



Penn State Better Kid Care Distance Education Lesson

What Does Brain Research Tell Us About Infant Care?

Professional Development Code K1C1
Child Development Associate CDA 2

What Does Brain Research Tell Us About Infant Care?

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Assignments & Required Forms



Lesson Instructions

1. Watch the educational video.
2. Read the workbook.
 - Plan time each day to work on the lesson.
 - Set a goal to complete the lesson in about two weeks.
3. Complete all assignment pages and forms in ink. Save a copy of all completed work for your files in case there is a need to refer to your saved copy. We will not return incomplete lessons. You will be notified if lessons are incomplete.
4. We encourage the use of distance education lessons in staff meetings; however, all assignments need to be completed independently. Copied answers, “does not apply” answers, or incomplete assignments are considered not complete.
5. **To avoid delays in processing your registration for this professional development, be sure to go over the check list on the Registration Form, include all items, and mail to :**

Better Kid Care Program
The Pennsylvania State University
341 North Science Park Road - Suite 208
State College, PA 16803

Please note:

- Two professional development hours will be given for successful completion of this lesson.
- Completed assignments will be checked and returned to you with a certificate of completion.
- Penn State University Better Kid Care Distance Education provides:
 - Continuing Education Units (CEUs)
 - Keystone STARS professional development
 - PA Dept. of Public Welfare required hours
 - Act 48 hours for certified educators
 - Child Development Associate (CDA) credential hours
- Completed assignments must arrive at the Penn State Better Kid Care office for processing at least **6 weeks** before your certification or registration renewal due date.
- The video portion of this lesson was a previous satellite broadcast. Please be aware that some contact information may have changed.
- Discussion questions are included in most lessons. They can be used by a group of staff members in a child care center or group home. They can also be used in planning a family night to help spark discussion among families.
- If you are completing this as a Web-based lesson, please refer to the online instructions at <http://www.betterkidcare.psu.edu/AngelUnits/GeneralDirections.html>



Talking with Babies

Don't be shy about talking with babies. You may think that they won't understand what you are saying. Talking with babies helps them to learn a great deal about language and communication. Make these conversations warm and pleasant. You're teaching the baby the pleasure of interacting with others. Here are some ways that high quality infant caregivers talk with infants:

Use Team Talk

You and the child are working together on feeding, diapering and dressing. **Here's how to:**

Become a Diapering Team

You might say "Lift your bottom," to a child when changing a diaper and wait for that child to help you.

Become a Feeding Team

Wait until the child is ready for the next bite. You might say, "Are you ready for your peas?" and then wait until the child shows you that he or she is ready.

Become a Washing Team

Most infants dislike having their faces washed. Sometimes to avoid the struggle with a child, we find ourselves doing a sneak attack. Instead of doing the wipe and run, say to the child, "You have some oatmeal on your chin, would you like to wipe it?" Give the child a cloth and let the child work on it first. Then you might say, "I'd like to help you to clean your face." Then finish the job.

Missing Mom and Dad

It is natural for children to have difficulty leaving parents and they often miss them during the day. Some people think it is best for children to forget about their parents when they are at child care. The truth is that children can't do that.

It helps children when caregivers talk about the feelings they are having. When a baby is having trouble with a parent leaving, reassure the child that Mommy and Daddy will come back. You might say, "Your daddy will come back after snack." Pictures from home of Mommy and Daddy and other important family members can be kept at child care in a place where the child can see them. You can show a baby a picture of Daddy and say, "You're missing your daddy." Older children can be directed to make a picture or write a letter to Daddy at these times. You provide much needed support simply by putting feelings into words.

Sports Announcer

If you have ever watched a sporting event and listened to the announcer describe the events that you were seeing, then you know how to be a sports announcer for infants. Describe what you are doing, describe the things that they are doing, and talk about what other children and adults are doing. Point out when you see children doing the same things. Describe changes that children can see for themselves.



Talk about Actions as Children are Doing Them

Use words to describe what the baby is doing, such as climbing, crawling, pushing, sliding, filling, dumping, throwing, catching, kicking, bouncing, sliding. “You are pushing the wagon. It’s hard. The wagon is heavy.”

Help babies notice big and little. Two balls that are different sizes are a great way to talk about this idea. “You want the big ball, now you have the little ball.”

When babies are moving around give them words like in and out, under and over, up and down.

Talk about What Children are Feeling, Seeing, Touching, Tasting, Hearing

Children learn through their senses. Give them words for what they are experiencing. The paint feels wet and slippery. The applesauce is cold and lumpy. Talk about things that are squishy, scratchy, fluffy, prickly, bumpy, lumpy, sticky, smooth, etc.

Talk about what they are experiencing and their reactions. Some children will enjoy getting their hands messy, while others don’t like that feeling. Tell these children that sticky, messy fingers can always be washed clean again.

Give Children Names and Labels

Talking to babies is the best way to teach them to talk. Telling babies the names of things helps them to understand their world.

Baby is learning names for body parts when you talk about them as you are playing. “You are putting the ball on your head. Now the ball is in your lap.”

Tell children the names of:

- clothing
- toys
- animals
- food
- shapes, such as round and square
- colors
- daily routines, such as bathtime, naptime, mealtime
- places they go, such as home, Grandma’s house, the doctor’s office

Put Feelings into Words

When children cry, fight, become frustrated, or jump with joy, these are great times to teach children. By describing their feelings with words, you help children to make sense of their feelings and to learn how to talk about their feelings.

Help Babies Do What They Want Safely

Watch what a baby wants to do. Help the baby to do it for herself if it is safe. You can say, “You want the ball that is under the crib, you can get it yourself.”

Some things that children want to do are not safe. Try to find a way that children can do what they want in a safe way. You might say, “You want to climb. It’s not safe to climb on the chair. Climb over here.”

Talk to Babies about Boo Boos

When a child gets hurt, it can help to take him to where the accident happened and explain the best you can. "You bumped your elbow on the table." Children often feel a little puzzled about how they suddenly found themselves in pain. Putting the experience into words helps them to make sense of what happened.

It also helps to put their feelings into words at this time. "That must have hurt," is a very clear way to say that you understand that it was painful without acting like a mind reader. Some people think that doing this will make children over sensitive about being injured. Instead it helps them to move on from being hurt and back into play more quickly.

Getting Ready

Help children learn to expect things by saying, "Get your body ready..." Give the child some time to understand and react. You can use this approach when turning the lights on after rest time, giving a child a strong tasting medicine, going out into the cold, etc.

Play Problems

Let older infants solve some of their own play problems. If a ball rolls under a table, rather than get it for the child, talk the child through solving the problem herself. You might need to help the child cope with some frustration. You can say, "You can't reach the ball. It's frustrating. Keep trying. You can get it." Be sure to point out a child's success. "You got the ball for yourself!"

Wishes

There are many times when young children want something that you can't do for them right away. Older infants and young toddlers often want to go outside every time they see the door. Since it is impossible for you to take the children outside every time they ask, you will be saying "No" a great deal. Instead of "No", try saying, "You wish..." "You wish we could go outside." Sometimes just showing that you understand how they feel helps children trust that you are really listening to them.

Waiting

Problems often come up when young children need to wait to have a turn. Help very young children to wait their turn by telling them that it can be difficult to wait. All you need to say is, "It's hard to wait."

Give Older Infants Choices

Older infants love real choices. Let them make simple choices for themselves. "Do you want the red ball or the blue ball?" "Do you want to put the ball in the box or roll it on the floor?"

Using Good Sense to Make Sense of the New Brain Research

Scientists currently studying the developing brains of infants have many unanswered questions about brain development. But one thing is becoming clear: early experiences are important in shaping brain development. But we also have much to learn about what parents and child care providers should be doing.

To apply our current knowledge about brain development it is best to use moderation and good sense. Here are a number of suggestions based on current research about child development and child care.

Get to Know Each Baby

Build secure relationships with each child in your care. The best way to do this is to respond to the child's cues. Even though they can't talk yet, babies have many ways of telling you what they need. These include the sounds they make, the way they move, their eye contact, what they look at, and the expressions on their faces. Children become securely attached when caregivers learn to read these signals and respond quickly to the messages sent by the children.

Caring relationships with a child care provider may help children to cope with stress. When children are stressed, their bodies respond by releasing stress hormones. When a caregiver responds quickly to a baby's cries, the baby is calmed and the stress response system in the brain is turned

off. Some scientists believe that the infant's brain then begins to create the network of brain cells that help the baby learn how to calm herself. One researcher found that children who were securely attached to their child care provider were able to calm down more quickly than children who were not securely attached.

Hold, Rock, and Cuddle Babies

Don't be afraid to hold infants when they want to be held. You won't spoil a baby by picking her up when she cries. Research has found that if a baby gets a quick response when he cries, he will be less likely to cry and be demanding as a toddler.

Encourage Touch

Some scientists believe that sensory experiences (touching, hearing, tasting, seeing, and smelling) are like food for the brain. Make sure your child care room has interesting things for babies to touch and safely put into their mouths. Allow for messy experiences. Many infants love to touch their food and explore with their fingers. Watch to see what sensory experiences a baby enjoys and respond to her signals. Babies will let you know if there is too much going on around them by turning away and/or crying.

Sing to Babies

Some scientists think that music may be important for an infant's developing brain. But no studies have yet found a connection between listening to music in infancy and brain development. In the media, there has been talk about the Mozart effect. This is a study that found a significant but temporary increase in spatial reasoning skills in college students who listened to classical music. There is no evidence that classical music or any type of music impacts brain development in infants.

Music is another sensory experience that most young children enjoy. Use good sense as you sing and play music to young children. Avoid playing continuous background music which might make it hard for children to understand the difference between the music and words which are spoken to them. Infants love the sound of your voice. Sing to them often, even if you can't carry a tune!

Sing songs that fit the situation. When you and the children notice a bee, sing a song about bees. When you are washing a baby, sing songs about body parts like head, shoulders, knees and toes. Make up songs to fit the situation.

Choose music of different styles to play for infants. Carefully watch their reactions as they listen. Repeat the music that children seem to enjoy.

Help Babies to Move

Give babies a chance to move around. Move non-mobile infants to make sure that they get different and interesting views of the room and people.

Make space for children to crawl, cruise by holding onto sturdy furniture, and climb. Avoid using walkers and jumpers. Swings and vibrating chairs can sometimes be valuable for calming babies, but avoid overuse.



Caring Routines

Eating, sleeping, dressing, and diapering make up the bulk of the day when you are caring for infants. It is important to make those times caring, sensitive, learning times for the babies in your care.

Eating and Mealtimes

Mealtimes are when children learn attitudes about food, good nutrition, and health habits. Mealtimes and the experiences that surround them—like hand washing and conversation—are good times for children to learn self-help, communication, and social skills.

Young Infants

It is very important to feed infants on their own schedules, whenever they are hungry. Make the feeding time pleasant and relaxed. As they eat, infants need to be held by a caring adult to develop a sense of trust. Never feed an infant by putting her in an infant seat and propping the bottle.

Infants will let you know when they are hungry and when they are full. Ask parents to tell you about their child's feeding signals.

Older Infants

When you start to introduce solid foods, let the baby be involved as much as possible in feeding himself. Be prepared for a mess! Food is a sensory experience. Babies will want to touch food, put it in their hair, throw it, play with it, and drop it from their high chairs. This is an important way for babies to learn about food. You can cut down on some of the mess by giving the child small amounts of food.

Sit down with the children and eat with them. Talk with them about the food they are eating,

how it feels, and tastes. Help children to enjoy the touch and taste of food. Keep the conversation light and pleasant.

When a child loses interest in eating and begins to play more than eat, this is the time to say, "I think you are finished eating." Take the child out of his highchair and allow him to play. Children do best if they are not asked to sit longer than their interest allows.

Sleeping and Rest Times

A high quality infant caregiver allows infants to set their own schedules, feeding them when they are hungry and calming them for rest when they are tired. They watch for the cues that tell them when a child is tired and help the child to sleep when he is ready and in need of a nap.

Develop a naptime routine that you use with each child. You may want to read a story or play soft music to help calm and relax the child. Talking with the parent will help you to know what is done at home that the child will find familiar and comforting. This might include singing a lullaby, giving the child a pacifier, holding a special blanket or toy, patting a child's back, rocking in the rocking chair, etc.

As children develop and grow, their sleeping changes. For instance, many children have more difficulty sleeping when they are just about to learn to walk. Sleep is one of the first things that changes when children are about to make a large developmental stride. Since children change so



much in their sleeping behaviors it is important to be in regular contact with the child's parents about how the child is sleeping. This can give you information to help you to best meet each child's changing needs.

Children may sometimes have trouble falling asleep for many reasons. Overstimulation and being overtired can make it hard for children of all ages to fall asleep. Some children may find it hard to let go — letting go of all the fun or letting go of the comfort of being with a special adult. It is difficult for children to stop what they are doing and calm down to sleep when they are working on very important things. Children may also sense when their caregiver is feeling tense about the amount of time it is taking to put him or her to sleep. Finally, a child may be in the process of giving up a nap. Two naps in one day are too much and one may not be quite enough. Some children need more sleep on some days and less on other days.

Be sure to respond quickly to a waking child. Never let her "cry it out" in her crib. Children need to know that a caring adult will be there and ready to greet them when they wake.

Some children have as much or more difficulty waking up as they do falling asleep. Make sure that you help children to wake up slowly and gently. Try reading a story to those sleepyheads who are having difficulty waking up. Stay close to help the child who is having difficulty. Handle sleeping and waking with sensitivity. This will help the babies in your care to learn to relax and sleep comfortably while they are with you.

Dressing and Diapering

Diapering and dressing are learning times for babies. Diapering can be a special one-on-one time with each child. While you must always supervise the entire group, you can make diapering feel as if it is a special time for just the two of you. It is a great time to sing songs and tell rhymes. When you make diapering enjoyable for children they learn a very important life lesson: that body functions are a normal and natural part of everyday life. Diapering can also be a time to learn body parts, names of clothing items, and words such as wet and dry, cold and warm. Involve older infants in the diaper change. Ask the child to lift his bottom so you can slip the dry diaper underneath. Give her a wipe to wipe her hands.

Many children have trouble laying still for the diaper change. The best approach is to involve the child in the changing process. Ask her to hold the clean diaper or the clean clothes.

Sometimes children squirm and wiggle during the diaper change. Acknowledge their feelings by saying, "I know it is hard for you to stay still." When possible, change children who resist lying down in a standing position. Acknowledge the child's feeling, "I know you want to be on the go, let's do this fast so you can go back to play." Children in your care will experience many diaper changes. Making them warm and pleasant interactions is very important to the relationship that you form with the child.

Dressing is another caregiving routine to help children learn self-help skills, the names of body parts and clothes, and help them learn how to



become proud decision makers. Talk with children about what you are doing as you dress them. This will learn new words and it gives children a sense of control. Involve the children in any way they can help. Give children choices whenever possible. We all like to express ourselves with our clothes and children are no exception

At one time or another children may resist being dressed. Try to involve the child at these times. You will find times when the child only wants to go and play. The best you can do is to say, "I know you want to get down and play, I'll dress you as fast as I can." Handle dressing and diapering with warmth and sensitivity and you'll be teaching gentle and loving life lessons to the infants in your care.

Babies Love Books

Babies love books. But reading to babies is not the same as reading to older children. Choose very simple board books with pictures of simple familiar objects or animals. Try to choose a time when the infant is calm, and you are able to relax for a moment to share this time with her. Don't worry about finishing a book, babies rarely make it from cover to cover. The key is to watch the baby carefully. Let her leave and move on to something else when she is ready.

Most babies chew on books at one time or another. You may want to have some cloth or vinyl coated books for babies who want to chew. These can easily be washed. At around 8 months of age most babies are ready to begin to learn that books are very special and not for chewing.

When a child puts a book in his or her mouth simply replace it with a teething toy while saying, "Books are for reading." Then sit down with the child and read the book together if you can.

Reading the same story over and over may feel boring to you but children enjoy hearing stories again and again.

Talk about the books you have shared together with older infants. You might say, "Gently, gently brush your hair," as you brush the child's hair. Remind her of the book, *Tickle, Tickle* by Helen Oxenbury. This helps children to connect the events and objects in books to the things that they experience.



Working with Mixed-Age Groups

It can be a challenge to meet the needs of children of different ages in your child care. But caring for a mixed-age group gives you a unique chance to teach older children about caring for young children. Many people are concerned that toddlers and preschoolers will hurt babies, but most caregivers with mixed-age groups have discovered that toddlers and preschoolers can be gentle and caring with younger children.

The key to a successful mixed-age program is in the activities that you offer and the timing of your daily schedule. Make sure you have a free play or free choice time when children can choose their own activities from many choices. Store materials on low shelves that can be reached by toddlers and preschoolers. This way children can be as independent as possible, which can free you up to care for the needs of the youngest children.

Make sure that you offer sensory play every day. Use sand, water, play dough or other sensory activities everyday. These activities are good for children of all ages. Older infants, who are not

putting too many things into their mouths, can be involved in sand and water play. This type of play is calming to most children. It can help to make your free play time calmer and more relaxed for everyone.

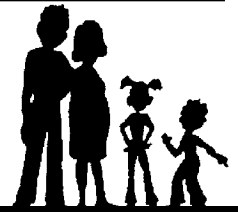
One of the most difficult problems of caring for mixed-age groups deal with small parts. The toys that are appropriate for older children often have small parts that can be a choking hazard to younger children. Because younger children can not reach up high, some activities with small parts can take place at high tables. Supervise carefully and make everyone responsible for keeping track of the small parts. Preschoolers enjoy searching for small objects that may fall on the floor. They learn valuable lessons from caring for toys.

Research on mixed-age grouping has shown that both younger and older children benefit from being cared for together. Mixed-age groups are good for kids.



PARENTS COUNT

PRactical TIPS FOR PARENTS



Talk, Sing and Read to Your Baby

It doesn't make sense to some people to talk, sing and read to a baby if she can't understand what you are saying. But she is learning, even if she can't understand the meaning. When you talk to your baby, she is learning to recognize the sounds used in our language. This helps her brain to develop the parts it uses for language.

There are many things to talk with about your baby. Talk about what he is seeing, hearing, doing and feeling. Play games with your baby. Enjoy making your baby laugh.

Sing familiar songs over and over again to your child. This is not boring for your child. It is a great learning experience. In no time at all you'll find that your baby seems to understand much of what you are saying.

Take time to talk to your baby every day!

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that books are very special and not for chewing. When a child puts a book in his or her mouth simply replace it with a teething toy while saying, "Books are for reading." Then sit down with the child and read the book together if you can.

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Containers Make Great Toys

Don't throw away old boxes, cans, and plastic bottles. They make great toys!

Clean the containers well. Check for sharp edges and cover them with duct tape. Throw away any small lids that young children could put in their mouths and cause them to choke. Any lid small enough to fit inside a toilet paper tube is too small to be safe. Keep lids that are large and easy to put on. Different sizes are interesting to explore. Big, small, and medium size containers are all interesting by themselves but are especially fun to explore together.

Play Games with Your Baby

Here are a few games to try with your baby:

Birth to 3 months

Head, Shoulders, Knees and Toes

Sing while you are bathing your baby. This is a great time to learn about body parts.

Head and shoulders, knees and toes, knees and toes.

Head and shoulders, knees and toes, knees and toes.

Eyes and ears and mouth and nose.

Head and shoulders, knees and toes, knees and toes.

3 to 6 months

Peek-a-Boo

Add some extra fun to peek-a-boo with these fancy ones. Try playing peek-a-boo around the door when coming to get your child from a nap, or peek around a pillow, or have a stuffed animal play peek-a-boo.

3 to 9 months

Hats Off to You

Babies will enjoy a hat to try on. This is fun to do in front of a mirror.

9 to 12 months

Blanket Rides

Your baby will love blanket rides along the floor. Put a blanket on the floor. Have your child sit on it. Pull on one end of the blanket to move your child around the floor. Try this on the day you change the sheets. You can give your child rides from room to room on bed sheets.

Get to Know Your Baby

Playing with your baby is one of the most important things you can do to help your baby to develop. But the key to playing with your baby is to learn when your baby is ready to play and when your baby needs to stop and do something else.

Ready to Play

Babies show us with their eye contact and a look of playful interest that they are ready and interested in playing together. Often short play times are best.

Ready to Stop

Babies show us in many ways that they are finished: some look away, some cry. You might notice your baby yawning or chewing or sucking. All of these are signs that they are finished.

Try Again Later

Ask yourself, "Is my baby hungry or tired?" Meet these needs and then try the same play at a later time. Children love doing things over and over again. Just because a game was short it doesn't mean you shouldn't try it again. It may turn into one of your child's favorite times.

Discussion Questions

Group Discussion Questions:

1. Karen Lindbergh talked about the importance of nurturing and holding of infants and making eye contact with the baby. For instance, it is important to hold infants who are bottle feeding. Discuss the ways that you use to try to touch and hold the infants in your care as much as possible.
2. Karen Lindbergh and Christine Murphy talked about the importance of using language with infants. Discuss the many ways that talking with babies can help their development.
3. Christine Murphy discussed the importance of reading to babies. Some people read to babies the same way that they would to older children, reading a book straight through cover to cover, instead of adapting the words and the length of the book to the attention span of the child. Discuss the special ways of reading to babies to help them to learn to love books.
4. Christine Murphy discussed the importance of singing to babies. Many people feel shy about singing with children. Do you feel comfortable singing with children? What would help you to sing more with the children in your care?
5. How do you make children from different cultures and their parents feel welcome and understood in your child care program?
6. Christine Murphy feels that the mess is part of the learning. Discuss the many things that children are learning from becoming messy during eating and play.
7. Many caregivers are afraid to let babies play together. They think that babies are too young to learn gentle touch and that a child may get hurt. How can caregivers help babies to play together safely and to learn from each other?
9. Discuss the care of babies in mixed-age groups. How can you meet the needs of babies, toddlers, preschoolers, and school-age children in mixed-age care?

Parent Discussion Questions:

1. Talk about how touch is important to babies. Every child is different. Talk about what touches your child enjoys and what touches your child does not like.
2. Talking to your baby is one of the most important things you can do to help your child to develop. What types of things do you talk about with your baby?
3. Have you ever tried reading to your baby? Does your baby enjoy books?
4. Do you feel comfortable singing to your baby? Does your baby like it when you sing? What songs does your baby like?
5. What things does your child's caregiver do that makes you and your child feel comfortable at the child care program?
6. Mess is a part of learning. Can you think of some ways that you let your child be messy but make clean-up easy?
7. Many parents are afraid to let babies play together. They think that babies are too young to learn gentle touch and that a child might get hurt. How can you help your baby to learn how to play together with other children now and as they grow?
8. What do you think about giving paint to babies? What art experiences do you think are good for babies?
9. Children gain a great deal from spending time with children of different ages. Talk about why it can be good for children to be in mixed-age groups.
10. Now that you have seen the video, what things would you do differently with your own child?



Assignments

Name
Address
City/State/ZIP
County
Phone Number

BKC OFFICE USE ONLY

1. On the video, Christine Murphy talked about different types of language you can use with infants and toddlers. She talked about direct language, such as saying, “walking feet” or telling a child the names of things, “book,” “table,” etc.

Give three examples of direct language that you might say to a child.

1. _____
2. _____
3. _____

Focus language is used to describe what is happening to the child. Give three examples of “focus language” that you might say to a child.

1. _____
2. _____
3. _____

“Stimulate language” is used to bring something to the child’s attention; for example, “Look, the colors are changing.” Give three examples of “stimulate language” that you might say to a child.

1. _____
2. _____
3. _____



Assignments (continued)

Name

“Stretch language” is used to ask a question to get children to think; for example, “The ball is under the chair. How can we get it?” “Stretch language” is often used with toddlers. Give three examples of “stretch language” that you might say to a child.

1. _____
2. _____
3. _____

2. It is helpful to talk with parents to learn more about the children in your care. Talk with the parent of a baby in your care and answer the questions below. If you are not currently caring for an infant, explain what you would learn from parents’ answers to each of these questions.

What is the baby eating at home? _____

What does the baby do to tell you that he or she is hungry? _____

What does the baby do to tell you that he or she is finished eating? _____

For babies on solid foods, what is the child’s favorite food? _____



Assignments (continued)

Name

How does this baby like to be held? _____

How does the child go to sleep at home? _____

What comforts the child when he is upset? _____

3. In the video, Christine stresses the importance of telling children what is going to happen next. What would you say to a baby to let her know when it's time to change her diaper?

1. _____

2. _____

3. _____



Assignments (continued)

Name

4. Sometimes you cannot come to a child who needs you right away because you are caring for another child. What can you say to the baby who is crying for you?

5. What words can you say to the child who is upset because Mommy or Daddy has left?

6. Singing to infants is very important. Give three examples during the day when you can sing to babies.

- 1.

- 2.

- 3.

7. What can you do to involve infants in their care?

During diapering?

During feeding?



Assignments (continued)

Name

8. Reading to infants is very important. Name two books that you enjoy reading to an infant in your care.

- 1. _____
- 2. _____

It's important to remember that you don't have to read a book from cover to cover. In what ways does a baby tell you when they are finished reading a book?

9. Christine talked about letting children learn from other children. What can you do to let babies learn from each other?

10. Good art activities for infants give them a chance to explore with their senses. Christine Murphy gives infants paint to explore. Name two things you would use to let infants explore with their senses.

- 1. _____
- 2. _____



Tell Us More About You...

Since we can't meet face to face, we are interested in knowing more about you. This information is very helpful to the early education specialists who review your assignments. Please return this sheet with your assignment pages.

1. Which of the following best describes you?

- I provide child care in my own home
- I provide child care in someone else's home
- I work in a child care center
- I'm thinking about becoming a child care professional
- Other, please describe

2. How long have you been a child care professional? _____

3. What are the ages of the children in your care? Check all that apply.

- Birth to 12 months
- 13-24 months
- 25-36 months
- 3 years
- 4-5 years
- 6-8 years
- 9 years and over
- Special needs

4. Please feel free to tell us a little about yourself and/or the work you do with children.

5. Other comments (please use the back of this page if necessary).

**Thank you for taking the time to help us make a connection to you
and for being part of our program!**



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Web site: www.betterkidcare.psu.edu

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