1) Engaging Infant Spaces
   a) Over the course of a few days, pay attention to ways that your space supports or challenges your interactions and relationships with your children. Make changes as needed.
      • Observe during each part of your daily routine.
      • Be sure you have comfortable seating to give love and care.
      • Locate the places where you are on the floor with your infants.
      • To ensure quick and easy access, stock and organize supplies for diapering, meal times and naptimes.
   b) Learn more about the Reggio approach to infant care, specifically related to the image of the child and the child's environment. Reflect on this philosophy and ways it can inform your thinking about spaces created for infants.
   c) Thinking about the tone of your infant spaces and evaluate the aesthetics. Change wall décor, furnishings, containers, and materials if needed. To create a pleasing, soothing, comfortable tone consider natural colors and items.
2) **Encouraging Movement and Exploration**

   a)  Active play for infants spans a developmental range. Take time to closely observe each child to notice cues that indicate the infant is actively engaged with their environment. Compare your observations to the stages of development that occur during infancy to increase your understanding of each child’s unique developmental progression.

   b)  Obesity in infants may be associated with a delay in achieving fundamental movement skills. Learn more about infancy physical activity and links to weight outcomes.

   c)  A newborn’s movements are simply the uncontrolled, reflexive movements they are born with. Over time, they learn to move their body parts to perform both gross and fine motor skills used to grasp, push themselves up with their arms, roll over, sit, crawl, stand, walk, run, keep balance or change position, etc. Learn more about the predictable sequence of motor development. Use this information as a tool to evaluate your space. Be sure every child is able to move freely, using and developing these skills by engaging with their environment at their own pace and developmental level. Plan for ways you will be ready to encourage movement and exploration to support the next stage of development, remember to include tummy time.

   d)  Think about the types of music you use and the times of day you add sound to your infant environment. Be sure you are intentional in your choices. Evaluate the tone of the room. Consider aspects that support or hinder movement and exploration (volume, tone, diversity and sound experiences, voices, messaging, rhythm, timber, etc.).
3) **Relationships and Development**
   
a) Learn more about the impact your relationship with an infant has on their social-emotional development and learning.

b) [www.zerotothree.org/resources/238-birth-to-12-months-social-emotional-development](http://www.zerotothree.org/resources/238-birth-to-12-months-social-emotional-development)

c) To understand the true value of your day-to-day interaction in shaping the identity of the child, record the frequency and type of interactions you have with one child over the course of several days or weeks. Reflect on insights gained through this intentional exercise. Consider how this informs your attitude and actions toward experimentation and repetition within the context of trusting relationships.

d) Inform your practice by creating a resource folder with information about infants’ capacity to communicate. Use this information to strengthen your relationships with your children and families.
4) Supporting Emerging Language Skills

a) It’s important to verbally communicate regularly and consistently no matter what stage of language development an infant is in. Self-assess your language communication with your infants. Notice when your tone of voice and words:

- Assure a child their needs will be met
- Allow a child to start trusting and relying on that voice connection
- Support very early understanding that words represent or are symbolic for things
- Make connections to experiences and the environment

b) Plan and present information to families that will reinforce the value of using rich language at home. Validate parents for communication you are seeing from their child that goes beyond your program.

c) You must intentionally use language and real conversation, even if a verbal one-way conversation may seem challenging. Remember infants respond with facial expressions, utterances and body language. Consider these strategies to increase your use of conventional language with infants:

- Communicate your excitement and enthusiasm
- Express interest; comment on things you notice they are doing and ask questions
- Introduce vocabulary and word use
- Model turn taking in the language communication partnership
- Acknowledge, empathize and give language to emotional communication that crying and other vocalizations convey
5) **Documenting and Communicating Developmental Progress**
   a) The amount of time you spend with an infant may provide observations or understanding of difficulties in development before anyone else. Collect resources, documentation forms, charts, or other information that you can easily access and will allow you to objectively document and assess developmental achievements and delays.

   b) Review your program’s protocol for sharing developmental concerns with families.

   c) Include social emotional and mental health in your observations and developmental assessments. Intentionally document examples of an emerging capacity to experience, express and regulate emotions. Record observations to determine if each child can accept comfort and be soothed by a primary caregiver and regulate with support from that adult.