What is a Framework?

A Framework is a document containing the necessary components to shape and guide the design and development of programs for infants and toddlers.

Arkansas Framework for Infant and Toddler Care, 2002, p. 20
Purposes of the Arkansas Framework for Infant and Toddler Care

▸ Shape and guide quality programs in infant and toddler education

▸ Guide the growth and development of children through a successful transition to a pre-k curriculum based on the *Arkansas Early Childhood Education (AECE) Framework Handbook*

▸ Assist in the design and development of curricula for infants and toddlers

▸ Provide an assessment method through the use of the *Developmental Rating Scale*:
  • To document each child’s development
  • To inform methods of teaching
Infant and Toddler Benchmark

A level of behavior or skill that can be supported through observations, descriptions, documentations and samples of a child’s work.

Arkansas Framework for Infant and Toddler Care, 2002, p. 63
Statistic of Children in Child Care Settings

Receives care 10+ hours/week from a non-relative
Children age 0-5 years only
Nationwide vs. Arkansas

No care from a non-relative
- Nationwide: 60.5%
- Arkansas: 58.8%

Yes, care from a non-relative
- Nationwide: 39.5%
- Arkansas: 41.2%
Brain Scan

Stimulated Brain

Neglected Brain

Temporal lobes
The Star Model

Developmentally Appropriate Practice

Community of Learners

Families

Teaching

Assessment

Curriculum

(Copple, Bredekamp, Gonzalez-Mena, 2011, p. 28)
First Three Years of Life

- Young infants seek security
- Mobile infants eagerly engage in exploration
- Toddlers continue to form their identity

(Zero to Three, 2008, pp. 1-2)
Developmental Resources

- Ages and Stages
- Zero to Three: Age-Based Handouts
- Medical Home (begins with primary physician)
Elements of Quality Infant and Toddler Programs

Element 1 — Relationships
Element 2 — Environment
Element 3 — Health and Safety
Element 4 — Experiences
Element 5 — Diversity
Promoting a Community of Learners
Elements of Quality Infant and Toddler Programs

Element 1 — Relationships
  ▶ Caregiver-Family Relationship
  ▶ Caregiver-Child Relationship
  ▶ Child-Child Relationship

Element 2 — Environment

Element 3 — Health and Safety

Element 4 — Experiences

Element 5 — Diversity
Caregiver–Family Relationship

▸ Family is the primary source of knowledge
▸ Relationships with families are supportive
▸ Caregivers and families are partners
▸ Caregivers understand the parent-child attachment
▸ Caregivers respect and support family preferences
Knowing Yourself

Questions to ask yourself:

▸ What makes me angry, mad and cranky?
▸ What makes me happy?
▸ Who are the people who nurture me?
▸ What do I do when I’m unhappy or angry?
Elements of Quality Infant and Toddler Programs

Element 1 — Relationships

Element 2 — Environment
  ▶ Physical
  ▶ Program

Element 3 — Health and Safety

Element 4 — Experience

Element 5 — Diversity
Elements of Quality Infant and Toddler Programs

Element 1 — Relationships
Element 2 — Environment

Element 3 — Health and Safety
  ▶ Nutrition
  ▶ Sanitation
  ▶ Safety

Element 4 — Experiences
Element 5 — Diversity
First Aid Kit

a. Adhesive band-aids (various sizes)
b. Sterile gauze squares
c. Adhesive tape
d. Roll of gauze bandages
e. Antiseptic
f. Thermometer
g. Scissors
h. Disposable gloves
i. Tweezers

Arkansas DHS, 2011, p. 40
Sensory Experiences

What are children using in sensory activities? They Use Their Senses:

- Sight (Visual)
- Smell (Olfactory)
- Taste (Gustatory)
- Hear (Auditory)
- Touch (Tactile)
Elements of Quality Infant and Toddler Programs

Element 1 — Relationships
Element 2 — Environment
Element 3 — Health and Safety
Element 4 — Experiences

Element 5 — Diversity
  ▶ Cultural
  ▶ Individual Differences
Cultural Diversity and Caring for Children

What do you value?

▸ Independence
▸ Cooperation
▸ Family
▸ Success
▸ Time with family
▸ Being outdoors
▸ Being respected
Guidance That Will Strengthen Children’s Development

Teaching
Developmental Strands
Strand 1: to learn about themselves — Self-Concept Development

Strand 1: to develop a positive picture of self that will affect every area of development — Self-Concept Development.

(Arkansas Framework for Infant and Toddler Care, 2002, pp. 12-18)
Developmental Strands
Strand 2: to learn about their feelings — Emotional Development

Strand 2: to understand and express their own emotions and develop empathy — Emotional Development.

(Arkansas Framework for Infant and Toddler Care, 2002, pp. 12-18)
Developmental Strands
Strand 3: to learn about other people — Social Development

Strand 3: to develop social interaction skills and to enjoy being with others — Social Development.

(Arkansas Framework for Infant and Toddler Care, 2002, pp. 12-18)
Developmental Strands
Strand 4: to learn to communicate — Language Development

Strand 4: to communicate successfully with others — Language Development.

(Arkansas Framework for Infant and Toddler Care, 2002, pp. 12-18)
Developmental Strands
Strand 5: to learn to move and do — Physical Development

Strand 5: to develop physical skills necessary to move and do in the world — Physical Development.

(Arkansas Framework for Infant and Toddler Care, 2002, pp. 12-18)
Developmental Strands
Strand 6: to learn to think — Cognitive Development

Strand 6: to develop problem solving abilities and concept attainment — Cognitive Development

(Arkansas Framework for Infant and Toddler Care, 2002, pp. 12-18)
Planning Activities and Curriculum
Arkansas Framework for Infant and Toddler Care in Review

- 3 Age Groupings
  - Young Infant
  - Mobile Infant
  - Toddlers

- Elements of Care

- Developmental Strands

- Benchmarks
Curriculum Circle

OBSERVE

REFLECT/ADAPT

ENVIRONMENT

RESPOND
Adventures for Toddlers
Curriculum Topics

About Me
My Family and My Community
My Favorite Things for Play and Learning
Clothes We Wear
Things that Grow
Animals in Our World
More Animals
Things that Go
8 Reasons to Read to Babies and Toddlers

For fun

Builds vocabulary

Stimulate imagination

Increases chances of later academic success

Teaches empathy and understanding

Stimulates the senses

Books are portable

Teaches about our culture and our world

(Straub & Dell’Antionio, 2006)
Relationship and Literacy

▸ Unhurried conversations
▸ Being expressive
▸ Enthusiastic
▸ Follow children’s lead
▸ Allow freedom and choice
▸ Story groups small and intimate
▸ Sharing stories during routine/everyday experiences
▸ Support children’s story telling
Aspects of Early Literacy

- Vocabulary
- Print Motivation
- Phonological sensitivity/awareness
- Narrative skills
- Print awareness
- Letter Knowledge
Dialogic Reading

P = Prompt

E = Evaluate

E = Expand

R = Repeat
Web Design

Name of book

Article or activity in book

Article or activity in book

Article or activity in book
5 Little Ducks Web

5 Finger puppet ducks

Rubber ducks in sensory tub

Game of Duck, Duck, Goose
Documenting

▸ Written anecdotal
▸ Checklists
▸ Rating scales
▸ Pictures
▸ Videos
▸ Audio
▸ Time sampling
▸ Frequency counts
What Does a Penny Look Like?

The front of the penny pictures a right-facing profile of Abraham Lincoln, the 16th President of the United States of America.

The front reads, “IN GOD WE TRUST,” “LIBERTY,” and the year the coin was minted. The small initial under the date is the mint mark, denoting the location of the US mint that produced the coin (D means Denver, Colorado, S means San Francisco, California, and P means Philadelphia, Pennsylvania).

The back of the penny pictures the Lincoln Memorial, a monument to Abraham Lincoln located in Washington, D.C. If you look closely at a real penny, you can see a tiny picture of Lincoln sitting inside the Lincoln Memorial.

The back reads, “UNITED STATES of AMERICA,” “ONE CENT,” and “E PLURIBUS UNUM” (which means, “Out of many, one”). This design was adopted in 1959, replacing one that pictured two stalks of wheat.
Individual Children’s Documentation Files

to learn about themselves

to learn to think

to learn about their feelings

to learn about other people

to learn to move and do

to learn to communicate
# Objective vs. Subjective

<table>
<thead>
<tr>
<th><strong>Objective</strong></th>
<th><strong>Subjective</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Written record of the child’s words</td>
<td>Words <em>you</em> use, not the child</td>
</tr>
<tr>
<td>Only the things seen</td>
<td>Your mood and perspective</td>
</tr>
<tr>
<td>Straight forward order of events</td>
<td>Amount of attention <em>you</em> pay to and/or focus on incident</td>
</tr>
<tr>
<td>Anecdote without emotion</td>
<td>Your focus/frame of reference</td>
</tr>
</tbody>
</table>
What Do You See?

Objective

▸ Child is sitting with head bending forward, lying on foam blocks.
▸ He is holding onto two of the four blocks under his head.

Subjective

▸ Child looks sleepy.
▸ He is using the foam blocks as a pillow as he rests.
What to Include in a Portfolio?

▸ Dated photographs the child

▸ Dated art samples

▸ Anecdotal records/observations

▸ Monthly assessments

Dodge et al., 2006
Assessment
Assessment Suggestions

▸ Daily

▸ Weekly

▸ Monthly
Connecting with Families
Daily Schedule

8:00a.m. ............................................................ Arrival
8:15a.m.– 8:45a.m. ............................................ Breakfast
8:45a.m. – 10a.m. ........ Free play in different learning areas
9:30a.m. .......................... Diaper checks/Toileting
10:00a.m. – 11:00a.m. ........ Outdoor play
11:00a.m. – 11:30a.m. ......................... Lunch
11:45a.m. – 2:00p.m. .............. Diaper checks, Naps
2:00p.m. ................................. Snack
2:15/30p.m. – 3:30p.m. .. Free play in different learning areas
3:30p.m. – 4:30p.m. ................. Outdoor until departure
Routines

▸ Feeding/Eating
▸ Sleeping
▸ Dressing
▸ Diapering/Toileting
How to Connect with Families?

- Bulletin boards
- Daily charts
- Home visits
- Newsletters
- Parent meetings
- Parent picnics
What to Include in Newsletters

▸ Upcoming events
▸ Songs being sung with the children
▸ Books being read
▸ Recipes for sensory items
▸ New staff members, new families
▸ Reminder of payment
▸ Policy changes
▸ Pictures of children in center
Building Partnerships with Families

It is important to build partnerships with families because:

▸ The family is the center of a child’s life; working with parents give us a more holistic view of how to support and strengthen that family.

▸ Highly involved families almost double the positive odds for success for their children in education, health promotion and social-emotional development.

(Taken from National Alliance of Children’s Trust & Prevention Funds, 2012).