This second edition of a comprehensive, applied text covers infant and toddler development from prebirth through age 36 months, curriculum and program planning, and guidance using a relationship-based model. In addition, it focuses on the importance of families’ and teachers’ relationships and responsiveness in interactions with children, the latest developmental research, an emphasis on child-centered planning, a particularly strong coverage of infants and toddlers with special needs, and an emphasis on the effects of culture, families, and quality programs on infant-toddler development and interactions. It is research based and written so that the information is accessible and highly motivating to a wide range of readers.

**RELATIONSHIP-BASED APPROACH**

Infants and toddlers have emotional and social needs to feel safe, valued, loved, appreciated for their individuality, and to be deeply connected with their family, culture, important adults, and peers. Relationships meet these needs and create the environment in which development proceeds.

*Infant and Toddler Development and Responsive Program Planning* uses a relationship-based model as a framework for understanding how infants and toddlers grow and learn with the support of their families and teachers. A relationship-based model respects the effects of an individual child’s characteristics and the child’s environment on the quality of the child’s relationships. These relationships then become the filter and the catalyst for children’s sense of well-being and development. As you use the relationship-based model to discover the importance of the infant and toddler years, we hope that you will gain a sense of enthusiasm and excitement about the influence that infant and toddler professionals can have on the quality of experiences and programs for young children and their families.

**WHAT THIS BOOK PROVIDES FOR OUR READERS**

Our text provides a foundation in how infants and toddlers develop, in typical and atypical ways, and in program planning.

**Why and How of Developmental Practice**

We present all aspects of development within the context of brain development and the foundational structure of emotional development and early relationships. We want students to understand why, according to the science of child development, certain practices support or hinder an infant’s or toddler’s optimal development—and how to provide responsive, high-quality care. This book integrates theory, research, and practice in usable language for teachers.
Program Planning
In addition to including developmental content, it also uniquely includes program planning, which highlights the following components:

1. developing the foundation of a program
2. the teacher's roles
3. the importance of relationships with families and how to provide culturally sensitive care
4. a responsive planning process
5. conducting sensitive transitions and routines
6. creating responsive and relationship-based environments
7. providing responsive experiences and opportunities for children
8. a relationship-based approach to guidance

AN EMPHASIS ON CULTURE AND CHILDREN WITH DISABILITIES
To fully respect the impact of culture on early development, information on this and on the importance of inclusion of children with disabilities in early education and development programs is included throughout the book. These topics are presented as they relate to the major content of each chapter, such as how disabilities may affect learning or how people from different cultures approach learning.

NEW TO THIS EDITION
- MyEducationLab video resources integrated into book margins and assignable exercises pertaining to them are online
- A comprehensive review of the literature regarding the key elements of a relationship-based approach and the research that supports it (chapter 1)
- Chapter on observation, documentation, and assessment (chapter 4)
- Information on language and motor development theories (chapters 9, 10)
- The most recent research on infant and toddler development, individualized planning, and curriculum
- Discussion of issues such as the effect of multiple attachments and bilingual opportunities for infants and toddlers
- Portraits of Development tables (Appendix A and Appendix B [in Spanish]), a snapshot of development at each age group from birth to 36 months.
- Developmental Trends and Responsive Interactions tables in Spanish (Appendix C)
- Additional and updated references, resources, and Web sites

SPECIAL PEDAGOGICAL FEATURES
The special features of this book include:

- Observation Invitations in the development chapters (chapters 6 through 10) invite readers to enter the world of a child to reflect on what a photo or written observation reveals about the child's development and goals.
At the end of each development chapter, a Strategies to Support box summarizes specific strategies for teachers and other adults that facilitate the child's development in that domain.

Observation and planning forms for individuals and groups in Chapter 13 and Appendix D.

Each development chapter presents a comprehensive chart, Developmental Trends and Responsive Interactions, which describes the capacities of the child as well as developmental milestones, includes examples of development to help students connect theory with practice, lists teacher or parent interaction strategies to support development and learning, and includes a list of toys, materials, and equipment and other environmental supports that enhance development. These tables also appear in Spanish in Appendix C.

“Reflections and Resources for the Reader” at the end of each chapter provides follow-up questions and reinforcing material to correspond with the chapter's content. Relevant Web links are provided as well.

Vignettes are woven throughout the chapters to illustrate how theories and concepts look in real settings where infants and toddlers are cared for and educated.

Glossary terms are defined in the margin of the page where the term is used.

Quotes from a variety of early childhood education and child development authors are highlighted throughout the book to illuminate specific points of interest.

A complete Summary at the end of each chapter highlights the major points of that chapter.

**ORGANIZATION**

Chapters 1 through 3 set the stage by focusing on early experiences, family relationships, and theoretical perspectives. Chapter 1 describes the current status of the infant and toddler field. Powerful research informs us that the early years matter. Science is establishing that the child's attitudes, knowledge, and skills developed during the first 3 years provide a foundation for a lifetime of learning and loving. Families, as the primary influence on their child's development, build this foundation, and the factors that influence how families function are explored in chapter 2. Infant and toddler professionals also have a strong influence on whether babies thrive, and it is important that professionals build their practice on knowledge of theoretical perspectives. In chapter 3, the theories that guide teachers to become purposeful about their work, understand how infants and toddlers develop, know what they need, and appreciate how they learn are described. The observation and documentation strategies highlighted in a new chapter, chapter 4, provide methods for teachers to learn about children—how they develop and think and what they need to thrive.

The second section of this book describes the remarkable development of children in the prenatal period (chapter 5), and in the emotional (chapter 6), social (chapter 7), cognitive (chapter 8), language (chapter 9), and physical or motor (chapter 10) domains. Each domain of development is explored on several levels that relate to the relationship-based model presented in the first chapter. We describe the capacities that each child brings to that domain, and then explore individual attributes such as gender or temperament. Early disabling conditions and intervention strategies are included in “Children with Special Needs.” The development of the child within his or her family, culture, and an infant and toddler program is emphasized, along with strategies for supporting that aspect of development. At the end of these chapters, we describe components of programs that support and enhance the development of infants, toddlers, and their families.
The third section of the book (chapters 11 through 16) takes you, the infant and toddler professional, into the world of responsive program planning that happens day to day, the relationship way. Equipped with the knowledge of the importance of the early years, theoretical perspectives, and the amazing development of infants and toddlers, you will learn how to plan a program that meets their needs and supports them as they learn. This process includes respecting the child’s experience, reflecting on his or her intentions and your own reactions, and relating to the child through your response.

Nurturing and responsiveness are key elements of being an infant and toddler professional, and you will learn ways to promote the emotional development of young children within a program setting. With an emphasis on responsive interactions and relationships, you will discover how to set up an enriched environment full of learning opportunities (chapter 13). The guidance strategies recommended (chapter 14) respect the child’s culture and individuality, require reflection on the part of the professional, and build infants’ and toddlers’ capacity to be in constructive relationships with others. Since programs include children with disabilities as well as children with diverse interests, needs, and abilities, chapter 15 discusses how to individualize for children with special needs and how to work with the early intervention system.

The quest for quality experiences for very young children leads us to focus on what it means to be a professional who works with infants, toddlers, and their families. Chapter 16 describes the professional’s journey toward developing an identity as an infant and toddler professional; becoming reflective; creating and nurturing relationships for professional development; and advocating for teachers, children, families, programs, and the community to move the profession forward.

We hope this book inspires you to promote the well-being, competence, and quality of life for infants and toddlers and their families. We also hope that it is the beginning of a new or renewed journey to develop a community of caring that recognizes the importance of the infant and toddler years. Infants and toddlers are depending upon it.

SUPPLEMENTARY MATERIAL FOR THIS TEXT

MyEducationLab Videos and Assignable Questions and Exercises

Margin notes within each chapter enable students and instructors to access MyEducationLab, a carefully selected collection of video clips, artifacts, and assignable questions in “Activities and Applications,” and more elaborate exercises in “Building Teaching Skills and Dispositions.”
Instructor Resources

The following ancillaries can be downloaded from www.pearsonhighered.com by instructors who adopt this text. Click on “Educators,” then “Download Instructor Resources.”

**Online Instructor’s Manual.** An extensive Online Instructor’s Manual includes discussion points, a multitude of active learning strategies, and an annotated bibliography of resources such as videos, DVDs, manuals, articles, and books to accompany each chapter in the book.

**Online Test Bank.** The Test Bank contains multiple-choice and essay items for every chapter.

**Online PowerPoint Slides.** These slides cover the major points and strategies of each chapter.

**Online Test Generator Software.** Known as TestGen, this test-generator software permits instructors to create and customize exams. TestGen is available in a dual Macintosh and PC/Windows version.

**Course Management.** The assessment items in the Test Bank are available in WebCT and Blackboard formats.

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