



What you will learn about Infant Development

QRIS Indicator for Step 2 Child Growth, Development, and Learning: Initial Environment Rating Scale (ERS) assessment supports improvement of health and safety, positive relationships, & a wide variety of learning opportunities.

QRIS Indicator for Step 2 Staffing and Professional Development: Director and teachers complete Essential Training 1 or have a minimum of a CDA or 12 ECE credits.

ESSENTIAL KNOWLEDGE: INFANTS GROW AT A RAPID RATE DURING THEIR FIRST YEAR OF LIFE.

Children have access to nutritious foods and feeding strategies that promote children's optimal health and development. (ELeG, Essential Practice, Health and Safety)

The program promotes the nutrition and health of children and protects children and staff from illness and injury. (NAEYC, Accreditation Standards, Health)

The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes the facilities, equipment, and materials, to facilitate child and staff learning and development. (NAEYC Accreditation Standards, Physical Environment)

What does this look like in practice?

1. Adults respond positively and promptly when child indicates need (for food, diaper change, blanket).
2. Children are provided with a safe and comfortable sleeping environment.
3. Routines around feeding, waking, and playing are established.

ESSENTIAL KNOWLEDGE: INFANTS ARE BORN WITH INNATE REFLEXES WHICH THEY RELY ON.

Providers promote trust, security, and exploration through nurturing relationships and safe, consistent, and stimulating environments. (ELeG, Essential Practice, Health and Safety)

Providers use supportive verbal, visual, and physical cues in interactions and activities, along with multiple strategies to engage the senses. (ELeG, Essential Practice, Interaction and Activities)

What does this look like in practice?

1. Monitor children’s environment for variety of sound levels and types of sound.
2. Avoid prolonged periods of time in devices which restrict movement.
3. Provide time daily for child to move freely on the floor in a safe environment.
4. Wait for child’s visual or tactile response as sensory changes occur in the environment.

ESSENTIAL KNOWLEDGE: INFANTS REACH DEVELOPMENTAL MILESTONES IN AN INDIVIDUAL AND PREDICTABLE PATTERN.

Individualize experiences, activities, interactions, and instructions to meet the needs of each child. (ELeG, Essential Practice, Cultural Context)

The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive. (NAEYC, Accreditation Standards, Curriculum)

What does this look like in practice?

1. Provide a variety of sensory experiences with a reassuring tone.
2. Rotate toys and objects as child appears to lose interest in them.
3. Look at and talk about favorite picture books with child while they remain interested.
4. Recognize child’s need for repetition as they learn new skills, and add complexity to already learned skills.

ESSENTIAL KNOWLEDGE: INFANTS ARE LEARNING TO TRUST OR MISTRUST THEIR ENVIRONMENT.

Children are provided with caregivers who interact in consistent and caring ways.

Adults provide supervision and guidance for children’s health and safety.

Adults promote trust, security, and exploration through nurturing relationships and safe, consistent, and stimulating environments.

(ELeG's, Essential Practice, Health and Safety)

The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes the facilities, equipment, and materials, to facilitate child and staff learning and development. (NAEYC Accreditation Standards, Physical Environment)

What does this look like in practice?

1. Respond consistently and promptly to child's cries and needs for comfort, reassurance, and to celebrate accomplishments.
2. Develop consistent daily routines following the child's lead for feeding, sleeping, and playing.
3. Prepare child for transitions with verbal cues "It's almost time to go inside".

ESSENTIAL KNOWLEDGE: INFANT'S BRAINS DEVELOP WITH EACH NEW EXPERIENCE. COGNITIVE DEVELOPMENT MOVES FROM REFLEXES TO THE BEGINNINGS OF THOUGHT.

Observe, recognize, and support children's unique ways of approaching new information and expressing themselves; taking into consideration their temperaments, inclinations, and attitudes. (ELeG, Essential Practice, Cultural Context)

The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests. (NAEYC Accreditation Standards, Teachers)

What does this look like in practice?

1. Create a safe, secure, and attractive environment for children to explore toys, books, and caregiver.
2. Provide support and time for a child who is hesitant about new objects and experiences.
3. Respond to and initiate play with the child during the course of everyday routines (diaper changing, bathing).
4. Observe child to understand unique temperament, learning style, and ways of showing curiosity.
5. Introduce child to new people, places, objects, and experiences.

ESSENTIAL KNOWLEDGE: INFANT COGNITIVE DEVELOPMENT INCLUDES INTELLIGENCE, MEMORY, COMMUNICATION, SPEECH AND LANGUAGE.

Children are engaged in open ended activities which support learning through play. (ELeG, Essential Practice, Interaction and Activities)

Providers incorporate teaching and learning strategies from children's cultural background; and culturally specific knowledge in coordination with cognitive development. (ELeG, Essential Practice, Cultural Context)

The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive. (NAEYC, Accreditation Standards, Curriculum)

What does this look like in practice?

1. Sing songs, say rhymes, look out the window, and show picture books while baby is alert and interested.
2. Expose child to make believe stories and songs from a variety of cultures.
3. Provide props and opportunities for imaginative play.