

## Welcome to Toddler World North Campus

The children in the "Toddler World" classrooms range in age from 18 months to three years old and are cared for by three teachers in each room at North Campus: Toddler 1, Toddler 2, and Toddler 3. Each classroom sets up Activity Centers that allow the children to choose activities which suit their own development, learning styles, interests and needs.

Most questions, concerns and/or compliments can be directed to any one of the teachers. We will be glad to answer your questions, discuss your concerns and accept your compliments.

The following information will help you while your child is in Toddler World:

Please **LABEL ALL** your child's belongings.

We will need you to provide:

- disposable diapers
- wipes
- diaper ointment if needed \*\*(see attached MAT form)
- sunscreen \*\*(MAT form needed)
- blanket/soft toy for nap
- toothbrush
- two complete** changes of clothing - weather appropriate

If you are toilet training your child please provide:

- 5 pairs of underwear
- 2 to 3 changes of clothing and socks
- plastic bags for wet clothes

Outside each room there is a parent information board. Special notices and daily activities for the room will be posted. A more personal account of your child's day can be found on the daily report which is located in the classroom binder.

Because Toddlers are developing autonomy, and for safety reasons, we discourage the use of bottles, and pacifiers except at naptime. We believe that it is timely for children to be weaned from these props gradually and respectfully.

Please dress your child appropriately for outdoor play. We like to go outside as much as possible. Of course, this is based on the weather.

## Toddler World Philosophy

The Toddler World staff is dedicated to providing quality care for the children who are in the program. The program provides for the development of the whole child - physical, social/emotional, cognitive and language - in a safe and nurturing environment. The activities are directed towards age and individual appropriateness, allowing for all learning styles. The curriculum is child-sensitive, tailored to meet the needs of children, not making the children adjust to the demands of a specific program.

Our Toddler program is developmentally appropriate, allowing for the children to learn at their own pace through active interactions with adults, peers and relevant concrete/hands-on materials in a multi-cultural and non-sexist environment. Staff structure experiences and ask questions that encourage children's growth and creative thinking skills based on child observations and development.

Toddlers learn through sensory, motor and tactile experiences. Toddlers need to expand their language skills and develop a sense of autonomy in a secure environment that helps them develop a sense of trust. The program is designed to enhance self-esteem, extend experiences and enrich children's lives.

Each classroom concentrates on activities in all developmental areas: dramatic play, artistic exploration, blocks/building/transportation area, fine motor activities, literacy, and sensory exploration.

All of the Toddler classrooms have agreed to this philosophy. The program provides children with opportunities for continuous progress through the cluster. Children will stay with the same staff until they move to Preschool. As children develop uniquely, at their own pace, a multi-age group provides appropriate experiences for each child's area of development.

## Separation Anxiety

Separation anxiety (the distress from being separated from a loved one) is painful for both children and parents. It is an especially difficult transition for many toddlers. As professionals, we understand that some children might be distressed and we have developed methods to ease children into the larger group situation.

We would like to make the following suggestions to help you and your child adjust:

1. Make an appointment to visit your child's classroom before he/she starts in our program. This will allow you and your child to spend time observing activities and get to know the staff as well as other children in the room. Please discuss this visit in a positive and encouraging way. Let your child know that you are planning to stay with him/her for the visit.
2. When you leave, always say goodbye. Please assure your child that you will return and the approximate time you will be back. (ex. "I will be back after lunch.") Please try to return at the time you promised. Once you say goodbye and leave the classroom, please leave the building. Some children become confused if parents are seen after they have said "goodbye". If you wish to observe the group and not have your child be aware of your presence, come early, before you are scheduled to pick up your child.
3. A soft cuddly toy from home is often a comfort and we welcome it!
4. Communication between parent and child is very important. Please talk to your child and let him/her know that you are bringing him/her to a new school and you are going to meet some new people. This sometimes helps your child want to stay.

### Toilet Training

Most children learn to use the toilet while they are in "Toddler World". Children need to be physically and emotionally prepared for toilet training.

Some signs of readiness are:

- ability to stay dry for long periods of time
- child is able to tell you after she/he has wet or soiled her/himself
- child is able to verbalize his/her needs
- child asks to use the potty

Many children are physically prepared before they are ready to make an emotional commitment to staying dry. Parents often find that their child will learn to use the potty in 2 to 3 days if he/she is allowed to decide for him/herself to wear underwear! We recommend that you allow your toddler to make this first, important step toward autonomy, by making this decision on his/her own.

Children develop at different rates. Some are prepared to use the toilet at two years of age and some are not ready until age three. When you feel that your child is prepared to begin, please ask us about it so that we can work together with you and your child. If you have any questions or concerns please do not hesitate to come and talk to us.

### Biting Behavior

As parents and early childhood educators, we can never condone the biting behaviors that are often exhibited by toddlers in a group care setting. However, we have found that some older infants and toddlers may express frustrations by biting.

*Experts in the field of child development talk about biting as a natural tendency of young children. It is a temporary way of behaving and children eventually outgrow it.*

Our goal at the University at Buffalo Child Care Center is to create a safe and respectful environment where children learn to settle their differences using words rather than aggressive actions. However, despite our best efforts, biting, hitting or other aggressive behaviors sometimes occur. When a child is bitten or hurt in some other way an accident report is generated and given to the parents. It is our policy not to include the name of the child biting or hurting another child, although parents are alerted when their child is hurting others. If a pattern of aggressive behavior develops, staff will sit down with the child's family to discuss strategies to help the child work through their behavior. The goal is to make everyone in the classroom feel safe and secure. As in all matters, parents with concerns about behaviors in the classroom should speak to the lead teacher and /or the director.

### Toddler's Creed

If I want it, it's mine.

If I can take it away from you, it's mine.

If I had it a little while ago, it's mine.

If it's mine, it will never belong to anyone else, no matter what.

If we were building something together, all the pieces are mine.

If it just looks like mine, it's MINE!!

Thank you for taking the time to read this packet and again, we'd like to welcome you and your family to Toddler World!

*Updated August 2013*

# TODDLER WORLD DAILY SCHEDULE



7:15	<b>*Center opens *</b>
7:15 - 8:45	Breakfast with all three classrooms
7:15 - 9:15	Toddler chosen activity time with all three classrooms Morning diapers
9:15	<b>*All teachers are here, and the three rooms begin to separate*</b>
9:15 - 11:15	This is time for art projects, sensory table, gym, playground, or going for walks ( <i>The exact times of these activities varies everyday</i> )
11:15 - 11:45	Circle Time ( <i>Books, songs, yoga, dancing</i> )
11:45 - 11:50	Getting blankets, washing hands and sitting down for lunch
11:50 - 12:30	Eating lunch, before nap diapers, and looking at books on cots
12:30 - 3:00	Rest time ( <i>Napping and later looking at books on cots</i> )
3:00 - 3:45	Putting blankets away, after nap diapers and snack time
3:00 - 3:45	Toddler chosen activity time after they're done with snack
3:45 - 5:00	Gym, playground, going out for a walk, art project, and more toddler chosen activity time
5:00 - 5:45	Coming in from outside, late afternoon diapers, three rooms start combining again, looking at books.
5:45	<b>*Center closes*</b>

**WE ALLOW TIME FOR TRANSITIONS BETWEEN EACH ACTIVITY.**

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**WHAT'S THE DIFFERENCE?  
INFANTS TO TODDLERS**

<b>INFANTS</b>	<b>TODDLERS</b>
NYS OCFS ratio is 4 children to 1 adult. We follow the NAEYC ratio of 3 children to 1 adult. A group size of 8 children in a classroom is maintained.	NYS OCFS ratio is 5 children to 1 adult. We follow the NAEYC ratio of 4 children to 1 adult. A group size of 12 children in a classroom is maintained.
You will hear children crying, but rarely all children crying at once. The teachers try to maintain a calm and quiet atmosphere with slow movements and responsive actions.	Faster movements; children are busier. Teachers position themselves throughout room to supervise interactions and support children's choices.
Toys and equipment are low to the ground so children can begin to make choices on their own.	More choices available. Clearly defined learning areas: Dramatic Play, Reading, Sensory Play (sand and water tables), Art areas with easels, Table activities (puzzles, legos, small toys), Writing Area.
There are duplicate toys and sturdy equipment that can withstand a lot of teething and exploration.	Even more duplicates! Toddlers always think a toy in someone else's hand looks more interesting.
Most language you hear is adults talking to children; reporting what is going on; encouraging verbalization. Appropriate adult conversation is a model for language development.	"Use your words" becomes the toddler teacher's mantra. Children are encouraged more and more to verbalize their thoughts and feelings. Teachers model the appropriate words to use.
Most activities are teacher-initiated with teachers watching infants closely to determine interest, ability, or need.	Toddler rooms are more child-directed. Teachers set up the environment and stay close by to support children's play and interactions while continuing to observe ability and need. Solitary and parallel play are typical.
Teachers start by doing everything for an infant and help them grow to learn more skills (self feeding, drinking from a cup, sitting at a table).	A lot more independence! Teachers encourage children to do things on their own. "Can you try?" and "you can do it" are frequently heard.
Teachers meet individual feeding needs of children. As children grow, they move from infant seats to high chairs to table seating. They are introduced to cups, plates, spoons and forks. Teachers introduce a modified family-style service once children are developmentally able to participate. Children are then encouraged to make their own food choices and serve themselves when able.	Family-Style service is used for meals. Children are encouraged to serve their own foods, fill their own cups, use their utensils, and take care of their dirty dishes. Toddlers love to help teachers sweep floors and wipe tables.
Children eat with their fingers and are guided to use utensils and cups.	Teachers use "hand-over-hand" techniques to help children pour from pitchers or serve food from bowls when they want food or drink. Children are encouraged to use their utensils and drink from handled cups with no lids at mealtime.
Teachers may have more time to talk to parents at drop off or pick up.	Toddlers are busier. Teachers may not have time to talk at drop off or pick up. It might be better to

	make an appointment or call later in day. Parents are encouraged to communicate with teachers using the notebooks.
You will find children grouped together with children from another infant room typically at the beginning or end of the day. Usually this will only involve the same 2 classrooms so there is a team of 6 teachers to get to know.	Breakfast takes place in one room. Children will be together for breakfast at the beginning of the day, and break off into classrooms as the numbers grow and teachers arrive. There are 12 teachers to meet as the 3 classrooms work closely together.
Daily Reports of what children ate, how they slept, and their toileting routines are in detailed format kept in one location.	Daily Reports of what children ate, how they slept, and their toileting routines are in detailed format kept in one location. Communication is posted in hallway near door. Messages are found in the class binder with the daily reports.
Parent / Teacher Conferences are held twice a year. If there are concerns, meetings can be scheduled with teachers.	Parent / Teacher Conferences are held twice a year. If there are concerns, meetings can be scheduled with teachers.

## **ABOUT TRANSITIONS AT UBCCC**

***"Your child has reached another milestone in her/his growth. As of January 1, s/he will move into the Toddler/Preschool/Pre-Kindergarten classroom. Her/His new teachers will be Ms. Smith and Mr. Jones."***

As parents of children at UBCCC, most of you will receive a "move-up letter" that includes the above statement. You now have so many questions..."What? Where? When? Who? and most importantly, Why?" Because transitioning from one age-group to the next can be a stressful time for both children and parents, our hope is that this transition packet can help ease some of your concerns as parents. The more relaxed parents are about change, the more relaxed and accepting their children will be.

A transition is defined as a process or period in which something undergoes a change and passes from one state, stage, form, or activity to another. This is exactly what is happening to your child. Your child's teachers have been observing and assessing her/his development and know s/he has reached the next milestone. They know your child is ready.

At UBCCC, we have developed a system where children visit their new classroom over a period of time. This is usually a four week process. Depending on your child's age and how well your child adapts to the new environment, this could be a shorter time, for example, for children moving from Preschool to Pre-Kindergarten. The child will progress from a week of daily, one-hour visits accompanied by a current teacher; to a longer daily visit that will eventually include lunch; and finally nap and afternoon snack.

This doesn't mean the change will be without bumps or always go smoothly. Most children do very well visiting their new classrooms. They are excited about the new activities, toys, and playgrounds. Some may be happy to reconnect with their "old friends" who have moved up before them. Our teachers are aware that most children do experience a "honeymoon period". A child may do very well in their new surroundings and then they realize that the new classroom is their new home and they are sad to leave their old room behind. Many of our teachers will admit that they, too, experience the same feelings. This sadness is real, but with the love, nurturing, and support of the parents, and both new and former teachers, it is short lived and children begin to learn new and valuable life skills – those of resilience and adaptability.

The key to all this is that your child is growing up. At UBCCC, our philosophy of care and early education includes all aspects of developmentally appropriate practice. This includes the teacher's knowledge of typical child development and their individual knowledge of your child. DAP also teaches us that children learn best through experiences in a child-directed / teacher-supported environment. As children age, their independence and growth of self-confidence is encouraged through the availability of choices and self-help tasks they can master. In all classrooms, the teachers at UBCCC support the individual needs of all children. They balance nurturing with challenge; creating environments for children that meet the child's current needs, and scaffold their learning to encourage their forward development and mastery of current skills.

In conjunction with New York State licensing regulations, we move children at ages 18 months and 3 three years. There is a leeway for 3 year olds moving to Preschool and the move can happen as late as 3 years, 3 months. At UBCCC, we provide a year of Pre-Kindergarten. This is the only time at UBCCC when children move to the next age group according to a school calendar, not their birth date. Children will move from Preschool to Pre-Kindergarten the September before they are expected to enter Kindergarten. Some may not yet be 4 years old; some children may be almost 5 years old.

So what do children need to ensure success during and after transition? A typically developing child needs the nurturing and support of their family, and the same of their new and former teachers. Infants do not have to “know how to be” toddlers to move to the toddler room; nor do toddlers, preschoolers, and pre-kindergartners have to “know how to be” preschoolers, pre-kindergartners, and kindergartners to move to preschool, pre-kindergarten, and finally onto kindergarten. Successful children have supportive, positive, and encouraging adults that surround them.

Developmentally, children are already on their way. If they have been at UBCCC since birth, they have experienced being the youngest and oldest in the group. This experience is very important to their social/emotional development. It also allows them to learn by watching the older children and gives them the time to master new skills and be ready for the next step.

As parents, what do you need to do to support your child’s success? From listening to parents who have experienced a child’s transition at UBCCC, the word *patience* is often repeated. Many parents have reported that after the first week (or two, or three) of difficult morning drop-offs, things get better. Remember all children are different and have differing tolerance to accepting change. Have confidence in your child that s/he can handle this move with extra attention and hugs from the teachers. Have confidence in the teacher and follow their lead. Even though many teachers have been through this many times and may seem accustomed to children’s tears, they understand how difficult it can be for you as the parents to see your child upset. The teacher will guide you to stay or go as s/he sees fit.

Above all, communicate with the teacher.

- Ask questions and make sure you understand the process. Of course, you are more comfortable with your child’s former teacher. The new teacher will invite you to make an appointment for an orientation to the new classroom. This meeting can include the former teacher if you would like.
- Come and visit the new classroom during the day while the child is in transition. Seeing your child’s interactions and comfort in the new space can help you feel more comfortable, too. Teachers can help you decide when the best time will be for a visit. If your child sees that you are comfortable in the new room, s/he will be, too.
- Talk to the teachers about your concerns. Our teachers are experts in child development and can help ease your worries.

At UBCCC, we always want to do what is best to support children’s development. Partnering with families is an important way to do this. We hope the information included in this packet will help to make this transition smoother for your child and you.