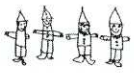
Picture This:

A Framework for Quality Care for Infants and Toddlers

ARKANSAS DEPARTMENT OF HUMAN SERVICES

Division of Child Care and Early Childhood Education

Booklet Developed By



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Welcome

This booklet is written for...

Families who have made the choice that a family member will provide care for their infant or toddler at home,

Families who have chosen to enroll their infant or toddler in a child care center or family child care home

and

Persons who have chosen to work in programs that provide early care and education for infants and toddlers.

In this booklet meet infants and toddlers through words and pictures. See how they grow and develop as they are cared for by their families and by other caregivers in a variety of settings. These settings include the child's own home, child care centers and family child care homes. Discover how families and other caregivers become partners in creating quality care for infants and toddlers when they are cared for outside their own homes.

Infants and toddlers are presented in three age groups:

- young infants – birth to 8 months
- mobile infants – 8 to 18 months
- toddlers – 18 to 36 months

The infants and toddlers in the booklet are portrayed in six areas of development called developmental strands. It is important to remember that the strands intertwine to present a picture of the whole child. Each strand is briefly described here.

To learn about themselves – Self-concept Development
Infants and toddlers form an attachment with their families and other caregivers. They become explorers of their environment and they begin to develop independence.

To learn about their feelings – Emotional Development
Infants and toddlers express feelings of joy, excitement, pleasure, fear, anger and frustration.

To learn about other people – Social Development
Infants and toddlers learn to trust that adults will keep them safe and secure. They share affection and enjoy being with others.

To learn to communicate – Language Development
Infants and toddlers communicate with others through crying, cooing and babbling, pointing, and saying words, phrases and sentences.

To learn to move and do – Physical Development
Infants and toddlers develop increasing control of their large and small muscles and become quite mobile and able to do many things for themselves.

To learn to think – Cognitive Development
Infants and toddlers learn about their world through grasping, touching, tasting, looking, listening and smelling and through exploring and trying things out.

You are invited to read this booklet and

- Discover what infants and toddlers are like and what they can do in each of the six developmental strands.
- Learn ways to help infants and toddlers reach their potential in each developmental strand.

Note: Developmental strands are part of the *Arkansas Framework for Infant and Toddler Care* (2002).

To learn about themselves – Self-concept Development

Young Infants • *Birth to 8 months*

Young infants learn about themselves.

- They form an emotional bond (attachment) with family members and other caregivers.
- They depend on all of their caregivers to take care of them.
- They look at their hands in fascination. They play with their feet.

Families and other caregivers can help young infants learn about themselves.

- Learn all you can about each young infant in your care. This will help you provide the individual care, attention and affection that each infant needs.
- Talk with young infants. Play games such as "This Little Piggie" with them.

Mobile Infants • *8 to 18 months*

Mobile infants learn about themselves.

- They may cry or try to follow a departing parent or other caregiver (separation anxiety.)
- They may pull away from people they do not know (stranger anxiety.)
- They begin to explore their environment on their own, but want caregivers nearby.
- They begin to recognize and respond when they hear their names.
- They look at their images in a mirror.

Families and other caregivers can help mobile infants learn about themselves.

- Realize that fear of strangers and separation anxiety are normal feelings. Both will usually lessen in time.
- Place yourself so mobile infants can see you as they play on their own.
- Provide safe environments for mobile infants to explore and toys they can play with independently. Include unbreakable mirrors.
- Say a child's name often.

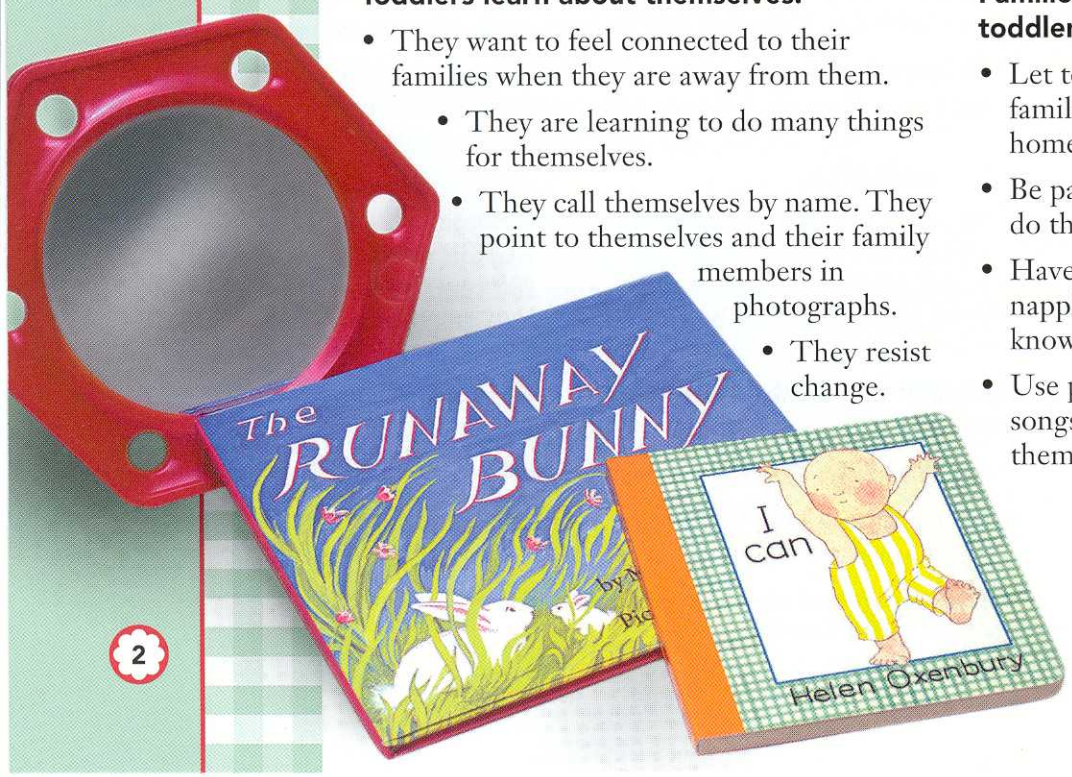
Toddlers • *18 to 36 months*

Toddlers learn about themselves.

- They want to feel connected to their families when they are away from them.
- They are learning to do many things for themselves.
- They call themselves by name. They point to themselves and their family members in photographs.
- They resist change.

Families and other caregivers can help toddlers learn about themselves.

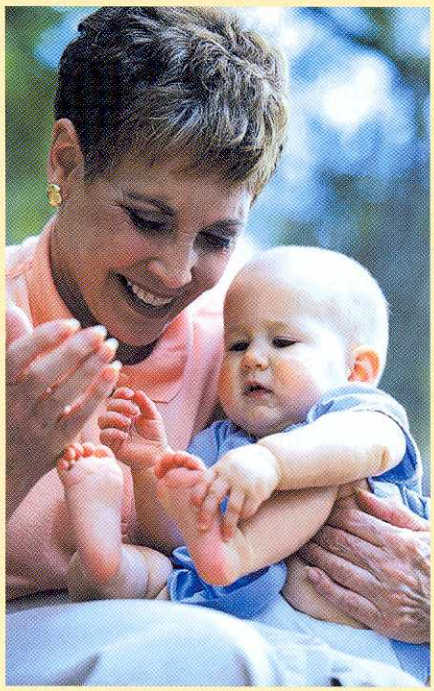
- Let toddlers in group settings have a familiar object such as a stuffed toy from home.
- Be patient. Give toddlers plenty of time to do things for themselves.
- Have a consistent schedule for eating, napping and bed time. This helps toddlers know what to expect.
- Use photographs, mirrors, books and songs to help toddlers learn about themselves and their families.



Getting to Know Each Other

Young Infants

Meet Jay, a four-month old infant, and Mrs. Alvarez, a family child care provider. Mrs.



Alvarez has learned so much about Jay since she began caring for him when he was six weeks old.

Mrs. Alvarez knows how Jay wants to be held when she is feeding him his bottle. She knows that Jay likes for her to sing to him as he is going to sleep. Mrs. Alvarez knows when Jay wants to play and when he is ready to be left alone.

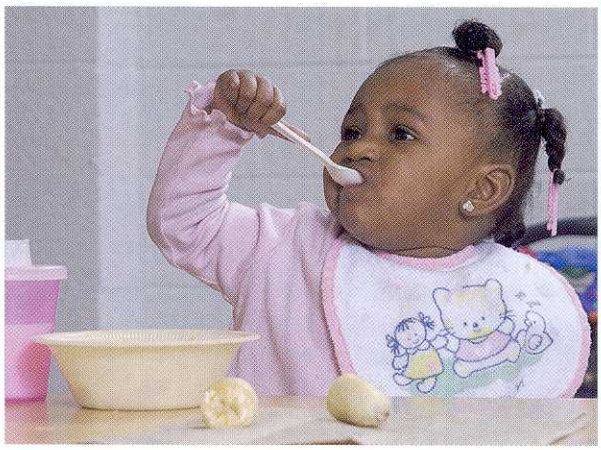
Jay has learned that Mrs. Alvarez will feed him when he is hungry. She will change his diaper when it is wet. She will hold him gently and talk with him in a soft voice when he needs comforting.

Jay has formed an emotional bond (attachment) with Mrs. Alvarez.

Declaration of Independence

Toddlers

It's breakfast time at this infant and toddler center. Tina, a young toddler, has just arrived and is ready to eat. Before leaving for work, Tina's mother fastens a bib around Tina's neck and helps her get comfortable at the table.



Tina enjoys breakfast. She eats with a spoon most of the time. She has been drinking from her pink sippy cup for many months. After breakfast Tina wipes her face with a damp cloth.

Now it's time to play. First, Tina decides to mark with crayons. Then she takes a car off a low shelf and rolls it across the floor. Next, Tina does pretend cooking at the play stove. Tina then goes to the book area and briefly looks at a couple of books. With a gentle reminder from her caregiver, Tina places the books back on the book shelf. Tina leaves the book area for another adventure.

Throughout her day at the center, Tina is making choices. She is doing more and more things for herself. Tina is becoming independent.

Mobile Infants

Discovering Myself

Tasha enjoys looking at her image in a mirror. Her caregivers have securely attached an unbreakable mirror to the end of a storage shelf in the infant and toddler room. The mirror is full length so that Tasha can see all of herself.

As Tasha walks by the mirror she stops, looks at her image

and smiles. Sometimes she kisses or pats her image. One day her caregiver put a hat on Tasha's head and said, "Tasha, look at yourself in the mirror now." As Tasha looks at herself wearing a hat she smiles broadly.

Mobile infants like Tasha learn so much about themselves in the first eighteen months of their lives. They begin to be aware of what they look like as they see themselves in a mirror. They learn parts of their bodies such as eyes, nose, fingers and toes. They respond when they hear their names. Mobile infants are learning about themselves.

To learn about their feelings – Emotional Development

Young Infants • *Birth to 8 months*

Young infants learn about their feelings.

- They cry to let caregivers know they are hungry, tired, uncomfortable or in pain.
- They first depend on adults to calm them. Gradually they discover ways to calm themselves. For example, they suck their thumbs or pacifiers.
- They begin to coo, smile and laugh with their caregivers.

Families and other caregivers can help young infants learn about their feelings.

- Listen carefully to an infant's cry. You will learn to recognize what the cry means. Then take care of the infant's needs as quickly as you can.
- Return the smiles and coos of young infants.
- Learn the kind of cuddling, talking and playing that each infant in your care likes best.

Mobile Infants • *8 to 18 months*

Mobile infants learn about their feelings.

- They show feelings of joy, excitement and pleasure in new things they learn to do.
- They show feelings of fear, anger and frustration.
- They hug, smile, crawl or toddle toward a familiar person.

Families and other caregivers can help mobile infants learn about their feelings.

- Show mobile infants affection and delight in what they can do.
- Help mobile infants when they are in frustrating situations.
- Comfort mobile infants when they are frightened by something or someone.

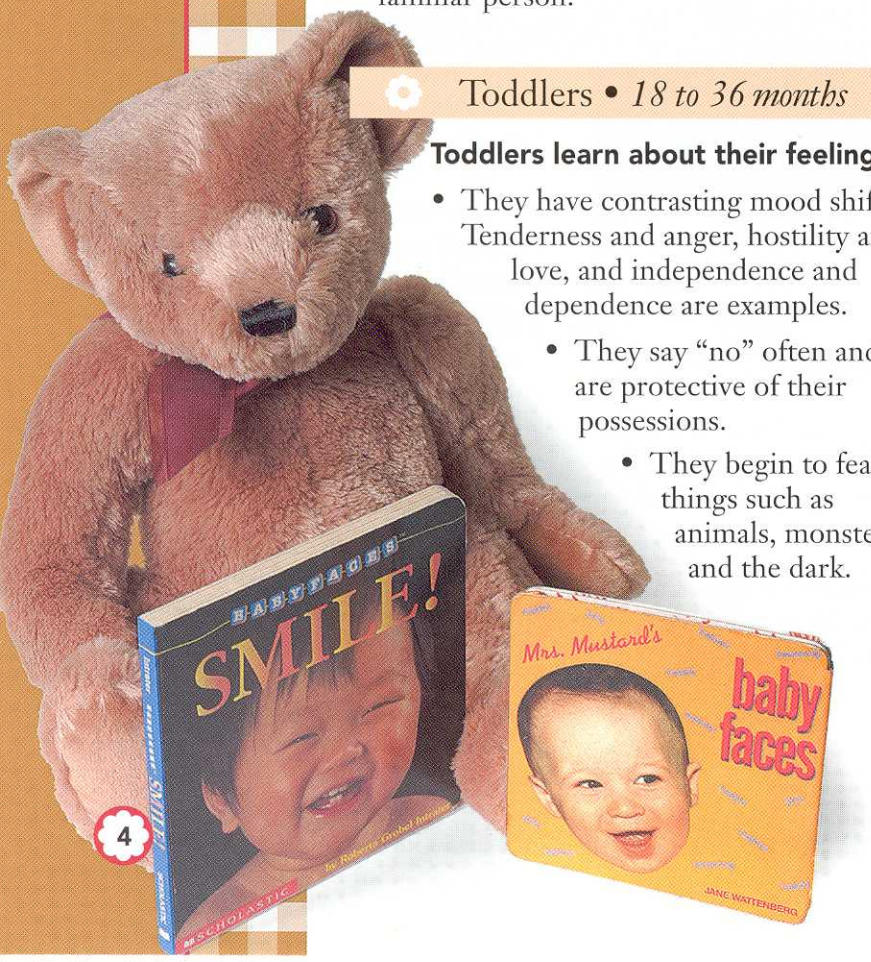
Toddlers • *18 to 36 months*

Toddlers learn about their feelings.

- They have contrasting mood shifts. Tenderness and anger, hostility and love, and independence and dependence are examples.
- They say "no" often and are protective of their possessions.
- They begin to fear things such as animals, monsters and the dark.

Families and other caregivers can help toddlers learn about their feelings.

- Let toddlers see you showing affection, gentleness and sharing.
- Stay calm when dealing with the fears of toddlers. Do not shame them or make fun of them.
- Provide duplicates of popular toys for toddlers in group care.
- Use puppets, books and songs about feelings with toddlers.
- Use words such as sad and happy when you are talking with toddlers.



Young Infants

She Knows How I Feel

"Damon, you're squirming. That must mean it's time to get you out of that wet diaper," says Mrs. Clark. Diapering is one-on-one time for Damon and his special caregiver. Mrs. Clark handles Damon gently as she diapers him. She talks with him about what he is experiencing. "Damon, that dry diaper feels good, doesn't it ."

There are eight infants in the room with Mrs. Clark and a co-worker. Both caregivers spend time with all of the infants. However, each is the primary caregiver to four of the eight infants. This means that most of the time Mrs. Clark feeds, diapers and helps ease to sleep the same infants each day. By doing this she gets to know each infant well. She recognizes that when Damon kicks his legs in excitement he is in a "play with me" mood. She knows his "I'm hungry" cry and his "I'm uncomfortable" squirm.

Mrs. Clark understands and takes care of the needs of each of the four infants in her care.

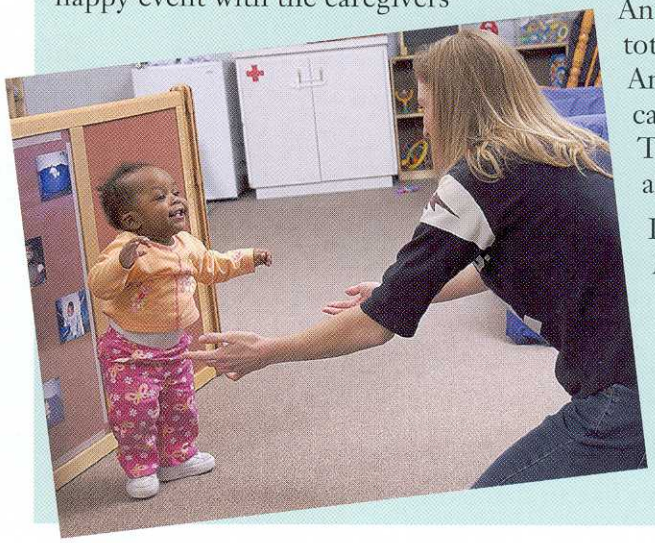
You Did It!

Mobile Infants

"She did it! Last night she took her first steps by herself," exclaims the mother of Antoinetta, a twelve month old mobile infant. She continues, "I was so excited. Antoinetta was excited too." Antoinetta's mother is sharing this happy event with the caregivers at the child care center her daughter attends. "Make sure she walks for you today," suggests Antionetta's mother as she leaves for work.

Later that day, with encouragement from her caregiver, Antoinetta takes a few tottering steps. Both Antoinetta and her caregiver are pleased. They share smiles, hugs and hand-clapping.

In the ten months Antionetta has been attending the center, her mother and caregivers have celebrated together each of Antoinetta's new accomplishments.



I'm Here Just for You

Toddlers

Marissa, a toddler, seems sad today. She follows Ms. Kirk around the room, clinging to her skirt. As Ms. Kirk kneels beside her, Marissa says, "Daddy," and begins to sob quietly.

Taking Marissa in her arms Ms. Kirk sits in the big rocking chair and begins to gently rock back and forth. Ms. Kirk talks quietly to Marissa. "Marissa, you seem sad today," she says. "I know you're missing your daddy while he is at work. He'll come for you this afternoon, just like he always does."

After a few minutes of gentle rocking, soft patting and soothing words, Marissa smiles up at Ms. Kirk. Marissa is ready to join the other children in play.

Ms. Kirk knows that toddlers are often unable to express their feelings in words. She understands that although they seem to be independent, they sometimes need someone to give them special attention. When Marissa is in her care, Ms. Kirk is that special someone.

To learn about other people – Social Development

Young Infants • *Birth to 8 months*

Young infants learn about other people.

- They learn to trust. This means they feel safe and secure with their family and other caregivers who take good care of them.
- They begin to respond to and prefer familiar adults.
- They gradually begin to show interest in other infants.
- They enjoy playing games such as "peek-a-boo" with their caregivers.

Families and other caregivers can help young infants learn about other people.

- Provide loving and gentle care for young infants.
- Provide consistent care for each young infant. For example, in a group setting with two or more adults, have each adult assume primary responsibility for specific infants in the group.
- Place young infants in a safe place where they can see and be near other infants.

Mobile Infants • *8 to 18 months*

Mobile infants learn about other people.

- They like to share affectionate hugs with their families and other caregivers.
- They enjoy playing near other mobile infants. However, they do not play with them.
- They begin to imitate the actions of people they see.

Families and other caregivers can help mobile infants learn about other people.

- Give mobile infants hugs, smiles and nods of approval.
- Provide toys such as balls and telephones that encourage mobile infants to get to know each other.
- Give mobile infants washable items such as soft baby dolls, handbags and stuffed animals for pretend play.

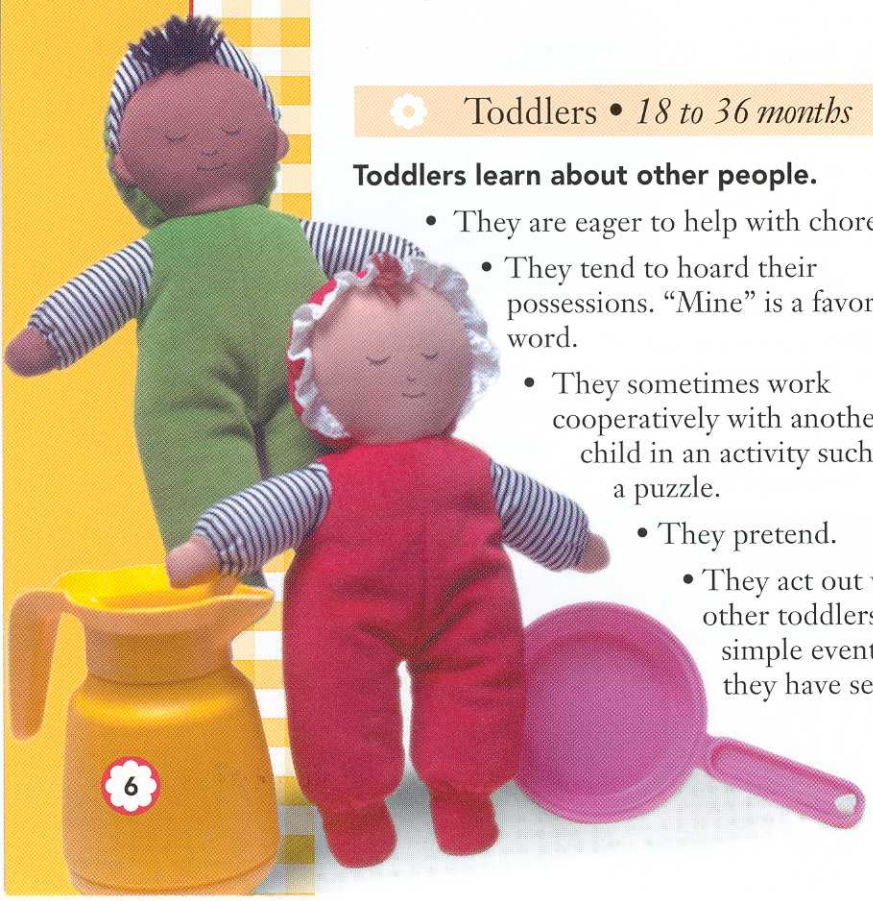
Toddlers • *18 to 36 months*

Toddlers learn about other people.

- They are eager to help with chores.
- They tend to hoard their possessions. "Mine" is a favorite word.
- They sometimes work cooperatively with another child in an activity such as a puzzle.
- They pretend.
- They act out with other toddlers simple events they have seen.

Families and other caregivers can help toddlers learn about other people.

- Let toddlers help with simple chores such as putting napkins on the table.
- Have enough toys so that two or three toddlers can play in an area at the same time. For example, have cardboard blocks and several small cars and trucks.
- Let toddlers see you being kind and considerate to others.
- Give toddlers props and dress-up clothes for pretend play. For example, give them purses, wallets and a toy grocery cart so they can pretend to go shopping.



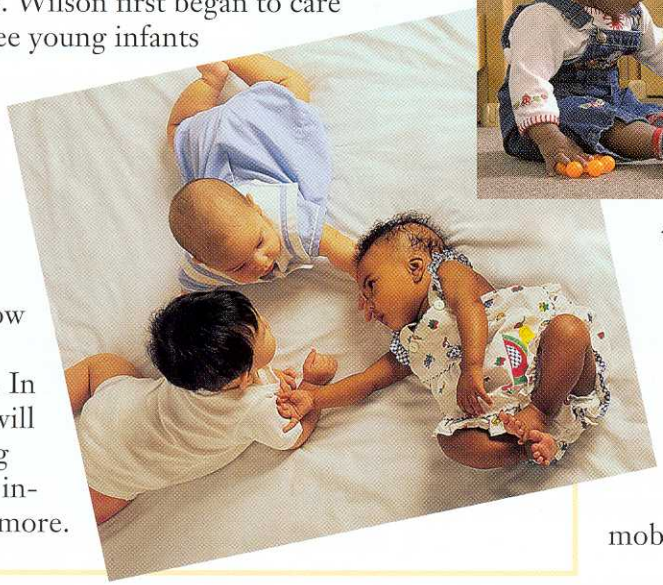
Getting to Know You

Young Infants

This trio of young infants has a caregiver who realizes they are beginning to show an interest in each other. Mrs. Wilson places the infants facing each other on a clean mat on the floor so they can become better acquainted. She sits nearby to keep the infants safe.

Mrs. Wilson notices that the infants reach out to touch each other. They pat each other. "Yes, Jacob, Melia's hair does feel soft," she says.

When Mrs. Wilson first began to care for the three young infants they were mostly interested in being with her. Now they are beginning to show interest in each other. In time they will enjoy being with other infants even more.



Side By Side

Mobile Infants

Yvette and Samuel enjoy playing near each other. They often play with the same toys. However, they do not play together. This side-by-side play by mobile infants is called parallel play.

Miss Annetta is the caregiver for Yvette and Samuel and three other mobile infants. She gives the children toys that encourage them to play together; balls, telephones, soft baby dolls, doll blankets and handbags are examples.

Miss Annetta plays with the children. They play rhythm instruments together. Two or three mobile infants join her in reading a book.

Miss Annetta knows that side-by-side play is what most mobile infants do. She also knows that in time Yvette, Samuel and the other mobile infants will begin to play together.

Toddlers and Tea for Two

Toddlers

For Manuel and Latiesha, playing in the home living area is their favorite activity. They set the table and pretend to cook. They serve each other pretend tea, hamburgers and pizza. Manuel and Latiesha dress up as Mommy and Daddy. They pretend to feed the baby, to drive a car and to go shopping and to work.

Ms. Evans, their caregiver, sets the stage for this pretend play. In the home living area is a child-size stove and cabinet. There are plastic dishes and pots and pans. Ms. Evans adds dress-up clothes for both males and females.

Sometimes Ms. Evans joins the toddlers in their play. "May I please have more tea," she says. As she leaves the home living area she says, "Thank you, Manuel and Latiesha, for inviting me to your house for tea." "You welcome" replies Manuel.

As the toddlers play together in the home living area, they are acting out things they see in their homes and communities. They are learning to get along with others.

To learn to communicate – Language Development

Young Infants • *Birth to 8 months*

Young infants learn to communicate.

- They cry and fidget to let caregivers know they are hungry, uncomfortable or in pain.
- They smile and laugh aloud with caregivers.
- They raise their arms to familiar adults.
- They coo and babble. They begin to imitate the sounds of their home language.
- They enjoy having an adult hold them and explore books with them.

Families and other caregivers can help young infants learn to communicate.

- Try to figure out what the infant's different movements and cries mean. Then take care of the infant's needs.
- Talk with young infants from the start.
- Listen to and return the coos and babblings of young infants.
- Read with young infants as you cradle them in your arms.

Mobile Infants • *8 to 18 months*

Mobile infants learn to communicate.

- They point and shake their heads. They use gestures to communicate their needs and thoughts.
- They begin to use words to communicate with others.
- They look at picture books with interest.
- They may listen for a brief time when someone reads with them.

Families and other caregivers can help mobile infants learn to communicate.

- Supply words when mobile infants point or gesture. To the mobile infant pointing to a ball, say "Oh, you want the red ball."
- Show pleasure and excitement when mobile infants say words.
- Read books with mobile infants.

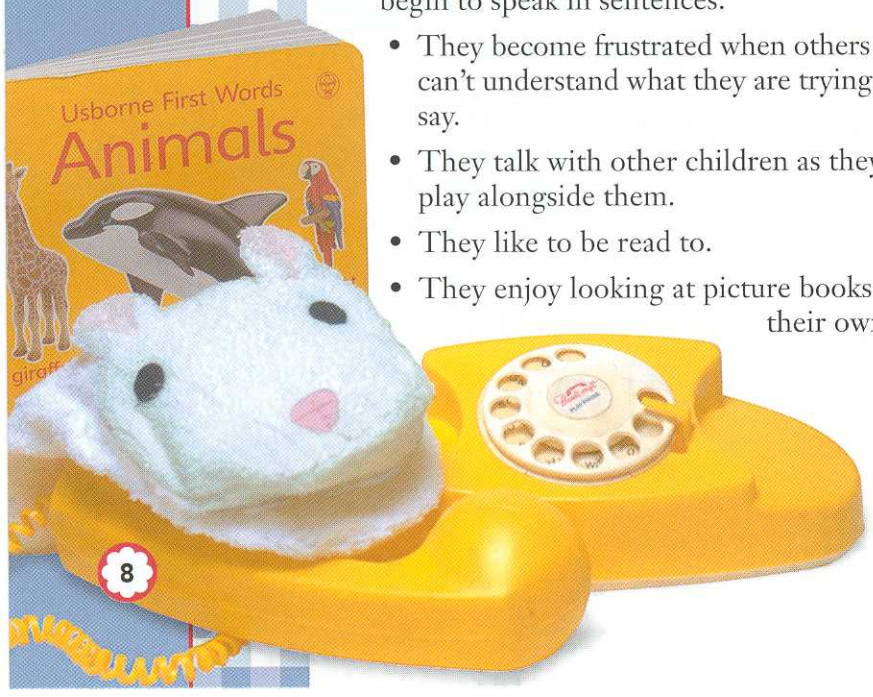
Toddlers • *18 to 36 months*

Toddlers learn to communicate.

- They learn and use more words. They begin to speak in sentences.
  - They become frustrated when others can't understand what they are trying to say.
  - They talk with other children as they play alongside them.
  - They like to be read to.
  - They enjoy looking at picture books on their own.

Family members and other caregivers can help toddlers learn to communicate.

- Be patient and listen carefully as toddlers talk with you. Their language gradually becomes more understandable.
- Include toys that encourage toddlers to talk with each other. Telephones, dolls, trucks and cars are examples.
- Set up a cozy and soft reading area for toddlers.
- Read often to toddlers. Read favorite books over and over again.
- Let toddlers see you read books, magazines and newspapers.

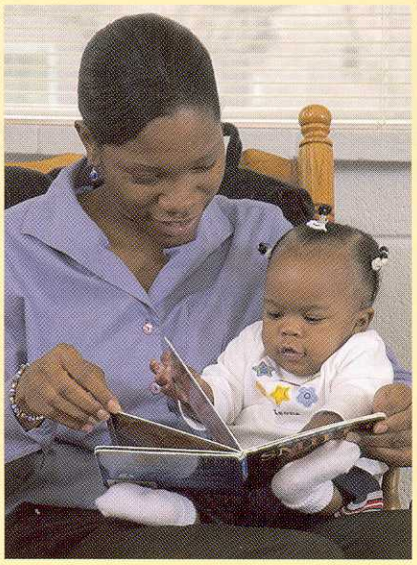


Young Infants

Babies, Books and Laps

With Jamella cradled in her arms Mrs. Henderson reads with her infant daughter. Both enjoy this time together.

Soon after Jamella was born her mother began reading with her each day. Jamella is now six months old and the daily ritual of reading continues. As she and her mother read together, Jamella looks at the pictures. She pats the pages. She reaches for the book. She



mouths the edges of the book. A small photo book with faces of babies is now one of Jamella's favorites. As her mother reads to her, Jamella is learning language.

Some of Jamella's books are washable cloth. Some are soft vinyl. Some are board books with thick pages. All of Jamella's books are easy to clean. All are ready for reading.

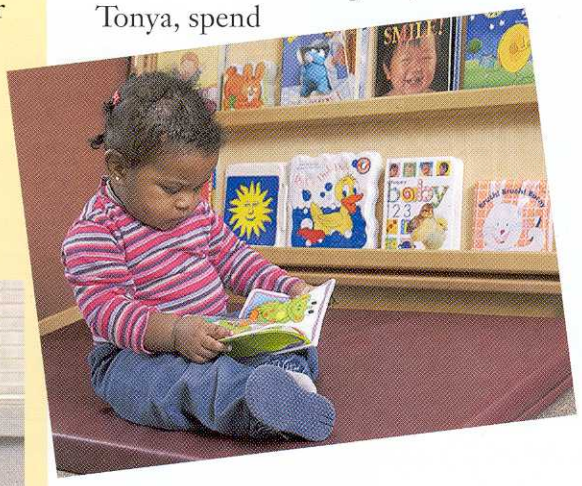
Lap reading is a warm, shared experience for Jamella and her mother.

Books Are My Favorite Things

Mobile Infants

Valisha, a mobile infant, can often be found in the book area of the infant and toddler room. She selects her favorite book and sits on the mat, turning the pages and looking intently at the pictures.

Valisha and her caregiver, Miss Tonya, spend



time each day reading together. When Valisha takes a book to Miss Tonya that means it is time to sit on the floor and read. Sometimes other mobile infants join them. The children point to pictures in the book when Miss Tonya asks, "Can you find the cat?"

At home Valisha has a special place on the bottom shelf of the family bookcase for her books. Her favorite book at home is *Goodnight Moon*. "Valisha loves books," her mother tells Miss Tonya. She adds that Valisha's grandmother and auntie gave her books for her first birthday. At home and at the center Valisha is developing a love for books and for reading.

Puppets Are Fun

Toddlers

A small group of toddlers eagerly gather around Ms. Beth for storytelling with puppets. Today the story is one of their favorites, *The Three Bears*. They especially like it when Ms. Beth changes her voice for each of the bears and for Goldilocks. The toddlers enjoy getting to hold the puppets.

Several times each day Ms. Beth reads books to the toddlers. Sometimes she reads to one or two toddlers. Sometimes she reads to three or four. She and the toddlers do fingerplays, say nursery rhymes and sing songs together.

Ms. Beth has set up a special area of the room where the toddlers go to read books on their own or with a friend. The area has a soft rug, pillows and books the toddlers can easily reach. Sometimes Ms. Beth joins the children in the book area and they share books. The toddlers pretend to read a book to Ms. Beth. They talk with her about the stories they have read. They talk with Ms. Beth about their families and their pets.

All day the children in Ms. Beth's group are developing language.

To learn to move and do – Physical Development

Young Infants • *Birth to 8 months*

Young infants learn to move and do.

They begin to develop control of their large and small muscles.

Large Muscles
- gain control of arms, legs and head
- sit with support, then without support
- begin creeping and crawling

Small Muscles
- grasp toys
- reach for toys and objects
- hold own bottle
- pick up dry cereal with fingers

Families and other caregivers can help young infants learn to move and do.

- Provide support for head until young infants gain control of their heads.
- Place young infants on a mat, rug or blanket in a safe area of the room. This gives them freedom to move.
- Give young infants safe and washable toys they can grasp, chew and manipulate.

Mobile Infants • *8 to 18 months*

Mobile infants learn to move and do.

They continue to develop control of their large and small muscles.

Large Muscles
- pull to standing
- stand with support, then without support
- walk with help, then alone
- climb up and then down stairs
- throw a ball

Small Muscles
- hold crayon and make dots
- stack two or three blocks one on top of the other
- try to put shapes into holes in a shape box
- use a spoon or cup

Families and other caregivers can help mobile infants learn to move and do.

- Give mobile infants safe, open space indoors and outdoors to practice their developing physical skills.
- Provide sturdy low furniture so mobile infants can safely stand or cruise.
- Give mobile infants equipment and materials that will help them develop their large and small muscles.

Toddlers • *18 to 36 months*

Toddlers learn to move and do.

They continue to develop their large and small muscles.

Large Muscles
- walk fast and well
- run awkwardly at first, then with control
- climb well
- throw and kick a ball

Small Muscles
- scribble with crayons
- string large beads
- use spoon, then fork
- unzip, unbutton untie, unsnap

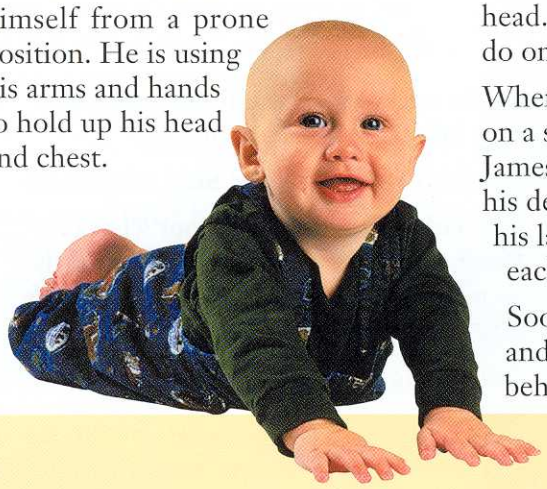
Families and other caregivers can help toddlers learn to move and do.

- Provide enough space indoors and outdoors so toddlers can safely use their large muscles.
- Allow lots of time each day for toddlers to walk, run, climb and play with balls.
- Be patient. Give toddlers time to help dress and undress themselves.
- Give toddlers materials such as puzzles and large stringing beads to develop their small muscles.

Look at Me

Young Infants

James seems quite pleased with his latest accomplishment. He uses his arms and hands to raise himself from a prone position. He is using his arms and hands to hold up his head and chest.



His parents remember that only a short time ago James depended on them to provide support for his head. Now look at what James can do on his own.

When James is awake he is usually on a soft rug on the floor. Here James is free to move and practice his developing motor skills. He uses his large muscles more and more each day.

Soon James will begin creeping and crawling. Can walking be far behind?

Team Approach

Mobile Infants

Joel is a mobile infant with special needs. His parents have enrolled him in an integrated special needs treatment program. As a team, Joel's parents, therapist and teachers help set goals for his development. One goal is to strengthen Joel's muscles.

During most of the day Joel is in a room with seven other children and two caregivers. Just like other children in group care programs, Joel enjoys playing with toys, listening to stories, singing, eating and resting with his friends.

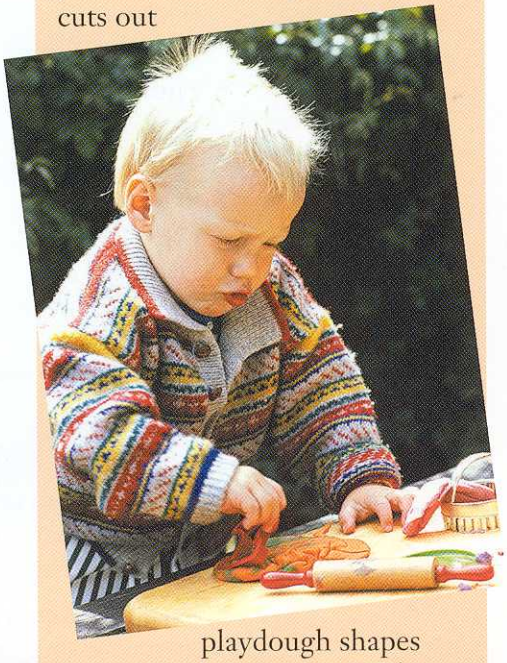
A physical therapy room is part of the program Joel attends. Each day Joel and a therapist spend time in the therapy room working on strengthening the muscles in his legs and arms. The therapist places Joel on a large, firm rubber ball. She guides him to push down with his hands. She supports him as he walks up three steps to a low platform.

The therapist gives Joel's parents and caregivers activities to do with Joel to strengthen his muscles. Joel has a team of people working together to meet his special needs.

Toddlers

I Like Playdough

Give Derek playdough, a small rolling pin and cookie cutters, and he is a happy toddler. Derek rolls the playdough into a ball; he pounds it; he uses the rolling pin to make it flat. He cuts out



playdough shapes using the cookie cutters. Then Derek gathers up the playdough into a ball and starts the process again.

Derek also enjoys working puzzles. He likes to paint with his fingers and with a brush. He scribbles with crayons and washable markers. Sometimes Derek strings large beads. He plays with blocks that snap together.

As Derek does all of these activities, he is developing his small muscles. Grandpa Gus says, "Derek has busy hands."

To learn to think – Cognitive Development

Young Infants • *Birth to 8 months*

Young infants learn to think.

- They learn about their world through their senses. This includes mouthing, grasping, touching, looking and listening.
- They begin to realize they can make things happen. For example, if they shake a rattle it makes a noise.
- They begin to solve problems such as reaching for a toy that has rolled away.

Families and other caregivers can help young infants learn to think.

- Play with young infants. Sing with them.
- Talk with young infants about what they feel, hear, touch and see. Include words about the senses: "Dry diaper" and "soft bear" are examples.
- Give young infants toys they can shake and squeeze.

Mobile Infants • *8 to 18 months*

Mobile infants learn to think.

- They are explorers of space and objects. They learn through trying things.
- They begin to pretend as they play. For example, they will pretend to open a door using a toy key.
- They develop problem-solving skills as they play with toys and materials.

Families and other caregivers can help mobile infants learn to think.

- Give mobile infants safe space, toys and materials to explore on their own.
- Store toys on low shelves rather than in boxes. This makes it easier for mobile infants to choose toys for play.
- Give mobile infants toys that encourage them to solve problems. Stacking and nesting toys are examples.

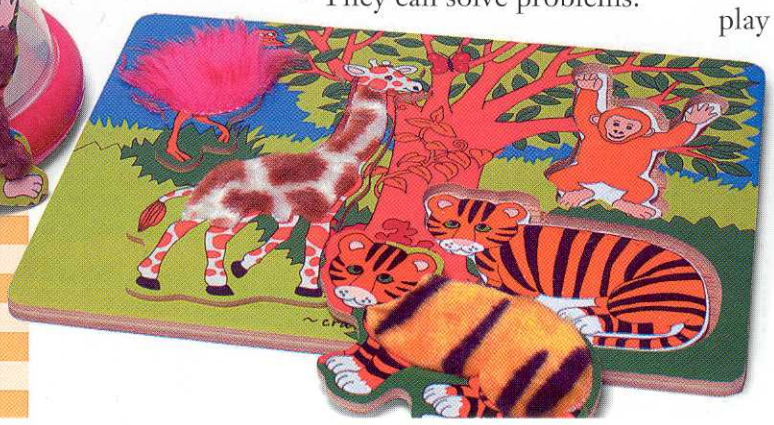
Toddlers • *18 to 36 months*

Toddlers learn to think.

- They begin to understand about size, shapes, numbers and colors. These are called concepts.
- They learn concepts through the senses of touching, seeing, hearing, tasting and smelling.
- They use words to talk about the concepts they are learning. A red ball and a big truck are examples.
- They can solve problems.

Families and other caregivers can help toddlers learn to think.

- Give toddlers toys and materials they can touch, see, hear, taste and smell.
- Sing songs, play games, say fingerplays and read books about size, shapes, numbers and colors with toddlers.
- Give toddlers time and freedom to play with materials on their own.
- Let toddlers figure out what to do with new play materials.



Young Infants

I Am Learning

Eric sees the new toy. He reaches for and touches the toy. Look at his mouth. Eric will probably mouth the toy. When the toy rolls, Eric will hear it play a musical tune. Young infants like Eric learn about the world through mouthing, grasping, touching, looking and listening. They are learning through their senses.

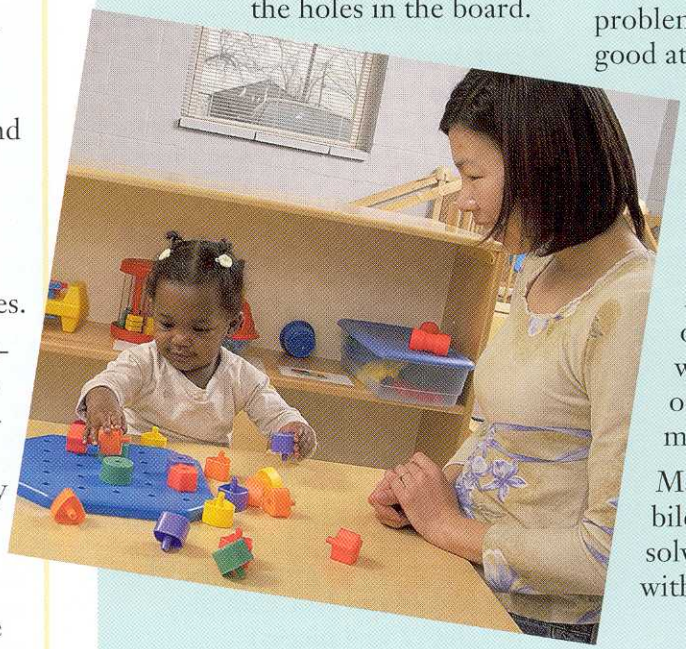
Eric's family spends time playing with him. They talk and sing with him. They take him outdoors to feel the warm sun and the cool breeze on his skin. They hang a mobile above his crib. They give him rattles and squeeze toys.

Each day Eric is using his senses to learn about the people and things in his environment.

Figuring It Out

Mobile Infants

Ms. Chang introduces a new toy to Shamika, a mobile infant. She places the peg board and the large pegs on the table. Shamika immediately picks up the pegs and begins to try and put them in the holes in the board.



She looks at Ms. Chang and smiles when she is successful. Shamika likes to share her new accomplishments with Ms. Chang.

Shamika enjoys playing with problem-solving toys. She is quite good at completing three-and four-piece puzzles. Shamika successfully stacks five rings on the stacking post. She fits the five nesting cups one inside the other. Sometimes Ms. Chang brings in boxes of different sizes, some with lids. Shamika and the other mobile infants try and match the lids to the boxes.

Ms. Chang knows that mobile infants are learning to solve problems as they play with toys and materials.

Blocks are for Building

Toddlers

Give toddlers blocks and watch them begin to build. They stack the blocks. They make barns for their animals and garages for their cars.

As Amanda and Tony build with the cardboard blocks they are learning that the blocks are different colors and sizes. Some of the blocks are heavier than others. They experiment with how high they can build. They decide how many animals to put in the barn they build.

Today, Amanda and Tony invite Mr. Johnson to join them in the block area. Mr. Johnson is their helper and follows their lead. He asks, "Amanda, what color block do you want next?" Amanda replies, "Red."

Each day Amanda, Tony and other toddlers in their group are learning concepts and solving problems through play.

Toys and Materials for Infants and Toddlers

Young Infants • Birth to 8 months

Mirrors
- crib mirrors (unbreakable, firmly attached)
- wall mirrors (unbreakable, firmly attached to wall, close to floor so infants can see themselves)

Mobiles
- mobiles over crib or changing table (keep out of reach of infants)
- mobiles with patterns, circles and high contrast (especially black against white)
- mobiles with gentle, rhythmic sound

Grasping, reaching and kicking toys
- rattles
- soft squeeze toys
- cloth toys
- interlocking rings
- crib and play gyms
- balls – clutch and texture
- toys on suction cups (when young infant is able to sit)

Books
- See page 16 for a list of books

Mobile Infants • 8 to 18 months

Mirrors
- hand mirrors (light, sturdy, unbreakable)
- wall mirrors (unbreakable, firmly and securely attached to wall and full length for mobile infants)

Dolls and pretend play
- soft, washable cloth dolls
- vinyl or rubber baby dolls (features that are stitched, painted or molded)
- doll blankets
- doll bed or cradle
- pots, pans, plastic dishes, wooden spoons (sturdy, washable)
- play telephone (lightweight, plastic, easy to clean)

Exploration and discovery
- stuffed toys (soft, washable animals)
- rubber or vinyl animals (soft, easy to clean)
- teethers and squeeze/squeak toys
- floating objects for bath play
- puzzles (2 to 4 pieces)
- pop-up boxes
- nesting cups (3 to 5)
- stacking rings (3 to 5 rings)
- bells on handles (bells securely attached)
- plastic buckets for filling and emptying
- boxes (small and large, some with lids)

Blocks
- lightweight, soft cloth blocks
- rubber or rounded plastic blocks
- wood cubes (2 inches to 4 inches)

Vehicles
- simple, one-piece, easy to grasp
- with large wheels
- lightweight with rounded/molded appearance
- make noise when rolled

Active play
- push toys with rods (on large wheels or rollers)
- balls – plastic, inflatable beach balls, clutch and textured balls, chime balls
- tunnels for crawling through
- climbing platform (low padded)

Books
- See page 17 for a list of books

Toy Safety

Think safety first when selecting toys for infants and toddlers. Select toys that are:
- solid, without breakable parts, sharp or jagged edges, or exposed nails, pins or splinters
- made of washable non-toxic materials
- too large to be swallowed* (at least 1¼ inches in diameter and 2¼ inches long)
- free of parts that may separate or break off and become lodged in windpipe, noses and ears
- flexible if made of plastic
- nonflammable or flame retardant if made of cloth
- free of parts that could pinch or pierce children or trap their hair or clothing

Additional safety practices for families and other caregivers include:
- Keep informed about products that have been recalled by Consumer Product Safety Commission.
- Read age and safety labels on materials purchased.
- Keep materials intended for older children away from younger children.
- Check all materials periodically for cleanliness, sharp edges, points, splinters, peeling paint, etc.
- Make sure the materials are safe for mouthing and can be thoroughly washed.
- Select toys that are made of non-fuzzy materials such as velour and terry-cloth.
- Avoid foam play materials because pieces present a choking hazard.
- Make sure that mobiles not designed to be manipulated are suspended out of reach of infants.
- Avoid attaching grasping materials to sides of cribs with ribbons, strings or elastic because infants or their clothing can become entangled, resulting in the infant being strangled.
- Keep plastic bags away from infants and toddlers.
- Avoid using latex balloons with infants and toddlers.
- Avoid storing toys in a toy chest because the lid can fall on the child or can close and trap a child inside.

* Caring for our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Care Programs, 2nd Edition. Health Resources and Services Administration, Vienna, VA (2002).

Mirrors
- hand mirrors (sturdy, unbreakable)
- wall mirrors (unbreakable, firmly and securely attached to wall and full length for toddlers)

Dolls and pretend play
- dolls (about 12 to 15 inches for carrying)
- doll blankets
- doll clothes (washable, easy to fasten closings)
- doll bed or cradle
- doll stroller or shopping cart
- play stove or cupboard (toddler size)
- pots, pans, plastic dishes and eating utensils (sturdy, washable)
- dress-ups (vests, shirts, purses, work gloves, hats)

Exploration and discovery
- animals (farm or wild, sturdy wood, rubber, vinyl)
- play scenes (barns, garages)
- pop-up boxes
- shape sorters
- pegboards and pegs (large pegs with blunt ends)
- puzzles (3 to 5 pieces for young toddlers, 6 to 12 pieces for older toddlers, knobs firmly attached)
- stringing beads (large, wooden or plastic)
- crayons (large, non-toxic)
- markers (large, non-toxic, washable)
- paper (large, sturdy sheets)
- sifters, colanders, plastic measuring cups and spoons for sand and water play

Blocks
- heavy cardboard or milk carton blocks
- large plastic blocks
- hardwood unit blocks (suitable for older toddlers)
- interlocking blocks (large)

Transportation
- small cars (3 to 5 inches, simple design, sturdy)
- large vehicles (12 to 15 inches for pushing)
- ride-on vehicles (10 to 12 inches high so toddlers can straddle and propel by pushing)
- ride-on or ride-in vehicles (four or more wheels)
- small tricycles (with 10-inch wheels, for older toddlers)

Active play
- push and pull toys (large, blunt handles)
- small wagons, carriages and shopping carts
- pounding bench
- balls (soft, lightweight, large and small)
- low climbing structures and slides (soft material underneath)
- tunnels
- boxes (for climbing in and out)

Books
- See page 17 for a list of books for toddlers

Learning Centers for Toddlers in Group and Home Settings

Group Settings

In group settings consider setting up the following interest areas or learning centers for toddlers:
- home living area with child-sized table, chairs and kitchen appliances, beds, dolls, stroller, doll blankets, dishes, cooking utensils, handbags, simple dress-up clothes
- book area with sturdy books, pillows, soft rug, stuffed animals, special picture books that may be used with adult supervision
- art area with easel, thick paints, brushes, newsprint or other large pieces of paper, collage materials, paste, crayons, chunky pencils
- sensory area to include sand and water play, items of different textures such as cotton balls, sand and fabric swatches. Add items such as measuring cups and spoons, sieves and sifters to sand and water play.
- manipulative area with large beads to string, puzzles, peg boards and pegs, containers such as cans, cups, buckets, baskets, boxes, tennis ball cans
- block and construction area with large cardboard or milk carton blocks, large plastic blocks and vehicles

Allow children freedom to play with the materials with a minimum of adult interference but with close supervision. As they interact with the materials they will come to understand concepts and relationships. For example, as they play with props in the water area, they will come to realize that a cup holds water and a sieve does not.

Toddlers at Home

For toddlers at home, families can easily set up two or three areas for play. Consider these examples:
- A soft rug, a couple of pillows and a few picture books on a low shelf or in a box become a reading area for a toddler.
- Create a home living area with a play stove or a stove made from a large box. Add dolls, doll blankets, pots and pans from the kitchen and dress-up clothes.
- A box containing large crayons, washable markers and pieces of paper becomes a portable art center and can be used by the toddler either on the floor or at a table.

Product Safety Information
Arkansas Office of Attorney General
1-800-482-8982
www.childproductsafety.com

US Consumer Product Safety Commission
1-800-638-2772
www.cpsc.gov

Booklist for Infants and Toddlers

Young Infants • Birth to 8 months

Bailey, Debbie. (1993). *Sisters.* Photos by Susan Huszar. Annick Press.

Book, Irene O. (1999). *Maybe My Baby*. Illustrated by Paula Bible. New York: HarperCollins.

Buck, Nola. (1998). *How a Baby Grows*. Illustrated by Pamela Paparone. New York: Harper Collins.

Fox, Mem. (1997). *Time for Bed.* Illustrated by Jane Dyer. Orlando: Harcourt.

Hill, Eric. (1986). *Spot's First Words.* New York: Scholastic Inc.

Hoban, Tana. (1985). *What Is It?* New York: Greenwillow.

Hudson, Cheryl Willis. (1997). *Animal Sounds for Baby.* Illustrated by George Cephas Ford. New York: Cartwheel Books.

Isadora, Rachel. (1987). *I See.* New York: Greenwillow.

Isadora, Rachel. (1991). *I Touch.* New York: Greenwillow.

Marzollo, Jean (1999). *Mama Mama.* Illustrated by Laura Regan. New York: HarperCollins.

Marzollo, Jean (1999). *Papa Papa.* Illustrated by Laura Regan. New York: HarperCollins.

Oxenbury, Helen. (1985). *I Hear.* Cambridge: Candlewick Press.

Oxenbury, Helen. (1985). *I Touch.* Cambridge: Candlewick Press.

Oxenbury, Helen. (1985). *I Can.* Cambridge: Candlewick Press.

Oxenbury, Helen. (1985). *I See.* Cambridge: Candlewick Press.

Wells, Rosemary. (1998). *The Itsy-Bitsy Spider*. New York: Scholastic Inc.

Selecting Books for Infants and Toddlers

What to look for in books for young infants • Birth to 8 months

- Books that are sturdy enough for young infants to hold, clutch and mouth. Cloth, vinyl and board books are examples.
- Books that are easy to clean
- Books with simple realistic pictures on each page (photographs are better)
  - pictures of familiar objects
  - one or two pictures on each page
  - pictures that show the entire body
- Books with only a few words on each page

What to look for in books for mobile infants • 8 to 18 months

- Books for children to hold, manipulate, clutch and carry
- Books that are durable and easy to clean
- Books that encourage mobile infants to participate
  - fingerplay books
  - rhyming books
  - touch and feel books
  - books with repetition
- Books about animals, things around the house and things to name

What to look for in books for toddlers • 18 to 36 months

- Books for toddlers to hold, manipulate, clutch and carry
- Books that are safe, durable and easy to clean
- Books that encourage toddlers to participate and interact
  - touch and feel books
  - fingerplay books
  - rhyming books
  - books with movable objects
- Books that are predictable
- Books with simple stories and not many words

Books for all age groups can be found in school supply stores, catalogs, specialty stores and on the internet.

Reading Books with Infants and Toddlers

- Read with infants and toddlers each day.
- Read with young infants as you cuddle them in your arms.
- Prop board books so non-mobile infants can see the pictures.
- Have a special place for mobile infants and toddlers to store their books.
- Allow mobile infants and toddlers to look at books on their own.
- Encourage mobile infants to follow the pictures in the book. Ask, "Can you find the dog?"
- Set up a cozy reading area for toddlers with a soft rug and pillows.
- Allow toddlers to turn the pages and point to pictures in the book.
- Sit in a rocking chair, on the couch or on the floor as you read with mobile infants and toddlers.
- Let mobile infants and toddlers sit on your lap or next to you as you read with them.
- Read favorite books over and over again.

Mobile Infants • 8 to 18 months

Amery, H. (2000). *Animal Noises*. Illustrated by Stephen Cartwright. London: Usborne Publishing.

Asch, Frank. (1981). *Just Like Daddy*. New York: Simon and Schuster.

Brown, Margaret Wise. (1947). *Goodnight Moon*. Illustrated by Clement Hurd. New York: HarperCollins.

Bridwell, Norman. (1999). *Clifford's Puppy Days*. New York: Scholastic Inc.

Dotlich, Rebecca Kai (2000). *Away We Go*. Illustrated by Dan Yaccarino. New York: HarperCollins.

Fox, Mem. (1988). *Koala Lou*. Illustrated by Pamela Lofts. New York: The Trumpet Club.

Hathon, Elizabeth. (2000). *Night-Night Baby*: A Touch and Feel Book. New York: Penguin.

Hill, Eric. (1980). *Where's Spot?* New York: GP Putnam's Son.

Hubbell, Patricia. (1998). *Pots and Pans*. Illustrated by Diane deGroat. New York: HarperCollins.

Kunhardt, Dorothy. (1940/1990). *Pat the Bunny*. Wisconsin: Golden Books.

Manhattan Baby. *Peek-A-Book*. Manhattan Toy.

Manhattan Baby. *Touch and See Activity Book*. Manhattan Toy.

Mayes, Susan. (1995). *The Usborne Book of Baby Animals*. London: Usborne Publishing.

McBratney, Sam. (1996). *Guess How Much I Love You*. Illustrated by Anita Jeram. Cambridge: Candlewick Press.

Raffi. (1988). *Wheels on the Bus*. Illustrated by Sylvie Kantorobitz Wickstrom. New York: Random House.

Wells, Rosemary. (1998). *Max's Bath*. New York: Dial.

Wells, Rosemary. (1998). *Max's Bedtime*. New York: Dial.

Wells, Rosemary. (1998). *Max's First Word*. New York: Dial.

Wells, Rosemary. (1998). *Max's Toys*. New York: Dial.

Wells, Rosemary. (1999). *BINGO*. New York: Scholastic Inc.

Wells, Rosemary. (1998). *The Bear Went Over the Mountain*. New York: Scholastic Inc.

Toddlers • 18 to 36 months

Bang, Molly. (1986). *Ten, Nine, Eight*. New York: Greenwillow.

Brown, Margaret Wise. (1947). *Goodnight Moon*. Illustrated by Clement Hurd. New York: HarperCollins.

Brown, Margaret Wise. (1942). *Runaway Bunny*. Illustrated by Clement Hurd. New York: HarperCollins.

Carle, Eric. (1997). *From Head to Toe*. New York: Scholastic Inc.

Carle, Eric. (1984). *The Very Busy Spider*. New York: Philomel Books.

Carle, Eric. (1981). *The Very Hungry Caterpillar*. New York: Philomel Books.

Carlstrom, Nancy. (1986). *Jesse Bear, What Will You Wear?* Illustrated by Bruce Degen. New York: Macmillan.

Degen, Bruce. (1983). *Jamberry*. New York: HarperCollins.

DePaola, Tomie. (1985). *Tomie dePaola's Mother Goose*. New York: G. P. Putnam.

Eastman, P.D. (1960). *Are You My Mother?* New York: Random House.

Fleming, Denise. (1994). *Barnyard Banter*. New York: Henry Holt.

Fleming, Denise (1992). *Count*. New York: Henry Holt.

Freeman, Don. (1968). *Corduroy*. New York: Viking Press.

Hale, Sarah Josepha. (1990). *Mary Had a Little Lamb*. Photo-illustrated by Bruce McMillan. New York: Scholastic Inc.

Hutchins, Pat. (1971). *Rosie's Walk*. New York: Macmillan Children's Books.

Krauss, Ruth. (1945). *The Carrot Seed*. Illustrated by Crockett Johnson. New York: HarperCollins.

Manning, Jane (Illustrator). (1998). *My First Songs*. New York: HarperCollins.

Martin, Bill, Jr. (1983). *Brown Bear, Brown Bear, What Do You See?* New York: Henry Holt and Company.

Martin, Bill, Jr. and John Archambault. (1987). *Here Are My Hands*. Illustrated by Ted Rand. New York: Henry Holt.

Murkoff, Heidi. (2000). *What to Expect When You Go to the Doctor*. Illustrated by Laura Rader. New York: HarperCollins.

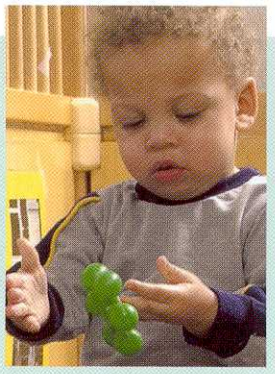
Opie, Iona. (1996). *My Very First Mother Goose*. Illustrated by Rosemary Wells. Cambridge: Candlewick Press.

Potter, Beatrix. (1902). *The Tale of Peter Rabbit*. New York: Frederich Warne Rosen.

Rosen, Michael. (1989). *We're Going on a Bear Hunt*. Illustrated by Helen Oxenbury. New York: Margaret K. McElderry Books.

Scott, Steve. (1998). *Teddy Bear, Teddy Bear*. New York: HarperCollins.

Wood, Audrey. (1984). *The Napping House*. Illustrated by Don Wood. San Diego: Harcourt Brace Jovanovich.



List of Cassette Tapes and CDs for Infants and Toddlers

Jenkins, Ella. *This-a-Way, That-a-Way*. Folkways Recordings. 1989, 1973.

Palmer, Hap. *Classic Nursery Rhymes*. Educational Activities. 1991.

Palmer, Hap. *Sea Gulls Music for Rest & Relaxation*. Educational Activities. 1978.

Raffi. *Singable Songs for the Very Young*. Troubadour Records. 1976.

Raffi. *More Singable Songs for the Very Young*. Troubadour Records. 1977.

Steward, Georgianna. *Nursery Rhyme Time*. Kimbo Educational. 2000.

Wee Sing for Baby. Price Stern Sloan Audio. 1996.

Wee Sing Nursery Rhymes & Lullabies. Price Stern Sloan Audio. 1994.

Wee Sing Sleepy Time Lullabies. Price Stern Sloan Audio. 1999.

Sing, Dance and Play Musical Games with Infants and Toddlers

- Listen to music and sing and dance with infants and toddlers
- Look over your own collection of music to share with infants and toddlers. Your children will enjoy listening and moving to jazz, folk songs, classical music, popular music and music from different cultures.
- Play musical games such as "Row, Row, Row Your Boat". To play, sit on the floor holding hands and rocking back and forth with a mobile infant or toddler.
- Play "Ring Around the Rosie" with toddlers
- Sing and play musical games with infants and toddlers. They will enjoy hearing you sing, no matter the quality of your voice. Here are some songs to sing with infants and toddlers.
  "Twinkle, Twinkle Little Star"
  "Hush, Little Baby"
  "Rock-a-Bye Baby"
  "I'm a Little Teapot"
  "Itsy Bitsy Spider"
  "Baa Baa Black Sheep"
  "Wheels on the Bus"
  "Old McDonald Had a Farm"

Reference: Booklet based on *Arkansas Framework for Infant and Toddler Care: Benchmarks with Strategies and Activities* (2002). Arkansas Division of Child Care and Early Childhood Education