PICT is the most widely used training system for infant and toddler care teachers in the United States. The goal of PICT is to help infant/toddler care teachers recognize the crucial importance of giving tender, loving care and assisting in the infants’ intellectual development through an attentive reading of each child’s cues.

PICT believes infant care should be based on relationships and should emphasize child-directed learning over adult-directed learning. The PICT approach shows infant/toddler care teachers ways of helping infants learn the lessons that every infant comes into the world eager to learn.

The PICT philosophy also sees the setting for care as critical. Therefore, it helps infant/toddler care teachers design environments that ensure safety, offer infants appropriate developmental challenges, and promote optimum health for children. An equally important program component is the strengthening of the child’s developing family and cultural identity by making meaningful connections between child care and the child’s family and culture.

### Module I: Social–Emotional Growth and Socialization

- Introduction to Module I: The Philosophical Foundations of Module I
- Guidance and Discipline with Infants and Toddlers in Group Care
- Understanding Children’s Behavior: Supporting the Individual Needs of Infants and Toddlers
- Temperament: A Practical Approach to Meeting Individual Needs
- Social–Emotional Milestones, Responsive Caregiving, and Identity

### Module II: Infant and Toddler Group Care

- Introduction to Module II: Philosophical Foundations of Caring for Infants and Toddlers in Groups
- Environments for Group Care
- More than Just Routine
- Making it Happen: Small Groups and Individualized Care
- Exploring Primary Caregiving and Continuity of Care

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**PICT又来中国啦！Welcome PICT Back to China!**

**日期及地点**

2019年12月9日－13日 北京站
2019年12月16日－20日 上海站
2019.12.09－13 Beijing
2019.12.16－20 Shanghai

**报名方式**

PICT官网（www.pict.org）或扫描二维码

**PICT官网** (www.pict.org) or scan QR code

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**PICT国际认证培训班**

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University of Rochester, MS and PhD of education and human development
Completed a post-doctoral fellowship at the Max-Planck Institute for Psychiatry in Munich, Germany, specialized in infant development
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