



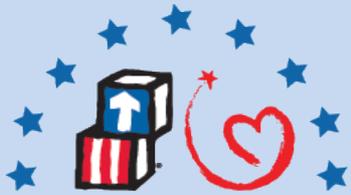
CHILD CARE

State Capacity Building Center

Welcome

Thank you for the support you provide infants and toddlers in your state, territory, or tribe.

Please type in the chat box your role in supporting quality infant toddler care.



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The Program for Infant/Toddler Care (PITC): Six Essential Practices for Quality Infant/Toddler Care

Hot Topics Webinar
December 20, 2017

Presenters



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Overview

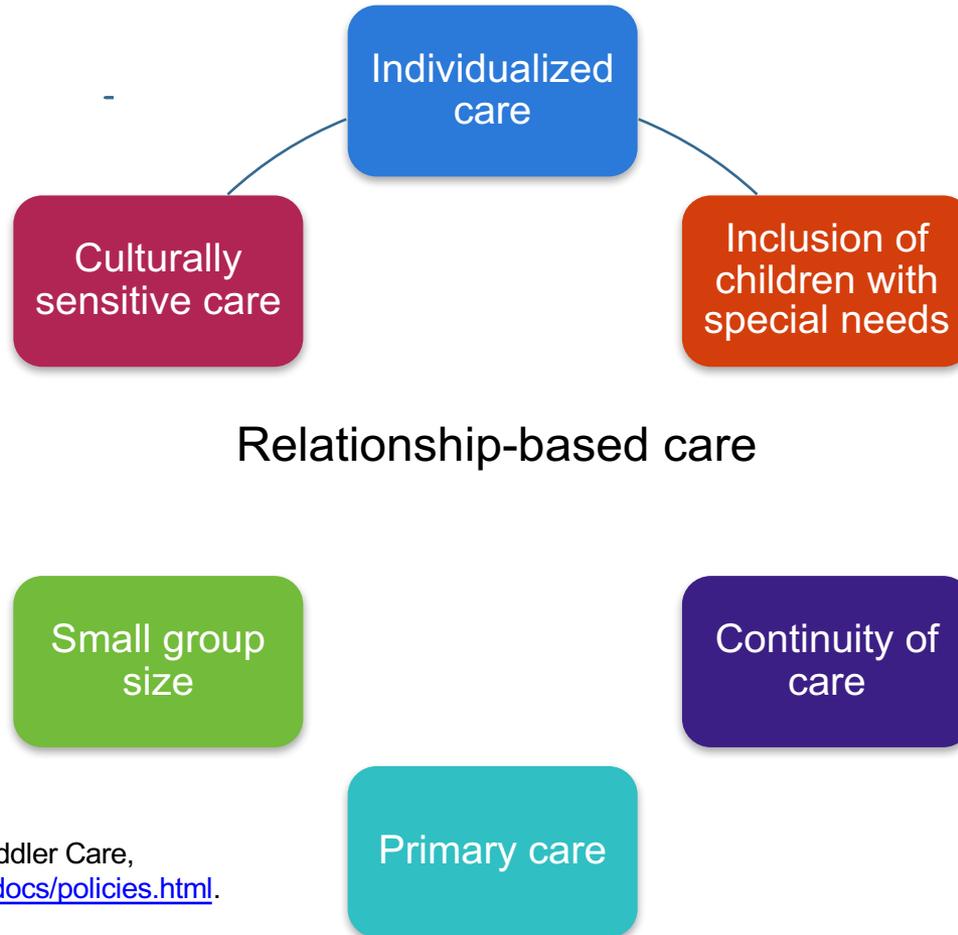
- ◆ How does the Child Care and Development Fund (CCDF) reauthorization support quality infant/toddler care?
- ◆ Why are relationships important to optimal infant/toddler development?
- ◆ What program practices support early relationships in infant/toddler care?
- ◆ PITC Implementation in New York
- ◆ Questions and reflections
- ◆ Resources

CCDF Reauthorization Supports Quality Care

- ◆ Infant/toddler set-aside
- ◆ Family engagement
- ◆ Elimination of suspension and expulsion
- ◆ **Relationship-based care programs**
- ◆ Health and safety training
- ◆ Professional development on developmental domains, including social and emotional development



PITC Essential Program Practices



Source: Program for Infant/Toddler Care,
https://www.pitc.org/pub/pitc_docs/policies.html.

PITC Briefs in the Online Infant/Toddler Resource Guide

Office of Child Care
Infant/Toddler Resource Guide

Home State Level Policy Professionals PD & TA Professionals Early Care & Education Providers

About the Infant/Toddler Resource Guide

What is the purpose of this guide?
The Resource Guide offers a host of materials to support the development and implementation of policies and practices for high-quality care for infants and toddlers. Whether you are a Child Care and Development Fund (CCDF) Administrator developing policies, a child care provider seeking information and guidance, or a professional development provider seeking innovative training materials, this site is for you. Development of this guide is now and actively growing, so check in frequently to see what resources have been added to support your work with infants, toddlers, and their families.

Who are the intended users?
We are including resources for three primary audiences:

- CCDF Administrators, state and state policy professionals
- Child care measures and referral administrators, training organization directors and trainers, higher education institution administrators and early childhood/child development faculty, and technical assistance organization administrators and providers
- Infant and toddler teachers, center directors, and family child care providers

The Program for Infant/Toddler Care: Six Essential Program Practices for Relationship-Based Care

These papers promote evidence-based program practices that support infant/toddler care.

Find out more at:

<https://childcareta.acf.hhs.gov/infant-toddler-resource-guide>

Six Essential Program Practices
Program for Infant/Toddler Care



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Continuity of Care

Use this resource to help communicate the importance of continuity of care. It will help promote essential program practices to ensure quality in family child care and center-based programs that serve infants and toddlers.

Rationale

High-quality relationship-based care is central to optimal early brain development, emotional regulation, and learning (Center on the Developing Child, 2012). One of the Program for Infant/Toddler Care (PITC) essential program practices to promote this type of care is continuity of care (PITC, n.d.). Continuity of care practices support the development of secure attachments and strong positive relationships as well as a secure base for exploration and learning (Honig, 2002). Research shows that attachment security significantly contributes to children's long-range social-emotional development and self-confidence (Sroufe, Egeland, Carlson & Collins, 2005).

Continuity of care supports consistent relationships between caregivers and children for the first 3 years of life or for the length of enrollment in a program. Continuity of care can be provided in either same-age or mixed-age group care settings. In same-age settings, the most frequent strategies are (1) to keep a group of children in one environment and change it to fit the children's needs as they grow or (2) to move the caregiver with the small primary group of children to rooms or spaces that are appropriate for their developing abilities (Lally, Stewart, & Greenwald, 2009). In mixed-age settings, the program needs to ensure that the environment meets the needs of each age group served.

Why Is Continuity of Care Important for Infants and Toddlers?

- Continuity of care increases the amount of time caregivers and children spend together and therefore increases the opportunity for caregivers to develop more meaningful relationships with the children over time (Ruprecht, Elicker, & Choi, 2016).
- When an infant has a chance to develop a relationship with a sensitive and responsive caregiver, the infant learns who to trust and who will meet his or her needs (Howes & Spieker, 2008).
- The secure emotional base provided by healthy relationships gives infants and toddlers the safety they need to explore their world and gain experiences (Ahnert, Pinquart, & Lamb, 2006; Howes & Spieker, 2008).
- Continuity of care increases opportunities for caregivers to learn about individual infants and toddlers as well as time to develop positive working partnerships with families (McMullen, Yun, Mihai, & Kim, 2016).
- The presence of a consistent, nurturing caregiver not only enhances positive experiences but also buffers infants and toddlers from stressful life events (Raikes & Edwards, 2009; National Scientific Council on the Developing Child, 2005/2014).

One Word

If you had to name the most essential element for healthy infant and toddler development, what would it be?



Building Secure Relationships

“An enduring emotional bond which an individual forms to another person.”



Bowlby, J. (1980). *Attachment and loss, volume 3: Loss*. New York: Basic Books.

Attachment Relationships

- ◆ Attachment is about security.
- ◆ Babies develop attachment relationships through repeated interactions with their primary caregivers over time.



Bowlby, J. (1980). *Attachment and loss, volume 3: Loss*. New York: Basic Books.

Relationships Are the Heart of Infant and Toddler Development

“Young children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development.”



National Scientific Council on the Developing Child. (2009). Young children develop in an environment of relationships (working paper 1), p. 1. Retrieved from <http://developingchild.harvard.edu/wp-content/uploads/2004/04/Young-Children-Develop-in-an-Environment-of-Relationships.pdf>

Relationships Develop through Interactions

Serve-and-return interactions

- ◆ Baby “serves” by communicating with the caregiver
- ◆ Caregiver “returns” by responding to the baby

To explore this idea further, see the Center on the Developing Child. (2017). 5 steps for brain-building serve and return [Web page]. Retrieved July 21, 2017, from <https://developingchild.harvard.edu/resources/5-steps-for-brain-building-serve-and-return/>



Relationship-Based Interaction: Video Example

- ◆ What do you see the baby do?
- ◆ How does the teacher respond?
- ◆ How does the teacher support their relationship?



Administration for Children and Families, U.S. Department of Health and Human Services. (2017, October 30). Baby talk [Video clip]. Retrieved from <https://childcareta.acf.hhs.gov/infant-toddler-resource-guide>

Teacher-Child Interactions

Teachers can promote secure relationships when interactions with babies are

- ◆ responsive,
- ◆ consistent, and
- ◆ meaningful.



Raikes, H., & Edwards, C. (2009). *Extending the dance in infant and toddler caregiving*. Baltimore, MD: Paul H. Brookes Publishing Company, Inc.

Teacher-Child Interactions

Engage in back-and-forth interactions with babies and pause to give them an opportunity to respond.

Be responsive and respectful of the unique needs, interests, temperament, and pace of each baby.



- Lally, J. R., & Mangione, P. L. (2006). The uniqueness of infancy demands a responsive approach to care. *Young Children*, 61(4), 14–20.
- Raikes, H., & Edwards, C. (2009). *Extending the dance in infant and toddler caregiving*. Baltimore, MD: Paul H. Brookes Publishing Company, Inc.
- Wittmer, D., & Peterson, S. H. (2017). *Infant and toddler development and responsive program planning: A relationship-based approach* (4th Ed.). New York, NY: Pearson.

Care Routines

“Routines offer opportunities to build relationships with each infant and toddler that promote attachment and trust.”



Early Head Start National Resource Center. (2014). *Individualizing care for infants and toddlers – Part 1* [Technical assistance paper no. 16], p. 6. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/ehs-ta-16.pdf>

Relationships and Early Brain Development

Experiences and interactions with primary caregivers literally grow an infant's brain.

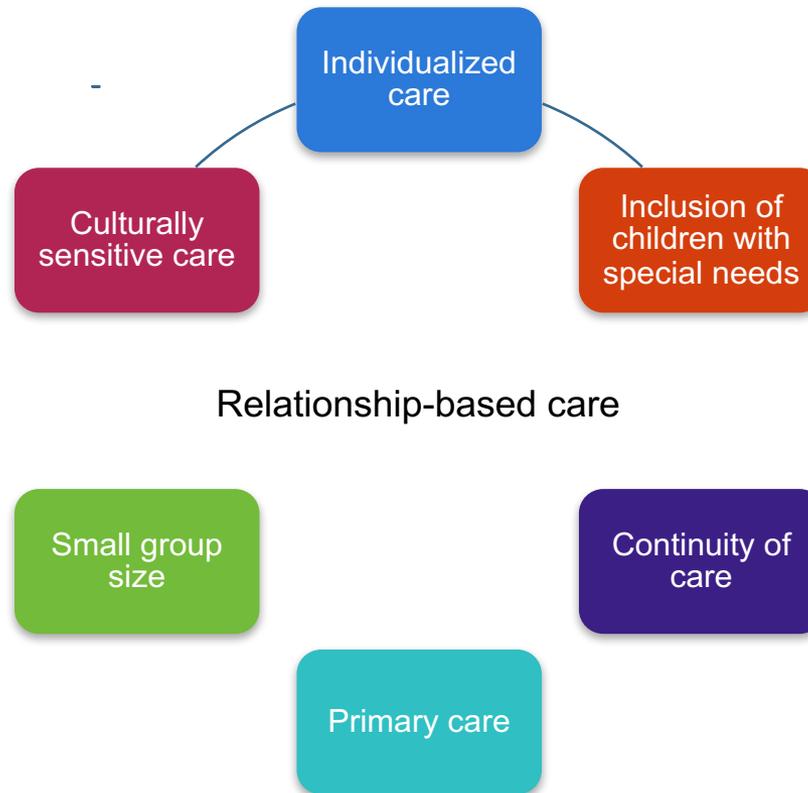
Responsive interactions promote healthy brain development.

Relationship-based care supports healthy brain development and buffers infants from the effects of stress.

Center on the Developing Child. (2012). Executive function: Skills for life and learning (InBrief). Retrieved from <http://developingchild.harvard.edu/resources/inbrief-executive-function/>

National Scientific Council on the Developing Child. (2014). *Excessive stress disrupts the architecture of the developing brain* (Working Paper 3, updated edition). Retrieved from http://developingchild.harvard.edu/wp-content/uploads/2005/05/Stress_Disrupts_Architecture_Developing_Brain-1.pdf

Relationship-Based Care Supports Early Relationships



Program for Infant/Toddler Care. (1995-2016). PITC's six program policies [Web page]. Retrieved October 3, 2017, from https://www.pitc.org/pub/pitc_docs/policies.html

Implementation of PITC in New York State (NYS): Highlights, Challenges, Current Use

NYS PITC Highlights

- Through the use of American Investment and Recovery Act funds in 2009-2011, NYS launched its focus on PITC with 175 PITC trainings conducted by 120 professionals and train the trainer sessions.
- As a result, 2048 caregivers have received PITC-based trainings.
- The NYS Infant/Toddler Network developed the 10 components of High Quality Child Care” based on PITC’s Six Essential Program Practices

Workforce Challenges

- High turnover rates have reduced the number of Infant/Toddler Specialists who participated in the original in-state PITC Trainer's Institute.
- Most of the remaining Infant/Toddler Specialists who received PITC training had three of the four modules.
- Ongoing professional development can be costly.

NYS Current Use of PITC

- Support Continuity of Care
 - Regulations
 - Implementation Guide
- Other state initiatives complement PITC's Six Essential Program Practices
- Infant/Toddler Specialists promote the PITC practices during Intensive Technical Assistance visits

Including Relationship-Based Care Practices in Infant-Toddler Care: Implications for Practice and Policy



Including Relationship-Based Care Practices in Infant-Toddler Care: Implications for Practice and Policy

A Research-to-Practice Brief
OPE Report # 2016-46
May 2016

Laura Bosinski, Karen Flaprecht, Diane Horn,
Kory Kronek-Ahnen, Cheri Vogel, Tamara Hall



Approximately half of all children under the age of three in the United States have a regular child care arrangement (nearly 41 percent of infants from birth to 18 months, 57 percent from 19 to 24 months, and 56 percent from 24 to 36 months; NAEYC Project Team, 2015). The percentages of infants and toddlers in center-based care increase with age, with nearly nine percent of infants from birth to 12 months, thirteen percent of infants from 12 to 24 months, and nearly seventy percent of toddlers 24 to 36 months of age in center-based care (NAEYC Project Team, 2015). Research suggests high quality care and learning programs that begin early in life have the potential to improve developmental outcomes as well as later opportunities for educational achievement for young children.

(Moyall, 2013; NICHD, 2005; Yozajin, Bryant, Freed, Barofsky, & the Educare Learning Network Investigative Team, 2015). However, observed quality in infant and toddler settings is low in general (Phillips & Iwanowski, 2011; Vogel et al., 2011) and often lower than in preschool settings (NICHD, 2005).

Quality in infant and toddler settings includes various features such as low child-to-adult ratios, small group size, and specialized teacher education and training. However, given the unique developmental characteristics of infants and toddlers, it is particularly important for practitioners and policymakers on developing and supporting relationships between young children and their teachers to be needed.

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https://www.acf.hhs.gov/sites/default/files/opre/nitr_inquire_may_2016_070616_b508compliant.pdf

A Final Thought...

In the Chat Box:

Please share an idea or a question that came up for you during our time together.



Resources

- ◆ [Infant Toddler Resource Guide](#) provided by the Office of Child Care, offers a host of materials to support the development and implementation of policies and practices for high-quality care for infants and toddlers.
- ◆ [“Infant/Toddler Teacher Time: Episode 3: Let’s Talk About It: Teacher-Child Interactions”](#) is an hour-long video on how responsive interactions support brain development. This video has a [viewers’ guide](#) that summarizes the content and provides additional teaching strategies and resources.
- ◆ [“News You Can Use: Developmentally Appropriate Practice”](#) addresses the importance of responsive relationships with infants and toddlers, as well as how continuity of care and primary caregiving support relationship building.
- ◆ [“Relationships: The Heart of Development and Learning”](#) offers information and activities that address the ways positive relationships support infants’ and toddlers’ learning and development.
- ◆ [“Early Essentials Webisode 2: Building Relationships”](#) is a 15-minute video that explores ways to develop and strengthen relationships with parents and families. The video has a [quick-start guide](#) with teaching strategies and resources.
- ◆ [“Early Essentials Webisode 8: Responsive Interactions”](#) is a 20-minute video that discusses the importance of having responsive back-and-forth interactions. The video has a [quick-start guide](#) that includes teaching practices and resources.

Thank You

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<https://childcareta.acf.hhs.gov/centers/child-care-state-capacity-building-center>

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