Handout #15
Tips for Getting in Tune

1. Be respectfully attentive. Observe without interfering. Spend time quietly looking and listening – leaving the child's psychological space intact – without interrupting or breaking into the child's activity.

2. Be an asker: Ask the child through words and actions what is right for her or him. Ask yourself: "I wonder what it is Meg wants?" "I wonder what Joseph is interested in at this moment?" "Is what I'm doing meeting the child's needs?"

3. Pay attention to your own feelings. Gauge the part your feelings play in the relationship.

4. Keep in mind your own special emotional inclinations – your "hot spots" and "blind spots."

5. Watch the infant as you act. When you take an action, watch the infant while you do it, and do not go too fast. Give the baby time to show you a response that you can learn something from.

6. See behind the action. Do not just see an action or behavior but see the reason and emotion behind the action. When Sarah scribbles on the wall at 16 months, for example, she may be so consumed with trying out the new line-making skill that she may be totally unaware that there is something unacceptable about what she is doing.

7. Use the information you have learned about children and child care – how children develop, how to cope with cultural differences, how to use materials – to assist you in the adaptation process.

8. Pay special attention to what you have already learned from your interactions with each child in your care.

9. Use all the information artistically to create a unique exchange with each child.

Handout #14
Role Play

This role play can be done with either two or three roles, a caregiver, a 12-month-old, and an observer (optional).

Scenario 1

Twelve-month-old: Play and explore materials. The materials need to be goal-directed, like a stacking toy or book.

Caregiver: The task is to help the child use the material appropriately.

Observer: Watch and record the behaviors of the caregiver and the child.

Scenario 2

Twelve-month-old: Play and explore materials. The materials need to be goal-directed, like a stacking toy or book.

Caregiver: The task is to watch the child to determine what is capturing the child's interest. Then the caregiver is to adapt her or his behavior in response to the child's cues.

Observer: Watch and record the behaviors of the caregiver and child.

Handout #17
Caregivers' Practices That Support Social Development

(The visions listed here are excerpts from the Program for Infant/Toddler Care *Infant/Toddler Caregiving: A Guide to Social-Emotional Development and Socialization* pp. 3, 39, and 63.)

Vision: To develop social skills needed to work and play cooperatively and productively, children must feel secure in themselves and value others. While nurturing each child's own self-esteem, caregivers should promote and model interactions that assist children in learning to get along with others and encourage feelings of empathy and mutual respect.

Practices: The infant/toddler caregiver working in a center or family child care home:

- Learns about children's stages of social development and helps children and parents deal with such typical issues as separation anxiety, negative behavior, shyness, sexual identity, and making friends.
- Has realistic expectations for young children's social behavior based on the children's level of development.
- Understands that the social roles and expectations for children in their family setting may be different from the roles and expectations in the child care program and helps the children to behave appropriately in each.
- Encourages children to ask for and accept help from others and to give help to one another.
- Helps children learn to respect the rights and possessions of others.
- Helps the children become aware of their feelings and those of others by talking about feelings with each child.
- Serves as a social model by building a positive relationship with each child and parent and by maintaining positive relationships with other adults in the center or with family members in a family child care home.
- Responds quickly and calmly to prevent children from hurting each other and shows understanding of both aggressor and victim in conflicts.
- Encourages children to make friends.
- Encourages play and relationships among all children, including children with handicapping conditions and across racial, language, ethnic, age, and gender groups.

Vision: *Young infants* (birth to nine months) enter the world with a capacity and a need for social contact. Infants need both protective and stimulating social interactions with a few familiar, caring adults who get to know the children as individuals, use frequent eye contact, play responsive social games, and talk to the children during feeding, bathing, and dressing. The adult's understanding response to the infants' signals increases the infant's participation in social interactions and their ability to read the signals of others.

Handout # 17 (cont'd)
Caregivers' Practices That Support Social Development

Practices: The caregiver working with *young infants*:

- Responds to social gestures and noises of infants and elaborates on the interactions appropriately.
- Plays responsive social games.
- Recognizes that infants need a familiar social partner (caregiver) who is dependable, warm and loving.
- Takes advantage of opportunities for social play during feeding, bathing, dressing, and other aspects of physical care.

Vision: *Mobile infants* (6 to 18 months) are curious about others but need assistance and supervision in interacting with other children. They continue to need one or a few adults on a consistent basis as their most important social partner(s).

Practices: The caregiver working with *mobile infants*:

- Structures periods of time for social interaction with other children and remains available to protect, comfort, or facilitate but does not interfere unless necessary.
- Provides infants with opportunities to observe social interactions among older children and among adults.
- Provides more than one of several attractive toys to minimize conflicts and waiting for a turn.
- Engages in social play that supports the children's developing social skills, for example, taking turns with a ball, conversing at mealtimes, sharing a snack, or putting toys away.
- Encourages children to comfort and help each other.

Vision: *Toddlers'* (16 to 36 months) social awareness is much more complex than that of younger children. Toddlers can begin to understand that others have feelings, too – sometimes similar to and sometimes different from their own. They imitate many of the social behaviors of other children and adults: taking turns with a ball, sharing a game, putting toys away. As toddlers become increasingly interested in other children, they continue to rely on familiar adults to guide and support their interactions.

Practices: The caregiver working with *toddlers*:

- Encourages cooperation rather than competition.
- Helps toddlers understand that sometimes they must wait for attention because of other children's needs.
- Encourages children to interact with each in playful and caring ways.
- Understands that sharing, taking turns, and playing with others are difficult for toddlers and encourages their attempts to use words to resolve conflict.