



Distance Learning

~ The Whole Child ~

A Caregiver's Guide to the First Five Years



Viewers Guide and Instructional Materials

August 2007

Materials Developed by Virginia Department of Social Services
Division of Child Care and Early Childhood Development

Revised 8-29-2016

The Whole Child

A Caregiver's Guide to the First Five Years

Video Training Series

TO PARTICIPATE AND OBTAIN YOUR CREDIT HOURS FOLLOW THESE STEPS.

Child care providers can get **six hours of workshop credit** if they:

- 1) **Obtain training materials.** You may view the videos on line and download all materials at <http://va.childcareaware.org/video-training-series/> . The materials necessary to participate include: The Viewer's Guide, Information Package, and on line videos.
- 2) **View the 12 half-hour programs using the Viewer's Guide.** The Viewer's Guide has been designed to use **while you view** each half-hour program. The Viewer's Guide is in outline format with plenty of space for notes.
- 3) **Complete all assignments and evaluation tools.** Materials for all 12 half-hour units must be completed. There are two evaluation sections for each unit, they are:
 - a. ***20- 25 True/False Questions*** and an
 - b. ***Apply Your Knowledge Essay Question.***

Materials will be graded and you must receive a passing grade (60% or higher) to receive the 6 credit hours. **No partial credit hours will be awarded.**

- 4) **Return completed materials and \$45.00 processing fee per person.**
 - a. PayPal, checks or money orders payable to **Child Care Aware of VA**
 - b. Return your ***completed True/False Test sheets, Apply Your Knowledge written essay answers, and your completed Personal Information Sheet.***
 - c. The materials for all 12 programs must be returned to obtain credit.

The Whole Child - A Caregiver's Guide to the First Five Years

Materials Completion Checklist (There is not a test for "Respecting Diversity" so you may skip that video)

UNIT	TITLE	TRUE/FALSE	KNOWLEDGE
1	It's the Little Things		
2	By Leaps and Bounds		
3	Babies are Children, Too		
4	Dealing with Feelings		
5	I'm Glad I'm Me		
6	Listening to Families		
7	Everybody's Special		
8	Getting Along Together		
9	Building Inner Controls		
10	Creativity and Play		
11	Let's Talk About It		
12	Growing Minds		

Return completed materials and \$45.00 processing fee per person.

Please remember to:

- ✓ Put your name on each page you are returning and staple all materials together.
- ✓ **Make a copy of your completed materials prior to mailing.**
- ✓ Include all completed "True & False" Questions;
- ✓ Include all completed "Apply Your Knowledge" Questions; and
- ✓ Include the "Personal Information Sheet" If we do not receive your personal information sheet, we will not be able to return your 6-hour certificate to you.

Mail COMPLETED Materials to:

Child Care Aware of VA
VDSS – Distance Learning
Attn: Jodi Roberts
The Whole Child
302 Turner Road, Suite D
Richmond, VA 23225



**~ The Whole Child ~
A Caregiver's Guide to the First Five Years**

Personal Information Sheet

This sheet MUST accompany your completed materials.

Full Name _____
First Middle Initial Last

Home Address _____
Street

City State Zip Code

Day Time Phone Number _____

Evening Phone Number _____ **Email:** _____

Facility Name _____

Facility Address _____
Street or Post Office Box

City State Zip Code

Provider Type (please check one)

Licensed Family Day Home _____

Local DSS Certified Family Day Home _____

Licensed Child Day Center _____

Voluntarily Registered Family Day Home _____

Camp Program _____

Religious Exempt Child Day Center

Head Start Program _____

Other (Specify) _____

Mail Completed materials along with **\$45.00 payment made out to CHILD CARE AWARE OF VIRGINIA** to:

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Richmond, VA 23225



The Whole Child

Unit 1

Physical Well-being:
It's the Little Things

Unit Overview and Objectives

Although some days are more exciting than others, it's the predictability that comes from the consistent way we handle the routine times that provide the security a young child needs to thrive. This video examines ways we can help children move through the routine times of arrival and departure, mealtimes, toileting, and naptime to foster healthy physical, social, and emotional development.

After viewing the video, the caregiver should:

- ✓ Effectively handle parent child separations
- ✓ Identify the elements of a good, full-day schedule for young children, infants and toddlers
- ✓ Employ strategies for smoother transitions from one activity to another
- ✓ Use the elements of nutritional planning to foster healthy eating habits in young children during mealtimes
- ✓ Recognize the importance of healthy attitudes towards toileting and nap time

I. General principles for handling daily routines

- ✓ Learning takes place during daily routines
- ✓ Routines offer stability, warmth and caring
- ✓ Develop daily routines that are consistent
- ✓ Develop daily routines that are flexible and responsive

II. Handling parent-child separations

- ✓ Support anxious separations as they occur
 - Reassure child that family member will return
 - Avoid bribing the child with food
- ✓ Plan successful parent-child separations
 - Arrange for the child to visit the center or day care home
 - Encourage the parent to stay until the child feels comfortable
 - Have family member tell the child when leaving and then stick to it
 - Let the child keep security objects
 - Suggest the parent phone later to see how the child is doing

III. Elements of a good, full day schedule for young children

- ✓ Provides consistency
- ✓ Encourages development in all areas through a wide range of activities
- ✓ Allows flexibility to use unplanned, teachable moments in children's play
- ✓ Balances group/individual needs, quiet/noisy activities, indoor/outdoor play
- ✓ Offers sense of security in knowing what's going to happen next
- ✓ Prepares children for changes from routine

IV. Elements of a good, full day schedule for infants and toddlers

- ✓ Based on a slower rhythm
- ✓ Focuses more attention on individual children
- ✓ Follows baby's cues more closely
- ✓ Provides more physical interactions with babies in their daily routines
- ✓ Seeks opportunities to build attachment
 - Pays attention to baby's cues
 - Pays attention to own cues
 - Talks to the baby
 - Doesn't rush through daily tasks
 - Establishes routines based on individual needs
 - Holds babies during bottle feeding

V. Strategies for smooth transitions

- ✓ Allow enough time for transitions
- ✓ Provide warnings
- ✓ Comment favorably about next activity
- ✓ Sing during clean up/transitions

VI. Nutritional planning

- ✓ Elements of nutritional planning
 - Talk with families about their preferences and dietary needs
 - Feed infants when they are hungry
 - Offer plain familiar, finger foods
 - Provide nutritious and varied snacks
 - Support multicultural differences in food preferences
- ✓ Basic principles to remember
 - Children eat at their own pace.
 - Eating should be a pleasure.
 - Eating should be shared and cooperative.
 - Mealtimes can encourage independence.
 - Encourage tasting foods, but don't force children to eat.

VI. Healthy attitudes towards toileting and nap time

- ✓ Toileting teaches children about
 - Their bodies
 - Social customs or attitudes
 - Gender differences
 - Personal hygiene
- ✓ Caregiver reminders
 - Convey a positive attitude towards children when toileting.
 - Remember that toilet training occurs at different times for different children.
 - Make accidents less traumatic by having an extra set of clothes and a private place to change.
 - Make hand washing a consistent practice after toileting and before handling food.
- ✓ Principles for successful rest times
 - Set daily pattern that is quiet, calm, consistent.
 - Create a restful mood: reading quietly, play soothing music, rub backs.
 - Spread out as much as possible.
 - Give non-sleepers something quiet to hold or look at.

VII. Review of Daily Routines

- ✓ Predictable routines enhance the health of children.
- ✓ Routines should be consistent but flexible.
- ✓ Routines should respond to individual needs.
- ✓ Schedules should provide a realistic but flexible guide to the day.
- ✓ Transition times are also important learning times.
- ✓ Teachers must promote good nutrition and enjoyable mealtimes.

True/False Questions: Circle the correct response

- | | | | |
|-----|---|---|---|
| 1. | How we greet the child sets the tone for the day, letting the child know she is well cared for and her needs will be met throughout the day. | T | F |
| 2. | Children need consistency as well as flexibility to accommodate individual needs. | T | F |
| 3. | Because structure is so important for the development of a sense of responsibility and self-esteem, caregivers should have the same routine for every child, every day. | T | F |
| 4. | Flexibility in scheduling is primarily to meet the special needs of children with physical and mental handicapping conditions. | T | F |
| 5. | Handling separations between parent and child can be done effectively with the use of foods promised at the end of the day. | T | F |
| 6. | To support separation, you can encourage the parent to stay for a while and then slip out quietly once the child has settled into the morning routine. | T | F |
| 7. | Allowing a parent to call in later for a report on the child can be a way to support parents who are concerned about leaving a distressed child. | T | F |
| 8. | We ensure that all areas of development are supported when we plan a wide variety of activities within the daily schedule. | T | F |
| 9. | Flexible schedules let us capitalize on the teachable moments that occur when children play and are interested in their activities. | T | F |
| 10. | Balance in the day occurs between active and quiet activities, indoor and outdoor play, and group and individual attention. | T | F |
| 11. | Knowing what will happen next provides children with a sense of security. | T | F |

- | | | | |
|-----|---|---|---|
| 12. | Because children are creatures of habit, few transitions are needed beyond telling children what to do next. | T | F |
| 13. | With infants and toddlers, you must pay more attention to maintaining a consistent daily routine that is appropriate for the individual needs of each baby. | T | F |
| 14. | Attachment is the special bond of trust between caregiver and infant. | T | F |
| 15. | Maintaining the bond of trust for infants and toddlers includes paying attention to the baby's cues as well as your own cues. | T | F |
| 16. | Effective ways to encourage children to clean up include providing information on the upcoming activity, singing, and dividing children to work in other areas of the room. | T | F |
| 17. | Since meals are prepared to meet nutritional guidelines, children should be required to try all foods prepared for them. | T | F |
| 18. | Children prefer plain, familiar foods that can be eaten with their fingers. | T | F |
| 19. | Eating should be a positive experience so enforcing manners at an early age is important. | T | F |
| 20. | Mealtimes can encourage children to be independent as they choose foods they want to eat and then as they put away their plates and help with clean up. | T | F |
| 21. | Through our handling of toileting and diapering children can learn about their bodies and personal hygiene. | T | F |
| 22. | Our job at rest time is to be sure each child goes to sleep, because their bodies have been so active during the day. | T | F |
| 23. | We can help children rest by creating a restful mood with back rubs, quiet music, or reading stories quietly. | T | F |

Apply your knowledge: Print or type your answer on this page

Jamal, a three-year-old child in your class, is in his second week of child care. While he successfully separates from his mother each morning and eagerly greets her in the afternoon, he still seems to have trouble with the daily routine. He is slow to join the other children at morning circle time and you have noticed that transition times from one activity to another and rest times are particularly stressful. What might you do to help him adjust?



The Whole Child

Unit 2

Physical Well-being: Growing by Leaps and Bounds

Unit Overview and Objectives

This program will focus on the physical development of young children and how caregivers can help children develop to their very best. It will look at how caregivers plan activities, design space, and provide equipment that is safe and appropriate for each child's developmental level.

After viewing the video, the caregiver should:

- ✓ Identify large muscle, small muscle and fine motor skills
- ✓ Know the importance of a healthy environment for children
- ✓ Identify good health and safety practices that caregivers should follow
- ✓ Be able to choose activities and equipment that will support children's physical development
- ✓ Create an environment that reduces stress

I. Introduction

- ✓ Children's physical challenges begin at birth. These challenges grow and change as the child does.
- ✓ We can learn a lot about how to design spaces and activities that will satisfy and challenge children by watching and observing them.
- ✓ Through play, children practice old skills and try out new ones.

II. Large Muscle Skills

- ✓ Upper body strength is developed through such activities as:
 - Pulling up
 - Hanging
- ✓ Lower body muscles are developed through such activities as:
 - Jumping
 - Balancing on one foot
 - Walking along the edge of a wall
 - Walking along a balance beam
- ✓ Coordination of these movements occurs through such activities as music and movement.

III. Children need to be physically active for a large part of the day. They need an environment that encourages exploration and physical development.

✓ Infants, for example, need space for rolling, scooting, falling, reaching, and experimenting with objects (usually by putting them in their mouth).

✓ One of most exciting developmental milestones is learning to walk. Caregivers can support this development by helping the baby scoot, changing the environment to provide more sturdy furniture for babies to pull up on or walk along, providing push and pull toys, using a balance beam very low to the ground.

IV. Creating a physically healthy environment

✓ We must reduce opportunities for illness and infection by insisting on:

- Sanitizing the diaper area after use
- Daily disinfecting of toys and equipment
- Updated immunizations for all children
- Requiring contagious children to stay home
- Regular hand washing by children and teachers. This is the single most effective way to keep children healthy.
 - After nose-blowing
 - Before handling food
 - After toileting and diapering

V. Meeting children at their own level

- ✓ It is important not to demand or pressure children to excel at every physical task. The goal is to encourage children to want to become more skillful because they want to. Usually they are delighted to strive for new challenges.
- ✓ Keep in mind that some children are more physically able than others are. The goal is to support each child at his/her own level of development.
- ✓ With physically delayed children, the focus should be on what they can do. They should be given the opportunity to interact with normally developing children whenever possible.

VI. Designing the environment for physical development

- ✓ Throughout the early years, children's physical skills are developing at a rapid rate.
- ✓ They need lots of opportunities to practice new skills.
- ✓ They need interesting equipment and activities to challenge them.
- ✓ How do you know which activities are most effective and which equipment is most appropriate?
 - Equipment for physical activity should be sturdy and well-maintained
 - Climbing equipment should be well-anchored
 - Should be an array of loose parts for children to move (ladders, barrels, boards with cleats, large blocks or empty boxes)
- ✓ But it takes more than just equipment and toys. Children need enough time and space for rigorous, noisy, energetic, physical play.

VII. Supervision of physical activity to keep children safe

Our goal is to provide experiences for children that enhance the development of large and small muscle. However, we must also keep children healthy and safe without being overprotective. Children need breathing space to try out new things and to problem-solve.

Basic guidelines to keep children's spaces as safe as possible include:

- ✓ Continually check equipment and surroundings to be sure that they are in safe condition.
- ✓ Avoid lifting children on equipment that they can't get on themselves.
- ✓ Adequate material must be under equipment to cushion falls (the #1 cause of serious injuries in children). Grass is not soft enough. Bark mulch, sand or rubber products must be at an appropriate depth to provide protection.

VIII. Fine motor and sensory development

- ✓ There is more to physical development than just large muscle tasks (walking, running, jumping, climbing). Caregivers must also pay attention to the whole range of development including coordination of eyes and hand. This is referred to as fine motor development.
- ✓ Fine motor tasks are very hard for young children and they cannot work too long at these without relief.
- ✓ Children also need opportunity to develop all of their senses - smell, sight, touch, hearing and taste. The more they use them, the more they will learn.
- ✓ Children use these senses to make comparisons between what they already know and what is new to them. This is why they need many opportunities for handling and touching things rather than only looking at pictures or watching a teacher do something. Children learn by doing.

IX. Needs for rest and relaxation

- ✓ Children are often under more stress than we realize.
- ✓ We can help by teaching them ways to relax and providing environments that allow them to relax. This includes:
 - quiet music
 - back rubs
 - comfortable resting conditions
 - low light

X. Need for physical affection

- ✓ Children need to be held and cuddled and should be encouraged to express affection toward others.
- ✓ As caregivers, however, we must protect ourselves from any hint or accusation of sexual abuse or inappropriate touching by:
 - Creating a climate that builds trust
 - Having an open door/drop-in policy
- ✓ This can do a lot to increase everyone's confidence that physical affection is meeting children's needs in appropriate ways.

Evaluation
Unit 2

True/False Questions: Circle the correct response

- | | | |
|--|---|---|
| 1. Children need to be active for a large part of the day. | T | F |
| 2. Hand washing is the single most effective way to keep children healthy. | T | F |
| 3. Infant toys need to be sanitized one time per week. | T | F |
| 4. To encourage children to climb, we should lift them up onto climbing structures. | T | F |
| 5. Physically delayed children should not interact with normally developing children because they might get hurt. | T | F |
| 6. Grass is appropriate cushioning material under outside climbing equipment. | T | F |
| 7. Fine motor development includes eye-hand coordination skills such as cutting, turning pages, writing and drawing. | T | F |
| 8. Young children need to spend most of their day on fine motor skills. | T | F |
| 9. To make sure that children learn from a science experiment, they should watch the teacher do it and then talk about it. | T | F |
| 10. Caregivers do not have to help young children manage stress. | T | F |
| 11. Young children need to rest during the day | T | F |

- | | | | |
|-----|---|---|---|
| 12. | Caregivers should not hug or cuddle children because they might be accused of child abuse. | T | F |
| 13. | The majority of serious injuries in children occur when they fall from high places. | T | F |
| 14. | Children practice old skills and learn new ones through play | T | F |
| 15. | Cutting with scissors and drawing are good ways to coordinate upper and lower body muscles | T | F |
| 16. | Loose parts (ladders, boards, boxes) allow children to extend their physical play and use their imagination | T | F |
| 17. | Climbing equipment should include places where children can hang and places where they need to balance | T | F |
| 18. | When infants begin to walk we should move all the furniture out of the area so they won't fall and bang their heads | T | F |
| 19. | Children have to be coaxed to try their physical skills | T | F |
| 20. | It is important to have an open door/drop-in policy for parents | T | F |

Apply your knowledge: Print/type your answer on this page

Recently, several children have been hurt when they were outside playing. As the person responsible for the children's safety, develop a list of the things you should look for and do to make the outdoor area safe for children.



The Whole Child

Unit 3

Issues of Infancy:
Babies are Children, Too

Unit Overview and Objectives

The purpose of the video is to assist caregivers in understanding the important components of infant and toddler care. Even though caregivers typically do not have much training, love is not enough to assure the healthy development of young children. Caregivers should know what to do to meet the needs of infants and toddlers, whether they work in center-based or home-based settings. After watching the video the viewer should be able to:

- ❑ State what factors assure quality care for infants and toddlers
- ❑ Explain why small group size is critical for quality infant and toddler care.
- ❑ Describe examples of routine tasks that provide opportunities for communication with children.
- ❑ Describe strategies for reducing conflict between toddlers.
- ❑ Describe strategies for assisting toddlers in overcoming tantrums.
- ❑ Explain why daily communication with families is important.

I. Caring for Infants

- ✓ Requires a genuine commitment to developing special skills and knowledge
- ✓ Requires a commitment to sustain caring, affectionate relationships with babies and families

II. In infant care, it is the quality of our relationships that determine the quality of care

- ✓ Consistent
- ✓ Steady or long-term
- ✓ Small group of people to give primary care
- ✓ Calm, responsive and allows a child to respond to caregivers
- ✓ Be aware of baby's expression, body movement, babbling or crying to express needs

III. Small group size supports development

- ✓ Three to four infants to one caregiver
- ✓ Recognize individual personality and temperament
- ✓ Be flexible and sensitive to each child

IV. Routine tasks provide opportunities to build relationships and nurture development

- ✓ Feed, put children to nap, and diaper change as needed
- ✓ Hold each baby during bottle feeding
- ✓ Cuddling nurtures the spirit and the body

V. Maintain healthy practices

- ✓ Sanitizing and hand washing are essential. Follow strict universal precautions procedures
- ✓ Disinfect daily
- ✓ Hand wash frequently, remembering to turn the water off with a paper towel after washing hands to avoid re-infection of germs
- ✓ Establish clear illness policies

VI. Establishing a relationship with family is necessary

- ✓ Learn about the family's knowledge and experience of their child
- ✓ Understand the family's cultural and child rearing beliefs
- ✓ Maintain daily contact with parents

VII. Caring for children with special needs

- ✓ Meet the individual needs of every child, adapting as necessary
- ✓ Obtain correct medical advice from family and knowledgeable specialists

VIII. Support language and sensory development

- ✓ Cooing/babbling/crying
- ✓ Provide language for babies to hear
- ✓ Listen as children babble and coo
- ✓ Share new words
- ✓ Encourage use of all senses

IX. Maintain a safe environment

- ✓ Look at equipment from a baby's viewpoint
- ✓ Anticipate children's exploration
- ✓ Establish safety procedures
 - Keep all medicine and cleaning supplies in locked cabinets
 - Keep all electrical outlets covered
 - Keep small objects out of reach
 - Conduct daily indoor and outdoor safety inspections

X. Reduce conflict with toddlers

- ✓ Recognize developing independence
- ✓ Recognize intensity of feelings
- ✓ Ensure availability of materials
- ✓ Ensure ample space
- ✓ Provide opportunities to make choices

XI. Guide children in resolving problems

- ✓ Stay calm
- ✓ State limits and consequences
- ✓ Make eye contact
- ✓ Be reassuring and supportive
- ✓ Allow children to make choices
- ✓ Redirect

XII. Strategies for handling tantrums

- ✓ Be sure to have a relationship with the child
- ✓ Pay attention to the child
- ✓ Give the child space
- ✓ Make simple statements
- ✓ Redirect

XIII. Review of Key Points in Infant and Toddler Care

- ✓ Caring relationships are critical
 - ✓ Small group size is crucial
- ✓ Routine tasks provide opportunities for individual attention

- ✓ Daily communication with family members is essential
- ✓ Reduce conflict by having enough materials and equipment to go around
- ✓ Provide many opportunities for the child to make simple choices
- ✓ Stay calm, your mood sets the tone for the day
- ✓ Say what the limits are and what will happen if rules are not followed
- ✓ Remember that your job with children is to instill a sense of trust, safety and comfort and to respond to each individual child with affection and respect.

True/False Questions: Circle the correct response

1. The quality of child care depends on the relationship the caregiver has with the infant or toddler in his/her care. T F
2. Small group size in infant care means six infants to one caregiver. T F
3. Caregivers should develop a regular routine for infants and toddlers that is followed daily for the convenience of the parents. T F
4. Routine care helps a caregiver establish a relationship with the infant or toddler. T F
5. Toys should be disinfected weekly. T F
6. Universal precautions should be followed whenever a child is sick. T F
7. There should be a balance of stimulation in the environment. T F
8. Each baby should be held while being fed. T F
9. Establishing a relationship with a family requires knowledge of their childrearing beliefs. T F
10. Serving children with special needs requires accurate information from medical personnel. T F
11. Children relate meaning to words within the first two years of life. T F

- | | | | |
|-----|---|---|---|
| 12. | When a toddler has a tantrum the best practice is to turn your back on the child until he/she is done. | T | F |
| 13. | Infant and toddler caregivers need to be committed to developing the special skills and knowledge required to work with this age group. | T | F |
| 14. | An infant's facial expression, body movements and cries are ways of expressing needs. | T | F |
| 15. | Toddlers need to have few toys to play with so they do not become overwhelmed by making decisions. | T | F |
| 16. | When a child seems sick, it is up to the caregiver to decide whether or not a child should go home. | T | F |
| 17. | It is important to state limits in simple terms when helping a child resolve a problem. | T | F |
| 18. | A good way to help toddlers avoid conflict is to redirect them. | T | F |
| 19. | A caregiver for infants and toddlers should stay calm, no matter what the children are doing. | T | F |
| 20. | Daily safety inspections of the environment are a must in infant and toddler care. | T | F |

Apply your knowledge: Print/type your answer on this page.

An eight month old has begun attending child care. She clings to her mother when her mother tries to leave. She cries for a while, and then stops, but she frets from time to time. The other five babies have their routine - they have a bottle at 10 a.m., then nap until 11 a.m. Then, they play a little and then eat again before they nap. The new baby seems to be just the opposite. She's wide-awake until 11:30 a.m., but she frets and won't play with the toys the other babies like. Then she starts to cry and rub her eyes while the other babies are eating lunch. How would you respond to this baby's needs?



The Whole Child

Unit 4

Emotional Health: Dealing with Feelings

Unit Overview and Objectives

Healthy emotional development begins in infancy when trusting relationships are established with adults. Fostering caring and nurturing relationships in the early childhood years is critical for the developing child to become an emotionally whole child. Adult actions can help children learn to recognize and cope with feelings and to express them in ways that are socially acceptable as well as appropriate to the child's age and abilities.

After viewing the video, the caregiver should:

- Have an understanding of the feelings that young children have.
- Be familiar with the emotional needs of infants, toddlers and preschoolers.
- Be able to identify the role caring adults should play in helping children achieve healthy emotional development.
- Acquire strategies for helping children handle strong emotions in acceptable ways.
- Learn how to recognize the signs of healthy emotional development.

I. Feelings

- ✓ All children feel sad, afraid, anxious, angry
- ✓ Adults can help young children
 - Cope with feelings
 - Learn to express feelings in ways that do not harm others
 - Grow in healthy emotions
 - But, cannot prevent all frustrations or hurt feelings

II. Fostering Mental Health Through Relationships

- ✓ In infancy - building basic trust
 - Trust comes from feeling basic needs will be met
 - Adults keep infants safe
 - Adults help infants feel comfortable
 - Adults provide physical contact
 - Trust is rooted in infancy
 - A balance of mistrust is established early
 - Trust results from
 - ◆ Knowing that adults can be counted on for warmth and comfort
 - ◆ Meeting needs promptly with consistent care

- Examples - what adults do when
 - ◆ Child is upset - comfort
 - ◆ Child is hungry - feed on demand
 - ◆ Child is wet - change promptly
 - Trust helps the child feel
 - ◆ Competent in getting what he needs
 - ◆ Confident that others will help
 - ◆ That s/he can trust him/herself
 - ◆ Valued, important
 - ◆ Less anxious and frustrated
 - ◆ Better about him/herself
- ✓ General adult actions that help to create and maintain trust
 - Orderly environments and routines
 - Consistent rules and actions that allow the child to predict what comes next
 - Maintaining adult self-control to reduce children's anxiety
 - Expectations, rules, tasks that are reasonable for the child's age, for the child's abilities
 - Creating a warm, nurturing environment
 - Helping the child to be happy and feel positive about the care setting
 - Letting the child tell the adult about his/her needs
 - Showing comfortable acceptance of mistakes

- An environment where the child can
 - Explore
 - Try things out
 - Investigate
 - Label
 - Create
- ✓ Building trust between teachers and families
 - Important condition for all children
 - Especially important for families with a special needs child
 - Be kind, encouraging, and sensitive
 - Be truthful about the child's abilities
- ✓ In toddlerhood - valuing the development of independence
 - Seeing assertive, willful actions as growth
 - Recognizing the stage of mine, no, and me-do-it as age appropriate
 - Child's need for a balance of choices and limits
 - To avoid confrontations when possible
 - Achieved by maintaining essential limits and insisting on compliance when necessary
 - To help the child be liked and accepted and not become a tyrant

- Strategies to help
 - Provide appropriate choices - limit the options
 - Use words to focus the child on options
 - Encourage the child to choose within the offered options
 - Screen choices to make sure what you offer is age appropriate and individual child appropriate.

- ✓ For four and five year olds - encouraging initiative
 - Reading out loud to connect to other children and the group
 - Opportunities to plan and carry out own ideas
 - Fostering children's actions to
 - See
 - Think and choose
 - Try
 - Enjoy
 - Feel satisfaction from doing things with friends
 - When children are not permitted to make decisions
 - Spirited child: engages in struggle after struggle
 - Less spirited child: feels inadequate
 - In extreme cases: child feels hopeless

- Respecting choices builds a framework for emotionally healthy lives
 - Learning to accept no
 - Coping with disappointment, delays, setbacks
 - Maintaining healthy, balanced attitude

III. Actions to reduce level and number of disappointments and frustrations

- ✓ Advance planning
 - Have duplicates of popular toys
 - Materials are ready when children sit down
 - Reduce demand when child is tired, hungry
- ✓ Adult feelings
 - Be warm, steady, fair
 - Take a breath if feeling out of control, then return to the situation
- ✓ Help child learn strategies to express strong emotions without hurting self, others, or property
 - Goal - to talk about and not act feelings out
 - Steps
 - Feel what you want but control what you do
 - ◆ Communicate in non-judgmental way
 - ◆ Try to understand child's feelings

- Get down eye-to-eye with child and listen intently to what the child wants
 - Encourage child to put the feeling into words to name the feeling
 - Model language for the child
 - ◆ Use the exact words
 - ◆ Child needs to see and hear how to do it
 - Help child see how to get what s/he wants
 - Do whatever else is necessary
- Communicate how and why language is important
 - Words often help child calm him/herself down
 - The same strategies work for adults
 - We can't fool children about our feelings

IV. Signs the child is okay and working on the emotional tasks of his/her age, becoming a whole child

- ✓ Asserts self at two and a half
- ✓ Interested in the larger world around them at four
- ✓ Separates from parent and forms an attachment with adults providing care

- ✓ Learns to accept routines without undo frustration
 - two's occasionally balk and say "no"
 - four's occasionally test the adult
- ✓ Children involve themselves deeply in play
 - Play as a promoter of healthy emotions
 - Play as a vehicle for all learning
- ✓ Settle down and concentrate on tasks
 - Shows interest
 - Has the ability to focus necessary for learning
- ✓ Has access to full range of feelings
 - Learning to recognize all types of feelings
 - Learning to deal with them in age appropriate ways
- ✓ Puzzled? Seek help!

V. Summary - The Building Blocks

- ✓ Consistent and dependable trusting relationships
- ✓ Conveys that everything is under control
- ✓ Ensures an orderly routine
- ✓ Consistent rules and policies for all

- ✓ Opportunities to think for oneself
- ✓ Chances to make choices
- ✓ Permitted to express feelings in safe and appropriate ways
- ✓ Adults who learn from making mistakes
- ✓ Adults who are patient and forgiving of themselves

True/False Questions: Circle the correct response

- | | | | |
|-----|--|---|---|
| 1. | All children feel sad, angry, afraid or anxious at some time in their lives. | T | F |
| 2. | The development of healthy emotions is mostly determined by genes and temperament rather than by experience. | T | F |
| 3. | Good teachers are able to prevent young children from experiencing frustration. | T | F |
| 4. | Good mental health begins during infancy. | T | F |
| 5. | Basic trust results from having one's basic needs met promptly and consistently. | T | F |
| 6. | Knowing adults can be counted on for warmth, comfort and attention contributes to healthy emotional development. | T | F |
| 7. | One result of acquiring basic trust is an increased sense of self-confidence. | T | F |
| 8. | When adults provide physical contact and attention to infants, they spoil them. | T | F |
| 9. | An orderly environment with predictable routines helps a child grow in emotionally healthy ways. | T | F |
| 10. | Consistent rules and actions that are reasonable for the child's age and abilities also contribute to healthy emotional development. | T | F |

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|-----|---|---|---|
| 11. | Children should have limited opportunities to explore and they need adults to tell them what to do so they avoid mistakes. | T | F |
| 12. | Opportunities to investigate their environment and create new experiences are harmful to children. | T | F |
| 13. | Building trust is important for young children and their families as well as for caregivers. | T | F |
| 14. | Toddlers are in a different stage of emotional development than infants. | T | F |
| 15. | A toddler's sense of independence is built by being allowed to make choices within limits that are reasonable and appropriate to the child's age. | T | F |
| 16. | All choices encourage children to take over control from adults and should be limited. | T | F |
| 17. | Confrontations are a positive experience for children because they establish the adult's power and authority. | T | F |
| 18. | Needing to exercise initiative by taking action and by making connections with peers is age typical of four or five year olds. | T | F |
| 19. | A four or five year old who feels satisfaction from doing things with friends seems to be developing in an emotionally healthy way. | T | F |
| 20. | Four and five year olds easily and comfortably cope with disappointment, delays and setbacks. | T | F |
| 21. | Having duplicate toys is expensive and unnecessary when there are other choices for children. | T | F |

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|-----|---|---|---|
| 22. | To foster healthy emotional development, help each child learn it's okay to "feel what you want but control what you do." | T | F |
| 23. | When a child can use words to name how he feels, others are more likely to understand what he needs or wants. | T | F |
| 24. | One sign that a four year old is working on the emotional tasks of her age is her deep involvement in play. | T | F |
| 25. | A child with healthy emotional development has access to a full range of feelings. | T | F |

Apply your knowledge: Print/type your answer on this page

In the older three year old room, several children have hold of one particular toy. Each is trying to pull it away from the others. One child falls down and begins to cry. What adult actions would foster healthy emotional development?



Unit 5

Emotional Health:
I'm Glad I'm Me

Unit Overview and Objectives

Helping a child develop a positive sense of self-worth is one of the greatest responsibilities and biggest challenges facing adults who work with young children. Children need to feel they have something to contribute to their world and that the world is an interesting place. Feeling good about one's self helps a child set attainable and realistic goals as well as enjoy growing and learning. Teachers and families play an important role in a child's development of self-esteem. People in the child's world help the child figure out who he is as a unique individual.

After viewing the video, the caregiver should:

- ❑ Be able to define self-esteem and identify behaviors that are characteristic of a child with good self-esteem.
- ❑ Know why it is important to work with parents to understand about children's self-esteem.
- ❑ Be familiar with stages in the development of self-esteem.
- ❑ Identify strategies and adult behaviors that will help children develop positive self-esteem.
- ❑ Know the importance of unconditional positive regard.

I. Positive self-esteem is

- ✓ Having positive feeling about one's self
- ✓ The child's idea of who she is
- ✓ The child seeing himself as a capable individual
- ✓ The child seeing herself as able to make choices in her world

II. Characteristic behaviors of positive self-esteem

- ✓ A feeling of "I can contribute to the world"
- ✓ Typically being interested in the world around you
- ✓ Welcoming new experiences
- ✓ A sense of anticipation and pleasure in what we can do
- ✓ Willingness to try new things
- ✓ Feeling able to make and act on our choices
- ✓ Choosing to do as much as we can for ourselves
- ✓ Calm, responsive manner that allows a child to respond to caregivers

III. The child acquires a positive sense of self through

✓

How the child is treated

- The way adults and others respond to and treat the child
 - Others' reactions to a child's successes and mistakes
- ✓ Exercising her developing abilities
- ✓ Being successful at much of what she does
- ✓ Feeling adult acceptance
- ✓ Having permission and encouragement to make choices
- ✓ Feeling that his ideas and wants are respected

IV. Communicating with families is important

- ✓ Caregivers need to create a climate to enhance the child's self-worth
- ✓ Caregivers need to be advocates for each child
- ✓ Caregivers need to help families appreciate and understand their child's progress
- ✓ Parents and children focus on different things
- Parents are more interested in the products their children make
 - Young children are more interested in the process of making
 - Caregivers are interested in both and must help families appreciate the importance of the process to their children's development

- ✓ Caregivers need to help parents recognize that mistakes are okay
 - Messes and mistakes are a part of learning and growing
 - Help young children learn how to clean up the mess
 - Encourage parents to get down on the floor and talk with the child and to help the child with clean-up

V. Stages as a child develops self- concept

- ✓ It begins early - In infancy
 - What goes on in the child?
 - Acquiring a self- image
 - Developing body awareness
 - Developing an ideas of who she is
 - How does this happen?
 - From adult responses
 - Experiences with the world around her
 - Discovering where her body ends and what is part of her
- ✓ By 18 months
 - What is typical?
 - Clear notion of what is part of her body and what is part of the world around her
 - Beginnings of self-identity

- ◆ Recognizing own name
- ◆ Recognizing reflections in a mirror

✓ What does she need?

- Adult help and support to do things on her own
- Adult recognition and acceptance of her unique qualities such as differences in temperament (easily contented, happy-go-lucky baby; easily startled or sensitive baby; or the difficult to please baby)
 - Adult expectations to match the child's temperament

VI. Persons with positive self- worth

- ✓ Focus on success
- ✓ Welcome challenges
- ✓ Work cooperatively with others

VII. Persons with negative self -worth

- ✓ Focus on failure
- ✓ See everything as a problem rather than a challenge
- ✓ Have difficulty working with others instead of seeing the possibilities

VIII. Self- worth goals for adults working with children-- Help the child:

- ✓ Feel good about herself and be in tune with reality
- ✓ Feel good from within rather than because of external actions of others

IX. Showing respect is important

- ✓ Get down on children's eye level
- ✓ Plan activities based on children's interests
- ✓ Include things children bring to you as important to share and talk about
- ✓ Motivate them based on their interests
- ✓ Be a great listener
- ✓ Carefully observe what they do
- ✓ Treat them with the same respect and attention you treat adults
- ✓ No one single action will do it for all children

X. One especially helpful strategy: Show unconditional positive regard

- ✓ I will not let you get hurt and I'm not going to let you hurt anyone else
- ✓ Show each child that you, no matter what they do,
 - Care about them
 - Accept them for who they are
 - Approve of them as a person
- ✓ Dealing with negative behavior is hard

- ✓ Encourage the child through praise
- ✓ Communicate a relationship of liking each child
 - Value the child but disapprove of the negative behaviors
 - Learn to accept the child as a person but not the behavior
 - Learn to disapprove of the actions yet approve of the child
 - It's hard to communicate you care when correcting a child or setting limits

XI. Another helpful approach--Honest recognition and sincere praise

- ✓ From the heart
- ✓ Call attention to something specific that reflects effort or accomplishment
- ✓ Caution: Praise can become mechanical or hollow, empty words with little meaning
- ✓ Be concrete - describe their actions
- ✓ Acknowledge their feelings
 - Make them feel important
 - Deal with who the child is and how she sees herself from inside herself
- ✓ Get involved

- Describe their actions or what they're doing or the effect on others
- Acknowledge their feelings
- Make them feel important
- Work with who the child is and how she sees herself

XII. Review

- ✓ Work to heighten child's inner satisfactions about what he does
- ✓ Give effective praise
 - Praise should
 - Be specific to the task or activity, specific to the child's actions
 - Be concrete and relate to the child's action or feelings
 - Heighten a child's sense of inner satisfaction
 - No faking or overdoing
- ✓ Acknowledge their feelings
- ✓ Show respect which enhances self- image
- ✓ Offer choices and respect their decisions
- ✓ Respect means feeling valued and that adults listen
- ✓ Show confidence in the child's ability to make choices as this enhances the child's self-esteem

- ✓ Value a child's opinions and choices as this shows adult respect
- ✓ Model respect for children's ideas, thoughts, and contributions
- ✓ Explain reasons behind rules or decisions as this enhances self-esteem
- ✓ Most efficient way to enhance self-esteem is for adults to help children achieve competence, mastery and self-control
 - When child does something well, the activity is its own reward
 - Self-esteem is enhanced by the child's sense of accomplishment
- ✓ Encourage choice making and independence to help build positive self-esteem
 - Provide experiences where the child feels in control
 - A wide variety of experiences offers more opportunity to achieve competence and feel good about one's self
 - Choices can reduce undo frustrations for young children
 - Choices should provide different ways to experience success
 - Choices provide opportunities that challenge but are not too difficult
 - Choices should encourage a diverse range of skills for both boys and girls—avoid reinforcing gender stereotypes
 - Choices should include many creative activities which explore the processes of creation as well as the expression of ideas

✓ Caregivers need to:

- Provide chances for children to interact with others and develop strategies to get along with others with adult guidance
- Attend to children's competence in dealing with others
- Provide lots of challenges and lots of practice without contributing to frustration

XIII. Building positive self-esteem is especially important when working with children who have special needs

- ✓ Focus on their capabilities
- ✓ Avoid unnecessary concern for their safety which would deprive them of beneficial experiences or ones they might enjoy
- ✓ All children need help, love, care and to experience positive feelings
- ✓ Rules for children with special needs should be similar to those for others
- ✓ Key: Provide many opportunities for success and comment favorably when children succeed

XIV. In summary

- ✓ Watch empty praise
 - Constant praise for everything becomes empty praise
 - Very general rather than specific praise becomes empty praise

- ✓ Practice unconditional positive regard for all children
- ✓ Give honest recognition and praise when deserved
- ✓ Show respect for all
- ✓ Help children achieve competence in many different ways
- ✓ Teach children how to get along well with each other
- ✓ Provide many opportunities to use their competence which will support development of an inner conviction of their own ability to cope and succeed
- ✓ Encourage a positive sense of self for all children

True/False Questions: Circle the correct response

- | | | | |
|-----|--|---|---|
| 1. | Children acquire a sense of who they are through their contacts with others in their world. | T | F |
| 2. | The development of a positive, healthy self-esteem is influenced by children's success in the broader world. | T | F |
| 3. | Good caregivers provide appropriate opportunities for young children to make choices and encourage them to do so. Making choices helps a child feel competent. | T | F |
| 4. | Self-esteem begins in infancy when the infant figures out who she is and becomes aware of her own body. | T | F |
| 5. | Caregivers should constantly praise children for everything they do—the more the better. | T | F |
| 6. | Families have little impact on a child's self-esteem. | T | F |
| 7. | To help a child feel —I'm glad I'm me , caregivers need to focus on making the child's products as perfect as they can be because children are more interested in their products than in the making of them. | T | F |
| 8. | When adults hold a child in unconditional positive regard, they give the child an unrealistic picture of their own worth. | T | F |
| 9. | A bad behavior means the child is a bad child and should be made to feel we are unhappy with the person she is. | T | F |
| 10. | Effective praise is sincere and calls attention to specifics such as how hard the child worked or how much we appreciate her help. | T | F |
| 11. | Children should be allowed to make mistakes and have adults help them find ways to correct the mistakes. | T | F |

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|-----|--|---|---|
| 12. | Children's feelings are real and need to be acknowledged. | T | F |
| 13. | Disapprove of the child as well as the behavior so she knows she has made a mistake. | T | F |
| 14. | Children are very young and will not recognize when adults do not show respect for them. | T | F |
| 15. | Generally, when a child gets along well with others, she has a high opinion of herself and her own ability to make decisions. | T | F |
| 16. | Achieving competence in a number of different ways helps a child develop positive self-esteem. | T | F |
| 17. | Children with special needs should have their own set of rules because they need to be protected from many experiences other children are permitted. | T | F |
| 18. | Boys and girls need very different skills and need help developing only the skills that are appropriate to their own gender. | T | F |
| 19. | A child's self-esteem is enhanced when adults show confidence in the child's ability to make choices. | T | F |
| 20. | Adults support a child's development of positive self-esteem when they explain the reasons behind rules or decisions. | T | F |
| 21. | Adults show respect for children when they use children's interests and ideas as a basis for planning activities. | T | F |
| 22. | Really listening to children is unrelated to the development of their self-esteem. | T | F |

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| 23. We can help the child feel good about herself by focusing her attention on how happy and pleased the behavior makes us. | T | F |
| 24. Caregivers can be advocates for young children by helping parents understand what is important to their child. | T | F |
| 25. The child who sees himself as a capable individual has a positive sense of self-esteem. | T | F |

Apply your knowledge (Print/type your answer on this page)

A four year old in your care decides to break the group rule of climbing on top of the tables in the room. What would you say to her and how would you handle her behavior so that she still feels good about what she can do. She also must understand that this is a behavior that you cannot permit.



The Whole Child

Unit 6

Emotional Health: Listening to Families

Unit Overview and Objectives

Although they are not with us in our classrooms during the day, families exert a significant influence on the work that we do. This video discusses the importance of maintaining stable and quality relationships with the families of the children in our care. Keeping the lines of communication open between our classrooms and families is the focus of this unit.

After viewing this videotape, you will be able to:

- identify the active listening skills needed to open lines of communication between caregivers and families;
- respond to angry parents in effective ways; and
- support children and their families in times of crisis.

I. Opening the lines of communication

- ✓ Understand where the child comes from
 - Use home visits
 - Talk with family members
 - Provide opportunities to support families
- ✓ Make yourself available
 - Use verbal or written communication as updates
 - Share good news as well as problems you need to point out
 - Provide group parent meetings and parent conferences

II. Active listening skills

- ✓ Purposes of active listening
 - Indicates we understood what was said
 - Communicates we've heard families correctly
 - Shows we care about what families have to say
- ✓ Skills for active listening
 - Use attending behavior
 - use body language to communicate we're listening and open to what is being said

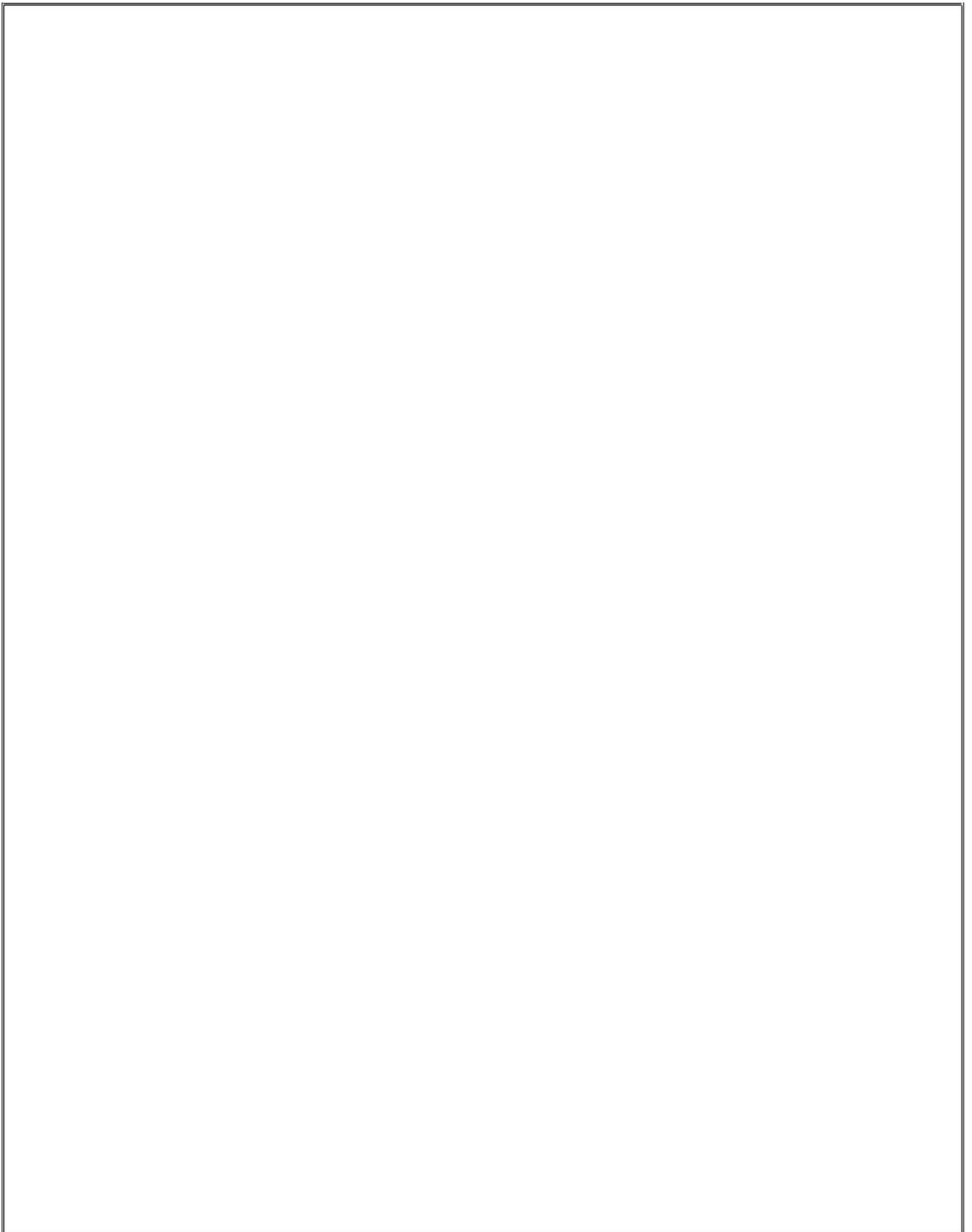
- control environmental distractions to focus our attention on what is being said
- Paraphrase for facts
 - look at the situation from the family member's point of view
 - stick to the subject
 - keep the discussion focused on the child and family member
 - restate the main idea in our own words
- Paraphrase for feelings
 - focus on what the family member is feeling
 - offer choices between feelings family may have
 - let family member correct your perception of their feelings
- Questioning
 - allows more complete expression
 - involves careful listening and open ended questions

VI. Responding to angry parents

- ✓ Maintaining control
 - Recognize personal flashpoints in advance
 - Identify ways to establish personal control
- ✓ When people get angry
 - Recognize the feeling
 - Feel what you want
 - Control what you say or do
 - Give yourself time and space before you reply
- ✓ When we get angry
 - Recognize the family member has pushed your buttons
 - Take a deep breath to regain control
 - Paraphrase the family member's feelings to show you understand and admit your own feelings.

III. Children and families in crisis

- ✓ Helping children through difficult times
 - Tell the truth
 - Don't ignore the situation or pretend nothing's wrong
 - Don't overreact or intrude on the family's privacy
 - Avoid false assurances



- Listen to what the child is saying with words and behavior
- Help the child express worries about what is happening
- Remain in contact with the family members
- ✓ Responding to children's behaviors
 - Provide appropriate play and creative activities
 - Don't overreact to tears and other upset
 - behavior Offer simple choices to the child

True/False Questions: Circle the correct response

- | | | | |
|----|--|---|---|
| 1. | When we support families we support the child. | T | F |
| 2. | Because families need their privacy, we should avoid making home visits or asking too many questions about what the child does at home. | T | F |
| 3. | We open lines of communication by regularly pointing out the problems a child is experiencing while in our care. | T | F |
| 4. | Group parent meetings, social events, and parent conferences provide ways to listen to what's going on at home. | T | F |
| 5. | Active listening means that we use lots of body language and personal examples to let parents know we understand what they are saying. | T | F |
| 6. | Distractions such as ringing phones and questions from other staff members are part of a teacher's life. So, explaining to parents in advance that there are likely to be interruptions will help them better understand if you have to excuse yourself from time to time during the conference. | T | F |
| 7. | Use of eye contact and open facial expression lets the parents know you're paying attention to them. | T | F |
| 8. | Paraphrasing is an act of listening and rephrasing what people say to you. | T | F |
| 9. | When paraphrasing for facts, you need to provide personal examples that demonstrate you understand their point of view. | T | F |

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| 10. | Paraphrasing for feelings is more difficult than paraphrasing for facts because we could identify the wrong feeling a family member is trying to express. | T | F |
| 11. | The best question you could ask to allow parents to express themselves more completely maybe, "Oh?" | T | F |
| 12. | Productive questions focus the parents' attention on the concerns you've identified for them to discuss with you. | T | F |
| 13. | When parents are angry with you, you should tell them to wait in the office until they can calm down and talk quietly about why they are angry. | T | F |
| 14. | Paraphrasing a family member's feelings after they've expressed anger or hostility towards you shows you understand what they feel and that you really want to address the problem. | T | F |
| 15. | It's all right to be angry as long as you can control what you say or do. | T | F |
| 16. | When children are in crisis, they can't handle the truth about what's going on. We can offer support by minimizing the situation so they don't worry too much. | T | F |
| 17. | Remaining in contact with family members during a time of crisis allows us to connect what the child is doing at school with what is going on at home. | T | F |
| 18. | We can help children express their fears and anxieties by offering appropriate play materials, such as dramatic play props, water play, or finger paint. | T | F |
| 19. | Because children in crisis cry so much, we should distract them by offering a favorite toy, food, or activity. | T | F |

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| 20. | Sudden loss of control is normal and anger is an appropriate response as long as no one gets verbally or physically hurt. | T | F |
| 21. | When feeling helpless, children may revert to less mature behaviors like thumb sucking or bedwetting. | T | F |
| 22. | We need to minimize stress for children in crisis while they are in our care by eliminating choices. | T | F |
| 23. | Active listening involves really paying attention to physical and verbal language. | T | F |
| 24. | Paraphrasing for facts and feelings shows we care about what family members say and we understand what they mean. | T | F |
| 25. | In all our interactions, we need to make sure that families understand we have their children's interests at heart. | T | F |

Apply your knowledge question: Print/type your response on this page

While you are serving the children breakfast, LaTonya and her mother arrive. You can see the look of anger on the mother's face and remember that yesterday LaTonya mentioned her mom had just lost her job. Knowing that the loss of steady income will create even more challenges for this single mom and her strong-willed child, how will you use what you have learned in this video to greet LaTonya and her mother?



The Whole Child

Unit 7

Children with Special Needs: Everybody's Special

Unit Overview and Objectives

Purpose Unit 7

Children with special educational needs range from those who are experiencing developmental delays, are physically challenged or emotionally disturbed, to those who are markedly ahead of their peers. This program explains the basic sequence of steps to referral of a student for special education consideration. Viewers will see specific suggestions for integrating children with sensory impairments, behavioral problems, or cognitive challenges into the classroom. Emphasis is placed on collaborative efforts between the preschool teacher, the specialist, the family and others involved with the children while protecting the parents' privacy. Emphasis is also placed on a humane, respectful approach to working with families and children with special needs.

After viewing the video, the caregiver should:

- ❑ List the sequence of steps involved in referring a child to special education services.
- ❑ Identify effective strategies to use when working with children who have a variety of disabilities.
- ❑ Explain the implications of federal law (IDEA and ADA) for working with children with disabilities in preschool settings.
- ❑ Explain the parent's right to privacy in regards to their child with a disability or suspected disability.
- ❑ Understand the importance of working as a team member during the referral and instruction of children with special needs.

I. Introduction

- ✓ When thinking of a child with disabilities the first thing that comes to mind is an obvious physical, emotional or developmental disability.
- ✓ Some differences take a while to show up and the child caregiver may be the first to recognize signs that a child needs more help or support.
 - It is important that the child caregiver observe the children in his or her classroom in order to recognize learning challenges early.
 - Early identification and proper intervention for physical, emotional and developmental differences can either help clear up the difference or minimize the effect of the difference.

II. The Referral Process

- ✓ The sequence of steps for early identification and proper intervention is:
 - Correct identification of special need in a child. Be sure to seek out an experienced colleague to confirm the problem. Be sure the privacy of the family is kept intact.
 - Have specific, documented reasons and examples of why the child needs special help.
 - Raise the issue of a possible problem with the parents, gradually. Over a period of time talk with the parents about your concerns. The parents may need time to accept that their child has a special need.
 - Describe the behavior you see but DO NOT diagnose the cause of the behavior.
 - Refer the family to the appropriate agency. Your local school board or community services agency can tell you who to contact for referrals. Remain in contact with the family during the process. If

you want to talk directly to the specialist, be sure to get the parents' permission first.

- ✓ Remember, never talk about the child or the child's family to other center families or personal friends.
 - The family's privacy must be respected, and remain intact at all times.

III. Federal Laws and Implications for Preschools

- ✓ The two (2) federal laws that have affected the increasing numbers of young children with disabilities in child care centers
 - Individuals with Disabilities Education Act (IDEA).
 - Americans with Disabilities Act (ADA).
- ✓ Three benefits of young children with disabilities in child care are:
 - All children learn to accept differences
 - Children with disabilities have more normalized experiences
 - Children with disabilities have a chance to socialize
- ✓ Each state is obligated by the IDEA or ADA to provide special services to young children with disabilities.
 - Each community may differ in how the services are provided.

IV. Working with children with disabilities or special needs.

- ✓ A key to success is to treat the child like the other children as much as possible and to use your commonsense about what's reasonable to expect of the child with special needs.
 - If you are not sure about the best way to work with a child with a disability, ask the specialist.
- ✓ Remember, like all children, young children with disabilities also need
 - affection
 - reasonable expectations
 - opportunities to play
 - as many experiences of physical exercise as possible
 - opportunities to have friends and to belong to a group

V. Children with Hearing Impairments

- ✓ Children with hearing impairments need to be in the front of the classroom.

VI. Children with Visual Impairments

- ✓ Children with visual impairments need to be in the front of the classroom.
- ✓ Children with visual impairments need a lot of hands-on materials and tactile experiences.
- ✓ Children with visual impairments need caregivers and others to talk about what is going on in the classroom.

VII. Children with Emotional Disabilities

- ✓ Children with emotional disabilities need you to explain to them the actions of other people in the classroom. This helps them to better understand why people do the things they do.

VIII. Children who are Moderately Delayed Learners

- ✓ Children who are moderately delayed learners need concrete examples
- ✓ Children who are moderately delayed learners need definite, consistent rules
- ✓ Children who are moderately delayed learners need plenty of praise and positive reinforcement when they do something right.
- ✓ Children who are moderately delayed learners need more time to learn a skill
- ✓ Children who are moderately delayed learners need more repetitions
- ✓ Children who are moderately delayed learners need shorter directions
- ✓ Children who are moderately delayed learners need to learn one thing at a time
- ✓ Children who are moderately delayed learners need to use of a lot of speech, always talk about what they are doing or what is going on around them
- ✓ Children who are moderately delayed learners need you to show them how, don't just tell them
- ✓ Children who are moderately delayed learners don't need you to overprotect them

- Be reasonable but provide as many chances as you can for the child to do things by and for himself
- ✓ Children who are moderately delayed learners need you to concentrate on teaching them the most important skills
- ✓ Children who are moderately delayed learners don't need you to scold them when they can't learn a skill
- ✓ Always start where the child is.
 - Include activities in your classroom that have many ways to do them and all ways are appreciated.

IX. Intellectually Gifted Young Children

- ✓ Intellectually gifted young children also have special learning needs.
- ✓ Characteristics of gifted preschoolers
 - Use more elaborate, extended language
 - Grasp ideas with exceptional ease
 - Possess an unusual amount of general information
 - Like to discuss subjects in depth
 - May be more sensitive to social values
 - May have an almost insatiable interest in special subjects

✓ Teachers of gifted preschoolers should:

- Encourage them to investigate how things work
- Encourage them to pursue their unique interests
- Read them more advanced books
- Talk to them about their favorite subjects
- Offer them more complex materials
- Use teaching methods that foster problem solving
- Use teaching methods that encourage the development of creative ideas

X. Conclusion

- ✓ It is important to remember that your main purpose is to focus on each child's strengths and not the disability.
- ✓ It is also important to remember that you are part of a team working to meet the needs of the young children with disabilities in your classroom.

True/False Questions: Circle the correct response

1. If a child is intellectually gifted, he or she does not have any special learning needs. F
2. A child who has an emotional disability needs the teacher to help him or her understand why people do the things they do. T F
3. When we think of someone with a disability, the first thing that comes to mind is an obvious physical, emotional or developmental disability. T F
4. A child with a visual impairment should be provided with a lot of hands-on materials in a very quiet area of the classroom. T F
5. Children who are visually impaired or hearing impaired should be placed in the front of the classroom so they can see and hear what the teacher is doing. T F
6. A child's disability will be obvious very early in his or her life. T F
7. It is important to treat all children as alike as possible and to use your common sense about what it is reasonable to expect a child to do. T F
8. Children who are moderately delayed need a classroom that does not have definite or consistent rules. T F
9. Part of the referral process is to document specific concerns and examples of why the child needs special help. T F

- | | | | |
|-----|---|---|---|
| 10. | Children who are moderately delayed need more repetitions and time to learn. | T | F |
| 11. | As a child caregiver it is alright for you to diagnose the cause of a child's disability. | T | F |
| 12. | It is important that you protect children with disabilities by limiting their opportunities to do things for themselves. | T | F |
| 13. | In preparing your classroom for children with disabilities, include activities and materials in your classroom that have many ways to do them. | T | F |
| 14. | Early identification and early interventions will always clear up the young child's disability. | T | F |
| 15. | A young child who uses elaborate or extended language and has an unusual amount of general information may be a gifted child. | T | F |
| 16. | Since children with moderate disabilities may have poor speech and communication skills, it is important to limit their speaking opportunities. | T | F |
| 17. | It is alright to talk about a child to other parents or friends if you are trying to confirm that there is a disability. | T | F |
| 18. | When teaching gifted preschoolers, it is important to give them the same activities, but more of them, as the other students in your classroom. | T | F |
| 19. | The focus of your teaching should be on the child's strengths rather than his or her disability. | T | F |

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| 20. | It is very important to respect the child's and family's privacy at all times. | T | F |
| 21. | The Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA) are two state laws that require special services for young children with disabilities. | T | F |
| 22. | When teaching young children with disabilities, it is important to praise and reinforce their efforts and what they can do. | T | F |
| 23. | When talking to parents about your concern for their child, it is important to give them time to adjust and to accept what you are saying. | T | F |
| 24. | When working with gifted preschoolers, it is important to use teaching methods that foster problem solving and creativity. | T | F |
| 25. | Federal law requires every state to provide special services to young children with disabilities. | T | F |

Apply your knowledge question: Print/type your response on this page

Mike is 4 years old and in your preschool classroom. Mike is an active child, enjoys running and climbing with the other children in the classroom. Often when playing outside, you have to call him many times before he attends to you. You have noticed that although Mike appears to be a bright child he is a very quiet child. Usually you have to get right in front of Mike and make sure he is focused on you if you want him to answer a question. When he does talk, Mike's vocabulary is immature. You are concerned that Mike may have a special learning need. What should you do?



The Whole Child

Unit 8

Social Development: Getting Along Together

Unit Overview and Objectives

Purpose Unit 8

This program will focus on children's social development and the role of caregivers as they support children's learning. It will look at how an infant's secure attachment to his or her caregiver can be fostered through communication during routines. For older children, modeling and active teaching are keys to helping children develop social competence.

After viewing the video, the caregiver should:

- Recognize the importance of fostering secure attachment in infants.
- Understand the long term effects of social competence.
- Identify social goals for young children.
- Define the caregiver actions essential for active teaching of social skills.

I. Introduction

- ✓ Children's social competence, or the ability to get along with others, is one of the best predictors of their overall well-being as adults.
- ✓ How a child gets along with other children is just as important as learning ABC's and numbers.
- ✓ Caregivers play a critical role in helping children figure out how to get along with others.
- ✓ Teaching skills to support children's social development will help them throughout life.

II. Social competence: the ability to get along with other people

- ✓ Socially competent child can:
 - Expresses his or her feelings
 - Empathize with others feelings
 - Cooperate and be kind
 - Develop satisfying relationships
 - Play comfortably with others
- ✓ Caregivers who support children's social competence:
 - Recognize that the most important thing a child can learn is how to get along with both children and adults
 - Understand that academics should not be taught at the expense of attention to social development

- Know that social development contributes to a child's personality and character.

III. Working with infants to foster healthy social development

- ✓ Attachment is the foundation for social learning
 - Connection and bonding
 - The infant who is responded to feels secure
 - Secure attachment provides a base from which the child can venture into the world.
- ✓ Forming attachments with infants
 - Commitment is needed when an infant lacks a secure attachment
 - Communication aids
 - ◆ Use simple tasks as time for communication
 - ◆ Don't rush
 - ◆ Be warm, caring and consistent
 - ◆ Maintain open communication with parents

IV. Helping older preschool children learn social competence

- ✓ Know the characteristics of young children:
 - Young children are egocentric
 - Children will attend to what we do more than what we say

- Young children may need suggestions as to how to help others
- ✓ Model the behavior we wish to encourage
- ✓ Talk to children about what is going on
 - Remind children of other children's intentions (i.e., —She bumped you, but it was an accident; she didn't mean to do it)||
 - Focus on the positive, with less attention to the negative
- ✓ Encourage empathy by
 - Calling children's attention to the fact that another child needs their help and why
 - Suggest to children ways to be empathetic

VI. Reacting to children's behavior through active teaching.

- ✓ Giving attention to children in ways that enhance their sense of satisfaction from within
- ✓ Pay attention to behavior we like and less to those we want to discourage
- ✓ Compliment specific things that they do well (rather than give indiscriminate praise).
- ✓ Emphasize the good of the deed rather than the fact that it pleased us.

VI. Recognizing the power of play

- ✓ Provide opportunities for children to play together
 - Children learn from other children
 - Play is a way for children to learn how to be with other people
- ✓ Provide good examples and role models
- ✓ Acknowledge children's feelings rather than just stating the rules
- ✓ Help them consider the rights of others
- ✓ Model the words to the children when they don't have their own

VII. Create a climate of kindness and generosity for children to:

- ✓ Work and get along independently, without the teacher's presence
- ✓ Control feelings and to learn to wait for short periods
- ✓ Work together not because we want them to, but because they find pleasure in the activity for themselves
- ✓ Learn to share
 - Talk about being generous
 - Encourage acts of generosity
 - Be generous to ourselves, providing ample materials

VIII. Teacher role:

- ✓ Put the decision-making on the child, rather than controlling the situation ourselves
- ✓ Encourage sharing from the heart
 - Make sure there is enough to go around
 - Let children use toys until they feel ready to pass them on
 - Point out that another child is waiting
 - Be on the lookout for generous behavior
 - Talk openly with children about sharing
 - Foster empathy by
 - ◆ Encouraging different roles in pretend play
 - ◆ Expressing feelings and listening to others
 - ◆ Reminding children of their own past experiences in similar situations
- ✓ Help children feel good about themselves and others by
 - Incorporating these values into the daily curriculum
 - Create a climate where generosity and kindness are
 - ◆ Highly valued
 - ◆ Noted
 - ◆ Practiced
 - ◆ Acknowledged

- Help children understand that kindness is including other children in play
- ✓ Teaching fairness:
 - Explain a rule and how it applies to everyone
 - Explain that permission is needed to handle others' personal possessions
 - Respect children's personal choices
 - Acknowledge and respect children's
 - ◆ feelings Don't insist that they stop crying
 - ◆ Don't insist that they give a hug
 - ◆ Don't insist that they say they're sorry when they really aren't
- ✓ Substitute cooperation for competition
 - Example: helping an adult solve a problem
 - Help them bargain (or, better yet, compromise)

IX. Review

- ✓ How to develop empathy
- ✓ How to think and act more generously
- ✓ The importance of respect
- ✓ It feels good to help other people
- ✓ The value of cooperation, compromise and negotiation

- ✓ To foster social competence in the early years
 - Give each infant and toddler a nurturing responsive relationship and provide active responsive communication
 - With older children model the behaviors you wish to teach and recognize the importance of play as essential to foster social skills that will benefit children through-out their lives

Evaluation
Unit 8

True/False Questions: Circle the correct response

1. Attachment refers to the strong preference that a child has for his or her caregiver. T F
2. Research shows that children's ability to get along with others is not a good predictor of their well-being as adults. T F
3. Caregivers should spend much more effort teaching the alphabet, numbers and colors than helping young children develop social competence. T F
4. Developing social competence includes learning how to empathize with others. T F
5. Attachment is the outcome of social development. T F
6. Limited attention is needed to help insecure children develop healthy attachments. T F
7. Children who are securely attached use their caregiver as a base to venture into new situations. T F
8. Children who are securely attached are difficult to calm after separation from the parent. T F
9. Communication with children during diapering, feeding and other routines is distracting and unhealthy. T F
10. Caregivers are more effective when they maintain open communication with children's parents. T F
11. To teach and encourage positive behaviors, talking to children is not enough. T F

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| 12. | Children may need suggestions from caregivers about how to be empathetic with other children. | T | F |
| 13. | Praise is most valuable for children when it focuses on getting the child to please us. | T | F |
| 14. | When children are not able to share, caregivers should acknowledge the child's feelings and help them to understand the other child's wants. | T | F |
| 15. | Keeping children busy is the main reason for including play. | T | F |
| 16. | As caregivers we should focus more attention on the behaviors that we want to encourage rather than focus on the behaviors we want to discourage. | T | F |
| 17. | Encouraging children to share from the heart is better than having them share just because we told them to. | T | F |
| 18. | Children learn best when we support their decision-making rather than make the decision for them. | T | F |
| 19. | The ability to compete should be taught at an early age. | T | F |
| 20. | When teaching fairness explain a rule, and how the rule applies to everybody. | T | F |

Apply your knowledge question: Print/type your response on this page

The children in your class frequently fight for control over the puzzles and have difficulty sharing them. What can you do to encourage sharing from the heart both immediately and to prevent and discourage fighting in your classroom in the future?



The Whole Child

Unit 9

Social Development:
Building Inner Controls

Unit Overview and Objectives

Inner control of one's own behavior is a learned behavior. The process of becoming a self-disciplined person begins in infancy and continues beyond the early childhood years. Young children progress toward greater degrees of inner control when the adults in their world provide warm, caring, and when necessary, firm guidance. Inner control is enhanced when temptations seem more manageable. Adults help the child when they keep situations from getting out of hand, take action to prevent conflicts and stand firm when a child's behavior or words might hurt himself, hurt others or damage property in his world. Our challenge is to teach children to know what is right and to do what is right.

After viewing the video, the caregiver should:

- Have an understanding of how to help young children build inner control
- Recognize when a child is growing in self-discipline
- Be able to identify some adult actions to avoid when helping young children develop inner controls
- Acquire strategies for helping children develop self-discipline
- Learn what to do to keep situations from getting out of control
- Recognize that adult —flash points must be recognized and managed

I. Children don't always get along. Adults can:

- ✓ Help by preventing problems before they start
- ✓ Help the child learn what to do or say
- ✓ Help children learn how to stop themselves before they are out of control
- ✓ Help them control themselves instead of depending on others for control

II. Discipline is about building self-control

- ✓ A child's feelings about himself influences his self-control
- ✓ Relationships with others influence self-control
- ✓ Adults help when they do and say things that allow the child to decide for himself what is right or wrong
- ✓ Self-control is when the child does right because he wants to

III. Choices build decision-making and inner control or self-control

- ✓ Give acceptable choices
- ✓ Choices must be honored
 - Not honoring a child's decisions isn't fair to child
 - Provide a desirable alternative if available
 - ✓ Think before offering a choice

Example: Choices through questions asked: Give the child a choice but move the child to more positive options

IV. Teacher behavior

- ✓ Never end a questions with "OK?" unless it is OK for child to say "no"
- ✓ Allow child to experience results and consequences of his decisions
- ✓ Examples - what adults do when:
 - Child chooses not to have
snack
 - Child chooses to play in a particular area
- ✓ Help child stick to his decisions and recognize the power of decisions
- ✓ Help him recognize that not everything is a choice
- ✓ Say "no" when necessary and mean it

V. Foundations for inner control in infancy

- ✓ Begins with child's developing sense of self
- ✓ Comes from feeling supported and valued not judged or rejected
- ✓ Necessary adult behaviors
 - Warm, nurturing support
 - Building a caring relationship
 - Firm controls
 - Giving reasons for rules

- Consistency
- Set rules and standards

VI. Teach limits by example with reasons for the limits

- ✓ Children's understanding of right and wrong comes from adults
- ✓ The child's age influences his perceptions of right and wrong

VII. Aggressive behavior

- ✓ Approach aggressive behavior according to child's age
 - Behavior and understanding of it is age related
 - Understanding is different for an 18 month old and 5 year old
 - How is their understanding different?
 - Why is their understanding different?
- ✓ Physical aggression is common in young children
- ✓ Aggression is a part of the process of development

VIII. Strategies for adults to use with aggressive behavior to teach children how to solve their own problems

- ✓ Prevention is important
- ✓ Move close to child having difficulty
- ✓ Assume a position to be available to all children

- ✓ Assure you can see a large area
- ✓ Warn children ahead of transitions or changes

IX. Questions about when to intervene

- ✓ What is the risk of injury or property damage?
- ✓ Is major trouble likely?
 - Intervene decisively if either answer is unacceptable
 - Take action before the child does
 - When a child doesn't listen
 - When a child chooses not to obey
 - When a child is likely to get out of control

X. Strategies for out-of-control behavior

- ✓ Warn child and redirect
 - Help child understand he has a choice
- ✓ Remove the child
- ✓ Discuss his feelings and the rules
- ✓ Involve the child in deciding when to return
- ✓ Help child return and be more successful

XI. Repeated out-of-control behavior means repeat the steps

- ✓ Remove and redirect to another area
- ✓ Remove and keep child with you if possible
- ✓ Explain his loss of privileges.
 - This interrupts what he wants to do
 - Keeps him from substituting something else he enjoys
 - Stops him from taunting others
- ✓ Discuss his feelings and the rules
- ✓ Involve him in deciding when to try to return (critical for developing self-control)
- ✓ Help child return to play and be more successful
 - To experience the acceptable rather than unacceptable behavior
 - Help child get involved
 - Verbally reinforce acceptable actions
- ✓ Repeat behavior means repeat the steps and then choose a different place to play

XII. Drawbacks of —Time out ||

- ✓ May make child feel emotionally abandoned
- ✓ May create secondary struggles
- ✓ Often lasts too long

XIII. Strategies for helping with young children's aggression

- ✓ Provide ways to let off steam
 - Large muscle activities
 - ◆ Wood working and the work bench
 - ◆ Pounding and squeezing clay or dough
 - Activities to use up extra energy
 - ◆ Dance and movement
 - ◆ Vigorous outside play
 - Noise activities
 - ◆ Music and rhythm instruments
 - ◆ Singing and vigorous finger plays

- ✓ Controlling adult behaviors
 - Being a role model
 - Understanding our own adult anger
 - Controlling adult anger
 - Recognizing our —flash points ||
 - Strategies
 - ◆ Develop patience
 - ◆ Take a deep breath
 - ◆ Count to 10 before acting

- ◆ Let a co-worker handle the problem
- ◆ Get the feeling out by talking
- ◆ Let the child know how his behavior makes you feel

XIV. Review

- ✓ Prevention strategies
 - Position yourself close to child, where you can see
 - Warn children ahead of time of coming changes
- ✓ To regain control
 - Warn the child
 - Remove to another area
 - Discuss feelings and the rules
 - Involve child in decision of when to return to play
 - Help child return successfully
 - Remove again and redirect if necessary
- ✓ Know your —flash points to maintain adult self- control
- ✓ Development of self-control or inner control is a long process
 - Takes many years
 - Takes lots of repetition
- ✓ Analyze your actions

- Leave out self- guilt
- Think about what the child learned
- Think about what you learned
- Grow from each experience

True/False Questions: Circle the correct response

- | | | | |
|-----|--|---|---|
| 1. | Anytime children don't get along, something is very wrong. | T | F |
| 2. | Self-control is another name for helping children develop inner control. | T | F |
| 3. | Young children grow best when they learn to depend on others for control of their behavior instead of learning to depend on themselves. | T | F |
| 4. | Good discipline helps us build children's self-control | T | F |
| 5. | Self-control means the child chooses to do right because he wants to rather than doing right because he has to. | T | F |
| 6. | Giving children appropriate choices helps them develop inner control of their actions. | T | F |
| 7. | Give a child a choice when you mean for him to have a choice and when you can honor his choice. | T | F |
| 8. | A good way to give a child a choice is to end your requests for things the child must do , with the phrase "OK?" | T | F |
| 9. | Adults should act to prevent children from experiencing the results and consequences of most of their actions because these are usually dangerous. | T | F |
| 10. | The reality is that everything in children's lives allows them a choice. | T | F |
| 11. | As the infant develops a sense of self, she is beginning the process of developing inner control. | T | F |
| 12. | Warm, nurturing support and firm controls from adults contribute to development of inner control in the child. | T | F |

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| 13. | Setting rules and standards and helping the child understand the reasons behind the rules contribute to development of inner control in the child. | T | F |
| 14. | Children of different ages have the same understanding of right and wrong. | T | F |
| 15. | It is unusual to see physical aggression in young children. | T | F |
| 16. | Strategies adults use to deal with children's aggressive behavior should help children learn how to solve their own problems. | T | F |
| 17. | "Time out" is an approach to use with out-of-control behavior. It promotes emotional health and diminishes struggles with adults. | T | F |
| 18. | For out-of-control behavior, begin by warning the child his behavior is not acceptable and redirect him to what is acceptable. | T | F |
| 19. | It also helps an out-of-control child when an adult discusses with him how he feels and what the rules are all about. | T | F |
| 20. | When an out-of-control child is returning to an activity, the adult needs to help the child find ways to be successful with what he chooses to do. | T | F |
| 21. | Involving the child in deciding when he is to return to activities after he has been removed for out-of-control behavior is crucial to his development of self-control. | T | F |
| 22. | Teachers can provide many activities that help children manage their aggression. | T | F |
| 23. | An out-of-control adult helps a child learn to manage his own out-of-control behavior. | T | F |

24. By the time the young child is age five, he should have acquired self-control in all situations. T F
25. In any discipline action, remember the adult can learn something too. T F

Apply your knowledge: Print or type your answer on this page

This is the third time today that Zach, a young 3 year old, has taken a toy another child was playing with, run over to the water table and submerged the toy in the water. You have been through the steps:

1. Warned and redirected to another activity
2. Removed him from the problem area
3. Discussed his feelings and the rules
4. Involved him in deciding when to return
5. Tried to help him be successful

What actions would you now take that would contribute to his development of inner control? Try writing the words that you would say to Zach.



The Whole Child

Unit 10

Fostering Emergent Curriculum and Cognitive
Development: Creativity and Play

Unit Overview and Objectives

Play and effective use of creative materials provides the backbone for the young child's day. More and more we are discovering that the ability to be creative can reflect and nurture the emotional health of our children. In addition, children's physical, mental, and social development is enhanced through creative activity. What can we do to foster young children's natural abilities to think and express themselves creatively? This video helps us understand the importance of creativity and play and how we can support this activity in our classrooms.

After viewing the video, the caregiver should:

- ❑ Understand the importance of creativity in the lives of young children and discuss why it is important for us to nurture it.
- ❑ Describe the value and importance of play in fostering creativity.
- ❑ Employ practical teaching methods to support, extend, and enhance creativity and play.

I. Creativity helps

- ✓ Children to express and cope with feelings.
- ✓ Support mental growth in children by providing opportunities to try out new ideas and new ways of thinking and solving problems
- ✓ Acknowledge and celebrate the uniqueness and diversity of children.
 - Provides opportunities to individualize and personalize experiences for each child;
 - Focuses our attention on each child;
 - Allows children to be themselves and to express themselves as unique individuals.

II. We can provide

- ✓ Activities based on children's interests and ideas.
 - Listen intently to what children are saying during group times and play.
 - Tape record and transcribe conversations
 - Take notes and review them with co-teachers
- ✓ A wide range of materials and experiences
- ✓ Provide plenty of time to explore materials and pursue ideas
 - Time to think about how to plan, design, construct, experiment with ideas
 - Time to talk with other teachers and children about those ideas

- ✓ Multi-ethnic and multi-cultural, and other community experiences

III. Teaching Techniques

- ✓ Let the child tell us what he's creating rather than asking what he's made.
 - Avoid giving a label to a child's work.
 - Ask the child to tell about the picture.
 - Offer descriptive comments about the picture.
- ✓ Avoid interfering in the child's activity
 - Don't tell the child what to do or what not to draw.
 - Don't tell the children how to use the materials.
- ✓ A copy is not an original and defeats the purpose of self- expression
- ✓ Encourage children to make their own choices about materials and how to use them.
- ✓ Focus on the process, not on the finished product.

IV. Creative Play happens when

- ✓ children use materials in a new or different way
- ✓ children engage in role playing and imaginative play

V. Play helps

- ✓ Child's physical development
 - Through playful sensory exploration and repetition of basic physical skills, children perfect abilities and become more competent with increasingly difficult physical tasks
- ✓ Mental development and new ways of thinking and problem solving
 - Through block play, children are confronted with mental challenges of measurement, equality, balance, shape, spatial relationships, and physical properties of the blocks.
- ✓ Social development
 - Children experiment with and understand social roles through dramatic play;
 - Children acquire social skills as they play with one another; and
 - Children learn to take each others' needs into account and appreciate the perspectives and values of others during play.
- ✓ Emotional development
 - Children express, relieve, and cope with feelings.
 - Children can be themselves. They don't have to live up to adult standards.
 - Children can achieve mastery of their environment;
 - Children control experiences through their imaginations.
 - Children use powers of choice and skills of decision-making as the play progresses.
- ✓ Play develops each child's unique perspective and style of creative expression

- Expresses personal, unique responses to environment
- Draws on powers of imagination
- Offers freedom to try out new ideas and build on and experiment with old ideas.
- ✓ Provides opportunities to include children with disabilities
 - Control and independence issues are especially enhanced through play for these children

VI. Encouraging play in our classrooms

- ✓ Avoid dominating play
 - Stimulate rather than control play.
 - Ask questions and make comments.
- ✓ Encourage children to come up with new and unusual uses of equipment or come up with more than one response or use of equipment.
 - Be careful about over-restricting equipment.
 - Make sure to have play materials quickly available when children want them.
 - Provide range and balance of equipment
 - Change equipment and materials frequently to maintain children's interest.
 - Change the location of equipment or materials to help children see new uses and possibilities.

V. Review

✓ Creativity helps

- children express and cope with feelings;
- mental development and problem solving skills;
- celebrate diversity, uniqueness, and individuality.
- Play is essential in fostering creative development

✓ We can provide:

- activities based on children's own ideas and personal interests;
- a wide range of creative materials, equipment, and experiences; and
- lots of time to pursue ideas and explore materials.

✓ Teaching methods

- Permit frequent opportunities and lots of time to explore.
- Emphasize the creative process not the product.
- Interfere as little as possible.
- Appreciate and offer support for children's efforts.
- Let children tell you what they are creating.
- Don't judge, evaluate or compare creative expressions.

True/False Questions: Circle the correct response.

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| 1. All that is needed for children to be creative is freedom to give it their all, to commit themselves completely to the project, and be able to call it their own. | T | F |
| 2. The process of self- expression is more important than how good or bad we think the actual product created. | T | F |
| 3. Listening intently to what children have to say is one way to support their creativity. | T | F |
| 4. To help children become truly creative, the teacher should be in control of the creative experience. | T | F |
| 5. Since children's creative play can become messy, we should limit the materials and amount of time to use the materials. | T | F |
| 6. We don't always support creativity in our classrooms because sometimes we don't feel creative, we don't like the mess, or we want to control too much. | T | F |
| 7. Copying a model to learn how to use materials correctly and follow directions is an important first step in creative development. | T | F |
| 8. When we judge or evaluate or compare children's different creative activities, we can do more harm than good. | T | F |
| 9. By providing a label or telling children what we see in their pictures, we support their creativity and their language development. | T | F |
| 10. We can nurture the creative process by telling children what to draw or how to use the materials. | T | F |

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| 11. The more personal experiences children have with people and situations outside their own environment, the more material they can draw on for their play. | T | F |
| 12. Creativity in the classroom is a child's way of expressing his or her understanding of what you have taught. | T | F |
| 13. Creative play helps children's physical development because when children repeat basic physical skills in play, they perfect abilities and become more competent with increasingly difficult physical tasks. | T | F |
| 14. Through block play, children are confronted with mental challenges of measurement, equality, balance, and shape. | T | F |
| 15. Because children exaggerate and imagine so many things in dramatic play, we need to provide more structured experiences to teach social skills and how to get along with one another. | T | F |
| 16. Freedom to try out new ideas and build on and experiment with old ideas develops each child's unique perspective and style of creative expression. | T | F |
| 17. For children with special needs, it is especially important to control materials and develop specific activities for these children to complete safely and successfully. | T | F |
| 18. Creative play occurs when children use familiar materials in a new or original way. | T | F |
| 19. The teacher should be actively involved in children's creative play to keep the activity safe and positive. | T | F |

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| 20. Play should result from the children's ideas. | T | F |
| 21. Play fosters children's abilities to express themselves. | T | F |
| 22. Children base play on their own perceptions, experiences, and ideas. | T | F |
| 23. We should control rather than stimulate play. | T | F |
| 24. Let children tell you what they are creating. If you guess wrong, you may hurt their feelings. | T | F |

Apply your knowledge question: Print/type your response on this page

You are preparing for the next parent meeting. In response to parents' questions and concerns about the amount of time children spend playing, you are planning to share with them, the value of creative play for children's development. Describe how creative play supports children's mental and social development and the general techniques you use to support creative play.



The Whole Child

Unit 11

Fostering Emergent Curriculum and Cognitive
Development: Let's Talk About It

Unit Overview and Objectives

The task of learning language can be a daunting one for our children and it doesn't always go smoothly. Yet more and more evidence suggests that having a good command of the language goes hand in hand with the ability to imagine and think up new ideas. This video examines both the traditional ways that we support language development as well as newer ways to build a foundation for reading and writing. Emergent literacy is a fascinating and helpful way to look at how we can help children develop in the areas of language and literacy.

After viewing the video, the caregiver should:

- Understand and appreciate the relationship of speech and language to the thought process
- Identify new ways to foster development of language and thought in children
- Understand the value of language differences among children in our care
- Foster emergent literacy skills of reading and writing

I. Adults help babies learn language:

- ✓ demonstrating a sense of mutual trust and interest
- ✓ taking conversational turns is important
- ✓ by pausing and paying attention to the other person, we can respond to what they're saying

II. Keys to conversing with children

- ✓ listen with sincere interest
- ✓ respond in ways to enhance and continue conversation
- ✓ allow children time to formulate their ideas and answers
- ✓ wait for replies
- ✓ slow down to really listen to what children have to say

III. To support the learning process:

- ✓ Give children something real to talk about
 - Children's talk should be based on solid, real, lived through experiences.
 - Asking children how to get the water to the sand box extends problem-solving abilities while keeping subject real and relevant to them. Then trying out their ideas to allow children to see if they actually work, makes it even more real

- ✓ Encourage conversation between children.
 - We don't have to be continually asking questions or talking.
- ✓ Encourage conversations between teachers and children.
 - There is more to language development than learning to name colors and objects on demand
 - Skills in dialogue and conversation are important and children need practice these skills too.
- ✓ Ask open-ended questions that demand more than a yes or no answer.
 - Answering open-ended questions presents opportunities for children to generate speech and develop language because they're engaged in dialogue and sharing ideas rather than responding yes or no to a question.
- ✓ Encourage bilingual children to use native language in school.
 - We want to make the child feel welcome by using native language or dialect that they understand.
 - Children must be able to speak English well in our country.
 - Preserving the school and home languages can bridge the gap between home and school.
 - Even when we're not multilingual or speak the child's language, we can learn key words and phrases and especially must say child's name correctly.

- ✓ In order to learn the art to reading and writing, young children must first acquire many foundation concepts and strategies that will help literacy to emerge.
- ✓ We must set up the environment and activities to inspire an appreciation for words, storytelling, and communication in all its forms.
- ✓ Reading books is essential but there is more to literacy than books.
- ✓ We demonstrate how satisfying and useful the written word is throughout the entire day by:
 - writing stories at group time,
 - taking their dictation as they paint,
 - letting children dictate and decorate letters to their parents or friends,
 - adding written material such as signs, phone books, and menus to their pretend play.
- ✓ Emergent literacy is participatory.
 - Children guide and help direct what they want to say; they decide with the teacher what is important to them and what they want to talk about and describe.
- ✓ Learning is an individualized, internal process.
 - Children need many opportunities to experiment with reading and writing: drawing, scribbling, pretending to read, and repeating nursery rhymes without pressure to do it right or correctly.
- ✓ Advise and encourage parents and family members to regularly read out loud to their children.

V. To foster language development

- ✓ Really listen and wait for their replies

- ✓ Provide meaningful and real experiences to talk about
- ✓ Encourage conversation by using open ended questions
- ✓ Encourage children to talk with each other and not just their teachers
- ✓ Honor and encourage the expression of each child's native language and culture while teaching standard English at the same time

VI. Encourage emergent literacy by

- ✓ Creating a classroom rich with printed words and materials
- ✓ Sharing the joy of reading
- ✓ Using drawing and dictation to give voice to children's stories
- ✓ Encouraging parents to read to their children

True/False Questions: Circle the correct response.

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| 1. Language is memorization of phonetic rules and learning the ABC's. | T | F |
| 2. Real language is the give and take interaction that occurs when people reach out and try to communicate with one another. | T | F |
| 3. Using a high pitched voice and then varying the pitch from high to low, speaking slowly and distinctly, repeating words and phrases are all ways to communicate with babies. | T | F |
| 4. By talking about our babies in front of them and assuming they don't understand conveys a sense of disrespect to them. | T | F |
| 5. We know babies can't understand what we're saying because they don't use formal language. | T | F |
| 6. Singing, talking, and exploring are part of supporting language development for babies. | T | F |
| 7. Asking children how to get the water to the sandbox while they are playing extends problem-solving abilities while keeping the subject of the conversation real and relevant. | T | F |
| 8. Some teachers spend too much time talking or they answer their own questions so children don't get to talk. | T | F |
| 9. To encourage conversation between children we need to continually ask questions or talk because children can't learn from the immature language of other children. | T | F |

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| 10. Skills in dialog and conversation are important and children need to practice these skills by talking with adults. | T | F |
| 11. Asking open-ended questions that demand more than a yes or no answer presents opportunities for children to generate speech and develop language because they're engaged in dialogue and sharing ideas. | T | F |
| 12. The most important thing for children to learn about school is that it is a place to learn how to read, write and learn about their world. | T | F |
| 13. Including stories and songs from children's native languages, multiethnic pictures, and observing cultural customs honors families and fosters language and communication skills. | T | F |
| 14. We don't encourage bilingual children to use their native languages in school because children must be able to speak English well in our country. | T | F |
| 15. The more experiences that children with special needs have where they are taught skills of speaking and listening, the more their language will be enhanced. | T | F |
| 16. Reading and writing are important parts of the language process. | T | F |
| 17. Emergent literacy means that in order to learn the | T | F |

art of reading and writing, young children must first acquire many foundation concepts and strategies that will help literacy to emerge.

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| 18. While the foundation of emergent literacy is important, the skills that come later on are most important for success in school. | T | F |
| 19. An emergent literacy program requires setting up the environment and activities to inspire an appreciation for words, storytelling, and communication in all its forms. | T | F |
| 20. Because the foundation of emergent literacy is so important, the teacher decides what is important to talk and write about. | T | F |
| 21. Learning is an individualized, internal process, not something that can be imposed or directed from the outside. | T | F |
| 22. Drawing, scribbling, pretending to read, repeating nursery rhymes are all important activities for young children if children are taught to do these correctly. | T | F |
| 23. Home is where much of the lasting learning takes place so we should encourage parents and family members to regularly read out loud to their children. | T | F |

Apply your knowledge question: Print/type your response on this page

You've noticed that the three-year-olds in your classroom are using more and more words as they play and they're beginning to show some interest in the markers and pencils. You want to encourage their development of language. What kinds of things can you do to support these emerging abilities?



The Whole Child

Unit 12

Fostering Emergent Curriculum and Cognitive
Development: *Growing Minds*

Unit Overview and Objectives

This program will focus on the cognitive development of young children. It tells how caregivers can help children develop the ability to think, reason, remember information, and solve problems.

Comparing traditional teaching with what it calls emergent teaching, this video will show caregivers how to work collaboratively with children to allow learning to emerge, keep parents informed, use field trips to enhance learning, and address what to do when learners are struggling.

After viewing the video, the caregiver should:

- ❑ Define emergent teaching and identify its differences from traditional teaching
- ❑ List ways to help parents understand emergent teaching
- ❑ Identify behaviors typical of emergent teachers
- ❑ Defend field trips as appropriate experiences for children
- ❑ List teacher responsibilities to ensure that field trips contribute to emergent learning
- ❑ Discuss the importance of asking questions in ways that provoke children into thinking for themselves or to get an original idea or solution from a child and to avoid asking too many questions that just require facts or information as answers
- ❑ Know what to do when learners are struggling

I. Introduction

- ✓ Children have a wonderful time playing - learning
- ✓ Through play, children are also learning how to think, reason, absorb ideas and process information, and to recognize and solve problems
- ✓ For the whole child, learning isn't work, it's a joy, a pleasure, and something to look forward to everyday
- ✓ More and more teachers are learning to combine traditional teaching with the new and creative learning techniques; techniques that emerge, when the educator teaches by collaboration rather than by instruction
- ✓ Cognitive development
- ✓ What can we do to enhance children's ability to think, reason, remember information, and solve problems
- ✓ Most important thing we can teach children is that they are valued
- ✓ One way to show them they are valued is to support their cognitive development, their mental growth; therefore, it's important to learn effective approaches to teaching/learning

II. Traditional vs. Emergent Learning

- ✓ Traditional Learning
 - Providing lots of facts and information which originate from books, worksheets, and flash cards.
 - This is how we learned.
 - Teachers planned what they wanted us to learn.
- ✓ Emergent Learning
 - Interactive style of instruction

- Teacher and children interact together.
- Collaborative
 - Teacher and child seek out answers together.
 - Teacher makes plans, but adjusts them as she pays attention to the children and finds out what is particularly interesting to them.
 - Teacher looks for problems to present to the children.
 - Children propose their own solutions to problems.
 - Teachers help by asking questions.
 - Children's responses unfold gradually and spontaneously in response to the teacher's questions.
- The "whole teacher" is someone who combines both traditional and emergent approaches to offer a balanced curriculum for children.

III. Parental Involvement

- ✓ No matter which techniques you use, parents want involvement
 - Some parents do not think emergent learning is enough.
 - Some parents want to speed up their child's cognitive learning.
- ✓ It is very important to keep families informed.
 - Encourage parents to visit and watch how children learn through play.
 - Point out examples of children learning while they play.
- ✓ Ways to keep parents informed

- Daily experience boards
- Newsletters
- Slide shows

IV. Emergent Teachers

- ✓ Listen to children's questions
- ✓ Think of ways for children to discover their own answers
 - Give children choices
 - Allow children to become decision-makers
- ✓ Allow children to figure things out for themselves. When children figure things out for themselves they:
 - Are successful at learning
 - Feel good about themselves
 - Improve their self-worth
 - Feel mastery over the problem
 - Know what they are doing
 - Feel capable, confident, in control, and empowered
- ✓ Ask questions, listen to children's answers, observe what they do, and plan activities to allow them to expand their own ideas.
- ✓ Do not let children do whatever they want.
 - Teachers and parents are still the primary source of early education

- Teachers assess children's ideas and plan ways to develop them

V. Field Trips

- ✓ Not all learning takes place in the classroom
- ✓ Field trips are excellent opportunities to learn. They encourage and stimulate child's sense of wonder and curiosity.
- ✓ Maximize effectiveness of trips by emphasizing hands-on experiences.
- ✓ Allow plenty of time for children to make their own observations and ask their own questions.
- ✓ Write down children's observations and questions to explore further when you return to the classroom. By doing this, curriculum and teaching plans emerge from the children.
- ✓ Outside and inside of the classroom, leave time for children's own view, questions, and interpretations of what they experience.

VI. Emergent Learning Requirements

- ✓ Don't sit on the sideline
- ✓ Be attentive and active
- ✓ Lend a sense of support, purpose, and direction

VII. Emergent Learners

- ✓ Teachers need to know how important it is for children to:
 - Come up with their own ideas
 - Figure out answers for themselves
 - Try a variety of their own solutions

VIII. Emergent Teachers

- ✓ Besides paying attention to children's questions, teachers need to:
 - Ask questions and wait for their answers
 - Avoid asking too many questions that just require facts or information as the answers. Example — "Which is the round one?" "Who is wearing red socks today?"
 - Ask questions in ways that provoke children into thinking for themselves or which get an original idea or solution from a child. Examples — "How do you think we could...?" "What do you think would happen if...?"
 - Use open-ended questions (like the ones just above.) These are ones where teachers can't anticipate children's answers and for which there is more than one "right" answer.
- ✓ Once teachers ask thought-provoking, open-ended questions they must:
 - Wait, be patient to let children think
 - Listen to children's own answers
 - Listen with genuine respect

IX. When learners are struggling

- ✓ Be alert for reasons why students seem to be learning slowly
 - Hearing or vision problems
 - Emotional disturbance
 - Developmental delays

✓ When children are struggling with learning:

- Consult with colleagues
- Talk to the family about seeking help

X. Overall goals of teaching

- ✓ Respect children's development
- ✓ Inspire, enhance, and challenge students' intellect without pressuring them to achieve skills beyond their reach

XI. Important Things to Remember

- ✓ No one can teach a child how to learn
- ✓ We can build a safe and creative environment for learning where:
 - Questions are asked freely
 - Answers are discovered openly
 - Problems are solved together

True/False Questions: Circle the correct response.

- | | | |
|--|---|---|
| 1. Cognitive development can be defined as growth in ability to think, reason, remember information, and solve problems. | T | F |
| 2. Too many adults think that play simply refers to a recess-like activity, but emergent teachers see play as the way children investigate the world around them. | T | F |
| 3. Traditional teaching seeks to provide lots of facts to children. | T | F |
| 4. Teachers who use a traditional teaching approach decide what they want children to learn while teachers who use an emergent approach take their cues for lessons from the children. | T | F |
| 5. Good teachers try to avoid using a collaborative, interactive style of teaching. | T | F |
| 6. Teachers should never combine traditional and emergent approaches. | T | F |
| 7. Emergent teachers should try to keep parents from knowing that their children are involved in this type of learning. | T | F |
| 8. When parents are aware of what is going on in their child's classroom, they are more likely to contribute positive suggestions. | T | F |
| 9. Emergent teachers do not need to listen to children's questions, give them choices, or allow them to become decision-makers. | T | F |
| 10. There is no relationship between being successful at learning and developing self-worth. | T | F |
| 11. Good teachers let children do what they want to do. | T | F |

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| 12. Field trips are usually a waste of time since learning happens best inside the classroom. | T | F |
| 13. During a field trip a teacher should write down children's questions and comments and use them to plan further experiences when they return to the classroom. | T | F |
| 14. Effective teachers allow learners to try to figure out their own solutions to problems that arise. | T | F |
| 15. An example of an open-ended question is —“Which fish in our tank is the guppy and which one is the goldfish?” | T | F |
| 16. To encourage children who are playing with clay to think, we could ask a question. For example, —“What would happen if you took that ball of clay and broke it in half, then took one of those pieces and broke it in half, took one of those halves and broke it in half, and so on?” | T | F |
| 17. It is not necessary to wait after asking a child an open-ended question because if he doesn't answer right away he probably doesn't know the right answer. | T | F |
| 18. When children are struggling with learning, teachers do not need to bother finding out why. | T | F |
| 19. A developmental delay may be one reason some children are not able to perform like other children in your classroom. | T | F |
| 20. To help children learn, one very important thing teachers can do is to build a safe and creative environment for children to enjoy learning, where they can ask questions freely, and where problems are solved together. | T | F |

Apply your knowledge question: Print/type your response on this page

Recently, a new assistant teacher has been employed to work in the classroom where you are the teacher. Overhearing you tell a parent that you try to facilitate children's cognitive development by using some traditional teaching and a lot of emergent teaching because play is how children learn, she asks you to explain that to her and to give her some examples of what you mean. Outline the answer you would give so she might become an effective assistant teacher supporting your goals for children's cognitive development.