Fundamentals of Infant and Toddler Care
Child Care Foundational Training

CURRICULUM GUIDE

This curriculum guide is intended to serve as a framework in preparing individuals to work with young children in Wisconsin.

Developed 2023

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Revised 8/2024

Course Description

Provides foundational knowledge and skills training for individuals as they begin, or consider, a career in caring for children in the infant and toddler age groups. Content includes exploring infant and toddler care within a relationship-based approach with an emphasis on providing learning experiences within caregiving routines and play based experiences. A particular emphasis will be on partnering with families in support of infant and toddler development and on reflecting family practices within infant and toddler settings and practices.

This course fulfills introductory noncredit course requirements as specified in the Department of Children and Families (DCF) Chapters 250 and 251 for Family and Group Child Care in Wisconsin's Administrative Code.

Abbreviation for course: FITC or Infant and Toddler Course

Course hours:
- Blended: 50, including a minimum of 15 face-to-face hours
- Face-to-face: 50, instructor may choose to complete Required Activities during face-to-face class time or assign the Required Activity handouts to be completed by participants during out-of-class time.

Diversity, Equity, and Inclusion Statement

Within this training, all participants should feel empowered to achieve their goals in an inclusive and welcoming environment where they are proactively engaged and equitably supported.

Learning that comes from diverse perspectives and differing values and beliefs not only enriches our understanding of ourselves and others, but directly informs our work in creating inclusive and welcoming environments for the Wisconsin children and families we serve.

Instructors are expected to create classroom communities that are conducted in ways that show honor, respect, and dignity to all participants. Instructors and participants can work together to create an environment that fosters inquiry and self-expression while also demonstrating a commitment to understanding how others' viewpoints differ from one's own. Course activities and discussions should communicate that all participants belong, have value, and bring important perspectives to our work.

To help facilitate a sense of belonging for all, these training materials are made available in English, Spanish, and Hmong. Trainers are encouraged to adapt materials as needed to meet diverse learning needs of participants. This could include, but it is not limited to, the following:
- Enlarging materials or providing them digitally to aid sight and hearing impairment needs.
- Varying your approach and learning activities to meet the needs of your participants – small group, large group, and individual learning; quiet work and active work; etc.
- Allowing for multiple modes of expression and communication for participants to show what they know (written, oral, demonstrations, etc.).
- Adapting delivery of content, including grade level vocabulary, to encourage participation/engagement from all.

Diversity practices that can help instructors create more inclusive environments:
- Share personal stories of how you have been affected by lack of diversity in the field.
- Model self-reflection and critical thinking by offering examples of how you may have struggled because of challenges tied to background or identify.
- Acknowledge the exclusion of people with diverse identities, backgrounds, or ideologies in early childhood education when and where it occurs (e.g., theories).
- Attend to your tone – practice using "we" language instead of "you" language in your instruction/training and written materials.
- Model respect in treatment of each other and in facilitation of discussion for participants.
- Develop group norms/expectations for participation and discussion that honors all learners' needs.
- Practice introspection and self-reflection throughout the course by modeling this yourself and asking participants to do the same.
- Demonstrate a willingness to address inequality – respond immediately to inappropriate comments or actions.

Child Care Foundational Trainings At-a-Glance

Foundation Course Series Overview			
Introduction to the Child Care Profession	**Skills and Strategies for the Child Care Teacher**	**Fundamentals of Infant and Toddler Care**	**Fundamentals of Family Child Care**
Welcome to the Introduction to the Child Care Profession	Welcome to the Skills and Strategies for the Child Care Teacher	Welcome to the Fundamentals of Infant and Toddler Care	Welcome to the Fundamentals of Family Child Care
Role of Early Childhood Professional	Connecting Development to Learning	Role of the Infant and Toddler Professional	Define Family Child Care
Growth and Development	Creating a Learning Environment	Infant and Toddler Development	Family Child Care as a Business
Curriculum	Understanding Play	Relationship Based Care as Curriculum for Infants and Toddlers	Building Policies in the Family Child Care
Environments	Documenting Growth and Development	Setting the Stage for Infant and Toddler Care: Responsive Environments	Policies to Promote Health, Safety, and Nutrition
Experience Based Learning	Curriculum Development	Health and Safety Practices for Infants and Toddlers	Business Policies
Health, Safety & Nutrition	Health, Safety & Nutrition	Routines for Infant and Toddler Care: Planning for Learning	Professional Development
Guidance to Promote Positive Behavior	Engaging Families	Communication Practices with Families	Conclusion and Next Steps
Working with Families	Strategies that Promote Positive Behavior	Developing a Mindset for Guidance	
Professionalism	Professional Development	Professional Development	
Conclusion and Next Steps	Conclusion and Next Steps	Conclusion and Next Steps	

Course Objectives

Upon completion of this course, it is expected that learners will be able to:

1. Apply an understanding of infant and toddler development to practice.
   LO 1. Describe differences between young infants, mobile infants, and toddlers.
   LO 2. Describe the health and physical, social and emotional, language and communication approaches to learning, and cognition and general knowledge development of infants and toddlers.
   LO 3. Identify developmental expectations for infants and toddlers as articulated in the Wisconsin Model Early Learning Standards (WMELS).
   LO 4. Explain the relationship between early experiences and brain development.
   LO 5. Explore interactions among family, culture, social and physical environments, and contexts that influence the growth and development of infants and toddlers.
   LO 6. Explain the role of attachment and bonding to healthy infant and toddler development.
   LO 7. Explain the impacts of early experiences, including stress and trauma, on the developing brain.

2. Integrate infant and toddler developmentally appropriate health, safety, and nutritional practices.
   LO 1. Examine additional DCF licensing regulations (group and family child care) for protecting the health of infants and toddlers.
   LO 2. Examine additional DCF licensing regulations (group and family child care) for protecting the safety of infants and toddlers.
   LO 3. Examine additional DCF licensing regulations (group and family child care) related to providing for the nutritional needs of infants and toddlers.
   LO 4. Discuss quality infant and toddler environments that meet health, safety, and nutrition regulatory compliance.

3. Use care practices as curriculum.
   LO1. Explain care as both pedagogy and practice.
   LO 2. Explore care concepts and principles (care as education, care as a right, care as a partnership, etc.).
   LO 3. Identify care practices and routines (meals/snacks, sleep/rest, toileting, self-care).
   LO 4. Practice identifying learning (WMELS domains) embedded in care practices and rituals.
   LO 5. Explore cultural differences in care practices for infants and toddlers (dependence, sleep practices, etc.).
   LO 6. Explore culturally relevant care settings where all children belong.
   LO 7. Explain the role of relationships and partnership in care.
   LO 8. Practice writing learning plans for care practices.

4. Implement developmentally appropriate practices with infants and toddlers.
   LO 1. Explain reciprocal relationships as a core practice in supporting infants and toddlers (respectful, responsive, reciprocal).
   LO 2. Explain family-based partnerships as a core practice in supporting infants and toddlers.
   LO 3. Examine developmentally appropriate practices for guiding infant and toddler development and behaviors.
   LO 4. Examine developmentally appropriate infant and toddler environments that support learning.
   LO 5. Practice using transition strategies appropriate for infants and toddlers.
   LO 6. Compare and contrast challenges and benefits in setting up developmentally appropriate environments for mixed age groups of infants and toddlers (young infants, mobile infants, toddlers).
   LO 7. Explain the development of play for infants and toddlers.

LO 8. Explore ways a caregiver takes an active role in infant and toddler play experiences to support development and learning.
LO 9. Practice writing learning plans for the play of infants and toddlers.
LO 10. Examine supports and strategies to ensure that each child's individual needs are met.
LO 11. Reflect on your own experiences and practices with infants and toddlers relative to expectations for yourself as a professional.

5. Develop respectful and trusting relationships with infants and toddlers.
    LO 1. Explore relationships as the foundation of healthy infant and toddler mental health.
    LO 2. Explain healthy infant and toddler development through the lens of early experiences, serve and return interaction, and resiliency.
    LO 3. Examine the role and effects of a consistent caregiver in developing trusting relationships with infants and toddlers.
    LO 4. Reflect on specific practices a caregiver can use to develop trusting relationships.
    LO 5. Explore practices embedded in care routines to develop relationships.
    LO 6. Examine ways to bring each child's home culture and language into the shared culture of the program/classroom.

6. Collaborate with families to support the growth and development of all infants and toddlers.
    LO 1. Explore how family practices are reflected in the program curriculum for infants and toddlers.
    LO 2. Discuss ways to create family friendly environments that are inclusive and help all families feel welcome, respected, and represented.
    LO 3. Examine practices that build balanced partnerships and shared responsibilities with families in support of infants' and toddlers' healthy growth and development.

7. Communicate with families about infant and toddler development and learning.
    LO 1. Practice observing learning and development in infant and toddler behaviors.
    LO 2. Practice documenting infant and toddler learning and development.
    LO 3. Practice planning to support an infant and/or toddler's development using the WMELS teaching cycle.
    LO 4. Practice sharing information about growth and development with parents.
    LO 5. Explore ways of sharing difficult information with parents, including concerns you have about a child's development.

8. Develop yourself as a professional.
    LO 1. Reflect on professional ethics and your standards for infant and toddler care.
    LO 2. Identify resources for meeting DCF regulations for infant and toddler professionals (SIDS, AHT, etc.).
    LO 3. Explore professional resources that help parents of infants and toddlers support development at home.
    LO 4. Explore additional resources specific to developing your understanding and knowledge as an infant and toddler teacher (Infant Toddler Credential, Infant Mental Health Endorsement, etc.).

Required Resources

Student Resources

Text Resources

- DCF 250 Licensing Rules for Family Child Care Centers
  https://dcf.wisconsin.gov/files/publications/pdf/203.pdf
- DCF 251 Licensing Rules for Group Child Care Centers and Child Care Programs Established or Contracted for by School Boards https://dcf.wisconsin.gov/files/publications/pdf/205.pdf
- Chapter DCF 202 Child Care Certification
  https://docs.legis.wisconsin.gov/code/admin_code/dcf/201_252/202.pdf
- The Wisconsin Model Early Learning Standards (WMELS), 5th Edition
  https://www.collaboratingpartners.com/wp-content/uploads/2024/07/wmels_5thedition.pdf
- Wisconsin Core Competencies: For Professionals Working with Young Children & Their Families
  https://www.collaboratingpartners.com/wp-content/uploads/2024/07/WI_Core_Competencies_2014_16WITHlinks-1.pdf

Web Resources

- DCF Wisconsin Regulated Child Care Information https://dcf.wisconsin.gov/ccregulation

Instructor Resources

- Murray, C. G. (2021). *Illuminating care: The pedagogy and practice of care in early childhood communities*. Exchange Press.
- NAEYC (National Association for the Education of Young Children). 2022. *Developmentally appropriate practice in early childhood education programs*: Serving *children birth through age 8*. 4th ed. Washington, DC: NAEYC.
- Caring for Our Children (n.d). Retrieved January 27, 2023, from https://nrckids.org/CFOC

Please see additional instructional materials aligned to course topics within each module.

Fundamentals of Infant and Toddler Care
Course Content Guide

The Child Care Foundational Trainings are designed to meet the diverse needs of learners. Content is separated into individual modules, most of which can be delivered face-to-face or in a blended format. Trainings are designed to be facilitated by an instructor who customizes the course schedule, expands on course topics, and supports and assesses student learning. Each module can be delivered in-person or virtually, with activities developed for both methods. While much of the course is customizable, some learning activities are mandatory and must be delivered in the prescribed manner. Required activities are clearly identified within the course, and handouts are provided. Activities which must be delivered in a face-to-face format are identified within each module.

Course modules include content materials in the formats described in the chart below. All required items are identified as such within each module.

	Description	Examples
Required Content	How the course objectives will be covered within each module	Safe Sleep Training Review the video *How babies learn through play* from UNICEF. Examine DCF 250 and 251 requirements for being an infant and toddler teacher.
Required Activities	Connect content to local, state, or national standards. Allow participants to demonstrate understanding of course objectives. Provide consistent experiences across course delivery methods. Used to demonstrate understanding or use of course objectives in lieu of a stand-alone assessment.	⭐**Required Activity: Quiz Yourself- What Do You Already Know?** Complete the Key Findings on Social Emotional Health and Brain Development Quiz to test your pre-module understanding of early brain development. ⭐**Required Activity: NAEYC Principles in Your Own Words** Demonstrate understanding of the principals by rewriting them.
Assessments	To provide uniform criteria in meeting course objectives across course delivery methods.	Child Portfolio Safety and Sanitation Assessment Designing an Infant and Toddler Space Final Course Quiz

Course Completion Requirements

Demonstrated through a combination of following class components:

1. **Must attend all face-to-face learning sessions. Must complete all assigned online modules.**

   Individual Training Sponsoring Organizations (TSOs) may determine make-up options for participants.

2. **Participation in class activities, discussions, and presentations.**
   Each course has competencies reflecting professional and relationship-based practices. Participants can demonstrate these competencies through active participation in activities, discussions, and presentations.

   TSOs can determine how participation is met. Examples might include having no outside distractions during virtual face-to-face sessions (shopping, side conversations, etc.), camera is on in virtual setting, engaged participation in a classroom setting, or demonstrating collaborative practices in shared activities.

   Assessments requiring a presentation component are indicated within the assessment criteria.

3. **Successful completion of required activities.**
   Each Foundational Training has a set of required activities. These activities provide continuity and consistency in outcomes for the participants, regardless of the delivery method of their course. Each required activity has specific completion criteria.

   Instructors must provide descriptive feedback to the required activities. Descriptive feedback is detailed, specific information shared with learners in a timely manner to improve their understanding of required course content. Descriptive feedback addresses faulty interpretations as well as any lack of understanding and provides students with opportunities to correct these errors. Descriptive feedback establishes the reflective mindset that is a foundational practice for child care professionals.

   TSOs are encouraged to add required activities to each course to enhance and customize the experience of participants. For example, TSOs may require participants to engage in journaling at the end of each face-to-face session.

4. **Score of a minimum of 80% correct on the class quiz.**
   Course quizzes are designed to reflect information from each module. Quizzes reflect Wisconsin DCF Regulatory information needed in performing daily care for children. Quizzes also reflect information regarding the Wisconsin Model Early Learning Standards (WMELS) as it relates to practices for relationship-based practices and the Teaching Cycle. Knowledge of supports for child care professionals is also reflected in each quiz.

   TSOs can determine the best format to deliver the course quiz. For example: without notes, alternative formats for accessibility needs, or with immediate feedback with a correction option.

Modality, Schedule, and Activities

Instructors are encouraged to make instructional decisions regarding sequence and pacing based on delivery mode and the needs of the learner. It is required that this content be delivered in a face-to-face or blended format (face-to-face with self-paced virtual content). Blended format must include a minimum of 15 hours of face-to-face instructional time. A Sample Training Schedule for blended classes included in the supporting materials.

Each course has a designated minimum for face-to-face hours. Activities marked with 👥 are designated face-to-face content.

Activities

Online modules focus on specific course topics. Course topics and learning objectives align with course competencies and should not be modified or omitted. Modules contain required and suggested learning/instructional activities that lead to the learning objectives. Required activities help increase reliability in course content, measure student progress, and reinforce learning between the CCFT courses. *It is the responsibility of the TSO and the instructor to ensure all topics and course objectives are met.*

Required Activities – Required instructional activities, learning activities, and assignments are identified with a yellow star ⭐. Required activities may not be adjusted. Handouts are available for required activities.

Optional Activities – Suggested activities provide options to enhance instruction. They may help students meet the competencies of the course and accommodate diverse learning styles. Instructors can adjust optional activities as needed to meet learner needs and instructor style.

Professional Portfolio Activity- The optional professional portfolio activity is built into each course. While the professional portfolio is fully introduced in the Introduction to the Child Care Profession course, each CCFT course has products that could be included in the professional portfolio. The professionalism modules explain how products from each course could demonstrate professionalism within the portfolio. Portfolio related items are identified with an asterisk*.

Module 1: Welcome to Fundamentals of Infant and Toddler Care

Module 1 introduces participants to the training course including providing a course overview and establishing expectations of learners, instructors, and training agencies. Trainers will use the time to allow learners to get to know each other, to establish class norms that are inclusive of all learners, and that establish behavioral expectations to guide the group's time together.

Module Topics
- Define course
- Course requirements
- Student expectations
- Agency expectations
- Creating a community of learners

Course Competencies Addressed	Course Objectives Addressed
4. Implement developmentally appropriate practices with infants and toddlers.	LO 11. Reflect on your own experiences and practices with infants and toddlers' relative to expectations for yourself as a professional.
8. Develop yourself as a professional	LO 1. Reflect on professional ethics and your standards for infant and toddler care.

Module Resources
- Fundamentals of Infant and Toddler Care Curriculum Guide
- Training Agency Education Policies and Resources, if applicable
- Mills, H. (2013). Developmentally appropriate practices in infant and toddler classrooms. *Texas Child Care Quarterly* 37(3).

Required Module Content	Activities for Instructional Delivery
Introduction/Peer-to-Peer connections	👥 Share instructor information 👥 Utilize an icebreaker to allow students to get to know each other and, minimally, describe: - Their name - Where they are from - Why they want to work with infants and toddlers
Review course.	👥 Share course description, competencies, and goal of the course. 👥 Review course dates, required activities, assessment components, and performance standards. 👥 Define expectations of both the instructor and students. 👥 Discuss the importance of a supportive learning climate. 👥 Explain the Professional Portfolio activities embedded into the course (optional) 👥 Explain the ⭐**Required Assessments: Focus Child Portfolio** and ⭐**Safety and Sanitation Demonstration Assessment**

	• Identify which participants will need assistance finding a placement for this required assessment
Describe how class norms help create a supportive class environment.	▪ 👥 Small group discussion or whiteboard activity: ▪ Participants share what they need to feel comfortable, respected, and safe in a class setting. ▪ Participants share what helps them to be a successful learner. • Utilize the information provided to create class norms that foster a supportive class environment.

Module 2: Role of the Infant and Toddler Professional

In Module 2 participants begin to get to know each other to form a community of learners centered on improved understanding of how to support the healthy growth and development of our youngest learners. Learners examine the role of the infant and toddler professional within the context of developmentally appropriate practice.

Module Topics
- Review child care profession key concepts
- An introduction to the infant and toddler professional
- Developmentally appropriate practice (DAP) for infants and toddlers

Course Competencies Addressed	Course Objectives Addressed
4. Implement developmentally appropriate practices with infants and toddlers.	LO 11. Reflect on your own experiences and practices with infants and toddlers relative to expectations for yourself as a professional.
8. Develop yourself as a professional.	LO 1. Reflect on professional ethics and your standards for infant and toddler care.

Module Resources
- Fundamentals of Infant and Toddler Care Curriculum Guide
- Training Agency Education Policies and Resources, if applicable
- Mills, H. (2013). Developmentally appropriate practices in infant and toddler classrooms. *Texas Child Care Quarterly 37(3)*.

Required Module Content	Activities for instructional delivery

Review key concepts in child development.	▪ Review the following to ensure a shared understanding.
	   • DAP
	   • Child-centered
	   • Hands-on learning (experiential learning)
	   • Meaningful play
	   • Observation

Refer to the following documents and give an overview of the documents to participants.	▪ *WMELS* – Review page 2 of the WMELS. Discuss the connections between the developmental expectation, performance standard, and program standard. ▪ *DCF 250 Licensing Rules for Family Child Care Centers* ▪ *DCF 251 Licensing Rules for Group Child Care Centers* ▪ *Wisconsin Core Competencies: For Professionals Working with Young Children & Their Families*
Explore the role of the infant and toddler professional.	▪ Examine DCF 250 and 251 requirements for being an infant and toddler teacher. ▪ Briefly discuss how this course supports that professional goal. ▪ Consider the characteristics needed to be an infant and toddler professional.

Explore DAP for infants and toddlers.	- Define the terms child centered and strengths based. - Compare and contrast adult-centered and child centered approaches in early childhood education. ⭐**Required Activity -DAP In Infant and Toddler Care:** - Discuss how DAP for infants and toddlers is grounded in relationships.
Review the three core considerations to inform decision making from the NAEYC DAP Position Statement.	👥 Individuality, Commonality and Context for Infants and Toddlers - Instructor can model individuality, commonality, and context by telling the story of an infant or toddler through each lens. Then, discuss the following: - How does the addition of information from each layer enrich our understanding of a child's individual story and help us understand them better? 👥 Practice and Do Activity: Students practice applying the three core considerations of development by charting themselves as an infant and toddler based on what they can recall of their own development. Alternatively, they can chart an infant or toddler they know well. When done, pair with a partner or small group and tell the story of each learner's diagram. Online, this can be posted to a discussion board or video sharing platform like Flipgrid for sharing and commenting.

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Module 3: Infant and Toddler Development
(2 sessions)

This module explores the role of the infant and toddler professional in understanding the many factors that influence infant and toddler growth and development. Participants explore how to take a developmental perspective on infant and toddler care, learn how to use DAP as a framework for understanding development, and learn about brain development, attachment/bonding, and stages of infant and toddler growth and development

Module Topics
- Understanding brain development
- Importance of bonding
- The Impact of nature and nurture
- Stages of infant and toddler development

Course Competencies Addressed	Course Objectives Addressed
1. Apply an understanding of infant and toddler development to practice.	LO 1. Describe differences between young infants, mobile infants, and toddlers. LO 2. Describe the health and physical, social and emotional, language and communication, approaches to learning, and cognition and general knowledge development of infants and toddlers. LO 3. Identify developmental expectations for infants and toddlers as articulated in the WMELS. LO 4. Explain the relationship between early experiences and brain development. LO 6. Explain the role of attachment and bonding to healthy infant and toddler development. LO 7. Explain the impacts of early experiences, including stress and trauma, on the developing brain.
4. Implement DAP with infants and toddlers.	LO 1. Explain reciprocal relationships as a core practice in supporting infants and toddlers (respectful, responsive, reciprocal).
5. Develop respectful and trusting relationships with infants and toddlers.	LO 1. Explore relationships as the foundation of healthy infant and toddler mental health. LO 2. Explain healthy infant and toddler development through the lens of early experiences, serve and return interaction, and resiliency.

Module Resources
- Copple, C., Bredekamp, S. & Gonzalez-Mena, J. (2011) *Basics of developmentally appropriate practice: An introduction for teachers of infants and toddlers.* Washington, DC: NAEYC
- Center on the Developing Child at Harvard University (2011, September 28). *Experiences Build Brain Architecture* [Video]. YouTube. https://youtu.be/VNNsN9IJkws
- Center on the Developing Child at Harvard University (2013, October 31). *The Science of Neglect* [Video]. YouTube. https://youtu.be/bF3j5UVCSCA
- Center on the Developing Child at Harvard University (2011, September 29). *Serve and Return Interaction Shapes Brain Circuitry* [Video]. YouTube. https://youtu.be/m_5u8-QSh6A

- Center on the Developing Child at Harvard University (2019, May 15). *5 Steps for Brain-Building Serve and Return* [Video]. YouTube. https://youtu.be/KNrnZag17Ek
- Center on the Social and Emotional Foundations of Early Learning. (n.d.) Vanderbilt University. *Key Finding on Social and Emotional Health and Brain Development Quiz*. Retrieved January 13, 2023 from http://csefel.vanderbilt.edu/resources/training_infant.html
- Institute for Research on Poverty (2019, February 21). The Unique Contributions of Father's to their Children's Development [Video]. YouTube. https://youtu.be/dUo0zSBNeps
- Principles of Child Development and Learning and Implications that Inform Practice (n.d). National Association for the Education of Young Children. https://www.naeyc.org/resources/position-statements/dap/contents
- Burke Harris, N. TEDMED. (2014). *How childhood trauma affects health across a lifetime* [Video]. YouTube. https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare
- Zero to Three (2016, February 24). *The Influence of Fathers on Young Children's Development.* Retrieved January 13, 2023, from https://www.zerotothree.org/resource/the-influence-of-fathers-on-young-childrens-development/

Required Module Content	Activities for instructional delivery
Examine the Wisconsin Model Early Learning Standards (WMES).	▪ 👥 Review page 2 of the WMELS. Discuss the connections between the developmental expectation, performance standards, and program standard. ▪ 👥 Read the Guiding Principles, page 9 in the WMELS. ▪ Discuss how these principles provide the framework, or structure, for practices in the early learning profession. • Share how the Guiding Principles can influence how you work with children and their families. ▪ 👥 Identify and describe the five the developmental domains. ▪ 👥 Explain the sub-domains within each of the developmental domains. ▪ 👥 Define developmental continuum. ▪ 👥 Participate in the ecological part of the WMELS lens activity. The lens identifies the framework when working with young children: keep the child at the center, think ecologically, intentionally support optimal growth, and provide experiential learning. Focus on "think ecologically." • Discuss how our environments, relationships, and cultural/family practices influence out thinking, behavior, and development. • Discuss why thinking ecologically is important when working with children.
NAEYC's Principles of Child Development and Learning.	▪ Read NAEYC's Principles of Child Development and Learning. ▪ ⭐ **Required Activity: NAEYC Principles in Your Own Words**

Learn about and discuss early brain development.	▪ ⭐ **Required Activity: Quiz Yourself- What Do You Already Know?** ▪ Compare and contrast brain images of children who have and have not experienced neglect. Discuss observed differences. ▪ Watch the video: Early Experiences Build Brain Architecture from the Center on the Developing Child at Harvard University. ▪ 👥 Examine instructor-selected handouts and infographics about what is now known about early brain development. ▪ Discuss the impact of both the environment and genetics on the developing brain and impacts on the overall healthy development of infants and toddlers.
Explore stages of infant and toddler development.	▪ Define "milestone." ▪ Explain that milestones are an example of commonality but are also prone to individual variation and expression due to individual differences between children (individuality) and the many contexts in which they are raised (context). ▪ Explore the Centers for Disease Control (CDC) Milestone resource ▪ 👥 Chart what infants and toddlers in each age group are doing according to domains of development. Add the WMELS domain that matches the CDC domain title.

Examine major influences on brain development in early learning.	▪ ⭐ **Required Activity: Trauma and the Developing Brain**
	▪ ⭐ **Required Activity: Spotlight on Male Caregivers**
	▪ Define serve and return interactions.
	    • Watch 5 Steps for Brain Building- Serve and Return. Use the Serve and Return video guide for note taking/active learning as you watch.
	    • Instructors can also make available (prior to watching) the supportive handout, 5 Steps for Brain Building – Serve and Return available from the Center on the Developing Child at Harvard University's website.

Introduce ⭐ **Required Assessment: Focus Child Portfolio**	▪ 👥 Discuss the requirements for the ⭐ **Required Assessment: Focus Child Portfolio** ▪ 👥 Assign ⭐ **Required Assessment: Portfolio Artifact #1 Child Milestones and Goals**

Module 4: Relationship Based Care as Curriculum for Infants and Toddlers
(2 sessions)

Opportunities for learning abound in the natural rhythm of an infant's and toddler's day, but infants and toddlers become avid learners only within the bounds of secure and trusting relationships. Providing care to infants and toddlers through natural activities like diapering and feeding that occur throughout a child's day provides the perfect environment in which children can form secure attachments and trust.

In this module, participants examine the core concepts of care and relationships as essential practices in supporting infants and toddlers and consider how to plan for relationship building.

Module Topics	
• Attachment relationships	
• Stages of attachment development	
• Forming and building relationships with infants and toddlers	
• Forming and building relationships with families	
• Program considerations that support attachment building	
• Understanding differences in relationship building norms and skills	
Course Competencies Addressed	**Course Objectives Addressed**
1. Apply an understanding of infant and toddler development to practice.	LO 5. Explore interactions among family, culture, social and physical environments, and contexts that influence the growth and development of infants and toddlers.
3. Use care practices as curriculum.	LO 1. Explain care as both pedagogy and practice. LO 2. Explore care concepts and principles (care as an education, care as a right, care as a partnership, etc.). LO 3. Identify care practices and routines (meals/snacks, sleep/rest, toileting, self-care). LO 5. Explore cultural differences in care practices for infants and toddlers (dependence, sleep practices, etc.). LO 7. Explain the role of relationships and partnership in care.
4. Implement DAP with infants and toddlers.	LO 1. Explain reciprocal relationships as a core practice in supporting infants and toddlers (respectful, responsive, reciprocal). LO 2. Explain family-based partnerships as a core practice in supporting infants and toddlers.

| 5. Develop respectful and trusting relationships with infants and toddlers. | LO 1. Explore relationships as the foundation of healthy infant and toddler mental health.
LO 2. Explain healthy infant and toddler development through the lens of early experiences, serve and return interaction, and resiliency.
LO 3. Examine the role and effects of a consistent caregiver in developing trusting relationships with infants and toddlers.
LO 4. Reflect on specific practices a caregiver can use to develop trusting relationships.
LO 5. Explore practices embedded in care routines to develop relationships.
LO 6. Examine ways to bring each child's home culture and language into the shared culture of the program/classroom. |
| 6. Collaborate with families to support the growth and development of all infants and toddlers. | LO 1. Explore how family practices are reflected in the program curriculum for infants and toddlers. |

Module Resources

- Collaborating Partners (n.d) *Defining Quality Curriculum for Young Children*. https://dcf.wisconsin.gov/files/youngstar/pdf/qualitycurriculum.pdf
- National Association for the Education of Young Children. (2019). *Advancing Equity in Early Childhood Education Position Statement.* Retrieved January 13, 2023 from https://www.naeyc.org/resources/position-statements/equity
- Head Start, Early Childhood Learning and Knowledge Center (n.d.) Continuity of Care Tip Sheet. Retrieved January 13, 2023 from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/continuity-of-care-tip-sheet.pdf
- Christie, T. (2018). Respect: The heart of serving infants and toddlers. *YC: Young Children. 73(3),* 10-15. https://openlab.bmcc.cuny.edu/ece-209-lecture-fall-2019-longley/wp-content/uploads/sites/77/2020/01/Christie-2018.pdf
- Wittmer, D.S. & Honig, A.S. (2020) *Day to day the relationship way: Creating responsive programs for infant and toddlers.* Washington, DC: NAEYC
- Murray, C. G. (2021). *Illuminating care: The pedagogy and practice of care in early childhood communities*. Exchange Press.

Required Module Content	Activities for instructional delivery

Define curriculum, specifically how it applies to infants and toddlers	▪ Discuss how the definition of curriculum in the Defining Quality Curriculum for Young Children handout relates to the Core Considerations of DAP.
	▪ Read the Important Reminders on each Developmental Domain page of the WMELS.
	▪ Discuss the definitions the following phrases:
	  • Strength-based learning
	  • Play-based learning
	  • Joyful learning
	  • Engaged learning
	▪ Identify five items that would fall under what we want infants and toddlers to know and be able to do. Use the WMELS as a reference.

Introduce the Teaching Cycle from the WMELS.	▪ Define the observation/assessment, planning, and implementation phases. Discuss the role of the child and teacher in each phase. ▪ Discuss what the Teaching Cycle might look for both infants and toddlers.
Discuss care as curriculum for infants and toddlers.	▪ ⭐ **Required Activity: Relationship Based Care.** ▪ Define and describe care as an intentional practice of infant and toddler professionals that blends the honoring of family practices and rituals with early education for infants and toddlers. ▪ Suggested activity: Share care concepts and principles from Illuminating Care, Murray (2021).
Connect care to the importance of relationship building for infants and toddlers.	▪ Explore why caregiver respect and responsiveness are so critical to building relationship. Define how warmth and affection between caregivers and children form the foundation of responsive relationships ▪ Read *Respectful and Responsive Relationships Are Key to Supporting Optimal Infant and Toddler Development* https://www.ilgateways.com/docman-docs/faculty-resources/itc-landing-pages/ppd/3343-ppd2-4-infant-toddler-resource-guide-respectful-and-responsive-relationships/file ▪ Explore attunement. Read *The Power of Attunement* from the Child Development Institute https://cdikids.org/autism/power-attunement/ ▪ Discuss how practices like these help infant and toddler professionals connect and build relationships with young children.
Define continuity of care and how it supports infant and toddler development.	▪ Explore Continuity of Care • Read the Continuity of Care Tip Sheet, National Center on Early Childhood Development, Teaching and Learning.

Examine factors that contribute to strong and supportive relationships between infants, toddlers, and their caregivers.	▪ 👥 Charting Activity – Respond to the following in a chart activity: • In what ways do infants and toddlers show they are developing secure, close, and caring relationships with their teachers? • What can caregivers do to demonstrate their sensitivity to infants and toddlers needs to build relationships? • What needs are caregivers fulfilling for infants and toddlers in building close relationships (needs for safety, trust, caring, love, to be valued and responded to, etc.)? ▪ 👥 Watch videos which capture serve-and-return interactions between caregivers and infants and toddlers. Lead a discussion answering the following questions: • How would you describe the relationship between the children and their caregiver? • What do you see the caregiver doing or saying to build the relationship with the children? • How does the adult support the emotional needs of the children? • How does the caregiver make supportive connections with the families?
Explore the role of attachment in relationship building, identify formation and self-image for infants and toddlers. Review milestones of attachment, attachment behaviors, and attachment styles.	▪ 👥 Participate in the Strings of Attachment activity: • In person: Identify three volunteers (narrator, baby, and adult). Narrator reads attachment statements out loud. With each attachment statement, tie a string between baby and narrator providing a visual of how attachment relationships are built and strengthened over time through serve and return responses. • Virtual: Utilize a slide with a photograph of an infant and their caregiver(s). Read each attachment statement and place a line between the infant and their caregiver to provide a visual of how attachment relationships are built and strengthened through serve and return. ▪ 👥 Brainstorm a list and describe the kinds of interactions that build a secure attachment and develops self-image for infants and toddlers. ▪ 👥 Attachment Case Studies • Discuss differences in attachment seen in infants and toddlers. • Examine one or two attachment case studies that at first glance might indicate attachment issues for a child. ◦ What other explanations can you offer for the behavior (cultural variations in expression of

	attachment, individual variations among children, situational or developmental factors that might influence the expression of attachment, etc.)? Work through a case scenario together with your instructor and then practice one on your own. • Discuss attachment challenges – when is attachment truly a concern (infants with few attachments, infants who experience neglect or indifference, developmental delays, and disabilities)?
Building relationships with families.	▪ Review how relationships are formed with families. ▪ Discuss how working directly with families to better understand children helps caregivers, in turn, to give sensitive and responsive care to the infants and toddlers in their care. Reflecting the important values and practices of the family in our classroom practices helps a child feel they belong and lends to a sense of safety and trust – important for early relationship building. ▪ Examine ways to collect information from families about children and their families. ▪ Review DCF intake forms for children under two years of age as one way to gather information. ▪ Discuss how to go beyond the intake form in engaging families to learn more about their child and their family. Some examples of important information to collect might include: • Ask details about caregiving routines that happen at home. • Ask about useful phrases from the child's home language. • Ask about the unique ways in which the child communicates or expresses comfort or discomfort. ▪ Discuss strategies for learning about a family's cultural perspective, beliefs, and values. Consider multiple methods of communication and how to reach all important family members. ▪ ⭐**Required Activity: Sharing Your Values***
Discuss identify formation in infants and toddlers including cultural identify, gender identity, and self-concept.	▪ Examine the NAEYC Advancing Equity Position Statement to understand diverse identifies of infants and toddlers. ▪ Review the recommendations for early childhood educators on page 7 of NAEYC's Advancing Equity in Early Childhood Education position statement. ▪ ⭐**Required Activity: Committing to Action**

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| ⭐Infant and Toddler Focus Child Portfolio Assessment | ▪ | 👥 Introduce and assign ⭐Required Assessment: Portfolio Artifact #2 |

Module 5: Setting the Stage for Infant and Toddler Care: Responsive Environments

A responsive learning environment provides both engaging physical spaces and safe emotional atmospheres in which infants and toddlers can be supported. A responsive environment ensures that ALL children's needs are met and helps infants and toddlers to make meaningful connections between themselves, their environment, and with the people in it as they grow. In this module, participants explore the foundations of physically responsive environments. Emotionally responsive environments were addressed in the prior module and will be revisited in the module on guidance and behavior for infants and toddlers.

Module Topics
- The physical environment
- DCF regulations pertaining to infant and toddler classrooms
- Supervision in infant and toddler settings
- Meeting the needs of all children
- Program organization
- Specific safety considerations of infants and toddlers

Course Competencies Addressed	Course Objectives Addressed
1. Apply an understanding of infant and toddler development to practice.	LO 6. Explain the role of attachment and bonding to healthy infant and toddler development.
3. Use care practices as curriculum.	LO 5. Explore cultural differences in care practices for infants and toddlers (dependence, sleep practices, etc.). LO 6. Explore culturally relevant care settings where all children belong.
4. Implement developmentally appropriate practices with infants and toddlers.	LO 4. Examine developmentally appropriate infant and toddler environments that support learning. LO 8. Explore ways a caregiver takes an active role in infant and toddler play experiences to support development and learning.

Module Resources
- McMullen, M. B. & Brody, D. (2022). The what and how of using play materials: Supporting learning, development and well-being in birth to age 3. *YC: Young Children*, 77(2). 54-60.
- Head Start, Childhood Early Learning and Knowledge Center (2022, May 17). News you can use: Environment as Curriculum for Infants and Toddlers. Retrieved January 13, 2023 from https://eclkc.ohs.acf.hhs.gov/learning-environments/article/news-you-can-use-environment-curriculum-infants-toddlers.
- Head Start, Early Childhood Learning and Knowledge Center (n.d.) Continuity of Care Tip Sheet. Retrieved January 13, 2023 from https://eclkc.ohs.acf.hhs.gov/learning-environments/article/news-you-can-use-environment-curriculum-infants-toddlers#:~:text=An%20environment%20of%20%E2%80%9Cyes%E2%80%9D%20means,safety%20checks%20of%20their%20own.

Required Module Content	Activities for instructional delivery
Define and discuss responsive environments for infants and toddlers.	▪ Explain the following components of a responsive environment for birth to age three children: • Responsive adults • Safe and welcoming, including integrating the cultures and languages of children and families into the learning environment • Support autonomy of the children • Engaging environment ▪ 👥 Develop a list of messages we want the environment to send to our infants and toddlers. This could be messages about what a child can do in the space (you can be together or apart from others as you need here, you can explore here, etc.) and messages about how the child might feel in the space (you are safe, this is a good place to be, you can trust the people who take care of you, you will get your needs met here, etc.). Keep this list present throughout the module. Refer to it often as you complete remaining activities. ▪ 👥 View videos or photos of infant and toddler environments shared by your trainer/instructor. Include both indoor and outdoor environments. Respond to the following questions in small groups as you watch. Try to take the perspective of the infant and/or toddler by asking yourself, "If I were an infant and/or toddler…." • What messages (positive and negative) does this environment communicate to me? • What behaviors or activities (positive or negative) might I expect to be doing in this environment? • What emotions might I feel in this environment? • How does the environment help (or hinder) me from expressing/meeting my unique individual, personal needs? • In what ways does the environment help me to become more independent? • In what ways does the environment encourage me to engage socially with other children? • In what ways, does the environment provide me with time and space to be active or alone if I want? ▪ 👥 Case Study Perspective Taking • To help participants deepen their understanding, provide them with short vignettes for a specific child. Repeat the above activity again through the lens of that child. • How did things change for you?

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	• What does this tell us about creating spaces that are responsive to the individual needs of each child?
	• What would you add or remove from each environment to reflect the cultural, languages or individual needs of the child from your vignette?
Discuss the design and organization of developmentally appropriate indoor and outdoor infant and toddler spaces.	▪ Read *News you can use: Environment as curriculum for infants and toddlers* (Head Start, Early Childhood Learning & Knowledge Center).
	▪ Complete a scavenger hunt of DCF regulations for infants and toddler pertaining to the following:
	• Daily program
	• Diapering and Toileting
	• Safe sleep environments
	• Toys
	• Equipment and furniture for feeding
	• Sinks
	• Equipment for taking walks
	• Equipment for adult caregivers
	• Emergency exits
Explain the five dimensions of infant and toddler environments.	▪ Review handout on the five dimension of infant and toddler environments as a reference: https://www.exchangepress.com/library/5018034.pdf
	▪ 👥 Evaluate example infant and toddler environments based on the five dimensions. Review photos selected by the instructor of infant and toddler environments. Evaluate each environment based on the five dimensions.
	▪ 👥 Evaluate infant and toddler environments using DCF 250 and 251 regulations related to infant and toddler care. Looking at the same photos, evaluate the environments for ease of supervision and other regulations related to infant and toddler environments.
Explore developmentally appropriate environments for infants and toddlers.	▪ Explain how environments can meet the developmental needs of young infants (security), mobile infants (exploration), and toddlers (identity).
	▪ Discuss how to create and build environments that say "yes" to infants and toddlers.

Selecting appropriate materials and equipment for infants and toddlers.	- Read the article, *The What and How of Using Play Materials* (2022). - Discuss how to choose appropriate play materials and equipment for infants and toddlers that are: - Culturally relevant and anti-biased (context) - linked to children's interests (individuality) - linked to developmental goals for each individual child (individuality) - developmentally appropriate for the stage the children are in (commonality) - Evaluate five different play/toy materials for different age groups, infant through toddler for developmental appropriateness and safety. ⭐**Required Activity: Making the Right Choice**
Design an ideal infant and toddler environment.	👥 Assign ⭐**Required Assessment: Design an Infant and Toddler Environment**

Module 6: Health and Safety Practices for Infants and Toddlers

While all child care programs need to consider the health and safety of children in their care, the careful attention to the health and safety of infants and toddlers is especially important. Unique aspects of an infant's and toddler's development put them at higher risk for physical injuries, but emotional safety is just as important. An infant or toddler who feels safe will develop the confidence to explore new things and relationships – an important factor for healthy learning!

Module Topics
Module Topics
• Safety and sanitation practices in infant and toddler environments • Safety considerations of infants • Nutritional needs of infants and toddlers • Supporting breastfeeding families • Reading an infant's and toddler's hunger cues • Mealtime routines and tips • Diapering practices • Supporting families' nutritional practices

Course Competencies Addressed	Course Objectives Addressed
2. Integrate infant and toddler developmentally appropriate health, safety, and nutritional practices.	LO 1. Examine DCF 250 and 251 rules for protecting the health of infants and toddlers. LO 2. Examine DCF 250 and 251 rules for protecting the safety of infants and toddlers. LO 3. Examine DCF 250 and 251 rules related to providing for the nutritional needs of infants and toddlers. LO 4. Discuss quality infant and toddler environments that meet health, safety, and nutrition regulatory compliance.
3. Use care practices as curriculum.	LO 3. Identify care practices and routines (meals/snacks, sleep/rest, toileting, self-care).
4. Implement developmentally appropriate practices with infants and toddlers.	LO 6. Compare and contrast challenges and benefits in setting up developmentally appropriate environments for mixed age groups of infants and toddlers (young infants, mobile infants, toddlers). LO 10. Examine supports and strategies to ensure that each child's individual needs are met.

Module Resources

- Branscomb, K.R. & Goble, C. B. Feeding practices that foster emotional health. *Young Children 63(6),* 28-33.
- Head Start, Early Childhood Learning and Knowledge Center (2022, November 22). *Tips for Keeping Children Safe: A Developmental Guide.* Retrieved January 23, 2023 from https://eclkc.ohs.acf.hhs.gov/safety-practices/article/tips-keeping-children-safe-developmental-guide
- Wisconsin Department of Health Services (2016). Ten steps to breastfeeding friendly child care centers. Retrieved January 13, 2023 from https://dhs.wisconsin.gov/publications/p0/p00022.pdf (Can also be ordered at https://www.dhs.wisconsin.gov/wic/forms.htm)
- National Association for the Education of Young Children (n.d.). Good toys for young children by age and stage. Retrieved January 13, 2023 from https://www.naeyc.org/resources/topics/play/toys

Required Module Content	Activities for instructional delivery
Review DCF 250 and 251 for infant and toddler safety requirements.	▪ Review DCF 250 and 251 requirements for the following safety practices: • Safe sleep environments for infants and toddlers • Supervision • Safe feeding • Hazard prevention • Manufacturer's guidelines • Temperature control • Safe transportation • Ensuring toys are safe
Introduce and define emergency procedures related to child care programs.	▪ Discuss practices and items needed for the following emergency situations: • Non-responsive child • Sheltering in place • Emergency evacuation • Poisoning
Review DCF 250 and 251 for infant and toddler health practice requirements.	▪ Review DCF 250 and DCF 251 requirements for the following health practices: • Sanitization and disinfection • Handwashing • Dishwashing • Diaper changes
Review DCF 250 and 251 for infant and toddler nutritional requirements.	▪ Discuss the nutritional needs of infants and toddlers. ▪ Explain the CACFP minimum meal pattern requirements. ▪ Discuss practices for being aware of food allergies in infants and toddlers. ▪ 👥 Discuss how to support breastfeeding families: • Discuss how your center or family child care program measures up.

Examine developmentally appropriate feeding practices for infant and toddlers.	▪ 👥 Read sections of [Feeding Infants in the Child and Adult Care Food Program](#) from the USDA. (Instructors may include other sections at their discretion)
	• Giving Babies a Healthy Start with the CACFP, pages 6-12
	• Feeding a Baby Using a Bottle and Cup, pages 50-58
	• Feeding Solid Foods, pages 59-68
	• Partnering With Families, pages 129-137
	▪ 👥 Discuss the following topics:
	• Hunger and satiety cues
	• Incorporating family practices into feeding routines
	• Supporting the transition from bottle to cup
	• Toddler self-feeding
	    o What's more important: cleanliness or autonomy/building skills?
	    o How to balance following the toddler's individual schedule vs teaching meal-time social skills
	    o Setting up a "yes" environment for mealtimes
	• Creating a responsive feeding environment at each age level

Participants demonstrate understanding of safety and sanitation licensing procedures.	▪ Assign ⭐**Required Assessment: Safety and Sanitation Demonstration**
Participants provide verification/completion of mandated safety trainings.	▪ ⭐**Required Activity – Sudden Infant Death Syndrome Reduction Training** Complete Sudden Infant Death Syndrome (SIDS) Reduction Training https://www.chawisconsin.org/initiatives/injury-prevention-death-review/sleep-baby-safe/ ▪ ⭐**Required Activity – Abusive Head Trauma Training** Complete Abusive Head Trauma (AHT) Training ▪ ⭐**Required Activity – Mandated Reporter Training** Complete Mandated Reporter Training
Infant and Toddler Focus Child Portfolio	▪ Assign ⭐**Required Assessment: Portfolio Artifact #3 Play Materials**

Module 7: Routines for Infant and Toddler Care
(3 sessions)

Infants' and toddlers' care needs should be met on a regular basis and according to the unique rhythm of each individual child. This module explores how common care routines found in infant and toddler settings, including play, provide developmentally appropriate opportunities for high quality interactions and learning experiences. A particular focus will be on reflecting family practices within the early childhood care environment and on play as a foundation for supporting learning.

Module Topics
• Routines and schedules for infant and toddlers • Developmentally appropriate transitions for infants and toddlers • Routines of daily activities • Understanding and supporting diversity in caregiving routines • Partnering with families – reflecting family practices in caregiving routines • The important role of play • Supporting learning through routines • Planning for and supporting play as learning

Course Competencies Addressed	Course Objectives Addressed
1. Apply an understanding of infant and toddler development to practice.	LO 2. Describe the health and physical, social and emotional, language and communication, approaches to learning, and cognition and general knowledge development of infants and toddlers. LO 3. Identify developmental expectations for infants and toddlers as articulated in WMELS.
2. Integrate infant and toddler developmentally appropriate health, safety, and nutritional practices.	LO 4. Discuss quality infant and toddler environments that meet health, safety, and nutrition regulatory compliance.
3. Use care practices as curriculum.	LO 3. Identify care practices and routines (meals/snacks, sleep/rest, toileting, self-care). LO 4. Practice identifying learning (WMELS domains) embedded in care practices and rituals. LO 5. Explore cultural differences in care practices for infants and toddlers (dependence, sleep practices, etc.). LO 8. Practice writing learning plans for care practices.

4. Implement DAP with infants and toddlers.	LO 3. Examine DAP for guiding infant and toddler development and behaviors. LO 4. Examine developmentally appropriate infant and toddler environments that support learning. LO 5. Practice using transition strategies appropriate for infants and toddlers. LO 6. Compare and contrast challenges and benefits in setting up developmentally appropriate environments for mixed age groups of infants and toddlers (young infants, mobile infants, toddlers). LO 7. Explain the development of play for infants and toddlers. LO 8. Explore ways a caregiver takes an active role in infant and toddler play experiences to support development and learning. LO 9. Practice writing learning plans for the play of infants and toddlers. LO 10. Examine supports and strategies to ensure that each child's individual needs are met.
6. Collaborate with families to support the growth and development of all infants and toddlers.	LO 1. Explore how family practices are reflected in the program curriculum for infants and toddlers. LO 2. Discuss ways to create family friendly environments that are inclusive and help all families feel welcome, respected, and represented. LO 3. Examine practices that build balanced partnerships and shared responsibilities with families in support of infants' and toddlers' healthy growth and development.
7. Communicate with families about infant and toddler development and learning.	LO 3. Practice planning to support an infant's and/or toddler's development using the WMELS teaching cycle.

Module Resources
- Head Start, Early Knowledge Learning Center. (2018, July 24). *News you can use: Transitions.* Retrieved January 13, 2023 from https://eclkc.ohs.acf.hhs.gov/transitions/article/news-you-can-use-transitions
- Gonzales-Mena, J. & Bhavnagri, N. P., (2000). Diversity and Infant/Toddler Caregiving. *YC: Young Children 55(5).* 31-35
- Kinser, Kathy (2022). DAP in action in an infant and toddler setting. *YC: Young Children 77(1),* 90-93
- Illinois Early Learning Project (n.d.). Guidelines Videos. Retrieved January 13, 2023 from https://illinoisearlylearning.org/resources/videos/videos-guidelines/
- MacLaughlin, S. (2017). Reflection: The first step for addressing bias in infant and toddler programs. *YC: Young Children 72(5),* 90-93

- Nemec, A. & Barton, E. E. (2020). Caregiver practices to support infant and toddler social emotional development. National Center for Pyramid Model Innovations. Retrieved January 13, 2023 from https://challengingbehavior.org/docs/Caregiver_Practices.pdf

Required Module Content	Activities for instructional delivery
Review daily program considerations for infants and toddlers in DCF 250 and 251.	▪ Discuss program considerations related to the following: • Response to crying infants • Sleep and wake schedules • Safe sleep practices • Play and routines as opportunities for growth and learning experiences • Requirements for physical contact • Non-mobile infant requirements • Equipment requirements for children and care workers
Review and revisit caregiving as curriculum for infants and toddlers.	▪ 👥 Review key points from Modules 3 and 4 • Care as Curriculum • Relationship Based Care • Responsive Environments
Define and describe care routines around the three human functions of eating, sleeping, and toileting.	▪ 👥 Discuss how these early routines form the foundational basis for care and relationships for the infant and toddler. Incorporate required licensing rules from DCF 250 and 251 into the discussion of each routine. • Meals/snacks, including bottle and breastfeeding • Sleep and rest • Toilet teaching and learning, including diapering
Practice supporting an infant and toddler during a caregiving routine.	▪ ⭐ Required Activity: My Relationship Building Routines.

Examine diverse beliefs and practices surrounding caregiving practices.	▪ ⭐ Required Activity: Examining Our Bias
	▪ 👥 Cultural Perspective Case Studies,
	• Read *Diversity in Caregiving Routines* (Gonzalez-Mena & Bhavnagri, 2000).
	• In small groups, read and discuss caregiving case studies by responding to the following questions:
	  o What is the cultural perspective of the family on the issue?
	  o How do the care practices in the case study relate to the family's cultural perspective?
	  o How does the practice support the family's goals for their child?
	  o Does the practice align with program philosophy and licensing regulations?
	• Identify two to three creative resolutions that address **both** the family's and teacher's perspective.
	▪ 👥 Caregiving Conflict Role Play – Practice using reflective thinking in a caregiving conflict situation with a family member.

	• Each partner pair is provided a caregiving topic of conflict (e.g., how to ease separation at drop off time, best way to help an infant to sleep, etc.). • In addition, each partner is also provided a sealed envelope with more information – one with the family member's perspective and one with the caregiver's perspective. Each partner assumes the role on their envelope. • The assigned "caregiver" practices using reflective thinking in working through the role play. Option to change places with another role play when done.
Discuss the role of transitions as a routine for infants and toddlers.	▪ Review handouts and materials on transitions for infants and toddlers, including *News You Can Use: Transitions* (Early Head Start National Resource Center, 2011). ▪ Discuss developmentally appropriate transitions for infants and toddlers. ▪ Explain how transitions help support learning and establish a sense of safety and security for this age group.
Discuss schedules for infants and toddlers, including DCF 250 and 251 rules that infants and toddlers need to be supported and responded to according to their unique, individual, natural rhythms.	▪ 👥 Review handouts on developing flexible infant and toddler schedules. ▪ 👥 Practice developing a schedule for an infant and/or toddler classroom • Review sample individual schedules for a group of four or eight infants and/or toddler (For four children, assume 1 teacher. For eight children, assume 2 teachers) • Compare the needs of the sample individual schedules • Practice developing a classroom schedule that includes necessary care routines as well as play-based learning opportunities.

Explain the development of play in infants and toddlers.	- Review the video, How babies learn through play, UNICEF. - Explain the importance of play routines to play skill development. - Discuss how play supports both domain development and content area learning for infants and toddlers. - Review developmental domains from the WMELS. - Explain what is meant by content area learning. - Discuss how play experiences support multiple content areas and areas of an infant's and toddler's domain development at the same time. 👥 Analyze sample play experiences to identify target skills. - Have participants review articles on content area learning with infants and toddlers (see list provided). - Summarizes the articles. - List all the developmental domains and content areas skills that were supported through the play experience described in each article.
Practice supporting play for infants and toddlers.	- Discuss the 3R method for supporting child led play. - Describe the 3R method (respect, reflect, and respond method) of supporting child-led play for infants and toddlers 👥 Examine videos of infants and toddlers at play. Practice identifying what children are learning through play in the videos (**Note:** The Illinois Early Learning Project has excellent videos of infants and toddlers at play that are short in length, and cover many content areas, domains and approaches to learning). - Practice documenting learning during play and routines. - Write an anecdotal note that describes child learning that was observed during play and/or caregiving episodes viewed through the videos. - Use the WMELS and identify the domain, performance standard and aligned developmental continuum behavior for skills you observed in at least two different developmental domains. - Practice sharing the learning you observed about a child as though you were communicating it to a family member.
Add to your Focus Child Portfolio Assignment	Assign ⭐ **Required Assessment: Portfolio Artifact #4 Learning Plan**

Module 8: Communication Practices with Families

One critical element to developmentally appropriate practice for infants and toddlers is the importance of partnering with families in support of children's development. Families are a child's greatest resource, and the younger a child, the more a teacher/caregiver needs the expertise of family members to better understand and know each child as an individual. In Module 8, participants explore how to build and maintain reciprocal partnerships with family members and communicate about infant and toddler development.

Module Topics	
• Building a Trusting Relationship • Communication Methods • Strategies for Positive Conversations • Community Resources	
Course Competencies Addressed	**Course Objectives Addressed**
6. Collaborate with families to support the growth and development of all infants and toddlers.	LO 3. Examine practices that build balanced partnerships and shared responsibilities with families in support of infants' and toddlers' healthy growth and development.
7. Communicate with families about infant and toddler development and learning.	LO 1. Practice observing learning and development in infant and toddler behaviors. LO 2. Practice documenting infant and toddler learning and development. LO 4. Practice sharing information about growth and development with parents. LO 5. Explore ways of sharing difficult information with parents, including concerns you have about a child's development.
8. Develop yourself as a professional.	LO 3. Explore professional resources that help parents of infants and toddlers support development at home.
Module Resources • Administration for Children and Families (2017, October 30). *Douglas Quiett – Values and Beliefs* [Video]. YouTube. https://youtu.be/eCk1dVFkVmk • National Center on Parent, Family and Community Engagement (n.d.). *Family engagement and cultural perspectives: Applying strengths-based attitudes.* US Department of Health and Human Services, Administration for Children and Families. Retrieved January 13, 2023 from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/family-engagement-cultural-perspectives.pdf • National Center on Parent, Family and Community Engagement (n.d.). *Strategies for engagement: Attitudes and practices.* US Department of Health and Human Services, Administration for Children and Families. Retrieved January 13, 2023 from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/strategies-family-engagement-attitudes-practices.pdf • Head Start Early Childhood Learning & Knowledge Center. *Birth to 5 Father Engagement Guide* (2022, June 8) Retrieved January 13, 2023 from https://eclkc.ohs.acf.hhs.gov/family-engagement/birth-5-father-engagement-guide/download-birth-5-father-engagement-guide • The Center on the Social and Emotional Foundations for Early Learning. *Working with Families Inventory.* Vanderbilt University. Retrieved January 13, 2023 from http://csefel.vanderbilt.edu/resources/inftodd/mod1/1.20.pdf	

Required Module Content	Activities for instructional delivery
Discuss and explore what makes a good family partnership.	▪ Discuss what makes a good partnership ▪ Explore the difference between parents and families ▪ Distinguish the difference between family education and family engagement
Explore attitudes and practices that support a strengths and relationship-based approach to partnering with families of infants and toddlers.	▪ View the video by Douglas Quiett on Values and Beliefs in caregiving relationships. ▪ 👥 Review the *Working with Families Inventory* (Center on the Social and Emotional Foundations for Early Learning, Vanderbilt University).
Examine practices for communicating concerns about an infant or toddler's development.	▪ Review the referral process for early intervention in Wisconsin. ▪ 👥 Practice an instructor-created scenario where you share concerns you have about a child's development or behavior with a parent or family member. Practice using strategies shared in class and reflecting a strengths-based approach to the child in question.

Module 9: Developing a Mindset for Guidance
(3 sessions)

Good caregivers recognize behavior as communication and understand that all behavior (desirable or undesirable) communicates meaning. Intentional caregivers carefully observe to determine the meaning behind challenging behaviors. Then use their observations to guide older infants and toddlers towards using more desirable behaviors over time.

There is no need to manage the behaviors of young infants. A young infant's behavior communicates meaning and is always important to address to ensure their safety and their growing sense of trust in the world. As babies grow older however, there are times where it is appropriate to provide support to children in managing their own behaviors. Most often this is needed either to keep them (and others) safe or to help them learn the social skills they'll need.

Module Topics
• Reading infant and toddler behavior • Temperament • Relationship between behavior and social-emotional development • Infant and toddler social-emotional development and milestones • Creating a "yes" environment – teaching expectations that guide behavior • Developmentally appropriate responses to challenging behavior for infants and toddlers

Course Competencies Addressed	Course Objectives Addressed
1. Apply an understanding of infant and toddler development to practice.	LO 1. Describe differences between young infants, mobile infants, and toddlers. LO 2. Describe the health and physical, social and emotional, language and communication, approaches to learning, and cognition and general knowledge development of infants and toddlers.
4. Implement developmentally appropriate practices with infants and toddlers.	LO 3. Examine developmentally appropriate practices for guiding infant and toddler development and behaviors. LO 4. Examine developmentally appropriate infant and toddler environments that support learning. LO 5. Practice using transition strategies appropriate for infants and toddlers.
5. Develop respectful and trusting relationships with infants and toddlers.	LO 3. Examine the role and effects of a consistent caregiver in developing trusting relationships with infants and toddlers. LO 4. Reflect on specific practices a caregiver can use to develop trusting relationships. LO 5. Explore practices embedded in care routines to develop relationships. LO 6. Examine ways to bring each child's home culture and language into the shared culture of the program/classroom.

6. Collaborate with families to support the growth and development of all infants and toddlers.	LO 2. Discuss ways to create family friendly environments that are inclusive and help all families feel welcome, respected, and represented. LO 3. Examine practices that build balanced partnerships and shared responsibilities with families in support of infants' and toddlers' healthy growth and development.
7. Communicate with families about infant and toddler development and learning.	LO 3. Practice planning to support an infant and/or toddler's development using the WMELS teaching cycle. LO 4. Practice sharing information about growth and development with parents. LO 5. Explore ways of sharing difficult information with parents, including concerns you have about a child's development.

Module Resources
- Center on the Social and Emotional Foundations for Early Learning (n.d.), *Temperament Continuum*. Vanderbilt University. http://csefel.vanderbilt.edu/resources/inftodd/mod1/1.12.pdf
- Head Start, Early Childhood Learning and Knowledge Center (2022, December 30). *Infant and toddler behavior that can challenge adults*. Vanderbilt University. https://eclkc.ohs.acf.hhs.gov/publication/infant-toddler-behaviors-can-challenge-adults
- State Capacity Building Center (2018). *Planning for individual infants and toddlers in group care: Understanding and adapting to individual temperaments*. Administration for Children and Families. https://childcareta.acf.hhs.gov/sites/default/files/public/itrg_infants_and_toddlers_in_group_care_understanding_and_adapting_to_individual_temperaments.pdf
- *Toddlers and challenging behavior: Why they do it and how to respond* (2016). Zero to Three. Retrieved January 13, 2023 from https://www.zerotothree.org/resource/toddlers-and-challenging-behavior-why-they-do-it-and-how-to-respond/

Required Module Content	Activities for instructional delivery
Review DCF 250 and 251 for regulations related to guidance and behavior of infants and toddlers.	▪ Discuss allowed and prohibited practices. ▪ Discuss what is meant by having a guidance mindset. ▪ Define the difference between guidance and discipline. ▪ Review the need for a "yes" environment in terms of positive child guidance and building relationship.

Examine the relationship between infant and toddler behavior and social-emotional development.	▪ Explain how social and emotional skills help children:
	   • Form and sustain positive relationships
	   • Experience, manage and express emotions
	   • Explore and engage with their environment
	▪ Connect social and emotional development to the development of self-identity, self-concept, empathy, the ability to form and maintain relationships, a sense of well-being and being safe in one's world.
	▪ Define what is meant by emotional regulation.
	▪ Explore strategies to support emotional regulation development, including 1) identifying emotions, 2) practicing empathy, and 3) teaching self-regulation.

Explore important social and emotional skills for infants and toddlers.	▪ 👥 Social Emotional Milestones CDC to WMELS alignment.
	   • Utilize the CDC Developmental Milestone tracker as a resource to identify social-emotional milestones for the three age groups – young infant, mobile infants, and toddlers.
	   • Look in the WMELS developmental continuums in the Social-Emotional Domain for social emotional skills that align with the milestones identified in the CDC Developmental Milestone tracker.
	   • Explain that reason for gaps is because the WMELS are not intended to be a comprehensive list of every skill within each domain. **Note:** Opportunity here for the instructor to discuss here what the WMELS are intended and not intended to be used for (page 6 of the WMELS)

Examine and explore the nine temperament traits of infant and toddlers.	▪ Review the handout *Understanding and Adapting to Individual Temperaments* (State Capacity Building Center) and the *Temperament Continuum* (Center on the Social and Emotional Foundations for Early Learning). ▪ 👥 Discuss how the environment and daily schedule can support different infant/toddler's temperaments. ▪ 👥 Discuss how the daily schedule can support individual infant/toddler's temperament. ▪ 👥 Reflect on how your own temperament might support or cause barriers to supporting a child's temperament.
Examine and practice reading an infant's behavior.	▪ Learn about infant states of consciousness by watching the video, [Baby States of Awareness](#) (or similar). ▪ Discuss engagement and disengagement cues of infants. Determine how to use infant cues to build relationship and guide caregiver's response to a child.

|	
	▪ 👥 Practice reading an infant's behavior • Observe videos of young infants. • Write down infant behavior you observe-observe for temperament, states of consciousness, and engagement/disengagement cues. • Observe for social-emotional milestones you charted previously in the module. • Describe supports or activities you would provide to each infant you observed based on your observations.
Explore ways to support the development of social and emotional skills to infants and toddlers.	▪ Discuss child skills and caregiver practices that can help infants and toddlers regulate and manage their own behavior. ▪ ⭐ **Required Activity: Explore Teaching Practices** ▪ Explore the Center on the Social and Emotional Foundations of Early Learning (CSEFEL) website for evidence-based practices. ▪ Share methods for facilitating and supporting the development of these skills in infants and toddlers. ▪ 👥 Practice responding to instructor created scenarios such as supporting a child to: cope with their anger, calm down when afraid, initiate play with other children.
Discuss a strengths-based approach to caring for infants and toddlers, and for supporting behavior.	▪ 👥 Explore personal strengths-based vs. deficit-based thinking. • Give examples of strengths based vs. deficit-based thinking. • Guide reflection to identify personal deficit-based thinking. • Explore how assumptions impact caregiver behavior toward child. • Explore how assumptions impact child's experience. • Respond to instructor-created scenarios with strengths-based thinking strategies. ▪ 👥 Behavior: The Three Players • Examine the three players in any situation- the caregiver, the environment, and the child. • Read and discuss the article *Infant and Toddler Behaviors that can Challenge Adults* • Reflect on a toddler with challenging behaviors that you work or have worked with. • See if you can determine what the behavior is communicating and/or the function of the behavior. • Then, consider the three players in the situation, focusing specifically on **yourself** and the **environment**.

	• What changes might you make to meet the child where they are at and provide support in facilitating more acceptable behavior?
Examine caregiver strategies for supporting and facilitating toddler behavior.	▪ 👥 Discuss positive behavior supports for supporting challenging behavior of toddlers (shaping acceptable behavior, offering choices, using child preferences, expressing warmth and affection, building emotional literacy, acknowledging positive behaviors, etc.). ▪ Review DCF 250 and 251 prohibited practices related to behavior (e.g., time out, shaming, punishment, etc.). Discuss the danger in these practices for very young children. ▪ Case Studies: Toddler Behavior • Consider specific examples of toddler behavior that caregivers might struggle with (biting, temper tantrums, etc.). • Discuss how you might use positive behavior supports to address the situation. • Discuss how you will determine which is the best approach to use? • What will be your guide to decision making?
Add to your Infant and Toddler Focus Child Portfolio	⭐ Assign 👥 **Required Assessment: Portfolio Artifact #5 Reframing Behaviors Family Brochure** and ⭐ 👥 **Required Assessment: Portfolio Artifact #6 Building Strengths**

Module 10: Professional Development

Infant and toddler professionals, have a variety of supports in Wisconsin and across the nation to guide them in their work supporting infants, toddlers, and families. Other resources support the infant and toddler professionals' professional development in the field of early care and education.

Module Topics
- Using the NAEYC ethical code to guide decision making
- WI systems that support infant and toddler professionals
- National organizations that support infant and toddler professionals
- Managing your professional development as an infant and toddler professional
- Supporting a professional approach
- Infant and toddler professional supports

Course Competencies Addressed	Course Objectives Addressed
8. Develop yourself as a professional.	LO 1. Reflect on professional ethics and your standards for infant and toddler care. LO 2. Identify resources for meeting DCF regulations for infant and toddler professionals (SIDS, AHT, etc.). LO 3. Explore professional resources that help parents of infants and toddlers support development at home. LO 4. Explore additional resources specific to developing your understanding and knowledge as an infant and toddler teacher (Infant Toddler Credential, Infant Mental Health Endorsement, etc.).

Module Resources
- Foundational Credentials – Infant Toddler Credential (n.d). Wisconsin Registry. https://wiregistry.org/credentials-overview/foundational-credentials/
- National Association for the Education of Young Children (NAEYC), *Code of Ethical Conduct and Statement of Commitment*. https://www.naeyc.org/resources/position-statements/ethical-conduct
- Infant Mental Health Endorsement (n.d). Wisconsin Alliance for Infant Mental Health https://wiaimh.org/endorsement

Required Module Content	Activities for instructional delivery

Review what it means to be an infant and toddler professional and explore supports for career development.	▪ Review professionalism in early care and education.
	▪ Examine continuing education requirements for early childhood and infant and toddler professionals in Wisconsin.
	▪ Explore additional training and professional development opportunities for the infant and toddler professional:
	  • Infant Toddler Credential – Wisconsin Registry
	  • Wisconsin Alliance for Infant Mental Health Endorsement
	  • Continuing education opportunities for infant and toddler professionals
	  • Wisconsin Technical College System

Discuss the role of ethics in guiding your practice as an infant and toddler professional.	▪ Read NAEYC's Ethical Code of Conduct and Statement of Commitment. ▪ Practice analyzing infant and toddler instructor-created dilemmas utilizing the NAEYC code of ethics as a guide.
Explore state and national organizations and/or supports that can support the work of an infant and toddler professional.	▪ Explore the following resources: • Center on the Developing Child, Harvard University • Center on Social and Emotional Foundations for Early Learning • Division for Early Childhood of the Council for Exceptional Children • Safe to Sleep Campaign • Supporting Families Together Association • Zero to Three
Explore the benefits of creating a professional portfolio as a tool. (Optional, instructor choice)	▪ 👥 Define professional portfolio. ▪ 👥 Explain uses of professional portfolios (document learning, employment tool, resource for your work, later coursework in a Credential, etc.). ▪ 👥 Identify items from this course that could be included in a professional portfolio and discuss the reasons for including them (document training, reflect example of job performance, document learned skills, etc.).
Complete a self-reflection and plan for professional development.	▪ ⭐ **Required Activity: My Professional Development Plan** Reflect on your learning in this course and create a professional development plan for yourself as an infant and toddler professional.

Module 11: Conclusion and Next Steps

Final thoughts and conclusion to the Fundamentals of Infant and Toddler Care. Finish with a plan to continue your development as an infant and toddler professional.

Module Topics
• Final Projects or Presentation – Infant and Toddler Focus Child Portfolio • Final Course Assessment

Course Competencies Addressed	Course Objectives Addressed
Instructor Note: Review to be sure ALL course objectives are covered	

Module Resources
• Fundamentals of Infant and Toddler Care Curriculum Guide

Required Module Content	Activities for instructional delivery
Complete the final class quiz.	▪ 👥 Participate in the course quiz. Quiz can be organized however the instructor chooses.
Presentation of Infant and Toddler Focus Child Portfolio, Safety and Sanitation Demonstrations	▪ 👥 Participants present their ⭐**Required Assessment: Safety and Sanitation Demonstrations** to the group. Presentations can be organized however the instructor chooses, including being scheduled throughout the course or housed online for video formats.
Discuss next steps, including possible next courses and describe how information in this course connects to other foundational training classes.	▪ 👥 Share how participants will receive notice of successful completion of the course. ▪ 👥 Complete participant feedback/evaluations.

Supporting Materials

1. Appendix A – Sample Training Schedule
2. Appendix B – Module Resources
3. Appendix C – Acronyms and Terms Frequently Used

Appendix A – Sample Blended Training Schedule

Week	Time*	Content	Method of Delivery
*Out-of-Class time also accounts for completion of Course Assessments			
Week 1	1.5 hours	Module 1 & 2 Face-to-Face Content	
Weeks 2-4	10 hours	Module 2, 3, 4 Online Content	Online Modules
Week 5	4 hours	Modules 3&4 Face-to-Face Content	
Weeks 6-7	10 hours	Modules 5 & 6 Online Content	Online Modules
Week 8	2.5 hours	Modules 5 & 6 Face-to-Face Content	
Week 9	4 hours	Module 7 Online Content	Online Modules
Week 10	2.5 hours	Module 7 Face-to-Face Content	
Week 11-12	10 hours	Module 8 9 Online Content	Online Modules
Week 13	3 hours	Module 8 & 9 Face-to-Face Content	
Week 14	1 hour	Module 10 Online Content	Online Modules
Week 14	1.5 hours	Modules 10, 11 Face-to-Face Content	
Total Participant Time: 50 hours		Total Face-to-Face Instruction Time: 15 hours	

Appendix B – Module Resources

Module 1
- Introduction to the Child Care Profession Course Guide
- Training Agency Education Policies and Resources, if applicable
- Mills, H. (2013). Developmentally appropriate practices in infant and toddler classrooms. *Texas Child Care Quarterly 37(3).*

Module 2
- Copple, C., Bredekamp, S. & Gonzalez-Mena, J. (2011) *Basics of developmentally appropriate practice: An introduction for teachers of infants and toddlers.* Washington, DC: NAEYC
- Experiences Build Brain Architecture, Center on the Developing Child at Harvard University
- The Science of Neglect, Center on the Developing Child at Harvard University
- Serve and Return Interaction Shapes Brain Circuitry, Center on the Developing Child at Harvard University
- 5 Steps for Brain-Building Serve and Return, Center on the Developing Child at Harvard University
- Key Finding on Social and Emotional Health and Brain Development Quiz, Center on the Social and Emotional Foundations of Early Learning, Vanderbilt University
- The Unique Contributions of Fathers to their Child's Development, Institute for Research on Poverty, University of Wisconsin- Madison. (instructor resource)

Module 3
- Advancing Equity in Early Childhood Education Position Statement, National Association for the Education of Young Children.
- Continuity of Care Tip Sheet, National Center on Early Childhood Development, Teaching and Learning
- Christie, T. (2018). Respect: The heart of serving infants and toddlers. *YC: Young Children. 73(3),* 10-15.
- Wittmer, D.S. & Honig, A.S. (2020) *Day to day the relationship way: Creating responsive programs for infant and toddlers.* Washington, DC: NAEYC
- Murray, C. G. (2021). *Illuminating care: The pedagogy and practice of care in early childhood communities*. Exchange Press.

Module 4
- McMullen, M. B. & Brody, D. (2022). The what and how of using play materials: Supporting learning, development and well-being in birth to age 3. *YC: Young Children*, 77(2). 54-60.
- News you can use: Environment as curriculum for infants and toddlers, Head Start Early Learning and Knowledge Center

Module 5
- Branscomb, K.R. & Goble, C. B. Feeding practices that foster emotional health. *Young Children 63(6),* 28-33.
- Tips for Keeping Children Safe: A Developmental Guide, Early Childhood Learning and Knowledge Center, US Department of Education
- Ten steps to breastfeeding friendly child care centers, Wisconsin Department of Health Services. Can also be ordered at https://www.dhs.wisconsin.gov/wic/forms.htm
- Good Toys for Young Children by Age and Stage, National Association for the Education of Young Children.

Module 6
- Early Head Start. (2011, November). *News you can use: Transitions.*
- Gonzales-Mena, J. & Bhavnagri, N. P., (2000). Diversity and Infant/Toddler Caregiving. *YC: Young Children 55(5).* 31-35
- Kinser, Kathy (2022). DAP in action in an infant-toddler setting. *YC: Young Children 77(1),* 90-93
- MacLaughlin, S. (2017). Reflection: The first step for addressing bias in infant and toddler programs. *YC: Young Children 72(5),* 90-93
- Nemec, A. & Barton, E. E. (2020). Caregiver practices to support infant-toddler social emotional development. National Center for Pyramid Model Innovations.

Module 7
- [Douglas Quiett- Values and Beliefs](#), Administration for Children and Families.
- [Family engagement and cultural perspectives. Applying strengths-based attitudes.](#) National Center on Parent, Family and Community Engagement.
- [Strategies for engagement: Attitudes and practices](#). National Center on Parent, Family and Community Engagement.
- [Strategies for Involving and Engaging Fathers in Programming](#) (instructional resource)
- [National Responsible Fatherhood Clearinghouse](#)
- [Birth to Five Father Engagement Guide](#), Head Start Early Childhood and Knowledge Center
- [Working with Families Inventory](#), Center on the Foundations of Social and Emotional Foundations for Early Learning, Vanderbilt University

Module 8
- [Center on the Social and Emotional Foundations for Early Learning](#), Vanderbilt University
- [Infant and Toddler Behavior that Can Challenge Adults](#), Head Start- Early Childhood Learning and Knowledge Center
- [Planning for Individual Infants and Toddlers in Group Care: Understanding and Adapting to Individual Temperaments](#), Child Care Technical Assistance Network

Module 9
- [Infant and toddler Credential](#), Wisconsin Registry, https://wiregistry.org/
- [NAEYC: Code of Ethical Conduct and Statement of Commitment](#),
- Wisconsin Alliance for Infant Mental Health Endorsement- https://wiaimh.org/endorsement

Module 10
- Fundamental for the Infant and Toddler Professional Training Guide

Appendix C – Acronyms and Terms Frequently Used by the DCF in Early Care and Education

Acronym or Term	What is it? What do they do?
4K	Four-year-old kindergarten. 4K in Wisconsin relies on a comprehensive public-private partnership effort utilizing local child care providers, preschools, head start and other early childhood venues working together with the local school district to provide 4K.
Accreditation	Accreditation is a voluntary process designed to improve the quality of early and school-age care programs. Accreditation systems require programs to meet standards that exceed minimum state regulatory requirements. Achieving accreditation involves extensive self-study and validation by professionals outside the program to verify that quality standards are met. YoungStar (YS) accepts several such as: National Association for the Education of Young Children (NAEYC), National Association for Family Child Care (NAFCC), National AfterSchool Association (NAA), National Association for Child Care Professionals (NACCP), National School-Age Care Alliance Accreditation (NSACA)
ADA	Americans with Disabilities Act. A law regarding accessibility standards for people with disabilities. Applies to child care buildings and programs if no "undue" burden to comply. http://www.ada.gov/
Administrator Credential	Credential issued by the WI Registry designed for persons working in center administration (usually group settings). https://wiregistry.org/credentials-overview/administrative-credentials/
AHT	Abusive Head Trauma. A serious type of head injury, including shaken baby syndrome, that is caused by shaking, throwing, hitting, slamming, or jerking.
BA or BS degree	Bachelor of Arts or Bachelor of Science degrees. A 4-year degree from a college or university, which is required to teach in a public school.
BECR	Bureau of Early Care Regulation in the Division of Early Care & Education. The bureau is responsible for licensing of child care centers as well as the oversight of the child care certification program. https://dcf.wisconsin.gov/ccregulation
BOY	Bureau of YoungStar in the Division of Early Care & Education. The bureau oversees DCF's quality initiatives, particularly YoungStar, Wisconsin's Child Care Quality Rating and Improvement System; contracts with child care resource and referral agencies (CCR&R); and the Child Care Information Center (CCIC). https://dcf.wisconsin.gov/youngstar
BCR	Background Check Request. A form used to gather information as required by the Wisconsin child care background check law to help employers and governmental regulatory agencies make employment, contract, residency, and regulatory decisions. Required prior to hire, obtaining a license or certification, or becoming a household member. https://dcf.wisconsin.gov/files/forms/doc/5296.docx
Birth to 3	Early Childhood Special Education services for children from birth to age 3. Offers therapies, play groups, and other services for young children with disabilities. https://www.dhs.wisconsin.gov/birthto3/index.htm
CACFP	Child and Adult Care Food Program. Provides reimbursement for nutritious meals and snacks served to children and adults enrolled in day care and to children in afterschool programs and emergency shelters. Group centers contract directly with the Department of Public Instruction. Family centers work with local food program sponsor agencies. https://dpi.wi.gov/community-nutrition/cacfp/join-cacfp

Acronym or Term	What is it? What do they do?
CAN	Child abuse and neglect
CBC	Child care background check. The Wisconsin Child Care Background Check law requires that all child care workers complete a fingerprint-based background check initially and every five (5) years. Wis. Stats. s. 48.686. https://docs.legis.wisconsin.gov/statutes/statutes/48/xvi/686
CBU	Child Care Background Unit. A unit within BECR that oversees CBC requirements.
CC	Child care
CCIC	Child Care Information Center. A resource lending library for early childhood programs. http://ccic.dcf.wi.gov/
CCR&R	Child Care Resource and Referral Agencies. CCR&Rs provide training and resources to centers and parents. https://supportingfamiliestogether.org/child-care-providers-3/find-ccrr/
CDA	Child Development Associate. A national credential certifying basic competence in working with young children. Meets the entry level training requirements for a child care teacher.
CDC	Centers for Disease Control. The national agency to protect America from health, safety, and security threats, both foreign and in the U.S. https://www.cdc.gov/
Certification	A voluntary form of regulation for child care providers caring for six or fewer children under age of 7. It is administered by counties and in some cases subcontracted to CCR&Rs. BECR oversees certification in Milwaukee County. https://dcf.wisconsin.gov/cccertification
Collaborating Partners	Also known as WECCP or Wisconsin Early Childhood Collaborating Partners. A partnership of public and private agencies, associations, and individuals working to transform early childhood education and care. http://www.collaboratingpartners.com/
CPS	Child Protective Services. Protects the health, safety, and welfare of children by encouraging the reporting of suspected child abuse and neglect; ensures that appropriate protective services are provided to abused and neglected children and their families; protects children from further harm; provides support, counseling, and other services to children and their families to amend the effects of child abuse and neglect; and promotes the well-being of the child in their home settings, wherever possible, or in another safe and stable placement. https://dcf.wisconsin.gov/cps/process
CSAW	Child Care Statewide Administration on the Web. A web application that Wisconsin Shares subsidy workers use to enter Wisconsin Shares authorizations.
CPSC	Consumer Product Safety Commission. Provides information on product safety and recalls, also known as the USCPSC. https://www.cpsc.gov/
DCF	The Wisconsin Department of Children and Families. The department provides or oversees county provision of various services to assist children, youth, and families, including services for children in need of protection or services for their families, adoption and foster care services, licensing of facilities that care for children, background investigations of child care providers, and child abuse and neglect investigations. It administers the Wisconsin Works (W-2) program, including the child care subsidy program, child support enforcement and paternity establishment, and programs related to the Temporary Assistance to Needy Families (TANF) income support program. The department works to ensure families have access to high quality and affordable early care and education and administers the licensing and regulation of child care centers. https://dcf.wisconsin.gov/

Acronym or Term	What is it? What do they do?
DECE	The Division of Early Care and Education in the Department of Children and Families. The division houses the Bureau of Operations and Planning (BOP), Bureau of YoungStar (BOY), Bureau of Early Care Regulation (BECR), Bureau of Child Care Subsidy Administration (BCCSA), Milwaukee Early Care Administration (MECA), and the Head Start Collaboration Office. http://dcfweb/hr/org_charts/pdf/dece.pdf
DHS	The Wisconsin Department of Health Services. The department that oversees the protection and promotion of health and safety of the people of Wisconsin. https://www.dhs.wisconsin.gov/
DOB	Date of birth
DPI	The Wisconsin Department of Public Instruction. Licenses degreed teachers, assists school districts, coordinates instruction for students through model academic and model early learning standards, works with high schools offering DCF approved child care courses, and issues completion certificates for individuals who have completed high school courses accepted for foundational training. http://dpi.wi.gov/
DWD	The Wisconsin Department of Workforce Development. https://dwd.wisconsin.gov/
ECE	Early childhood education
ECERS	Early Childhood Environmental Rating System. The method of assessing quality in individual classrooms for children from 2 years to 5 years of age.
EIN	Federal Employer Identification Number used by businesses to report taxes, also called FEIN.
ERS	Environmental Rating Scales. Tools used to evaluate the quality of child care programs. Also see ECERS, ITERS, FCCERS, SACERS.
Family Child Care Credential	Credential issued by the WI Registry focuses on the unique aspects of family child care with strong emphasis on the National Association for Family Child Care (NAFCC) Quality Standard and the Wisconsin Model Early Learning Standards. https://wiregistry.org/credentials-overview/foundational-credentials/
FCC	Family child care
FCCERS	Family Child Care Environmental Rating System. The method of assessing quality in family child care settings.
FEIN	Federal Employer Identification Number. Used by businesses to report taxes. Also called EIN.
FRC	Family Resource Centers. Provides training and resources for parents and others who work with children. https://supportingfamiliestogether.org/parents/family-resource-centers/
Fundamentals of Family Child Care	Also known as the FCC course, it is the business course for family child care providers.
GCC	Group child care
GED	General Equivalency Diploma, also known as high school equivalency or HSED.
HS	Head Start. A federally funded early childhood program serving primarily children from ages 3 – 5 years whose family meet income eligibility criteria or have disabilities. HS programs must meet federal guidelines. Individual agencies receive grants from federal government to offer HS services. Early HS serves children from 0 to 3 in limited communities. https://www.acf.hhs.gov/ohs
HSED	High School Equivalency, also known as a General Equivalency Diploma or GED.

Acronym or Term	What is it? What do they do?
Infant Toddler Credential	A credential for individuals working with children 0 to 3 years issued by the Wisconsin Registry. https://wiregistry.org/credentials-overview/foundational-credentials/
Introduction to the Child Care Profession	Also known as Intro course. The DCF approved noncredit course used as the foundational course in child care for certified and licensed family providers and licensed group staff.
ITERS	Infant/Toddler Environmental Rating Scale. The method of assessing quality in classrooms that care for children from birth to age 2½ years
Leadership Credential	Credential issued by the WI Registry that explores the importance of excellence and diversity in early care and education programs and the role of vision and reflective practice in reaching these goals. https://wiregistry.org/credentials-overview/administrative-credentials/
LS	DCF Child Care Licensing Specialist
MECA	Milwaukee Early Care Administration. The bureau in the Department of Children and Families, Division of Early Care and Education that administers the child care subsidy program in Milwaukee County.
NAA	National AfterSchool Association. A professional membership organization for agencies working with children in after school activities. https://naaweb.org/.
NAC	National Accreditation Council. Accredits child care programs and is a part of the National Child Care Association. https://www.nationalchildcare.org/
NAEYC	National Association for the Education of Young Children. A major professional membership organization for teachers and professionals who work with young children, and that also accredits group child care centers. https://www.naeyc.org/
NAFCC	National Association for Family Child Care. A professional membership organization for family child care providers also accredits family child care centers. https://nafcc.org/
NRO	Northern Regional Office
OSHA	Occupational Safety and Administration in U.S. Department of Labor. The agency that sets and enforces standards for worker safety including persons working in child care settings. https://www.osha.gov/
PBIS	Positive Behavioral Intervention Support. A proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional, and academic success. See also Pyramid Model.
POC	Plan of Correction. The steps that will be taken by a provider to address and correct non-compliances listed on the DCF Statement of Noncompliance. (Form DCF-F-CFS0294-E).
PPD	Personnel and professional development
Preschool Credential	Credential issued by the Registry for preschool teachers, assistant teachers, program directors and administrators who work with children ages three to five. https://wiregistry.org/credentials-overview/foundational-credentials/
Program Development Credential	Credential issued by the Registry explores the role of Program Developer including both management and leadership functions. https://wiregistry.org/credentials-overview/foundational-credentials/

Acronym or Term	What is it? What do they do?
Pyramid Model	Also called the WI Pyramid Model. An evidence based prevention and intervention framework that prevents challenging behaviors and promotes healthy social and emotional development by supporting positive relationships, creating engaging environments, providing concrete teaching strategies, and if and/or when needed creating individualized interventions for children. http://www.collaboratingpartners.com/wi-pyramid-model/
R.E.W.A.R.D.	Rewarding Education with Wages and Respect for Dedication. R.E.W.A.R.D. Wisconsin provides salary supplements based on educational attainments and longevity in the childcare field for a set number of years. Administered by the Wisconsin Early Childhood Association (WECA). https://wisconsinearlychildhood.org/programs/reward/
SA	School-age
SACERS	School-Age Care Environment Rating Scale. Tool used to assess group care programs for school-age children, ages 5 to 12.
SBS	Shaken Baby Syndrome. A severe form of brain injury that occurs when an infant or young child is shaken or thrown forcibly enough to cause the brain to rebound against his or her skull. See also AHT.
SERO	Southeastern Regional Office
SFTA	Supporting Families Together Association. The agency responsible for coordinating activities of the CCR&Rs and FRCs around the state. SFTA contracts with CCR&Rs for pre-licensing technical consultation. https://supportingfamiliestogether.org/
SIDS	Sudden Infant Death Syndrome. Sometimes called Sudden Unexplained Infant Dead Syndrome (SUIDS). SIDS Resource Organization: https://www.sidscenter.org/
Skills & Strategies for the Child Care Teacher	Also known as Skills. Noncredit course that is the second course required for child care teachers in a group setting.
SRO	Southern Regional Office
SSN	Social security number
T.E.A.C.H.	Teacher Education and Compensation Help. A scholarship program for persons working in child care field to continue education up to and including earning a master's degree. Administered by the Wisconsin Early Childhood Association (WECA). https://wisconsinearlychildhood.org/programs/t-e-a-c-h/
USCPSC	U.S. Consumer Product Safety Commission. Provides information on product safety and recalls, also known as the CPSC. https://www.cpsc.gov/
USDA	US Department of Agriculture. https://www.usda.gov/
USDA Food Program	See CACFP above.
WAA	Wisconsin Afterschool Alliance. A professional association for school-age care. https://afterschoolalliance.org/
WCCAA	Wisconsin Child Care Administrators Association. A professional association for child care center directors and administrators. https://www.wccaa.org/
WEAC	Wisconsin Education Association Council. The statewide professional teachers union. https://weac.org/
WECA	Wisconsin Early Childhood Association. Wisconsin's professional association for child care providers and the Wisconsin affiliate for NAEYC. WECA administers the T.E.A.C.H and REWARD programs and is the food program sponsor for CACFP. https://wisconsinearlychildhood.org/

Acronym or Term	What is it? What do they do?
WFCCA	Wisconsin Family Child Care Association. A professional association for licensed and certified family child care providers. https://www.wisconsinfamilychildcare.org/
WHSA	Wisconsin Head Start Association. https://whsaonline.org/
WISCCRS	Wisconsin Child Care Regulatory System. The case management data system containing regulatory information on licensed and certified child care programs.
Wisconsin Registry	Wisconsin Early Childhood Professional Development agency. Reviews education and experience to place individuals on a career ladder. Issues entry level training completion certificates (postcard) for noncredit DCF-approved courses. For credential information. See Administrator, Afterschool, Family, Infant Toddler, Inclusion, Leadership, Preschool, and Program Development Credentials. Also provides a listing of training opportunities for child care providers. https://wiregistry.org/
Wisconsin Shares	Child Care subsidy program administered by the counties for income eligible families to help pay for child care expenses. https://dcf.wisconsin.gov/wishares
WMELS	Wisconsin Model Early Learning Standards. Voluntary standards designed to provide a framework for quality programs in early childhood settings. http://www.collaboratingpartners.com/wmels/
WRO	Western Regional Office
YS	YoungStar. Wisconsin's Quality Rating and Improvement System that evaluates regulated child care program and assigns a star rating based on the number of points achieved across various areas including professional development, curriculum and environment, business practices, and health and wellness. To receive Wisconsin Shares, providers must be rated through YS. https://dcf.wisconsin.gov/youngstar