

## Applying Appropriate Practice During Routines

### Directions for activity:

- ▶ Prior to class, copy the following statements and cut into cards. These can be laminated so they can be used multiple times.
- ▶ Ask caregivers to break into small groups or pairs.
- ▶ Distribute one set of cards to each group or pair.
- ▶ Ask each group to read the statements on the cards and decide if they are helpful or not as helpful. Have caregivers group the cards by Most Helpful or Less Helpful.
- ▶ Discuss with the class.

**Note:** Statements in the left column are Helpful, the right column are Less Helpful.

### Directions for printing and cutting cards:

The following pages are available online at <http://ecep.uark.edu/5949.htm>. The online document is formatted to fit Avery® Name Badge Inserts #5392, which are 3" x 4". They can then easily be popped apart along the perforations. Alternatively, they can be printed on 8.5" x 11" cardstock and cut apart. Crop marks have been placed in the online document for your convenience.

**Note:** These can also be laminated so they can be used multiple times.

*Adapted from Developmentally Appropriate Practice in Early Childhood Programs,  
Serving Children from Birth through Age 8, 2009*

## RELATIONSHIPS

Infants are cared for and form a relationship with the same one or two caregivers who they learn to trust (continuity of care).

Child Development: Birth to Three/Lesson 2, Objective 9, Activity:  
Applying Appropriate Practice During Routines

## RELATIONSHIPS

Infants are cared for by whoever is available, which may change often.

Child Development: Birth to Three/Lesson 2, Objective 9, Activity:  
Applying Appropriate Practice During Routines

## RELATIONSHIPS

The primary caregiver greets parents and infants warmly and creates a daily routine transition that is peaceful and runs smoothly.

Child Development: Birth to Three/Lesson 2, Objective 9, Activity:  
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## RELATIONSHIPS

Infants and parents are greeted hurriedly and given little individual attention.

Child Development: Birth to Three/Lesson 2, Objective 9, Activity:  
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## INTERACTION

Caregivers learn the individual needs of infants by paying attention to their cues for sleeping, feeding/eating, needing diapering or holding and responding to these needs in the daily routine/schedule.

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## INTERACTION

The caregiver's schedule is followed regarding the infant's care rather than the infants.

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## INTERACTION

Caregivers touch and make eye contact often with infants and speak in a warm, loving voice.

Child Development: Birth to Three/Lesson 2, Objective 9, Activity:  
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## INTERACTION

Infants spend long periods of time in playpens, cribs or seats with trays without being talked to or receiving attention from the caregiver.

Child Development: Birth to Three/Lesson 2, Objective 9, Activity: Applying  
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## RESPECT INFANTS AS PEOPLE

Caregivers respects infants by talking to them and letting them know what is going on (For example, "Julie, I'm going to pick you up and take you to get a clean diaper."). Caregiver recognizes infant as a young person with moods, thoughts and preferences.

Child Development: Birth to Three/Lesson 2, Objective 9, Activity:  
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## RESPECT INFANTS AS PEOPLE

Caregiver picks up the child, sometimes abruptly, to feed or change them without talking to them and letting them know what is going on.

Child Development: Birth to Three/Lesson 2, Objective 9, Activity:  
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## COMMUNICATION

Caregivers understand that crying is an infant's way of communicating and responds in a calm, caring way.

Child Development: Birth to Three/Lesson 2, Objective 9, Activity:  
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## COMMUNICATION

Caregivers see crying as a nuisance and may respond in an inconsistent way.

Child Development: Birth to Three/Lesson 2, Objective 9, Activity:  
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## COMMUNICATION

“Caregivers frequently talk with, sing to and read to infants. Even before babies understand speech, language is a vital, living part of the communications that adults have with children; it is important to infants' language development (Coople, Bredkecamp, 2009, pp 78).”

Child Development: Birth to Three/Lesson 2, Objective 9, Activity: Applying Appropriate Practice During Routines

## COMMUNICATION

“Caregivers use language indiscriminately, either too much or too little, and they use a very limited range of words in their conversation with infants (Coople, Bredkecamp, 2009, pp 78).”

Child Development: Birth to Three/Lesson 2, Objective 9, Activity: Applying Appropriate Practice During Routines

## SLEEPING

Sleep areas are separate from the active areas and areas where children eat.

Child Development: Birth to Three/Lesson 2, Objective 9, Activity: Applying Appropriate Practice During Routines

## SLEEPING

The cribs are placed along the walls with the active area in the middle.

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## SLEEPING

The infant is put down each time by the same caregiver (primary caregiver) or by an adult that is familiar to the infant.

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## SLEEPING

The infant is put down by different caregivers.

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DIAPERING

The primary caregiver or a caregiver familiar to the infant usually changes the diaper. The caregiver treats the time in a personal, one-on-one time with the infant.

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DIAPERING

The same caregiver is responsible for diapering all the babies. The caregiver may not be familiar with each child.

Child Development: Birth to Three/Lesson 2, Objective 9, Activity: Applying Appropriate Practice During Routines

EATING

The primary caregiver or other familiar adult always holds the infant while drinking from a bottle. The infant body should be positioned at an angle.

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EATING

Infant's bottles are propped, either in an infant seat or crib.

Child Development: Birth to Three/Lesson 2, Objective 9, Activity: Applying Appropriate Practice During Routines

EATING

Before infants can sit on their own, they are placed in secure chairs (highchairs) when being fed or held by the primary caregiver or familiar adult.

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EATING

Highchairs are used throughout the day to contain babies, other than mealtime.

Child Development: Birth to Three/Lesson 2, Objective 9, Activity: Applying Appropriate Practice During Routines