CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

A Workshop for Infant Teachers on RIE: Resources for Infant Educarers

A thesis submitted in partial fulfillment of the requirements

For the degree of Master of Arts in Education,

Educational Psychology

By

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PREFACE

What began as a conversation with a fellow classmate about frustrations that I was having in my own classroom with new substitute teachers turned into an ‘ah ha!’ moment and essentially the shining star at the end of the tunnel for me and finishing up graduate school. Working as an Early Childhood Educator, I’ve learned so much throughout the years with my own education, mentors, and experiences in the field, and friends who are also in the same career path. With that, came the promotion as a first time lead teacher of an Infant classroom with a Resources for Infant Educarers (RIE) based philosophy. In the beginning, I was so new with the philosophy and still did not quite understand it. It took me years of experience and several transitions with continuity of care and my infants to really understand the impact that RIE has on these children. But at the time, I remember thinking that I wished there was more training involved when I just started in the program so I knew what to expect. Most of what I learned was purely through experience and years of dedication.

Now, we can go back to my conversation with my classmate about the frustrations I was having with a new substitute teacher that was placed in my infant classroom without much knowledge in RIE besides watching a very outdated DVD during her orientation. Having to spend my time guiding her in the right direction throughout the day and still maintain a quality classroom proved to be a challenge for myself and my colleagues. The uncertainty changed the whole dynamic of my classroom on some days and I felt that it was unfair for my children to have to miss out on learning opportunities because we were so focused on training a teacher in the classroom with the basic principles of RIE.
It was because of these regular occurrences that I came up with the idea of putting together a current RIE workshop for new hired employees or anyone else that wanted a professional development training.
DEDICATION

I would like to take this time to dedicate this thesis project to my mother, Supap Garza. She taught me how to be a strong and independent woman, how to appreciate the little things in life, to never let anything get in the way of my success, and most importantly, to always see the good in people and to always embrace diversity in every aspect of our society. Even though it has been close to 15 years of losing her to a battle with cancer, not a day goes by that do not I miss her. She is in my heart and the very essence of who I am as a person. And for this, I dedicate this project to her.
ACKNOWLEDGEMENTS

First off, I would like to acknowledge my Father, Boon. Throughout the years of being in graduate school, he’s been my biggest cheering section, constantly asking me when I was going to finish or how far along I have gotten in my thesis work. During my time of doubt, he pushed me to try one last time in finishing what I had started. He taught me perseverance in life and gratitude in success. Raising me as a single parent, he sacrificed everything for me to have everything that I needed to achieve my goals in life, sometimes at the cost of his own personal happiness. He has always put me first and foremost, never thinking of himself until I was happy. Though there has been lots of changes throughout the years, in the end, I’m still who I am because of him and for that, I thank him for all he’s done for me and being there for me in my roller coaster of being an “adult.” Thank you, Daddy.

Carrie Rothstein-Fisch, words cannot even express the level of appreciation and gratitude I have for your support throughout my years of graduate school. It’s been a fulfilling but long road for me, but you were always there to give me the greatest confidence and drive to finish the program. Thank you for believing in me and also being the inspiration for me to finally finish this chapter of my life and begin a new one.

Sloane Lefkowitz Burt, I want to thank you for always being there for me in times of doubt or uncertainty. You motivated me so much throughout the years, even though sometimes I was not even sure about finishing. There was a point in time when my life was hectic and the thought of just letting this last stage of my graduate school experience go through the cracks. Meeting up with you in your office and talking about this idea of
putting together a RIE workshop turned my insecurity into such a motivational push to finish what I had started years ago. Once again, thank you, thank you, thank you!
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ABSTRACT

A Workshop for Infant Teachers on RIE: Resources for Infant Educarers

By

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Master of Arts in Education,

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Based on the NAEYC Standards for Early Childhood Professional Preparation Programs, young children benefit most from a collaboration of purposely executed, well-organized, and culturally appropriate curriculum that both challenges and assists them. But, “just as curriculum for children is more than just a list of skills to be mastered, professional preparation for Early Childhood teachers is more than just a list of competencies to be assessed or a course list to complete” (NAEYC, 2009, p.5). Thus, this thesis project evaluates a workshop designed to serve as a resource for newly hired infant and toddler teachers, providing important information about the history and basic principles of a philosophy of infant care dubbed RIE (Resources for Infant Educarers). It includes the meaning of an infant educarer, and how RIE fits into the California Early Learning and Development System. The workshop is designed as a one-hour presentation for in-service educarers accompanied with PowerPoints. Four professionals in the Early Childhood Education field assessed the overall organization, writing, and design of the workshop. The responses from the evaluation form suggest areas for revisions to improve the project for future Infant Educarers.
CHAPTER ONE

INTRODUCTION

“Infancy is a vulnerable stage of development, therefore, it’s not enough that babies receive good care, the care must be excellent.”

-Magda Gerber

Currently, nearly six million children under the age of three spend some or all of their day being cared for someone other than their parents (www.zerotothree.org, 2013). In California alone, more than half of the infant and toddler population are cared for in child care centers, family child care, or by relatives or neighbors outside the home (CDE, 2006). With 61% of mothers in the workforce with children under the age of 1 or 44% of mothers returning to work within the first three months of giving birth (NACCRRA, 2012), the need for out-of-the-home child care is a necessity for many families.

This begs the question: When searching for child care, what do parents look for? Spodek and Saracho (2006) states that parents, researchers, and child care advocates largely agree that a quality child care program provides children with a safe and healthy environment, sincere and positive relationships with child care educators, and opportunities for children to learn. This is where the need for quality caregiving comes into play. The quality of care can have a lasting impact on a child by enriching children's early experiences with providing support in the progression of all of their developmental domains (CDE, 2009). Caregiver relationships may also aid in the process of forming a strong positive identity by providing a setting that offers security, shelter, and intimacy (CDE, 2006). More specifically,
High quality child care can also provide children with caring relationships, environments, and materials that enrich learning and development. These programs also develop partnerships with families to connect children's home experiences with experiences in the infant toddler setting. Partnerships with families are the cornerstone of culturally sensitive care, which is critically important for children's social-emotional well-being and overall learning (CDE, 2009, p. v).

**Resources for Infant Educarers**

An important element of high quality child care is the quality of the caregivers (Roopnarine & Johnson, 2009). Initial training and continuous professional development is essential for caregivers in order to reinforce exciting knowledge and build new skills for working with children. One particular type of professional training that can be helpful for caregivers working with young children is RIE, or Resources for Infant Educarers, founded by Magda Gerber. The RIE philosophy focuses on quality and respectful care for infants by allowing them to develop in their own time, with the emphasis on a goal of having an authentic child who is confident, independent, and competent (Resources for Infant Educarers, n.d).

Gerber believed in respecting the infant as a unique human being and not just an object. This means to demonstrate respect towards the infants during every interaction such as communicating before an infants is to be picked up. Respectful approaches help to develop the infant into a genuine child (Gerber, 2002). She used observations as a tool to understand the infant’s methods of communications and individual needs. Through caregivers (educarers) observations, the child is encouraged to play uninterrupted and
independently in a safe, stimulating, and foreseeable environment (Gerber, 2002). Secure beginnings with parents and infants are the focal point with the RIE philosophy. Parents will be able to establish a rhythm with predictable routines, the infant, and the family themselves. In addition, identifying with the principles can be used to cultivate innermost guidelines for responding to the many mystifying issues of parenthood (Gerber, 2002).

**Universal Studios Child Care Center**

Understanding the importance of providing high quality child care many centers nationwide have chosen to use the RIE philosophy in Infants and Toddlers programs. One such center is the Universal Studios Child Care Center, located in Los Angeles, California and operated by Bright Horizons Family Solutions. The center has been in business for 19 years and provides child care to children of employees at NBC Universal and Comcast. The center cares for approximately 150 children, divided into two classrooms for each of the following age groups: Infants, Toddlers, 2’s, Preschool, and Kindergarten Preparation Programs. As noted, the infant and toddler classrooms use the RIE Philosophy and the center follows an Emergent Curriculum as well.

**Statement of Need**

One of the main components of a quality child care facility is the educated teachers and caregivers that are there to provide the best care to the children. The work of early childhood educators requires simultaneous attention to teaching and caregiving (Greenman & Stonehouse, 1996).

An effective early childhood educator must be knowledgeable about child development, skillful at examining and assessing learning, and purposeful in planning experiences and environments that support children's discovery, learning, and play (CDE,
The role of a childhood educator is not just to aid the children in their development of strong foundations for life, but also to be consistently learning themselves (NAEYC, 2009). “No caregiver is a finished product. Regardless of the qualifications and experience, ongoing professional development through workshops, conferences, coursework, and readings is important” (Greenman & Stonehouse, 1996, p.315). Thus, teachers are encouraged to further their professional knowledge to enhance teaching and by extension, improve the quality of care for the children in their classrooms (Collinson et al., 2009). Lastly, teachers need to be properly trained in all aspects in order to be a purposeful and provide the best quality care for the children in their classroom. While they may come to an early childhood education (ECE) center with education and experience (though the extent of these vary), what is the role and responsibility of a center to train and support teachers in understanding a particular philosophy or curricular approach?

**Purpose of Graduate Project**

The purpose of this project is to design a workshop containing an introduction to Resources for Infant Educarers (RIE), its history, philosophy, how it fits into the California Early Learning and Development system, and how to apply it to the classroom. The workshop is intended for newly hired educators at Universal Studios Child Care Center, but could also be used with other educators that are interested in learning about RIE. The goal is to train new educators so that they begin with a solid and confident foundation of how the RIE philosophy is used in the classroom and to demonstrate its effectiveness overtime. The workshop can help in reducing the anxiety levels of teachers
who have little to no experience in RIE, but will also give them a preliminary vision as to what they will expect to see once placed in a class.

**Terminology**

The following terms are defined as they provide a basis for understanding key elements of the project that will be described in the chapters to follow.

*California Infant Toddler Development and Foundations:* Published by the California Department of Education, the foundations are a reference for California Infant and Toddler programs to use in distinguishing the four major domains of development, typical behaviors at each age level in the domains, and also what to expect in the future (CDE, 2009).

*Child Care:* a program or facility in a non-residential setting in which children are cared for by paid professionals in a group environment of six children or more. ([http://www.earlychildhood.org/cdrg/exp_settings.cfm#a1](http://www.earlychildhood.org/cdrg/exp_settings.cfm#a1))

*Infant Educarers:* Coined by Magda Gerber to emphasize RIE's philosophy and an infant educator, it's a term combining the phrase, “We should educate while we care and care while we educate” (Gerber, 2002, p.1).

*Mentoring:* a relationship based process between colleagues working in the same field of work in which one person is providing guidance of knowledge and skills to a less experienced person (NAEYC, 2011).

*NAEYC:* The National Association for the Education of Young Children is an organization with a mission to serve and act on behalf of the needs, rights and well-being of all young children with primary focus on the provision of educational and developmental services and resources. (www.naeyc.org/about/misson)
**PITC:** The Program for Infant Toddler Care seeks to ensure that America’s infants get a safe, healthy, emotionally secure, and intellectually rich start in life (Roopnarine & Johnson, 2009).

**Professional Development:** “a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as on going experiences to enhance this work” (NAEYC, 2011, p.5).

**RIE Philosophy:** Gerber's Resources for Infant Educarers or RIE philosophy has a basis of respecting and trusting a baby to be an initiator, an explorer, and a self-learner.

**Training:** “a learning experience, or series of experiences specific to an area of inquiry and related set of skills or dispositions, delivered by professionals with a subject matter and adult learning knowledge and skills” (NAEYC, 2011, p.7).

**Zero to Three:** A national, nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers (www.zerotothree.org, 2013).

**Preview of the Thesis**

In the next chapter, the Literature Review, relevant information on California’s Infant Toddler Foundations, optimal features of caregiving, and how that ties together with RIE in the classroom will be described. This will help weave all three together to provide a better understanding on how the RIE Philosophy can be a part of raising a child from infancy and the last effects it may have into adulthood. The Literature Review will provide a pathway into the Methodology, Chapter Three, of the workshop and how it was created as well as the procedure for recruiting the reviewers and the introduction of the
workshop. Finally, in Chapter Four, the Results will be presented, as well as a discussion on interesting findings and implications for future research.
CHAPTER TWO
LITERATURE REVIEW

“No endeavor is as significant as the work of early childhood professionals. They have a direct and lasting impact on the lives of young children and families.”

Jack O’Connell, State Superintendent of Public Instruction (CDE, 2006, p.vii)

Introduction

This literature review will discuss the importance of the relationship between professional development and quality caregiving for Early Childhood Education (ECE) professionals, provide an overview of infant/toddler needs and foundations, the describe history and philosophy of the Resources for Infant Educarers (RIE), and explain how all these topics align. Although, research on RIE is limited there is information on infant caregiving with similar principles to the RIE philosophy as well as the Infant/Toddler Foundations (CDE, 2009) that can be applied to the use of RIE.

Professional Development

Professional preparation and ongoing professional development for early childhood educators is one of the key factors in high quality care for children and families (NAEYC, 2011). With that said, it is important to understand what is involved in professional development. Successful professional development consists of a combination of education, training, and technical assistance. But how are these terms defined and how to they relate?
The National Association for the Education of Young Children (NAEYC) and The National Association of Child Care Resource and Referral Agencies (NACCRRRA) developed a glossary of terms in relation to professional development, training, and technical assistance to thoroughly understand what the best practices consist of (NAEYC-NACCRRRA, 2011). NAEYC-NACCRRRA (2011) defines professional development as a “continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as on going experiences to enhance this work” (p.5). Further, training is described as “a learning experience, or series of experiences specific to an area of inquiry and related set of skills or dispositions, delivered by professionals with a subject matter and adult learning knowledge and skills” (NAEYC-NACCRRRA, 2011, p.7) and mentoring is a relationship based process between colleagues working in the same field of work in which one person is providing guidance of knowledge and skills to a less experienced person (NAEYC-NACCRRRA, 2011).

Not only is professional development an opportunity for educators to learn and grow for an effective learning environment, it is a requirement for the early childhood workforce. Educators and caregivers are responsible for developing an effective learning environment for the children in their class, Successful trainings should contain specific goals and the best possible ways to achieve them (NAEYC, 2009). With the terms related to professional development for early childhood educators clearly defined, its effectiveness towards their roles as can be further examined.

**Improving the Quality of Infant Toddler Care**

One approach for improving the quality of care in an infant/toddler program is having caregivers participate in professional development programs (Campbell &
Milbourne, 2005). The activities that account for attending a professional development program are varied and can range from just a few hours of a training course to a long term, intensive program that may include consultation, mentoring, or technical assistance (Campbell & Milbourne, 2005). Therefore, Campbell and Milbourne (2005) conducted a study on the impact of professional development consultation with the quality of care provided to infant/toddler programs at several child care facilities.

**Method**

Caregivers were recruited through phone calls and emails to program directors in order to participate in the First Beginnings professional development training. The participants in the study consisted of 180 caregivers from 114 infant/toddler classrooms divided into one consultation group and two non-consultation groups. The groups would complete a 3 month training course in the recruitment process (Campbell & Milbourne, 2005). The results from participation in the training program was assessed using a pre and post training test comparing the mean of total test scores on the Infant/Toddler Environment Rating Scale (ITERS-R) and the Caregiver Interaction Scale (Campbell & Milbourne, 2005).

**Quality Measures**

ITERS-R and the Caregiver Interaction Scale were used to measure the effectiveness of the training programs by comparing and contrasting the scores pre and post the trainings. These scales were developed to measure program qualities in child care centers (Harms, Clifford, & Cryer, 1990). As stated in Harms et al. (1990), the “ITERS-R contain items to assess provision in the environment for the protection of children’s health and safety, appropriate stimulation though language and activities, and
warm supportive interaction” (p.1). There are 39 criteria organized into seven categories of focus: furnishings, personal-care routines; communication; developmental activities; interaction; program structure; and adult needs (Harms et al., 1990).

The Caregiver Interaction Scale is a 26 item scale that rates interactions between infant and caregiver in four areas: positive interactions, flexibility, disciplinary, and detachment (Arnett, 1989). A two to three hour observation is used to complete the scale by an observer. During the observation, the observer matches what they observe to the scale, which then states the score for that item (Campbell & Milbourne, 2009).

**Trainings, Projects, Visits, and Consultations**

The First Beginnings training program was developed with the attempt to prepare caregivers to meet the needs of infant and toddlers. It provided information through a sequence of class meetings and promoted work setting application of the knowledge retained in the trainings (Campbell & Milbourne, 2009). The program consisted of three components: 1) Group training (five classes with the focus on relationships, encouraging development and learning, brain/behavior relationships, inclusion and diversity, family partnerships, and community resources), 2) An out-of-class project (All About Me portfolio for the infants of their center using the information acquired in the trainings), and 3) On-site observation visits (2-3 hour observer observation before and after the trainings to rate the educator on the scales). The method of instruction was based on principles of adult learning and tailored to the education and experience levels of the educators (Campbell & Milbourne, 2009).
Results

Professional development programs offer a means for achieving change in the quality of childcare. After the completion of the First Beginnings training and the evaluation of the total mean scores of the ITERS-R and the Caregiver Interaction Scale, as well as the consultation and non-consultation group were compared, there was a significant percentage of observable change in the classroom quality (Campbell & Milbourne, 2009). This data, in combination with the results from the pre and post test mean scores, and the onsite consultation visits suggest a positive impact to infant and toddler childcare quality (Campbell & Milbourne, 2009).

Caregiver Training and Classroom Quality

Burchinal, Cryer, Clifford, and Howes (2002) stated that one of the main ways the quality of child care can be increased is through the facilitation of early childcare training or formal education to caregivers. Professional development with the early childhood workforce is the key predictor of the quality of care in centers. However, training is conveyed in various forms and differs immensely in content, scope, and intensity (Burchinal, Cryer, Clifford, & Howes, 2002). This study attempted to explain the effects of early childhood training versus formal education. It also examined whether professional development training courses at the center or nearby surroundings or taking community college courses have an effect on a higher quality of care.

Participants

The child care centers were selected randomly among four regions with the criteria of providing full time care for at least 11 months out of the year. These regions were: 1) Los Angeles County, California 2) Hartford, Connecticut 3) Frontal Range,
Colorado 4) Piedmont, North Carolina (Burchinal et al., 2002). A total of 509 preschool classrooms and 224 infant/toddler classrooms were chosen to be observed in this study. However, only the classrooms with completed data portfolios were allowed to participate. After sorting through the classroom data, it was decided that 418 preschool classes and 135 infant/toddler classrooms participated in the study (Burchinal et al., 2002).

**Procedures**

After an intensive one week training on quality measures, six to eight data collectors were chosen for each state. The data were collected in two days amongst three different collectors. On day one a collector interviewed the center administration with regard to the structural characteristics of the center. During that time, two different observers are also visiting classrooms and collecting data on classroom quality and distribute questionnaires to the staff. During a one day observation, the group of observers can spend up to 5-6 hours at a center (Burchinal et al., 2002).

After 4 months, all the data were collected and children from individual classrooms were assessed for 30 minutes each. This set of observations consisted of anywhere from four to seven people. A mailed survey was also sent out to the parents containing questions in regards to income, household composition, and parental education (Burchinal et al., 2002).

Burchinal et al. (2002) also stated that collectors composed information based on NAEYC ratio recommendations and used that to calculate ratios and group sizes of children and staff five times throughout the day. Data were gathered upon arrival to the classroom (around 8:00-9:00 a.m.) and every hour following the initial observation. At
the end of the day (between 2:00-3:00 p.m.), the collectors had approximately four observations.

Measures

The tools used to measure the information gathered were the Early Childhood Environmental Rating Scale (ECERS), the Infant/Toddler Environment Rating Scale (ITERS), and the Caregiver Interaction Scale (CIS). ECERS and ITERS are used to expansively assess the overall daily quality of care provided for children (Burchinal et al., 2002). ECERS was used to collect data for the children aged 30 months or older, while the ITERS was used for the classrooms with children under 30 months old, and the CIS measured teacher sensitivity when interaction with the children in their classrooms (Burchinal et al., 2002). Supplemental data collection about personal demographics (i.e., marital status, child care as a staff benefit, income, and experience) was also assessed through staff questionnaires distributed in the morning of the observation day and collected after all the assessments were completed (Burchinal et al., 2002).

Training

Twelve educational experience questions were asked and categorized into four levels of higher formal training and education. These levels were: 1) Baccalaureate degree in ECE or any related field, 2) AA in ECE or CDA, 3) ECE college courses, 4) Only workshops, no formal training. In addition to this data collected, information on any other workshops that the caregiver might have attended was also saved for analysis (Burchinal et al., 2002). All the information collected was summarized into three categories: 1) attendance of any in-service workshops, 2) attendance of workshops within the community, and 3) attendance of workshops at professional meetings.
Results

Burchinal et al. (2002) stated that “the primary analysis involved fitting four analysis of covariance (ANCOVA) models to the measures of the observed classroom quality” (p.6). Data included in all the models were the state of data collection, four categories representing the highest level of training, if the classroom met NAEYC ratio standards, the caregivers’ ECE experience, and the infant/toddler (ITERS) and preschool (ECERS) classroom data collection results. Ultimately, “the results suggested that a baccalaureate degree was the best predictor of higher quality caregiver skills among the various measures of training, but that training workshops also related higher quality skills regardless of the caregivers’ educational background” (Burchinal et al., 2002, p.10).

Motivation for Professional Growth and Change in Practice

Using an ecological framework, the purpose of Wagner and French’s (2010) study was to identify factors within the workplace that influence teachers’ motivation to participate in professional development trainings and the effects it has on everyday practice in the classroom.

Participants

Researchers recruited participants through child care, preschool, and universal pre-kindergarten administration and advertising. Once administration showed interest, 39 teachers and 40 teacher’s assistants were chosen randomly and data on their educational background was collected (Wagner & French, 2010).

Procedure

Participants were required to take part in a professional development program for 1-2 academic years. The program consisted of monthly workshops (lectures, discussions
facilitated by a professional development expert, and hands on activities) and a 3 hour on-site support visits where the expert observed the teachers in their classrooms, modeled new techniques, discussed issues and concerns that the teacher may have, and provide suggestions for improvement (Wagner & French, 2010).

**Measures**

Multiple types of data were utilized for this study, including feedback forms, audiotaped phone interviews, in person interviews, and a Likert-type scale and evaluation tool.

**Quantitative data.** Upon completion of the professional development program, researchers distributed feedback forms to the teachers. Teachers that were not in attendance in the final meeting were mailed the survey and a self-addressed stamped envelope (Wagner & French, 2010). The feedback form contained questions regarding the professional development program and the teachers’ work environment. 54 out of 79 teachers and teachers’ assistants completed the surveys with 33 of those in person and the rest via mail (Wagner & French, 2010).

**Qualitative data.** A group of 10 teachers were randomly selected to take part in phone interviews about their professional background. The interviews were conducted by one person and the teachers were informed that it would be audiotaped with a recorder for data analysis. The interview lasted approximately 20 to 40 minutes and contained freely structured, opened ended questions. After the interview was completed, the audio tapes were transcribed for further analysis with the addition of field notes and analytical memos (Wagner & French, 2010).
The analytic process was based on the combination of the data collection via interviews, phone calls, and evaluations, repeated sortings, codings, and comparisons of data. Several levels of data transformation was included in the process: First level was the transcribed audio tapes after the interviews, second level involved line by line coding of the transcripts, third level was the classification and definition of categories or axial coding, and the final step involved selective coding (Wagner & French, 2010).

**Teacher interest.** The teachers’ measure of their intrinsic interest in the professional development program was measured through a 7 point Likert type evaluation and measurement tool called an IMI (Wagner & French, 2010). The subscales involved in the tool were “interest, perceived competence, perceived choice, and pressure” (p.158). The scores were calculated by collecting the average across all of the items. Furthermore, the teachers’ work climate was assessed by the ECSS which included 10 Likert style questions in the five facets of work satisfaction: co-worker relations, supervisor support, the nature of the work, pay and prospects for promotion, and general working conditions (Wagner & French, 2010).

**Results**

The results of the quantitative analysis stated that the most influential factors in teachers’ motivation for professional growth were supervisor relations and the nature of the work itself (Wagner & French, 2010). With the results of the qualitative analysis, Wagner and French (2010) found that teachers’ motivation for participating in professional development emerged in three different categories: 1) involvement to fulfill job requirements, 2) for the beneficial factors of the children in their classrooms, and 3) participating to challenge or improve themselves on a personal level.
With regard to the change in the children and teachers that emerged from this data collection process, there were three categories in the changes in children, vocabulary, reading, and writing. The vocabulary that the teachers learned from their professional development training carried over to their curriculum in the classroom, therefore enriching the children with new vocabulary words in their daily interactions (Wagner & French, 2010). Teachers also noticed a greater interest the knowledge of books and improved reading and writing skills. Lastly, teachers also described an increase in the children’s willingness and eagerness to communicate more in the classroom. For many of the teachers, seeing these changes in the children under their care through the implementation of new practices acquired in the professional development trainings, gave them the motivation to continue with their professional growth (Wagner & French, 2010).

With an understanding on the importance of professional development in the ECE field, the next section of this chapter describes the some of the basic needs of infant/toddler development.

**Infant/Toddler Needs and Foundations**

This section will review seven studies that encompass the different aspects that infants/toddlers need in order to succeed in the pathway of development. These aspects include quality caregiving, relationship with adults, expression of emotion, language development, emotion regulation, and caregiver relationships with parents.

**Quality Caregiving**

Quality caregiving is essential in ECE programs and may also have long term effects on a child. In a study by Li, Farkas, Duncan, Burchinal, and Vandell (2013) suggests, high quality child care during the Infant/Toddler period could improve
children’s educational achievement and cognitive development in Early Childhood. The article also indicates that quality care during this crucial period of time, while being associated by positive caregiver infant interactions, was linked to greater cognitive and pre-academic scores in the future (Li et al., 2013).

This study contains three hypotheses, the first is high quality infant/toddler care would have improved cognitive results at the end of the infant/toddler period of 24 months of age. The second is high quality care during the preschool period would improve cognitive, linguistic, and pre-academic results at the end of the preschool period of 54 months of age. And lastly, the third hypothesis is the combination of the first two, high quality child care during both the infant/toddler and preschool years would be associated with higher cognitive, linguistic, and pre-academic performance at the end of the school year that any other child care quality combination during the two periods (Li et al., 2013).

Children and their families were recruited at designated hospitals from 10 data collection sites. A total of 1,364 families were enrolled to participate in the study. Starting when the infant is one month old, families were scheduled for data collection through observations, interviews, questionnaires, and assessments (Li et al., 2013). Detailed information containing assessments of family and home/childcare environments were collected during the data collection. This data provided an insight on the factors in the process of selecting a low or high quality infant/toddler and preschool program for the children (Li et al., 2013).

The Observational Record of the Caregiving Environment (ORCE) was used to measure the level of the quality of caregiving received from six to 54 months. Each
assessment is comprised of four 44 minute child-focused observations. Quality caregiving was rated on a four point scale with the final score based on the mean of the subscales (Li et al., 2013).

For child outcomes, four measures were put into place to test various aspects of cognitive development. The Woodcock-Johnson Memory for Sentences measured short term memory; The Woodcock-Johnson Picture Vocabulary scale measured verbal understanding (Li et al., 2013); The Woodcock-Johnson Letter-Word Identification measured symbolic learning and identification skills; and lastly, the fourth measure used to measure analytical skills and mathematical problem solving was called the Woodcock-Johnson Applied Problems (Li et al., 2013).

Li et al. (2013) explains that the mutually exclusive group comparisons in the current study involved four steps. The detailed sample data collected in the beginning of the study was divided into three sets defined by child care quality. Infant/toddler quality was used to test the first part of hypothesis one. Researchers placed the children that attended a high quality childcare center under ‘early high’ and children in low quality infant/toddler care under ‘early low’ (Li et al., 2013). The focus of the second set preschool quality and used to test hypothesis two. Preschool children that were in high quality care were labeled ‘late high’, while children in low quality care were under ‘late low’. The last hypothesis, which focused on the combination of both infant/toddler and preschool care quality, was divided into four groups dependent upon the quality of care in both developmental stages. These groups were 1) children with low quality infant care and low quality preschool care were labeled ‘low, low’; 2) children with high quality infant/toddler care and low quality preschool care were ‘high, low’; 3) children with low
quality care during infant/toddler care and high quality preschool care were ‘low, high’; and 4) children with high quality infant/toddler care and preschool care were labeled ‘high, high’ (Li et al., 2013).

This data collection was combined with the data collection from the Woodcock-Johnson measures was used to produce the results of this study. Li et al. (2013) founded that a higher cognitive development was associated with programs that had higher quality infant/toddler care. For the effects of quality care in the preschool period, it was conclusive that children who “received high quality care in preschool obtained higher language, reading, and math scores at 54 months of age” (Li et al., 2013, p.10).

**Relationship with Adults**

Present societal changes have made such an impact in the lifestyles of populations, even the youngest of all, infants. Due to various factors, infants now begin their experiences at an out-of-home child care environment at a very early age (Lee, 2006). It is this aspect of early childcare that researchers have strongly called attention to the significance of high quality care and its long term effects on children and their families as well as caregivers’ lives.

At the center of the high quality care are the relationships and bonds between infants and caregivers that develop as soon as the first meeting (Lee, 2006). It is this relationship that the child will use as a continuous foundation for future caregiver relationships to come and will set the precedent for alteration, growth, and education in the present-day setting and for future school life (Lee, 2006).

In a qualitative study done by Lee (2006), the relationship development process of three sets of infants and caregivers from a child care center was explored and some
influencing dynamics were identified. Multiple methods of data collection (video recordings, observation, interviews, classroom documents) were used in a span of one semester in order to complete this study (Lee, 2006). The overall focus was to: 1) explore the relationship development process between the caregivers and infants within a child care setting, and 2) examine the supporting factors to the development of the relationship (Lee, 2006).

Observations, interviews, and video recordings of the three caregivers and infants were done in a quantity of 4 hours a week, for between 9 to 12 weeks. Six major codes of data observation were used in conjunction with the other methods: initiation/response, content and quality of interaction, proximity, selectivity, adjustment, and contributing factor (Lee, 2006). The interviewing data also had five major codes to follow: background, interpretation of behaviors, perception of relationship, contributing factors, and reflection. These methods and codes were the key sources of data and a pathway into understanding and exploring the development of relationships (Lee, 2006).

In the end, the study defined the four stages that the caregivers and infants experienced before the conclusion of the findings: “first encounter, adjusting to each other, strengthening the relationship, and stabilizing the relationship” (Lee, 2006, p.7). The findings of the study concluded that caregivers and infants did build close, secure, and synchronous relationships in the relationship valued and supportive child care setting (Lee, 2006).

**Expression of Emotion**

In a study done by Montague and Walker-Andrews (2001), infants’ responsiveness and perception to others’ emotional expressions was investigated by a
familiar game of peekaboo. A group of forty 4 month old infants were observed in their homes for a total of 8 trials. The trials were done in the infants’ home with a belief that the naturalistic environment would provide a more accurate measure of young infants’ perception of emotion expressions. But flexibility was also given to parents who were more comfortable having the experiments at the laboratory.

The experiment consisted of an experimenter sitting at close range to the infant, and playing peekaboo by holding up a red cloth. During the holding up of the cloth, the experimenter would verbally say the child’s name and ‘Peekaboo’ in the tone that matches with the facial expression (Montague & Walker-Andrews, 2001). The experimenter would alternate from still-faced, happy, sad, angry, and several other emotions but staying consistently on one emotion for several tries until changing to the next emotion.

During the whole process, experimenters focused on two types of data collecting, looking time and affective responsiveness (Montague & Walker-Andrews, 2001). For looking time, the subcategories were overall attentiveness, visual discrimination of expressions, and affect specific patterns of looking. While affective responsiveness also had its subcategories, interest/surprise, matching of discrete emotions, and facial expression time (Montague & Walker-Andrews, 2001).

Furthermore, the results to this study indicate that changes in facial and vocal expressions can be detected by infants as young as four months old. They are capable of responding to the naturalistic and familiar emotion expressions in meaningful ways, therefore demonstrating an early understanding of emotion (Montague & Walker-Andrews, 2001).
Language Development and Knowledge

Language development was once used entirely to reference the development of verbal language in children. Goodwyn, Acredolo, and Brown (2000) found in recent years, there has been a closer look at the precursors of verbal language with the interest in understated milestones that include the development of other methods of communication in infants. One example of a method of communication amongst infants and caregivers are symbolic gestures.

Therefore, Goodwyn et al. (2000) conducted a longitudinal study to investigate the idea that sign language has helped facilitate the development of vocal language. The study was developed to examine sign language, or symbolic gesturing, more closely and determine its impact on infant development, particularly verbal language development. Three groups of infants and their parents were the focus on the study. The participants included 103 infants (58 boys, 45 girls) aged 11 months old, from a middle class area of Northern California. Participants were predominately Caucasian (90%), with three African-American, seven Asian-American, and five Hispanic infants (Goodwyn et al., 2000).

The three groups included in the study were Sign Training, Non-Interventions, and Verbal Training. The Sign Training group were encouraged to communicate with their infants through symbolic gestures. The Non-Intervention group was not part of the training nor had any prior knowledge to signs or symbolic gestures, and the Verbal Training group was incorporated to promote language attainment by verbally labeling as many things as possible in daily interactions. This inclusion allowed a direct comparison
of the trained or untrained infants who were developing normally in terms of language
development (Goodwyn et al., 2000).

Regular contact was made primarily with the Sign Training group and the Verbal
Training group to see of an increase in the number of gestures done by the infants. The
Non-Interventional group was not included and was used as just a group of infants
developing at a normal development (Goodwyn et al., 2000). Goodwyn et al. (2000)
found that the results of the study strongly supports that symbolic gesturing, or sign
language, is helpful in the early stages of verbal language development. In a substantial
portion of the comparison between the Sign Training and Non-Intervention group, infants
who increased their vocal communication with symbolic gestures or signs, beat those
who did not. Lastly, the gesturing experience itself seems to be the reasoning behind the
exceptional performance of the Sign Training infants and not due to the experience in a
language based program (Goodwyn et al., 2000).

**Caregiver Relationships with Parents**

In a case study by Xu and Gulosino (2005), 19,173 kindergarten children from the
ECLS-K classes of 1998-2002 participated in an evaluation survey to determine the
effects of teacher parent partnerships. The evaluations were given in the beginning of the
school year and three additional occasions in the school year, to teachers, parents,
children, and school administrators. Included in the survey were various questions
regarding teacher-parent interaction and the correlation that had towards scores on child
assessments on literacy, mathematics, and general knowledge (Xu & Gulosino, 2006).

Results from the survey concluded that children’s performance is considerably
impacted by the efforts of teachers in developing and maintaining strong teacher-parent
partnerships. Xu and Gulosino (2006) mentioned it is widely accepted that parents and educators working closely together in a partnership on children’s education and development is vital. The family and school life of a child can be considered the intersecting spheres of stimulus in a child’s development. Family life involves the child’s closest relations interacting and building bonds them at home, while at school, the educator and school influence the child. When these two spheres intertwine, the child’s academic and social development is enhanced to its fullest potential (Xu & Gulosino, 2006).

The next section of this chapter describes one type of training that could be helpful for an infant/toddler program called RIE.

**Resources for Infant Educarers**

Given the purpose of this thesis it is important to have a deeper understanding of the history, philosophy and application of RIE for a better grasp of the training workshop that is the main focus of this thesis. RIE is unique in many ways; therefore, typical ECE teachers - whether or not they have prior experience in any program – need to have a true understanding and explicit training in it.

**History**

The evolution of Resources for Infant Educarers (RIE) dates back to Europe after the destruction of World World II. A young mother at the time, Magda Gerber was impressed by the respectfulness that Dr. Emmi Pikler, a local pediatrician, had with her ill daughter. After hearing the calm and courteous way Dr. Pikler spoke to her daughter, Gerber was curious and wanted to learn more about her. Gerber started an apprenticeship with Dr. Pikler at Loczy, a model residential nursery in Hungary that provided 24 hour
care for abandoned and traumatized orphans ages birth to 3 years old (Hammond, 2009).

It was there that she learned that daily caregiving routines, such as diapering, feeding, or changing clothes, should not only be interactive, but also a way to teach the essential skills, such as participating, listening, and cooperating to infants (Gerber, 2002).

It was after moving to the United States from Hungary in the 1950s that Gerber started her career as a child therapist and began her parenting classes. In 1978, Gerber and Tom Forrest “founded the nonprofit Resources for Infant Educarers in Los Angeles, as a way of providing support and training for parents and professionals involved in the care and education of infants” (Hammond, 2009, p.3). From these experiences, Gerber coined the term, “Educarer” which is the combination of the words educator and caregiver because she believed that one should “Educate while we care and care while we educate” (Gerber, 2002, p.1). Before her death in 2007, Gerber traveled the world giving RIE trainings, parent infant classes, consulted child care programs, and created a system for enabling others to teach her approach through the RIE certification process (Hammond, 2009).

**Philosophy**

The basis of the RIE approach is respect (Gerber, 2002). Gerber believed that babies needed to be treated with the utmost respect and treated as a unique human being and not an object. What this entails is accepting, appreciating, and caring for the child as they are and not expecting them to do something that they are not ready to do (Gerber & Johnson, 1998). Also, the philosophy focuses on believing in the child’s competence and seeing them as an independent, and not helpless, person. Respecting their authenticity
and allowing them to express their feelings without expectations is a way to encourage them to be genuine (Gerber & Johnson, 1998).

Communication is key in the daily interaction with an infant in a RIE program. Nothing is done to a child without informing them first. For example, before picking up a child, a caregiver will mention out loud that he or she is going to pick up the child and what task is about to happen. This will give the child some time to process what is going to happen instead of getting interrupted from what they are currently focused on. These respectful attitudes will help an infant develop into an autonomous child (Gerber, 2002).

**Principles of RIE**

There are seven basic principles of RIE, all with the focus of providing the child with secure beginnings to a confident and independent future. As described by Gerber (2002) and Hammond (2009), these include:

- **An Authentic Child** – A child who feels safe, valued, true to themselves, and are the interest of the adults surrounding them (Gerber, 2002). Adults need to approach this principle without a preconceived notion or assumption that the child needs to be a certain way. Having an authentic infant can lead to a competent child and adult in the future (Hammond, 2009). While spending time with the infant, the adult needs to give the infant their undivided attention without any distractions in order to help them with feeling secure and comfortable. Infants will benefit from the adult’s considerate and undivided attention later on in life because it is due this early education from the adult that scaffolds how they pay attention throughout life (Hammond, 2009).
• **Trust in the Infant’s Competence** – Educarers should trust and allow the child to be the mastery at his or her own actions without over-interfering. Help should be offered when it’s necessary and permitting the child to figure the rest out independently. Educarers need to be able to let the child be their own initiator and eager explorer to learn what they are developmentally ready for (Gerber, 2002). By doing so, educarers allow the child to grow at their own time and in their own way, paving the road for them to develop into proficient, well-grounded, and confident people of the society (Hammond, 2009).

• **Sensitive Observation** – Observing to understand the infant’s communication and needs, resulting in caregivers providing an environment for learning instead of teaching (Gerber, 2002). During this time, educarers need to learn how to see everything from the point of view of the child. New. This time is used to pay attention to how infants handle frustrations, problem solves, and watch for the signs that they may give us in the process (Hammond, 2009). The personality of the child is learned through sensitive observation. Children are able to establish self-confidence from being able to make discoveries by exploration that is not interrupted invasively by compliments, judgments, or other agendas (Hammond, 2009).

• **Involving the Child** – During this period of time, the child is what Hammond (2009) mentions as “the rehearsal for the dance of life” (p. 27). With this dance, it is important for the children to find a balance between
novelty and what is routinely necessary. Gerber (2002) states that the 
educarer is the leader of the routines, encouraging the child to be an active 
participant in daily caregiving routines by creating opportunities for 
collaboration, interaction, familiarity, and reciprocated enjoyment by 
giving the infant 100% of your dedication and focus.

- **A Safe, Challenging, Predictable Environment** – Our role is to provide 
infants with an environment where they can do what they do best, explore 
and play safely. As an infant becomes more mobile, they need a secure 
and suitable space in which to move around. Their natural, innate desire to 
move should not be hindered by the environment (Gerber, 2002).

- **Time for Uninterrupted Play and Freedom to Explore** – Giving the infants 
time to explore without being interrupted by an adult is beneficial for their 
learning. Instead of trying to teach them something new, stepping back 
and appreciating what they are currently doing (Gerber, 2002). During this 
quiet time, children are able to play with more concentration and engage 
in less conflict. The less adults interrupt, the longer their attention span is 
able to develop. They are also able to learn more about their bodies: how it 
moves, what they are physically capable of, and how to live peacefully 
with it (Hammond, 2009). Giving them the freedom to move around 
allows the child to become “essential persons with uncompromised self-
esteem” (Hammond, 2009, p.81).

- **Consistency** – Selective intervention is establishing clearly distinct 
restrictions and communicate goals and expectations to the child as
guidance, not necessarily, discipline (Gerber, 2002). Gerber believed that adults needed to follow the same principles that they are trying to ensue in the children. “Adults need to be worthy role models of kindness and self-restraint to begin with if the goal is to guide children towards greater self-discipline” (Gerber, 2002, p. 72). The next step in consistency is having individual, developmental, and age appropriate expectations for the child. Through consistency, infants will learn the basic foundations of respecting others and self-control. Having a child learn to become self-disciplined involves a process of the adult tailoring a daily routine based on the child’s temperament and recurring needs (Hammond, 2009).

**Educaring in Daily Life**

Gerber defines Educarer as “one who educates children in a caring manner” (Gerber & Johnson, 1998, p.xiii). She believed that the way a person cared for an infant is how that particular infant experiences that person’s affection in return. Everyday caregiving routines can be educational and caring interactions but at the same time, also be the building blocks of educaring and respect. Allowing infants to learn on their own, without interference from an adult gives them the opportunity to have learning experiences (Gerber & Johnson, 1998). The following paragraphs will focus on how to incorporate the RIE Principles into everyday life.

**Feeding/Mealtimes**

Feeding times can be one of the major relationship builders in an infant or toddler’s day to day routines. Not only does the child have the chance to satisfy his or her physiological nourishment for food, but the psychological nourishment of care will also
be met (Hammond, 2009). Social interaction and personal affection during the uninterrupted feedings are prominent and serve as a pathway to developing the attachment and bond between the educarer and child.

Depending on the infant or toddler’s physical development, a caregiver can hold a child in his or her lap where physical contact is attainable and swallowing is comfortable or have them sit down at a table with their peers (Gerber & Johnson, 1998). For an infant, the educarer is to spoon or bottle feed the child without rushing, but at a comfortable pace for the child. For toddlers, they are capable of a little more structured social interaction with their peers, two-way verbal or non-verbal conversation, or promoting self-confidence through appropriate choices (Gerber & Johnson, 1998).

Feeding time is the ideal time for communication between the child and educarer. Since many young children do not have the verbal language at this age, it is important for educarers to pay attention to their body language or gestures such as sign language (Hammond, 2009).

**Diapering**

The diapering process is very important in a child’s life. It is one of the most personal times an educarer can spend with the child. Through diapering, the infant is intimately getting to know his or her caregiver by feeling their touch, hearing their voice, observing their gestures, and seeing their face (Gerber, 2002). Often times, diapering can be seen as task that must be done and not the significant affects it can have on a child. But what is important to comprehend is the many opportunities available for the infant to encounter the learning experiences (anticipation, attention, awareness, mastery), playful
interactions, and the development of the relationship between the infant and parents (Gerber, 2002).

Sleep

In a RIE based program, naps always start on an individualized basis. The children are not expected to sleep for the same amount of time or go down for a nap at the same times. They are on a consistent daily routine schedule, however one a group begins a routine together, they will usually end up falling into the same schedule in the end (Hammond, 2009).

A general rule about children and rest is recognizing tiredness signs such as slowing down, focus levels are down, irritability, or closing of eyes. Making sure that the child goes to sleep at the first sign of tiredness is key to the child being overtired and causing restlessness during sleep (Gerber, 2002). The adult’s job is to help the child in self-regulating by “helping him or her find a way to let go of the outside world and enter the interior world of sleep” (Hammond, 2009, p.34). The ability to sleep and let the body relax is a skill that is to be learned. It is through consistency and a predictable daily life that will aid the child in learning this skill (Gerber, 2000).

Communication

Communication, listening, and reading an infant’s cues is the prescription for language development. Speaking to the child as though they understand from a very early age can promote responsiveness from them in the future (Gerber, 2002). Narration of daily actions between educator and infant is considered a method of giving the child a sense of control over their universe. They are able to develop a sense of security by being
forewarned about actions or events to occur and given the time to prepare for them (Gerber & Johnson, 1998).

**Quality Time/ Play**

A child’s self-confidence and sense of autonomy can be supported through play. Self-confidence is built by many various skills but the two main foundational ones are security and mastery of tasks. Security is supported by a child’s attachment to his or her educarers, while mastery of tasks starts when a child is successful in deciding which toy he or she wants (Gerber & Johnson, 1998). The freedom to safely explore his or her environment is futile to their confidence. Children need to feel safe and secure in their play environment and not fearful that something may injure them (Gerber & Johnson, 1998). The peaceful presence of a child freely playing independently from a caregiver or parent teaches the child to depend on their own inner security and be the initiator in their own play (Gerber, 2000).

**Environment as a Partner**

A child’s playing environment should be as natural as possible, avoiding over-stimulating factors such as overwhelming décor, complicated toys, or loud noises that could lead to the distraction of his or her process of discovery (Gerber & Johnson, 1998). In order to develop both cognitively and physically, a child needs an optimal size area to exercise their potential skills. A space that is too small may limit the child, while a space that is too large may be overpowering (Gerber & Johnson, 1998).
Preview of Chapter Three

In the next chapter, the researcher will present the detailed experience of the training workshop. This will include the workshop creation, purpose of the workshop, researcher and evaluator qualifications, and a project outline.
CHAPTER THREE

METHODOLOGY

“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction, and skilful execution; it represents the wise choice of many alternatives.” William A. Foster

Introduction

This project was designed to describe the development of a workshop that would be used to train newly hired educators of the Infant/Toddler program at Universal Studios Child Care Center on the basic foundations of RIE, how it relates to the California Department of Education’s Infant Toddler Development and Foundations, and how to effectively implement it in the classroom. Although the workshop is geared towards new hires, it can be used with other educators who may already be familiar with RIE or who work with older age groups. It can also be used at other centers that use or are thinking about using RIE in their program. This chapter explains the development of the project (workshop), as well as the evaluation process that was used to provide input on the workshop. Accordingly, the personal qualifications of the professionals that evaluated the presentation, the environment and equipment required, and a project outline are presented.
Development of Project

Purpose of the Workshop

In the past, training for a newly hired Infant or Toddler educarer at Universal Studios Child Care Center started off with basic formalities, filling out paperwork, learning about some of the center’s policies, shown examples of forms that are used in the classroom ranging from occurrence reports to tracking sheets, and watching an hour long DVD on RIE, which is quite outdated. The next step would be having the new educator slowly transition into the classroom a couple of hours a day for a few days. During this time, the educarer would spend the time getting to know the children as well as having the children get more comfortable with a new face in the classroom. Once all that is completed, they are able to start a full day in the classroom.

However, in the classroom, that newly hired educarer is left to learn about the center’s philosophy on their own, whether that is through careful observation, trial and error, or having the other educarers in the class educate them as they go along. Several problems occur when new hires do not have the proper training upon arrival in a classroom including: 1) Inconsistencies in classroom practices, 2) Frustrations among classroom teams, and 3) Quality of care is compromised because of the lack of confidence in knowledge of the philosophy. Thus, this project was created to help eliminate these issues by proving more up-front, in-depth training at the center.
Workshop Creation

This workshop was created to better prepare educators prior to working in the classroom using the RIE philosophy. The main focus of the workshop is a PowerPoint presentation that contains information from various RIE textbooks, literature from the California Department of Education, and other Early Childhood Education resources.

The information on the slides were based upon the main principles of RIE that were often the topic of uncertainty, but also some of the most important ideologies in both the philosophy and the state foundations for Infant/Toddler programs. The objectives of the PowerPoint presentation are to have the participants understand the meaning of an infant educator, identify the six underlying principles of RIE, understand how RIE fits into the California Early Learning and Development system, and to have the review reflect on themselves as an infant educator. These are the key areas that will be evaluated by the reviewers as part of the study.

Each section of the PowerPoint focused on real classroom situations with visuals and prompting questions accompanying each slide. The workshop is designed so that participants will have the chance to take into account and speak about, their own experiences with topics such as self-soothing, problem solving, and personalized care times of the day such as feeding, diaper changes, or nap time. Reviewers will be asked to determine how they feel this format will work.
**Workshop Evaluation**

Based on the various sections and goals of the PowerPoint presentation, an evaluation form was developed to get feedback on each component (See Appendix C). The evaluation form was divided into four different sections: personal information about the professionals evaluating this project, strengths and areas of improvement, format, and an overall discussion about the materials. Evaluators had the opportunity to answer several open-ended questions via multiple choice, two tables each divided into a strengths and improvement area columns where they would be able to type in their feedback, and lastly rate the information on the slides. All constructive feedback was taken into account and changes would be made if necessary to make this training presentation more beneficial.

**Intended Audience**

The workshop is designed for new and current educators of the Infant and Toddler program at Universal Studios Child Care Center that would benefit from additional information on the subject of RIE and the California Infant Toddler Learning Foundations. This workshop may also be for parents or administrators that could find the information valuable. It is envisioned to be part of the orientation process of a newly hired educator with a goal to prepare them for what to expect in the classroom. However, for the purpose of this workshop, the PowerPoint and evaluation was sent out to four professionals with substantial backgrounds in Early Childhood Education to get beneficial feedback in relation to the content.
Personal Qualifications

Researcher’s Qualifications

Working at a center that utilizes continuity of care from infancy through preschool, I have been able to learn about different methods of teaching, diverse philosophies, and how professional development is critically important as a teacher moves up into different age groups (or settings) that they might not be familiar with. Most importantly, I was introduced to the RIE Philosophy and the great effects it has with the infants in the Infant/Toddler program. Being a part of the program on a continuity of care basis for 7 years, I have seen infants develop and achieve their different developmental milestones on the foundations of RIE.

Along the way, I have also had the opportunity to work with numerous professionals in the field of Early Childhood Education that have presently grown in the company or have moved onto different areas of the field. With that said, I value their input and knowledge in the field of Early Childhood and approached them with the opportunity to evaluate my workshop.

Evaluator Qualifications

Four evaluators were invited to assess the training workshop. These evaluators were personal acquaintances of the researcher, but all had experience in early childhood education. The recruitment process required all evaluators to have had prior experience in the RIE philosophy, an Early Childhood Education degree, and various roles in the educational field in order to allow different perspective of the information given in the workshop.
Qualification levels of each of the evaluators are listed below:

- Evaluator 1 has had an extensive background in ECE and also in the RIE philosophy. With a Bachelor of Arts degree in Child Development and a Master of Science in Business Administration, she was administrative director for eight years at a Bright Horizons Children Center that focused on RIE as their Infant/Toddler philosophy. She was very actively involved in the program’s professional development trainings. She was also the President of the Southern California Valley Association for the Education of Young Children in 2008-2009 and served on the executive committee of the California Association for the Education of Young Children.

- Evaluator 2 is currently an Education Coordinator at a Bright Horizons in Denver, Colorado. She has had several roles in the company starting from a substitute teacher, lead teacher, business manager, and administrative intern. She is also very involved in professional development trainings within the company such as diversity and leadership. She is a cum laude graduate with a Bachelor of Arts degree in Child Development.

- Evaluator 3 is currently working as a Museum Educator at the California Science Center and also at the Skirball Center in Los Angeles. She has a Bachelor of Arts degree in Child Development and a Master of Arts degree in Museum Education. This evaluator has worked in a classroom setting of a RIE based child care center as a Preschool teacher for six years and is a firm believer in the RIE philosophy in both the classroom and in day to day experiences with children she interacts with on a personal level.
Evaluator 4 has an education background of a Bachelor of Arts degree in Child Development and a Master of Arts degree in Early Childhood Education and Training. She has had prior experience in a RIE based infant classroom as a lead teacher and four years of experience as an Assistant Director of two Bright Horizons centers in Washington and California.

**Project Outline**

The following is a chronological timeline of the process of this project:

- **Spring 2013** – Information Gathering, Data Analysis
- **August – September 2013** – Refining details, finalizing PowerPoint presentation
- **October 3rd, 2013** – PowerPoint presentation and evaluation form sent out to evaluators
- **October 7th – 14th, 2013** – Evaluation forms sent back completed by evaluators
- **October 16th, 2013** – Compiling of data from evaluation forms

The next chapter will summarize the preceding chapters, provide a detailed explanation of the combined data from the PowerPoint workshop evaluation, and discussion the plans for future implementation of the workshop.
CHAPTER FOUR
CONCLUSION

“Children are likely to live up to what you believe of them.” Lady Bird Johnson

Summary

The purpose of this thesis project, A Workshop for Infant Teachers on RIE: Resources for Infant Educarers, was to design a training workshop that provides Early Childcare Educators with knowledge on the Resources for Infant Educarers (RIE) philosophy, its basic principles, and the similarities it has to the California Infant/Toddler Learning and Development Foundations. Educators will be able to incorporate the principles into their daily interactions as well as weekly curriculum. The goal of this thesis project is to create a consistent, maintainable training program to improve teaching practices in the infant/toddler program at Universal Studios Childcare Center.

Evaluation

This chapter presents the results from the evaluation form based on the answers provided by the four professionals used as evaluators of the PowerPoint presentation. The evaluation form consisted of four multiple choice questions, a table divided into the different sections of the PowerPoint including: Origins of RIE, What is an Infant Educarer, Principles of Caregiving, Personalized Care Time, Self-Soothing, Problem Solving. In addition, there were questions on the formatting (Writing style, organization, photos), an area to rate the strengths and weaknesses of each area, two questions in a likert-type scale (a lot, a moderate amount, none at all), and two questions regarding the most valuable information on the presentation and suggestions on future follow up suggestions for future reference.
On the first portion of the evaluation form, four questions were asked in to gather information on the demographic information of the evaluators. See Table 4.1.

Table 4.1

Demographic Information on the Evaluators

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>Current Role in Education</th>
<th>Years of Experience in ECE</th>
<th>Experience in RIE</th>
<th>Education Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator 1</td>
<td>ECE Consultant/Trainer Montessori</td>
<td>25+</td>
<td>8+ years</td>
<td>MBA</td>
</tr>
<tr>
<td>Evaluator 2</td>
<td>Business Administrator</td>
<td>8+</td>
<td>3-5 years</td>
<td>BA in Child Development</td>
</tr>
<tr>
<td>Evaluator 3</td>
<td>Museum Educator</td>
<td>6-8 years</td>
<td>6-8 years</td>
<td>MA in Museum Education, BA in Child Development</td>
</tr>
<tr>
<td>Evaluator 4</td>
<td>Assistant Director, Bright Horizons UCLA</td>
<td>6-8 years</td>
<td>6-8 years</td>
<td>MA in Early Childhood Education</td>
</tr>
</tbody>
</table>

As displayed in Table 4.1 above, all four of the evaluators currently have various roles in the education of young children with a minimum of 6 years of experience in the ECE field and a minimum of 3 years experience with the RIE Philosophy. They each have a different educational background including a Bachelor of Arts in Child Development, Masters of Business Administration, Master of Arts in Museum Education, and a Master of Arts in Early Childhood Education.

The following information represent the summarized results from the individual sections of the evaluation forms.
Origin of RIE

Evaluators were given the opportunity to critique the strengths and areas of improvement of the slides on the Origin of RIE. Out of the four evaluators, two answered that the strengths were the quotes and information, one evaluator liked the bullet point organization of the slide, while the last evaluator mentioned the visual attractiveness of the slides and the reader friendly organization. For the areas of improvement, three evaluators mentioned that it would be helpful if there was more information on the background and development of RIE, while one evaluator said to present more of the topic verbally “to make it more dynamic.”

What is an Infant Educarer?

For “What is an Infant Educarer?” three evaluators agreed that the strength of all the information given was the definition of an Infant Educarer, while one evaluator mentioned that the notes section was great for the discussion piece. Under the improvement section, one evaluator mentions that information that could be added onto this slide could be a “quote or words from an educarer that could explain the meaning.”

Principles of Caregiving

Two evaluators stated that the information listed in this section is listed clearly and accurately, while Evaluator 2 states that she, “loves how simple yet important each point is,” and Evaluator 4 mentions it is a good explanation of the role of a caregiver. For the improvements, Evaluator 1 cited to possibly add a statement about the infant being a whole person.

Personalized Care Time

All four evaluators said this section’s strength are the photographs. For example, one evaluator said, “Pictures really helped in understanding the role of the child and show
how they really are able to help with their care needs.” Evaluator 3 mentions that a way of improving this section could be the inclusion of an example dialogue between an educarer and a child.

**Self-Soothing**

For the self-soothing slides, all four evaluators answered differently for the strengths. Evaluator 1 says that she really liked the usage of photographs throughout and the very detailed notes provided “to keep audience participation high.” Evaluator 2 mentions that the strength for her was the mention that self-soothing was part of problem solving. Evaluator 3 said the discussion of the benefits of this practice. Further, Evaluator 4 liked the connection of self-soothing not just for naps but also to teething and temper tantrums. For improvements, Evaluator 2 mentions during dialogue with the teachers, to ask them about their personal experience with children learning how to self-soothe. Evaluator 3 suggested tips for educarers on how to discuss the importance of these ideas with parents.

**Problem Solving**

This section also had varying answers regarding the strengths of the slides on problem solving. Evaluator 1 specifically mentions that she thought the slides showing potential conflict was a strength. Evaluator 2 answers with the ‘Explorer and Initiators’ slides as well as the information about how to respect the infant in this process. Evaluator 3 and 4 responded with the discussion of the importance and areas that children will gain from problem solving. As for additions to the slides, Evaluator 1 suggests, “to encourage teachers to sit back and observe,” while Evaluator 4 mentions to add information on self-help skills and how that helps children as they grow older.
The next section contains feedback from the evaluation questions from the formatting of the overall PowerPoint. This includes the writing style, organization, and photos of the presentation.

**Writing Style**

The overall comments of the strengths of this portion state that it is clear, concise, and thought out. For improvement areas, Evaluator 1 advises that some slides may be too brief and to be aware of punctuation. Evaluator 3 also mentions about punctuation and to delete exclamation points within the slides.

**Organization**

All four evaluators established that the organization of the presentation was easy to follow and very organized. For example, one evaluator says she “felt like it told the story of what RIE is all about.” One evaluator made a comment about confusion between two slides, Principles of Caregiving and Personalize Care Time and to possibly have a slide in between to show the connection of the two.

**Photos**

The results from this section of the evaluation form was very positive. All four evaluators focus on different strength areas of the photos. Evaluator 1 said they were “Awesome, appropriate, and good detailed,” Evaluator 2 stated that the focus on the process of the different sections were good, Evaluator 3 liked the before and after pictures, and lastly, Evaluator 4 mentions it, “was a great look into how RIE is seen inside a classroom.” For the improvements in this area, Evaluator 3 suggested to add more pictures of older children to show that RIE is not just for infants.
The next two questions allowed evaluators to freely express their opinion on the most valuable aspects and thoughts of future additions to the PowerPoint. Below are their responses.

For the question, “What are the 3 most valuable aspects of the PowerPoint?”

Evaluator 1: “Photographs show good examples, engaging, meets listed objectives.”

Evaluator 2: “The prompts that aim to engage the teachers at the training, photographs as clear examples, keeps the flow of organization, having objectives laid out before-hand, and the simplicity of the slide so the emphasis is on the verbal.”

Evaluator 3: “Photos that accompany the text and thoughts, the importance of the RIE method translates well, wide range of activities and daily scenarios discussed.”

Evaluator 4: “Principles of RIE, defining and explaining educarers, problem solving and importance.”

According to the feedback seen above, there are several valuable aspects of the PowerPoint that the evaluators discussed. The usage of photos in the slides accompanied by the prompts to converse with the teachers during the presentation was seen as engaging and proved to be clear examples of the content on the slides. The explanation of the objectives, principles, and methods of the philosophy in conjunction with the California Infant/Toddler Learning and Development Foundations translated well.

The next question asked, “What might you suggest as a follow-up to the workshop? In other words, what do you think would be the next steps in training?”
Evaluator 1: “Align with a good mentor for a few days. It is important for new teachers to see things in practice, as we all have tendencies to want to control the environment; we want them to know what is appropriate and what is not.”

Evaluator 2: “Maybe a take away worksheet they can utilize in their classroom or a checklist of RIE elements they have in their room & an action plan of how to incorporate RIE into their classroom.”

Evaluator 3: “How educatorers can answer parent questions regarding RIE and how to get parents on the RIE path to maintain consistency within the child’s day.”

Evaluator 4: “Having the students to put the RIE philosophy in action and report their findings, give the students different scenarios of the RIE approach being used with infants and toddlers. Have them expand on ways they can positively guide children’s development.”

Several ideas were suggested regarding the content of a follow up to the presentation. One idea was the addition of having a handout containing information on RIE that teachers could keep in their classroom as reference and also a plan of action for them to implement and report back to their supervisor with results. Another suggestion was to have each teacher align with a mentor with experience in the philosophy in order to see RIE in practice on a daily and familiar basis. The last suggestion was to have a conversation about how to get parents aboard with RIE to maintain consistency with the child’s development at school and at home.
The last two questions were asked based on a Likert style scale. See Table 4.2 and 4.3.

Table 4.2

*Responses to Teacher Preparation Question*

<table>
<thead>
<tr>
<th>To what extent do you agree that the <em>Resources for Infant Educators: The RIE Philosophy and Approach</em> PowerPoint will inform and/or prepare teachers that are new to USCCC and the RIE philosophy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Lot</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Table 4.3

*Responses to Information Gained*

<table>
<thead>
<tr>
<th>Please rate how much new information about RIE you have gained by evaluating this PowerPoint.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Lot</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

In Table 4.2, evaluators were asked how much they agreed in the PowerPoint informing and preparing teachers that are new to the Infant/Toddler program at UCSSS. Out of four evaluators, three believed that the teachers would learn a great deal from the presentation. While one evaluator suggested that the teacher would learn a moderate amount.

In Table 4.3, evaluators were asked how much information on RIE they have gained from evaluating this PowerPoint presentation. One evaluator said she learned a lot, while three evaluators said answered a reasonable amount.
Discussion

*A Workshop for Infant Teachers on RIE: Resources for Infant Educarers* was designed to provide an understanding to new professionals in the field, as well as seasoned ones, about the basic ideologies and history of RIE, combined with research on professional development, quality of care, and how similar ideas are validated by the California Department of Education and its Infant/Toddler Foundations. Based on the feedback given by four ECE professionals as workshop evaluators, it is apparent that the presentation contained material that was informative, concise, yet relevant to the audience that was the intended goal. It provided the necessary basic information on objectives, methods, and principles of RIE in a visual and simplistic way that could be engaging towards its audience.

**Future Work**

The main goal of this project was to design a RIE workshop with the intention of future implementation at an anticipated Infant/Toddler center or any other centers that are interested or need help in boosting their program. Plans of making the necessary changes to the workshop that were suggested by the evaluators will be applied to increase the effectiveness of the training as a whole. After the initial training is done with this workshop, there are also ideas of expanding the workshop to focus on different principles as an ongoing training throughout the year, depending on the need and requests of the staff and administration.

Future goals would also include a systematic way to evaluate the effectiveness of the workshop (or workshops). For example, in addition to a brief workshop evaluation immediately following any given workshop, an accompanying interview of participants
and their supervisors would be a worthwhile way to ensure the effectiveness of the training. Questions regarding ‘what sticks’ about the training content would be useful to know for continuous improvement of training materials and resources.

It would also be interesting to look into the cultural aspects of RIE. How does letting children figure out their own problem solving work with caregivers whose first inclination is to pick up a frustrated or crying baby? This is an especially important concern because there may be a cultural clash between the RIE philosophy regarding caregiving that emphasizes independence and caregiving that emphasizes interdependence (Zepeda, Gonzalez-Mena, Rothstein-Fisch, & Trumbull, 2006).

Looking deeper into what constitutes the optimal care for babies and the philosophies of their caregivers should always be done in concert with the families of the babies. With this in mind, the workshop could be offered to parents and other family members to see if the RIE philosophy seems ideal for their children and where caregiving practices that offer “common ground” can be established. Ultimately, the goal is provide harmonious settings for young children to grow and thrive. Communication between home and caregiving setting is essential and establishing this through something like a workshop for families seems an ideal next step.
REFERENCES


Resources for Infant Educarers: The RIE Philosophy and Approach
Objectives

At the end of this workshop you will
• Understand the meaning of an infant-educarer
• Identify the 6 underlying principles of RIE
• Know how the RIE program fits into the California Early Learning and Development System
• Reflect on yourself as an infant educarer

Magda Gerber

“Everything they see, they hear, they feel, they touch is new... They are adapting to all that newness, adapting to their inner physiological needs, which are plenty... A very young baby is busy being a very young baby.” (California Infant/Toddler Learning and Development Foundations, 2009 p. 1).
**Origins of RIE**

- Magda Gerber
  - Born in Budapest
  - Studied in Hungary
  - Moved to US in 1957
  - Founded the Resources for Infant Educators in 1978

- Dr. Emmi Pikler
  - The Pikler Institute or also known as The Lóczy orphanage in Hungary
  - Safe environment, open exploration
  - Respecting infants

---

**What is an Infant Educarer?**

- Educarer is a combination of the words educator + caregiver.
- Emotionally secure relationships foster learning
- Early childhood educators are most effective when they establish nurturing relationships with young children and positively guide children’s development.
Principles of Caregiving

1. Involving the Infants in their Own Care
2. Communication
3. Respect
4. Dilemmas = Learning opportunities!
5. Security and Trust
6. Model Behaviors

Involve Infants in Personalized Care

- Daily caregiving routines are the foundation for ...
  - Respect
  - Communication
  - Well-being
  - Healthy Sense of Self
Diapering

- Understanding Personal Care Routines
- Hygiene is important!
- Routines build predictability
- Self Regulation

- "Routines offer opportunities for caregivers to talk about the steps and engage in conversations with infants and toddlers, thereby fostering language development" (Roopnarine & Johnson, 2013, p. 35).
Feeding Times

For building trust and comfort....

Comfortable positioning  Unhurried and focused eating

- What skills are being developed in these three pictures?
Communication During Feeding

“More”

“Eat”

“Where”

Self-Soothing

• Self-regulation
• Problem solving
Self-Soothing – Naptime

- Initiative
- Problem Solving

Mouthing objects to soothe discomfort
Explorers and Initiators

“Young children are explorers and initiators. They learn in spite of what we teach. A safe environment in which the baby can move and explore provides the kind of learning experience the child profits from the most. When infants have enough space, safe space, they will do exactly the movements that they are ready for – because they have the opportunity.” (Gerber & Weaver, 2002, p.15)

Problem Solving

- Sustained attention
- Sense of mastery
- Socialization and independence

- Learning Schemas
- Imitation
- Trial and Error
The Importance of Problem Solving

Active problem solvers
- are in charge of their own learning
- are more willing to try new things and attempt multiple solutions
- become more curious and competent
“What we see in the crib is the greatest mind that has ever existed, the most powerful learning machine in the universe”


Where do you fit into the picture?

Questions?

Evaluation time....
Thank you for your participation!

Resources


APPENDIX B

Dear (evaluator),

Thank you for taking part in this evaluation for my final thesis project.

The purpose of this thesis project is to:

- create a training workshop that provides early childcare educators with knowledge of the Resources for Infant Educators (RIE) philosophy
- identify its underlying principles
- determine how RIE fits into the California Early Learning and Development System

The teachers’ training workshop will consist of the PowerPoint presentation along with handouts, hands-on activities, and discussions on RIE. In the PowerPoint presentation, educators will be able to:

- learn about the origins of RIE
- incorporate the philosophy into daily care routines with the children
- view classroom situations and resolutions with an emphasis in RIE as well as the Infant Toddler Foundations

The goal of this project is to create a consistent, maintainable training program to improve teaching practices in the infant toddler program at Universal Studios Childcare Center.

Attached is the PowerPoint presentation and a two page evaluation form. It would be greatly appreciated if the evaluation form be completed and returned in 5 days. I can provide a courtesy reminder on the 4th day. Thank you for your time and support.

Sincerely,

Christine Ngarmek
APPENDIX C

Name: __________________________

1. Role in Education: __________________________

2. How long have you been working in early childhood education
   ○ 0-2 years
   ○ 3-5 years
   ○ 6-8 years
   ○ 8+ years

3. How long have you been working with the RIE Philosophy?
   ○ 0-2 years
   ○ 3-5 years
   ○ 6-8 years
   ○ 8+ years

4. What is your educational level?
   ○ AA
   ○ BA, BS degree in _______________________
   ○ MA, MS degree in ___________________________
   ○ PhD degree in ______________________________
   ○ Other, please specify ___________________________

Please consider each topic below and identify strengths and areas for improvement:

<table>
<thead>
<tr>
<th>Sections of PowerPoint</th>
<th>Strengths</th>
<th>Improvement Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Origin of RIE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is an Infant Educarer?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Caregiving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personalize Care Time: Diapering Feeding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Soothing</td>
<td>Problem Solving</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Format of PowerPoint</th>
<th>Strengths</th>
<th>Improvement Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photos</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are the 3 most valuable aspects of the PowerPoint?

- 
- 
- 

To what extent do you agree that the *Resources for Infant Educators: The RIE Philosophy and Approach* PowerPoint will inform and/or prepare teachers that are new to USCCC and the RIE philosophy?

- None at all
- A moderate amount
- A lot

What might you suggest as a follow-up to the workshop? IN other words, what do you think would be next steps in training?
Please rate how much new information about RIE you have gained by evaluating this PowerPoint:

☐ None at all  ☐ A moderate amount  ☐ A lot

Thank you for your time and feedback!