



CREATING A QUALITY LEARNING ENVIRONMENT

Using Materials with Non-Mobile Infants

Use this video supplement to learn more about how providers can ensure that infants, particularly non-mobile infants, have a variety of play and learning experiences with appropriate materials and furnishings throughout the course of the caregiving day.

Using the Video and Supplement Guide

Child care centers, family child care providers, and agencies that offer assistance to teachers and staff who work with infants can use this information to supplement the content discussed in the video. Much of the guide follows the outline of the video, but additional information and examples are provided in this format.

We encourage child care providers to consider the program setup and the many unique factors of the program: teacher-to-child ratio and group size, ages of children enrolled, room arrangement, equipment, placement of learning materials, as well as how teachers facilitate the use of those materials and equipment.

This video has four chapters, and at the end of each chapter, you can pause the video to have time to consider the review questions. These questions are discussed further in the guide, and some responses to the review questions listed in the guide are meant to be suggestions for facilitators and participants, who can also generate other ideas to provide quality care to infants.

While using the training materials, programs may also want to consider:

- The current systems and processes in place that ensure each child's individual routine care and developmental needs are met daily.
- How teachers plan for and facilitate learning experiences for children enrolled in the group.
- If each child enrolled is offered a wide range of appropriate materials and furnishings to use throughout the course of the day.
- Barriers in the program that limit children's access.

Thank you for viewing the video. We hope this information generates new ideas and topics to consider for your infant program.

Considerations While Viewing the Video

During the video, viewers may notice elements that may seem problematic for meeting various requirements across different agencies. As teachers watch the video, they may have many ideas and thoughts to consider. Some may even point out an issue or concern, or disagree with how a situation is handled. Acknowledging the fact that no child care program offers "perfect care" and that the goal of the video is to show a quality



program in a more typical child care setting, rather than depicting an “ideal” or “unattainable” standard, may help address these concerns. Further, this video focuses on using materials with non-mobile infants. Many examples of positive interactions, language, socialization, and routine care are observed; however, these factors are not the major focus of this video. As participants bring up questions, the training facilitator might consider prompting the audience to think about best practices for infant care, while reminding the group of the narrow focus of the film.

We have listed some examples below with more information a facilitator can share with the audience:

- There are times when some babies sneeze or drool. Did they wash hands, sanitize toys, and clean soiled areas?

The focus of this video is not about meeting health and sanitation requirements so there are only a few scenes depicting handwashing. Many of the clips are short; the audience can assume that hands were washed or other sanitary procedures took place as needed.

- Some may like the wire shelf storing toys because it allows for good visual supervision in the room. Others may wonder if the shelf is sturdy for children pulling up or leaning on it.

In the video, there were no safety issues noted, but the shelf is lighter than a wooden shelf and could potentially fall. When deciding on furnishings for a classroom, programs should think about the sturdiness of the furnishings and consider if there are any moveable or loose parts such as connectors or wheels and if those parts can be removed by the children and/or become choking hazards.



- It looks like there may not be enough routine care furniture to meet the needs of the children. One child used the highchair, but another child who was drinking water was sitting on the teacher's lap.

The program may have desired more space for play and, thus, opted to minimize routine care furnishings. However, this can be problematic, such as the example of a child not having a place to sit when drinking from a cup. Programs do need to make many choices about room arrangement and meeting individual needs as well as adapting furnishings to meet the ever-changing needs of the group as they grow and develop.

- Often you see one teacher in the scene with one or a few babies. Where are the other teachers and children?

While the focus of the scene is shown, the other children and staff

who are not seen in the shot are engaged in routine care and play activities in other areas of the classroom. When meeting the needs of young children, many find that having a staff person focus on the educational needs of the children while another staff member engages in routine care allows for appropriate supervision and meeting each child's developmental needs. Of course, this can also depend upon many factors, including the time of the day. For busier times of the day when more children are awake and requiring routine care, both teachers may need to address those needs and/or have the assistance of another staff member.

Outline of Video Supplement Content

- I. About the Video
- II. Nurturing Curiosity:
Creating a Sensory-Rich Environment for Infants
- III. Using Materials with Infants:
Developmental Characteristics Are Key
- IV. Infants Are Unique:
Considering Individual Needs, Cues from Babies, and
Temperament
- V. Program Considerations
- VI. Consider Using Materials Outside (not seen in the video)
- VII. Additional Resources

I. About the Video

The classroom shown in the video is set up based on the knowledge that young infants in group child care have many needs and require different experiences. Current research in the field of infant development shows that even the youngest of children benefit from positive relationships with caregivers. During the video, you will often see babies being held, talked to, and cared for during routine care and play to help foster these relationships. In the field of early childhood, good teaching practices allow for a sensory-rich environment that stimulates play and learning. This exposes babies to new experiences and lays the foundation for curiosity and exploration.

This video will illustrate many ways teachers can provide infants, particularly non-mobile infants, a variety of play and learning experiences with appropriate materials and furnishings throughout the course of the caregiving day.

As you watch the video, please think about some important information about the classroom. The program has elected to provide for the needs of the infants by limiting the group to seven children and by providing a floater teacher during hectic times of the day. The enrollment



also includes a range of ages from young infants to older infants. While these options are not required, many programs find that these are important considerations in group infant care.

Although the scenes in this video show a group of infants in a typical child care center classroom, family child care providers who care for infants should also consider these issues when setting up an appropriate learning environment in the home.

II. Nurturing Curiosity: Creating a Sensory-Rich Environment for Infants

This introduction is a reminder of how children's use of learning materials over time can positively impact their development. Though this is one example of using the book area, children benefit from continual use of a variety of different materials and learning centers throughout the day.

Infants must have varied play experiences to help them learn about their world. Babies are naturally curious about the things around them. The role of the teacher is to create an environment that supports their free exploration, setting the stage for lifelong curiosity and learning.

The benefits of play for children's learning are well documented in early childhood literature. Play is important because it encourages even the youngest of children to develop large and small muscle skills, social skills, and feelings of competence. Play also stimulates spatial and cognitive awareness and promotes the development of language skills, thus creating a strong foundation for academic learning later on. For example, a baby who is chewing on and handling a book is learning more than just what a book tastes like. The baby is also learning that books contain pictures and words, that there are different pictures on each page, and that the book can be manipulated so that the pages turn and expose new pictures. Over time, the baby learns that the objects pictured in the book are related. When a provider reads the book to the baby, the baby also begins to associate the pictures with words and benefits from interaction with the teacher. This may involve close physical contact, positive language, and a warm tone. Toddlers build on these skills when they play with books, learning that books tell stories, expanding their vocabulary, and exposing them to many different objects, animals, people, and actions. These early experiences, over time, are the precursors to later literacy.



1 *How is the class set up to allow the children to experience books?*

In this setting, the classroom has a cozy area with soft furnishings and soft toys (dolls and soft animals) as well as different kinds of books that are easily manipulated by infants such as board books, cloth books, and vinyl books. Mobile children are allowed to explore the area freely, and non-mobile children are frequently taken to this area so they can use the books and soft furnishings. Teachers help infants use the books from time to time, such as by showing them pictures and reading them stories. Note that routine care furnishings are close by, including a glider rocker, to allow for easy supervision of the area. If one child needs to be rocked, the teacher can also easily supervise other children using the book area.

2 *How are the experiences different between the younger and the older infants?*

Seven-week-old Zephaniah is not able to hold a book by himself. He is very young and needs an adult to support him while showing him the pictures in the book. Because of his age, he likely needs more attention from his caregivers. When he was not engaged in routine care or resting, his teachers provided him with learning activities such as reading a book.

Six-month-old Nadia can sit up independently and can reach and use the books and soft toys in the area. Her teachers allow her to use the materials (allowing her to try to turn the pages, looking at the book, mouthing the book, etc.) and interact with her from time to time to make sure she is still interested in playing in the area.

**3** *Are these experiences appropriate for each child's developmental needs?*

Children of varying ages and stages of development could use the cozy book area. The interactions seen in the video are considered appropriate because the teachers modified how they used the materials with Zephaniah and Nadia based on their developmental stages and interests. A similar level of interaction and facilitation occurring with children in other areas of the classroom, and with varying materials, helps create a sensory-rich environment.

4 *How else can teachers allow young infants the chance to use materials such as books?*

This answer may vary depending upon the audience's responses. One idea is for teachers to take books outside for children.

III. Using Materials with Infants: Developmental Characteristics Are Key

This chapter illustrates ways teachers can facilitate the use of learning materials and ensure that children have a variety of experiences with different types of toys.

For Mobile Babies, It Is Often Easy to Provide Many Different Types of Materials

It is essential that caregivers make sure infants are engaged in play with different types of materials and toys throughout the course of the day. For teachers, it is certainly easier to ensure mobile infants have toys and materials to play with. Mobile children who scoot, crawl, or walk to various areas of a classroom will independently seek out and find interesting objects to use and explore. Of course, the teacher must make sure that the classroom is well-equipped with a variety of play materials. The materials should be easy for the children to reach, and the children should be permitted to use these items in an imaginative and creative way, with appropriate guidance, supervision, and facilitation from the teacher.

Additional Thought and Planning Is Needed for Non-Mobile Infants

More consideration is required to ensure that non-mobile infants have a sufficient variety of toys and activities during the day. Younger infants typically require more routine care—more sleep, more bottles, and more diaper changes during the day. That can mean there is less time for play. But, when the infants are awake and ready to explore, teachers should take advantage of this opportunity for learning and interaction. It is during these times that teachers should provide the non-mobile infants with a variety of materials and experiences. Non-mobile children have yet to develop the physical skills that allow them to move about the classroom independently. They must rely on adults in the classroom to bring them appropriate toys or to move them to different areas. This requires caregivers to be keenly aware of each child's developmental needs and to notice when the babies become bored with a toy or particular area. Children show many behavioral cues; just because an infant is not crying or fussing, it does not mean that the child is actively engaged with his or her environment. Children certainly benefit from observing the world around them, but a high quality infant classroom provides a range of hands-on activities that appeal to children without over-stimulating them.

Importance of the Caregiver's Awareness of Each Infant's Development; Considering Room Setup Based on Individual Needs

Caregivers must also know each non-mobile infant's physical development so they can help facilitate interaction with materials. There are many factors that teachers must consider to ensure that all infants experience a range of toys and materials.

- **A child who can sit, but does not yet crawl.** For example, one non-mobile child may be sitting up independently, but not yet



crawling. In this case, providing different types of toys within the child's reach will encourage the child to stretch and reach for items that are of interest. The items may be placed on the floor, in small bins, or on low shelves that are close to the child. If there are several different items within her reach, the child's play with a certain toy can continue for as long as there is interest; then other materials can be selected. Moving the child to experience toys in other areas of the room will help facilitate play with a variety of materials throughout the day.

- **A child who can roll, but not yet sit up independently.** Another child may be able to roll to different places but is not yet sitting up. Again, a variety of different types of toys and materials can be provided in the play areas that are easy for the child to reach. In this situation, it is important to note that this child may not be able to reach toys stored on a shelf or in a storage container because, although the child can move about somewhat, the range for reaching is less than that of a child who is sitting. Toys should be taken down off of the shelf or removed from a storage container by the teacher. The teacher should give the child the toy or place it on the floor where the child can roll to it, so that the child is able to use it. During the course of the day, it is the caregiver's actions to make the various toys accessible that allow a child to have a variety of experiences.
- **A very young, non-mobile infant.** Now let's consider a very young infant. The caregiver should be aware of what the child is able to do. At this age, developmental characteristics are changing and emerging daily, so keeping up with new skills is essential. If the child can grasp, the teacher simply makes sure the child has toys to use by offering various materials to the child or placing them in an area where the child can see and pick materials up. If a child were to drop a toy, he might not be able to pick it up again, so the teacher's awareness of what the child is doing is important. The teacher must then give the toy back to the child or replace it with a different toy. If a baby is not yet grasping, there are many things caregivers can do to facilitate play with the infant. For example, the teacher can help the child touch and handle the toy, place an object close to the child so that he is likely to "discover" the object while waving his hands or kicking his legs, or move an object in front of the child's face to stimulate visual tracking. The teacher can also hang interesting objects close to the child to encourage the next stage of development, which is beginning to reach for and "bat" at nearby objects. Again, it is an important role of the teacher to provide these experiences to all infants in the classroom, making them appropriate for the varied developmental needs of each child in the group.

Teachers also need to think about how to arrange the infant classroom. Strategically setting up the environment can make it easier for

The teacher can also hang interesting objects close to the child to encourage the next stage of development, which is beginning to reach for and "bat" at nearby objects.



teachers to provide children with a nice variety of play experiences and still accommodate individual schedules. As each classroom is different, careful consideration and planning by staff is needed to determine what will work in their particular environment. Small bins containing a variety of toys can be easily moved around the classroom to where non-mobile children are. This strategy can help ensure that materials are accessible and rotated for both mobile and non-mobile children, without much time or effort on the part of the caregiver.

Classroom Arrangement

Considering the classroom layout for furnishings and equipment is important. Think about the proximity of play spaces and routine care areas for providing adequate supervision and facilitation of play, while reducing interruptions due to noise and traffic. Play spaces that protect the youngest children from mobile children make it more likely that the younger children will be able to continue to play, even if a teacher is caring for another child. Teachers want to be sure not to isolate the younger children from the group, but rather allow a space that reduces the chance other children will crawl over or step on the non-mobile children.

Having a protected area like this can also limit the extended use of equipment, such as swings or bouncy seats, that restrict children's movement and tend to offer only limited access to play items (if any). Teachers might be tempted to place very young children in swings or bouncers for safety considerations, but overuse of these types of equipment can be problematic. Although some children enjoy spending small amounts of time in a swing or similar equipment, these items can be overused and do not allow children to move as they wish. This equipment does not allow children to experiment and practice using a range of large motor skills, which is an important focus for a young infant's physical development. Often these pieces of equipment are large and take up space, which reduces the amount of open floor space that is available for play and for infants to practice their physical skills. Emphasizing use of a safe place where infants can move freely on the floor allows each child to develop skills at his or her own pace.



Chapter Review Discussion—Possible Responses

1 *How do the teachers ensure these infants have a variety of toys to use?*

Mobile children can crawl or walk to various play areas in the room and retrieve toys they are interested in. Non-mobile children need the teacher to bring materials to them, or the teacher needs to take them to the various learning areas in the room.

2 *How does teacher facilitation differ between mobile and non-mobile children?*

Even within the sub-groups of “mobile” and “non-mobile” children, there are variations in what each child is able to do. Caregivers must be aware of each child’s development and how they, as caregivers, can best facilitate play and learning with the individual children enrolled in the group. For example, can the child grasp? If not, the child will need much adult support in using toys.

3 *In your own classroom, what factors enhance or prevent access to toys?*

Answers to these questions will be based on the unique characteristics of each classroom. When thinking about arrangement, answers to ensure infants have access include having toys stored on low shelves and having toys in bins and on the floor. This classroom has separate play areas, and the teachers move non-mobile children to the different areas so children have a wider range of experiences.

4 *Describe the language used in these interactions and how it enhances development.*

As children play, you see Carey and Carolina talking to the infants about their play. The teachers describe their actions and the actions of the babies. The teachers also name objects such as, “You have a mirror; can you see yourself?” The language is positive, and a caring, respectful tone is used. Children’s attempts to use materials are supported by the interactions of the teachers.

IV. Infants Are Unique: Considering Individual Needs, Cues from Babies, and Temperament

It is important that teachers make sure infants have materials to use and that teachers assist children as needed. This chapter considers how teachers can also ensure that children are having positive experiences while using materials.

Though providing an appropriate classroom with many activities for babies might sound easy to do, there are some important factors to be considered. When thinking about the different children enrolled in your group, teachers want to make sure that children can play with learning materials during the course of the day, and ensure that there are not long periods of time when children could be playing but are prevented from doing so.

- **Easy-going, content infant.** Let us consider the easy-going baby, who is happy to sit and watch all morning. In this case, teachers need to make sure this child is being moved to different areas and has a variety of materials, too. Since this child will not likely cry or



complain when bored, it can be easy for teachers to forget to make sure this child experiences varied activities.

- **Very young infants and ensuring they experience a variety of materials.** Another consideration is the very young infant who is still developing grasping skills. As stated before, this young child relies on the caregiver to use materials with her and to place materials around her. Teachers often offer this age group simple fine motor and musical toys, but they should also remember to make sure that other types of materials are provided, such as soft dolls, other pretend play items, and books, which provide a full range of sensory and learning experiences. Being aware of what types of materials are provided and used is an important consideration in a high quality infant child care environment.
- **How many materials are enough or too much?** Sometimes teachers wonder how many materials really need to be present for young, non-mobile infants to use. Certainly, teachers need to be aware of children's cues to avoid under- or over-stimulating a young infant. Providing interesting experiences that encourage natural curiosity should be a primary goal in a developmentally appropriate infant classroom. These experiences will need to occur with support and facilitation that is based on a child's individual personality and preferences. Of course, babies do not need stacked piles of toys all around them, a constant and timed rotation of materials, or even to be forced to play with a certain type of material when the child is not interested. The key is the skillful and knowledgeable teacher who facilitates children's experimentation with materials based on their unique interests, abilities, and needs. If the classroom is well stocked with different learning materials and furnishings appropriate for the developmental needs of the group, and if the teacher diligently facilitates use of both familiar toys and new materials with the non-mobile infants, then the learning needs of those children will be met.
- **Is play enough?** When teachers think about their classrooms, they may also wonder if it is enough for the babies to simply use the materials during the day. Again, the role of the teacher should never be underestimated. It is adult support and interaction that allows children to feel safe and secure, and makes it more likely that even the youngest of children will be comfortable in exploring their environment. Caregivers should also think about the different temperaments of babies. For example, some infants seem to want more interaction with their



caregivers in terms of the amount of adult contact they expect and desire. The goal is to help all children learn to enjoy and seek out play activities, first with the caring support of the teacher, and then later with greater independence. This facilitates each child's development of strategies related to self-soothing and maintaining more independence during play. For example, a very young infant may often show signs of needing to be held and having close contact with the caregiver, even when all other physical needs have been met. As the caregiver soothes and nurtures the child to meet this need, she can also engage the child appropriately with learning materials when the child is relaxed and interested. The interactions and caregiving offered by teachers is crucial in facilitating an infant's cognitive development, as well as meeting his emotional, social, and physical needs. Toys and materials alone do not create a high quality environment.

Chapter Review Discussion—Possible Responses

- 1 *What should a teacher remember about children who seem more independent?*

When a child is content, it is possible for caregivers to forget to interact with this child. Sometimes caregivers can be distracted by the many tasks of caring for a group of infants and not remember to ensure that the quiet, contented child has varied learning experiences throughout the day.

- 2 *What can a caregiver do to assist a child who becomes disinterested in play?*

Teachers can try to engage children, but when a child shows signs that he does not want to participate, it is up to the teacher to find out what that child needs: routine care, comforting, or another option for play.

- 3 *How can teachers use materials with infants who need more adult interaction?*

There are many ways teachers can assist children who desire more adult interaction. Often as children get older, they become more independent and feel more comfortable exploring their environment. Helping soothe infants and allowing them to feel safe and secure often leads to greater independence. It is a process and takes time.

- 4 *How can you modify play experiences for your group based on your children's unique needs?*

Some programs accomplish this by creating lesson plans with activities for each individual child. By carefully observing children and becoming familiar with each child's developmental stages,

The goal is to help all children learn to enjoy and seek out play activities, first with the caring support of the teacher, and then later with greater independence.

teachers can plan activities to create and target specific goals for individual children in the group.

V. Program Considerations

There is much to consider when setting up an appropriate classroom for infants, who have many needs. This section discusses how teachers and child care administrators can work together to provide structure that supports a quality learning environment. Child care programs that offer infant care should think about the balance of meeting the individual children's routine care needs with their social, emotional, and cognitive needs. Research shows that smaller teacher-to-child ratios and group sizes have a positive impact on children's experiences in child care. Sometimes, just meeting the basic physical needs of infants can take a significant amount of the caregiver's time and attention. If there are too many children enrolled in the group, there may be little time for the teachers to address other areas of development, such as ensuring that the youngest children have appropriate materials to use during the day. Infant teachers are critical in providing a quality environment, but teachers need support from the child care program to set up the classroom for success. Thus, it is important for programs to make careful decisions about the number of children and staff in their infant classrooms. It is also helpful to provide an additional staff person at hectic times of the day when the teachers need assistance to meet infants' needs.

There are many ways that teachers can provide for and assist infants with using learning materials and furnishings, including very young, non-mobile babies. Regardless of setting, infants have the same needs: to be loved, cared for, and respected in an environment that allows for exploration and developmentally appropriate learning opportunities. One of the most important roles of the caregiver is to offer a nurturing and stimulating classroom. Because quality group care for infants is challenging, child care program administrators and teachers are both charged with the responsibility of ensuring that all children have a quality child care experience.

Chapter Review Discussion—Possible Responses

- 1 *How do program administrators support their teachers to meet the infants' daily needs?*

Together, the administration and teachers can develop strategies to effectively meet the routine care and learning needs of the group. By setting up the infant program with a spacious classroom which facilitates children's exploration, equipping the room with appropriate furnishings and materials, and providing a manageable group size, the administration is creating a solid foundation for a quality program. The teachers can then build upon this foundation by providing caring interactions, enriching language, and learning facilitation to the children in the group.



Research shows that smaller teacher-to-child ratios and group sizes have a positive impact on children's experiences in child care.

2 *What factors make it hard for teachers to meet daily routine and developmental objectives?*

The answer to this question will be based on each program's unique characteristics.

3 *What strategies can a program use to help during the most challenging times of the day?*

The answer to this question will be based on each program's unique characteristics. For example, some programs offer a floater teacher to help out with demanding times of the day.

4 *What information from this video did you find most relevant to your classroom setting?*

We encourage participants to write down their ideas and thoughts and revisit their responses at a later date. If participants wish to make modifications to their program based on these ideas, they can consult with their DCD Licensing Consultant, local Resource and Referral, or Smart Start Partnership for assistance in enhancing their program.

VI. Consider Using Materials Outside

Not only can teachers offer a wide array of developmental toys and experiences in the classroom, they can also provide learning materials, activities, and opportunities to enhance gross motor skills in the outdoor learning environment. When using learning materials outdoors, there is much to consider, and implementing a high quality outdoor learning environment for very young children requires much planning. We encourage you to seek out additional information and training about how your program can enhance the outdoor learning environment and enhance infants' play while outdoors.

VII. Additional Resources

As your program works together to offer infants and their families a high quality child care program, we encourage you to review the following resources:

- Birckmeyer, J.; Kennedy, A.; & Stonehouse, A. (2008). *From lullabies to literature*. Washington, DC: NAEYC.
- Developmentally Appropriate Practice, 3rd edition, Position Statement: Principles of child development and learning that inform practice, 82-83.
- Frost, J. L., Wortham, S., & Reifel, S. (2001). *Play and child development*. Columbus, OH: Merrill.
- Harms, T.; Cryer, D.; & Clifford, R.M. (2006). *Infant/toddler environment rating scale: Revised edition*. New York: Teachers College Press.



- Infant-Toddler Foundations. (2008). Retrieved on November 24, 2009 from http://ncchildcare.dhhs.state.nc.us/providers/pv_infant_toddler_foundations_tableofcontents.asp.
- Oakes, L. M.; Horst, J. S.; Kovack-Lesh, K. A.; & Perone, S. (2009). (Locate Chapter Title) In A. Woodward & A. Needham, *Learning and the infant mind*, 144-171. New York, NY: Oxford University Press.
- Petrie, Stephanie, & Owen, Sue (Ed). (2005). *Authentic relationships in group care for infants and toddlers—Resources for Infant Educators (RIE): Principles into practice*. Philadelphia, PA: Jessica Kingsley Publishers.
- Rakison, D.H., & Oakes, L.M., eds. (2003). *Early category and concept development: Making sense of the blooming, buzzing confusion*. New York: Oxford University Press.
- Supporting a Young child’s needs for care and affection, shared meaning and a social place. Trevarthen, C.; Barr, I.; & et al. Retrieved November 24, 2009 from <http://www.scotland.gov.uk/Resource/Doc/933/0007610.pdf>.

Acknowledgments

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Note

The classroom shown in the video was created to depict an infant child care setting. The decision to create an environment, rather than filming in a “real” classroom in a child care center, was based on many factors. Because the video focuses on using materials with infants of varying developmental stages, the children in the video were strategically chosen to show a spectrum of physical abilities. NCRLAP assessors, who are former teachers, were asked to portray caregivers in the video. Their backgrounds and experience in the field allowed them to demonstrate key examples of positive interactions and play guidance with the children based on their knowledge of how programs can meet the needs of infants. It was also imperative to have a classroom that was large enough to accommodate a camera crew and equipment while allowing routine care and play to occur within one classroom setting. We would like to acknowledge the many challenges of working with infants and hope the video presents information that allows providers to increase the quality of care for infants in their program.

Our Starring Cast of Babies

Christopher, 11 months



Luca, 12 months



Eden, 4 months



Nadia, 6 months



Ian, 5 months



Katelyn, 6 mos



Zephaniah, 7 weeks



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