

Week 2 Reading Assignment

How Caregivers Support Children Throughout Daily Events and Caregiving Routines: A Summary



Daily Events:

Arrival and departure

- ___ Carry out greetings and goodbyes calmly to reassure the child and parent.
- ___ Acknowledge the child's and parent's feelings about separation and reunion.
- ___ Follow the child's signals about entering and leaving the activities of the program setting.
- ___ Communicate openly with the child about the parent's comings and goings.
- ___ Exchange information and child observations with the parent.

Choice time

- ___ Pay close attention to children as they explore and play.
- ___ Tailor your actions and responses to follow children's leads and ideas.
- ___ Engage in communication give-and-take with children.
- ___ Support children's interactions with peers.
- ___ Use a problem-solving approach to children's social conflict.
- ___ Offer older toddlers opportunities to plan and recall.
- ___ Encourage toddlers to put materials away after choice time.

Daily Events: (continued)

Outside time

- Provide loose materials for children's comfort and play.
- Provide a variety of experiences for nonmobile infants.
- Use the same general support strategies used at choice time.
- Observe nature with children.
- Bring outside time to a gentle close.



Daily Events: (continued)

Group time

- ___ Plan ahead and provide active group experiences.
 - ___ Introduce new materials and actions.
 - ___ Revisit favorite materials and actions.
 - ___ Plan around the key developmental indicators (KDIs) and/or the Infant-Toddler COR.
 - ___ Provide movement and music experiences.
- ___ Gather materials and offer them to children.
- ___ Respect children's choices and ideas about using materials.
- ___ Comment briefly and specifically on what you see children doing.
- ___ Interpret children's actions and communications for other children.
- ___ Let children's actions signal when group time should end.

Caregiving Routines:

Feeding and mealtime

- ___ Hold and pay close attention to the bottle-feeding infant.
- ___ Support the older infant's interest in feeding him- or herself.
- ___ Join toddlers at the table.
- ___ Include older toddlers in mealtime setup and cleanup.

Bodily care routines

- ___ Fit bodily care around the child's exploration and play.
- ___ Focus on the child at hand during the care routine.
- ___ Give the child choices about parts of the routine.
- ___ Encourage the child to do things for her- or himself.

Caregiving Routines: (continued)

Naptime

- __ Schedule naptimes around each child's individual needs.
- __ Help children settle down to nap.
- __ Provide quiet alternatives for nonsleepers.
- __ Provide for children's various styles of waking up.

Source: Post, J., Hohmann, M., & Epstein, A. S. (2011). *Tender care and early learning: Supporting infants and toddlers in child care settings* (2nd ed.). Ypsilanti, MI: HighScope Press, pp. 390–391.

