Three Rivers Community College
ECE K182 Child Development
Course Materials

FALL 2016

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Office Hours: Monday, Wednesday and Friday mornings
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Course Description:
Prerequisite: ENG* K101 eligibility or permission of the Program Coordinator / instructor based on ECE work experience.
This course presents the basic principles, current research, and traditional theories of child development, from the prenatal period to the onset of adolescence, with an emphasis on the earlier years of childhood. Candidates will be guided in the development of a scientific and objective attitude toward the interpretation of child behavior and will study various methods of conducting research in child development. They will observe children and analyze their behavior in each of the following areas: physical abilities and motor skills, cognitive abilities, as well as social and emotional development.

Required Text(s):
Charlesworth, Rosalind. Understanding Child Development (10th Ed.). Thompson Delmar Learning. 2016.
ISBN: 978-1-305-63648-1

Course Objectives:
- Develop an understanding of the diverse theoretical frameworks of child development.
- Increase understanding of child behavior (both typical and atypical) and how children differ in their development and approaches to learning.
- Understand and interpret how children grow and develop through successive stages, including all developmental domains.

Course Outcomes:
- Candidates will articulate the major theoretical approaches in child development, develop a personal learning theory and conduct research to promote understanding of how theory relates to best practice.
- Candidates will understand what young children are like and what the multiple influences are on their development and learning. (NAEYC Standard 1.a and 1.b)
- Candidate will analyze the importance of involving all families in their children's development and learning. (NAEYC Standard 2.a and 2.c)
- Candidates will analyze the importance of being a continuous and collaborative learner. (NAEYC Standard 6.c.)

General Education Goals:
- Candidates will be prepared to develop oral messages and written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings. (Goal1)
- Candidates will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives. (Goal 4)
- Candidates will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how

these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means. (Goal 7)

Policies:

As part of the course, candidates will be required to spend **additional time observing** and/or working with children in actual or simulated child development settings.

Active participation in class discussions and activities is required. Candidates are expected to complete assigned readings prior to class and come to class prepared to discuss them. Throughout the course there will be other written assignments to help guide your studies which will be handed in and counted as part of your participation grade.

Class attendance is required. The greatest amount of learning occurs during class time, where group activities and interactive assignments allow for learning not covered by the text and required assignments. Attendance is taken at the beginning of class. Absences, lateness and / or early departures all count against your attendance grade. Lateness is disruptive, discourteous and usually unwarranted. Please be on time.

Candidates are urged to devote their time and energy to fulfilling stated class requirements. Please note that a credit hour 'work expectation' equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out of class candidate work. **So for this three credit course you should expect to spend a minimum of three in class and six out of class hours (total of nine hours) per week on this course.**

Extra credit points may be considered if a candidate is active in the Early Childhood Education Club, participates in early childhood events, or tutors / supports another classmate in their understanding of course content. Additionally, with prior permission, there may be an opportunity to redo and resubmit an assignment. These opportunities will be decided on an individual basis.

Take home tests will not be accepted beyond the scheduled due date. Make-ups for in class, scheduled tests are not allowed, unless arrangements are made with the instructor in advance. Make-ups must be done in a timely manner.

It is assumed that all other assignments will be completed and turned in on time. Ten percent of the grade (10%) will be deducted from a late assignment. Assignments will not be accepted beyond a one-week extension. Late assignments cannot be rewritten or resubmitted.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important. A candidate's written work is expected to be original and done independently unless otherwise indicated.

Citations and references must be used to **acknowledge the source and avoid plagiarism**. Violations of academic integrity will be referred to and dealt with in accordance with the college policy.

Academic integrity is essential to a useful education. Failure to act with **academic integrity** severely limits a candidate's ability to succeed in the classroom and beyond. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others.

TRCC has assigned you a college email address. Please familiarize yourself with this as this is the **primary way the college communicates with you** (course schedules, financial aid, etc.). In the past students have found it useful to set up their college emails to be forwarded to another place (email or iphone, etc.).

Lap top computers and tape recorders may be used during class time, with prior permission and for the purpose of note taking only. Computers and other forms of technology are prohibited during tests.

Cell phones, pagers, ipods, and other similar devices must be turned off during class. **Texting or using your cell phones during class is not acceptable and you may be asked to leave the class.**

The candidate is responsible for all materials covered in class as well as the assignments. If a candidate misses a class, it is the candidate's responsibility to get the notes from another candidate. **Do not contact the Instructor and ask for a review of the class**. Learn to rely on your syllabus and / or another candidate. You may want to share your contact information with other candidates to help facilitate this process.

If you have problems with the course or material, please see me or call to arrange for an appointment. Candidates who are not able to complete the course need to speak to me immediately as we will try to work together to have you complete the class successfully.

Candidates with documented disabilities are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and / or referral information. Students who may need academic accommodations should discuss options with the instructor as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify candidates using the Blackboard messaging

system and / or the email contact available through TRCC. Please be sure the college has your updated contact information.

Please refer to the Institutional Policies available in the Office of the Dean of Student Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

This syllabus is subject to change. Any changes will be announced.

Points given for requirements are as follows:
Please use this as a tool to keep a record of your progress in this course.

Assignment	Points	Due Date	Grade Received
Theory Assignment * Ten points are designated for the submission of this assignment to Digication.	100		
Observation Assignment	100		
First Test (Chapters 1 – 7)	50		
Second Test (Chapters 8 – 17)	75		
Third Test (Chapters 18 – 31)	75		
Attendance	50		
Participation *(article reviews included)*	50		
Total	**500**		

Final Grade:
To determine your final grade take the total number of points and divide by five.

		A	93 - 100	A-	90 - 92
B+	87 - 89	B	83 - 86	B-	80 - 82
C+	77 - 79	C	73 - 76	C-	70 - 72
D+	67 - 69	D	63 - 66	D-	60 - 62
F	under 59				

Course Content and Study Guide

Week	Date	Activities / Assignments	Reading	Key Concepts	NAEYC
1	8/28	Orientation / Introductions Review Course Syllabus	NAEYC Standards www.naeyc.org	participation	All
2	9/4	**No class on Monday** Review Theory Assignment	DAP video	confidentiality	Standard 1.a. Supportive Skills
3	9/11	Article Review: Brain Research and Early Childhood Development	Chapter 1	young children theories	Standard 1.b., 3.a., 3.b., 3.c. and 6.d. Supportive Skill 2
4	9/18	Library Research Presentation Theory Group Work	"Cute" video	history research assessment	Standards 1.a., 1.b., 1.c., 2.b., 2.c., 4.a., 4.e. and 5.a. Supportive Skill 5
5	9/25	Article Review: Play: Context for Development	Chapter 2 Play video	how children learn	Standard 1.c. and 4.b.
6	10/2	Article Review: Rewards not Working? Handout Take Home Test One	Chapter 3	adult role scaffolding ADA / IEP	Standard 1.c., 2.a., 2.b., 2.c., 4.a. and 6.d.
7	10/9	**No class Monday** **Test One Due** Review Observation Assignment	Chapter 4 Prenatal video	conception prenatal development	Supportive Skills 1 – 5 Standard 1.a. and 1.b.
8	10/16	Article review: SIDS and Babies Review Test One Infant /Toddler Observation	Chapter 5	infancy senses autonomy	
9	10/23	**Theory Assignment Due**	Chapter 6	infants attachment	Standard 1.a.and 1.b.
10	10/30	**No class Monday – Advising**	Chapter 7	toddlers autonomy	Standard 1.a.
11	11/6	**Test Two**			Supportive Skills 1 - 5
12	11/13	Article review: Why Soft is Missing Preschool Observation Multiple Intelligence Test	Chapters 8 and 9 www.iqtest.com	preschoolers big body play obesity	Standard 1.a., and 4.b.
13	11/20	**No class Wednesday**	Chapters 10 and 11	beginning literacy NCLB Act	Standard 1.a., 4.a. and 4.c.
14	11/27		Chapters 12 and 13	affective development	Standard 1.a., 4.a., and 4.c.
15	12/4	Article review: Parental School Involvement **Observation Assignment Due**	Chapters 14 and 15 Play pod video	primary / school aged child resiliency	Standard 1.a., 3.a., 3.b., 3.c. and 3.d.
9	10/23	**Test Three**			Supportive Skills 1 - 5

This calendar is subject to change. Any changes will be announced.

Three Rivers Community College
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Resource List
Dr. Jennifer DeFrance

_____ (2004). *The Everything Sign Language Book.* Adams Media.

ACEI Exchange. News and Communications from the ACEI Community

Alliance for Childhood www.allianceforchildhood.org

Anderson, K. (2010). *Treating ADHD Holistically.* Parenting

Bryner, J. (2005). *Rewards not working?* Instructor magazine.

Carlisle, A. (2001). *Using the Multiple Intelligences Theory to Assess Early Childhood Curricula.* Young Children.

Catlett, C. (March, 2012). *Evidence-based resources at your fingertips*. FPG Child Development Institute. Chapel Hill, NC.

Charlesworth, R. (2008). *Understanding child development.* (7th ed.). Thompson Delmar Learning.

Charlesworth, R. (2010). *Understanding child development.* (8th ed.). Thompson Delmar Learning.

Connecticut Charts A Course – Resources, articles and trainer materials

Connecticut DOE. (1999). *The Connecticut Framework: Preschool Curricular Goals and Benchmarks.*

Cooper, J.L., Masi, R. and Vick, J. (2009). *Social-emotional Development in Early Childhood: What every policymaker should know.* National Center for Children in Poverty. August.

Crain, W. (2005). *Theories of development: Concepts and applications* (5th ed). Pearson Education, Inc.

DelCampo, D. & DelCampo, R. (2006). *Taking sides: Clashing views in childhood and society.* (6th ed.). McGraw-Hill.

Derman-Sparks, L. & Edwards, J. O. (2010). *Anti-Bias education for young children and ourselves*. Washington, DC: NAEYC.

Diamond A. and Amso D. C*ontributions of Neuroscience to our understanding of cognitive development: A New Look*. Article 7. Annual Editions (2013).

DuBois, L.A. *No Child Left Behind: Who's Accountable?* Article 6. Annual Editions (2011).

Early Childhood Learning and Knowledge Center (ECLKC)

Education Services, Inc. (2000). *A creative adventure: Supporting development and learning through art, music, movement, and dialogue*. Alexandria, VA.

Englebright Fox, J. *Back to Basics, Play in early childhood.* Article 21. Annual Editions (2013).

Epstein, A. S. (2009). *Me, you, us*. High Scope Press.

Gallagher, K. C. (2005). Brain research and early childhood development: A primer for developmentally appropriate practice. *Spotlight on Young Children.* Washington DC: NAEYC.

Gartrell, D. (2004). *The power of guidance: Teaching social-emotional skill in early childhood classrooms*. Delmar Learning.

Gonzalez-Mena, J. (1996). *Diversity and communication*. Crystal Lake, IL. Magna Systems.

Gonzalez-Mena, J. (2006). *Young children in the family and the community*. Pearson Education, Inc.

Gonzalez-Mena, J. (2008). *Diversity in early care and education: Honoring differences* (5th ed). McGraw Hill Companies, Inc.

Griffin, Abbey. (2003). *Why soft is missing in many early care and education settings and why we should bring soft stuff back*. Community Playthings.

Gronlund, G. & James, M. (2005). *Focused observations: How to observe children for assessment and curriculum planning*. Redleaf Press.

Halacka - Ball, R.A. (2012). *Supporting and Involving Families in Meaningful Ways.* Spotlight on Young Children and Families.

Hart, B. & Rislet, T. R. (1995). *Meaningful differences in the everyday experiences of young American children.* Paul H. Brooks Publishing.

Hill, N. & Taylor, L. (2008). *Parental School Involvement and Children's Academic Achievement.*

Jacobs, H. H. (2010). *Curriculum 21: Essential education for a changing world*. ASCD Publications.

Kaiser, S. and Sachser, N. *Effects of Prenatal Social Stress on Offspring Development*. Article 3. Annual Editions (2012).

Kamler, J., Senger, S. and Snyder, B. (2012). *Creating Active Children One Workout at a Time.* Focus on Infants and Toddlers. Volume 24, no.3.

Klein, T., Wirth, D., & Linas, K. (2003). Play: Children's context for development. *Spotlight on Young Children.* Washington DC: NAEYC.

Mandlawitz, M. (2007). *What every teacher should know about: IDEA 2004 laws and regulations*. Pearson Education, Inc.

McNeil, M. (2007). *Governors Uniting for NCLB Changes.*

Mishori, R. (2008). *What do we know about autism?* Parade magazine.

Mooney, C. G. (2000). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky*. Redleaf Press.

NAEYC Position Statement. (May 1998). Learning to Read and Write: Developmentally Appropriate Practices for Young Children.

NAEYC Position Statement. (Spring 2004). Code of Ethical Conduct: Supplement for early childhood adult educators.

Nelson, K. *Developmental narratives of the experiencing child*. Article 10. Annual Editions (2013).

Olson, K.R. and Dweck, C.S. *Social Cognitive Development: A New Look*. Article 11. Annual Editions (2013).

Orenstein, P. (2010). *Kindergarten Cram: Crisis in Kindergarten.* New York Times.

Promoting Social Behavior of Young Children in Group Settings: A Summary of Research.

Sanders, S. (2005). *Active for life*. Washington, DC: NAEYC.

Scherer, M. (2006). *Teaching to student strengths.*

Schickedanz, J.A. (2008). *Increasing the Power of Instruction: Integration of language, literacy, and math across the preschool day.* NAEYC: Washington, DC.

Spiegel, A. (2008). *Old-fashioned Play Builds Serious Skills.* NPR Your Health. September.

Thomas, M.S.C. and Johnson, M. *New Advances in Understanding Sensitive Periods in Brain Development*. Article 6. Annual Editions (2012).

University of Connecticut. *All Children Considered.* Newsletter

US Department of Health. *Safe Sleep for Your Baby.*

Voltz, D., Sims, M. J. & Nelson, B. (2010). *Connecting teachers, candidates and standards: Strategies for success in divers and inclusive classrooms.* ASCD.

Vygotsky, l. (1978). *The role of play in development.* From the *Mind in Society.* Ambridge, MA: Harvard University Press.

NAEYC Standards for Early Childhood Professional Preparation Programs
A position statement of the National Association for the Education of Young Children

Introduction

NAEYC Standards for Early Childhood Professional Preparation Programs represents a sustained vision for the early childhood field and more specifically for the programs that prepare the professionals working in the field. This 2009 revision of the standards is responsive to new knowledge, research and conditions while holding true to core values and principles of the founders of the profession. It is designed for use in a variety of ways by different sectors of the field while also supporting specific and critical policy structures, including state and national early childhood teacher credentialing, national accreditation of professional early childhood preparation programs, state approval of early childhood teacher education programs, and articulation agreements between various levels and types of professional development programs.

Standards Summary

Standard 1. Promoting Child Development and Learning

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1

- **1a:** Knowing and understanding young children's characteristics and needs
- **1b:** Knowing and understanding the multiple influences on development and learning
- **1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2. Building Family and Community Relationships

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

Key elements of Standard 2

- **2a:** Knowing about and understanding diverse family and community characteristics
- **2b:** Supporting and engaging families and communities through respectful, reciprocal relationships
- **2c:** Involving families and communities in their children's development and

learning

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

- **3a:** Understanding the goals, benefits, and uses of assessment
- **3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- **3c:** Understanding and practicing responsible assessment to promote positive outcomes for each child
- **3d:** Knowing about assessment partnerships with families and with professional colleagues
- **3e:** Facilitating referrals based on screening, observation and child assessment

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

- **4a:** Understanding positive relationships and supportive interactions as the foundation of their work with children
- **4b:** Knowing and understanding effective strategies and tools for early education
- **4c:** Using a broad repertoire of developmentally appropriate teaching/learning approaches
- **4d**: Reflecting on their own practice to promote positive outcomes for each child
- **4e**: Nutrition, health and safety

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Candidates prepared in early childhood degree programs use their knowledge of

academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

- **5a:** Understanding content knowledge and resources in academic disciplines
- **5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- **5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

Standard 6. Becoming a Professional

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

- **6a:** Identifying and involving oneself with the early childhood field
- **6b:** Knowing about and upholding ethical standards and other professional guidelines
- **6c:** Engaging in continuous, collaborative learning to inform practice
- **6d:** Integrating knowledgeable, reflective, and critical perspectives on early education
- **6e:** Engaging in informed advocacy for children and the profession

1) SELF-ASSESSMENT AND SELF-ADVOCACY

Associate degree candidates are often at a key decision point in their professional lives, entering or reentering higher education after extended work experiences or making decisions about further education beyond the associate degree. Therefore, skills in assessing one's own goals, strengths, and needs are critical, as is learning how to advocate for one's own professional needs.

Evidence of growth: Candidates' growth in these skills may be seen in assessments of changes over time and in the actual professional decisions made by candidates as they move through the program and beyond.

Indicators of strength:

- Candidates assess their own goals, strengths, and needs.
- Candidates know how to advocate for their own professional needs.

2) MASTERING AND APPLYING FOUNDATIONAL CONCEPTS FROM GENERAL EDUCATION

General education has value for its own sake—as part of the background of an educated person—and for the value added to practitioners' ability to implement a conceptually rich curriculum. Both in immediate employment as an early childhood professional and in preparing for further baccalaureate study, associate degree graduates are enriched by understanding foundational concepts from areas including science, mathematics, literature, and the behavioral and social sciences.

Evidence of growth: Candidates' acquisition of these skills may be seen, for example, in their successful mastery of general education objectives, in their written and oral rationales for activities, and in ratings of the conceptual accuracy and richness of their curriculum plans.

Indicators of strength:

- Candidates understand foundational concepts from areas such as science, mathematics, literature, and the behavioral and social sciences.
- Candidates can apply these concepts in their work as early childhood professionals.

3) WRITTEN AND VERBAL COMMUNICATIONS SKILLS

Well-prepared associate degree graduates have strong skills in written and verbal communication. These skills allow them to provide positive language and literacy experiences for children, and they also support professional communications with families and colleagues. Candidates going on to baccalaureate study need skills sufficient to ensure success in upper-division academic work. In addition, technological literacy is an essential component of this set of skills.

Evidence of growth: Candidates' mastery of these skills may be seen, for example, in successful completion of relevant courses, performance on communication and technological aspects of assignments, and competent use of communication skills in field experiences.

Indicators of strength:

- Candidates have effective skills in written and verbal communication.
- Candidates are technologically literate.

4) MAKING CONNECTIONS BETWEEN PRIOR KNOWLEDGE/EXPERIENCE AND NEW LEARNING

All professionals need these skills, but they are especially important in supporting the learning of associate degree candidates who have worked for years in early care and

education. Well prepared associate degree graduates are able to respect and draw upon their past or current work experience and also reflect critically upon it, enriching and altering prior knowledge with new insights. These skills will, over time, enable graduates to respond to the evolving mandates and priorities of the early childhood field.

Evidence of growth: Progress in making productive connections may be seen in candidates' growing ability to articulate relevant theory and research that either affirms or calls into question their experience—often seen in journals and portfolios, but also in interviews and presentations.

Indicators of strength:

- Candidates respect and draw upon their past or current work experience.
- Candidates are able to reflect critically upon their experience.

5) IDENTIFYING AND USING PROFESSIONAL RESOURCES

Even the best associate program cannot provide in-depth knowledge and skills in all areas. Therefore, well-prepared graduates should know how to identify and use credible professional resources from multiple sources, allowing them to better serve children and families with a wide range of cultures, languages, needs, and abilities.

Evidence of growth: Candidates' growth in this area may be evidenced, for example, by portfolio artifacts, resources used in lesson plans or other field assignments, or in class presentations.

Indicators of strength:

- Candidates know how to identify and use credible professional resources from multiple sources.
- Candidates use these resources to better serve children and families with a wide range of cultures, languages, needs, and abilities.

CONCEPTUAL FRAMEWORK

The mission of the TRCC ECE program is to offer a well rounded and rewarding post-secondary education which emphasizes: Teaching and Learning, Integrity and Service, Community and Diversity with an emphasis on critical thinking, and effective communication. The primary goal of the program is to prepare passionate educational leaders, providers and teachers to serves as community resources for people and institutions within the region. Successful candidates will demonstrate the disposition, temperament and high academic standards to create positive environments and relationships in diverse settings with all children ages 0-8 years.

The ECE program incorporates instruction that stresses connection to real life expectations in the field based on theoretical understanding of all aspects of developmentally appropriate practices. The ECE program promotions professionalism and supports the development of leadership through a program that stresses academic rigor through development of oral, written, expressive and receptive competencies. Candidates are encouraged to take responsibility for oneself, one's peers, one's colleagues and one's community.

The ECE program is a community based educational program that prepares, supports and embraces individuals in their pursuit of an early childhood education working with children ages 0-8. Trust and confidence in academic programs are built through an academic plan of study that involves observation and involvement in local schools and child care facilities from the onset of the ECE plan of study. TRCC faculty believes that all candidates are able to learn; although not everyone is ready to teach. The ECE program provides access for all regardless of age, race, ethnicity, culture, gender, orientation, or disability. It is the TRCC ECE program's intent to graduate candidates who believe that all children are capable of learning.

Within the field of early childhood the following topics / research has most influenced how we teach 1) NAEYC standards and skills, 2) Intentional Teaching, 3) DAP / DCAP, and 4) Learning theories including but not limited to the socio-constructivist theory and multiple intelligences. The conceptual framework in conjunction with NAEYC standards and supportive skills has been designed to allow candidates the opportunity to apply concepts as they relate to best practice in a variety of activities and assignments to develop a foundation for real life application. The entire ECE program is to create a cohesive plan of study current in National and State Competencies and standards.

Three Rivers Community College
ECE K182 Child Development
Theory Assignment

Course objectives addressed:

Develop an understanding of the diverse theoretical frameworks of child development.
Understand and interpret how children grow and develop through successive stages, including all developmental domains.
Increase understanding of child behavior (both typical and atypical) and how children differ in their development and approaches to learning. (NAEYC Standard 6.c)

Course outcomes addressed:
Candidates will articulate the major theoretical approaches in child development, develop a personal learning theory and conduct research to promote understanding of how theory relates to best practice as continuous learners. (NAEYC Standard 1.a, 1.b, 1.c and 5.a)
Candidates will understand the characteristics and needs of young children. (NAEYC Standard 1a, 1.b, and 1.c)

NAEYC Standards and Supportive Skills are noted on the grading sheet to help focus you throughout the assignment on these goals. Refer to the NAEYC Standards and Supportive Skills sheet that was supplied and discussed at the beginning of the semester.

A child development theory is an integrated collection of beliefs about why children behave, think and feel as they do. A theory can include beliefs about the nature of learning and development, the role of hereditary and environment, and how adults, other children, schools and communities contribute to the process. No single, universally accepted theory exists. After discussing the different types of theories you should have developed your own beliefs about how children develop as it relates to a specific theory (or two). This would be a first step in using theory to shape how you will work with children and families. Which is also how you start to develop a 'philosophy' of your own and apply what you have learned to other professional settings.

Please note that if you do not plan to work with children and families in the future you can contact me to adapt the assignment to reflect your future plans. This option must be discussed with the instructor to ensure it still meets the academic criteria for the assignment. **If interested please contact me as soon as possible.**

Assignment Requirements:
Answer each area with details utilizing any resources available to you. You must use research as the foundation for this assignment as you are learning about a child development theory that highlights what you believe is best for young children and their families. The research is supposed to support your learning process.

The more information you give to support your answer the better you will do.

Although some child development theories may be connected to a specific theorist you are to focus on the theory **not** the person(s). As this is a **scholarly paper** you must conduct research about the theory(ies) you have found to write about. Include resources and other sources of information (you must use at least three) to show you understand the theory and can support your position. **Include this information** throughout your paper; but be sure to cite appropriately.

Reflect on children's needs and the role the theory(ies) plays in promoting development. Be sure I know you understand and can apply the theory(ies) you decided to focus on!

You are expected to provide information addressing the following sections:

- Identify the child development theory you most support and **explain** it in detail. Include relevant details that support your understanding of young children's characteristics and needs. *This part of the assignment requires you to explain the theory and it's components in detail, identifying the basis for how it would be applied. Be specific to the information from the text and the scholarly resources that you explored to include all relevant information. Refer to the additional resources (see Blackboard) available and the grading rubric, as it refers to the different theories and will offer other resources / references that you can use. Explain it in details, you should have **lots of citations** in this first part of the paper, but be sure to use your own words as well. This is the **most** important part of the assignment as it gives the foundation for the entire assignment. Make it meaningful to you.*

- Why did you choose the theory specifically? *Include the reasons specific to the theory about why you identified with this theory*

- What do you plan to do in the future (related to children and families)? *How does this theory support your work with children and / or families? Give details that relate to you that are supported by the research you compiled.*

- How does the theory explain how children develop across all domains? *You should include information about all four developmental domains: cognitive, affective, motor and physical development. Some theories reflect on all four areas while others may only focus on one area of development. Think about and include information about how the theory plays a role in child growth and development.*

- How does the theory explain the role nature and nurture has on development? *Think about and include information about nature (genetics) and nurture (environment) and how this theory reflects on it. This requires you to define and support your choice with practical details that relate back to the research you conducted.*

- How would you plan to use this 'theory' to support your work with young children? *Refer to the textbook; chapter 5 as it refers to theory and play, chapter 6 which covers approaches to learning as it relates to different theories and chapter 25. How does this theory support your ideas about working with children and families? In this and the following section, you should be applying the concepts relevant to the theory that you explained in the beginning of the paper.*

- How would this theory be reflected in the way you would interact with children and families? *If planning to teach then you should include information about your role in the learning experience. Consider how you would you introduce new topics and materials, and how would children be expected to interact with one another? Apply, apply, apply!*

- What are the opposing viewpoints of this theory? *What would the critics (or colleagues or families) would be skeptical about. This section will also require research that shows what the limitations are of the theory. Remember to cite your sources!*

- What challenges do you think you would face using this theory in the future? *Think critically and use resources that show the limitations of your theory as it applies to what you plan to do in the future.*

This assignment is a part of the college wide collection of artifacts for the **General Education outcomes**. You must submit this assignment to receive the last ten points. More information will be provided to you by the instructor.

Three Rivers Community College
ECE K182 Child Development
Theory Assignment Support Information

A child development theory is an integrated collection of beliefs about why children behave, think and feel as they do. A theory can include beliefs about the nature of learning and development, the role of hereditary and environment, and how adults, other children, schools and communities contribute to the process. No single, universally accepted theory exists.

Please note the following:

If you **do not plan on working with young children and/or families** in a professional capacity parts of this assignment may not apply to you. I believe that all work should connect to you and your future aspirations, so if this is the case with you please speak to me as we can work together to modify this assignment to make it relevant to your goals. Please do this asap so that we will both be on the same page for expectations for completing this assignment.

You should **review the grading rubric** as it will give you further details about each of the questions and the specific criteria required. This will be reviewed in class to show the connection between the assignment and instructor expectations.

This assignment is a requirement for graduation and per NAEYC Accreditation so please keep your graded assignment.

You may also have the option of reviewing a sample from a previous candidate so check with your instructor. This is for reference only, so a partial assignment may be available to you.

You may also have the availability of submitting a rough draft / outline of your assignment so check with your instructor. This will be accepted no later than two weeks prior to the assignment due date. The purpose will be to review your progress and make suggestions for you to apply for your final submission.

Research Expectations

As this is a **scholarly paper** you must conduct research about the theory(ies) you have found to write about. Include resources and other sources of information (you must use at least three) to show you understand the theory and can support your position. **Include this information** throughout your paper; but be sure to cite appropriately.

To help you with this assignment I have worked with the TRCC library staff to compile a source of information about theory. This is located through the Library. The link to follow is http://trcc.commnet.libguides.com/k182childdevelopment Be sure to check this site out as it has scholarly resources, electronic books, articles, videos and other information about theory.

Think and reflect on what the article stated about the topic / theory and how it supports your position. Give important and relevant details from the articles as appropriate.

Writing Supports

For information on writing an effective research paper I **strongly** encourage you to consult some of the following links on the internet:
http://www.aresearchguide.com/1steps.html
http://www.experiment-resources.com/research-paper-outline-examples.html

You can find information on the use of scholarly sources at
http://www.roanestate.edu/owl/Research.html

You can also find information on home to find information for your research paper in the "Research Tools" section on the TRCC Library home page at
http://www.trcc.commnet.edu/Div_IT/Library/Library.shtml

You must include the appropriate citations in **APA format**. A reference list, in APA format, must be provided at the end of the paper as well. You can find information on citing sources using APA style at many web sites including http:/www.apastyle.org/ and http://owl.english.purdue.edu/owl/resource/560/01/.You can see an annotated example of a research paper that follows the APA style at
http://www.dianahacker.com/pdfs/Hacker-Shaw-APA.pdf.

Still have questions about writing a research paper then refer to the information on the TRCC website, visit the Writing Center or speak to me.

Digication Submission

This assignment is a part of the college wide collection of artifacts for the **General Education outcomes**. Although it addresses multiple skill areas it has been assigned for you to submit for the following goal:

7.C. *Social Phenomena Knowledge/ Understanding Committee*
Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.

You must submit this assignment to receive the last ten points. When you submit it you please remove your name (and mine if on it) and be sure to label it ECE Theory Paper. I will receive notification when this is completed. As a student, you will maintain an online learning portfolio using a TRCC designed template (as introduced in First Year Experience). Through this electronic tool, you can see your own growth in college-wide learning. It may even help you to find the major that is a match to you. You can keep this **Digication** account after graduation, too.

A Three Rivers General Education Assessment Team will select random works and review them so that we can improve the college experience for all. This tool will also be a "place" where you can connect your learning from the classroom, school, and life. Sometimes when you look at all of the work you have done and think about it, you learn something else. In Digication, you will be able to make other portfolios, too. It's like a file cabinet with the ability to have multiple but separate files. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways!

ECE K182 Child Development
Theory Assignment

Criteria	Meets Expectations (5)	Needs Improvement (4)	Incomplete (2)
ASSIGNMENT REQUIREMENTS			
NAEYC Skill 3	**Written and verbal skills.** Well organized, submitted on time and was well written without any grammatical errors. Neatly typed, interesting presentation.	**Written and verbal skills.** Assignment was turned in on time, had some minor grammatical errors and was presented in a readable style.	**Written and verbal skills.** Assignment was missing some pieces, had some grammatical errors. Included little to no relevant details of the theory(ies).
NAEYC Skill 4	**Making connections between prior knowledge/experience and new learning.** Included reflection that supports understanding and application of the theory(ies).	**Making connections between prior knowledge/experience and new learning.** Included some personal reflection of theory(ies).	**Making connections between prior knowledge/experience and new learning.** Limited to no reflection about the how the theory(ies) can be applied.
EXPLANATION OF THE THEORY			
NAEYC Standard 1.a	**Knowing and understanding young children's characteristics and needs.** Explained and applied the practical parts of the original theory(ies) to identify a philosophy.	**Knowing and understanding the young children's characteristics and needs.** Identified some of the practical parts of the theory(ies) to identify the importance of the theory.	**Knowing and understanding young children's characteristics and needs.** Details weren't complete, as it wasn't clear what the theory(ies) was about and / or why it was meaningful to you.
NAEYC Standard 1.b	**Knowing and understanding the multiple influences on children's development and learning.** Supported your philosophy with practical details and applied relevant knowledge of young children. Used your own words and made it meaningful to you.	**Knowing and understanding the multiple influences on children's development and learning.** Defined the theory clearly and supported some areas of child development and additional concepts with practical details.	**Knowing and understanding the multiple influences on children's development and learning.** Gave a brief explanation of why the theory(ies) were chosen but didn't support or include details specific to children's development and learning.
THEORY IDENTIFICATION			
NAEYC Standard 5.a	**Understanding content knowledge and resources in academic disciplines.** Utilized diverse resources to develop a philosophy and support it through the use of the theory. Knowledge and application of the theory(ies) developed throughout the assignment.	**Understanding content knowledge and resources in academic disciplines.** Provided three resources but they weren't all relevant to your position of the theory(ies). Included some materials from your resources that proved understanding.	**Understanding content knowledge and resources in academic disciplines.** Minimal information was utilized and they weren't relevant to your position of the theory(ies).
ENVIRONMENT			
NAEYC Standard 1.c	**Using developmental knowledge to create healthy, respectful, supportive, and challenging learning.** Identified relevant details and challenges of applying the theory(ies) in a clear and specific manner, noting the importance of promoting the philosophy and the impact this would have on the learning environment.	**Using developmental knowledge to create healthy, respectful, supportive, and challenging learning.** Identified some challenges of applying the theory(ies) to the environment, noting the importance of promoting the philosophy and the impact this would have on a learning environment.	**Using developmental knowledge to create healthy, respectful, supportive, and challenging learning.** Identified some environmental characteristics specific to the theory(ies) but didn't give any specific details of application or challenges.

CURRICULUM			
NAEYC Standard 4.a	**Understanding positive relationships and supportive interactions as the foundation of their work with young children.** Applied and provided a detailed description of how the theory(ies) support children, including the different developmental domains. Included relevant details about activities, environment, interactions and how the philosophy promotes meeting children's needs.	**Understanding positive relationships and supportive interactions as the foundation of their work with young children.** Included a detailed description of how connecting and understanding children is important to the curriculum. Included limited details about the possible activities as well as some of the materials and supports needed to promote development and learning specific to the theory(ies) chosen.	**Understanding positive relationships and supportive interactions as the foundation of their work with young children.** Missing the connection to curriculum and the theory(ies). Information wasn't clearly connected to development. Included limited details about possible activities but they were not specific to the theory. Wasn't able to connect the theory(ies) to the purpose of what you wanted children to learn.
RESOURCES TO SUPPORT YOUR PHILOSOPHY			
NAEYC Standard 6.c	**Engaging in continuous, collaborative learning to inform practice.** Resources were diverse and built on information covered in the textbook and in the course. Resources were applied in a meaningful and relevant manner.	**Engaging in continuous, collaborative learning to inform practice.** Worked with diverse forms of resources to build on information covered in the textbook.	**Engaging in continuous, collaborative learning to inform practice.** Resources were minimal and didn't allow for exploration of the topic in a meaningful manner.
Skill 5	**Identifying and using professional resources.** Provided three resources, cited appropriately, that were relevant to the philosophy and theory(ies). Resources were applied in a meaningful and relevant manner.	**Identifying and using professional resources.** Identified relevant resources available to support understanding of the theory(ies). Cited materials appropriately within the assignment.	**Identifying and using professional resources.** Resources were not all relevant to the theory(ies). Minimal resources used (less than the required) and / or weren't cited appropriately.

Grading: *This assignment includes a possible maximum of 45 points. To factor your total grade you multiply your points by 2 so it equates to the grade out of 90 points.*

The additional 10 points (for a total grade out of 100 points) includes the typing and submission of this assignment to Digication. As stated in the assignment criteria this assignment is a part of the college wide collection of artifacts for the **General Education outcomes**. Although it addresses multiple skill areas it has been assigned for you to **submit for the following goal**: ***7C.*** *Social Phenomena Knowledge/ Understanding Committee.*

Three Rivers Community College
ECE K182 Child Development
Observation Assignment

Course outcomes addressed:
Understand and interpret how children grow and develop through successive stages, including all developmental domains.
Familiarize candidates with methods of gathering information about a child growth and development.

Course goals addressed:
Understand what young children are like and what the multiple influences are on their development and learning. (NAEYC Standard 1.a. and 1.b.)
Candidates will learn analyze the importance of involving all families in their children's development and learning. (NAEYC Standard 2.a. and 2.c.)

Candidates are required to complete 15 hours (approx. 3 hours for each age group) of observation for this assignment (ECTC).

The purpose of this assignment is to offer candidates an out of class learning opportunity, where you can observe the concepts covered in this course. Candidates are encouraged to use all prior experiences with young children and families as a basis for this assignment, but it is important to show an understanding of the concept(s) and provide details to show how each of the parts of the assignment are applied. Beware that this assignment may require **more than one visit** to the program(s) as you have multiple concepts that you must observe. *Be courteous and appreciative about the opportunity offered to you by the center staff. Remember confidentiality!*

Assignment Requirements:

For each of the questions below you should

- define the 'concept' (you should use your textbook and any other resources for this part, and be sure to cite sources) **Please note** that not all the concepts may have been covered in class prior to the observations you are completing so you may need to read ahead / research some concepts on your own.

- give an explanation in your own words

- then give details about your observation and / or conversation that you had with the teacher(s) that show you have an understanding of the 'concept'. If you didn't observe it directly **state that in your answer** and give a description of what you expected to see. The answer must show an understanding of the 'concept' and include lots of details.

1. Experiences you are using for this assignment. Specifically, the introduction of the center(s) you visited, settings you have experience with and any other relevant environments you are using for this assignment. *Details about the center, environment, staff, children, etc. must be included to give the overall feeling of the observation. Include, as appropriate, the philosophy, mission, purpose, etc. and information you gathered from talking to staff, parents, administrators and other individuals. Please feel free to express opinions and compare the different sites you visited here.*

Infant / Toddler Observation (children from birth to three)

When you observe, approximately three hours for each age group, make every effort to observe infants (children between six weeks through twelve months) as well as toddlers (children between fourteen months up to three years of age). When identifying concepts, you must include details about the environment, caregivers, interactions and children's ages as well.

2. Describe the characteristics of each of the four developmental domains observed in Infants and Toddlers. Then describe what you observed the teachers doing to promote the development of these skills, including adaptations to the environment and activities.

3. Some important milestones young children acquire are the following:

Object Permanence. Describe an observation you made with a child 'exploring' object permanence? What were the differences between children who have acquired this skill and those who have not? How does the development of this skill change their play?

Attachment. Describe an observation you made where an adult was promoting attachment. In your observation did you observe infants experiencing separation and/or stranger anxiety? How did care givers, adults or the environment help the child cope with this experience?

Autonomy. Describe an observation you made where an adult was promoting autonomy. What were characteristics of children who are developing this skill? How does the development of this skill change their play?

4. How do caregivers promote parent involvement? What did you observe caregivers doing to facilitate connections with families? Be sure to look at the environment and interactions, as well as other subtle ways the program shows respect for children and their families.

5. What does atypical development (not considered as typically developing) mean? Then describe some indicators (at least three specific instances) of atypical development in the children you observed. Be specific to age. Include any discussions with the teachers about how they are meeting this challenge.

Preschool / Pre-Kindergarten / Kindergarten (children from three to eight)
When you observe, approximately three hours for each age group, make every effort to observe preschoolers up through primary age children. When identifying concepts, you must include details about the environment, caregivers, interactions and children's ages as well.

6. Describe the characteristics of each of the four developmental domains observed in children age three to eight. Then describe what you observed the teachers doing to promote the development of these skills, including adaptations to the environment and activities.

7. What are the stages children go through in developing language? Describe your observations of children acquiring these skills. How did caregivers and peers respond to this process?
How do educators promote literacy, include details about activities and adaptations to the environment?
What, if any, curriculum is followed? *Be specific to age and stage of development.*

8. Some important milestones young children acquire are the following:
Conservation, initiative, categorization and other cognitive strategies are used to promote learning. Explain at least three ways children develop new knowledge. How did you see teachers or parents facilitate this learning? Describe an observation you made with a child learning.
How does the development of this skill change their play?

Social competencies of children in a school setting. What are the differing characteristics of popular, rejected and neglected children. Describe your observations, if possible, of children who fell into these categories.
How did care givers, adults or the environment help the child cope with this experience? *Be specific to their interactions.*

Conclusion / Wrap Up
These questions are for you to answer utilizing information you collected from all age groups. You may compare and contrast the observations you made as well.

9. Describe and explain the different methods of evaluation, both formal and informal, you observed teachers and or parents using to assess development.
What were the types of documentation and purpose?
How does it differ between age groups? What are the similarities?
Ask the center staff about evaluation of children to include more details in this section.

10. As you reflect on what you have observed and learned about all children, describe in your own words **what you noticed as the major differences in the following areas**:
Physical Development
Affective (Emotional) Development
Cognitive Development

Social Development

Give an overview of your impressions of the different interactions care givers and / or parents had with children, based on age(s) and development.

According to ECTC requirements students must complete and attach a copy of the Observation Documentation for this course / assignment. This assignment and the corresponding 15 hours of observation are required for students who are applying for an ECTC. Maintenance of this assignment and observation documentation are the responsibility of the student, not the instructor nor the college.

Please note the following:
You also should **review the grading rubric** as it will give you further details about each of the questions and the specific criteria required. This will be reviewed in class to show the connection between the assignment and instructor expectations.

You may also have the option of reviewing a sample from a previous candidate so check with your instructor. This is for reference only, so a partial assignment may be available to you.

You may also have the availability of submitting a rough draft / outline of your assignment so check with your instructor. This will be accepted no later than two weeks prior to the assignment due date. The purpose will be to review your progress and make suggestions for you to apply for your final submission.

ECE 182 Child Development
Observation Assignment Grading Rubric

	Exceeds Expectations (4)	**Meets Expectations (3)**	**Needs Improvement (2)**
Introduction NAEYC Standard 2.a	**Knowing about and understanding diverse family and community characteristics**. Used a wide variety of observations to make the concepts meaningful to you. Included all relevant information about the settings used for the assignment. Gave explanation about why these observations were relevant to you. If appropriate, description provides detail of the program's unique features including location, staffing, and class demographics. ***Attached the Observation Documentation that shows you completed the appropriate number of hours to meet this assignment and ECTC requirements.***	**Knowing about and understanding diverse family and community characteristics**. Descriptions include details that identify the settings used to observe children, including location, staffing, and class demographics (as appropriate). Description included some basic observations about the environments and general details about the reasons why those settings were utilized. ***Attached the Observation Documentation that shows you completed only partially the hours required to meet this assignment and ECTC requirements.***	**Knowing about and understanding diverse family and community characteristics**. Some details are provided about the settings used but not enough to identify what the program promotes or the general set up of the establishment. Not all age groups were observed. ***Missing the Observation Documentation and / or it shows you completed only a few hours.***
Infant and Toddler Developmental Domains NAEYC Standard 1.b	**Knowing and understanding the multiple influences on development and learning.** Explained in detail all of the developmental domains. Supported understanding of how children grow and develop from birth to age three. Used observation to identify characteristics of these concepts. Included relevant details to how the interactions and environment impact child development.	**Knowing and understanding the multiple influences on development and learning.** Explained in detail all of the developmental domains. Observation gave some details that supported understanding of how children grow and develop from birth to age three. Included some details to how interactions and environment impact child development.	**Knowing and understanding the multiple influences on development and learning.** Explained most of the developmental domains. Observations were limited and did not support understanding of how children grow and develop from birth to age three.
Infant and Toddler Milestones – Object Permanence NAEYC Standard 1.a	**Knowing and understanding young children's characteristics and needs.** Defined and explained object permanence in detail using observation to support the concept. Gave specific examples of behaviors in children, identifying important characteristics of why the children responded the way they did, using environmental clues and interactions with caregivers and other children.	**Knowing and understanding young children's characteristics and needs.** Explained object permanence and supported the description with some details. Used observation to identify characteristics of children who have and have not acquired this skill. Included some details relevant to interactions and environment.	**Knowing and understanding young children's characteristics and needs.** Definition of object permanence was from the textbook and didn't show understanding in the explanation. Observation had some details but didn't include enough information to support application of the concept.
Infant and Toddler Milestones – Attachment and Autonomy NAEYC Standard 1.a	**Knowing and understanding young children's characteristics and needs.** Defined and explained attachment, autonomy, separation and stranger anxiety in detail using observation to support the concept. Gave specific examples of how the caregivers, adults and/or the environment supported the child in the process.	**Knowing and understanding young children's characteristics and needs.** Explained all of the concepts, focusing on attachment and supported the description with some details. Used observation to identify characteristics of these concepts. Included some details relevant to interactions.	**Knowing and understanding young children's characteristics and needs.** Definitions were minimal and incomplete and were taken directly from the textbook and didn't show understanding in the explanation.

	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)
Infant and Toddler Parent Involvement NAEYC Standard 2.c	**Involving families and communities in their children's development and learning.** Identified diverse ways that parents are involved in the child's development. Observation supported unique methods of interaction both with caregivers and other parents. Explained the importance of parental involvement and the impact it has on a child's development.	**Involving families and communities in their children's development and learning.** Explained the importance of parent involvement and included a few observations that supported this process. Examples were relevant to interactions with children. Identified why getting parents involved is important.	**Involving families and communities in their children's development and learning.** Identified a few ways that parents are encouraged to be involved in the child's development. Observations weren't specific enough to show relevance or understanding. Details did not include all relevant age groups.
Atypical Development NAEYC Standard 1.b	**Knowing and understanding the multiple influences on development and learning.** Defined and explained what atypical development is and described three or more instances of atypical development in the children you observed. Examples given were specific to age and included details from either discussions or direct observations about how teachers are meeting this challenge.	**Knowing and understanding the multiple influences on development and learning.** Explained atypical development and supported the description with some details. Included two or three behaviors of children to support your answer. Used observations to identify characteristics of this concept. Included some details relevant to interactions and environment.	**Knowing and understanding the multiple influences on development and learning.** Definition of atypical development was from the textbook. Didn't show understanding in the explanation. Observation was limited to less than two children and didn't include enough information to support understanding.
Preschool, Pre-K and School Age Developmental Domains NAEYC Standard 1.b	**Knowing and understanding the multiple influences on development and learning.** Explained in detail all of the developmental domains. Supported understanding of how children grow and develop from age three to eight. Used observation to identify characteristics of these concepts. Included relevant details to how the interactions and environment impact child development.	**Knowing and understanding the multiple influences on development and learning.** Explained in detail all of the developmental domains. Observation gave some details that supported understanding of how children grow and develop from age three to eight. Included some details to how interactions and environment impact child development.	**Knowing and understanding the multiple influences on development and learning.** Explained most of the developmental domains. Observations were limited and did not support understanding of how children grow and develop from age three to eight.
Preschool, Pre-K and School Age Language Development NAEYC Standard 1.b	**Knowing and understanding the multiple influences on development and learning.** Clearly identified and explained the stages children go through in developing language. Described observations of children acquiring these skills using relevant details specific to the age and developmental level of the children. Included information about how caregivers and peers responded to this process.	**Knowing and understanding the multiple influences on development and learning.** Explained and identified the stages children go through when developing language. Description included some details that showed understanding. Included some details about how the classroom environment, educators and peers participate in this process.	**Knowing and understanding the multiple influences on development and learning.** Identified the stages of language development. Didn't show understanding in the explanation. Observation had limited details and didn't identify application of children developing literacy skills.

	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)
Preschool, Pre-K and School Age Milestones – Cognitive Strategies NAEYC Standard 1.a	**Knowing and understanding young children's characteristics and needs.** Defined, explained more than the three listed concepts – conservation, initiative and categorization. Supported your understanding of these concepts by giving observations that included relevant and meaningful details about each of the concepts. Included information about the age of the child, interactions with teachers, environment, and discussions.	**Knowing and understanding young children's characteristics and needs.** Explained three concepts – conservation, initiative and categorization and supported the description with some details. Used observation to identify characteristics of these concepts and reflected on the way interactions and environment impacted development of these skills.	**Knowing and understanding young children's characteristics and needs.** Definitions of these concepts were from the textbook and didn't show understanding in the explanation. Observation had some details but didn't include enough information to support application of the concepts.
Preschool, Pre-K and School Age Milestones – Social Competencies NAEYC Standard 1.a	**Knowing and understanding young children's characteristics and needs.** Defined and explained the different social competencies of children, included specific reference to the differing characteristics of popular, rejected and neglected children. Included observations and interactions of children who fell into these three categories.	**Knowing and understanding young children's characteristics and needs.** Defined the different social competencies of children. Supported the description with details from the observation. Included details relevant to interactions between children.	**Knowing and understanding young children's characteristics and needs.** Explanation of social competencies was incomplete and didn't include the different characteristics as identified in the text. Observation had some details but didn't include enough information to support application of the concept.
Evaluation and Assessment of Children NAEYC Standard 1.b	**Knowing and understanding the multiple influences on development and learning.** Identified different forms of evaluation you observed and the importance of assessment. Included details about types of documentation and the purpose as it pertains to the setting you observed. Examples given were specific to age and included details from either discussions or direct observations about how teachers are using evaluation.	**Knowing and understanding the multiple influences on development and learning.** Explained evaluation and assessment and supported the description with some details. Used information collected at the setting to support understanding. Included some relevant details.	**Knowing and understanding the multiple influences on development and learning.** Identified the importance of evaluation but didn't show understanding in the explanation. Observation had some details but didn't include enough information to support the connection of evaluation to assessment.
Differences and similarities of children in the different areas of development and how they interact with caregivers.	**Knowing and understanding the multiple influences on development and learning.** Included definitions and explanations of all areas of development. Included examples from all age groups that show an understanding of the progression of development from Infants to Pre-K. Reflected on what you observed and learned about all children. Details included information	**Knowing and understanding the multiple influences on development and learning.**Explained the different levels of development in detail. Supported the description with details from the different age groups. Used observations to identify growth in all areas. Included some details relevant to interactions and environment.	**Knowing and understanding the multiple influences on development and learning.** Definitions of each of the areas of development were basic. Some examples of these areas were provided but they didn't show understanding of the impact

NAEYC Standard 1.b	about interactions and environment as well as the impact this had on the overall assignment.		interactions and environment has on the developmental process.
	Exceeds Expectations (4)	**Meets Expectations (3)**	**Needs Improvement (2)**
Basic Assignment Requirements NAEYC Skill 3 NAEYC Skill 4	Well organized, supported understanding and was well written without any grammatical errors. Neatly typed, interesting presentation.	Assignment was organized but had some minor grammatical errors and was presented in a readable style.	Assignment was incomplete, had some grammatical errors and was missing some relevant details. Format was difficult to follow.

Additional Comments:

Grading: As this assignment is out of a possible 52 points you were all given two extra points. For your total grade (out of 100 points as noted in the syllabus) you can multiply your points by 2 so it equates to the total points out of 100.

Total grade: ___ x 2= _____

Three Rivers Community College
ECE K182 Child Development
Observation Document

ECE 182 includes an Observation Assignment as part of its formal assessment.

The purpose of this assignment is to offer candidates an out of class learning opportunity, where you can observe the concepts covered in this course. Candidates are encouraged to use all prior experiences with young children and families as a basis for this assignment, but it is important to show an understanding of the concept(s) and provide details to show how each of the parts of the assignment are applied.

When you observe, approximately three hours for each age group, make every effort to observe a variety of information including but not limited to the environment, adult to child exchanges, child interactions, family involvement, etc.

Beware that this assignment may require **more than one visit** to the program(s) as you have multiple concepts that you must observe.

	Observation Place(s)	**Date(s)**	**Time(s)**	**Signature(s)**
Infants Birth to one year				
Toddler Aged 12 months to three years				
Preschool Aged Three to five years				
Kindergarteners Five to six years				
School Aged First through third grade				

This assignment and the corresponding 15 hours of observation are **required for students who are applying for an ECTC (please see the back of this document)**.

Maintenance of this assignment and observation documentation is the responsibility of the student, not the instructor nor the college.

Information about the ECTC

The Early Childhood Teacher Credential (ECTC) is a competency-based credential awarded by SDE to individuals at the Associate and Bachelor's degree level. Individuals can apply for an Infant/Toddler ECTC, a Preschool ECTC or both. The difference is a few credits, in particular students planning to get both at TRCC are required to take both Infant Toddler courses (ECE 141 and ECE 241) as their ECE electives. These courses have the required additional 100 observation hours as required for the ECTC .

The purpose of the ECTC is to provide teachers with a pathway to demonstrate their expertise. Research demonstrates that qualified staff with specific training in early childhood makes a difference for children, families, and program quality. Through the ECTC CT is able to ensure that our colleges are providing students with experiences that build expertise in alignment with standards and that they receive specific training in early childhood, not just a degree.

Teachers will be awarded an ECTC through Connecticut Charts-A-Course by graduating from an ***approved*** institution of higher learning, which TRCC is included in. TRCC has been approved as of fall 2013 to award an ECTC in infant/toddler or Preschool or both at Level A. Every candidate must first enroll in the CT Charts-a-Course Registry by submitting a Registry Participant Education and Training Report along with official copies of all college transcripts. TRCC will submit a list of all graduates (upon completion of the ECE AS degree) to CCAC.

Worth noting is that teachers not graduating from approved institutions may still be awarded an ECTC by following the Individual Review pathway. For more information on CT's Early Childhood Educator Requirements please visit:

http://www.sde.ct.gov/sde/LIB/sde/pdf/deps/readiness/SR/GP_13_04.pdf

Connecticut's Early Childhood Teacher Credential (ECTC)

What is the ECTC?

The ECTC is a credential that is issued through the Connecticut Office of Early Childhood which validates that an individual meets teacher competencies in six standards areas.
The credential is awarded at two levels:

1. Associate's Degree level with an endorsement(s)
   Infant/toddler
   Preschool
2. Bachelor Degree level with an endorsement(s)
   Infant/toddler
   Preschool
   Both

Why the ECTC?

- Free and open to all individuals working in the early childhood field
- Improves teaching and learning in early childhood classrooms by aligning college coursework to national standards
- Provides an individual with documentation that they meet the legislative teacher requirements for publicly-funded programs (School Readiness, Child Day Care Contract and State Head Start)
- Supports competency-based professional learning
- Portable across programs

After July 1, 2015, individuals that did not graduate from an approved institution and do not have a grandfather endorsement through the Connecticut Early Childhood Professional Registry must submit documents for review through the Individual Review Route to become a Qualified Staff Member (QSM) in a state-funded program.
Connecticut approved colleges and universities are aligned to meet ECTC competencies.

How Do I Get the ECTC?

Approved College Route

1. An individual graduates from an approved higher education institution
2. Membership in the Connecticut Early Childhood Professional Registry: www.ccaregistry.org
3. Apply online through your Registry account: www.ccaregistry.org

Questions? We can help!
Call 1-800-832-7784

Individual Review Route (IRR)

Qualifications:

- Currently working in the early childhood field or have at least one year of experience.
- Graduated from a non-approved higher education institution with an early childhood degree or non-related Associate's or Bachelor's degree or graduated from an approved college prior to approval date.

Process:

1. Membership in the Connecticut Early Childhood Professional Registry: www.ccaregistry.org
2. Apply for IRR ECTC through Connecticut Association for the Education of Young Children (CAEYC). Contact Kellyn Jeremy at IRRECTC@ctaeyc.org
3. Transcript review by Office of Early Childhood registry staff
4. Develop portfolio either as a member of cohort or self-directed (self-paced process takes between six months and one year)
5. Portfolio reviewed and rated as meeting competency standards assigned
6. CAEYC issues a portfolio completion letter

Frequently Asked Questions

Q: Is the ECTC like a State Teacher Certification Endorsement?

A: No, the ECTC is not the same and is not like a State Teacher Certification Endorsement. The ECTC will not qualify anyone to work in a role where a State Teacher Certification Endorsement is required. The ECTC is a document that validates that you meet the legislated education requirements for the role of the teacher in an early childhood program accepting state funds. Teacher certification has other requirements, including multiple state tests.

Q: What types of documents prove that I meet the education requirements for the role of teacher in a publicly-funded preschool program?

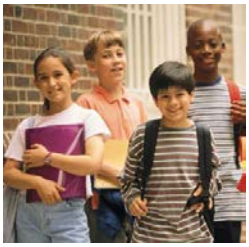
A: The following documentations demonstrate you meet the educational requirements for the role of teacher:

Timeline	Evidence for Role of Teacher
July 1, 2014 through June 30, 2015	• Current date and subsequent renewals of SDE certification from approved list • CT Early Childhood Teacher Credential Level A or B for the appropriate age in which the teacher is employed to serve • Registry card indicating ladder level 7 or above with 12 early childhood credits verified by the Registry
July 1, 2015 through June 30, 2020	• Current date and subsequent renewals of SDE certification from approved list • CT Early Childhood Teacher Credential Level A or B for the appropriate age in which the teacher is employed to serve • Registry card indicating Grandfather status
July 1, 2020	• Current date and subsequent renewals of SDE certification from approved list • CT Early Childhood Teacher Credential Level B for the appropriate age in which the teacher is employed to serve • Registry card indicating Grandfather status

Q: What if I graduated from an out-of-state college with a degree in early childhood?

A: Connecticut does not approve out-of-state colleges, even for teacher certification. If you have a degree in early childhood or any other type of degree, you would apply for the Individual Review Route (IRR ECTC) process through the Connecticut Association for the Education of Young Children (CAEYC). If your transcripts align well with the ECTC standards, you could be issued the ECTC. If parts of your transcripts do not align with the ECTC standards, then you may be asked to address some standards through a portfolio.

Section One



Chapters 1 – 3

Introduction

Theories

Developmental Domains

Section One

Reading: Students must read Chapters One through three in the textbook.

Chapter 1 Studying the Young Child

Young children are children from birth through age eight according to the National Association for the Education of Young Children [NAEYC]. Infants are children from birth to one year of age and the characteristics of these children are that they are very dependent and rely on us for their personal comfort, so we have to keep them warm, fed, and in a dry diaper. Toddlers range from age one to age three and their key characteristics are constant movement and exploring with a need to start to do it on their own. Preschoolers are three, four, and five-year-olds who have not yet entered elementary school who start to develop an increasing independence. They can accomplish routine tasks, eating, sleeping, bathing, toileting, and dressing. Primary age children are enrolled in kindergarten classrooms; usually between the ages of four-and-a-half and six years then they move to grades first, second, and third which is the oldest age range we will be exploring.

History supports the progression and research of children and their development. Only during the 20th century did the study of how children grow and learn develop into an area that stands on its own merit. Theories are ideas designed to show one plan or set of rules that explains, describes, or predicts what happens and what will happen when children grow and learn. Theorists develop broad ideas based on research. Child development theories usually explain growth and/or learning. Growth being a series of steps or stages a child goes through on the way to becoming an adult and learning as a change in behavior that results from experience.

Some historical background starts as early as the late 1800s, when baby diaries begin to appear in late 1800s and they were kept by parents and where the inspiration for much of early child research. G. Stanley Hall then performed the first organized research on a large group of children and asked parents throughout the United States to complete questionnaires about their children. Society for Research in Child Development (SRCD) is organized in 1933 which means that child development becomes recognized as a field of study. Research institutes are established at universities and we see the beginning of the theories. These grow throughout the 1900's and by the early 2000 eclectic, flexible models of theory are developed.

While studying **Ch 1** the following key words / concepts should be focused on:

young children
typical and atypical child development and growth
- infants
- toddlers
- preschoolers
- kindergartners
- primary period

National Association for the Education of Young Children (NAEYC)
four developmental domains
Developmental theories (6)

1. Maturation / Normative theory
2. Cognitive Developmentalist theory
3. Language / Communication (Constructivist) theory

4. Psychoanalytic theory
    Psychosocial (Erikson)
    Self-actualization (Maslow)
    Self-concept (Rogers)
5. Socio-cultural
6. Sociomoral

Behaviorist theories (2)

1. Behaviorist theory
2. Social Cognitive

DAP / Developmentally culturally appropriate practices (DCAP)
Ecological research model
two ways theories were studied
assessment

Questions to ponder while reading the text:
When you think of child development and young children what are you thinking about?
What is NAEYC? Who has had experience with this organization?
Where do adults work with young children?
Why learn about the development of young children?
What is our role when working with young children?
What theory(ies) have you seen in action?
What do you believe in, what makes you think that way?
What theory(ies) do you feel are most important? Why?
What were some interesting historical facts that you found in the text? How do you think this impacts what we do today?
What role do you play in the classroom? Are you looking at data?

Chapter 2 How Play, Technology and Digital Media, and Disabilities Affect Learning

A behavior change that results from experience is how we define learning. It involves many different types of experiences, but what experiences you focus on differ as do your points of view. Developmentalists emphasize stages and readiness. Behaviorists emphasize the environment.

Play is the major vehicle through which children learn and focuses on not academic work but spontaneous, creative activity and is joyful and pleasurable. Play promotes development in all areas. (Cognitive development) Play increases brain development because it creates opportunities for sensorimotor, language, and problem-solving activities. It increases language and literacy as story re-enactments build comprehension and retention and offers an extension of literacy behaviors through reading and writing props and play. Play provides opportunities for children to explore language in social situations. (Social development) Play helps children explore other people's viewpoints and social roles and promotes maturity as children "pretend" to be older.

While studying **Ch 2** the following key words / concepts should be focused on:
brain development

learning
learning styles
classical conditioning
operant conditioning
imitation
generalization
assimilation
accommodation
equilibration
memory
perception
senses
dramatic play
Parten's play categories (6)

Questions to ponder while reading the text:
What is learning?
What is your opinion of ADD / ADHD? Medication versus environmental changes? What challenges are families facing?

Chapter 3 Factors Affecting Learning

Transition of theory to practice: all theories support that children need some degree of freedom. Each theory takes a different focus / approach to identify what our role is when working with children. Cognitive-developmental theorists work focus on the fact that freedom occurs within limits; choices are offered with concrete materials and social interaction. Psychoanalytic theorists work focus on the fact that educators need to ensure outlets and avenues are available for expressing feelings such as hostility, doubt, shame, pride, and happiness. Maturationist theorists work focus on the fact that broad limits to allow room for growth; activities should fit the stage of growth. Behaviorist theorists works focus on the fact that environment permits maximum positive reinforcement of appropriate adaptive behaviors. Social cognitive theorists works focus on the fact that the environment provides control and behavioral models. Constructivist view theorists works focus on the fact that children play an active role in their own learning. Behaviorist theorists works focus on the fact that to increase the likelihood a behavior will reoccur, positive consequences or reinforcements must follow the behavior.

Family is a basic social and human unit instrumental for individual and social survival (provides economic support, recreation, socialization, self-identify, affection, and education). The parent is the child's primary educator. In the different family structures the parent-child interactions have been found to impact learning regardless of the type of family.

While studying **Ch 3** the following key words / concepts should be focused on:
intrinsic vs. extrinsic rewards
scaffolding
zone of proximal development
reinforcements
PL 99-457 / ADA / IDEA 97

IEP / IFSP
diversity
multicultural education
cultural stereotyping

Questions to ponder while reading the text:
Why is the environment important? What does your environment 'say' to you?
How do you reinforce positive behaviors in young children?
What is your family structure?
What did you think of the discussion around families and technology? Where does TV fit? What about computers?
The text states that: fathers' emotional investment, attachment, and provision of resources are all associated with degree of children's well-being. *What do you think about this statement? What does this say about our current prevailing family structures?*

Brain Research and Early Childhood Development

A PRIMER for Developmentally Appropriate Practice

Kathleen Cranley Gallagher

IN THE INFANT ROOM, Sophia cruises, holding on to the edge of a table. At the end of the table she stops. The three foot gap to the closest piece of furniture looks scary. Sophia, a bit anxious and wondering what to do looks to Mia, her caregiver. Mia moves slowly to Sophia and looks into her eyes. "What are you going to do, Sophia?" she asks gently. The caregiver watches and waits, ready to help if Sophia is unable to resolve the dilemma without becoming distressed or ready to rescue Sophia if she takes a fall. Either way, Mia's warm smile and her eye contact with the child say, I'm here for you, Sophia, you can do it.

IN THE PRESCHOOL ROOM, Azim is building an amazing structure – a cardboard and block tower he has been working on for quite a while. His friend Frank approaches. Indicating a particularly vulnerable section of the structure, he says, "Azim, I think that might fall." Azim looks up. "Yeah, it might." Frank offers to hold the base while Azim finds the problem. "Miss Nancy," the boys call out, "look at our amazing tower." Miss Nancy, watching from several feet away realizes that what is amazing are the cognitive and social abilities Azim and Frank used to avert a block center crisis. "Frank and Azim, you solved a tough problem together!" she responds.

Kathleen Cranley Gallagher, PhD, is an assistant professor in the School of Education at the University of North Carolina at Chapel Hill. Kate's experience includes teaching in an early intervention program and a kindergarten, directing a preschool/child care program, and teaching child care professionals. Her research focuses on children's early relationships and developing social competence.

Observe an early childhood program, and evidence of early brain development abounds. Using brain research to inform early childhood education and care is not a new idea. More than 40 years ago, research on brain development suggested that brain growth was most dramatic in the years before children started formal schooling. This knowledge provided a jump start for early childhood education in the United States with the inception of Head Start. Recognizing that the early years were critical for intervention, Head Start programs aimed to increase cognitive and social development for children from families living in poverty (Ramey & Ramey 2004). However, early insights into brain development only touched on the wealth of information scientists were now uncovering.

Research on brain development now provides increased understanding of developmental periods of dramatic brain growth, information about regions of brain growth, and details on brain functions. We know that the brain has growth spurts during certain times of development, such as early childhood and adolescence (Schore 2001). And throughout the lifespan the brain is described as plastic because of its ability to adapt and change when necessary (Shonkoff & Phillips 2000; Bruer 2004). Neural development, stress hormones, and brain specialization are three areas of brain research that inform and support developmentally appropriate practice (DAP) in early childhood.

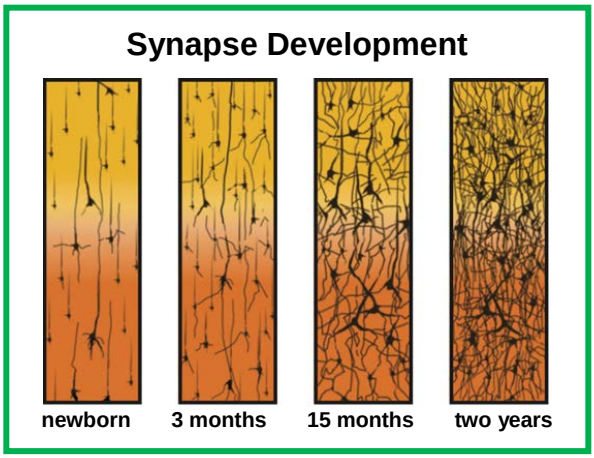
This article summaries some key finding from brain research and suggests implications for aspects of children's development and teachers' developmentally appropriate practice – in particular, creating a caring community of learners, teaching to enhance development and learning, and establishing reciprocal relationships with families (Bredekamp & Copple 1997).

Neural development and developmentally appropriate practice

Developmentally appropriate practice requires that we consider current, quality scientific knowledge of children's development in our consideration of best practice (Bredekamp & Copple 1997). Brain research constitutes some of the most important research to consider in pursuit of developmental knowledge. This knowledge starts with an understanding of some basic structures and processes of the brain, in particular, neurons and neural development.

Synapse development and pruning

Neurons are the basic materials of the brain. These cells are responsible for communicating messages in the brain and from the brain to the body (Bloom, Nelson, & Lazerson 2001; Kolb & Whishaw 2001). Most neurons – there are approximately 100 billion in all – are in place before a child is born (Shore 1997). After birth the synapses, which are the connection points between the neurons, develop rapidly, becoming more numerous and dense (see "Synapse Development"). This rapid change is called synaptogenesis. The greater numbers of synapses allow a greater number and variety of messages to travel in the brain, enabling more information to be processed (Bloom, Nelson & Lazerson 2001).



The brain produces more synapses in an infant than are needed. A one-year-old has 150 percent more synapses than an adult (Bruer 2004). Scientists are not sure why the brain overproduces synapses, but over-production may increase the likelihood that the brain has enough neuron material to meet whatever demands the environment places on it (Nelson & Bloom 1997). In other words, the brain doesn't know what the child will need until it –t he brain – interacts with the environment; so, better to overproduce. This may be nature's way of preparing children for many of the potential environments in which they may live (Shonkoff & Phillips 2000).

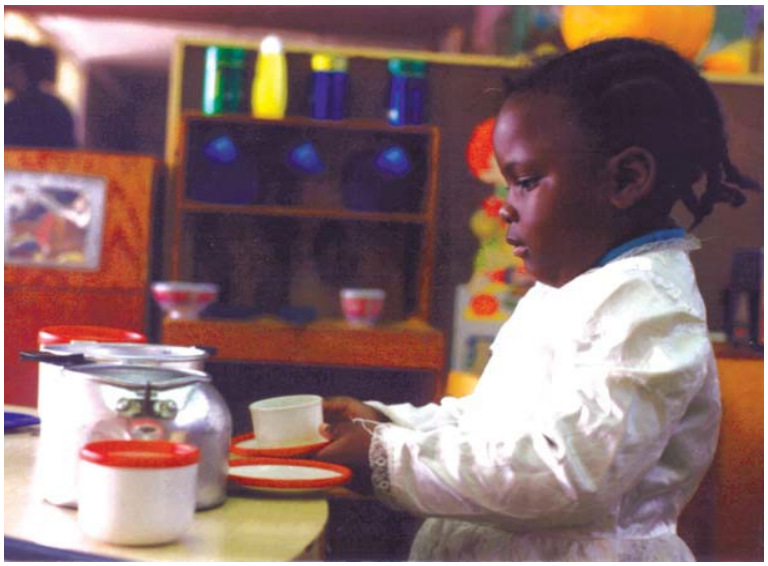
When neurons are not used, their synapse connections decrease. This decrease of synapse density is known as pruning, and it is a normal, lifelong process of brain neural development. Pruning is not a "use it or lose it" scenario, as it is sometimes described (Cashmore 2001). Unused synapses are pruned, but neurons remain intact for later learning.

Practices that support neural development

As an example, repetition of sensorimotor patterns may help infants and toddlers maintain important synapse linkages. Babies bat objects and mouth toys in exploration, and toddlers dump and refill containers in experimentation. Infants coo and their caregivers coo back, engaging in an oral-auditory dance, accompanied by visual stimulation from the face of the smiling caregiver. Toddlers point to objects, and caregivers name them and may bring the child close to touch and explore then new discovery. New discoveries maintain synapses, and unused neuron synapses are pruned. Together, these early relationships with caregivers, stimulating environments, and an engaged, active child form a system that shapes the brain's growth and development (Shore 1997).

Synaptic pruning doesn't imply that a child who never hears classical music will be unable to plan an instrument of that a child who has limited physical abilities will not develop understanding of moving objects. A stimulating environment that engages a child in a variety of interesting activities, however, may improve the quality of brain functioning or a least prevent decreased quality of brain functioning (Bruer 2004).

Under some circumstances, lack of active engagement may limit a child's potential. Consider a child whose motor activity is limited due to a disability or medical condition (Shonkoff & Phillips 2000). The child's inability to experience movement, engage with new objects, or grab and mouth toys may limit his potential to understand how things in the environment work. In this case, *teaching to enhance development and learning* may include repositioning or moving the child frequently and providing assistive technology. For example, a toddler with limited lower body motor abilities may benefit from using a tummy-scooter to simulate the physical, social and, emotional experiences of crawling. In addition to therapies the child may receive, the child's teacher should provide ample opportunity for movement. The child's brain may benefit from frequent stroller trips, an adaptive swing, and riding an adapted tricycle. Teachers and parents can bring objects for interaction to the child and find ways for the child to engage in sensory activities like playing at a sand and water table. A child with limited motor ability needs frequent opportunities and extra adult assistance to experience movement, different views, and spatial relationships.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Fixed pieces of equipment such as playpens, highchairs, and bouncy seats should be used sparingly, as they provide little opportunity for varied and active experiences.

A typically developing child also needs frequent opportunities for movement and interactions with people and objects. Fixed pieces of equipment such as playpens, highchairs, and bouncy seats should be used sparingly, as they provide little opportunity for varied and active experiences. Teaching for enhancing development and learning includes considering the active nature of children's learning, and it requires considerable supervision and safety planning.

Children need many and varied sensory experiences to maintain neural material (Shonkoff & Phillips 2000). It is important that teachers provide a variety of auditory, visual, and tactile experiences. Evidence from animal research supports this point: rats and monkeys raised in restricted, less complex environments developed less dense neural synapse structures. Rats returned to complex environments showed improvement in their synapse structures (Francis et al. 2002). We do not have evidence that complex or stimulating environments increase neural synapse material in humans. However, we do know that deprived environments in childhood, lacking in sufficient nutrition, health care, and/or auditory stimulation, are associated with greater neural pruning (Shonkoff & Phillips 2000; Bruer 2004).

Every new opportunity gives children new ways in which to interpret and understand the world and may help maintain precious neural connections. In some cases, children's sensory problems go undetected. Brain research suggests that it is critical to identify and treat children with early sensory delays as these sensory deficits could lead to more serious, permanent disabilities (Shonkoff & Phillips 2000).

Stress hormones and developmentally appropriate practice

A second area of brain research that supports developmentally appropriate practice is the study of stress hormones. The body produces chemicals called hormones that help regulate body functions and reactions to the environment (Gunnar & Cheatham 2003). Many hormones work together to regulate the activities of the brain.

Cortisol, a hormone that increases in response to stress, contributes to the fight-or-flight reflex that helps the body respond to challenging situations (Kolb & Whishaw 2001). Even daily stressors such as being angry, hearing a loud noise, or solving a difficult problem can cause increases in cortisol levels. In moderate doses cortisol is a good thing – it helps the brain respond to stress and solve problems. However, too much cortisol production over a long period of time is not good and can lead to problems with memory and self-regulation (Gunnar & Cheatham 2003). In other words, frequent and intense stress can harm abilities like remembering important information and controlling negative emotions or behavior. (For example, consider how stress can lead an adult to draw a blank during a test or yell at another driver in heavy traffic.)

© Karen Phillips

Animal research provides some interesting ways to think about the effects of cortisol on the care and education of young children. Mother rats nurture their pups by grooming and licking the pups' fur. Scientists know from years of working with rats that when mothers provide high-quality nurturing, defined as frequent grooming, rat pups are healthier and react less to stress (Caldji, Diorio, & Meaney 2000). Animal studies are helpful in considering how important nurturing caregiving and nurturing relationships may be for helping children cope with stress. Research with children also indicates that cortisol production varies in response to stress and is associated with children's behavior and adjustment (Smider et al. 202; Gunnar et al. 2003).

Too much cortisol production over a long period of time is not good and can lead to problems with memory and self-regulation.

Children respond to stress differently. Early childhood programs may not be able to reduce stressors in home and community settings. However, child-focused settings, such as a child care program, can be oases of security – places where the child feels both protected and autonomous. Research on cortisol and young children supports guidelines for developmentally appropriate practice in teaching to enhance development and learning and for establishing reciprocal relationships with families.

The following research findings provide guidance for supporting transitions, peer play, communicating with families, and development of self-regulation.

Transitions and stress

Cortisol level can be measured in any body fluid, but it is most easily taken from saliva samples. People have a baseline cortisol level that is typical for their own biology and personality. Cortisol typically fluctuates throughout the day (usually higher in the morning and lower in the afternoon) and increases in response to stress (Smider eta al. 2002).

Researchers studies changes in cortisol levels in 15-month-old toddlers during the transition to formal child care. The children's cortisol levels were double their baseline (home) levels during the first hour of child care, when separated from their mothers (Ahnert et al. 2004). After several days children's distress decreased and their cortisol returned to baseline levels. Mothers remained in the classroom with the children during the transition to child care for several days. When mothers spent more days in the classroom during the transition, children's attachment relationships with mothers remained secure, but when mothers spent less time in the classroom during the transition to care, children were at greater risk for relationship problems with their mothers.

Secure parent-child relationships are

Developmentally appropriate practice in this context suggests that early childhood professionals and programs should support families by allowing sufficient time for children and families to negotiate transitions gently to and from early childhood programs (Bredekamp & Copple 1997). Predictable routines help reduce the stress of transitions. When routines are about to change, children need to be notified and prepared. Foreshadowing is a technique in which adults share news of upcoming events with children to help them prepare. Examples of foreshadowing include "Five minutes till cleanup time" and "A guest is visiting today during group time." Foreshadowing of activities and transitions helps children feel in control and reduces stress.

Because children vary in their reactions to changes in routines, it is important also that adults respect children's individual temperaments and needs (Gallagher 2002). For example, a child who adjusts slowly to transitions or who reacts negatively to change may need individualized foreshadowing a few minutes before the group foreshadowing for a transition or small change in routine.

Research in stress hormones has implications for how we consider the common stressors in children's lives and our relationships with families. In one study (de Haan et al. 1998), stressful home-related life events for two-year-olds (such as the birth of a sibling, parent job changes, and moving) were associated with increased cortisol levels. Teachers reported more shy and anxious behavior in the classroom for children with higher cortisol levels. It is important to recognize times of stress for young children and provide the necessary comfort and attention in the early childhood setting.

Children need time to solve problems on their own and opportunities to engage in extended play.

Parents share with teachers important and sometimes sensitive details about their lives. Professionals need to withhold judgment about family situations and share their concerns about children in a nonthreatening way, as families cannot always control the stressors.

Classroom climate

Developmentally appropriate practice is effective in helping reduce stress in the early childhood setting (Hart et al. 1998). Positive emotions should dominate an early childhood classroom climate, and interactions should be characteristically calm and positive. Teachers may greet each child and family daily with eye contact, a smile, and a calm and positive manner. When interactions between children are intense, teachers can try to comfort children and provide opportunities for them to return to a calm state as quickly as possible.

Finally, it's not a good idea to rush from activity to activity. Sometimes we feel we must stimulate children constantly or stick to a schedule. Children, however, need time to solve problems on their own and opportunities to engage in extended play. A fast-paced approach may interfere with opportunities for real learning and enjoyment.

Development of self-regulation

Children with higher cortisol levels may sometimes be described by their families and early childhood teachers as more anxious,

distressed, and socially withdrawn (Smider et al. 2002; Watamura et al. 2003). Teachers can support self-regulation by accepting and guiding scaffolding children's understanding of their emotions. Using emotion words, accepting emotions that children express, and offering alternatives for dealing with stressful situations are all ways teachers can help children deal with strong emotions as they experience them (O'Brien 1997). It is important to recognize that children vary in their emotional expression – gender, culture, and genetics all influence how we react to stress and change.

The right side of the brain experiences greater growth during the first 18 months of life and dominates brain functioning for the first three years.

Peer play

We cannot assume that the path to social play and friendship is the same for all children or that it is without struggles. In one study, children with lower cortisol levels played more cooperatively with other children (Watamura et al. 2003). Children with higher cortisol levels sought out social play, but they were more likely to experience difficult interactions with peers. In a study focusing on the transition to preschool, tow-year-olds with higher cortisol levels showed high activity levels and aggressive behavior with peers (de Haan et al. 1998).

Early childhood professional can help children experience success with their peers. Developmentally appropriate practice requires that teachers join children in their social play, modeling and guiding children's interactions and supporting children in times of conflict. Without interfering or stifling children's play, teachers can help play become more complex and at the same time more collaborative (Gartrell 2004).

Brain specialization and developmentally appropriate practice

A third area of brain research providing guidance for early care and education is in the area of brain hemisphere specialization. The right and left sides of the brain – or more accurately, of the cerebral cortex – specialize in certain functions (Kolb & Whishaw 2001). Generally, the right side of the brain is more responsible for processing negative emotions, intense emotions, and creativity. The left side of the brain is more responsible for positive children's expression of emotion, talking through their anxieties, and

emotions, language development, and interest in new objects and experiences (Davidson & Hugdahl 1995).

These brain specializations are not fixed, though. When an individual has brain damage to one side of the brain, the other side often takes over the damaged side's functions (Kolb & Whishaw 2001). Furthermore, the sides of the brain do not develop at the same rate. The right side of the brain experiences greater growth during the first 18 months of life and dominates brain functioning for the first three years (Schore 2001).

So, during the period just before birth and for three years after birth, the right brain experiences a growth spurt. What does this mean for the child's learning and experiences?

Learning to regulate emotion

Given that the right brain is responsible for processing and helping to regulate negative emotions, and that it develops rapidly during the first three years of life, learning to regulate emotion plays an extremely important role in early childhood development. Infants and young children rely heavily on adult caregivers to help them regulate their own behavior, caregivers help to minimize the children's stress and provide comfort. The experience of regulating their distressful emotions helps infants organize their experiences. In the opening vignette, Sophia turns to her caregiver for support in negotiating a cruising gap. Similarly, toddlers point to objects, asking their caregivers, "What's that?" Children learn to stop and assess fearful situations, use expressive language to make their needs known, and apply strategies for managing stress. With repeated, sensitive support, children come to know that they will be "okay," that justice will prevail much of the time, and that, most important, they have some control over their experiences.

Building relationships

Ongoing interaction between infant and caregiver (especially when face-to-face) forms the basis of an infant-caregiver relationship (Brazelton 1982). The caregiver's modulation of an infant's arousal helps the infant focus on and sustain attention to people and objects. The infant-caregiver relationship then forms the basis for the child's ongoing ability to regulate behavior and emotion.

In a reciprocal dance, the right brain guides children's expression of emotion, and the quality

of the adult-child interactions then guides the development of the child's right brain (Schore 2001). When a caregiver responds quickly andappropriately to a child's distress – rocking, peaking softly, meeting the child's gaze with a reassuring face – the child learns to expect the caregiver's support and to rely upon it. The expectation of support helps the child manage emotions and deal effectively with challenges (Landy 2002).

Some child or family circumstances may put children at risk for not receiving enough help regulating emotion. Conditions related to prematurity, such as difficulty breathing (Diener 2005), may make it hard for an infant to cry to express her needs. A child's challenging temperament may cause the caregiver so much stress that providing individually appropriate, sensitive care is difficult (Gallagher 2002). When a family member experiences mental illness (Clark, Tluczek, & Gallagher 2004), it can be hard for a parent to provide quality caregiving.

What happens when infants do not receive enough assistance regulating emotion? When infants are frequently overstimulated or when they experience distress and are not comforted, they may withdraw from new experiences and relationships and lose opportunities for interaction and learning (Landy 2002).

Caring, teaching, and building relationships

Using developmentally appropriate guidelines for caring, teaching, and building relationships, early childhood professionals can help children gain emotion regulation in many ways (Landy 2002). It is important to accept children's emotions and teach children coping strategies for dealing with strong feelings. Caregivers can create a safe climate for children's expression of emotion.

Teachers need to plan activities that stimulate, challenge, and soothe a child and are

appropriate for the child's age and individual characteristics. Joyful experiences should dominate the early childhood climate. Negative emotions cannot, and should not, be completely avoided, but early childhood professionals can help children develop approaches for dealing with intense negative emotions.

For teachers of infants and toddlers, this means providing comfort when children are distressed. For preschool, kindergarten, and primary teachers, support consists of naming and accepting emotions and modeling strategies for coping. Teachers can help children understand that anger, frustration, sadness, and fear are all part of being a person (Gartrell 2004). Our preschool program displays a poster of emotion words and facial expressions for teachers and children to use as a reference. Teachers encourage children to express their feelings with words, as well as they are able, and they help children negotiate their needs with teachers and other children.

In a reciprocal dance, the right brain guides children's expression of emotion, and the quality of the adult-child interactions then guides the development of the child's right brain.

Modeling is also important. Teachers may help children name their emotions and model problem-solving strategies: "When someone takes the toy I'm trying to use, I get really angry.

I tell him how angry I am and say that he can use the toy when I am done." When early childhood professionals lose control of their own emotions, they can apologize and explain their feelings and behavior to children.

Conclusion

Understanding brain research means understanding the importance of positive, supportive relationships in early childhood development (Bredekamp & Copple 1997; Shore 1997; Shonkoff & Phillips 2000; Schore 2002). In its preamble the NAEYC Code of Ethical Conduct calls for decisions about interactions and relationships in early childhood programs to be based on knowledge of child development (NAEYC 2005). In light of our knowledge of brain development, developmentally appropriate practice means keeping these relationships at the forefront of what we do with children and families.

Let's consider the children we observed at the beginning of this article. In the case of Sophia, the cruising toddler, using developmentally appropriate practice that is informed by knowledge of the brain

emotional and cognitive support for the toddler as

Frank, it means providing an environment in which problem solving and collaboration can occur and stepping back to allow learning to happen. It also means being ready for setbacks – in this case a tumbling structure – and offering emotional support and problem solving when needed.

Developmentally appropriate practice means creating a caring community of learners, one that is inclusive, safe, and orderly and emphasizes social relationships. It means teaching to enhance development and learning by respecting children's individual differences, fostering collaboration among peers, facilitating development of self-regulation, and structuring an intellectually engaging and varied environment. Finally, it means establishing reciprocal, supportive relationships with families in times of stress, linking them with support services, and recognizing the complexity and importance of the shared responsibility in child-rearing (Bredekamp & Copple 1997).

It does take a whole village to raise a child – and brain research can guide our use of village resources.

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Play: Children's Context for Development

Tovah P. Klein, Daniele Wirth, and Keri Linas

Excerpts from an article by Tovah P. Klein, Daniele Wirth and Keri Linas, published in NAEYC's journal *Spotlight on Young Children and Play*, 2004.

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The four-year-olds are busy. "Go get some muffins, and we'll jump into the car," Sophie orders Nicholas. She and Issy run hand in hand to the slide. Underneath the slide their car awaits them—and their plan for a getaway.

Nicholas comes running back, his hands held out. "Here are the muffins," he says as he hands Sophie and Issy each a piece of warm, buttered air. "I'll drive," he says, skootching in to the driver's seat.

Sophie and Issy wiggle backward to make room for their friend. Nicholas sits with his arms held out in front of him, gripping an invisible steering wheel. The girls wrap their legs around the person ahead, placing their hands on that child's shoulders—a three-child chain.

"Can I come with you?" yells Nina just before the car takes off. "Sure!" hollers Sophie. "Hop in the back." Nina joins the chain, and with engine sounds they zoom away.

Children's surroundings provide a world for exploration, discovery, and enjoyment. Playing is what young children spend most of their time doing from the moment they wake up until they close their eyes at night.

Grasping the significance of play helps us see inside the child's world and appreciate the impact playing has on development and learning. Through play, children learn about cultural norms and expectations, discover the workings of the world, and negotiate their way through their surroundings. Play teaches children about themselves, others, rules, consequences, and how things go together or come apart.

The importance of play is not accepted universally (Landreth 1993). Play is viewed by some as the opposite of work; play does not mean learning. Play is often trivialized in sayings like "That is mere child's play" or "He is only playing," as if to say play is unimportant. Many would prefer that young children spend their time tracing letters or matching figures on a worksheet. This article defines the elements of play, illuminating its central role in young children's learning and development. The focus is on toddlers and preschoolers, age groups that spend most of their time involved in exploration and play (Fein 1981; Piaget [1962] 1999). Also addressed is the critical role of adults in supporting and extending children's play.

Characteristics of Play

There is no universal definition of play. This is hardly surprising given that behaviors at one developmental stage can take on new meaning or functions at another stage (Howes 1992). Yet there are certain agreed-upon behavioral characteristics of play (Rubin, Fein, & Vandenberg 1983). The major defining characteristics of play are positive affect, active engagement, intrinsic motivation, freedom from external rules, attention to process rather than product, and nonliterality.

Positive affect refers to children's enjoyment of play as shown in their laughter, smiles, singing, and expressions of joy while playing (Shaefer 1993). Like adults, children seek enjoyable experiences and work to continue them; pleasure sustains the activity.

Children's enjoyment of play is paired with another element, active engagement—deep involvement without distraction. Although this characteristic seems obvious, it is an important attribute; play fully absorbs children's interest.

Closely related to engagement and enjoyment is perhaps the most widely agreed-upon aspect of play—a child's intrinsic, or internal, motivation to play (Shaefer 1993). Different factors can motivate a child; novelty, gaining a new angle on a familiar experience, achieving mastery with known objects, needing to work through feelings. Although the motivation comes from the child, adults establish a safe environment and support or assist in the play.

Adults have an important role, but they do not make the rules for play. Instead, play occurs outside external rules as the rules and structure governing play come from the children (Landreth 1993).

Freedom from external rules does not mean the total absence of rules. Children set rules, governing roles, relationships, entry into play, plot development, and acceptable behaviors (Fein 1981). The players develop and agree upon the rules, which are implicitly understood.

It's cleanup time, and the pizza delivery girl makes an entry. "Who ordered a pepperoni pizza?" Texeira hollers as she carries a block toward the block shelf.

"I did," answers Ashook as he takes the block from Texeira and places it on the shelf. He is the block organizer, neatly stacking the wooden "pizzas" according to size.

Soon other children begin delivering pizza. As they pass the blocks to Ashook, the chants echo through the classroom: "Who ordered a cheese pizza?" "Here's another pizza!"

The children have distributed roles and created a structure for their pretend play to succeed. While the activity leads to a successful cleanup, the pretend aspects are what engage the children and sustain the play.

During play, young children focus on the process or performance of the activity, not on a goal or the results (Landreth 1993). It is this aspect in part that separates play from work. Here, the process is the activity; it keeps the children involved, exploring and discovering without a defined beginning or end. Players set the goals, and the goals can change in importance according to desire (Rubin, Fein, & Vandenberg 1983). The process allows play to take new directions and be transformed, curtailed, or extended spontaneously and without disruption to the activity.

Adults establish and guide the play environment. The environment serves to significantly facilitate the process of play.

Lissa grabs a blob of blue playdough. She sticks tongue depressors upright in the playdough and holds the concoction out toward her friend. With a wide smile she sings, "Happy birthday to me…"

The teacher comments, "It's your birthday. Will you have a party?"

Lissa grins, puts her hands on her head, and says, "Here's my party hat!"

For the moment it is Lissa's birthday. The teacher builds on Lissa's fantasy ("It's your birthday. Will you have a party?"), guiding her to extend her play.

Exploring—gaining information about an object—is a foundation that often leads to playing. In exploration children ask, "What is this? What can it do?" The inquiry process enables discovery, familiarization, and feelings of competence and security. ("This is something that I know"). By asking open-ended questions ("What does that feel like? What can you do with it?"), adults invite an unengaged child to participate and to expand the involvement of those already engaged (Tegano, Sawyers, & Moran 1989).

How does play support learning and development?

Enrichment and growth naturally evolve from playing as children learn about themselves and their surroundings. A child's active participation in his or her world facilitates mastery and control, leading to feelings of competence and self-efficacy. Both contribute to young

children's sense of self (Pruett 1999). The internal excitement derived from discovery and mastery nurtures children's innate desire to learn. This passion and internalized sense of accomplishment is what motivates children's learning.

Play lets children make important discoveries about the self—including their own likes and dislikes. They continually shift activities to maximize pleasure, while discovering what is easy and hard to do and what makes them happy or frustrated. They learn to understand the feelings of others and develop empathy. These skills are crucial for healthy peer relationships.

Julia, nearly three, cries at her mother's departure. "It's OK to cry when you're sad," the teacher quietly reassures the child slumped in her lap. "Mommies and daddies come back."

Harry, perched on a chair nearby, closely watches the scene. He wiggles off the chair, slowly approaches Julia, and hands her a teddy bear. Harry repeats the teacher's mantra: "Mama come back soon."

Play fosters language skills. Pretend play encourages language development as children negotiate roles, set up a structure, and interact in their respective roles (Garvey [1977] 1990). Adults support language by commenting on or labeling children's play ("I see you are washing that baby," "That's a big blue painting you're making!"). Such comments provide a language-rich environment and naturally reinforce concepts and build on the play.

Language is tied to emotions, which are expressed and explored through pretend play (Slade 1994). Pretending gives children the freedom to address feelings, anxieties, and fears. Through fantasy, children re-create and modify experiences to their liking. They foster a sense of comprehension, control, and mastery (Schaefer 1993). This can enhance feelings of security.

"Grrrr, grrrrr." From the doorway between the cubby room and the classroom, a dry, raspy growl is heard. "Grrrrr, grrrrrr."

Three-year-old Sharie steps into the classroom, followed by her mother. Sharie's stance is tense and wide, braced for action. Her arms are outstretched. Her hands and fingers are scrunched up as claws. With teeth bared, Share gives another growling greeting to the teacher while clawing the air. Approaching the teacher, she stomps down hard with each step.

Sharie continues to growl and flex her claws. Then she turns to the mirror and growls at her image.

Becoming a ferocious lion allows Sharie to put aside the timid child who fears leaving her mother. Instead, being a fierce animal lets her test the waters and helps her cross into the classroom with confidence. The teacher can encourage or welcome the lion into the forest, noting the scary growl and offering materials like blankets to make a lion's den. In time, the lion will disappear and Sharie will enter the classroom as herself.

Adults can continue to reinforce and extend the play to sustain children's interest, or they can enter the play directly if invited. Labeling feelings and reflecting on emotional content is an effective way to extend fantasy play: "That lion sounds so angry." It can help children understand feelings by saying, "Why do you think that monster is so sad?"

Play is a vehicle for expressing feelings, with minimal language needed. Moving feelings from the child to the pretend character reduces anxiety and frees the child to explore emotions. The adult's message is "It is safe to have and express these feelings."

Play teaches children about the social world. It provides opportunities to rehearse social skills and learn about acceptable peer behavior firsthand. With age and experience, children's awareness of peers playing around them increases. This leads to more interactions between children and incorporation of peers into their play (Parten 1932). Group play provides a stage for rehearsing peer skills and learning to be a community member.

Both social and solitary play provide opportunities for children to practice problem solving and negotiating—skills needed to achieve competency in learning, in social relationships and in being a group member.

Conclusion

vehicles for development. Much of children's early learning comes through self-discovery—an outcome of play. We have defined and illustrated the elements of play as a way to better understand its essential parts, the development it fosters, and the adult's crucial role as a supporter of the play process.

Play is young children's most familiar and comfortable tool for engaging the world, with adults as essential scaffolds. Using observation and intervention aligned to children's developmental capabilities, adults provide a bridge from children's current to their future language, cognitive, social, and emotional processes.

For children, play is a dialogue with their surroundings—indoors or out, pretending or exploring, talking or being quiet, alone or with others. The rich complexities and subtleties offered through play provide a base for ongoing development. Not all children have opportunities to play in safe environments, but certainly all children deserve the chance to do so.

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PHOTOS: GREG LORD; STYLING: JEFF STYLES; HAIR & MAKEUP: JENNIFER WOBITO

REWARD NOT WORKING?

Education expert Alfie Kohn explains why incentives hurt kids and how teachers can break free of them. By Jeanna Bryner

Gold stars, extra recess-time. Most of us would say that we use incentives to help kids stay on track in the classroom - and we give warnings and time-outs when they're not. There's no question it's hard keeping a class of 25 energetic eight-year- olds engaged and learning. But is this approach the only option? There's always the child who refuses to behave despite repeated loss of privileges, or the one who chooses a long book to read, saying, "I want to win more stickers."

Do rewards and punishments encourage learning? Author of *Beyond Discipline*, Alfie Kohn, says no. He spoke to *Instructor* about how teachers can give up "behavior management" and create a community of compassionate and invested learners in the process.

Can you share your thoughts on classroom management as a teaching goal?

It really is possible to have a successful classroom »

without focusing on discipline or classroom management. Using rigid techniques to make kids behave properly rarely succeeds in creating an environment that fosters learning. I've seen so many wonderful classrooms that employ what I ultimately carne to call the three *C*s: content, choices, and community.

How do no-rewards classrooms work?

First, what the teachers are asking of kids is reasonable and respectful. Second, the children are brought into the decision-making on things large and small. And most of all, these classrooms feel like caring places where everyone belongs.

We have to give up control and let children take charge of their learning. When kids are encouraged to work for grades, they become less interested in the learning itself - research clearly shows this. The more they're focused on getting an *A* or a sticker, the more they come to see the learning itself as a tedious prerequisite to that goody.

Getting rid of punishment and rewards is almost a requirement for helping kids to love reading, to get a kick out of solving problems, and to care about one another, even when there's no authority figure in the room.

Talk about the importance of giving children unconditional acceptance.

Children need to feel loved and valued even when they aren't succeeding or behaving. When kids don't feel trusted and accepted, behavior problems become worse. The use of punishment, including time-out, sends a message to kids that they have to jump through our hoops for us to accept them.

In my book *Unconditional Parenting*, I mention Marilyn Watson, an educational psychologist who helps teachers transform their classrooms into caring communities. She argues that a teacher can make it clear that certain actions are wrong while still providing "a very deep kind of reassurance - the reassurance that she still cares about them and is not going to punish or desert them, even if they do something very bad." Watson points out that it's easier to maintain this stance, even with kids who are frequently insulting or aggressive, by keeping in mind why they're acting that way.

How should a teacher approach a difficult student?

One teacher dealt with a particularly challenging student by telling him, "You know

(Continued on page 52)

there are alternatives!

Want to reduce your use of rewards and punishments? Here are some teacher tips.

COMPETITION VS. COLLABORATION

Instead of… giving a quiz on a story or chapter the class is reading, and handing out "no homework passes" for the top kids, **try…** collaborative small-group presentations. Invite each group to create a poster, a play or a newscast that demonstrates what they have learned. Collaboration is more productive than competition.

DOING "TO" KIDS VS. DOING "WITH" KIDS

Instead of… stapling your list of classroom rules on the bulletin board, and giving out time-outs and notes home for infractions, **try…** inviting students to come up with rules they think should be applied to the classroom. Write up a short set of reasonable classroom rules together.

TELLING VS. EXPLAINING

Instead of… immediately sending a child who pushes another child to the office, **try…** sitting down with the child and asking why he pushed the other child. Explain why it isn't okay to hit even when your angry or frustrated, then ask him to explain what you just said in his own words.

(Continued from page 20)

what? I really, really like you. You can keep doing all this stuff and it's not going to change my mind. It seems to me that you are trying to get me to dislike you, but it's not going to work. I'm not ever going to do that." She told me that it was soon after this conversation that his bad behavior started to decrease.

And involving kids in class decision-making helps?

All people - including kids - ought to have some control over their own lives. It's important to experience a sense of autonomy, a feeling that we are the initiators of much of what we do. If expectations are imposed on kids without their consent or participation, then it's less likely they will develop any desire to fulfill those expectations. And when kids stop wanting to fulfill your expectations, that's when teachers feel compelled to trot out the bribes and threats. The problem isn't with kids. It's with the idea of doing things to them, rather than working with them to figure out together how we want our classroom to be.

Ask kids on a regular basis to reflect about their own experiences and to think about how to .make the classroom a happier place.

So help kids express their feelings?

Yes! For instance, teachers can invite kids to talk about why school sometimes stinks. Many teachers are afraid of asking a question like that. They only want to hear good news, which requires kids to hide their feelings - from friendship fears to learning difficulties. But if kids are given the freedom to talk about what they didn't like in years past, then the follow up question can be: "What do you think we can do this year so all of that bad stuff doesn't happen?" That leads them to think about creating a different kind of class-room - a place that's alive and inviting, where kids are asking questions and helping one another to understand ideas from the inside out. That is true motivation.

How else can kids be involved?

Consider bringing students in on deciding how the furniture will be arranged, or how the walls will be decorated, or what you're going to read next, or what field trip to take. These are ways of showing kids respect, which has the additional advantage of helping them become more engaged.

What about classroom competition?

'The only thing worse than a reward is an award. A competition creates a situation where the number of rewards has been artificially limited so that "If I get one, you won't." Kids are taught that other people are obstacles to their success. It's virtually impossible to cultivate a caring community in the classroom if there are contests that set kids against each other.

What can teachers do instead?

A better alternative is to frame things in terms of cooperation. The best teachers arrange their classroom so that children frequently learn from one another. Studies have shown that children think more deeply when they put their heads together and jointly devise problem-solving strategies. But they also learn something that goes beyond academics: They learn to care about other people. Cooperation predisposes people to a benevolent view of others. It encourages trust, sensitivity, open communication, and ultimately helpfulness.

This is a grand goal for education.

To do what I'm describing asks a lot more of us than just using rewards and consequences to get kids to do whatever we tell them. It's hard to give up some of our control, but it's terribly important if our long-term goal is for kids to be decent people who love learning. Kids learn to make decisions by making decisions, not by following directions. But no one can make the shift all at once. The idea is to keep moving forward to what I'm describing. We're all on a journey here. □

FIE KOHN IS THE AUTHOR OF *CONDITIONAL PARENTING* AND *YOND DISCIPLINE* AND MANY OTHER OKS. TO LEARN MORE ABOUT ALFIE HN AND TO READ MORE ARTICLES, ONLINE TO WWW.ALFIEKOHN.ORG. SHARE YOUR THOUGHTS ON THIS ERVIEW, E-MAIL THE EDITORS AT TRUCTOR@SCHOLASTIC.COM.

Three Rivers Community College
ECE K182 Child Development

Article Review Questions

Throughout this course you will be given many different resources to review as a way to enhance the materials covered in class. You are responsible to read and familiarize yourself with these materials. To help you with this process I have developed some review questions to go along with some of the articles. These questions will need to be handed in and will count as part of your grade (participation).

They will **not** be accepted late as they will be used to promote participation the day they are due.

Section One
Chapters 1 - 7

Gallagher, Kathleen C. Brain Research and Early Childhood Development: A Primer for Developmentally Appropriate Practice. Young Children. July 2005.

1. What is developmentally appropriate practice and how does the authors definition differ from the one covered in the textbook?
2. What was the main idea of the article?
3. What were some of the interesting facts from the article?
4. How does the information about brain development explain why children do what they do?

Klein, Tovah, Daniele Wirth & Keri Linas. Play: Children's Context for Development. Spotlight on Young Children. May 2003.

1. What is play and how is it important?
2. How would you defend playtime in a classroom to a parent who is concerned about the child 'not learning'?
3. How does play promote development across all domains (cognitive, affective, physical and motor)?
4. What part of the article do you agree with the most, and why?

Bryner, Jeanna. Rewards not Working? Instructor. December 2005.

1. What did you think about rewards in the classroom prior to reading the article?
2. What was the main idea of the article? Do you agree or disagree? Why?
3. Go online and find a video, article or other resource that supports your position / opinion. Provide this information here.
4. What was the main idea of the resource?

Section Two

Chapters 4 - 7

Conception and Child Birth

Infants

Toddlers

Section Two

Reading: Students must read Chapters Four through Seven in the textbook.

Chapter 4 Prenatal Period, Birth and the First Two Weeks

Both hereditary and environmental factors influence the course of child development. Hereditary determines characteristics from the moment of conception characteristics such as skin, hair, and eye color; potential physical size and proportions; and potential temperament and cognitive characteristics are included. Conception process is covered in the text. Moment of fertilization is conception. It requires the ovum: female egg cell and sperm. Fertilization is the joining of the sperm to the egg. There are many factors that impact this development.

Birth presents huge change in the environment for the newborn like temperature, sensory stimulation, need for outside food, digestive system functions and elimination.
Past delivery methods tended to be hard on both parents and child. Current delivery methods tries to make the change from the womb to the outside world as relaxed and happy and with as little environmental change as possible. Most common description of birth is natural childbirth.

While studying **Ch 4** the following key words / concepts should be focused on:
hereditary versus environmental factors
genetics
fertility
conception
periods of prenatal development
Fetal Alcohol Syndrome
AIDS
infant
natural childbirth
neonate birth to 2 weeks
bonding
premature infants
infant temperament

Questions to ponder while reading the text:
What would you expect to pass on to your children?
What qualities do you see in other children that they have inherited? Traits that are learned? How do you know the difference?
How are you different then other members of your family? What accounts for those differences?
What things can impact the bonding process?
What do you know about temperament? What is yours?

Chapter 5 Infancy: Theory, Environment, Health and Motor Development

The infant environment should be interesting but not overwhelming; it should allow children to explore and exercise their senses, including experiencing the outdoors.
Caregiver should be informed about typical child development and aware of the child's

physiological needs and psychologically safe. Needs of independence and autonomy must be met.

Millions of children lack adequate medical care because of lack of health insurance, but due to government programs like the Children's Health Insurance Program (CHIP) and Medicaid this number is decreasing. The rate of physical growth is most rapid during the first year. Feeding is important for nutrients and socializing. Low-birth-weight (LBW) infants are the victim of poor prenatal nutrition. The number one concern with nutrition is obesity.

While studying **Ch 5** the following key words / concepts should be focused on:
trust versus mistrust
sensorimotor period
perception
proprioception
early intervention
socioeconomic and cultural considerations
SIDS
immunizations
7 principles of physical growth
reflexes

Questions to ponder while reading the text:
In reviewing theories and how they reflect on infants, did you find yourself referring back to your theory paper?
What are some things to consider in the infant environment? Infant health considerations and factors – nutrition, illness, diseases, safety, housing and mental health.

Chapter 6 Infant Cognitive and Affective Development

Cognitive development was explored by Piaget. He covered the six substages of sensorimotor development. Infants move in rhythm with the speech of adults around them. Infants first form of communication with speech is sound based but moves to cooing and babbling at the age of seven to eight months and at 10 months start to imitate speech. Brain development in an infant occurs at a fast pace. The right side recognizes negative emotions faster, and left side recognizes positive emotions faster. Optimal development involved developing communication between both.

Attachment grows over time. First three months are critical time for development of attachment relationship. As infants develop they build from just gaining attention into the emergence of autonomy where the infant begins to take the lead in the interactions with adults. Attachment will be reflected in the manner that infants react to strangers.

While studying **Ch 6** the following key words / concepts should be focused on:
object permanence
object recognition

categorization
social referencing
brain research
stranger anxiety
separation anxiety
four types of attachment – reunion behavior / under stress
reciprocity
imitation
post partum depression

Questions to ponder while reading the text:
How can we test object permanence? What do we do to promote this skill?
Who remembers a child's first attempts at speech? How else do we promote language and literacy with children?

Chapter 7 The Toddler: Autonomy Development

Toddlers move from dependence to independence. It's a transition for developing skills needed to accomplish goals. Toddlers younger than 18 months are primarily activity oriented; by 24 months toddlers pursue a goal with a stopping point in mind. They are striving to develop autonomy. Toileting is the first demand made on a young child; if handled improperly it can result in adult psychological problems. Bandura focused on more observational learning; the toddler moves from visual to symbolic representations. Piaget focuses on how the toddler goes from latter part of sensori-motor period to early part of preoperational period, when language development is the focus of cognitive development.

Piaget and Vygotsky both recognize the importance of representational play as children's first use of symbols. Piaget stated that toddler is transitioning from the sensorimotor period to the preoperational period of cognitive development.
Play and imitation become the dominant means for cognitive growth. Concepts are the building blocks of knowledge. Toddlers learn properties of objects in meaningful ways: size, shape, number, classifications, comparisons, space, parts and wholes, volume, weight, length, temperature, and time.

Vygotsky emphasized the importance of social and cooperative behavior. He developed the concept of the zone of proximal development. The partner (peer, adult or older child) supports the child's learning within the ZPD. Toddlers begin to develop a sense of success and failure that depends on approval from adults. How they react often has to do with what adults do. Toddlers react at separation as an attention-getting technique such as clinging and crying. Parents of toddlers show more hovering and distracting behaviors, they tend to sneak out of the classroom. Teachers can help by reassuring parents that learning how to separate is part of normal development.

While studying **Ch 7** the following key words / concepts should be focused on:
toddler
autonomy vs. shame and doubt
pre-operational period

behavior modification

representational thinking
development of speech
sharing
morality
self-concept
zone of proximal development

Questions to ponder while reading the text:
How would you define terrible two's?
How does baby proofing change from infants to toddlers? What must one be cautious about in the environment?
Who has had an imaginary friend? Why would they 'appear' during this period?
How should we encourage sharing in the classroom?

SIDS and Babies: Why are infants still dying from SIDS?

Retrieved from http://www.parenting.com/article/sids-and-babies

When Melissa and Rudy Haberzettl's son Jacob was born in November 2006, he was perfect in every way—full-term, healthy weight and a champion eater. Like many new moms, Melissa was determined to follow doctor's orders: She breastfed Jake exclusively, put him to sleep on his back, never exposed him to cigarette smoke and kept soft toys and bedding out of his crib. And Jake thrived. "He was such a happy baby, always looking around and cooing," remembers the Colorado Springs mom.

Of course Melissa had heard about sudden infant death syndrome (SIDS)—the designation most commonly used when a healthy baby dies in his sleep, suddenly and without any medical explanation—but she wasn't really worried about it. "When you do everything right, you just don't think it can happen to you," she says.

But when Jake was 3 months old, the unthinkable happened.

Melissa had arranged to return to work two days a week as a physical therapist, and she had chosen an in-home daycare center highly recommended by friends. Though she felt anguished about leaving her baby for the first time, she also felt certain Jake was in good hands and she resisted the impulse to check in. Rudy, also a physical therapist, didn't. He called the sitter three times, reporting to Melissa each time that the baby was just fine. He planned to pick up Jake at 3:30 p.m. Melissa hadn't heard from Rudy by 4 p.m., so she called his cell. The instant she heard Rudy's voice, she knew something was wrong. "I could tell he'd been crying, and my husband does not cry." When Melissa asked, "Is Jake okay?" Rudy just said, "Stay where you are. I'm coming to get you."

Trying not to panic, Melissa called the sitter, but the person who answered would tell her only that the sitter wasn't available. By the time her husband arrived in a police cruiser a few minutes later, Melissa understood. "Jake's dead," she said as soon as Rudy stepped out of the car. "When he said yes, I just fell apart."

Why isn't SIDS solved?

The death of a healthy baby is always a terrible shock, but it may be even more shocking today. That's partly because SIDS, which is classified as a natural cause of death, is considered so rare. The official rate from the National Centers for Health Statistics (NCHS) is roughly one death for every 2,000 live births—or .05 percent. The other reason? Many parents believe that the only babies still dying of SIDS are the ones whose caregivers just aren't following the safe-sleep rules. It's hard to blame them, given that the American Academy of Pediatrics's (AAP) Back to Sleep campaign, which launched in 1994, has been credited with cutting the SIDS rate in half.

But as the Haberzettls learned so tragically, SIDS is still very much a threat, despite the accomplishments of Back to Sleep. And research suggests that the real SIDS rate may in fact be significantly higher than the official numbers indicate: Although fewer than 2,500 infant deaths this year will be classified as SIDS, an additional 2,000 seemingly healthy babies under 12 months will also die mysteriously in their sleep, according to the Centers for Disease Control and Prevention (CDC). SIDS may be a very rare event, but the news is terrifying nonetheless. No parent wants to consider the possibility of losing a child, which is why we've reached out to top experts in the field to learn what they know now—4 years into the campaign—and what more can be done to save babies.

A difficult diagnosis

Spotting SIDS would seem fairly straightforward, but the truth is quite the opposite. And that makes it very hard to know exactly how and why babies succumb, or why the highest rates occur in infants between 2 and 4 months old. The condition can be diagnosed only when a death has been carefully investigated—including an autopsy, a study of the scene and circumstances of death, and an examination of the baby's medical history—so that all other possibilities can be ruled out. The process is expensive, and many counties don't have the resources to conduct such thorough investigations, says Amy Martin, M.D., Denver's chief medical examiner. The result? Some cases may be missed.

Government bureaucracy only compounds the problem. In 2006 the CDC acknowledged that its SIDS reporting form, which each medical examiner's office is charged with completing, was unnecessarily confusing; the revised form can be completed almost entirely by checking boxes. But for on-the-ground forensic pathologists, says Dr. Martin, the new version is still problematic. "If you don't have enough trained investigators who can go out to the death scene, you're going to have a difficult time filling out a form like that—not to mention getting to the bottom of what really happened," she says.

And yet even when resources are available, identifying a true case of SIDS can be challenging. When a baby is found lying on her tummy—or in a bed with adults, or a crib full of soft toys—the coroner can't rule out the possibility that the baby was accidentally smothered and may call it "possible accidental asphyxia" or "threats to breathing" rather than SIDS. That's why some states today report no SIDS deaths at all, despite the fact that babies still die there every year, says Fern R. Hauck, M.D., associate professor of family medicine and public health sciences at the University of Virginia.

As Melissa Haberzettl found out, this variation in labeling—a phenomenon called code-shifting—can happen if the examiner discovers a possibly unrelated underlying condition as well. Five weeks after offering a preliminary assessment that Jake had died of SIDS, the Colorado Springs coroner changed his diagnosis. Even though the baby showed no signs of illness, the medical examiner concluded that Jake had died of viral pneumonia. "I kept asking, 'How can a healthy baby die of pneumonia?' but I never got a straight answer," says Melissa.

She sought out a second opinion from Henry Krous, M.D., a SIDS researcher at Rady Children's Hospital in San Diego. In his view, the local examiner had missed a perfectly obvious case of SIDS: "With viral pneumonia, infants don't die suddenly without getting sick first," says Dr. Krous. "If one has a degree of pneumonia that can be seen only with a microscope, and then the infant dies, he dies *with* it, not of it."

Regardless of how or why it happens, code-shifting helps to explain why SIDS deaths have dropped in the past 14 years while other sudden infant deaths, like those attributed to accidental suffocation or even, simply, undefined causes, have increased significantly. If true SIDS cases are being assigned a wide variety of other diagnoses, it makes it nearly impossible for researchers to get a good handle on what's happening with the rates and risk factors right now, says Dr. Hauck. That's why for parents, it's more important than ever to follow the safe-sleep recommendations, including putting babies down on their backs, says Dr. Krous. "Nothing we know at the present time will absolutely prevent SIDS, but the risk can be substantially reduced."

What we know so far

Despite the challenges, SIDS research goes on. And though much remains to be learned, scientists do have some answers (see "4 Other Ways to Protect Your Baby"). For instance, theyknow that certain infants, such as African-American, Native American and premature babies, are at particular risk and that certain situations (including sleeping on a soft surface and exposure to secondhand smoke) raise the odds for all babies. They also know that babies who sleep on their stomachs or sides face the biggest danger: They have *twice the risk* of dying from SIDS as babies who sleep on their backs. When a baby's face is turned toward the bedding, he's in a position to re-breathe the carbon dioxide he exhales, which limits the amount of oxygen he takes in. "When they aren't getting enough oxygen, most babies will do something to change their environment—they'll turn their heads, or they'll sigh, or they'll yawn," says Rachel Moon, M.D., an associate professor of pediatrics at George Washington University School of Medicine in Washington, DC. "But babies who die of SIDS don't wake up when they get into trouble, and we don't fully understand why."

One of the most plausible theories may be a brain-stem abnormality that affects the brain's ability to make and use serotonin—a theory corroborated by a new Italian study that found that serotonin overproduction caused SIDS-like deaths in mice—and it may be responsible for well over half of all cases. Along with its role affecting mood, serotonin helps regulate breathing and arousal. If that arousal center isn't functioning properly, a baby sleeping in a position that limits his oxygen may not wake up in time. This discovery, made by researchers at Children's Hospital Boston, helps explain why SIDS rates drop dramatically after 6 months and disappear entirely at

one year: The brain stem continues to mature, and even abnormal brain stems are eventually able to process serotonin appropriately.

The many sides of SIDS

As encouraging as this research is, it's become increasingly clear that the syndrome likely has several biological explanations, with different babies dying for different physiological reasons—and that complicates the mystery even more. Along with brain-stem problems, researchers are also looking into undiagnosed genetic anomalies that cause no symptoms but are ultimately fatal. A metabolic disorder called MCADD (medium chain acyl-CoA dehydrogenase deficiency), for instance, impairs the baby's ability to process fatty acids, eventually causing a sudden and fatal interruption in heart function. Another condition is long QT syndrome, an electrical disorder in the heart that causes sudden bursts of extremely rapid heartbeats and can lead to cardiac arrest. MCADD and long QT syndrome account for fewer than 15 percent of SIDS cases, but both disorders can be successfully treated if caught in time by a blood test; unfortunately, these tests aren't routine in most states.

Although some infants seem to be at greater genetic risk for SIDS, it's also possible that all babies are susceptible if the factors are strong enough at the time of greatest vulnerability. "It probably takes more of a stressor to tip a baby who has no predisposition over into SIDS than it takes for a genetically susceptible baby, but it could still happen," says Dr. Moon.

Preliminary research also suggests that babies who begin daycare before 4 months of age, like Jake Haberzettl, may be at increased risk as well. In the most recent AAP analysis, about 20 percent of all SIDS deaths occurred while the baby was in the care of someone other than a parent. One third of the infants died during the first week of childcare, and half those deaths occurred on the very first day. "It may be that starting a new routine interrupts the baby's sleep cycle, so that when he finally does fall asleep, he sleeps too deeply," says Dr. Moon. It may also be that some providers don't recognize the risks of tummy sleeping. The danger? Babies who are accustomed to sleeping on their backs are 18 times more likely to die from SIDS when put down to sleep on their stomachs. That's why it's important for parents to emphasize safe-sleeping practices with their providers, and try to use only a licensed facility.

Eventually, researchers hope that it will be possible to create a diagnostic test to identify the babies most at risk for SIDS. "But our real dream is to develop some sort of protection to use through the risk period," says Dr. Krous. Reaching that goal will take a lot more funding, a lot more research, and more accurate information from death-scene investigations. As Dr. Krous says, "That's a long way off, but that's the dream. To save lives."

Melissa Haberzettl shares this dream. In March, she gave birth to a second son, Dylan Jacob, whose middle name is a tribute to the older brother he'll never know. "I was nervous about trying to get pregnant again," says Melissa, "but Rudy and I both said to ourselves, 'We have to try.' " (To make sure his risk was low, Dylan was tested for both MCADD and long QT syndrome, but he has neither.) And she continues to keep up with SIDS research. "I'm hopeful that in my lifetime, people will say, 'SIDS? What's that?' And no other family will have to go through what we did when Jake died."

Three Rivers Community College
ECE K182 Child Development

Article Review Questions

Throughout this course you will be given many different resources to review as a way to enhance the materials covered in class. You are responsible to read and familiarize yourself with these materials. To help you with this process I have developed some review questions to go along with some of the articles. These questions will need to be handed in and will count as part of your grade (participation).

They will **not** be accepted late as they will be used to promote participation the day they are due.

Section Two
Chapters 8- 17

SIDS and Babies: Why are infants still dying from SIDS?
Retrieved from http://www.parenting.com/article/sids-and-babies

1. What is SIDS?
2. How do we prevent it?
3. What did you find interesting about this handout?
4. What would you also want new parents to know? How would you communicate this to families? *If using an online resource please include the link here.*

Section Three

Chapters 8 - 15

Preschoolers

Primary Age

Section Three

Reading: Students must read Chapters Eight through Fifteen in the textbook.

Chapter 8 Physical and Motor Development

Preschoolers are children between the age of three to five years. There are lots of threats to preschoolers physical growth. Malnourishment occurs when children consume enough calories but not enough nutrients. As children get older diets get worse. Adults working in Early Childhood should observe daily for signs of health problems and implement effective prevention. Physical play benefits physical, cognitive, and social development. Types of physical active play preschool children engage in include exercise play and rough-and-tumble. Physical active play has social, motor, and cognitive benefits.

1:10 children have a mental health illness; one in five receives treatment. Stress affects mental well-being. Causes of stress include moving, divorce, birth of sibling, exposure to violence, etc. Teachers support children by providing nurturing relationships.

Characteristics of gross motor development is the focus on developing the fundamental motor skills such as running, jumping, hopping, galloping, etc. The specialized movements need to be developed and promoted in the classroom. Motor skills develop depending on physical characteristics, environmental opportunities and maturity of the nervous system (probably the most critical factor). Children with physical or motor disabilities still need to participate in motor activities.

Writing development includes an interest in name writing (by three years), pretend cursive and mock letters (three years) and combine letter like forms and real letters (four years). Things for adults to remember are that reversals are common for beginning writers and young children need lots of practice with fine motor experiences, including woodworking, manipulative building materials, puzzles, etc. Development of drawing skills parallels development of writing skills where children move from the manipulatory-exploratory stage, where they gain control over materials, to a communicative phase, where they name and label drawings.

While studying **Ch 8** the following key words / concepts should be focused on:
preschoolers
big body play / rough and tumble
nutrition
obesity
specialized movements
brachiating
perception

Questions to ponder while reading the text:
What does nutrition mean to you? Are your decisions impacted by various factors including social, economic, cultural and psychological factors?

Chapter 9 The Cognitive System, Concept Development and Intelligence

Cognitive development is covered through different theories. Piaget's periods of cognitive development is covered again. One consideration is that preschoolers are egocentric (the child centers perception on the most obvious; seeing is believing) and other processing traits. The social context has an effect on cognitive development. During late sensori-motor and early preoperational periods the child's pre-concepts join into pre-concept groups.

Preschoolers start to develop a theory of mind and metacognition. Some children suffer from false beliefs and they do not perceive the mind as an independent structure. There are different hemispheric functions, left-brain functions are more analytic while right-brain functions include orientation in space, creative talents, awareness of body, face recognition. Communication between two sides of the brain is necessary to reach full creative potential.

Intelligence is the ability to benefit from experience, that is the extent to which a person is able to make use of his or her capacities and opportunities for advancement in life. There are five intelligence theories (psychometric, information-processing, cognitive developmental, ethological, and successful intelligence) discussed in the chapter. The theory of multiple intelligences covers the many ways one can have strengths in learning. Evaluation of intelligence are typically conducted with IQ tests. Some criticisms are that they do not consider coping skills, have been used to label children with poor test-taking skills as developmentally disabled, test content is unfair to children without English language skills or appropriate experiences necessary to give correct answers and the tests raise stress levels. One should use authentic assessment to determine intelligence. Some things that impact intelligence is creativity and giftedness. Four criteria related to child's thinking process are originality, appropriate and relevance to a goal the child has fluency and flexibility.

Piaget stated that adult acts as a guide and provides appropriate environment for interaction. Learning should be child centered and occurs best when it comes from self-initiated activity. Vygotsky focused on how the adult provides scaffolding/assisted discovery. Adult-child interdependence is central to instruction and more teacher direction and a use of open-ended questions.

While studying **Ch 9** the following key words / concepts should be focused on:

cognitive development of preschoolers
schema
concepts
egocentric
overgeneralizations
overdiscriminations
metacognition
causality
spatial concepts
intelligence
theory of multiple intelligences
authentic assessment

Questions to ponder while reading the text:
When working with special needs children what are some considerations to think about when planning an environment?
What are some of the basic concepts preschoolers need to acquire to promote later learning?

Chapter 10 Oral and Written Language Development

Language is a well-ordered system of rules that each adult member of the language community tacitly comprehends in speaking, listening, and writing. Learning theory places an emphasis on the environment; language is acquired through mechanisms of classical conditioning, operant conditioning, and imitation. By 2025 more than half of children enrolled in U.S. schools will belong to minority groups. Supportive, natural, language-rich environments that provide acceptance and meaningful interaction are optimal.

The infant's use of language progress as the sounds infants make are like those they will use when they learn to speak. The toddler's use of language progresses as they make their first words, usually involve names of objects acted upon by the child or by others, and continue by speaking about objects and their ideas about objects. Preschoolers move into two-word combinations, they use some consistent patterns. Child modifies speech to fit the age of the listener. Talk is less self-centered and more collaborative. They proceeds from social speech to private speech to verbal thought. Children explore language in their play.

Four stages of literacy development occur where the child progresses from a beginner stage to a conventional reader. To be successful readers children will need to master the ability to identify printed words using the connections between spellings and sounds, use previous knowledge and comprehension strategies to read for meaning. There are many approaches to this, including the phonics approach, whole-language approach and the balanced approach. Early reading focuses on the identification of words in the environment appears to be the first step in learning to read. Young children learn some of the conventions or rules of print use. Children as young as three know that print carries a message. Children begin to develop concepts about print at the same time they begin to recognize letters. Writing and drawing develop in parallel fashion.

Cultural differences in home literacy activities do not excuse schools' failure to educate particular groups of children. NCLB Act was designed to meet these concerns but it may not be meeting this challenge. Non-contextual knowledge, including concepts of print, phonemic awareness, letter names, emergent writing and word recognition, are critical for children coming from low SES backgrounds.

While studying **Ch 10** the following key words / concepts should be focused on:
language as a system of rules
ELL
bilingual
literate– four stages
NCLB Act

Questions to ponder while reading the text:
What are the four theorists views of language? How does this reflect in what we do in the classroom?
What role does the NCLB Act play in how we encourage literacy in young children?
What is intelligence? How should it be measured? How does knowing about intelligence help in educating children?

Chapter 11 How Adults Enrich Language and Concept Development

Some suggestions for teachers of young children, especially English as a Second Language Learners, want to ensure that we are aware of individual differences—do not push children too fast into becoming second-language proficient. Be accepting of whatever the children say, and provide opportunities for trial and error. The classroom environment should be accepting and value culturally and linguistically diverse young children. The adult's role is to provide scaffolding for children's language development, which begins in infancy.

Listening to children's speech reinforces the use of speech by communicating that what they are saying is worthwhile. Young children start to learn about written language at home. Adults support literacy activities, especially if they are accepting of invented spellings and non-conventional sentences and interact verbally with children while reading to them, and encouraging question asking. In school children use their knowledge of letter names to learn letter sounds.

While studying **Ch 11** the following key words / concepts should be focused on:
cultural and linguistic diversity
adult- to- child language
routines

Chapter 12 Affective Development

Affective development is the area we focus on in early childhood education. The psychoanalytic view of personality reviews the three parts id, ego and superego. Erikson focuses on the initiative versus guilt stage at which conscience begins to develop. Children's mental health is important that they have opportunities and methods for expressing their feelings. Children do not become independent of emotional attachments but instead change the way they show love and affection, widen their emotionally dependent attachments to others, and seek more verbal attention.

Use environmental and personal resources to achieve a good developmental outcome. Makes possible satisfying and competent participation in and contributions to the groups, communities, and larger society to which he or she belongs. Giving positive reinforcement to peers not only shapes the behavior of others but is also associated with the degree of peer popularity. Older children give more positive reinforcement to more different children than do younger children. Social isolation and unpopularity, peer rejection during elementary school years is predictive of school dropout, antisocial behavior, delinquency, sexual disorder, and psychopathology in

adolescence and early adulthood.

Violence and aggression is increasing in children's lives. Children exposed to violence are more likely to experience depression, low self-esteem, excessive crying and worries about dying or being injured. Peer conflicts are issues that typically involve control of the physical or social environment. Conflicts between younger children usually center on possessions while conflicts between older children tend to focus on issues of morality.

While studying **Ch 12** the following key words / concepts should be focused on:
sociomoral development
initiative vs. guilt
industry vs. inferiority
hierarchy of needs
social reciprocity
sexuality
social competence
self-regulation
conscience
empathy
2 types of aggression

Questions to ponder while reading the text:
How would you define personality? How does this differ from one's self-concept?
What would each of these theorists (Erickson, Piaget, Vygotsky, Bandura and, Maslow and Rogers) state is important to consider about a child's social development? The text discusses the reasons why we should promote moral development in young children. How does this relate to apologizing?

Chapter 13 How Adults Support Affective Development

NAEYC developmentally appropriate guidelines for adult decision making ensure that we create a caring community of learners. Teaching to enhance development and learning means that teachers respect, value, and accept, children and treat them with dignity. We must establish reciprocal relationships with families. All children need to feel loved and cared for so we need to express love and affection to children, emotional aspects (what each person feels) are as important, if not more important, than observed behavior such as hugging, tickling, or cuddling. Primary children are developing a view of culturally acceptable gender roles and is related to children's flexibility of views and knowledge about sex roles and stereotypes. The key is that adults express affection at the same time the child feels the need for affection. Acceptance and respect are the most necessary ingredients for good relationships and they come before love and affection. Touching is important but it must be done on the child's terms.

Children need to actively construct understanding about appropriate, productive ways of behaving in classroom settings. Directive techniques like modeling and reinforcement are not frequently used when focusing on developmentally appropriate practices. Positive guidance is when we teach children what the expected behaviors are and how to solve their conflicts using

words rather than physical force. Teaching styles also affect children's behavior, guidance -oriented approach produces students who are better disciplined and self-regulating than authoritarian classroom. Corporal punishment has many negative effects.
While studying **Ch 13** the following key words / concepts should be focused on:
discipline and guidance
punishment
time-out
4 parental styles
teaching for democracy

Chapter 14 Preschool to Primary: Bridging the Gap into the Primary Grades

Primary child is defined by a transition period from childhood to school. Concept of readiness tends to promote the view that preschool, kindergarten, and primary grades are separate entities. The period from five to seven years old is a time when a cognitive shift takes place as children pass from pre-operational to concrete operational thought processes. Developmentally appropriate classroom structure provides the best transition. Children are not pressured to arrive at the "correct" answer but are encouraged to think autonomously and discover relationships on their own. Play is not part of many kindergarten programs and is rarely included in primary grades. Play becomes an activity that breaks up the monotony of required work.

Readiness has changed from letting children get ready through the typical course of development with adult support and guidance to making them ready. Can be inappropriate, like using standardized achievement tests, which is stressful, encourages teaching to the test, not a valid or reliable measure, contains inappropriate items and poses a danger if results are used to make high stakes decisions. Appropriate assessment procedures include authentic evaluation using teacher observations, interviews and written compositions.

While studying **Ch 14** the following key words / concepts should be focused on:
primary child
continuity
4 reasons for assessment

Questions to ponder while reading the text:
How do you view assessment? In what ways are you assessed? What are they actually measuring?

Chapter 15 The Primary Grade Child Development

Physical development and health in the primary years slows but still makes steady gains, muscle mass increases and arms and legs become more proportional. Baby teeth are lost. Children spend a majority of day in school. Health education should include nutrition, correct hand washing, tooth brushing. AIDS education must incorporate teachers, parents, and children, but remember confidentiality. Drug education includes role-playing, small-group

activities, brainstorming and cooperative learning and discussions based on student interest and involvement are most effective.

Transitional stage between preoperational and concrete operational periods. Primary children are beginning to handle more complex cognitive problems and connect symbols with concrete experiences. Children are also transitioning into elementary school. Higher mental functions emerge around planning, monitoring, evaluating and deliberate memory. Intrinsic motivation emerges where children gradually transition from play to learning. Problem solving in mathematics and science develops in stages from concrete, readiness, copying, mechanical to problem-solver. In literacy development children usually are expected to be able to read conventionally by the fourth grade. By utilizing children's interest in fantasy and superheroes one can promote reading and literacy. It allows children to work through their need for power and express the complexities of their social lives. Technology, when used in a meaningful way, may enhance learning.

Preschool through first graders tend to focus on social behavior rather than academic achievement as the criterion for "smartness." By the second grade children set work habits (being neat, working hard, practicing), are being good, and are following rules as indications of intelligence. Fifth or sixth grade children perceive ability as a stable trait when repeated failure causes task persistence to decrease. Cognitively primary aged children are more similar to preschoolers and kindergarten children than upper elementary school students.

Increasing self-consciousness and sensitivity occurs during the primary years. Self-evaluations continue to provide children's degree of self-esteem. Children with learning disabilities are vulnerable to poor self-concept and benefit from a combination of affective and academic interventions. Peer relationships become more important during the primary years. Play is enjoyed by grade-school children and affords opportunities to improve social problem-solving skills. Antisocial behaviors, may be aggressive or nonaggressive. Behaviors have their roots in early childhood experience and increases during adolescence.

Stress continues to be a problem beyond kindergarten. Top stressors for primary-aged children include school concerns, worries about family and parents and peer pressures. The overall role of adults is to promote self-esteem and moral worth based on authentic adult feedback, scaffolding supports autonomy, individuals are different and that self-esteem is multifaceted.

<u>While studying **Ch 15** the following key words / concepts should be focused on:</u>
recess
technology
7 stages of problem solving
peer relationships
resiliency
respectful engagement
anti-social behaviors
anti-bias approach

<u>Questions to ponder while reading the text:</u>
How should one approach behavior in primary aged children? Thinking about the use of positive guidelines and rules, what differs from educators to parents?
What is the importance of recess in Kindergarten? What has changed about the amount of recess offered to children? Why? What are your biases?

Multiple Intelligences

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

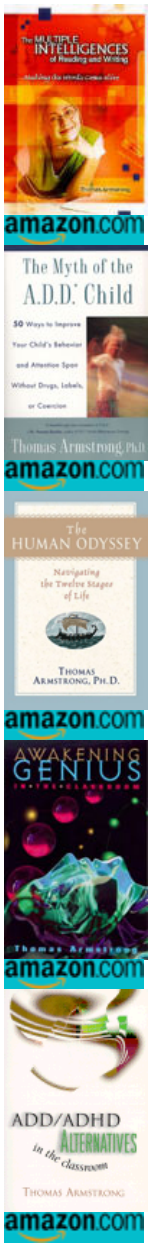
- **Linguistic intelligence** ("word smart")
- **Logical-mathematical intelligence** ("number/reasoning smart")
- **Spatial intelligence** ("picture smart")
- **Bodily-Kinesthetic intelligence** ("body smart")
- **Musical intelligence** ("music smart")
- **Interpersonal intelligence** ("people smart")
- **Intrapersonal intelligence** ("self smart")
- **Naturalist intelligence** ("nature smart")

Dr. Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled "learning disabled," "ADD (attention deficit disorder," or simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more (see Multiple Intelligences in the Classroom). The good news is that the theory of multiple intelligences has grabbed the attention of many educators around the country, and hundreds of schools are currently using its philosophy to redesign the way it educates children. The bad news is that there are thousands of schools still out there that teach in the same old dull way, through dry lectures, and boring worksheets and textbooks. The challenge is to get this information out to many more teachers, school administrators, and others who work with children, so that each child has the opportunity to learn in ways harmonious with their unique minds (see In Their Own Way).

The theory of multiple intelligences also has strong implications for adult learning and development. Many adults find themselves in jobs that do not make optimal use of their most highly developed intelligences (for example, the highly bodily-kinesthetic individual who is stuck in a linguistic or logical desk-job when he or she would be much happier in a job where they could move around, such as a recreational leader, a forest ranger, or physical therapist). The theory of multiple intelligences gives adults a whole new way to look at their lives, examining potentials that they left behind in their childhood (such as a love for art or drama) but now have the opportunity to develop through courses, hobbies, or other programs of self-development (see 7 Kinds of Smart).

How to Teach or Learn Anything 8 Different Ways

One of the most remarkable features of the theory of multiple intelligences is how it provides *eight different potential pathways* to learning. If a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the theory of multiple intelligences suggests several other ways in which the material might be presented to facilitate effective learning. Whether you are a kindergarten teacher, a graduate school instructor, or an adult learner seeking better ways of pursuing self-study on any subject of interest, the same basic guidelines apply. Whatever you are



- words (linguistic intelligence)
- numbers or logic (logical-mathematical intelligence)
- pictures (spatial intelligence)
- music (musical intelligence)
- self-reflection (intrapersonal intelligence)
- a physical experience (bodily-kinesthetic intelligence)
- a social experience (interpersonal intelligence), and/or
- an experience in the natural world. (naturalist intelligence)

For example, if you're teaching or learning about the law of supply and demand in economics, you might read about it (linguistic), study mathematical formulas that express it (logical-mathematical), examine a graphic chart that illustrates the principle (spatial), observe the law in the natural world (naturalist) or in the human world of commerce (interpersonal); examine the law in terms of your own body [e.g. when you supply your body with lots of food, the hunger demand goes down; when there's very little supply, your stomach's demand for food goes way up and you get hungry] (bodily-kinesthetic and intrapersonal); and/or write a song (or find an existing song) that demonstrates the law (perhaps Dylan's "Too Much of Nothing?").

You don't have to teach or learn something in all eight ways, just see what the possibilities are, and then decide which particular pathways interest you the most, or seem to be the most effective teaching or learning tools. The theory of multiple intelligences is so intriguing because it expands our horizon of available teaching/learning tools beyond the conventional linguistic and logical methods used in most schools (e.g. lecture, textbooks, writing assignments, formulas, etc.). To get started, put the topic of whatever you're interested in teaching or learning about in the center of a blank sheet of paper, and draw eight straight lines or "spokes" radiating out from this topic. Label each line with a different intelligence. Then start brainstorming ideas for teaching or learning that topic and write down ideas next to each intelligence (this is a spatial-linguistic approach of brainstorming; you might want to do this in other ways as well, using a tape-recorder, having a group brainstorming session, etc.). Have fun!

Resources

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- Association for Supervision and Curriculum Development, Multiple Intelligences CD-ROM, and Multiple Intelligences Video Series; 1250 N. Pitt St., Alexandria, VA 22314-1453 (800-933-2723).
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- National Professional Resources, 25 South Regent St., Port Chester, NY 10573, 914-937-8879. Producer of several videos on MI including, Howard Gardner, "How Are Kids Smart?" Jo Gusman, "MI and the Second Language Learner", and Thomas Armstrong, Multiple Intelligences: Discovering the Giftedness in All".
- New City School, Celebrating Multiple Intelligences (5209 Waterman Ave., St. Louis, MO 63108).
- Skylight Publications, 200 E. Wood St., Suite 250, Palatine, IL 60067 (div. Simon and Schuster). Publisher of many MI materials.
- Zephyr Press, PO Box 66006, Tucson, AZ 85728 (602-322-5090). Publisher of many MI materials.

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Why Soft is Missing in Many Early Care and Education Settings & Why We Should Bring the Soft Stuff Back

Abbey Griffin, PhD

In the name of health, we have sterilized our Early Care and Education (ECE) environments. Healthy is good, but spending all day in spaces that offer no soft, cozy places for children and adults to enjoy comfortable, semi-private moments is like being in an institution. The soft elements bring a sense of home into the environment, a sense that one can get away from the group, to be alone or to share an intimate conversation with a friend. Children and adults need time to be away from the group and a safe place to observe the activities of colleagues and friends. This article presents an argument for soft, cozy spaces and offers suggestions for keeping them clean.

Let's start with what we mean by soft elements. I am a big fan of a couch, an ottoman or a soft chair big enough for an adult to sit with 2-3 children. Cushions, foam mats and hammocks are great in the reading area and other cozy nooks that can be created in most ECE environments. Some adult seating in various areas of the room is guaranteed to boost staff morale as well as invite parents to watch their child at play. Window seats with cushions make for great adult and child seating; and, if made with easy to lift covers, become wonderful and much needed storage. Lofts can offer active play on top and cozy, protected space underneath. A low book shelf or cabinet with the door removed can be designated as a cozy child space. Even a plastic children's pool with cushions inside can provide a wonderful contained quiet space. Use your imagination.

When thinking of soft elements, think also of the walls and ceilings. Awnings, canopies and tents are great ways of covering an area with soft light filtering through the material. Banners offer visual cues about where different activities are located. Quilts on the walls change the color of spaces, give a sense of warmth and containment and help reduce noise (a major health concern in child care). As a general rule, all furnishings and decorative elements should be simple in color. Clashing colors and patterns are visually distressing and can cause problems for children and adults who are easily over stimulated. However, I have seen very bright colors in Latin American and African American programs which work because they are part of the culture of the community.

Consider plants, both inside and in outdoor areas. Plants provide opportunities for nurturing growth and change. They also nurture us by improving the air quality in our indoor and outdoor spaces. They are soft to look at and emanate a sense of well-being.

A working definition of soft elements includes:

1. seating for children and adults that is comfortable and located in areas of the room designated as quiet areas;
2. seating for adults in eating areas, at the entrance to the room, and positioned around the room;
3. warm and cozy respites, spaces that offer a sense of containment;
4. soft visual elements that have the dual purpose of defining a space as well as helping to reduce noise; and,

5. plants we can nurture and that nurture us by improving air quality.

What follows are the practical uses of soft elements, including how to keep them clean.

Let's talk about where soft elements could be placed and how they add quality to our early care and education program philosophy and curriculum. High quality programs invite parent/family involvement. This begins with encouraging smooth transitions at the start and end of the day. Most parents are going to work so they are not going to sit on the floor or navigate their way down to a child's chair. A couch, a chair, even a large ottoman placed near the entrance is both welcoming and invites parents to sit for a moment with their child. Having some age-appropriate books placed within easy reach offers a useful tool for sharing a quiet moment for both parent and child to ease into the separation. At the end of the day, it can be a blessing to the parent whose child is cranky or resists leaving usually because, like all of us, they want those they love to join in what they do during the day. Adult seating can also be a tool for teachers who want to encourage the ease of parent-child interaction. Consider this story:

An overweight, low energy mother arrives at the end of the day. Her very active four-year-old begins to run up and down the loft and slide. Her mother stands at the door looking miserable. Such tensions at separation and reunions are a daily occurrence and the teachers want to help. A teacher places an adult chair near the bottom of the slide and invites the mother to sit and relax. Once the mother is seated close to where her child is playing, the child begins to calm and within a few minutes she gets a book and sits in her mother's lap. They read together. That day, they leave without conflict. It is not magic. It works because the chair allows the mother a comfortable place to be with her child. Once seated, the mother is giving her child the attention she needs in order to make the transition from group to home.

Soft Seating

Criteria for high quality care also emphasizes strong, trusting relationships between teacher and children. An adult chair, an ottoman, window seat or hammock invites teachers to sit with children, watching, engaging in conversation or holding a child who needs comfort. Adult chairs in the eating area are essential for babies to be individually fed or assisted in eating. Chairs make it easier for adults to create family-style eating while still having to get up and down to provide whatever is needed. A glider (well, everyone should have one of these) offers a magical sensory experience for the child having trouble settling down for a nap. Being on your feet all day is exhausting to most adults and bending over to pick up or talk to a child is a real occupational hazard. Comfortable adult seating encourages the kind of face to face interaction that builds strong trusting relationships as well as protecting the physical health and safety of teachers.

Healthier Environments

Group environments can be taxing for both children and adults. Group care is plagued by noise, air pollution and unhealthy lighting. Soft elements can help diminish these problems. Harsh, overhead lighting fixtures are common and inexpensive, but they have been found to increase stress and the frequency of headaches. If you consider how often the young child has to look up, it is obvious that they pose a risk to eye health. Noise levels in ECE rooms have been shown to cause hearing loss. Noise begets noise because when children are loud, teachers need to talk louder just to be heard. Wall hangings, rugs, and cushions help absorb noise. Soft elements, like awnings, canopies and tents, soften the glare of overhead lighting as well as reducing noise. Together, these additions to ECE environments make life in group care more enjoyable and

healthier for all.

Having corners of relative quiet comfort can help ease the pressures of constant interaction. There is a sense of home that is comforting to children, teachers and parents. Window seats offer places to look over the environment or out the window from a higher perspective. They offer the young toddler a place to hold onto while practicing standing and walking. Mats with vinyl covers make excellent seating inside or outside; but they have the added advantage of being used for tumbling and other large motor activities.

Soft and Clean

Keeping soft elements clean is too often the argument used to keep them from the classroom. Fabrics, like cotton sheets, coverlets, or any washable throw can be used to cover couches, easy chairs or over foam mats. Parachute material is wonderful for making tents or canopies. It rarely needs to be washed but does need to be dusted. You have to look at your state regulations as well as fire codes when hanging anything from the ceiling. Cushions should be removable as well as easily washed. Fabrics can be sprayed to resist staining and allow for sponge cleaning. Most cleaning and stain-protecting products are toxic and are best left to completely air out before returning to the classroom. Plants just need to be dusted.

Just Like Home

The benefits of soft elements in ECE environments far outweigh the challenges of keeping them clean. They support the needs of both children and adults for comfortable, quiet spaces. They reduce noise, help clean the air and soften the harsh glare of overhead lighting. They support the curriculum by encouraging parent involvement and teacher child interaction. It takes imagination and a keen eye for nooks that can become protected quiet spaces. It takes planning and careful selection of materials to ensure a routine cleaning schedule. But it is worth it – our teachers and young children are worth it. Let's keep our ECE environments as home-like as we can.

About the Author

Abbey Griffin has over 30 years of experience in the field of Early Care and Education (ECE). She began in 1967 as a teacher in a low income child care center in New York City, went on to teach in a university lab school in Milwaukee, WI and founded and directed 2 centers serving infants, toddlers and preschoolers. She has both a Masters and a Doctoral degree in ECE. She taught and supervised student teachers in her four years at the University of MD. She was a Senior Associate at ZERO TO THREE: National Center for Infants, Toddlers and Families. Currently, Abbey is a consultant for ECE programs, including Early Head Start, home visiting, center and family child care programs and parent organizations. She is developing a training approach called Focus and Reflect, which is a strength-based training using camcorders (Alice Eberhart-Wright is co-author of the training). She has also developed training materials for working intensely with groups on design and environmental health, developmentally appropriate practices, mentorship and early development.

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International Sales

Parental School Involvement and Children's Academic Achievement

Pragmatics and Issues

Nancy E. Hill[1] and Lorraine C. Taylor[2]

[1]Duke University and [2]University of North Carolina

ABSTRACT—*Developing collaborations between families and schools to promote academic success has a long-standing basis in research and is the focus of numerous programs and policies. We outline some of the mechanisms through which parental school involvement affects achievement and identify how pat- terns and amounts of involvement vary across cultural, economic, and community contexts and across developmental levels. We propose next steps for research, focusing on the importance of considering students' developmental stages, the context in which involvement takes place, and the multiple perspectives through which involvement may be assessed. Finally, we discuss enhancing involvement in diverse situations.*

KEYWORDS—*parental involvement; academic achievement; family-school partnerships*

Families and schools have worked together since the beginning of formalized schooling. However, the nature of the collaboration has evolved over the years (Epstein & Sanders, 2002). Initially, families maintained a high degree of control over schooling by controlling hiring of teachers and apprenticeships in family businesses. By the middle of the 20th century, there was strict role separation between families and schools. Schools were responsible for academic topics, and families were responsible for moral, cultural, and religious education. In addition, family and school responsibilities for education were sequential. That is, families were responsible for preparing their children with the necessary skills in the early years, and schools took over from there with little input from families. However, today, in the context of greater accountability and demands for children's achievement, schools and families have formed partnerships and share the responsibilities for children's education. Parental school involvement is largely defined as consisting of the following activities: volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home, and attending school events, meetings of parent-teacher associations (PTAs), and parent-teacher conferences.

It is well established that parental school involvement has a positive influence on school-related outcomes for children. Consistently, cross-sectional (e.g., Grolnick & Slowiaczek, 1994) and longitudinal (e.g., Miedel & Reynolds, 1999) studies have demonstrated an association between higher levels of parental school involvement and greater academic success for children and adolescents. For young children, parental school involvement is associated with early school success, including academic and language skills and social competence (Grolnick & Slowiaczek, 1994; Hill, 2001; Hill & Craft, 2003). Head Start, the nation's largest intervention program for at-risk children, emphasizes the importance of parental involvement as a critical feature of children's early academic development because parental involvement promotes positive academic experiences for children and has positive effects on parents' self-development and parenting skills.

Most of the literature focuses on parental school involvement in elementary schools. Parental school involvement is thought to decrease as children move to middle and high school, in part because parents may believe that they cannot assist with more challenging high school subjects and because adolescents are becoming autonomous (Eccles & Harold, 1996). However, few parents stop caring about or monitoring the academic progress of their children of high school age, and parental involvement remains an important predictor of school outcomes through adolescence. For example, one study demonstrated that parental school involvement was associated with adolescents' achievement and future aspirations across middle and high school (Hill et al., in press). Moreover, although direct helping with homework declines in adolescence, parental school involvement during middle and high school is associated with an increase in the amount of time students spend on homework and with an increase in the percentage of

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homework completed (Epstein & Sanders, 2002).

HOW DOES PARENTAL SCHOOL INVOLVEMENT MAKE A DIFFERENCE?

There are two major mechanisms by which parental school involvement promotes achievement. The first is by increasing social capital. That is, parental school involvement increases parents' skills and information (i.e., social capital), which makes them better equipped to assist their children in their school-related activities. As parents establish relationships with school personnel, they learn important information about the school's expectations for behavior and homework; they also learn how to help with homework and how to augment children's learning at home (Lareau, 1996). When parents are involved in their children's schooling, they meet other parents who provide information and insight on school policies and practices, as well as extracurricular activities. Parents learn from other parents which teachers are the best and how difficult situations have been handled successfully. In addition, when parents and teachers interact, teachers learn about parents' expectations for their children and their children's teachers. Baker and Stevenson (1986) found that compared with parents who were not involved, involved parents developed more complex strategies for working with schools and their children to promote achievement.

Social control is a second mechanism through which parental school involvement promotes achievement. Social control occurs when families and schools work together to build a consensus about appropriate behavior that can be effectively communicated to children at both home and school (McNeal, 1999). Parents' coming to know one another and agree on goals—both behavioral and academic—serves as a form of social constraint that reduces problem behaviors. When children and their peers receive similar messages about appropriate behavior across settings and from different sources, the messages become clear and salient, reducing confusion about expectations. Moreover, when families do not agree with each other or with schools about appropriate behavior, the authority and effectiveness of teachers, parents, or other adults may be undermined. Through both social capital and social control, children receive messages about the importance of schooling, and these messages increase children's competence, motivation to learn, and engagement in school (Grolnick & Slowiaczek, 1994).

FAMILY AND SCHOOL CHARACTERISTICS THAT INFLUENCE PARENTAL SCHOOL INVOLVEMENT

Parent-school relationships do not occur in isolation, but in community and cultural contexts. One of the biggest challenges schools have today is the increasing diversity among students (Lichter, 1996). Demographic characteristics, such as socioeconomic status, ethnicity, and cultural background, and other parental characteristics are systematically associated with parental school involvement. Overall, parents from higher socioeconomic backgrounds are more likely to be involved in schooling than parents of lower socioeconomic status. A higher education level of parents is positively associated with a greater tendency for them to advocate for their children's placement in honors courses and actively manage their children's education (Baker & Stevenson, 1986). In contrast, parents from lower socioeconomic backgrounds face many more barriers to involvement, including nonflexible work schedules, lack of resources, transportation problems, and stress due to residing in disadvantaged neighborhoods. Finally, because parents in lower-socioeconomic families often have fewer years of education themselves and potentially harbor more negative experiences with schools, they often feel ill equipped to question the teacher or school (Lareau, 1996). It is unfortunate that parents with children who would most benefit from parental involvement often find it most difficult to become and remain involved.

Involvement in school sometimes varies across ethnic or cultural backgrounds as well. Often, teachers who are different culturally from their students are less likely to know the students and parents than are teachers who come from similar cultural backgrounds; culturally different teachers are also more likely to believe that students and parents are disinterested or uninvolved in schooling (Epstein & Dauber, 1991). One study found that teachers believed that those parents who volunteered at school valued education more than other parents, and this belief about parents' values was in turn associated with the teachers' ratings of students' academic skills and achievement (Hill & Craft, 2003). Parental school involvement seems to function differently or serve different purposes in different ethnic and cultural groups. For example, African American parents often are more involved in school-related activities at home than at school, whereas Euro-American parents often are more involved in the actual school setting than at home (Eccles & Harold, 1996). This tendency to be more involved at home than at school may be especially true for ethnic minorities whose primary language is not English. Among African American kindergartners, parental involvement at school is associated with enhanced academic skills, perhaps reflecting the role of social capital (Hill & Craft, 2003), and the influence of parental involvement in schooling on achievement is stronger for African Americans than Euro-Americans among adolescents (Hill et al., in press).

Apart from demographic factors, parents' psychological state influences parental school involvement. Depression or anxiety present barriers to involvement in schooling. Studies consistently show that mothers who are depressed tend to be less involved than non-depressed mothers in preparing young children for school and also exhibit lower levels of involvement over the early years of school.

Self-perceptions also affect parents' school involvement. Negative feelings about themselves may hinder parents from making connections with their children's schools. Parents' confidence in their own intellectual abilities is the most salient predictor of their school involvement (Eccles & Harold, 1996). A factor that may be especially important in this regard is the experience of poverty. Poverty exerts direct effects on parents' mental health and self-perceptions through increased stress resulting from the struggle to make ends meet. Poverty also has indirect effects on children's early school outcomes because its adverse effects on parents are in turn associated with lower parental involvement in school.

Parents' own experiences as students shape their involvement in their children's schooling. As a parent prepares a child to start school, the parent's memories of his or her own school experiences are likely to become reactivated and may influence how the parent interprets and directs the child's school experiences (Taylor, Clayton, & Rowley, in press). Memories of supportive school experiences are likely to enhance parents' involvement and comfort interacting with their children's school.

In addition to characteristics of the parent and family, the school's context and policies influence parental school involvement. Teachers' encouragement of such involvement is associated with greater competence among parents in their interactions with their children and

more parental involvement in academic activities at home (Epstein & Dauber, 1991). There is increasing recognition of the importance of promoting schools' readiness for children (Pianta, Cox, Taylor, & Early, 1999). ''Ready schools'' (Pianta et al., 1999) reach out to families, building relationships between families and the school setting before the first day of school. The success of teachers' and schools' efforts to encourage parental school involvement suggests that parents want and will respond to information about assisting their children. For example, LaParo, Kraft-Sayre, and Pianta (2003) found that the vast majority of families were willing to participate in school-initiated kindergarten-transition activities. These practices were associated with greater involvement across subsequent school years, underscoring the importance of school-based activities that encourage family-school links.

KEY ISSUES FOR RESEARCH

The most significant advances in the research on parental school involvement have arisen from the recognition that context is important and there are multiple dimensions to parental school involvement. Whether parental school involvement occurs because a child is having problems in school or because of ongoing positive dialogue between parents and school makes a difference in how involvement influences children's academic outcomes (Hill, 2001). For example, a parent who volunteers in the classroom to learn more about the teacher's expectations for students and a parent who volunteers in the classroom to monitor the teacher's behavior toward her child are both involved in the school, but only the latter parent is likely to create distrust that may impact the children's attitudes toward the school and the teacher. Parental school involvement does not reflect just one set of activities. Such diverse activities as volunteering in the classroom, communicating with the teacher, participating in academic-related activities at home, communicating the positive value of education, and participating in the parent-teacher relationship are all included in parental school involvement, and each is related to school performance (Epstein & Sanders, 2002; Hill & Craft, 2003). Research on parental school involvement is taking these diverse factors into account. Despite the recent advances in conceptualizing and studying parental school involvement, there are still challenges. First, the multidimensional nature of parental school involvement has led to a lack of agreement about definitions and to measurement inconsistencies, making it difficult to compare findings across studies. In addition, whereas research typically examines the relations between types of parental involvement and achievement, the types of parental involvement may influence each other. For example, a high-quality parent-teacher relationship may strengthen the positive impact of a parent's home involvement on achievement. And volunteering at school may lead to an increase in the communicated value of education or change the way parents become involved at home. Issues concerning the reciprocal relations among different types of involvement have yet to be addressed.

The second research challenge is integrating various perspectives. Whom should we survey when assessing parental school involvement? Parents? Teachers? Students? Is one perspective more accurate than another perspective? In fact, multiple perspectives are important for understanding parental school involvement. Although few studies have examined the influence of different perspectives on our understanding of parental school involvement, some studies found that teachers', children's, and parents' reports of parental school involvement were suggesting that each perspective is unique and important (Hill et al., in press). The vast majority of research on parental school involvement, like parenting research, in based on mothers' involvement. What are the roles of fathers and other relatives? Does involvement of other family members vary according to demographic background?

Some research suggests that teachers' or parents' perspectives may be biased. Teachers often evaluate African American and low-income families more negatively than Euro-American and higher-income families (Epstein & Dauber, 1991). Moreover, teachers who are not particularly supportive of parental school involvement may tend to prejudge minority or low-income parents (Epstein & Dauber, 1991). Such stereotyping often results in substandard treatment of students and of parents when they do become involved.

Much of our knowledge about parental school involvement is based on research in elementary schools. Parental school involvement declines as children grow up, and middle and high schools are less likely than elementary schools to encourage involvement (Eccles & Harold, 1996). Despite this decline, parental school involvement remains associated with academic outcomes in adolescence (Epstein & Sanders, 2002; Hill et al., in press). Thus, the third research challenge is to take into consideration developmental changes in parental school involvement. Parental school involvement may be different for a 7thgrade student selecting course tracks or 11th-grade student selecting colleges than for a 1st-grade student learning to read. Current measures of parental school involvement do not reflect these developmental variations. In fact, parents' involvement in schooling may not decline during middle and high school; rather, the research may show declining involvement only because the nature of involvement changes in ways that are not reflected in our measures.

FROM RESEARCH TO PRACTICE

Evidence strongly supports the potential benefits of policies and programs to increase parental school involvement across the school years and even before children start school. Most parents want information about how to best support their children's education, but teachers have little time or resources to devote to promoting parental school involvement, and some parents are simply ''hard to reach.'' How do we help teachers facilitate parental school involvement? Most teacher training programs do not include courses on how to effectively involve parents. Linking research on parental school involvement to teacher training programs may go far to support family-school collaborations.

When parents cannot become involved, how can schools compensate for the loss of the benefits of involvement? Understanding the mechanisms through which involvement promotes academic achievement would point to logical targets for intervention. For example, if parental school involvement promotes achievement through its effects on the completion and accuracy of homework, then providing homework monitors after school might be an appropriate intervention strategy.

Impoverished families are less likely to be involved in schooling than wealthier families, and schools in impoverished communities are less likely to promote parental school involvement than schools in wealthier communities. Consequently, the children who would benefit most from involvement are those who are least likely to receive it unless a special effort is made. Promoting parental school involvement entails more in disadvantaged schools than in wealthier schools.

Compared with more advantaged parents, parents in impoverished communities often need much more information about how to promote achievement in their children, are overcoming more of their own negative school experiences, and have less social capital. Thus, programs and policies designed to promote parental school involvement in advantaged districts may be ineffective in promoting parental school involvement in high-risk or disadvantaged communities. Understanding each community's unique barriers and resources is important for establishing and maintaining effective collaborations between families and schools.

RECOMMENDED READING

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Three Rivers Community College
ECE K182 Child Development

Article Review Questions

Throughout this course you will be given many different resources to review as a way to enhance the materials covered in class. You are responsible to read and familiarize yourself with these materials. To help you with this process I have developed some review questions to go along with some of the articles. These questions will need to be handed in and will count as part of your grade (participation).

They will **not** be accepted late as they will be used to promote participation the day they are due.

Section Three
Chapters 18 - 32

Griffin, Abbey. Why soft is missing in many early care and education settings & Why we should bring the soft stuff back. Community Playthings.

1. What soft areas have you seen in classrooms?
2. Why are soft areas important? What types of experience do they promote?
3. Why have soft areas been removed from child care settings?
4. How could you bring soft areas back into the classroom?

Hill, Nancy and Lorraine Taylor. Parental School Involvement and Children's Academic Achievement. Article 9.

1. What was the main message the author was trying to make?
2. How important is it to involve families in their child's education?
3. How does parent involvement differ now that children are in a public school setting?
4. What, if anything, did you disagree with? Why?