

# Transcript

## Family Child Care – Individualized Care Video

*[Text appears: Individualized Care – Family Child Care. Crystal Coleman serves as the host for this topic.]*

**Crystal:** In this segment, we'll talk about individualized care.

*[Crystal appears on screen. She is seated in a home setting.]*

**Crystal:** Individualized care means that the family child care program adapts to each child under age three rather than requiring the children to adapt to the program. Family child care providers learn about the uniqueness of each child through conversations with family and observations, interactions with the child in the program. They take into account the child's culture and family, age, temperament, environment, genetic inheritance and personal characteristics. Infants and toddlers get the message that they are important, that their needs will be met, and that their choices, preferences and impulses are respected.

*[Text briefly appears: Reflective practice and individualizing care.]*

*[Adriana Castillo - Family Child Care Provider. Adriana is seated in a family child care setting. She is speaking Spanish. English subtitles appear on screen.]*

**Adriana:** So yes, individualized care is like what am I going to do? I prepare myself since early morning, for example, how do I feel, what do I feel, what is it, and I reflect about myself. How am I going to prepare the foods that they like the most, right? Oh! this baby has already started to like mashed sweet potato and avocado, little things that I am seeing and observing to prepare myself during the morning time, because I'm already thinking about those moments so full of connection, of affection, of love, of... It's like, how am I going to be giving myself completely to the day with this infant coming from home and also the communication, that I ask the mother, how was her night? Did she sleep well? Did she have her first milk in the morning? With all that information they leave me, I'm already preparing my day to start to connect with the baby, because every day is different. Every day it changes, right? It's not going to be that oh, it's because I put it that way on my calendar, that's how the baby is going to arrive, that's how it's going to be. No, every day the infant or toddler will change, will change. And for that, yes, I am very available to be completely sensitive to their needs.

*[Text briefly appears: Curriculum planning and meeting children's needs.]*

*[As the narrator speaks, a montage of video clips play, showing various family child care providers interacting with children in their programs. In the first clip, a provider on her hands and knees follows the lead of a toddler. They play with small, plush cubes, shaking them in the air together. The toddler tosses his cube into a small basket full of other cubes. The provider hands her cube to him. He grabs it with both hands and tosses it into the basket. Toddler picks up the basket full of plush cubes and walks it over to its place on a nearby shelf. He slides the basket onto the shelf and returns to the provider.]*

**Narrator:** When infants and toddlers receive individualized care that consistently meets their physical and emotional needs, providers are also helping them develop a secure

foundation for learning and exploration. Supporting the young child's desire to explore requires careful planning to allow freedom of movement within a safe space.

*[In another clip, Sarah VanWinkle—Family Child Care Provider—sits on the floor with an infant in her lap and a toddler sitting next to her. Pillows and stuffed animals are scattered on the floor. Sarah reads a board book to the children and points at the book. The camera pans up to show the section of the room Sarah is referring to. The carpeted area includes various stuffed animals, pillows, a changing table with diaper changing supplies, and various colorful infant/toddler toys.]*

**Sarah:** We sectioned off a part solely for infants and toddlers, older children go in there occasionally, but it is for the infants and toddlers. The toys and the items that are in that area are for that age group. I like to think and try to anticipate what my toddlers are going to do. Heavier things? They're going to pull this down because it's fun and exciting. I need to put that low. The really light, soft, cushy things go on the top. You just think about their behavior and how they're going to interact with the materials. That's how you start setting up that area.

*[A small child's gate partitions the area off from the rest of the room. As she speaks the camera shows a close up of some of the toys in the area. A toddler flips through a small stack of board books in a small basket on the floor. A close up of a shelf in the area Sarah is describing. The shelf has several different colorful, light, and cushioned toys for toddlers and infants.]*

**Provider:** You want to put the ball through the tube?

*[A wide shot of a family child care setting. A provider sits on a small chair and interacts with three playing children. The camera zooms into show a clear plastic tube that is affixed to a small shelf. The tube points downward. A toddler places a small toy into the top of the tube, and it slides onto the floor below. The child picks up the toy and drops it into the tube again, and then repeats the process again. A narrator speaks.]*

**Narrator:** Providers facilitate children's learning by offering interesting materials and extended opportunities for play and exploration. They make thoughtful decisions about how to intentionally set up the environment to provoke children's interests, ideas and creativity.

*[The child grabs a baby doll that is too large to fit in the tube. She attempts to put the doll into the tube.]*

**Provider:** Will the baby fit in there? Will, she fit?

*[The child drops the baby onto the floor.]*

*[Ansina Green - Family Child Care Provider. Ansina is seated in a family child care setting.]*

**Ansina:** Most of the activities that we provide are child-led.

*[As Ansina speaks, a video clip plays. A toddler pushes a small wicker chair up to a magnetic wall, climbs onto the chair, and stands on it. A provider stands behind him, keeping an open hand near his back to catch him if he loses his balance. He raises a metal ring up to the metal wall. The ring does not stick to the wall because it's missing its*

*magnet. The child points to the magnet, which is stuck on the bottom of the wall. He puts the ring up to the magnet in order to reattach the two pieces together. Once the ring sticks to the magnet, he lets go and directs his attention to another item stuck to the top of the wall by its own magnet. The provider continues to stand behind him.]*

**Ansina:** We also observe the children's interest, so as their interests shift, we follow the child's lead and implement different activities to support their current interests.

*[Cheri Quishenbery - Family Child Care Provider. As Cheri begins speaking, another video clip plays. The camera zooms out to reveal a wide shot of Cheri watching several children outside at a play kitchen on a sunny day. A large tree is seen in the background, providing shade to another provider nearby.]*

**Cheri:** I believe teaching is watching the children, observing them, knowing what they can do, and then be intentional about what you're leading them to next.

*[Cheri appears to be sitting inside as she finishes making her comment.]*

*[Cheri pours sand into a funnel while children play nearby.]*

*[Text appears on screen: PITC would like to thank the following programs for their thoughtful contributions to this video series:]*

- Casa de Aprendizaje, Santa Cruz
- Cheri Quishenberi Family Child Care, Lincoln
- Green Tree Preschool and Child Care, Perris
- Ideal Day Care, San Francisco
- Marva's Happytown, Alameda
- Modern Education Family Childcare, San Francisco
- N2KIDZ Preschool, Banning
- Sue's Child Care, Sacramento
- The Sandbox Daycare, Richmond

*The PITC logo animates into position.]*

**Narrator:** PITC, the Program for Infant Toddler Care, a collaboration of the California Department of Education and WestEd.

*[The California Department of Education (CDE) logo and the WestEd logo appear.]*

**Narrator:** Brought to you by the California Department of Education and WestEd.