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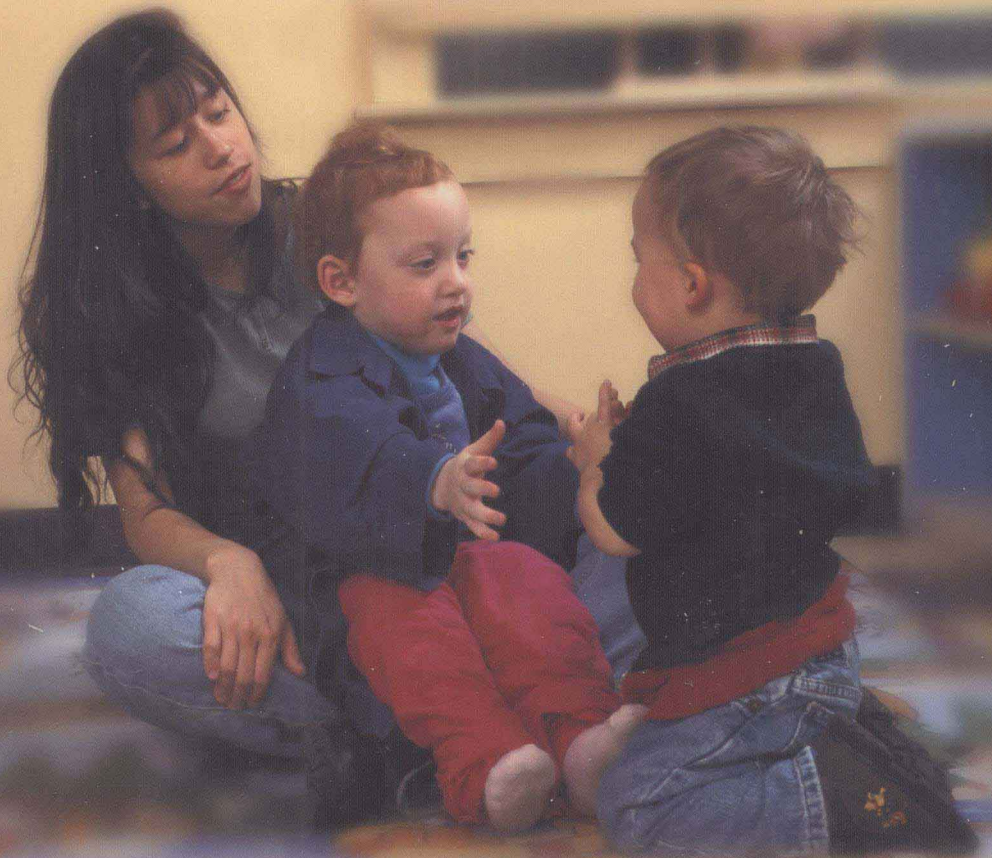
and

Caregivers

Sixth

Edition

A Curriculum of Respectful, Responsive Care and Education



Janet Gonzalez-Mena ♦ Dianne Widmeyer Eyer

**Sixth Edition**

# Infants, Toddlers, and Caregivers

*A Curriculum of Respectful, Responsive Care and Education*

Janet Gonzalez-Mena

*Napa Valley College*

Dianne Widmeyer Eyer

*Cañada College*



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*To Magda Gerber*

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## Higher Education

INFANTS, TODDLERS, AND CAREGIVERS: A CURRICULUM OF RESPECTFUL, RESPONSIVE CARE AND EDUCATION, SIXTH EDITION

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# About the Authors

The authors of this text became concerned with the quality of training available in their field in the mid-1970s while teaching child and infant development at Cañada College in Redwood City, California. Janet Gonzalez-Mena became an intern in Magda Gerber and Dr. Tom Forrest's program, the Demonstration Infant Program (now called Resources for Infant Educators—R.I.E.), where she learned the philosophy on which this book is based. Dianne Widmeyer Eyer completed a second master's degree in special education and developed curriculum in early childhood special education, with a sensitivity toward quality intervention for young children with disabilities.

A few years later both authors became more involved with family child care. As Director of Child Care Services for Family Service Agency in San Mateo County, California, Janet supervised a network of family child-care homes that served infants and toddlers (as well as preschoolers). Under her direction, the agency opened a new infant center and also created a pilot program of therapeutic child care for abused and neglected infants and toddlers. Dianne worked with the Child Care Coordinating Council of San Mateo County to develop a Certificate Training Program for Family Child Care Providers at Cañada College. This curriculum also models the Gerber philosophy of respect and responsiveness for infant-toddler care. Janet went on to teach at Napa Valley College until she retired from there in 1998. Today Janet continues to educate and train infant-toddler caregivers in a variety of settings. She is currently a visiting faculty member for Pacific Oaks College in northern California and also works with WestEd's Program for Infant Toddler Caregivers training trainers. She also continues to write articles and books. Dianne has developed several curriculum specializations in ECE/CD including "Children with Special Needs," "Family Support," "SAFE START/Violence Intervention & Prevention in the Early Years," and "Home-Based Child Care." She is a member of the National Association for the Education of Young Children, the American Federation of Teachers, the San Mateo County Child Care Partnership Council, and the Child Development Training Consortium. Dianne is also a Professional Growth Advisor for the California Child Development Permit.

# Preface

## The Philosophy of Infants, Toddlers, and Caregivers

This text is based on the philosophy of Magda Gerber, an expert in infant care, who is originally from Hungary but now resides in Los Angeles. Gerber is known for introducing the term “respect” into the vocabulary of infant-toddler care. The original ideas and research for the philosophy came from Emmi Pikler, M.D., who was known for her work not only in her native Hungary, but also all over Europe and North America.

Although Magda Gerber used the word “respect” a great deal, she seldom talked about curriculum. In this book, although we have only two chapters with the word “curriculum” in the title, the whole book describes a curriculum for infants and toddlers. We use the word to mean “a plan for learning,” but we don’t mean lessons! Our concept of curriculum is that it is all-inclusive and centers on connections and relationships. Briefly, curriculum is about educating, but in the infant-toddler world *care* and *education* are one and the same. Curriculum has to do with respecting and responding to each child’s needs in warm, respectful, and sensitive ways that promote attachment. The term “curriculum” embraces all the sensitive interactions that occur during the day. Those interactions may be part of activities, both planned and unplanned, but they go way beyond. The interactions that occur during caregiving routines are an important part of the curriculum. Even down times during the day when caregivers just hang out with the little ones can include the kinds of interactions that make up curriculum. So although the word “curriculum” in the title is new to this edition, this book has always contained a curriculum. Every chapter represents what J. Ronald Lally, one of the originators of the Program for Infant/Toddler Caregivers, calls a respectful and responsive curriculum based on relationships.

Perhaps the most important feature of this book is the consistency with which it outlines well-established practices designed to promote infants’ and toddlers’ total well-being, including physical and mental growth and development, mental health, emotional stability, and human relationships. In order to



counterbalance one-sided treatments that do not consider all facets of a child's development, this book also looks at the importance that sensitive care and proper program planning have on the identity formation of infants and toddlers.

## The Ten Principles: A Philosophy of Respect

Respect is the foundation of the philosophy on which this book is built. Is respect different from kindness and warmth? The answer is yes. What does it mean to respect infants and toddlers? The answer to that question lies in the Ten Principles on which this book is based, which are introduced in Chapter 1 and integrated throughout the text. (See page 5 for a listing of these principles.) Why are these principles needed? Before the word “respect” came into the vocabulary of those concerned with infants, parents and professionals alike often treated babies like objects at worst or lesser humans at best. Think of the negative connotations of “treating someone like a baby.” The message of this book is to treat babies like the human beings they are. So, what does it mean to respect babies? Respect is an attitude, but what counts is when that attitude shows up in behavior. Respectful behaviors are the basis of the Ten Principles and can be quickly explained in terms of how adults respect each other. For example, when adults fall down, nobody rushes over, picks them up, brushes them off, pats them on the head, and says, “You’re okay” whether they are or not. If an adult is going into surgery, those involved explain what’s going to happen rather than surprising him or her with uncomfortable procedures. Even the statement “This instrument will feel cold” is a sign of respect for the person. The Ten Principles show how respect applies to treating babies as people when changing a diaper, communicating with them, and facilitating their growth, development, and learning. The book refers back to the Ten Principles in every chapter. In addition, a new feature, *The Principles in Action*, uses a scenario to further explain the individual principles.

## Terminology

In this book the youngest children—those from newborn to walking—are called infants. The children who are walking (from about a year old to two years) are called young toddlers. Children from two to three are called older toddlers. Children from three to five are called preschoolers. Please note that these labels and descriptions apply to typically developing children. When development is not typical the labels and descriptions don’t fit as well. For example, a non-walking child who has reached the stage when other children walk, may have many other characteristics of that age group; not all toddlers toddle, but that doesn’t mean they should be thought of as infants.

What to call adults in this book was a concern. Adults in the teacher/care-giver role go by different titles, depending on where they work. Magda Gerber

coined the term “educarers,” which is now used by other people as well. She used the term in relation to the people she trained to work with children under three. Her successors in the program Resources for Infant Educarers (RIE) still use the term. We decided to call the adults in this book “caregivers” to simplify matters and to emphasize the importance of “caring” in programs for the youngest children. The caregiver role incorporates that of teacher, educator, child rearer, and surrogate parent.

## Organization of the Text

This book is divided into three parts and is organized in a unique way. Instead of starting with standard child development information and its practical application, Part 1 focuses on the caregivers’ actions and relationships with the children. By starting with the *interactive* aspect of caregiving, we highlight the philosophy from the beginning pages of the book. Part 1 is an explanation of how the caregivers’ actions and interactions with the children make up the curriculum in infant-toddler programs, both center-based and in family child care.

Part 2 presents basic child development information along with the curriculum implications of that information. Each chapter in Part 2 also has a special section explaining various issues related to children with special needs and challenges. Part 2 reflects the basic philosophy found throughout the book.

Part 3 looks at additional infant-toddler child care components and includes environments as well as adult-adult relationships. These are examined from a programmatic point of view in both center and family child care settings.

Appendix A is a checklist for determining quality in infant-toddler programs. Appendix B includes an environmental chart that combines the information from all three parts into one concise but comprehensive chart designed for practical use in program design and implementation. The chart tells what to do when and with what, based on infants’ and toddlers’ specific stage-related developmental needs. Appendix C gives a sample set of guiding principles for working in partnership with parents. The principles used as examples are from the Parent Services Project (PSP) headed by Ethel Seiderman and Lisa Lee.



## A Focus on Diversity and Inclusion

As in previous editions, we are concerned about honoring diversity and the inclusion of infants and toddlers with special needs in child care and early education programs. The focus is even greater now because of new immigrants pouring in to child care centers and because children with disabilities and atypical development are also entering at an even greater rate than before. The goal is to place all children regardless of their differing abilities in “natural environments,” which means that those with special needs will be in the same environments as their typically-developing peers. This book’s focus on inclusion is

timely and useful. The skills and sensitivity emphasized here can help caregivers make a difference in the development of all children, including those with special needs.

Responding to diversity is a necessity and we've focused more on cultural differences in this edition, even though we still present a cohesive philosophy without confusing it with multiple views on each and every subject. Our emphasis on self-reflection helps caregivers who may feel uncomfortable in the face of differences discover where their "hotspots" lie. Only when caregivers understand themselves can they understand infants and toddlers and their families. Sensitivity is an important qualification for anyone who works with very young children. For that reason, the reader is asked to focus on personal experience throughout this book.

Bilingualism is promoted in the text. An important part of caregiver training is learning to understand, acknowledge, and respond to language and cultural differences. Knowing how to promote home language is also important.

## A Focus on Application and Practice

Knowing *about* is different from knowing *how to*. Knowing *about* means learning theory. Knowing *how to* puts theory into action. We purposely organized this book to emphasize action because we know that even people with considerable understanding of infants and toddlers have trouble acting on that understanding unless they have also learned to *apply* theory. Knowledge does not necessarily build skill.

Caregivers who have knowledge but lack confidence in their ability to use it may suffer from "analysis paralysis," which prevents caregivers from making quick decisions, stating their feelings clearly, and taking needed action. A common pattern when analysis paralysis strikes is inaction, then indecision, then overemotional or otherwise inappropriate reaction, followed by more inaction. Take for example an inexperienced caregiver in an infant-toddler center who stands by, watching a toddler throwing sand in the air, unsure whether the child's obvious enjoyment of this new accomplishment is more important than the possibility of getting sand in her (or someone else's) eyes. The caregiver may hang back hesitantly, doing nothing for a time, then say or do nothing until the conflict within grows strong enough to cause another reaction. This time she may laugh and play with the child, enjoying with her the pleasure of her new discovery, until sand gets into someone's eyes, at which time the caregiver may angrily remind that child that she told her to stop a long time ago.

When adults have analysis paralysis and either cannot react or react inconsistently, infants cannot learn to predict what will happen as the result of their own actions. This learning to predict what effect they have on the world is the primary accomplishment of infants in early life. Depriving them of this learning affects their development. Because of internal conflicts, adults may put up with behavior that bothers them. Infants and toddlers can sense adult conflicts. They



then continue with behavior that adults disapprove of—testing to see what will happen. They get no clear message about the approved way to behave or about the effects of their behavior.

## New to the Sixth Edition

### Coverage

Children with special needs are now prominently featured in every chapter as are cultural differences. Information about resilience in children has been added as well as new information about early literacy for infants and toddlers. Identity development in the first years has been expanded in this edition. Additionally, new coverage has been added on: Reggio Emilia, nutrition, breast-feeding, child abuse, observation, the theoretical underpinnings of infant curriculum and professional practice, the NAEYC (National Association for the Education of Young Children) guidelines for developmentally appropriate practice, Bandura, and cultural effects on feeding, diapering, toileting, washing and bathing, napping, and dressing issues. Research has been updated to reflect new studies. Finally, the coverage of this text—especially in terms of developmentally appropriate practice—has been expanded through the new features described below.



### Expanded Coverage of Diversity

The coverage of diversity and special needs continues to be integrated throughout this text. A new icon highlights sectional coverage in each chapter. As listed above, new content related to diversity and special needs has been added to this text. Additionally, the new features *Appropriate Practice* and *Developmental Pathways* provide specific information about diversities and how the child care provider can help meet special needs.

### Increased Coverage of the Ten Principles

The Ten Principles have been fully integrated into this text, and they are referenced throughout to tie content back to specific principles. This aids students in understanding the importance of the principles. Additionally, students have the opportunity in each chapter to apply the Ten Principles to a scenario in the new *The Principles in Action* feature.

### Appropriate Practice Feature

This feature lists summarizing points of NAEYC's guidelines for developmentally appropriate practice related to the chapter topics. Each feature has four sections: "Overview of Development," "Developmentally Appropriate Practice," "Individually Appropriate Practice," and "Culturally Appropriate Practice." The

latter three sections list points to keep in mind and practical suggestions for interacting with infants and toddlers based on the NAEYC guidelines.

### ***Developmental Pathways Feature***

A *Developmental Pathways* feature is included in each of the development chapters. It begins with generalizations about stages of development related to the chapter topic and then provides detailed information under the categories of “What You See,” “What You Might Think,” “What You Might Not Know,” and “What You Might Do.” A final section, “Cultural Diversity and Developmental Pathways,” provides more information.

### ***The Principles in Action Feature***

Each chapter ends with a case study scenario followed by questions to help students analyze the scenario based on the Ten Principles. This feature allows students to apply the content they have learned to a “real life” situation.

## **Pedagogy**

Each chapter contains a pedagogical system designed to provide learning support for students and to encourage students to reflect on and apply what they learn. Pedagogical features include:

- **Focus Questions** that prepare students for the content to follow
- **Boldfaced In-text Key Terms** that highlight key terminology
- ***Appropriate Practice Boxes*** that provide practical suggestions related to the NAEYC guidelines for developmentally appropriate practice
- ***Developmental Pathways Boxes*** that list trends in development and variations
- ***The Principles in Action Boxes*** that allow students to apply the principles to scenarios
- **Online Resources Sections** that list the study and extension resources available to the student on the Online Learning Center
- **Chapter Summaries** that summarize key ideas of the chapters
- **Key Terms Sections** that list all key terms from the chapter and provide page references
- **Thought/Activity Questions** that encourage students to review, reflect, and apply
- **For Further Reading Lists** that suggest additional readings

## Student and Instructor Resources and Supplements

### For the Student

- The **Online Learning Center** at [www.mhhe.com/itc6e](http://www.mhhe.com/itc6e) offers a student study guide including quizzes with feedback, Web links, and additional resources.
- ***The Caregiver's Companion: Readings and Professional Resources***—Free with new copies of the text, *The Caregiver's Companion* includes practical articles to extend student understanding of important topics, observation guidelines, and a wealth of useful forms to use when becoming a professional caregiver. To purchase separately (ISBN 0-07-287343-4), contact McGraw-Hill Customer Service at 1-800-338-3987.
- **FolioLive** is an online portfolio tool you can use to create an electronic portfolio in three easy steps: (1) Use a template to create a homepage, (2) Choose to create a custom framework or general framework to structure your portfolio, and (3) Add artifacts to build your portfolio by uploading existing files (from Word, PowerPoint, or video), linking to artifacts posted elsewhere on the Web, or creating an artifact through *FolioLive* embedded forms. Go to [www.foliolive.com](http://www.foliolive.com) to learn more.

### For the Instructor

- An **Instructor's Manual/Test Bank** is available. Please contact your McGraw-Hill sales representative for more information.
- ***Observing Infants, Toddlers, and Caregivers***—This new video, free to adopters of this text, includes real-life segments of infants, toddlers, and caregivers. Use this video with students to practice observation techniques and to show the real worlds of young children and their caregivers.
- **PageOut** allows you to easily create your own custom course Web site. Simply plug your course information into a template and click on one of sixteen designs, and you can create your own professional-looking Web site. Powerful features include an interactive course syllabus that allows you to post content and links, an online gradebook, lecture notes, bookmarks, and a discussion board where students can discuss course-related topics.
- More instructor resources are available on the **Online Learning Center** at [www.mhhe.com/itc6e](http://www.mhhe.com/itc6e).

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# Resources for Caregivers

Packaged with your text is *The Caregiver's Companion: Readings and Professional Resources*. *The Caregiver's Companion* includes nineteen readings regarding the Ten Principles; curriculum; keeping toddlers safe and healthy; culture, identity, and families; and including infants and toddlers with special needs. Readings include:

- "Caring for Infants with Respect: The RIE Approach" by Magda Gerber
- "Respectful, Individual, and Responsive Caregiving for Infants" by Beverly Kovach and Denis DaRos
- "Toddlers: What to Expect" by Janet Gonzalez-Mena
- "Curriculum and Lesson Planning: A Responsive Approach" by J. Ronald Lally
- "Why a Curriculum for Infants and Toddlers?" by Amy Laura Dombro, Laura J. Colker, and Diane Trister Dodge
- "How Infants and Toddlers Use Symbols" by Karen Miller
- "Places for Babies: Infants and Toddlers in Groups" by Jim Greenman
- "Creating a Landscape for Learning" by Louis Torelli and Charles Durrett
- "Sudden Infant Death Syndrome" by Susan S. Aronson
- "Supporting the Development of Infants and Toddlers with Special Health Needs" by Cynthia Huffman
- "Breastfeeding Promotion in Child Care" by Laura Dutil Aird
- "Cultural Dimensions of Feeding Relationships" by Carol Brunson Phillips and Renatta Cooper
- "Cultural Differences in Sleeping Practices" by Janet Gonzalez-Mena and Navaz Peshotan Bhavnagri
- "The Impact of Child Care Policies and Practices on Infant/Toddler Identity Formation" by J. Ronald Lally
- "Cross Cultural Conferences" by Janet Gonzalez-Mena
- "Working with Non-English-Speaking Families" by Lisa Lee
- "Talking with Parents When Concerns Arise" by Linda Brault and Janet Gonzalez-Mena
- "Strategies for Supporting Infants and Toddlers with Disabilities in Inclusive Child Care" by Donna Sullivan and Janet Gonzalez-Mena
- "Floor Time" by Kathleen Grey



*The Caregiver's Companion* also provides eighteen forms for tracking and relaying information:

Registration Form	Individual Child's Record of
Tell Us About Your Child	Medications Given
Identification and Emergency Form	Incident Log
Infant Feeding Plan	Incident Report
Daily Information Sheet	Documentation of Concern for a
Sign-In Sheet	Child
Diapering Log	How Are We Doing? Family Feed-
Feeding Log	back Form
Allergy Notice	Developmental Health History
Sample Exposure Notice	Physician's Report Form—Day Care
Medication Schedule	Centers

Additionally, *The Caregiver's Companion* includes observation guidelines and an outline of a parent handbook.

If you purchased a used copy of *Infants, Toddlers, and Caregivers* that did not include *The Caregiver's Companion*, you can order this resource (ISBN 0-07-287343-4) by calling McGraw-Hill Customer Service at 1-800-338-3987.

## appendix A

# Quality in Infant-Toddler Programs: A Checklist

1. Look for evidence of a *safe* environment:
  - ☐ No obvious safety hazards, such as electric cords, open sockets, broken equipment, toys with small parts, cleaning supplies within children's reach, unsecured doorways
  - ☐ No hidden safety hazards, such as toxic paint or toys stuffed with toxic materials
  - ☐ Fire and disaster plan that includes how adults will get babies outside
  - ☐ Emergency numbers posted by telephone
  - ☐ Parents' emergency cards on file indicating what to do when the parents can't be reached in an emergency
  - ☐ Safe ratios maintained at all times (California law reads no more than four infants [children under two] to one adult.)
  - ☐ Children allowed optimum risk-taking opportunities ("Optimum" means failure involves learning but not injury.)
  - ☐ Interaction allowed, but children protected from hurting materials or one another
2. Look for evidence of a *healthy* environment:
  - ☐ Sanitary diaper-changing process
  - ☐ Consistent hand-washing after diapering and before eating
  - ☐ Proper food preparation and storage
  - ☐ Staff recognizes symptoms of common illnesses
  - ☐ Health policies that indicate when children are to be excluded from the program because of illness
  - ☐ Health records, maintained on all children, showing evidence that their immunizations are up to date
  - ☐ Regular washing of sheets and toys
  - ☐ Staff knowledge of infant and toddler nutritional needs
  - ☐ Food allergies posted prominently

3. Look for evidence of a *learning* environment:
  - ☐ Optimum amount of age-appropriate toys, materials, and equipment
  - ☐ Caregivers consider caregiving times as “learning times”
  - ☐ Free play valued above exercises, directed play activities, group times
  - ☐ Environment includes plenty of softness, some seclusion, provisions for high mobility
  - ☐ Environment developmentally appropriate for all children present any given day
4. Look for evidence that the staff’s goal is to advance physical and intellectual competence:
  - ☐ Staff’s ability to explain how the environment, the free play, the caregiving activities, and the staff’s relationship with the children make up the curriculum
  - ☐ Staff’s ability to explain how the curriculum promotes development of fine and gross motor skills and cognitive skills, including problem-solving and communication skills
5. Look for evidence that the program supports social and emotional development and that staff members provide positive guidance and discipline:
  - ☐ Staff members encourage children to develop a sense of themselves through body awareness, by using their name, and through promoting cultural identification.
  - ☐ Staff members recognize and accept children’s feelings and encourage appropriate expression.
  - ☐ Staff members control and guide behavior without using either physical or verbal punishment.
  - ☐ Staff members encourage creative social problem solving when children experience conflict with another child.
  - ☐ Staff members teach respect by showing respect.
6. Look for evidence that the program strives to establish positive and productive relationships with families:
  - ☐ Regular and ongoing communication with parents at pickup and dropoff times emphasizing an *exchange* of information
  - ☐ Friendly atmosphere
  - ☐ Conferences and parent meetings
  - ☐ Mutual problem-solving approach to conflicts
7. Look for evidence that the program is well run and purposeful and responds to participants’ needs:
  - ☐ Good record keeping
  - ☐ Attention to infants’ individual needs
  - ☐ Attention to parents’ needs
  - ☐ Responsible program management
8. Look for evidence that the staff is professional:
  - ☐ Well trained
  - ☐ Respect confidentiality

## appendix B

# Environmental Chart

This chart shows how to set up both the physical and the social environments to promote development. Remember that rates of development vary a great deal among normal children. These age guides may not fit individual children, but the chart as a whole does reflect the *sequence of development*.

### Level I: The Beginning of Life

Area of Development	Physical Environment	Social Environment
<b>Physical</b> <i>Large Muscles</i> Infants' primary task is head control <ul style="list-style-type: none"><li>• Lifts head briefly</li><li>• Can turn head to clear nose for breathing</li><li>• Most arm and leg movements are reflexive and are not under infants' conscious control</li></ul> <i>Small Muscles</i> <ul style="list-style-type: none"><li>• Cannot control hands—often keep them clenched</li><li>• Grasp whatever is put into hands because of reflexive action</li><li>• Stare at objects, especially faces; begin to coordinate eyes</li></ul> <b>Emotional/Social</b> <i>Feelings and Self-Awareness</i> <ul style="list-style-type: none"><li>• Infants show only satisfaction or dissatisfaction</li><li>• Infants do not differentiate self from the rest of the world</li></ul> <i>Social</i> <ul style="list-style-type: none"><li>• May smile</li><li>• Make eye contact</li></ul>	<b>Appropriate Toys and Equipment</b> <ul style="list-style-type: none"><li>• Crib or bassinet, a place to feel secure while sleeping</li><li>• Mat, rug, or blanket in a safe space to lie unencumbered: room to move around</li><li>• Few toys needed yet because environment is stimulating enough</li><li>• Faces are interesting, and so is a bright-colored scarf</li><li>• Don't put rattles or toys into hands because they can't let go of them</li></ul> <ul style="list-style-type: none"><li>• Infants need to be where safe and secure and needs can be easily met</li><li>• Large pen provides safety from more mobile toddlers (should be large enough to hold both adults and children)</li></ul>	<b>Adult Role</b> <ul style="list-style-type: none"><li>• Use sensitive observation to determine infants' needs</li><li>• Provide a feeling of security when necessary (wrap infants in a blanket and place in a small enclosed space)</li><li>• Let infants experience wide open space, like the floor, at times</li><li>• Provide peace and quiet and a minimal amount of stimulation—people infants associate with (caregiver and other children) provide enough stimulation</li><li>• Put infants in a safe spot where they can be part of the center but not overstimulated</li><li>• Call infants by name</li><li>• Encourage infants to focus on caregiving tasks</li><li>• Respond to infants' messages and try to determine real needs (remember that dissatisfaction is not always due to hunger)</li><li>• Provide for attachment needs by having a consistent caregiver</li><li>• Hold during feeding</li></ul>