

# Learning Objectives



Participants understand the influence of relationships on children's development.



Participants recognize the connection between brain development, emotion, and learning.



Participants examine the role of healthy emotional development and attachment on children's separations from parents.



Participants understand the role of temperament in adult-child relationships.



Participants develop strategies for increasing their responsiveness in caregiving.



Participants examine the role of caregiving routines in infant and toddler curriculum.



Participants develop strategies for supporting children's emotional learning.



Participants understand the developmental tasks of infants and toddlers.



Participants create play activities for infants and toddlers based on principles of emotional, social, cognitive, and physical development.

# Attachment and Emotional Development

What research tells us	How we can use the research to help children and parents
The quality of development in childhood and later adulthood is directly related to the quality of early relationships.	<ul style="list-style-type: none"> <li>▪ Every early relationship influences the lifelong development of the child. Thus, a connection between a child and the child care provider is important.</li> <li>▪ Access to more than one attachment figure – for example, mother, father, siblings, special provider and relatives – is normal and healthy for a child.</li> </ul>
Patterns of attachment reflect the quality of these early relationships rather than the quantity of time spent together.	<ul style="list-style-type: none"> <li>▪ A child cannot “lose” her attachment to her important adults.</li> </ul>
The sensitivity and responsiveness of the adult can define the quality of the relationship.	<p>We can be more sensitive and responsive by:</p> <ul style="list-style-type: none"> <li>▪ Understanding the developmental needs of infants and toddlers.</li> <li>▪ Talking and playing with young children in ways that support their developmental needs.</li> <li>▪ Responding to the signals of infants and toddlers.</li> </ul>



## What do we see in securely attached children and parents?

- The child is generally open, curious, and can become engrossed in play.
- The child usually recovers from stress (e.g., separation from parents) without a great deal of emotional disruption.
- Parents are more responsive to feeding signals and to their infant’s crying.
- Parents return the infant’s smiles and attempts at communication.

# How We Foster Secure Attachment in Children

- Understand the developmental needs of infants and toddlers.
- Help parents understand that they are the central adults in their child's life.
- Build relationships with parents as allies.
- Talk to children about their parents when they are separated.
- Respect the infant or toddler as a person with specific needs and unique qualities.
- Slow down to “baby time” and “baby volume.”
- Offer physical comfort.
- Make eye contact with children.
- Display a warm and caring tone.
- Use the children's first names when talking to them, rather than generic nicknames.
- Learn the child's unique signals.
- Respond to a child's attempts to communicate.
- Make an effort to build a relationship with each child, even those to whom you may not be naturally drawn.
- Sit next to children and at their eye level.
- Use routines.
- Behave in a consistent manner from day to day.