

## INFANT PROGRAM

### **INTRODUCTION**

The Infant Program is designed to enhance each infant's social, emotional, cognitive, and physical development through child-directed and teacher-assisted experiences. In our program, we continuously meet the developmental needs of the children as they develop skills and require new challenges throughout the year. We do not move children based on his/her birthday, we advance children with their developmental age-group. There is no set daily schedule; infants are able to determine their own schedule according to their needs. Each infant is assigned to a primary caregiver who is responsible for a maximum of 4 infants. This system enables the caregiver to provide personalized infant care and develop a close relationship with parents. In addition the child will be cared for and interact with all of the infant team. UM/Canterbury Preschool will provide a loving, safe, and stimulating environment. When parents and caregivers work together, children benefit. Parental input is greatly valued in our program.

### **POLICIES AND PROCEDURES**

#### **Arrival/Departure**

##### **Parking:**

Our first priority is your child's safety!

##### **Medical Campus:**

Please remember that the fire lane adjacent to the school is for quick 5 minute or less drop off/pick-up. Dominion Tower and UM will tow away unidentified cars that are parked in the fire lane for any extended period of time. Do not park in front of the entrance door as it is unsafe and obstructs the entrance. Please drive slowly as you are going by the school.

##### **Coral Gables Campus:**

Please do not park directly in front of the school entrance under the awning. This becomes unsafe when cars are pulling in/out and families are entering the school. Please use the 5 minute parking designated for Canterbury or the 2 spaces directly next to the building. Remember those parking spots are only steps away from the entrance.

**DO NOT ALLOW YOUR CHILD TO RUN OUT OF THE SCHOOL AND INTO THE DRIVEWAY. PLEASE MAKE SURE YOUR CHILDREN ARE IN THEIR CAR SEATS/SEAT BELTS AT ALL TIMES WHEN DRIVING TO AND FROM SCHOOL.**

##### **Security:**

Please make a habit of using your UM card for entry. For insurance and security purposes this is requested. It is difficult for employees to stop working with the children or other parents to open the door. Please be responsible and considerate of others. If you do not have an access card please see an administrator.

### **Visiting and Morning Arrival:**

Parents are encouraged to visit at any time. In order to promote a clean and safe environment for our infants, adults must remove their shoes and place them in the shoe storage area prior to entering the play area. No children, other than enrolled infants, are allowed in the play area. Infants may wear socks or booties Shoes may be removed while the child is in the play area.

If you plan to visit your child or linger during the morning, we request that you quietly join the infants in the play area. It is important not to disrupt the infants' activities as well as keep the fire exits clear. For this and other safety reasons, siblings and infants are not allowed to play by the cubbies, in the nap area, in the kitchen, or in the diapering area. Please keep in mind that there is usually at least one infant sleeping; we ask that you not carry on conversations near sleeping infants.

Give the teachers daily instructions by writing them on your child's daily chart. This way the teachers have a record of the instructions and are able to focus all of their attention on the children. You may schedule a brief meeting with the head teacher. If you need to get a message to the infant teachers during the day, please call the front office or your child's classroom.

### **Signing in and out:**

It is extremely important that you sign your child in and out. In case of an emergency, this is the form of attendance that we use to show your child is present. These sign in/out sheets are dated and should not be removed from the clipboard for any reason. If you need a list of the children in the classroom, please ask the teachers for a list. For the safety of the children **DO NOT LEAVE THE CLASSROOM DOOR OPEN** when you sign your child in and out. No child should ever be in the classroom without a parent or teacher.

### **Supplies to bring**

Parents are responsible for providing the following: diapers, food, formula or breast milk, bottles, a sippy cup, 2 portable sized crib sheets, a blanket, 2 changes of clothes, 2 plastic bibs, and 2 boxes (80 count) of wipes per child at the beginning of each month. All items, especially bottles and bibs, must be labeled with the child's name. Please do not bring car seats, infant seats, or strollers. We do not have the room to safely store them. Placing them under your child's crib causes an obstruction in the fire evacuation procedure. Other items that we would appreciate you bringing in are: a description of your child's daily routine and development at the time s/he begins at Canterbury (to help us better understand your child's needs) and a family photo to put in our play area's family collage. As your child grows, s/he will be able to recognize family members.

### **Cubby**

Each child is provided with a cubby that has his/her name and picture on it. We have found that providing the children with a picture of themselves makes it easier for them to find their cubbies when putting items away. Please make sure any items you bring from home are clearly labeled and everything fits inside your child's cubby.

### **Bedding**

It is suggested, but not required, that parents provide bumper pads for their child's crib. Parents are responsible for removing and laundering crib sheets and blankets at the end of each week. Parents must place clean linens on their child's crib either Friday nights or Monday mornings.

### **Pacifiers**

Pacifiers are discouraged during play time for several reasons. From a development aspect, pacifiers prevent toddlers from engaging in verbal interaction with their peers. From a sanitary standpoint, pacifiers are often dropped and retrieved by another child. Pacifiers may be used only during nap time or if a child needs comforting.

### **Outside Play/Walks**

Weather and schedule permitting, the infants may go outside daily. Our walk schedule is posted in the room. Occasionally we may go on unscheduled walks as well. These are the times/ days that we will not be in the room. If your child needs sunscreen, please apply it in the morning prior to arrival. We will reapply sunscreen in the afternoon, if you advise us to do so. Please make sure that your child always has the necessary items for outings in his or her cubby (i.e. hat, sunglasses, sweater, jacket, extra pair of long pants, extra pair of socks, etc.) We will go outside on cool winter days, so please remember to bring warm clothes as necessary. The routes for the walks are posted in the classroom.

### **Illness**

Canterbury is a family and we tend to share everything, including colds. Staying at home at the first sign of illness is important.

Under no circumstances will parents be allowed to bring a sick child to Canterbury. Sick children expose other children, parents, staff, and their families to the spread of their illness. Sick children want care from their parents in the comfort of their own homes. Please read over our exclusion policy and note that once excluded, your child must be out for 24 hours, before he/she will be allowed to return to school. We will not take a doctor's note or have your child return before the 24-hour period. Your cooperation is extremely important to ensure that we will be able to provide all of our children, families and staff with a happy and healthy preschool.

This policy is derived from our years of experience here at Canterbury. A child who is not feeling well is easily frustrated by other children and may hit, bite, and cry more than usual. It is hard on the other children and staff when a child is sick. A sick child requires extra attention, which takes a teacher away from tending to the needs of the other children, making for a stressful, unsafe environment. Therefore, the following illness policies will be strictly enforced, for the health, well being, and safety of all concerned.

## **Infection Control**

Because infants are so oral, (putting toys in the mouth, licking objects, putting hands in the mouth, then touching items) germs are easily passed. The staff strives to maintain a sanitary room. Toys, dishes, high chairs, and tables are all washed with hot soapy water and rinsed with a water/bleach solution to keep items sterile. We also ask that you take your child's sheet and blanket home every Friday to be washed. Remember that germs are easily passed with this age group and that daily baths will keep the risk of germs from getting passed around when they get home.

## **Medication**

Canterbury requires that a medication form be filled out for any prescription or non-prescription medication that needs administration. For any medication that needs to be taken multiple times per day, please administer the a.m. dose at home prior to school and the p.m. dose after school. Please check with your doctor about flexibility in administration times as All students will be given medication after lunch.

Please make sure that any medications that are to be given to your child comply with the following criteria :

- Any Prescription Medication must be in the original childproof container, clearly labeled with the child's name, physician's name and number, instructions on administration and expiration date.

- If your doctor gives you samples of any drugs to give your child, we need to have a note from the doctor stating that your child is being treated with this medicine. The note must state the name of the medicine, how long the treatment will last and when it needs to be given to the child.

- No oral over-the-counter medicines, (ex., Robitussin, Dimetap, Tylenol, Benadryl, etc.) will be given to the children unless we have a prescription from the doctor stating that he/she has prescribed the medicine to treat your child. If you do not have a prescription from the doctor, it may be faxed to the school (Coral Gables:305-284-1543; Medical: 305-243-2999). Please have it faxed directly to the preschool. If we have not heard from the doctor within 30 minutes of the time the medication is to be given, we will contact you.

- Topical ointment may be applied if it is in the original tube, clearly labeled with the child's name and the parent fills out the medication form.

- Please do not put any medications in a bottle of formula, milk or juice sent from home. Please do not put any medications in your child's cubby, lunch box or cups. This could endanger any child as accidental ingestion may occur.

## **Diapering and Toilet Learning**

Diapering and Toileting have been scheduled for, but not limited to, every 2 hours. To save space, diapers and changes of clothing will be stored in individual cubbies.

Please put special diapering instructions - ointments, powder, wipes, etc. - on your child's daily chart. These items must be labeled and stored in the diaper changing area.

Parents are required to bring 2 containers of wipes on the first Monday of each month.

## **Feeding**

The infants are offered bottles, meals, and snacks in accordance with their individual needs. The primary caregivers will work closely with the parents to help insure that each child is progressing appropriately with his or her feeding skills and receiving balanced meals. Children will not be allowed to drink out of bottles with enlarged nipple holes or with cereal in them. This, at worst, can cause choking and at best promotes improper oral motor development.

## **Birthdays**

Birthdays parties are a wonderful experience for a child. A child's self-esteem is developed in celebrating that special day. At Canterbury we love to recognize each one of our children on their special day. Many children are on special dietary requirements or restrictions. Bringing in lunch for the class causes difficulty for those children who cannot participate. Please ask your child's teachers if there are any children with special food restrictions. If any children have dairy allergies or restrictions Pareve cakes are available at many local grocery stores.

Please obtain a birthday form in advance from the front office. This form will be used to notify the teachers and administration of what items are being brought as well as when the party will be taking place. All parties must receive approval by the administration before they can take place. The times that parties are allowed are at lunchtime (please supply a snack, i.e. cake or cupcakes, ONLY in order to help observe any dietary restrictions of children in the classroom) or at afternoon snack time.

Entertainment may be brought in for the class or school to enjoy. Please arrange this with administration prior to the celebration. Please help us keep this occasion simple but meaningful for your child.

## **Behavior Management**

The purpose of discipline is to help children learn ways of behaving that are acceptable to themselves and to others. With very young children, this usually means setting limits for their safety, the safety of others and the safety of property. Young children need to be reassured that the people who care for them will guide and protect them. All behavior has a reason and it is part of our behavior management to find out the cause of the behavior before setting a program to help a child deal with those difficult times.

We understand and agree to the following discipline policy of UM/Canterbury Preschool as required in Section 10M-12.013 of the Florida Department of Children and Families Child Care Standards:

No discipline shall be severe, humiliating, or frightening. No discipline shall be associated with food, rest, or toileting. Spanking and any other form of physical punishment is prohibited.

Teachers facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity, and setting clear limits for the benefits and safety of all children.

In the event that the unacceptable behavior is not resolved, a child's teacher will call his/her parent(s).

In the event that the unacceptable behavior is not resolved with redirection or parental contact a parent/teacher/director conference will be arranged immediately and enrollment may be terminated at the director's discretion.

### **Biting**

For this age group biting is considered age appropriate behavior. Because younger children often lack language skills to express themselves appropriately, it is not unusual for them to bite another child out of frustration. Bites usually occur on the arms, hands, faces, and backs. When a child bites, s/he will be redirected to another activity and told "no biting, biting hurts." The injured child will be offered comfort and the wounded area cleaned. The parents of both children will be notified of the incident via written report. In the rare instance the bite breaks the skin, parents will be notified by telephone. For the safety and well being of all children, any child who bites another child 2 times in the same day may be asked to leave the school for the remainder of the day. If biting becomes a persistent problem, parents must meet with the Head Teacher and Director to discuss possible options, including counseling or withdrawal from the school.

### **Accidents**

Although it may be unsettling to find a bump, bruise, scrape or bite on your child, there are a few things to keep in mind. First, getting hurt is a normal part of growing up. Children of this age group are especially active throughout the day as they explore their environment. It is also important to keep in mind that although an injury may have left a mark on your child, it does not mean your child cried or even noticed. Unless it is a serious injury, children usually get up and walk away and continue what they were doing. Whatever mark may be on your child is not necessarily an indication of how much pain s/he may be feeling or the severity of the injury. You will receive accident reports for all injuries that occur and require treatment. Often a phone call will be made to advise the parents of injuries or other situations.

### **Parent Conferences**

Conferences are scheduled 3 times during the year. The first conference is a scheduled orientation prior to the child's entrance into a new classroom. It is an opportunity for parents to share information about their child with the teachers. The second conference is mid year. Each child will receive a developmental observation to be discussed at the scheduled meeting. The last meeting is at the end of the year. This is an optional meeting based on the child's progress and needs.

### **Parental Input**

Parents are encouraged to make suggestions and bring up any concerns to the head teacher or the administration. The staff believes that no concern is too small. We genuinely do want parental input. This exchange of information will help create the optimal learning experience for your child.

## **DEVELOPMENT GOALS**

### **GROSS MOTOR**

- \* Lifts head when on stomach to a 45-degree angle
- \* Lifts head when on stomach to a 90-degree angle
  - \* Uses hands and arms to lift chest off the floor
  - \* Holds head up unsupported when held in sitting position
  - \* Sits with some support
  - \* Sits without support
  - \* Uses arms and legs to bring stomach off the ground
  - \* Rocks in this position and lunges forward
  - \* Crawls (on stomach)
  - \* Creeps (stomach off the floor)
  - \* Moves from sitting to stomach unassisted and from stomach
  - \* Crawls up one step
  - \* Pulls self up to stand
- \* Cruises (walks holding on)
- \* Stands alone briefly
- \* Walks without assistance

### **FINE MOTOR AND HAND/EYE COORDINATION**

- . Focuses visually on an object
- . Visually tracks objects 180 degrees
- . Brings arm forward toward object
- . Swipes with arm at object
- . Moves hand and arm together to grasp object
- . Uses whole hand to grasp object
- . Uses precise movements to accurately grab object
- . Successfully brings object to mouth
- . Moves object intentionally (i.e. shaking a rattle)
- . Transfers object from hand to hand
- . Claps hands and bangs objects together
- . Brings hands together and holds bottle
- . Picks up smaller object with three finger tips and thumb
- . Picks up very small object with pincer grasp (thumb and pointer finger)
- . Puts small blocks in a large container
- . Puts small cup in a large cup
- . Stacks one small block on a very large block
- . Turns pages of a board book
- . Turns paper pages

### **SOCIAL/EMOTIONAL**

- . Gazes at adults
- . Smiles at adults
- . Responds to adult's voice by wiggling

- Coos when interacting with adults
- Coos spontaneously
- Expresses needs and wants
- Laughs
- Watches other children
- Responds to other children
- Responds to self in mirror
- Recognizes familiar faces
- Demonstrates separation anxiety
- Demonstrates stranger anxiety
- Prefers to be with the group
- Can play alone for brief periods
- Waves bye-bye
- Initiates interaction with others
- Grabs toys from other children
- Briefly offers toys to other children
- Hugs or pats other children
- Pushes other children
- Imitates social behaviors (rocking doll, feeding doll)

### **COGNITIVE**

- Reacts to adult interaction
- Indicates desires
- Responds in a variety of ways to different stimuli
- Manipulates objects of various sizes
- Looks for object that is hidden or dropped
- Demonstrates separation and stranger anxiety
- Understands the labeling of some items
- Responds to specific words (bottle, bye-bye, ball) with a look or action
- Understands and responds to one step commands (get the ball)
- Understands and demonstrates the use of social objects (attempts to place sock on doll or self)

### **LANGUAGE**

- Cries
- Responds to voices
- Responds to familiar voices
- Coos
- Turns toward speaker and various sounds
- Responds to music
- Begins to vocalize vowel sounds (aaaaa)
- Begins to vocalize simple consonant sounds (bbbbbb)
- Vocalizes 1-syllable sounds (ba, ba, ba)
- Combines different 1-syllable sounds (ba, ma)
- Vocalizes harder consonant sounds (ggggg)
- Understands the meaning of a few words (night-night, bottle, bail)
- Vocalizes with intonation & expression
- Understands 1-step commands

Says one or two words knowing their meaning

### **ORAL MOTOR DEVELOPMENT**

(The development of feeding skills that is a prerequisite for developing proper language skills.)

Sucks from breast or single hole nipple (feeding in under 30 min.)

Loses no liquid from mouth when sucking

Sucks small amounts of semi-solid food from spoon (baby cereal)

Opens and steadies mouth for spoon

Uses upper lip to remove food from spoon

Uses sucking pattern to effectively bring food to back of mouth for swallowing

Loses little food from mouth

Places many objects in mouth

Moves jaw in an up and down pattern (munching)

Uses munching pattern to eat dissolvable solids (Cheerios, well-cooked carrots, toast, etc.; teeth are not needed for this stage)

Chews effectively using tongue to move food from side of mouth

Chews harder solids effectively

NOTE: Most children are ready for finger foods (soft solids they pick up themselves) at around 10 months old. At the age of 12 months they should be able to feed themselves.

### **INFANT ACTIVITY LIST**

The following is a list of the major activities that take place in the infant room and the areas of development on which they focus. Many activities enhance several areas of development.

### **COGNITIVE/CAUSE AND EFFECT/OBJECT PERMANENCE**

Helium balloons

Filled balloons (bells, air, water. Cheerios)

Clear box with toy underneath

Cup mix-up with hidden toy

Wrist and ankle rattles

Crumple and tear paper

Flashlight play (room light play)

Cause and effect toys (pop-ups etc.)

Incline ball (or car ) roll

Peek-a-boo activities:

\* Individual

\* Group with sheet

\* Gross motor on structure (chase)

\* Puppets and other toys

## **SENSORY**

Water table activities:

- \* Water
- \* Water and colored ice
- \* Ice chips (snow)
- \* Cheerios (or Rice Crispies)
- \* Baby cereal (mixed with water)
- \* Cooked rice, Jell-O (usually better in high chair)
- \* Packing string (Easter grass)
- \* Blocks or manipulatives
- \* Picture cards

Cold toys in a bucket

Shakers (home made with various sounds - for music too)

Feeler box

Ice pops (frozen bananas)

Tasting day (i.e. pickles, Jell-O, melon, cucumber, noodles. Foods will be posted and common allergy producers will be avoided)

Colored windows (make windows with cellophane and poster board.)

Smelling jars

Sticky tape ball (cognitive)

Foot play (esp. with scented lotion for massage)

Low hammock sheet swing

## **HAND/EYE COORDINATION/TRACKING/FINE MOTOR**

Bubbles (cognitive)

Giant peg board

Ring stacking

Nesting

Stacking (cups and various sized blocks)

Banging together (i.e., 2 blocks/or hands for clapping)

Low hanging toys (reach and grasp)

Mobiles

Tearing and crumpling paper

Art Activities:

Painting with brush

Using crayons

Finger painting (sensory)

Playdough (sensory)

Colored ice cube painting (cause and effect)

Toys in the pocket (object permanence)

Turning the hard pages of a book (manipulating a magazine)

Playing ball (gross motor)

## **LANGUAGE (RECEPTIVE AND EXPRESSIVE)**

· Book Activities:

- \* Reading (individual and small groups)
- \* Looking at magazines (labeling pictures)

- \* Big Books (labeling)
- \* Farm pictures with "Old MacDonald"(music)
- \* Homemade books in several languages (common objects, etc.)
  - Imitating sounds
  - Labeling items in room
  - Labeling feelings and actions (especially during routines & sensory activities)
  - All songs and music
  - Picture cards in a bucket (label and talk about pictures)

### **SOCIAL EMOTIONAL/DRAMATIC PLAY/INTERACT/VE GAMES**

- Doll play:
  - Giving a bath
  - Feeding
  - Rocking
  - Hugging
- Dress up (hat play - Using the mirror)
- Cooking with bowls, plates, cups and spoons
- Purse or bucket with items (toy keys, etc.)
  - Telephone play (language)
- Washing dishes/washing clothes
  - Mirror play:
    - \* Faces
    - \* "Sooo big"
    - \* Body Parts (language)
    - \* Dancing (motor)
  - Name songs
  - Tickle ("I'm going to get you")
  - Watching pets (language)
  - Buggy rides/walks (sensory & language)

### **GROSS MOTOR**

- Structure play
- Chase
  - Walking
    - Big ball roll
    - Water bed for younger infants
    - Rolling
    - Dancing
    - Push/pull toys
    - Sheet Shake

### **MUSIC/RHYTHM AND "CIRCLE TIME"**

- Music in different languages (varying beats)
- All Songs
  - \* Bingo
  - \* Old MacDonald
  - \* Happy and You Know it
  - \* Name Song (A is for..., clap, clap, clap, little...

- \* Here We Are Together
- \* Wheels on the Bus
- \* Hokey Pokey
- \* Boogie Walk
- \* Diaper Gym
- \* Multicultural Songs
- \* Seasonal songs (Jingle Bells, Feliz Navidad, etc.)
- \* Finger plays and rhymes (Trot Trot to Boston, Five Little Monkeys etc.)
- \* Pie Plate Music (with shakers and bells too)
- \* Free Dancing

I have read and agree to comply with all of the policies and procedures set forth in the Infant Class Handbook.

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Signature

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Date

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Signature

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Date