

Walk a Day in My Shoes

Opportunity to Grow CoP

INFANT SCENARIO 1: REACHING FOR A TOY

An infant is lying on their back on a soft mat. A favorite rattle is nearby but just out of reach. The infant kicks their legs, reaches toward the toy, and makes excited sounds but cannot quite grasp it. After a moment, they pause and look toward the caregiver.

Discussion Questions:

1. What skills would you be scaffolding in this moment?
2. How could you support the infant without doing it for them?
3. How might you fade your support to encourage independence?

INFANT SCENARIO 2: BOTTLE FEEDING INTERACTION

During bottle feeding, an infant repeatedly pulls off the bottle to look at the caregiver's face. The infant smiles, vocalizes, and waits for eye contact before continuing to drink.

Discussion Questions:

1. What skills is the infant practicing here?
2. How can this routine become an opportunity to grow?
3. How can the caregiver follow the infant's lead while still supporting the routine?

Infant Scenario 3: Tummy Time Persistence

An infant is placed on their tummy. At first, they lift their head and look around, but after a short time they begin to fuss and try to roll over. The caregiver is nearby and watching closely.

Discussion Questions:

1. What skills are being challenged in this moment?
2. How can you scaffold persistence without pushing too far?
3. What might fading support look like over time?

Infant Scenario 4: Diapering Participation

During a diaper change, an infant stiffens their legs and turns their body away. When the caregiver pauses and talks to them, the infant relaxes slightly and looks up.

Discussion Questions:

1. What skills could be scaffolded during this routine?
2. How can you invite the infant to participate?
3. How might repetition support learning over time?

Infant Scenario 2: Bottle Feeding Interaction

Skills to Scaffold:

- Social engagement and reciprocity
- Communication
- Self-regulation

Think About:

- Slowing down the routine
- Narrating the infant's cues
- Responding with facial expressions and language
- Gradually encouraging the infant to pause and re-engage independently

Infant Scenario 1: Reaching for a Toy

Skills to Scaffold:

- Gross and fine motor development
- Problem-solving
- Communication and persistence

Think About:

- Positioning the toy closer, then gradually moving it farther away
- Modeling reaching or touching the toy
- Using verbal cues ("You're reaching for it!")
- Allowing wait time before intervening

Infant Scenario 4: Diapering Participation

Skills to Scaffold:

- Body awareness
- Participation in routines
- Trust and communication

Think About:

- Talking through each step
- Waiting for the infant's response
- Encouraging small movements (lifting legs)
- Repeating language and actions consistently

Infant Scenario 3: Tummy Time Persistence

Skills to Scaffold:

- Gross motor strength
- Emotional regulation
- Persistence

Think About:

- Providing brief support under the chest
- Offering verbal encouragement
- Adjusting the length of tummy time
- Gradually increasing expectations as strength grows

Infant Scenario 5: Cause and Effect Exploration

An infant repeatedly bangs a toy on the floor and pauses when the sound changes. They look at the toy, then at the caregiver, and bang it again.

Discussion Questions:

1. What learning is happening in this moment?
2. How could you expand this experience?
3. How might you avoid over stimulating or interrupting learning?

Toddler Scenario 1: Cleaning Up Toys

During clean-up time, a toddler continues playing with blocks while other children begin putting toys away. When the caregiver gives a group reminder, the toddler looks up but does not move.

Discussion Questions:

1. What skills are emerging in this moment?
2. How could you scaffold understanding of the routine?
3. How can support be faded as the toddler becomes more capable?

Toddler Scenario 2: Puzzle Frustration

A toddler is working on a puzzle and struggles to fit a piece into place. After several attempts, they throw the piece and begin to cry.

Discussion Questions:

1. What skills need support here?
2. How can you help without taking over?
3. What language might encourage persistence?

Toddler Scenario 3: Sharing at Snack

At snack time, two toddlers reach for the same cup. One grabs it while the other begins to cry. Both look toward the caregiver.

Discussion Questions:

1. What social skills are developing?
2. How can you model appropriate behavior?
3. How might support change over time?

Toddler Scenario 1: Cleaning Up Toys

Skills to Scaffold:

- Following routines
- Executive functioning
- Independence

Think About:

- Modeling clean-up
- Giving one-step directions
- Using visual or verbal cues
- Gradually reducing prompts

Infant Scenario 5: Cause and Effect Exploration

Skills to Scaffold:

- Cognitive development
- Cause-and-effect understanding
- Curiosity and attention

Think About:

- Imitating the infant's actions
- Introducing a second object
- Labeling sounds and actions
- Letting the infant lead the exploration

Toddler Scenario 3: Sharing at Snack

Skills to Scaffold:

- Social interaction
- Communication
- Self-control

Think About:

- Modeling language ("My turn/Your turn")
- Supporting turn-taking
- Staying calm and neutral
- Gradually encouraging peer problem-solving

Toddler Scenario 2: Puzzle Frustration

Skills to Scaffold:

- Problem-solving
- Emotional regulation
- Persistence

Think About:

- Naming feelings
- Offering hints instead of solutions
- Breaking the task into smaller steps
- Encouraging retrying

Toddler Scenario 4: "I Do It!" Dressing

A toddler insists on putting on their coat independently. They manage to get one arm in but become frustrated when the coat twists and they cannot finish.

Discussion Questions:

1. What skills are being practiced?
2. How can you balance independence and support?
3. How can fading help build confidence?

Toddler Scenario 5: Expanding Language Through Play

A toddler pushes a truck across the floor saying "truck" repeatedly. They pause and look at the caregiver, then continue pushing the truck.

Discussion Questions:

1. What skills are emerging in this interaction?
2. How could you expand the learning without taking over?
3. How might repetition support growth?

Infant Scenario 6: Transition to Sleep

An infant is lying in a crib during a transition to nap time. The room has dimmed lights and soft music. The infant kicks their legs, vocalizes, and briefly sucks on their fingers, then looks toward the caregiver standing nearby.

Discussion Questions:

1. What skills would you be scaffolding during this transition?
2. How can you support regulation while encouraging independence?
3. What cues could help the infant participate in the routine?

Toddler Scenario 6: Washing Hands

A toddler stands at the sink after outdoor play. They reach for the water but struggle to turn the handle. They look at the caregiver and say, "Help."

Discussion Questions:

1. What skills are being practiced in this moment?
2. How can you scaffold without removing the challenge?
3. How might support fade as the toddler gains confidence?

Toddler Scenario 5: Expanding Language Through Play

Skills to Scaffold:

- Expressive language
- Symbolic play
- Cognitive development

Think About:

- Expanding language ("Yes, a big red truck!")
- Adding new words or actions
- Following the child's lead
- Gradually increasing complexity

Toddler Scenario 4: "I Do It!" Dressing

Skills to Scaffold:

- Self-help skills
- Fine motor coordination
- Confidence

Think About:

- Offering verbal cues instead of physical help
- Assisting only when needed
- Encouraging effort
- Celebrating progress

Toddler Scenario 6: Washing Hands

Skills to Scaffold:

- Self-help skills
- Fine motor development
- Communication and independence

Think About:

- Verbal cues before physical assistance
- Hand-over-hand support only if needed
- Repetition of steps
- Encouraging the toddler to try again

Infant Scenario 6: Transition to Sleep

Skills to Scaffold:

- Self-regulation
- Trust and security
- Participation in routines

Think About:

- Narrating what is happening
- Responding calmly to cues
- Using consistent routines and language
- Gradually reducing adult presence as the infant settles