

Tenth Edition

INFANTS, TODDLERS, *and* CAREGIVERS

*A Curriculum of Respectful, Responsive,
Relationship-Based Care and Education*

Janet Gonzalez-Mena | Dianne Widmeyer Eyer



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Based Care and Education*

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Napa Valley College

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RESPONSIVE, RELATIONSHIP-BASED CARE AND EDUCATION, TENTH EDITION

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To Magda Gerber, Emmi Pikler, and Anna Tardos



About the Authors

Way back in the 1970s Janet Gonzalez-Mena and Dianne Widmeyer Eyer met when they were both teaching early childhood education in a community college. The program focused on preschool even though infants and toddlers were starting to come into child care programs.

The two authors decided to do something about that problem. Janet became an intern in a program called the Demonstration Infant Program, where Magda Gerber taught her unique philosophy of respect and responsiveness for infant-toddler care on which this book is based. Janet's internship helped her earn a master's degree in human development. In the 1980s Gerber and others created a new program called Resources for Infant Educators (RIE), through which Janet was made a RIE Associate, the highest certification. Dianne completed a second master's degree in special education, and together the two worked to expand the field of early childhood education to include infants and toddlers, special education, and family child care providers. Writing this book together was one of the things they did.

A few years later both authors became more involved with family child care. As director of Child Care Services for the Family Service Agency of San Mateo County, California, Janet supervised a network of family child care homes that served infants and toddlers as well as preschoolers. Under her direction, the agency opened a new infant center and also created a pilot program of therapeutic child care for abused and neglected infants and toddlers. Dianne worked with the Child Care Coordinating Council of San Mateo County to develop a training program for family child care providers at Cañada College. This curriculum also models the Gerber philosophy of respect and responsiveness for infant-toddler care.

Janet went on to teach at Napa Valley College, retiring in 1998. Today she continues to educate infant-toddler caregivers in different settings. She trains trainers in WestEd's Program for Infant/Toddler Care (PITC) and speaks at conferences in the United States and abroad. As a longtime (43 years) member of the National Association for the Education of Young Children (NAEYC), Janet served two terms on the Consulting Editors Panel. She worked on a Head Start project to create a user's guide for their Multicultural Principles. Janet is

becoming an internationally recognized author as some of her books are translated into German, Chinese, Japanese, and Hebrew. Janet belongs to the California Community College Early Childhood Educators, BANDTEC, a diversity trainers' network, and serves on the board of Pikler/Lóczy Fund USA.

Dianne continued teaching at Cañada College, where she developed several curriculum specializations in early childhood education and child development, including children with special needs, family support, "Safe Start" violence intervention and prevention in the early years, and home-based child care. She has been a member of NAEYC since 1970. Dianne retired from Cañada College in 2005 after 36 years of teaching and 27 years as the ECE/CD Department Chair. She continues to coordinate a grant, which she wrote in 2000, with First 5 San Mateo County to support the early childhood education (ECE) workforce by recruiting and retaining teachers in the early care and education field.

The current interests and passions of both authors still relate to education. Dianne's interests involve supporting literacy skills for adult second language learners and providing specific supports related to career development for the diverse population in the ECE workforce. She was able in 2010 to extend the First 5 grant; "Bridges to Success" creates a curriculum specialization in "school readiness." There is also expanded outreach to support "ready schools" in the community. In her downtime, Dianne enjoys hiking, gardening, and music. Janet's up-close and personal interests lie in her grandchildren including her young granddaughter Nika, "a RIE baby," who is now 7, her 23 month old grandson, Cole, and his baby brother, Paul. She also speaks around the country and sometimes abroad about Pikler, Gerber, and RIE. Her grander pursuits involve working with early educators and others around diversity and issues of equity and social justice.



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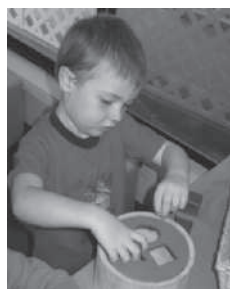
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Preface



The Philosophy of Infants, Toddlers, and Caregivers

The first edition of this book came out in 1980 and was called *Infancy and Caregiving*. It was 141 pages, nine chapters, pen and ink graphics (no photography except on the cover), and had few pedagogical features. Magda Gerber wrote the Foreword. She called it “a book that so sensitively represents my life’s work.” She went on to write, “This approach stresses the importance of respectful responsive and reciprocal adult-infant interactions. . . . If we could improve the care of infants, we could improve the world. . . . We’ll find a way. We will at least make a *dent* in the world.” She pointed out that the original book was that dent. If she were alive today, she’d say that the nine editions that followed are continuing to make that dent.

The Tenth Edition of *Infants, Toddlers, and Caregivers* is a hallmark. In the 34 years since its first publication, an entire generation has grown up. Each revision has examined and expanded issues in the early care and education field. Reviewers have donated thoughtful detail, and readers have used this information to change the way they interact with very young children. But with each edition the cornerstone of the text has been the same—the philosophy of Magda Gerber and the theory of Emmi Pikler.

Magda Gerber was an infant-toddler expert who originally came from Hungary and settled in Los Angeles, California. She credited the roots of her work to Emmi Pikler, a pediatrician, researcher, and theorist who founded a residential nursery in Budapest in 1946 after World War II. The focus of this nursery was to care for infants and toddlers whose families could not and to provide them with a strong start in life. This first nursery became a model for other residential nurseries once it was learned that the children who spent their first three years in this very particular kind of residential care grew up to be stable, productive adults. Their ability to establish long-term relationships was a great accomplishment for institutional care. Emmi Pikler died in 1984, but the Pikler Institute, incorporating research and training, continues in operation today. It no longer provides residential care but focuses on day care for infants and toddlers, as well as parent education.

Janet Gonzalez-Mena, coauthor of this text, was a student of Magda Gerber's in the 1970s and continued to be a close friend until Gerber's death in 2007. Gonzalez-Mena has been able to observe and study at the Pikler Institute, as well as assist in trainings in the United States conducted by Anna Tardos, present director of the Institute and daughter of Emmi Pikler. Gonzalez-Mena's experience with these three amazing women confirmed for her how much the Pikler research and the Gerber philosophy can help infant-toddler centers in the United States and around the world.

Magda Gerber's work has been known in the United States for a number of years, and its reputation continues under the auspices of the organization Gerber founded, Resources for Infant Educators (RIE). Emmi Pikler's work was little known in the United States until a few years ago because for much of her career Hungary was behind the Iron Curtain. Magda Gerber was one of the first to publish some of Pikler's research in English. A new edition of what's called the RIE Manual is now available and updated with further work in English, some of which has been written by Gerber's followers. You can find the RIE Manual at www.rie.org. Pikler's works in English can be accessed at www.Pikler.org and at the European website for Pikler, which is www.aipl.org.

The approaches to infant-toddler care created by these two women *has* made a “dent” in the early care and education world. The authors of this text are proud and humble to support these approaches.

The Ten Principles: A Philosophy of Respect

A keystone of both Magda Gerber and Emmi Pikler's work is *respect*. Until Gerber introduced its use to the United States, the word *respect* was not part of the vocabulary of most American infant-toddler caregivers. Respect is one of the major themes that runs throughout *Infants, Toddlers, and Caregivers*, and respect is an important component of the curriculum the book advocates. This curriculum is all-inclusive and centers on connections and relationships. Briefly, the term *curriculum* is about educating, but in the infant-toddler world, *care* and *education* are one and the same. In this book, curriculum has to do with respecting and responding to each child's needs in warm, respectful, and sensitive ways that promote attachment and allow children to explore and play on their own. Curriculum embraces everything that happens during the day—whether the child is alone or with other children or having sensitive interactions with an adult. Those adult-child interactions may be part of caregiving activities, both planned and unplanned, but they go way beyond. Even the down times during the day, when caregivers just hang out with the little ones, can include the kinds of interactions that make up curriculum.

Perhaps the most important feature of this book is the consistency with which it outlines well-established practices designed to promote infants' and toddlers' total well-being. The book also looks at the importance of sensitive care and good program planning, and the impact they have on the identity formation of infants and toddlers.

The Ten Principles found on pages 10–16 are the underlying framework for this book. Respect is an attitude that shows up in behavior. Respectful behaviors on the part of caregivers are the basis of the Ten Principles, which show how respect applies to treating babies as people when caregiving, communicating with them, and facilitating their growth, development, and learning. The book refers to the Ten Principles in every chapter. In addition, a Principles in Action feature in each chapter uses a scenario to further explain the individual principles.

A Focus on Application and Practice

Knowing *about* is different from knowing *how to*. Knowing *about* means learning theory. Knowing *how to* puts theory into action. We purposely organized this book to emphasize action because we know that even people with considerable understanding of infants and toddlers have trouble acting on that understanding unless they have also learned to *apply* theory. Knowledge does not necessarily build skill.

Caregivers who have knowledge but lack confidence in their ability to use it may suffer from “analysis paralysis,” which prevents them from making quick decisions, stating their feelings clearly, and taking needed action. A common pattern when analysis paralysis strikes is inaction, indecision, then overemotional or otherwise inappropriate reaction, followed by more inaction. When adults have analysis paralysis and either cannot react or react inconsistently, infants cannot learn to predict what will happen as a result of their own actions. This learning to predict what effect they have on the world is a primary accomplishment of infants in early life.

Terminology

In this book, the youngest children—those from newborn to walking—are called infants. Children who are walking (from about a year old to two years) are called young toddlers. Children from two to three are called older toddlers. Children from three to five are called preschoolers. Please note that these labels and descriptions apply to children who are typically developing. When development is atypical, the labels and descriptions don’t fit as well. For example, a child who has reached the stage when other children walk may have many other characteristics of that age group even though she doesn’t walk; not all toddlers toddle, but that doesn’t mean they should be thought of as infants.

If you visit many infant-toddler programs, you will find that the adults in the teacher/caregiver role go by different titles. *Educarer*, *teacher*, *caregiver*, and *infant care teacher* are four different terms used. In this book we have mainly used the word *caregiver* to emphasize the importance of “caring” in programs for the youngest children. The caregiver role incorporates that of teacher and educator.

Organization of the Text

By starting with the *interactive aspect of caregiving*, we highlight this philosophy from the beginning pages. Thus the book is organized in a unique way. Part 1 (Chapters 1–4) is about caregiving. It focuses on the caregivers' actions and relationships with the children and how these actions and relationships make up the curriculum. Part 2 (Chapters 5–11) presents child development information, along with the curriculum implications of that information. It also includes topics related to early childhood special education. Part 3 (Chapters 12–14) takes a programmatic point of view (looking at both center and family child care programs) and includes environments as well as adult-adult relationships. Appendix A gives a checklist for determining quality in infant-toddler programs. Appendix B includes a popular and well-used environmental chart that combines the information from all three parts of the book into one concise but comprehensive chart designed for practical use in program planning and implementation. The glossary at the end of the book consists of the key terms from all the chapters.

A Focus on Diversity and Inclusion

Honoring diversity and including children with special needs in infant-toddler programs is a strong point of this text. Topics related to early childhood special education appear throughout the text, but also have their own place at the end of each chapter in Part 2. We have focused more on cultural differences and inclusion with each edition. Though we present a cohesive philosophy, we urge readers to recognize that there are multiple views on every aspect of infant-toddler care. Strive to honor differences and work respectfully with families who represent them. It is important to respect and respond to linguistic differences in positive ways, supporting the child's home language, whatever it might be.

Our emphasis on self-reflection helps caregivers who might feel uncomfortable in the face of differences. Only when caregivers understand themselves can they understand infants, toddlers, and their families. Sensitivity is an important qualification for anyone who works with very young children. For that reason, the reader is asked to focus on personal experience throughout this book.

New to the Tenth Edition

We made five additions to this edition.

First: Even Greater Focus on Play

Play has become a huge interest for early childhood professionals as academics and school readiness issues creep down into the nursery! In light of that development, the play chapter in this book has been expanded. Eva Kalló's overview

of play is now included and gives more structure to what Magda Gerber and Emmi Pikler taught for many years. As infants and toddlers play, they run into problems. Immobile babies struggle with how to get the toy just beyond their reach, and toddlers struggle with how to make something large fit into something smaller. It is so easy for adults to help out and make both children happy by showing the toddler how the pieces fit together or by putting the toy within reach of the baby. Both Gerber and Pikler cautioned against the goal of just making children happy, and taught adults not to rescue children who were working on solving a problem. Sticking to something and not giving up, even when frustrated, is the kind of trait that benefits adult personalities and makes them successful people, even more than being born with a high IQ. Traits like persistence are the subject of researchers such as Angela Duckworth, who labels the subject of her research “*grit*.” Gerber would be surprised at the term *grit*, but that’s just what she supported! It is clear from the work of Pikler that *grit* starts in infancy and is influenced by the adult’s willingness to allow and even encourage problem solving.

Second: The Issue of “Screens” for Infants and Toddlers

New to this edition is the subject of “screens” for infants and toddlers. The American Academy of Pediatrics and other researchers have focused a good deal of attention on the effect of electronic devices with screens in the first two or three years of a child’s life. What do very young children learn from them? Certainly not language as the videos designed to make babies “smart” like the genius they were named for used to advertise. Does it hurt young children’s development if the focus on digital images takes them away from time spent in the real world with people and objects? Most likely. Does it matter if the screens are interactive such as Skype on computers or FaceTime on smart phones? Maybe. The research is just now being conducted by the American Academy of Pediatrics. Stay tuned.

Third: Focus on Self-Regulation

Self-regulation is also getting a good deal of attention these days. Children who start school need to be able to regulate their behavior and the feelings behind their behavior to succeed in classrooms. If you look back to the beginning, self-regulation is a lot more than just a school readiness issue. Self-regulation is a whole system that starts at birth and continues to develop throughout life. It is not just about “being good” but involves body processes, feelings, and cognition. Though we have added aspects of self-regulation in most of the chapters in this edition, we have put it in the spotlight in the play chapter. Self-regulation is about moving from an automatic response to a more considered one. It’s about making choices that serve the individual. During play, aspects of self-regulation show up as a physical skill, as emotional development, and also in intellectual achievement as infants and toddlers figure out how to make things happen that

they want to happen. Through play babies begin to develop the ability to move from an automatic or habitual response to making a choice that promotes a playful intention. They work on gaining self-control rather than going on automatic. As babies grow into toddlers, they begin to make believe. That kind of play is directly connected to self-regulation as they gain experience by playing out various scenarios. By toddlerhood self-regulation helps them improve focus, and they practice acting appropriately in ways that keep the play moving. A toddler talking to herself shows how self-regulation is developing, and this increased focus enables her to play with another toddler.

Fourth: Language Development Research

Babies are born with the ability to hear the sounds in all languages, even though few grownups have that ability. Patricia Kuhl, a neuroscientist, has studied babies' neural networks and provides expanded knowledge on how infants manage to move away from hearing the sounds of multiple languages to focusing on their mother tongue. Between 8 and 10 months, increases in brain activity enable infants to become excellent native speakers, as the ability to hear sounds in other languages decreases. The good news is that training can increase the capacity for native speakers to differentiate sounds in nonnative languages. We continue to learn more about language development as the brain research continues.

Fifth: Website Resources

The quality and quantity of websites has grown a great deal in the last few years. Many websites have been added to the Tenth Edition to provide the reader with immediate access to in-depth information. These resources are embedded in the chapters where the specific topic is being discussed and encourage critical thinking. They also encourage the reader to explore more content across the curriculum in other areas related to early care and education. The websites are updated frequently, and many represent professional organizations that have been serving the needs of very young children and their families for many years.

Retained Features

A What Do You See? feature starts each chapter by showing a child or children in a situation related to the material to follow and immediately engages the student in the chapter's subject matter. Students are encouraged to think back on these scenes later in the chapter. In some of these scenes the age of the children is mentioned, but not all. We left out age labels in the spirit of Magda Gerber, who used to say, "Why does it matter how old the child is?" She was an advocate for appreciating what a child was able to do, whether he was the "right age" or not.

The Video Observation is a popular feature in each chapter that introduces and encourages students to think about the issues and concepts presented in online

video clips related to the chapter material. At the book's Online Learning Center, students can watch these live-action examples of what they are reading about and can respond to questions analyzing what they observe in each video clip.

The Principles in Action feature is a case study scenario followed by questions to help students apply the content they have learned to a “real-life” situation. The Principles in Action connects to the Appropriate Practice feature through boxes called Appropriate Practice in Action. The Appropriate Practice feature summarizes points of the National Association for the Education of Young Children (NAEYC) guidelines for developmentally appropriate practice related to the chapter topics. Each Appropriate Practice feature has four sections:

1. Overview of Development
2. Developmentally Appropriate Practice
3. Individually Appropriate Practice
4. Culturally Appropriate Practice

Sections 2 through 4 list points to keep in mind and practical suggestions for interacting with infants and toddlers based on the NAEYC guidelines.

A Developmental Pathways feature is included in each of the chapters in Part 2. Each feature begins with generalizations about stages of development by showing a chart of behaviors related to the chapter topic (for example, attachment, perception, or motor skills), and then uses examples of two different children to show diverse developmental pathways. The details of each example are explored as to what you see, what you might think, what you might not know, and what you might do.

The For Further Reading and References lists for each chapter have been expanded and updated. In order to keep the book compact and affordable to students, this edition has the References in the book's Online Learning Center at www.mhhe.com/itc10e. There instructors and students will also find a variety of resources to help them teach from and learn from the text.

Pedagogy

Each chapter contains a pedagogical system designed to provide learning support for students and to encourage students to reflect on and apply what they learn. Pedagogical features include:

- **Focus Questions** that prepare students for the content to follow
- **Boldfaced in-text key terms** that highlight key terminology and define it in context of the paragraph in which it appears
- **The Principles in Action** boxes that allow students to apply the principles to scenarios
- **Appropriate Practice** boxes that provide practical suggestions related to the NAEYC guidelines for developmentally appropriate practice and refer to the Principles in Action boxes, showing how appropriate practice can be applied to the scenarios

- **Developmental Pathways** boxes that list typical development and variations
- **Online Resources** sections that list study resources available to the student at the Online Learning Center
- **Chapter Summaries** that contain key ideas of the chapters
- **Key Terms** sections that list all key terms from the chapter, with page references, and that are collated in an end-of-book glossary
- **Thought/Activity Questions** that encourage students to review, reflect, and apply what they are learning
- **For Further Reading** lists that suggest additional readings
- **Video Observation** features in each chapter with pedagogy to help readers think about the video clips they view at the Online Learning Center
- **NAEYC Program Standards** listed in the margins next to related material
- **Reflection** questions designed to help readers consider their own feelings and experiences that relate to what they are reading

Student and Instructor Resources and Supplements

For the Student

- The **Online Learning Center** at www.mhhe.com/itc10e includes related Web links, practice quizzes, video observations, flashcards and other interactive exercises, chapter references, a glossary, and Spanish language resources.
- **English-Spanish Early Childhood Glossary:** The Online Learning Center offers an English-Spanish glossary of Early Childhood terms taken from the text. Ofelia Garcia of Cabrillo College developed this glossary to support Spanish-speaking students and students who anticipate working in communities where English is not the first language.
- ***The Caregiver's Companion: Readings and Professional Resources:*** Available separately, *The Caregiver's Companion* includes practical articles to extend student understanding of important topics, observation guidelines, and a wealth of forms to use when becoming a professional caregiver.

For the Instructor

- The instructor's side of the Online Learning Center contains an instructor's manual, PowerPoint slides, and a test bank.