

Responsive Daily Routines	What I do Now/My Plans
<p>Implement a flexible routine (eating, sleeping, inside, outside) so that toddlers learn to predict what to expect</p>	
<p>Provide a daily routine that follows each infant's and toddler's needs for feeding and sleeping</p>	
<p>Use routines as opportunities for emotional interaction and learning</p>	
<p>Provide primary caregiving</p>	
Provide Responsive Routines for Infant Feeding and Toddler Eating	What I do Now/My Plans
<p>Provide a daily routine that follows each infant's and toddler's needs for feeding and sleeping</p>	

Provide Responsive Routines for Infant Feeding and Toddler Eating	What I do Now/My Plans
Welcome families to eat with their children	
Respect the caregiver's wish to breastfeed and adapt routines appropriately	
Provide a system for documenting families' wishes on issues related to weaning from the breast or bottle and respect those wishes	
Ask families about their cultural and family preferences for the child's eating habits, needs, and food preferences	
Provide daily information to the family about how, when, and what the child ate	
Sit with toddlers for eating rather than hovering above or walking around to get needed items	

Provide Responsive Routines for Infant Feeding and Toddler Eating	What I do Now/My Plans
<p>Respond to infants' and toddlers' non-verbal, as well as verbal, requests and comments while feeding or eating with the children</p>	
<p>Hold infants gently for bottle-feeding. Babies need to be held for feeding to ensure safety and to meet their emotional needs. Talk softly, hum, sing, or be quiet according to the infant's cues.</p>	
<p>Speak in a soft, encouraging, and positive way to the children during feeding and eating activities</p>	
<p>Respond when infants and toddlers indicate that they are hungry or want more food and respect them when they indicate that they are satisfied or want to stop eating</p>	
<p>Provide opportunities for toddlers to begin to serve themselves, pour milk out of a small pitcher, and clean the table with a sponge. Accept accidents and physical explorations of food as part of the learning process.</p>	
<p>Use feeding time for infants as an opportunity for emotional connections between the adult and child</p>	

Provide Responsive Routines for Infant Feeding and Toddler Eating	What I do Now/My Plans
<p>Use eating time for toddlers as an opportunity for emotional connections between adults and children, and between/among children</p>	
<p>Observe children during feeding and eating times. Are children enjoying the experience?</p>	
Provide Responsive Routines for Diapering and Toilet Learning	What I do Now/My Plans
<p>Provide pictures of family members or other interesting pictures on the wall at the baby's eye level in the diapering area</p>	
<p>Make diapering a special time for adults to be emotionally present with children, following their cues</p>	
<p>Use encouraging and positive words at all times</p>	

Responsive Routines Inventory

Provide Responsive Routines for Infant Feeding and Toddler Eating	What I do Now/My Plans
Use talk such as “first” and “next” and words that are comforting	
Encourage children to participate in the routine (e.g., stand and pull up their own pants)	
Coordinate toilet learning with the family to provide continuity for the child from home to program	
Never force toddlers to use or stay on the toilet	
Use diapering/toileting times as opportunities for emotional connections between adults and children	

Provide Responsive Routines for Sleeping/Resting	What I do Now/My Plans
<p>Gently rock or pat infants who need help to get to sleep. Watch and listen for them to signal when they want to be picked up from a crib and respond positively and quickly to their signals.</p>	
<p>Provide toddlers with a cot that is labeled with their first name and a special symbol or picture. Sheets, pillows and blankets are labeled in the same way.</p>	
<p>Plan and implement a transition time from play to sleep with a predictable sequence for toddlers. To build positive relationships, read stories, talk gently, or pat a child gently to sleep according to the child's needs. Toddlers may pick a special book or have their own stuffed toy or blanket if needed.</p>	
<p>If toddlers have a difficult time sleeping, they may need additional patting, songs, books read, a comfort item, or earphones with very soft music playing</p>	
<p>Allow toddlers to sleep/rest only as long as they need. A quiet activity is planned for those who wake up.</p>	
<p>Help toddlers transition from nap to wake-time by holding and rocking them or rubbing their backs as they start to wake</p>	

Provide Responsive Routines for Sleeping/Resting	What I do Now/My Plans
<p>For toddlers, prepare the nap area before lunch, so that if they become tired or fall asleep during lunch, the teacher can help them transition to nap time</p>	
<p>Use sleeping/resting times as opportunities for emotional connections between adults and children, and for social interactions with peers</p>	
Provide Responsive Greeting and Goodbye Times	What I do Now/My Plans
<p>Greet each infant and toddler and their family member(s) warmly in the morning to assist in the transition from home to the child care center/home and to give family members a chance to communicate needs, priorities, and concerns</p>	
<p>Help each child say goodbye to family member(s) and move to an activity</p>	
<p>For a child having difficulty with separation, plan staff assignments to allow the child's primary teacher appropriate time to help the child become more comfortable when arriving or leaving. Comfort the child and tell them when the family member will return (e.g., after lunch, after nap).</p>	

Provide Responsive Routines for Sleeping/Resting	What I do Now/My Plans
<p>Greet family members warmly when they pick up the child. This helps children transition from child care to family at the end of the day and is an opportunity to describe the child's day. Give each infant and toddler a special goodbye.</p>	
<p>Use transition routines as opportunities to build emotional connections between the child and their family, the teacher and child, and between and among peers</p>	

Adapted with permission from:

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