



Responsive Caregiving: An Annotated Resource List

Responsive caregiving involves the creation of safe, structured environments with predictable routines and interesting materials to explore and sensitive, caring, and dependable interactions with consistent adult caregivers. The nurturing, protective, and stable relationships that infants and toddlers need with adults are constructed through daily interactions between young children and their parents and other caregivers. Brain development research indicates that the degree of responsive caregiving that children receive as infants and toddlers positively affects the architecture of the brain itself, thereby promoting healthy development¹. Positive interactions with primary caregivers help young children organize their emotional responses and behavior, develop secure attachments, and resolve interpersonal conflict in healthy ways.

The following resources may be useful in understanding how to build secure, attached relationships with infants and toddlers:

Organizations and Programs

Brazelton Touchpoints Center (<http://www.touchpoints.org>)

The Brazelton Touchpoints Center is a training and educational institute that offers health, early care and education, and social service professionals a unique approach to:

1. Using child behavior as a language with parents toward the goal of promoting optimal child developmental outcomes;
2. Valuing each parent's strengths to promote parental competence, confidence, and self-advocacy skills;
3. Strengthening families through specific communication and relationship building techniques and strategies for providers; and
4. Establishing and sustaining therapeutic alliances with families.

High/Scope Educational Research Foundation (<http://www.highscope.org>)

High/Scope Educational Research Foundation is an independent nonprofit research, development, training, and public advocacy organization – its mission is to lift lives through education. The High/Scope® Early Childhood Curriculum is a complete research-based system of education for the preschool and infant-toddler years. The curriculum has a set of teaching practices for adults, content areas for children, assessment tools to measure teaching behaviors and children's progress, and a training model to help adults use the curriculum to support children's development.

¹ Newberger, J.J. (1997). New brain development research – A wonderful window of opportunity to build public support for early childhood education. *Young Children* 52(4): 4-9.

Shore, R. (1997). *Rethinking the Brain: New Insights into Early Development*. New York, NY: Families and Work Institute.



Program for Infant Toddler Care (<http://www.pitc.org/>)

The Program for Infant Toddler Care seeks to ensure that America's infants get a safe, healthy, emotionally secure and intellectually rich start in life. Its three-pronged mission is to:

- 1) Increase the availability and quality of child care for all children under age three;
- 2) Disseminate information that increases the practice of responsive, respectful and relationship based infant toddler care; and
- 3) Influence national, regional and local policies and practices so that the needs and interests of infants, toddlers, and their families are the foundation for all curriculum development and program activity.

Resources for Infant Educators (<http://www.rie.org/>)

Resources for Infant Educators (RIE) is a non-profit organization that has developed and is teaching a unique philosophy and methodology in working with infants. To foster quality care, RIE encourages:

1. Basic trust in the child to be an initiator, an explorer and a self learner;
2. An environment for the child that is physically safe, cognitively challenging and emotionally nurturing;
3. Time for uninterrupted play;
4. Freedom to explore and interact with other infants;
5. Involvement of the child in all care activities to allow the child to become an active participant rather than a passive recipient;
6. Sensitive observation of the child in order to understand his/her needs; and
7. Consistency, clearly defined limits and expectations to develop discipline.

Teaching Strategies (<http://www.teachingstrategies.com>)

Teaching Strategies is a publishing and training company that is committed to making a difference in the lives of children birth through age eight. Its mission is to enhance the quality of early childhood programs by offering practical, innovative, and developmentally appropriate curriculum materials, training services, training materials, and parenting resources. It publishes *The Creative Curriculum*® series, including the forthcoming *The Creative Curriculum*® for Infants, Toddlers & Twos.

ZERO TO THREE (<http://www.zerotothree.org>)

ZERO TO THREE's mission is to support the healthy development and well-being of infants, toddlers and their families. It is a national, nonprofit, multidisciplinary organization that advances its mission by informing, educating and supporting adults who influence the lives of infants and toddlers. ZERO TO THREE offers a variety of resources for parents and professionals.

Publications

Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice

Lally, R., Griffin, A., Fenichel, E., Segal, M., Szanton, E. & Weissbourd, B. (2003)

ISBN: 0-943657-67-9 – published by ZERO TO THREE Press

Designed to help readers recognize the special knowledge and skills needed to offer a nurturing group care environment to very young children, this book assists caregivers, program directors, families, trainers, and others meet the needs of each individual child. It includes examples of appropriate and inappropriate caregiver responses to typical child behavior; stories that illustrate day-to-day experiences and dilemmas; and a chart of developmental milestones.

Developmentally Appropriate Practice in Early Childhood Programs

Bredekamp, S. & Copple, C. (Eds.) (1997)

ISBN: 0-935989-79-X – published by NAEYC

This book provides an overview of the principles underlying developmentally appropriate practice and guidelines for classroom decision making, emphasizing the importance of the social and cultural context in considering appropriateness of practices. This book offers an overview of each period of development from birth to age 8 with examples of appropriate and inappropriate practices for children in that age group.

Emotional Connections: How Relationships Guide Early Learning

Butterfield, P., Martin, A. & Prairie, A. (2004)

ISBN: 0-943657-64-4 – published by ZERO TO THREE Press

This book translates research on cognitive, social, and emotional development in the early years into the language of daily caregiving and teaching. It provides trainers with information and tools needed to teach infant-toddler caregivers how to build responsive relationships with very young children and their families. An Instructor's Manual is also available. ISBN: 0-943657-63-6

Hola! Means Hello! Resources & Ideas for Promoting Diversity in Early Childhood Settings

Fenson, C., Dennis, B., Palsha, S. (Eds.) (1998)

published by Frank Porter Graham Child Development Institute

This is a resource for caregivers and trainers to use to address issues related to attitudes, beliefs, and biases toward diverse cultures in group care settings. It provides information on ordering resources and materials to enhance cultural awareness, along with a self-assessment checklist, booklists and instructional resources.

How Culture Shapes Social-Emotional Development: Implications for Practice in Infant-Family Programs

Parlakian, R. (2003)

ISBN: 0-943657-74-1 – published by ZERO TO THREE Press

Written for program leaders and practitioners, this booklet examines how culture shapes children's fundamental learning about themselves, their emotions, and their way of interacting and relating to others. It includes recommendations for providing culturally responsive services, and an explanation of cultural reciprocity. Activities are provided that feature a range of infant-family settings.

Learning & Growing with Families: Partnering with Parents to Support Young Children's Development

Pawl, J. & Dombro, A. (2001)

ISBN: 0-943657-51-2 – published by ZERO TO THREE Press

This book's emphasis is on the power and potential of building strong relationships with families. Chapters cover appreciating caregivers' effects on families and vice versa, the importance of interactions, behavior and its meaning, and how caregivers can balance efforts with parents and their young children. It also includes exercises for putting these concepts into practice.

Multicultural Issues in Child Care

Gonzalez-Mena, J. (2001)

ISBN: 0-76741-685-6 – published by McGraw-Hill

This text presents cultural differences relevant to caregiving settings including day care, nursery, and preschool programs. The book promotes sensitivity, communication, and problem solving as keys to providing what children need according to their individual development, their parents' beliefs, and the beliefs of the caregiver.

Prime Times: A Handbook for Excellence in Infant and Toddler Programs

Greenman, J., & Stonehouse, A. (1996)

ISBN: 1-884834-15-9 – published by Redleaf Press

This is a resource for caregivers, program directors, and others interested in the nuts and bolts of putting together a high quality program for infants, toddlers, and their families. It describes how to establish and keep vital quality caregiving in infant and toddler programs and includes illustrations, charts, and forms.

Resources for Developmentally Appropriate Practice: Recommendations from the Profession

Perry, G. & Duru, M. (2000)

ISBN: 0-935989-91-9 – published by NAEYC

This collection of annotated resources compiled from the recommendations of early childhood experts across the field can help guide decisions about curriculum and practice in early childhood programs.

Secure Relationships: Nurturing Infant/Toddler Attachment in Early Care Settings

Honig, A. (2002)

ISBN: 1-928896-03-0 – published by NAEYC

This resource distills key points needed in understanding and building attachments between infants and toddlers and the adults who care for them.

The information contained in this resource list is for informational purposes only. No official endorsement of any practice, publication, individual or organization by the Child Care Bureau, U.S. Department of Health and Human Services or the National Infant & Toddler Child Care Initiative should be inferred.

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