

Area:	Child Development
Subject:	CD01 - Child Development and Education Approach for Infants and Toddlers
Reference:	1304.21 (b)(1-3)(ii)
Policy:	The program will implement an enriched learning atmosphere to help infants and toddlers gain the skills necessary to succeed.

Procedure:

1. Primary Care giving will be implemented in each infant and toddler classroom.
2. Each Primary Caregiver will be assigned no more than four infants to care for on a regular basis throughout the day. This practice supports the development of secure relationships within the classroom.
3. Primary Caregivers support continuity in the child's language and culture.
4. Primary Caregivers are responsible for the routine care of their assigned children. These routines include:
 - a. Diapering – Caregivers check diapers based on the needs of individual infant or at a minimum every two hours and an entry is made on the Diaper Chart.
 - b. Feeding – Based on the needs of each individual infant.
 - c. Napping – Based on the needs of each individual infant.
5. Primary Caregivers will implement the Infant Toddler Individual Plan and provide an environment that offers:
 - a. Trust and emotional security through responsive care giving.
 - b. Opportunities for the infant to move and explore, build self-awareness and autonomy through activities that are based on the child's own developmental level.
 - c. Support for emerging language skills through songs, stories, books and conversations with peers and adults.
 - d. Opportunities for development of gross motor skills based on the child's developmental level through activities that encourage pushing, crawling, walking, and climbing.
 - e. Opportunities for fine motor development through activities that encourage grasping, dropping, pulling, pushing, touching, and mouthing.
 - f. Opportunities for eye-hand coordination activities such as self-feeding and fitting objects into a hole.
6. All staff will demonstrate through their actions an acceptance and respect for all children regardless of race, gender, ethnicity, culture, language or family make-up. Celebrations, including cultural holiday "themes," should be limited to the cultures represented in the classroom community. Set holiday activities in context of people's daily life and beliefs by connecting them to specific children and families in your community. Holiday celebrations should not be a regular focus/theme in weekly Activity Plans. Use a multicultural/anti-bias approach based on child interest when holiday activities are part of Activity Plans.

Supervised by: Child Development Supervisor

Performed by: Primary Caregiver

Forms needed: Diaper Chart, Infant Toddler Individual Plan, Infant Toddler Needs & Service Plan

Frequency: At enrollment and updated as needed or required