

### A Three-R Interaction

Please read the scenario below. As you read, underline everything you think indicates **respect**.

A five-month-old is lying on the floor with several toys scattered within reach. She is contentedly surveying the six other infants and toddlers who are in the room with her. Reaching now and then, she caresses a toy first with her eyes, then with her hands. As we look more closely, we can see that some suspicious moisture has crept onto the infant's outer clothes in the area of her bottom. We are seeing a very contented but a very wet, young person. A step is heard, and the infant's eyes travel in the direction of the sound. Then we see a pair of legs and feet traveling along in the direction of the infant. A voice says, "Caitlin, I'm wondering how you're getting along."

The legs move over close to the blanket, and the rest of the person appears. A kindly face comes close. Caitlin smiles and makes a cooing noise. The caregiver responds, then notices the dampness of the clothing. "Oh, Caitlin, you need a change," she says. Caitlin responds by smiling and cooing.

Reaching out her hands, the caregiver says, "I'm going to pick you up now." Caitlin responds to the gesture and words with an ever-so-slight body movement. She continues to smile and coo. The caregiver picks her up. As they walk across the room, Caitlin reaches for a toy lying just out of reach on a shelf.

"I know you want that toy, but you have to wait a few minutes," says the caregiver with understanding. "First I am going to change your diaper," she adds with gentle firmness. She lays Caitlin on the changing table.

Caitlin's attention wanders around the room. The caregiver talks to her, bringing her gaze back to her own face.

"Look, Caitlin, I'm taking off the wet diaper." She shows her the diaper. Caitlin watches, but then starts to squirm, fussing a little.

"See where the diaper goes?" The caregiver once again retrieves her attention by making a production of disposing of the wet diaper.

"Now the dry diaper, Caitlin..." The caregiver shows her the fresh diaper. Caitlin reaches for it. "Yes, you can touch it," responds the caregiver.

"Lift up," says the caregiver, patting her bottom. Caitlin is distracted by a noise in another part of the room. The caregiver waits. Then when she has her attention again, she repeats, "Lift up, please." She raises Caitlin's bottom as she says this and slips the dry diaper under.

"Susan, look--I fixed it!" says a young voice.

The caregiver keeps her attention focused on Caitlin. "I can't come right now, Greg. I'm changing Caitlin. I'll be with you when I'm finished."

Caitlin has begun to squirm. She tries to roll over. "We're almost finished now." The caregiver pats her, bringing her back to the task. "Look, I'm fastening it now."

Caitlin squirms to look. "I like the way you're paying attention." The caregiver smiles.

Okay, that's it; we're finished. Want to come up now?" She reaches out for Caitlin.

Caitlin stretches out her arms, making bubbling noises at the same time. The caregiver imitates her sounds. Both laugh. Then the caregiver picks Caitlin up in her arms and gives her a hug.

Then find three or four other people in our class who underlined respect. Did you underline the same things?

How does your group define respect for infants and toddlers?

### A Three-R Interaction

Please read the scenario below. As you read, underline everything you think indicates **reciprocity**.

A five-month-old is lying on the floor with several toys scattered within reach. She is contentedly surveying the six other infants and toddlers who are in the room with her. Reaching now and then, she caresses a toy first with her eyes, then with her hands. As we look more closely, we can see that some suspicious moisture has crept onto the infant's outer clothes in the area of her bottom. We are seeing a very contented but a very wet, young person. A step is heard, and the infant's eyes travel in the direction of the sound. Then we see a pair of legs and feet traveling along in the direction of the infant. A voice says, "Caitlin, I'm wondering how you're getting along."

The legs move over close to the blanket, and the rest of the person appears. A kindly face comes close. Caitlin smiles and makes a cooing noise. The caregiver responds, then notices the dampness of the clothing. "Oh, Caitlin, you need a change," she says. Caitlin responds by smiling and cooing.

Reaching out her hands, the caregiver says, "I'm going to pick you up now." Caitlin responds to the gesture and words with an ever-so-slight body movement. She continues to smile and coo. The caregiver picks her up. as they walk across the room, Caitlin reaches for a toy lying just out of reach on a shelf.

"I know you want that toy, but you have to wait a few minutes," says the caregiver with understanding. "First I am going to change your diaper," she adds with gentle firmness. She lays Caitlin on the changing table.

Caitlin's attention wanders around the room. The caregiver talks to her, bringing her gaze back to her own face.

"Look, Caitlin, I'm taking off the wet diaper." She shows her the diaper. Caitlin watches, but then starts to squirm, fussing a little.

"See where the diaper goes?" The caregiver once again retrieves her attention by making a production of disposing of the wet diaper.

"Now the dry diaper, Caitlin..." The caregiver shows her the fresh diaper. Caitlin reaches for it. "Yes, you can touch it," responds the caregiver.

"Lift up," says the caregiver, patting her bottom. Caitlin is distracted by a noise in another part of the room. The caregiver waits. Then when she has her attention again, she repeats, "Lift up, please." She raises Caitlin's bottom as she says this and slips the dry diaper under.

"Susan, look--I fixed it!" says a young voice.

The caregiver keeps her attention focused on Caitlin. "I can't come right now, Greg. I'm changing Caitlin. I'll be with you when I'm finished."

Caitlin has begun to squirm. She tries to roll over. "We're almost finished now." The caregiver pats her, bringing her back to the task. "Look, I'm fastening it now."

Caitlin squirms to look. "I like the way you're paying attention." The caregiver smiles.

Okay, that's it; we're finished. Want to come up now?" She reaches out for Caitlin.

Caitlin stretches out her arms, making bubbling noises at the same time. The caregiver imitates her sounds. Both laugh. Then the caregiver picks Caitlin up in her arms and gives her a hug.

Then find three or four other people in our class who underlined reciprocity. Did you underline the same things?

How does your group define reciprocity for infants and toddlers?

### A Three-R Interaction

Please read the scenario below. As you read, underline everything you think indicates **responsiveness**.

A five-month-old is lying on the floor with several toys scattered within reach. She is contentedly surveying the six other infants and toddlers who are in the room with her. Reaching now and then, she caresses a toy first with her eyes, then with her hands. As we look more closely, we can see that some suspicious moisture has crept onto the infant's outer clothes in the area of her bottom. We are seeing a very contented but a very wet, young person. A step is heard, and the infant's eyes travel in the direction of the sound. Then we see a pair of legs and feet traveling along in the direction of the infant. A voice says, "Caitlin, I'm wondering how you're getting along."

The legs move over close to the blanket, and the rest of the person appears. A kindly face comes close. Caitlin smiles and makes a cooing noise. The caregiver responds, then notices the dampness of the clothing. "Oh, Caitlin, you need a change," she says. Caitlin responds by smiling and cooing.

Reaching out her hands, the caregiver says, "I'm going to pick you up now." Caitlin responds to the gesture and words with an ever-so-slight body movement. She continues to smile and coo. The caregiver picks her up. As they walk across the room, Caitlin reaches for a toy lying just out of reach on a shelf.

"I know you want that toy, but you have to wait a few minutes," says the caregiver with understanding. "First I am going to change your diaper," she adds with gentle firmness. She lays Caitlin on the changing table.

Caitlin's attention wanders around the room. The caregiver talks to her, bringing her gaze back to her own face.

"Look, Caitlin, I'm taking off the wet diaper." She shows her the diaper. Caitlin watches, but then starts to squirm, fussing a little.

"See where the diaper goes?" The caregiver once again retrieves her attention by making a production of disposing of the wet diaper.

"Now the dry diaper, Caitlin..." The caregiver shows her the fresh diaper. Caitlin reaches for it. "Yes, you can touch it," responds the caregiver.

"Lift up," says the caregiver, patting her bottom. Caitlin is distracted by a noise in another part of the room. The caregiver waits. Then when she has her attention again, she repeats, "Lift up, please." She raises Caitlin's bottom as she says this and slips the dry diaper under.

"Susan, look--I fixed it!" says a young voice.

The caregiver keeps her attention focused on Caitlin. "I can't come right now, Greg. I'm changing Caitlin. I'll be with you when I'm finished."

Caitlin has begun to squirm. She tries to roll over. "We're almost finished now." The caregiver pats her, bringing her back to the task. "Look, I'm fastening it now."

Caitlin squirms to look. "I like the way you're paying attention." The caregiver smiles.

Okay, that's it; we're finished. Want to come up now?" She reaches out for Caitlin.

Caitlin stretches out her arms, making bubbling noises at the same time. The caregiver imitates her sounds. Both laugh. Then the caregiver picks Caitlin up in her arms and gives her a hug.

Then find three or four other people in our class who underlined responsiveness. Did you underline the same things?

How does your group define responsiveness for infants and toddlers?