474 3700 by 11/19/13
Infant / Toddler Caregiver Survey

How many years have you been working in infant/toddler care?

with 0-6m _____ 6-12m _____ 12-18m _____ 18-14m __ in total ___ yrs off.

What do you know about the following areas that you think that new Infant/toddler caregivers need to know?

Infant/toddler physical development/safety: CPR, Child Abuse Prevention

Milestones for physical development

Infant/toddler cognitive development: understanding of

Milestones for cognitive development

Infant/toddler social/emotional development:

Social/emotional development

How do you collaborate/support infant/toddler parents? Communication (newsletters, emails, message boards) Having parents be active in classrooms/centers

What is most helpful when working with parents? Respect, communication, creating a professional rapport, Having a understanding of different ethnicities/cultures

What is the best part of working with infants and toddlers?

Natural curiosity

What is the most challenging part of working with infants and toddlers?

Patience, physical part. This field is not that respected

What do you wish that you knew before getting into this profession?
Infant / Toddler Caregiver Survey

How many years have you been working in infant/toddler care?
( with 0-6m 2yr  6-12m 2yr  12-18m 3yr  18-24m 4yr  in total  5years)

What do you know about the following areas that you think that new Infant/toddler caregivers need to know?

Infant/toddler physical development/safety: Allow children to explore the boundaries of their physical development while always being close by. Children are not fragile, they need space to try & fail.

Infant/toddler cognitive development: Each child develops differently and at their own pace and through their own abnormalities so provide as many avenues for development as possible.

Infant/toddler social/emotional development: Children feed off of your energy and mimic your behavior, always be careful to show them good ways to handle situations, good & bad. Through modeling.

How do you collaborate/support infant/toddler parents?
Always provide good news whenever you have bad news. Try to find a good thing for every negative.

What is most helpful when working with parents?
Constant communication. Most talking you do the easier it will be if you have to have a tough conversation.

What is the best part of working with infants and toddlers?
It's very rewarding to watch them grow and do things you taught them.

What is the most challenging part of working with infants and toddlers?
Behavioral challenges are usually the most challenging.

What do you wish that you knew before getting into this profession?
I wish I knew more about typical development, developmental milestones.

Please email to tgreaney@cravath.com or fax to T Greaney 212 474 3700 by 11/19/13
Infant / Toddler Caregiver Survey

How many years have you been working in infant/toddler care?

with 0-6m ✓ 6-12m ✓ 12-18m ✓ 18-14m ✓ in total 30 years

What do you know about the following areas that you think that new Infant/toddler caregivers need to know?

Infant/toddler physical development/safety: Watch for hard and sharp angles when the Infants are learning to sit up and crawl.

Infant/toddler cognitive development: They seem to learn more with music and motions.

Infant/toddler social/emotional development: Group play is important for development. Babies watch each other and imitate.

How do you collaborate/support infant/toddler parents?

Asking questions and finding out routines.

What is most helpful when working with parents?

Communication also if parents recognize that things don’t always go as planned.

What is the best part of working with infants and toddlers?

Smiles and laughter from a baby are the best.

What is the most challenging part of working with infants and toddlers? Teething time.

What do you wish that you knew before getting into this profession? The way to keep in better shape. It can be back breaking.
Infant / Toddler Caregiver Survey

How many years have you been working in infant/toddler care?

with 0-6m ___ 6-12m ___ 12-18m ___ 18-24m ___ in total ___ years total

What do you know about the following areas that you think that new Infant/toddler caregivers need to know?

- Infant/toddler physical development/safety: Creating a safe environment and child-sized tables/chairs, utensils, etc. Make sure they have enough room to move around but still have defined spaces for specific tasks. Need safe things to climb & explore.

- Infant/toddler cognitive development: Constant repetition & reminders.

- Infant/toddler social/emotional development: It takes a while to understand that hitting hurts, handing ourselves. Must model appropriate social interactions. Help them understand the natural consequences of their actions (by they made someone cry).

How do you collaborate/support infant/toddler parents?

- Inviting teachers into read stories, buy supplies for classroom.

What is most helpful when working with parents?

- Always start with positive.

- Develop relationships from day 1. Constant communication.

What is the best part of working with infants and toddlers?

- They're seeing everything for the first time & it's magical.

What is the most challenging part of working with infants and toddlers?

- Keeping a constant calm tone - sometimes they can push your buttons.

What do you wish that you knew before getting into this profession?

- I wish I was better-trained in my undergraduate studies. My most valued information has come from being training at my various employers.

Please email to tgreaney@cravath.com or fax to T Greaney 212-474 3700 by 11/19/13.
Infant / Toddler Caregiver Survey

How many years have you been working in infant/toddler care?

with 0-6m ☑ 6-12m ☐ 12-18m ☐ 18-14m ☑ in total all about 04 yrs

What do you know about the following areas that you think that new Infant/toddler caregivers need to know?

Infant/toddler physical development/safety: Safe Sleep

Proper labeling of feeding items, Diapering

Infant/toddler cognitive development: Developmental Milestones

Interventions - Developmentally App. Practices for lang. & play

Infant/toddler social/emotional development:

Self-Paced Talk & Example Setting

Empathy, use of needs

How do you collaborate/support infant/toddler parents?

Meeting, Newsletter

Greeting/Departing, Daily Sheets, Parent Education

What is most helpful when working with parents?

Relationship Building

What is the best part of working with infants and toddlers?

Relationships/ TLC

What is the most challenging part of working with infants and toddlers?

Parents & Families

What do you wish that you knew before getting into this profession?

Communication Skills for Problem Solving - Policy Making for Area

Please email to tgreaney@cravath.com or fax to T Greaney 212 474 3700 by 11/19/13
Infant / Toddler Caregiver Survey

How many years have you been working in infant/toddler care?

with 0-6m _____ 6-12m _____ 12-18m _____ 18-14m _____ in total 34

What do you know about the following areas that you think that new Infant/toddler caregivers need to know?

Infant/toddler physical development/safety:  

Infant/toddler cognitive development:  

Infant/toddler social/ emotional development:  

How do you collaborate/support infant/toddler parents?

What is most helpful when working with parents?

What is the best part of working with infants and toddlers?

What is the most challenging part of working with infants and toddlers?

What do you wish that you knew before getting into this profession?

Please email to tgreaney@cravath.com or fax to T Greaney 212 474 3700 by 11/19/13
Infant / Toddler Caregiver Survey

How many years have you been working in infant/toddler care?

with 0-6m _____ 6-12m _____ 12-18m _____ 18-14m ____ in total 10 years

What do you know about the following areas that you think that new Infant/toddler caregivers need to know?

Infant/toddler physical development/safety: Check out the website of Stellar Caterpillar

Infant/toddler cognitive development: Read about Piaget and Erikson

Infant/toddler social/emotional development: __________________________

How do you collaborate/support infant/toddler parents? by sharing with them how their child's day was and talking about the child's development

What is most helpful when working with parents?

Think of 2-3 good things to say about the child

What is the best part of working with infants and toddlers?

When you start connecting with the child

What is the most challenging part of working with infants and toddlers?

Integrating curriculum into routines

What do you wish that you knew before getting into this profession?

A lot of songs, poems, rhymes memorized
Infant / Toddler Caregiver Survey

How many years have you been working in infant/toddler care?

with 0-6m ____ 6-12m ____ 12-18m ____ 18-14m ____ in total ______

What do you know about the following areas that you think that new Infant/toddler caregivers need to know?

Infant/toddler physical development/safety: Physical development is constant and must be on an individualized basis.

Infant/toddler cognitive development: Cognitive development should be purposeful and meaningful.

Infant/toddler social/emotional development: They are just getting adjusted with their emotions, so you have to give them time.

How do you collaborate/support infant/toddler parents? We support by giving tips and ideas on how to further develop the children.

What is most helpful when working with parents? Get always tech at their perspective.

What is the best part of working with infants and toddlers?

Their loving innocence.

What is the most challenging part of working with infants and toddlers?

Their meltdowns.

What do you wish that you knew before getting into this profession?

Nothing.

Please email to tgreaney@cravath.com or fax to T Greaney 212 474 3700 by 11/19/13
Infant / Toddler Caregiver Survey

How many years have you been working in infant/toddler care?

with 0-6m 6-12m ✓ 12-18m 18-14m in total 5

What do you know about the following areas that you think new Infant/toddler caregivers need to know?

Infant/toddler physical development/safety: It is very important that the infant/toddler area is safe and free of hazards that can cause injury or harm. A place where they can move around freely.

Infant/toddler cognitive development: It is important to have a calm and quiet environment to help them reach milestones, for instance, grabbing and pulling.

Infant/toddler social/emotional development: It is important to observe the interaction between the children and how they communicate with each other.

How do you collaborate/support infant/toddler parents? Try to have the parents re-enforce what we are doing.

What is most helpful when working with parents? Always be positive when working with parents, be diplomatic.

What is the best part of working with infants and toddlers?

They are fun to be around, to watch them achieve milestones, sitting up, standing, walking, being a small part of their lives.

What is the most challenging part of working with infants and toddlers? It is physically demanding, up, down in, out, but worth it.

What do you wish that you knew before getting into this profession? I wish I knew how little they need most of the time.
Appendix E

Bibliography of books recommended by Child Care Directors for new Infant/Toddler caregivers


Appendix F

Calendar of classes
## Calendar of Infant & Toddler Courses

<table>
<thead>
<tr>
<th>DATE</th>
<th>AM</th>
<th>PM</th>
</tr>
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<tbody>
<tr>
<td>August 5</td>
<td>Orientation</td>
<td>Montessori Philosophy</td>
</tr>
<tr>
<td>August 6</td>
<td>Montessori Philosophy</td>
<td>Montessori Philosophy</td>
</tr>
<tr>
<td>August 7</td>
<td><strong>Child Development</strong></td>
<td>Montessori Philosophy</td>
</tr>
<tr>
<td>August 8</td>
<td><strong>Child Development</strong></td>
<td>Montessori Philosophy</td>
</tr>
<tr>
<td>August 9</td>
<td><strong>Personal Growth &amp; Dev</strong></td>
<td>Personal Growth &amp; Dev</td>
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<tr>
<td>August 12</td>
<td>Overview/ Practical Life</td>
<td>Overview</td>
</tr>
<tr>
<td>August 13</td>
<td>Montessori Philosophy</td>
<td>Montessori Philosophy</td>
</tr>
<tr>
<td>August 14</td>
<td>Personal Growth &amp; Dev</td>
<td>Montessori Philosophy</td>
</tr>
<tr>
<td>August 15</td>
<td>Environmental Design</td>
<td>Montessori Philosophy</td>
</tr>
<tr>
<td>August 16</td>
<td>Child, Family, Community</td>
<td>Observation</td>
</tr>
<tr>
<td>August 19</td>
<td>Overview</td>
<td>Overview</td>
</tr>
<tr>
<td>August 20</td>
<td>Observation</td>
<td>Observation</td>
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<td>Observation</td>
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<tr>
<td>August 22</td>
<td>Observation</td>
<td>Observation</td>
</tr>
<tr>
<td>August 23</td>
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<td><strong>Leadership</strong></td>
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<td>Pedagogy</td>
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<td>Overview</td>
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<tr>
<td>December 7</td>
<td>Pedagogy</td>
<td>Pedagogy</td>
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Appendix G

Child Development Syllabus
Child Development

"Only through freedom and environmental experience is it practically possible for human development to occur” Maria Montessori

Overview

The class covers many ideas and theories pertaining to the development of the young child, including prenatal and childbirth. In addition to Maria Montessori's ideas, other major contemporary theorists are examined. All of the following aspects of development will be covered: social, emotional/psychological, cognitive, and physiological (including physical, neurological, and nutritional development).

Course Objectives

This course will start with the global and historical views of childhood. Key figures throughout the field will be studied, understood, compared and contrasted to Montessori. The development of the young child from prenatal to three years of age(?) will be looked at through the five senses, cross-culturally, special needs (gifted and early intervention) and the culture of the NYC child. The attendees will gain an understanding of the historical and global theories on child development as well as the current trends. Montessori ideas will be understood in the context of other theorists.
Competencies

1. Montessori Philosophy and Human Development
   * Demonstrates understanding of and implements Montessori philosophy with a focus from prenatal stage to age three (3).
   * Comprehends and utilizes an understanding of the stages of human growth and development with an emphasis on prenatal to age three (3).
   * Demonstrates knowledge of developmental and behavioral norms and potential recommendations toward early intervention services.

2. Environmental Management and Leadership
   * Demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children.
   * Effectively interacts with the whole child and supports development in a manner.

3. Curriculum and Environments
   a. Demonstrates an ability to design and integrate environments that meet the child's need for exploration and independence in:
      1. Sensory and motor experiences
      2. Language experiences
      3. Positive social experiences
      4. Self-care
      5. Routines and procedures
      6. Peace education
Course Requirements and Assignments;

* Paper summarizing the major child development theorists and contrasting them to Montessori
* Group presentation comparing and contrasting one theorist with Montessori
* Portfolio with stages of developmental norms, and expectations
* Situational quizzes on developmental norms

Readings (required and recommended);

* The Montessori Method. Montessori
* The Absorbent Mind. Montessori
* The Discovery of the Child. Montessori
* Montessori for Everyone.com/basics 7
* The Developing Person. Berger Children's Medical Services.com Infant/Toddler Development training
* NAEYC young Children articles
* Creative Curriculum for infants and Toddlers. Dodge & Yandian
* Much More than ABCs. Schickedanz
* Extending the Dance in Infant & Toddler Caregiving. Raikes
* NYS Core Competencies for Early Childhood Educators
* NYS Early Learning Guidelines
* Readings on Psychoanalytical, behavioral, cognitive, sociocultural and epigenetic theorists.
Assessment criteria and grade determination.

20% Classroom participation/attendance
20% Project presentation
20% Reflection journal on developmental theorists
20% Child Development collections
20% Developmental norm and theorists quizzes
Child Development 13.14  

Attendance & Participation (20%)  

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<td>4/26/14</td>
<td>9:00 – 4:00</td>
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</tbody>
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Presentation (20%)  

Collection of Child Development information (20%)  

- 11/16/13  
- 3/15/14  

Reflective Journal (20%)  

- 4/26/14  

Hand-ins of on-line Child Development work (20%)  

- 11/16/13  

Comments:
Assignments and due dates for Child Development

Collection of Child Development Information
November 16, 2013
Please bring in your collection of child development information, share your information and collect new information, this is a cooperative assignment.

March 15, 2014
Turn in your final collection for a grade. It should be a well organized, indexed professional collection of a wide variety of article, books, websites, publications and organizations that demonstrates a keen understanding of the value of collections for professional development. The hand-ins should be professionally organized, have an abundant number of quality additions and be submitted on time.

Reflective Journal
April 26, 2014
This is an individual project. It should be a rich, descriptive thoughtful insight unto the learning and reflective process you experienced through the year. It should show a commitment to journaling on a regular basis and a keen understanding of the value of journaling for professional development. This reflection should show the depth of your observations, reflections and comments. The hand-ins should be on time and professional.

Hand in of on-line Child Development
November 16, 2013
Children's Medical Services Infant/Toddler Development Training. Read Modules 1-4, hand in the review page for Module 1 & 2 and an activity from Module 3 & 4.
**Journals Rubric**

**Grade A**

Content: A rich, descriptive thoughtful insight unto the learning and reflective process. Shows a commitment to journaling on a regular basis.

Knowledge: Demonstrates a keen understanding of the value of journaling for professional development. Shows depth in their observations, reflections and comments.

Hand-ins: On time, professional presentation of journal.

**Grade B**

Content: An adequate amount of journaling, sporadic in nature with no reflective thoughts about improving professionally.

Knowledge: Submits a journal that is minimally acceptable, without depth and insight into reflection.

Hand-ins: Minimal display of journaling.

**Grade C**

Content: Incomplete set of journals lacking in insight, thought and commitment.

Knowledge: Does not acknowledge the significance and importance of journaling for professional development.

Hand-ins: Incomplete, late, messy and grammatical errors.
Collections Rubric

Grade A
Content: Well organized, indexed professional collection of a wide variety of article, books, DVDs, websites, publications, and organizations.

Knowledge: Demonstrates a keen understanding of the value of collections for professional development. Chooses wisely in their selections to add to the collection.

Hand-ins: Professionally organized, abundant number of quality additions to the collection, submitted on time.

Grade B
Content: Collection of a variety of article, books, websites, publications, organizations, DVDs.

Knowledge: Demonstrates an understanding of the value of having a collection as a professional.

Hand-ins: Significant number of quality additions to the collection, submitted on time.

Grade C
Content: A limited number and variety in the collection.

Knowledge: Does not acknowledge the significance and importance of collections for professional development.

Hand-ins: Incomplete, late, messy and grammatical errors.
Oral Presentation Rubric

Grade A

Content: A clear introduction, information well developed, organized and presented. Three sources of information. Presentation captures the audience.

Knowledge: A highly-developed understanding of the topic with insights and reflections.

Hand-ins: Clear, accurate, interesting, informative, professional visuals and hand-ins.

Grade B

Content: Clear introduction, at least one source of information. Presentation is understandable and interesting to audience.

Knowledge: Understanding of knowledge is present, reflections are missing.

Hand-ins: Accurate, informative, interesting hand-ins.

Grade C

Content: Incomplete introduction, minimal sources quoted, not presented in a cohesive manner.

Knowledge: Missing key components of information, no insights or reflections.

Hand-ins: Contains grammatical errors, does not provide useful information or exhibit significant thought.
Appendix H

Personal and Professional Growth and Development Syllabus
Personal Growth and Development

"Character formation cannot be taught. It comes from experience and not explanation" Maria Montessori

Overview

Issues related to professionalism, ethical behavior and techniques for introspection would be addressed. A focus on the continued professional growth and development of the adult is emphasized.

Course Objectives

This course will have the students reflecting on who they are, what they want to share with their students, co-workers and community, all of the required courses for licensing will be covered and certified. There will be an emphasis on ethical and professional behavior and continued, life-long professional development.

Competencies

1. Montessori Philosophy and Human Development
   * Demonstrates evidence of personal growth through self-evaluation and introspection.

2. Environmental Management and Leadership
   * Effectively interacts with the whole child and supports development in a culturally sensitive manner.
   * Demonstrates leadership skills and an understanding of professional standards.
   * Incorporates an understanding of administrative functions.
3. Curriculum and Environments
   * Demonstrates an awareness and understanding of governmental regulations.

4. Community Involvement and Partnership with Families
   * Develops supportive partnerships with culturally diverse families.
   * Demonstrates an awareness of community resources to support children and families.
   * Identifies and has knowledge of professional standards and associations.

Course Requirements and Assignments

   * Learning about and passing on-line tests for preventing and reporting infection control, lead poisoning, child abuse, shaken baby and sudden infant death; managing challenging behaviors, nutrition, movement, asthma, safety and security. Participating and passing the CPR, First Aid and blood born pathogens course.

   * Submitting a journal of personal growth and development that happened in the course and plans for future development

   * Join professional organizations and subscribe to professional publications, attend professional workshops

   * Presentation of goals.
Readings (required and recommended)

*When Teachers Reflect. Tertell
*Education and Peace. Maria Montessori
*The Child in the Family Montessori Back copies and going forward: Montessori Life NAEYC Young Child NAEYC TYC Child Care Exchange NYSAEYC Reporter

Assessment criteria and grade determination.

25% Classroom participation/attendance
25% Passing on-line tests
25% Reflection Journal
26% Presentation
Personal Growth & Development 13.14  

Student: __________________

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<td>June 14, 2014  9:00 – 4:00</td>
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Reflective Journal (25%)

February 22, 2014

Hand-Ins of on-line certificates (25%)

December 14, 2013

Collection of Professional organizations and publications (25%)

February 22, 2014

Comments:
Assignments and due dates for Professional Growth & Development

Reflective Journal
February 22, 2014
This is an individual project. It should be a rich, descriptive thoughtful insight into the learning and reflective process you experienced through the year. It should show a commitment to journaling on a regular basis and a keen understanding of the value of journaling for professional development. This reflection should show the depth of your observations, reflections and comments. The hand-ins should be on time and professional.

Hand-ins of on-line certificates
December 14, 2013
Please submit certificates for at least nine completed on-line courses.

Collection of Professional organizations and publications
December 14, 2013
Please bring in your collection of child development information, share your information and collect new information, this is a cooperative assignment.

February 22, 2014
Turn in your final collection for a grade. It should be a well organized, indexed professional collection of a wide variety of article, books, websites, publications and organizations that demonstrates a keen understanding of the value of collections for professional development.
The hand-ins should be professionally organized, have an abundant number of quality additions and be submitted on time.
Journals Rubric

Grade A

Content: A rich, descriptive thoughtful insight into the learning and reflective process. Shows a commitment to journaling on a regular basis.

Knowledge: Demonstrates a keen understanding of the value of journaling for professional development. Shows depth in their observations, reflections and comments.

Hand-ins: On time, professional presentation of journal.

Grade B

Content: An adequate amount of journaling, sporadic in nature with no reflective thoughts about improving professionally.

Knowledge: Submits a journal that is minimally acceptable, without depth and insight into reflection.

Hand-ins: Minimal display of journaling.

Grade C

Content: Incomplete set of journals lacking in insight, thought and commitment.

Knowledge: Does not acknowledge the significance and importance of journaling for professional development.

Hand-ins: Incomplete, late, messy and grammatical errors.
**Collections Rubric**

Grade A

Content: Well organized, indexed professional collection of a wide variety of article, books, DVDs, websites, publications, and organizations.

Knowledge: Demonstrates a keen understanding of the value of collections for professional development. Chooses wisely in their selections to add to the collection.

Hand-ins: Professionally organized, abundant number of quality additions to the collection, submitted on time.

Grade B

Content: Collection of a variety of article, books, websites, publications, organizations, DVDs.

Knowledge: Demonstrates an understanding of the value of having a collection as a professional.

Hand-ins: Significant number of quality additions to the collection, submitted on time.

Grade C

Content: A limited number and variety in the collection.

Knowledge: Does not acknowledge the significance and importance of collections for professional development.

Hand-ins: Incomplete, late, messy and grammatical errors.
Appendix I

Leadership Syllabus
Leadership

"To aid life, leaving it free, however to unfold itself, that is the basic task of the educator" Maria Montessori

Overview

This class focuses on the specifics involved with running a successful infant/toddler program. Issues related to the preparation of the environment, including the scheduling of staff and the schedule for the children's day, the evaluation of children, and techniques for discipline, communication and problem-solving will be covered. An analysis of the human needs and requirements specific to a full-day or extended-day program for all involved (children, families, and staff) will also be discussed. The importance of multi-culture and diversity in all forms, as well as an understanding of issues related to school administration and professional relationships are also class topics.

Course Objectives

This course will develop the individual into a leader, in the classroom, the community and with new parents. They will master planning curriculum for the year, scheduling, recordkeeping, behavior management, learning the codes and regulations necessary for licensing a Center, staff development, program development, diversity sensitivity, children's developmental evaluations and running parent programs.
Competencies

1. Montessori Philosophy and Human Development
   * Demonstrates evidence of personal growth through self-evaluation and introspection.
   * Demonstrates knowledge of developmental and behavioral norms and potential recommendations toward early intervention services.

2. Environmental Management and Leadership
   * Demonstrates leadership skills and an understanding of professional standards.
   * Incorporates an understanding of administrative functions.

3. Curriculum and Environments
   * Demonstrates an awareness and understanding of governmental regulations.

4. Community Involvement and Partnership with Families
   * Develops supportive partnerships with culturally diverse families.
   * Demonstrates an awareness of community resources to support children and families.
   * Identifies and has knowledge of professional standards and associations.
Course Requirements and Assignments

*Portfolio of workshop presentation ideas for staff development, problem-solving and parents and the community
*Presentation of 3 workshops for staff development, parent education, journal of situations
*Membership/participation in professional organizations

Readings (required and recommended)

*The Montessori Method. Montessori
*The Absorbent Mind. Montessori
*The Discovery of the Child. Montessori
*The Three Rs of Leadership. Biddle
*Code 47
* Supervision in Early Childhood. Caruso

Assessment criteria and grade determination

25% Class participation and attendance
25% Reflective journal of situational questions
25% Collection of workshop ideas for staff, parent’s community and the Board of trustees
25% Presentation of a workshop
Leadership 13.14

Student: _______________

Attendance & Participation (20%)

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<tr>
<td>June 14, 2014</td>
<td>9:00 –4:00</td>
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Collection of professional publications and organizations (25%)

- January 11, 2014
- March 15, 2014

Reflective Journal

(25%) February 22, 2014

Presentation

(25%) Staff workshop January 11, 2014
Parent workshop February 8, 2014

Comments:
Assignments and due dates for Leadership

Collection of professional publications and organizations
January 11, 2014
Please bring in your collection of child development information, share your information and collect new information, this is a cooperative assignment.

March 15, 2014
Turn in your final collection for a grade. It should be a well organized, indexed professional collection of a wide variety of article, books, websites, publications and organizations that demonstrates a keen understanding of the value of collections for professional development.
The hand-ins should be professionally organized, have an abundant number of quality additions and be submitted on time.

Reflective Journal
February 22, 2014
This is an individual project. It should be a rich, descriptive thoughtful insight into the learning and reflective process you experienced through the year. It should show a commitment to journaling on a regular basis and a keen understanding of the value of journaling for professional development. This reflection should show the dept of your observations, reflections and comments. The hand-ins should be on time and professional.

Presentations
January 11, 2014
Staff presentation. This is a ten minute sample of a presentation to staff including the opening and closing segments, summary of content and handouts.
February 8, 2014
Parent workshop. This is a ten minute sample of a presentation to parents including opening, closing segments and handouts.
Journals Rubric

Grade A
   Content:  A rich, descriptive thoughtful insight into the learning and reflective process. Shows a commitment to journaling on a regular basis.

   Knowledge:  Demonstrates a keen understanding of the value of journaling for professional development. Shows depth in their observations, reflections and comments.

   Hand-ins:  On time, professional presentation of journal.

Grade B
   Content:  An adequate amount of journaling, sporadic in nature with no reflective thoughts about improving professionally.

   Knowledge:  Submits a journal that is minimally acceptable, without depth and insight into reflection.

   Hand-ins:  Minimal display of journaling.

Grade C
   Content:  Incomplete set of journals lacking in insight, thought and commitment.

   Knowledge:  Does not acknowledge the significance and importance of journaling for professional development.

   Hand-ins:  Incomplete, late, messy and grammatical errors.
Collections Rubric

Grade A
Content: Well organized, indexed professional collection of a wide variety of article, books, DVDs, websites, publications, and organizations.

Knowledge: Demonstrates a keen understanding of the value of collections for professional development. Chooses wisely in their selections to add to the collection.

Hand-ins: Professionally organized, abundant number of quality additions to the collection, submitted on time.

Grade B
Content: Collection of a variety of article, books, websites, publications, organizations, DVDs.

Knowledge: Demonstrates an understanding of the value of having a collection as a professional.

Hand-ins: Significant number of quality additions to the collection, submitted on time.

Grade C
Content: A limited number and variety in the collection.

Knowledge: Does not acknowledge the significance and importance of collections for professional development.

Hand-ins: Incomplete, late, messy and grammatical errors.
Oral Presentation Rubric

Grade A
Content: A clear introduction, information well developed, organized and presented. Three sources of information. Presentation captures the audience.

Knowledge: A highly-developed understanding of the topic with insights and reflections.

Hand-ins: Clear, accurate, interesting, informative, professional visuals and hand-ins.

Grade B
Content: Clear introduction, at least one source of information. Presentation is understandable and interesting to audience.

Knowledge: Understanding of knowledge is present, reflections are missing.

Hand-ins: Accurate, informative, interesting hand-ins.

Grade C
Content: Incomplete introduction, minimal sources quoted, not presented in a cohesive manner.

Knowledge: Missing key components of information, no insights or reflections.

Hand-ins: Contains grammatical errors, does not provide useful information or exhibit significant thought.