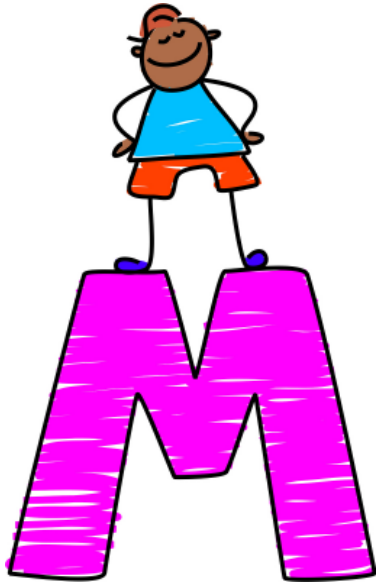




Snapshot #3

SOUTH DAKOTA INSTITUTE FOR INFANT TODDLER DEVELOPMENT & CARE
... RELATING TO BABIES AND THOSE WHO CARE FOR THEM



I don't understand your limits

My name is Devin and I'm eight months old. I recently learned to crawl and I love to try out that new skill whenever I can.

Today I made my way over to the heat register. It's really cool! It is mounted up on the wall and has lots of buttons and a dial. It's just like my busy box at home! Anyway, I pulled myself up next to the heat register and balanced myself so that I could be centered in front of it. I started to study the heat register, looking at the buttons and dial. Then with my right hand, I began to push the buttons and turn the dial.

My caregiver, Justine, was across the room holding another baby when I did that. She said, "Please get away from the register," and turned around. I turned my head toward Justine's voice and looked and smiled at her. Then I continued my exploration of the buttons and knobs.

About a minute later, Justine turned around to find me still playing with the register. She put down the baby she was holding and came over to me. I didn't see her coming because I was looking at the register.

Without saying anything, she scooped me up by the waist and moved me to the other side of the room. I immediately began to crawl back over to the register. When I got there, I again pulled myself up to stand and continued to play with the buttons. When Justine saw this, she yelled across the room, "I told you once already. We do not play with that. It is not for you."

I didn't know she was talking to me. About that same time, I lost interest in the register and crawled over to where I found a soft book. I flipped it open and started chewing on the pages.



*Snapshots are published by the
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SOUTH DAKOTA
Institute for Infant Toddler
Development & Care



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Questions to Ponder

1. What senses does Devin use to explore the materials in his environment?
2. What is Devin learning about his explorations in this scenario?
3. What is Justine doing that is positive?
4. What might Justine do differently to support Devin?
5. What verbal and non-verbal communication do you notice between Devin and Justine? How could communication be modified to be more positive?
6. How could the environment be changed to better support Devin's exploration of the room?
7. Is it helpful to consider the perspective of the baby? How might this technique be utilized in your work with babies?
8. What cognitive, language, and motor skills do you notice in Devin?



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