

# Step 3 Essential Trainings

*Developmentally Appropriate Practice and Intentionality  
Infants and Toddlers*



## Checklist of Practice

Always	Sometimes	Not Yet	Caregiver Strategies: What they look like in practice
			1. Assign a primary caregiver to individual children to support a positive relationship and to provide continuity of care.
			2. Adjust daily routines to children's individual feeding, toileting/diapering and sleeping schedules.
			3. Provide a predictable sequence to each day, focusing on daily routines as the main learning format for infants and toddlers.
			4. Include both sounds and quiet moments into the classroom routines and activities based on children's cues and reactions.
			5. Use planning time to discuss the needs of individual children with co-teachers and supervisors.
			6. Observe what infants and toddlers focus on during play, comment on the play, and provide opportunities for continued exploration.
			7. Observe what a toddler can manage on his or her own first, then offer support as needed.
			8. Provide toddlers opportunities to help with tasks and daily routines (i.e. setting the table for a meal, or helping to clean up).
			9. Establish on-going communication with each child's family through written notes, photographs, telephone calls, casual conversations, and scheduled meetings.
			10. Offer opportunities for close physical contact with each child multiple times a day (i.e. holding a child on your lap while reading a simple board book).
			11. Provide materials for toddlers to explore without the expectation that they create a finished product.
			12. Display pictures of children and their families in albums for children to look at if they wish.
			13. Give positively worded directions (i.e. bang on the drum).

Copple, C. & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs: Serving children from birth to age 8*. Washington, DC: National Association for the Education of Young Children.

