

**Infant/Toddler
Brain including
How it impacts
BEHAVIOR**



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Remember....

What you teach me
from one to three is
very, very important
to me!
I can learn and I can
do!
But just how much
depends on you!



Four Parts of Every Activity

- Focus
- Develop
- Practice
- Reflect

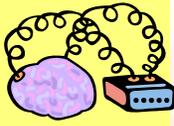


Listen Keys to Success

- Engage
- Assess
- Respond
- Nurture



- Brain based issues
 - Assessment
 - Parent Engagement
 - Brain Research
 - Social-Emotional
 - Special Needs
 - Dual Language Learners
 - Health-Safety Issues
 - Planning the Environment



Part 1
Program Planning and Assessment

- Program Planning for Infants
- Program Planning for Toddlers and Twos
- Best Practices for Assessment of Infants, Toddlers, and Twos



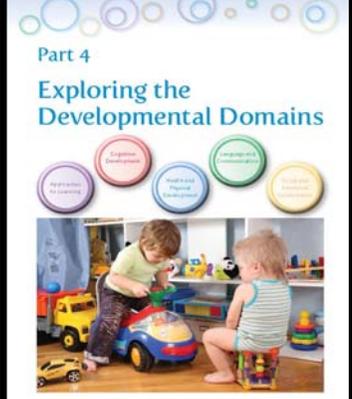
Part 2
Family Engagement



Part 3
Infants, Toddlers, and Twos with Diverse Needs



Part 4
Exploring the Developmental Domains



Approaches to Learning



Children's approaches to learning include how they go about developing new skills and concepts and their attitudes toward learning.

All children are born learners. Each child approaches learning in his or her own way, figuring out what "works."

Cognitive Development



- During their first three years of life, children learn faster than they will ever learn again. They are busy gathering and organizing information about their world.
- Infants and toddlers learn about the social world through their interactions with other people. They begin to understand simple concepts through seeing, touching, hearing, smelling, tasting, and moving.
- Toddlers notice more details and differences in their surroundings and become interested in more purposeful play. They use learned information to solve new problems.
- Children's growing creativity is seen in their art, music, movement, language, and pretend play.

Language and Communication



- Infants and toddlers often understand much more than they are able to say.
- During their first three years, they learn the meanings of many words, signs, and other forms of communication.
- Infants and toddlers express their needs, wants, and feelings through crying, gesturing, moving, looking, making marks with crayons, and talking.
- They build early literacy by exploring books, listening to songs and nursery rhymes, hearing stories, drawing, and scribbling.

Social & Emotional Development

- Children's emotional and social development involves their thoughts and feelings about themselves and their relationships with others.
- Learning to manage and express feelings is also part of this domain. Infants and toddlers become aware of themselves and how they are different from anyone else.
- They begin to learn how to manage their emotions and how to form positive relationships with adults and peers.
- A child's temperament plays a big role in emotional and social development. Temperament is the unique way a child responds to the world around him.



Health and Physical Development

- This domain focuses on how young children learn about their bodies.
- During the first three years of life, young children develop at a pace that is unique to each child.
- Infants gradually gain control over their bodies and begin to move to explore their world.
- Toddlers learn to use and control objects and do things for themselves.
- Children figure out what they need and what they can do by using their bodies in different ways.
- They learn how to stay physically and emotionally safe.
- Infants and toddlers communicate and seek to meet their needs for food, rest, movement, stimulation, and exploration.



- Learning Spaces—Setting Up the Learning Environment
- Brain Builders—Activities for Developing Cognitive Skills
- Talk to Me! Ways to Enhance Communication and Language Skills
- Change My Life by Turning a Page—Activities for Early Literacy Development
- On the Move—Gross and Fine Motor Skills
Shake the Rattle and Roll—Music and Movement
Finger-plays, and Songs
- I Am My World—Enhancing Sensory Development through Exploration & Discovery
- Exploring the Natural World—Indoor and Outdoor
Nurture the Love of Nature
- I Need a Hug! Build Social Skills for Life





Social Behavior

- Teaching acceptable social behavior and coaching children toward positive social development may be the most important thing that you will do.
- It will have the greatest impact on a child's later success in school and in life.
- Remember that infants, toddlers, and two-year-olds really do want to have friends and get along, but they are just learning the necessary skills so they stumble and bumble!

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- Like any other beginning skill, children will make mistakes as they try to figure out how to act
- They need good models and good coaching from the adults who care about them.
- A complicating factor is that children's emotions often trigger adults' emotions.

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Crying



- As infants develop, they learn to use crying as a cause-and-effect tool. They do this to make the “magic face” appear.
- Toward the middle of the first year, crying becomes a social “doorbell.” Behind the cry of anger or frustration is the statement, “Someone get over here and help me get what I want!”
- In that sense, this type of crying reflects both cognitive development and language¹⁹

Tantrums

The emotional “melt-downs” that toddlers and two-year-olds are famous for usually come from frustration. Young children are so active and their world is so stimulating that they can, at times, feel overwhelmed. The toddler has a poor sense of time and may find it very hard to wait until later to do or have something. Nor does he have the language and cognitive skills to argue a point convincingly. It is natural that a child will fall apart occasionally; however, if the adult gives in to the child’s tantrum, the child may use this method of getting his way on a regular basis.

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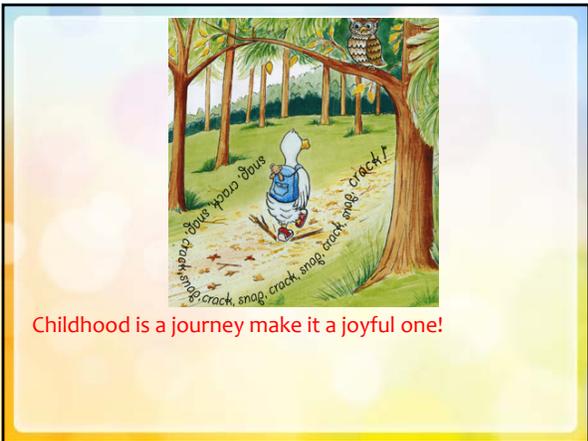
Fear of Strangers and New Situations

- Like all of us, a toddler is able to face uncertain situations with greater confidence with someone supportive at his side.
- If the parent or caregiver is calm, reassuring, and displays a confident attitude toward the new situation, the toddler will respond with less anxiety.
- Don't force the child to experience something new or strange.
- Instead sit with the child at a distance and let him observe the scene and how the other children interact with it.
- When a child is hesitant to try a new activity, such as finger painting, also allow the child to watch other children and



- Model empathy. Empathy is a learned skill. Stop hurting behaviors as soon as they happen, and let the aggressor see you show concern and empathy for the other child's pain.
- With permission from the injured child, invite the aggressor to help you provide comfort, such as getting a cold cloth to put on the bite.
- Anticipate behavior. Catch it on the rise. You can sometimes feel the tension building and intervene before the hurting act starts. Separate, distract, redirect.

- Stay close to your known aggressors, and dissipate tension.
- Put yourself between children if you sense aggression building.
- Acknowledge feelings and develop a relationship with the child. The child has to like you before he will care if you are upset and work to gain your approval.
- Play with the child. Enjoy time with him when all is going well. When a child is engaging in a lot of hurting behaviors, focus strongly on meeting the child's emotional needs, making him feel noticed, valued, loved, secure.
- Acknowledge the child's feelings: "I know you don't want to stop playing, but it's time to go inside." "Yes, you want that car, but Brandon has it now. Let's ask if you can play with it when he is through."



Thought for the moment...



“Man does not
cease to play
because he
grows old. Man
grows old
because he
ceases to play.”

-author unknown
