



# Building Connections for Infant and Toddler Development



# Participants



## 46 Family Child Care (FCC) Programs

- 26 Large FCC (12-14 children)
- 20 Small FCC (6-8 children)

## Languages Spoken

- 38 Spanish (some bilingual)
- 8 English





## Communities

- Paso Robles
- Templeton
- Atascadero
- Los Osos
- San Luis Obispo
- Arroyo Grande
- Oceano
- Nipomo



# Activity Overview



- **Distribution of Evidence-Based Curriculum**
- **Cohort Training and Café Engagement**
- **Individualized, On-Site Coaching**

# Creative Curriculum

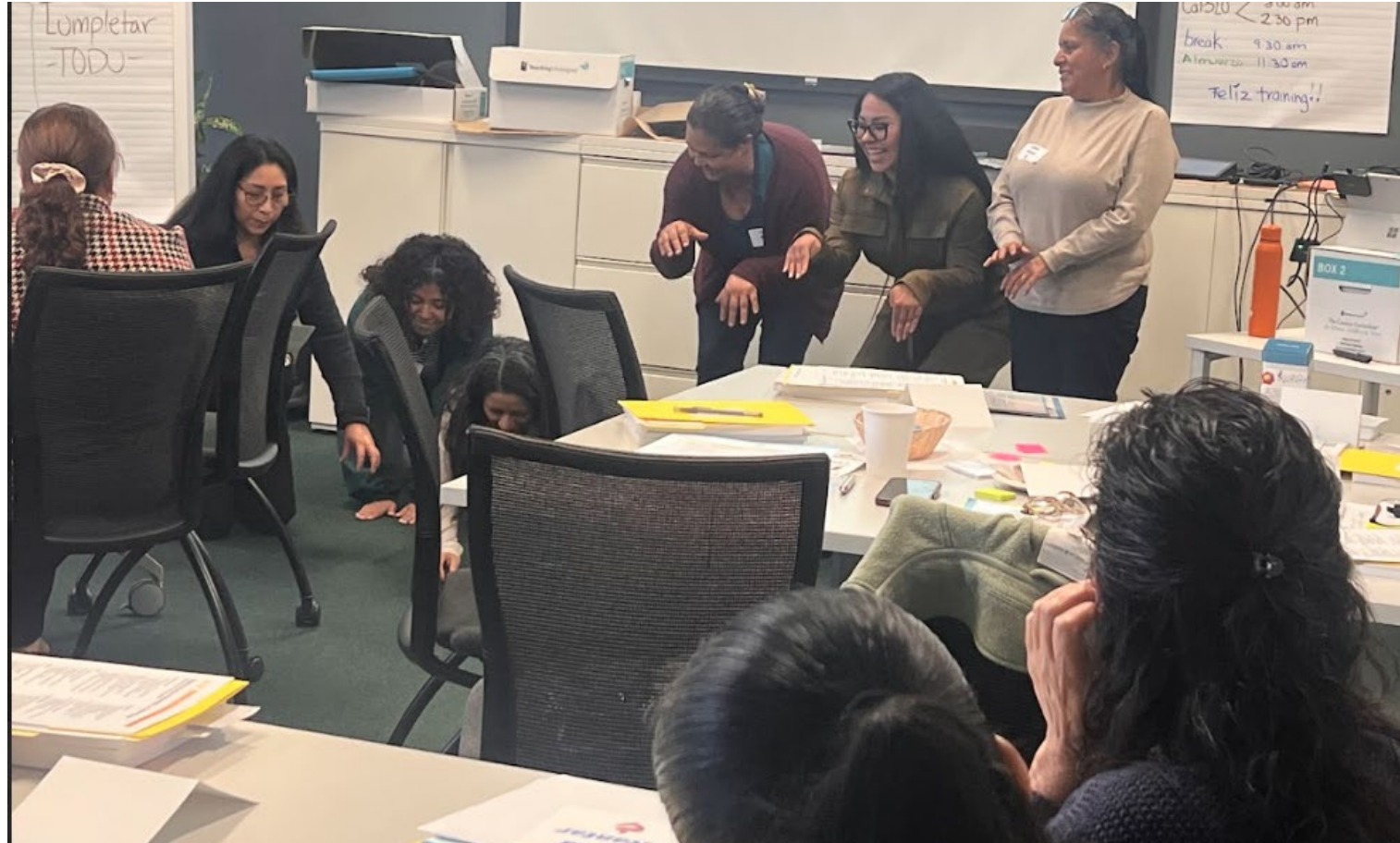


## Responsive Distribution and Pacing

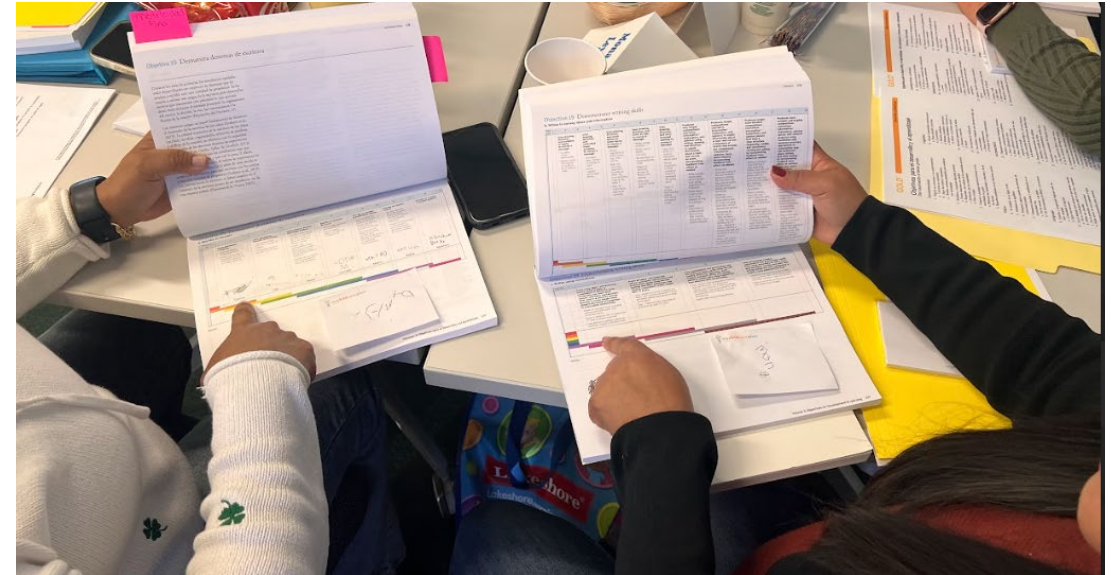
“The curriculum is easy to use. It helps me to see where to focus my teaching and understand children’s development.”



# Curriculum training



# Curriculum training



**4 Group Training  
4 Cafés  
10 Activity packets  
for families**



# Individualized Coaching





# Common Coaching Topics:

- Language Learning
- Material Adaptation
- Mixed Age Group Engagement
- Involving Families



# Language Learning



“I have more ideas of how to work with the infants. When we read together I guide them through the images in the book then I continue with open-ended questions. I’ve been adding reading to my daily routines with the infants and for sure have noticed more interest in books.”

.... “In the reading area the children are more motivated and drawn to the books. Parents have commented that they notice their children’s growing interest in reading.”



# Activity Adaption



“One of the things I appreciate most about the project is working with a coach. I am a visual learner and the coach has been able to show me how to use the material, how to substitute the material and how to modify it to include children of other ages.”

# Mixed Age Grouping (intentional engagement)



# Engaging Families



## Activities

### 1. Busy, dizzy hands

Mathematics, objective 21: explores and describes spatial relationships and shapes

- call out the following directions and invite children to perform the movements:  
*my hands are over my head (put your hands over your head)*  
*now they're behind my back (put hands behind back)*  
*look! now they're between my knees! (put hands between knees)*  
*my silly hands! one is in front and one is behind (put one in front of you and one hand behind you)*  
*now my hands are coming to rest in my lap (put hands in lap)*

\*with young and mobile infants, you can move the child's body for them as you say what you are doing  
\*you can help young toddlers place their hands in the corresponding places  
\*give directions at a faster pace for children to practice their listening skills  
\*you can add props such as tunnels, blocks, toys and appropriate directions to go with such as, through, around, on, off, etc.

### 2. What's in the bag?

Cognitive Development, objective 11: demonstrates positive approaches to learning

- place an object in a bag or pillowcase
- invite children to feel the object through the bag and guess what might be inside. You can add to their descriptions and ask open-ended questions to encourage them to add new details to their description  
\*for example if child says, "bear", you can follow up with, "why do you think it might be a teddy bear inside?"
- open the bag and talk about the object: "it was a teddy bear! he is big and brown with a polka-dot bowtie around his neck"

use more simple and familiar objects with the younger children such as a book, a stuffed animal, ball, etc.  
\*for pre-verbal children, invite them to explore the bag, feeling the object as you describe what they might be noticing, such as, "you are squeezing the bag, oh! it squeaked! I wonder what's inside? Let's open it and see"

### 3. Baby two-step

Mathematics, objective 20: uses number concepts and operations

- collect number cards 1, 2, 3
- display one card, name the number and invite the children to complete an action that number of times, for example:  
*one (hop)*  
*one, two (crawls)*  
*one, two, three (big steps)*

\*you can invite children to suggest actions for each number  
\*the number cards can be used at cleanup time to invite children to pick up two toys and put them away after drawing the number two card  
\*number cards can also be used outdoors and ask to pick up two sticks or two rocks, etc.

**Building Connections**

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## Activity Packets Extending Learning to the Home



# Thank You

