

Infant and Toddler Newsletter-Spring 24

Routines for Infants and Toddlers

Young children thrive when given predictable routines. They find comfort in the repetitive and predictable. We sometimes have to control our urge to change things up for varieties sake because they can cause disruption to our little ones. They don't need or desire new activities everyday. They find comfort and accomplishment in repeating the known. Teachers must find that delicate balance between the challenge of a new activity and the feeling of comfort they get from familiar activities . Best practice is to make change slowly and in small steps.

Relationships are built when trusted caregivers provide predictability through routine. When infants and toddlers believe that their needs will be met secure relationships can be established.

According to Linda Gillespie and Sandra Petersen, with Zero to Three "Routines provide the two key ingredients necessary for learning: relationships and repetition."

<https://www.zerotothree.org/resource/creating-routines-for-love-and-learning/>



To learn more about developmentally appropriate routines in your program connect with ESCRC's Infant & Toddler specialists, Rose Merryweather (rdmerryweather@salisbury.edu) or Andrea Clymire (arclymire@salisbury.edu) or the Infant & Toddler Advisory Board for more information.

Infant and Toddler Spring Training Opportunities:

Tuesday April 30 6-9pm (Virtual)

Planning the Day for Infants and Toddlers

Tuesday May 14 6:-9 pm (Salisbury)

Indoor and Outdoor Nature Based learning for
Infants & Toddlers

Tuesday June 25 6:300 - 8:30 pm (Wye Mills—ESHEC)

Caring for Little Ones: Using Sign Language to Communicate



Eastern Shore Child
Care Resource Center

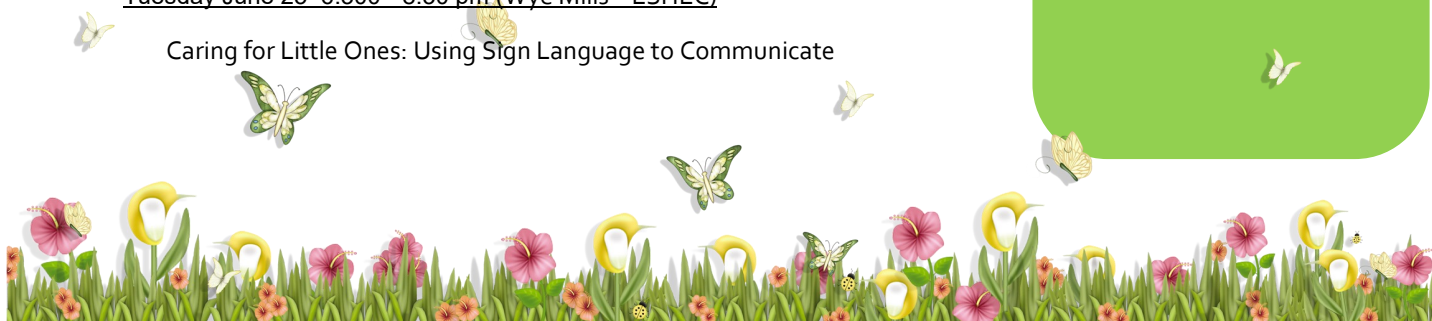
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Inside this issue

Routines for Infants and Toddlers.....	1
Infant and Toddler Spring Training Opportunities.....	1
Let's Look at the Regs!	2
Routines and Safety.....	2





Let's Look at the Regs

Regulations are not just rules. They are a guide to help us keep children safe.

Activity Plans for Infants and Toddlers

A. An operator shall assign one staff member primary responsibility for each infant or toddler in care during each staff shift.

B. Upon enrollment of an infant or toddler, the operator shall arrange for the director or senior staff, in consultation with the parent of the child, to prepare a written individualized activity plan for the child that:

- (1) Addresses the child's normal pattern of activities, sleeping, and eating;
- (2) Is consistent with the child's needs and capabilities;
- (3) Identifies the staff member who is assigned primary responsibility for the care of the child during each staff shift;
- (4) Ensures that the child is:
 - (a) Held, played with, and talked to;
 - (b) Except when sleeping, given opportunities to sit, crawl, toddle, or walk outside the infant's crib or playpen;
 - (c) Except in inclement weather, taken outdoors daily; and
 - (d) Diapered as needed and in accordance with the approved diapering procedure.

C. For an infant or toddler, the written activity plan required at the time of the child's admission to care shall be:

- (1) Posted for reference in the space used by the child's group;
- (2) Implemented by each staff member having responsibility for care of the

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Routines and Safety

Routines guide positive behavior and safety. Routines are like instructions—they guide children's actions toward a specific goal. Routines can be used for many reasons, but two of the most important are ensuring children's health and safety, and helping children learn positive, responsible behavior. For example, children wash hands before they have snack, or must hold an adult's hand when crossing the street. Here is another example: Two-year-old George loves to play with his trucks in the afternoon as mom feeds baby Kira. When mom is done, it is time for them to pick up Dad at the bus stop. All the trucks have to be back in the bucket before they go. Mom lets George know when it's clean-up time by ringing a special bell she has and saying, "Okay, driver, it's time for the trucks to park in the garage." One by one, George wheels each truck up a block plank and into the bucket. Each day they do this, and each day George knows he'll find his trucks where he put them—back in the bucket. He also knows that after he puts away his trucks, he'll get to see his dad which always makes him happy.

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