The Early Childhood Infant/Toddler Newsletter

Announcing the Infant-Toddler Consultation Program at the Northeast Regional Key

Infant Toddler Specialist will offer targeted consultation to facilities (center, group or family) and will be designed to support infant/toddler teachers and directors with families, children, colleagues, and the community. While the specialist’s primary work will occur within the infant-toddler classrooms and with the infant-toddler staff, efforts will be directed to the entire program in order to enhance the overall best practices of the facility. The ultimate goal is to sustain Continuous Quality Improvement and high quality Infant-Toddler services throughout the program’s practice. The voluntary participation in this program will be individualized, based on the needs of participating professionals, and be coordinated with other technical assistance initiatives such as Health and Safety consultation or Early Childhood Mental Health consultation. The end result of this service would be improved outcomes for staff, children, and families.

“I believe that a child’s irreducible needs are the need for ongoing, nurturing relationships; physical protection, safety and regulation; experiences tailored to each child’s individual differences; developmentally appropriate experiences; limit setting and structure; stable supportive communities and cultural continuity for children and their families, and the need to protect the future for our children. I feel the strongest about the need for ongoing nurturing relationships.”

~ Dr. T. Berry Brazelton

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INFANT/TODDLER SERVICES

Technical Assistance in Your Infant-Toddler Classroom

The Infant-Toddler Specialist will offer individualized technical assistance to infant-toddler providers within STAR 2 facilities to enhance provision of high quality services to very young children and their families. Technical assistance will take place over a period of 6 months and will not exceed 50 hours of service. Services will include, but not limited to, assessment of the Infant/Toddler program, resources, modeling of developmentally appropriate practices, and professional development for staff. The staff and director working with the specialist will receive up to 6 PQAS training hours.

Access to Resources

Outside of the Lending Library, a variety of free resources will be available to ALL Infant Toddler Practitioners in the Northeast Regional Key. Topics include, but are not limited to, relationship-based practices, child development, social emotional development, transitions, environments, attachment, and reflective practice. Please contact Masha Levin for more information.

Lending Library

Lending Library will be available for all Infant-Toddler practitioners. Programs that are not receiving technical assistance from the I-T Specialist, will still be able to take advantage of this opportunity! Complete list of resources and procedures for borrowing books will be coming soon!
Updated: New Crib Standards:

- What is the new standard for cribs?
  Beginning June 28, 2011, all cribs manufactured and sold (including resale) must comply with new federal safety standards. The new rules, which apply to full-size and non-full-size cribs, prohibit the manufacture or sale of traditional drop-side rail cribs, strengthen crib slats and mattress supports, improve the quality of hardware and require more rigorous testing. The new rules also apply to cribs currently in use at child care centers and places of public accommodation. By December 28, 2012, these facilities must use only compliant cribs that meet the new federal safety standards.

- Are portable cribs or play yards affected by the regulation?
  The crib standards cover portable cribs, but not play yards. CPSC's crib rule includes a standard for full-size cribs and a standard for non-full-size cribs. A non-full-size crib is a crib that is either larger or smaller from a full-size crib. The term “non-full-size crib” does not include products with mesh/net/screen or other non-rigid construction. Instead, enclosures with mesh or fabric sides are considered to be play yards and are not subject to crib standards. CPSC is developing a separate mandatory federal standard for play yards.

- How do I know whether the specific crib that I use in my child care facility meets the new standards?
  You cannot tell from looking at a crib whether it meets the new standards. You can ask the manufacturer for a copy of certificate of compliance that should indicate that the crib is certified to meet the new standard.

From CPSC.gov, The New Crib Standard Q & A

“Find joy in small steps forward.”

~ Dr. Alice S. Honig
RATE YOURSELF: Ten Essentials to Turning Routines into Prime Times

Do you have high quality routines in your Infant/Toddler Program?

Take the Prime Times quiz to find out!

1. I take my time when I am working one-on-one with a child.
   - Always
   - Usually
   - Sometimes
   - Never

2. I tune in to the child, listen and have many conversations.
   - Always
   - Usually
   - Sometimes
   - Never

3. I offer the child the opportunity to help as much as she can.
   - Always
   - Usually
   - Sometimes
   - Never

4. I talk to the child about what I am going to do as I am caring for him.
   - Always
   - Usually
   - Sometimes
   - Never

5. I acknowledge my own personal tolerance about noise, crying, smells, and even physical appearances, and I try to behave professionally at all times.
   - Always
   - Usually
   - Sometimes
   - Never

6. I speak positively to children about unpleasant care routines, such as dirty diapers or food I don’t like.
   - Always
   - Usually
   - Sometimes
   - Never

7. I am willing to compromise my own personal feelings about caring practices in order to adapt to the program’s philosophy, the parents’ preferences, and the child’s needs.
   - Always
   - Usually
   - Sometimes
   - Never

8. I pay attention to my negative body language and avoid behavior like rolling my eyes or throwing out my hip, knowing that body language can be more powerful than words.
   - Always
   - Usually
   - Sometimes
   - Never

9. I focus on the needs of the child rather than on my own preferences or convenience.
   - Always
   - Usually
   - Sometimes
   - Never

10. I remain aware of the needs of the other children and they dynamics of the entire group while working one-to-one.
    - Always
    - Usually
    - Sometimes
    - Never

Now that you have completed this quiz, are there resources, supports or areas of professional development that you would like? Call or email your Infant/Toddler Specialist to see how what is available for you!

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