



ED 150 Environments & Curriculum in ECE
 4 Credits
 College Now/CTE
 Student Outcome Checklist
cocc.edu/departments/college-now

Student's Name _____

Student's Signature _____ Completion Date _____

High School Teacher's Signature _____ Date _____

Recommended Grade _____ High School _____

COCC Review Instructor's Signature _____

COURSE DESCRIPTION: Utilizes knowledge in child development to design, implement, and evaluate activities in the major domains of development for children ages birth to 8 years. Three hours of supervised weekly field placement required.

Recommended Preparation: ED 140

REQUIRED TEXT: *Early Childhood Education Birth-8*, Driscoll & Nagel.

COURSE PACKET: A course packet with additional student activities and materials begins on page 10. Email the College Now office at collegenow@cocc.edu to request an electronic copy of just the course packet. Make as many copies as needed for registered students.

INSTRUCTIONS TO THE TEACHER: Each section is worth a designated number of points. In order to receive all points possible, the student must demonstrate in writing and/or presentation an understanding of the material and a clearly organized presentation of that material. Points awarded are up to the high school teacher's discretion; however, the college instructor retains the right to request additional information or assignment revision. If you have questions about the course content, call Amy Howell at 541.383.7784 or email at ahowell@cocc.edu.

REQUIRED DOCUMENTATION: When the student has successfully completed all outcomes the high school teacher will mail or deliver the following documents to College Now Office, Central Oregon Community College, 2600 NW College Way, Bend, OR 97703.

1. Student notebook with designated tabs.
2. Signed final grade roster for the course.

GRADING: A, A-, B+, B, B-, C+, C, D, F.
 See [College Now Grading Policy](#).

GRADING SCALE:

A	100 – 94%	B	85 – 83%	C	75 – 70%
A-	90 – 93%	B-	82 – 80%	D	69 – 60%
B+	89 – 86%	C+	79 – 76%	F	59% and below

COURSE/NOTEBOOK REQUIREMENTS: Students are required to have a 1-inch 3 ring binder with a clear view cover, plus 6 tab dividers. The tabs should be labeled Outcome 1 through Outcome 5. The last tab should be labeled Field Placement. The notebook will contain the following components:

1. **Notebook Cover:** The student’s name, the course number and the date of completion.
2. **Student Outcome Checklist (pages 1-2)** signed by the student and the teacher. Place in the front of the notebook.
3. **Tabs 1-5:** Each tab will include a cover sheet with the course outcome followed by the selected activities to meet the requirement for each outcome.
4. **Tab 6:** Field Placement information including the name, address, phone number of the site and the names of the site supervisor and supervising classroom teachers. Include field placement log. At least 27 field placement hours are required.

ACTIVITY SUBSTITUTION: For tabs 1-5 of the notebook, each outcome requires a designated number of completed activities. Activity ideas and descriptions are provided by the college instructor; however, the high school teacher and student may request an alternative activity. To request an alternative activity, the high school teacher must identify the outcome and describe the alternative activity in detail. Email the request to ahowell@cocc.edu. Amy Howell will email her response back to the teacher. If approved, the student must attach the email to the **Activity Substitution Petition** signed by the high school teacher and student. A copy of the petition and approval email must be included in the notebook behind the corresponding outcome tab.

OUTCOMES: The student will--

1. Understand elements within the environment that enhance or hinder child development and successful implementation of developmentally appropriate activities. (Tab 1)
2. Understand the different elements used when designing a developmentally appropriate activity, including domains of development, family influences, curriculum guidelines, environment and community influences. (Tab 2)
3. Demonstrate how to develop a developmentally appropriate and child directed activity within an ECE environment. (Tab 3)
4. Understand how integrated ECE programs attempt to meet the needs of all children within the classroom. (Tab 4)
5. Understand safety and health issues within a classroom that can impact learning and activities. (Tab 5)

GRADING: Students may earn up to 100 points.

Tab 1	Outcome 1	20 points possible	Points earned _____
Tab 2	Outcome 2	20 points possible	Points earned _____
Tab 3	Outcome 3	15 points possible	Points earned _____
Tab 4	Outcome 4	20 points possible	Points earned _____
Tab 5	Outcome 5	15 points possible	Points earned _____
Tab 6	Field Placement Log	10 points possible	Points earned _____

Total points _____

Recommended Letter Grade _____

GRADING: A, A-, B+, B, B-, C+, C, D, F.

See Grading Policy at

cocc.edu/departments/college-now/forms/files/grading_policy.pdf



ACTIVITY SUBSTITUTION PETITION GUIDELINES

ACTIVITY SUBSTITUTION: For tabs 1-5 of the notebook, each outcome requires a designated number of completed activities. Activity ideas and descriptions are provided by the college instructor; however, the high school teacher and student may request an alternative activity. To request an alternative activity, the high school teacher must identify the outcome and describe the alternative activity in detail. Email the request to ahowell@cocc.edu. Amy Howell will email her response back to the teacher. If approved, the student must attach the email to the **Activity Substitution Petition** signed by the high school teacher and student. **A copy of the petition and approval email must be included in the notebook behind the corresponding outcome tab.**

Outcome # _____

Description of proposed activity:

Student Name Printed: _____

Signature of Student: _____

Signature of Teacher: _____

Signature of College Instructor: _____

**ED 150 Environments & Curriculum in ECE
Outcome Agreement #1**

Outcome #1: Understand elements within the environment that enhance or hinder child development and successful implementation of developmentally appropriate activities. (This agreement must be included at the beginning of Tab 1 of the notebook. Whenever possible include copies of the activities used.)

To meet this outcome, student must demonstrate—

- An understanding of the role of the National Association for the Education of Young Children.
- Familiarity of developmental theories of Piaget, Bruner, Vygotsky, Erikson, and Maslow, and Gardner.
- Ability to analyze activities and classroom materials for developmentally appropriate practice for a given age group.
- Awareness of different developmental characteristics of young children.

_____ **Required textbook reading: Chapters 2 and 3.**

Activity:

Students must complete 2 of the following activities. Each activity is worth 10 points.

_____ Student will review the position statement of the National Association for the Education of Young Children in Copple & Bredekamp, 1997 or will visit the website for the NAEYC (naeyc.org) and write a 2-page summary of the role of the NAEYC.

_____ Reflection: Theoretical Influences. Consider one theorist in early childhood education and discuss how their ideas are present in current early childhood programs. What do you like about this theorist's ideas? Do you agree with all of the theorist's ideas? Do you see evidence of these ideas in your field placement setting?

_____ Student will create a poster presenting one of Piaget's stages of development. The poster will include pictures of children in that stage (from magazines) and descriptions of characteristics of children in that stage of development.

_____ Developmentally Appropriate Practice. Think of a recent activity at your field placement. Evaluate it in terms of DAP. Be sure to consider how different domains of development (e.g., physical, emotional, cognitive, social), environment, curriculum, family and community were considered.

_____ Substitution activity

Total points earned _____ /20 Total points possible.

Student Signature _____

Teacher Signature _____

COCC Review Instructor Initials _____

**ED 150 Environments & Curriculum in ECE
Outcome Agreement #2**

Outcome #2: Understand the different elements used when designing a developmentally appropriate activity, including domains of development, family influences, curriculum guidelines, environment, and community influences. (This agreement must be included at the beginning of Tab 2 of the notebook. Whenever possible, include copies of the activities used.)

To meet this outcome, student must demonstrate—

- An understanding of Developmentally Appropriate Practice (DAP).
- Knowledge of the three types of knowledge used to make decisions about developmentally appropriate practice.
 - What is known about child development and learning
 - What is known about individual children
 - What is known about the social and cultural background of children
- Understanding of what sorts of activities and materials are developmentally appropriate for young children.
- Awareness of the different influences on children’s learning and development including family, school, and community influences.

_____ **Required textbook reading: Chapter 4.**

Activity:

Students must complete 2 of the following activities. Each activity is worth 10 points.

_____ Student will design a 1 page flyer (front and back side of paper), which includes the definition of Developmentally Appropriate Practice and examples of the three types of knowledge used to make decisions about DAP.

_____ Student will write a 2-3 page description of one child detailing what they know about the child’s social and cultural background and personal interests and experiences. The student will then write about the developmental characteristics of a child that age (according to theories) and will conclude the paper by writing about what may be developmentally appropriate for that particular child. **(This counts as 2 activities for 20 points total)**

_____ Student will evaluate 2 toys in terms of developmental appropriateness for children with special needs. Refer to moveforwardpt.com/Resources/Detail/toys-children-with-special-needs and eastersealstech.com/2014/12/03/top-10-tips-buying-toys-kids-special-needs/ for helpful evaluation tips.

_____ Reflection: Personal Early Childhood Education Experiences. When considering your own experiences in early childhood education, what comes to mind? Consider learning experiences, teachers, friendships, positive experiences, etc.

_____ Substitution activity

Total points earned _____ /20 Total points possible.

Student Signature _____

Teacher Signature _____

COCC Review Instructor Initials _____

**ED 150 Environments & Curriculum in ECE
Outcome Agreement #3**

Outcome #3: Demonstrate how to develop a developmentally appropriate and child directed activity within an ECE environment. (This agreement must be included at the beginning of Tab 3 of the notebook. Whenever possible, include copies of the activities used.)

To meet this outcome, student must demonstrate—

- An understanding of Developmentally Appropriate Practice (DAP).
- Knowledge of the three types of knowledge used to make decisions about developmentally appropriate practice.
 - What is known about child development and learning
 - What is known about individual children
 - What is known about the social and cultural background of children
- Understanding of what sorts of activities and materials are developmentally appropriate for young children.
- Ability to critically evaluate materials and toys for DAP for young children.

_____ **Required textbook reading: Chapter 5.**

Activity:

Students must complete 1 of the following activities. Each activity is worth 15 points.

_____ Student will select 1 toy/material labeled for a specific age group. Toys may be found at local stores or teachers may prefer to bring examples. Student will read packaging information and manipulate toy to determine its developmental appropriateness. Based on the Toy Evaluator form, student will write a 1-page summary of why this material is or is not appropriate for the advertised age group.

_____ Student will select an age group (infants: birth-18 months; toddlers: 18-36 months; or preschoolers 3-5 years) and will design a toy or activity for that age group. Activity examples include art projects, toys, games, cooking ideas, movement ideas, etc. Student will write a 1-page summary detailing the material (including its name) and why it is appropriate for children.

_____ Reflection: Play and Learning. What does it mean to say “Play is the work of the child?” What have you learned by watching children play at your site?

_____ Substitution activity

Total points earned _____/15 Total points possible.

Student Signature _____

Teacher Signature _____

COCC Review Instructor Initials _____

**ED 150 Environments & Curriculum in ECE
Outcome Agreement #4**

Outcome #4: Understand how integrated ECE programs attempt to meet the needs of all children within the classroom. *(This agreement must be included at the beginning of Tab 4 of the notebook. Whenever possible, include copies of the activities used.)*

To meet this outcome, student must demonstrate—

- An understanding of what it means to have an integrated curriculum.
- An understanding of inclusive models of education.
- An understanding of what sorts of activities and materials are developmentally appropriate for young children with special needs.
- Awareness of the interconnection between children’s social, emotional, physical, and cognitive development.

_____ **Required textbook reading: Chapter 6.**

Activity:

Students must complete 2 of the following activities. Each activity is worth 10 points.

_____ Student will develop an activity for the early childhood setting which addresses at least two areas of development. Examples would include projects that are arts-based yet incorporate movement, music, math, science, or literacy.

_____ Student will review a children’s book and create a list of ideas of project extensions that could be used with young children.

_____ Student will review models of guidance in early childhood settings and will create a flyer (front and back side of paper) detailing important considerations for positive guidance strategies for working with young children.

_____ Student will design a material/activity that facilitates children’s communication or expressions. Examples include journaling activities, a peace place area of the classroom, games that address children’s feelings.

_____ Substitution activity

Total points earned _____ /20 Total points possible.

Student Signature _____

Teacher Signature _____

COCC Review Instructor Initials _____

**ED 150 Environments & Curriculum in ECE
Outcome Agreement #5**

Outcome #5: Understand safety and health issues within a classroom that can impact learning and activities. *(This agreement must be included at the beginning of Tab 5 of the notebook. Whenever possible, include copies of the activities used.)*

To meet this outcome, student must demonstrate—

- An understanding of special considerations that must be given to the classroom environment for young children.
- An ability to critically examine early childhood settings for health and safety issues.
- An understanding of a safe environment for learning and playing.

_____ **Required textbook reading: Chapter 13.**

Activity:

Students must complete 1 of the following activities. Each activity is worth 15 points.

_____ Student will imagine that he/she is a toddler by crawling around their home or classroom and noticing potential safety hazards for young children. Student will draw a map of the home or classroom and will note potential hazards.

_____ Student will draw a map of their ideal early childhood classroom setting and will note the different areas of the classroom (art, reading, math/science, dramatic play).

_____ Student will visit a local community setting (examples: library, children’s museum, park) and will note aspects of the site that are safe for children and aspects that are potentially hazardous.

_____ Substitution activity

Total points earned _____/15 Total points possible.

Student Signature _____

Teacher Signature _____

COCC Review Instructor Initials _____



FIELD PLACEMENT LOG

(Students may make more copies as necessary. Total hours on site must be at least 27.)
Place behind Tab 6 in the notebook.

Name of Student: _____

Name of Field Placement Site: _____

Date	Time In/Time Out	Activities: What did you do while at your site?	Supervisor Signature

TOTAL HOURS _____ **Must be at least 27 hours.**



his course packet contains additional activities and materials.

Schedule of Topics and Weekly Readings

Week	Topic	Weekly Readings
1	Course Introduction <ul style="list-style-type: none"> • Overview • Goals of course • Syllabus • NAEYC 	In-Class Survey/Discussion <ul style="list-style-type: none"> • What are students' experiences and expectations in terms of working with young children? • What do students hope to gain from the course?
2	Children's Development <ul style="list-style-type: none"> • Basic principles • Developmental Guides 	Chapter 2: The Wonder of Children: Development and Disposition
3	Children's Development <ul style="list-style-type: none"> • Studying Infants • Studying Toddlers • Studying Preschoolers 	
4	Theories of Development <ul style="list-style-type: none"> • Piaget • Bruner 	Chapter 3: Theories of Development: Foundations for Practice
5	Theories of Development <ul style="list-style-type: none"> • Vygotsky • Gardner 	
6	Theories of Development <ul style="list-style-type: none"> • Erikson • Maslow 	
7	Children's Play <ul style="list-style-type: none"> • Definitions and characteristics • Play and Development 	Chapter 4: Children's Play: A Source of Learning and Development
8	Curriculum Planning <ul style="list-style-type: none"> • Defining Curriculum • Developmentally Appropriate Practice • Different ideas 	Chapter 5: Early Childhood Curriculum: Thinking and Practices

9	Curriculum Design <ul style="list-style-type: none"> • DAP Assessments • Designing DAP Curriculum 	
10	Children' s Lives <ul style="list-style-type: none"> • Defining family • Family structures 	Chapter 6: Families and Communities: Context for Understanding Children
11	The Future of ECE	Chapter 13: The Changing World of Early Childhood

**ED 150 Environments and Curriculum in ECE
Week 1 Activities and Topics for Discussion**

Student Survey

1. What are your formal experiences regarding young children? (Please include coursework in Early Childhood Education)
2. If you are currently working with children, what are your major responsibilities?
3. On a scale of 1-10 (10 is very knowledgeable), rank your knowledge about how children learn and develop.
4. What are the particular topics you would like to discuss in this course?
5. Currently, what is your career goal?

The National Association for the Education of Young Children

Visit the NAEYC website: www.naeyc.org for additional information on developmentally appropriate practice and position statements.

Go to: <http://www.naeyc.org/positionstatements>
for the Statement of the Position on Developmentally Appropriate Practice
in Early Childhood Programs Serving Children from Birth
through Age 8.

- Ask students to review the “Statement of the Position” section to determine the three types of information or knowledge required to make developmentally appropriate decisions regarding programming for young children (birth-age 8).

Go to: <http://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf>

to review the Principles of Child Development and Learning that Inform Developmentally Appropriate Practice

- Ask students to keep the 12 principles in mind throughout the study of this course. Return to the sections when applicable to the assigned readings and class discussions.

See pages 14-23 of this course packet for print-outs of the above web pages.

Statement of the position

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8

Based on an enduring commitment to act on behalf of children, NAEYC's mission is to promote high-quality, developmentally appropriate programs for all children and their families. Because we define developmentally appropriate programs as programs that contribute to children's development, we must articulate our goals for children's development. The principles of practice advocated in this position statement are based on a set of goals for children: what we want for them, both in their present lives and as they develop to adulthood, and what personal characteristics should be fostered because these contribute to a peaceful, prosperous, and democratic society.

As we approach the 21st century, enormous changes are taking place in daily life and work. At the same time, certain human capacities will undoubtedly remain important elements in individual and societal well-being -- no matter what economic or technological changes take place. With a recognition of both the continuities in human existence and the rapid changes in our world, broad agreement is emerging (e.g., Resnick 1996) that when today's children become adults they will need the ability to...

- communicate well, respect others and engage with them to work through differences of opinion, and function well as members of a team;
- analyze situations, make reasoned judgments, and solve new problems as they emerge;
- access information through various modes, including spoken and written language, and intelligently employ complex tools and technologies as they are developed; and
- continue to learn new approaches, skills, and knowledge as conditions and needs change.

Clearly, people in the decades ahead will need, more than ever, fully developed literacy and numeracy skills, and these abilities are key goals of the educational process. In science, social studies (which includes history and geography), music and the visual arts, physical education and health, children need to acquire a body of knowledge and skills, as identified by those in the various disciplines (e.g., Bredekamp & Rosegrant 1995).

Besides acquiring a body of knowledge and skills, children must develop positive dispositions and attitudes. They need to understand that effort is necessary for achievement, for example, and they need to have curiosity and confidence in themselves as learners. Moreover, to live in a highly pluralistic society and world, young people need to develop a positive self-identity and a tolerance for others whose perspective and experience may be different from their own.

Beyond the shared goals of the early childhood field, every program for young children should establish its own goals in collaboration with families. All early childhood programs will not have identical goals; priorities may vary in some respects because programs serve a diversity of children and families. Such differences notwithstanding, NAEYC believes that all high-quality, developmentally appropriate programs will have certain attributes in common. A high-quality early childhood program is one that provides a safe and nurturing environment that promotes the physical, social, emotional, aesthetic, intellectual, and language development of each child while being sensitive to the needs and preferences of families.

Many factors influence the quality of an early childhood program, including (but not limited to) the extent to which knowledge about how children develop and learn is applied in program practices. Developmentally appropriate programs are based on what is known about how children develop and learn; such programs promote the development and enhance the learning of each individual child served.

Developmentally appropriate practices result from the process of professionals making decisions about the well-being and education of children based on at least three important kinds of information or knowledge:

1. what is known about child development and learning -- knowledge of age-related human characteristics that permits general predictions within an age range about what activities, materials, interactions, or experiences will be safe, healthy, interesting, achievable, and also challenging to children;
2. what is known about the strengths, interests, and needs of each individual child in the group to be able to adapt for and be responsive to inevitable individual variation; and
3. knowledge of the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant, and respectful for the participating children and their families.

Furthermore, each of these dimensions of knowledge -- human development and learning, individual characteristics and experiences, and social and cultural contexts -- is dynamic and changing, requiring that early childhood teachers remain learners throughout their careers.

An example illustrates the interrelatedness of these three dimensions of the decision making process. Children all over the world acquire language at approximately the same period of the life span and in similar ways (Fernald 1992). But tremendous individual variation exists in the rate and pattern of language acquisition (Fenson et al. 1994). Also, children acquire the language or languages of the culture in which they live (Kuhl 1994). Thus, to adequately support a developmental task such as language acquisition, the teacher must draw on at least all three interrelated dimensions of knowledge to determine a developmentally appropriate strategy or intervention.

<http://www.naeyc.org/positionstatements>
<http://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf>

Principles of child development and learning that inform developmentally appropriate practice

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8

Taken together, these core values define NAEYC's basic commitment to children and underlie its position on developmentally appropriate practice.

Developmentally appropriate practice is based on knowledge about how children develop and learn. As Katz states, "In a developmental approach to curriculum design, . . . [decisions] about what should be learned and how it would best be learned depend on what we know of the learner's developmental status and our understanding of the relationships between early experience and subsequent development" (1995, 109). To guide their decisions about practice, all early childhood teachers need to understand the developmental changes that typically occur in the years from birth through age 8 and beyond, variations in development that may occur, and how best to support children's learning and development during these years.

A complete discussion of the knowledge base that informs early childhood practice is beyond the scope of this document (see, for example, Seefeldt 1992; Sroufe, Cooper, & DeHart 1992; Kostelnik, Soderman, & Whiren 1993; Spodek 1993; Berk 1996). Because development and learning are so complex, no one theory is sufficient to explain these phenomena. However, a broad-based review of the literature on early childhood education generates a set of principles to inform early childhood practice. Principles are generalizations that are sufficiently reliable that they should be taken into account when making decisions (Katz & Chard 1989; Katz 1995). Following is a list of empirically based principles of child development and learning that inform and guide decisions about developmentally appropriate practice.

1. Domains of children's development -- physical, social, emotional, and cognitive -- are closely related. Development in one domain influences and is influenced by development in other domains.

Development in one domain can limit or facilitate development in others (Sroufe, Cooper, & DeHart 1992; Kostelnik, Soderman, & Whiren 1993). For example, when babies begin to crawl or walk, their ability to explore the world expands, and their mobility, in turn, affects their cognitive development. Likewise, children's language skill affects their ability to establish social relationships with adults and other children, just as their skill in social interaction can support or impede their language development.

Because developmental domains are interrelated, educators should be aware of and use these interrelationships to organize children's learning experiences in ways that help children develop optimally in all areas and that make meaningful connections across domains.

Recognition of the connections across developmental domains is also useful for curriculum planning with the various age groups represented in the early childhood period. Curriculum with infants and toddlers is almost solely driven by the need to support their healthy development in all domains. During

the primary grades, curriculum planning attempts to help children develop conceptual understandings that apply across related subject-matter disciplines.

2. Development occurs in a relatively orderly sequence, with later abilities, skills, and knowledge building on those already acquired.

Human development research indicates that relatively stable, predictable sequences of growth and change occur in children during the first nine years of life (Piaget 1952; Erikson 1963; Dyson & Genishi 1993; Gallahue 1993; Case & Okamoto 1996). Predictable changes occur in all domains of development -- physical, emotional, social, language, and cognitive -- although the ways that these changes are manifest and the meaning attached to them may vary in different cultural contexts. Knowledge of typical development of children within the age span served by the program provides a general framework to guide how teachers prepare the learning environment and plan realistic curriculum goals and objectives and appropriate experiences.

3. Development proceeds at varying rates from child to child as well as unevenly within different areas of each child's functioning.

Individual variation has at least two dimensions: the inevitable variability around the average or normative course of development and the uniqueness of each person as an individual (Sroufe, Cooper, & DeHart 1992). Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, temperament, learning style, and experiential and family background. All children have their own strengths, needs, and interests; for some children, special learning and developmental needs or abilities are identified. Given the enormous variation among children of the same chronological age, a child's age must be recognized as only a crude index of developmental maturity.

Recognition that individual variation is not only to be expected but also valued requires that decisions about curriculum and adults' interactions with children be as individualized as possible. Emphasis on individual appropriateness is not the same as "individualism." Rather, this recognition requires that children be considered not solely as members of an age group, expected to perform to a predetermined norm and without adaptation to individual variation of any kind. Having high expectations for all children is important, but rigid expectations of group norms do not reflect what is known about real differences in individual development and learning during the early years. Group-norm expectancy can be especially harmful for children with special learning and developmental needs (NEGP 1991; Mallory 1992; Wolery, Strain, & Bailey 1992).

4. Early experiences have both cumulative and delayed effects on individual children's development; optimal periods exist for certain types of development and learning.

Children's early experiences, either positive or negative, are cumulative in the sense that if an experience occurs occasionally, it may have minimal effects. If positive or negative experiences occur frequently, however, they can have powerful, lasting, even "snowballing," effects (Katz & Chard 1989; Kostelnik, Soderman, & Whiren 1993; Wieder & Greenspan 1993). For example, a child's social experiences with other children in the preschool years help him develop social skills and confidence

that enable him to make friends in the early school years, and these experiences further enhance the child's social competence. Conversely, children who fail to develop minimal social competence and are neglected or rejected by peers are at significant risk to drop out of school, become delinquent, and experience mental health problems in adulthood (Asher, Hymel, & Renshaw 1984; Parker & Asher 1987).

Similar patterns can be observed in babies whose cries and other attempts at communication are regularly responded to, thus enhancing their own sense of efficacy and increasing communicative competence. Likewise, when children have or do not have early literacy experiences, such as being read to regularly, their later success in learning to read is affected accordingly. Perhaps most convincing is the growing body of research demonstrating that social and sensorimotor experiences during the first three years directly affect neurological development of the brain, with important and lasting implications for children's capacity to learn (Dana Alliance for Brain Initiatives 1996).

Early experiences can also have delayed effects, either positive or negative, on subsequent development. For instance, some evidence suggests that reliance on extrinsic rewards (such as candy or money) to shape children's behavior, a strategy that can be very effective in the short term, under certain circumstances lessens children's intrinsic motivation to engage in the rewarded behavior in the long term (Dweck 1986; Kohn 1993). For example, paying children to read books may over time undermine their desire to read for their own enjoyment and edification.

At certain points in the life span, some kinds of learning and development occur most efficiently. For example, the first three years of life appear to be an optimal period for verbal language development (Kuhl 1994). Although delays in language development due to physical or environmental deficits can be ameliorated later on, such intervention usually requires considerable effort. Similarly, the preschool years appear to be optimum for fundamental motor development (that is, fundamental motor skills are more easily and efficiently acquired at this age) (Gallahue 1995). Children who have many opportunities and adult support to practice large-motor skills (running, jumping, hopping, skipping) during this period have the cumulative benefit of being better able to acquire more sophisticated, complex motor skills (balancing on a beam or riding a two-wheel bike) in subsequent years. On the other hand, children whose early motor experiences are severely limited may struggle to acquire physical competence and may also experience delayed effects when attempting to participate in sports or personal fitness activities later in life.

5. Development proceeds in predictable directions toward greater complexity, organization, and internalization.

Learning during early childhood proceeds from behavioral knowledge to symbolic or representational knowledge (Bruner 1983). For example, children learn to navigate their homes and other familiar settings long before they can understand the words left and right or read a map of the house. Developmentally appropriate programs provide opportunities for children to broaden and deepen their behavioral knowledge by providing a variety of firsthand experiences and by helping children acquire symbolic knowledge through representing their experiences in a variety of media, such as drawing, painting, construction of models, dramatic play, verbal and written descriptions (Katz 1995).

Even very young children are able to use various media to represent their understanding of concepts. Furthermore, through representation of their knowledge, the knowledge itself is enhanced (Edwards, Gandini, & Forman 1993; Malaguzzi 1993; Forman 1994). Representational modes and media also vary with the age of the child. For instance, most learning for infants and toddlers is sensory and

motoric, but by age 2 children use one object to stand for another in play (a block for a phone or a spoon for a guitar).

6. Development and learning occur in and are influenced by multiple social and cultural contexts.

Bronfenbrenner (1979, 1989, 1993) provides an ecological model for understanding human development. He explains that children's development is best understood within the sociocultural context of the family, educational setting, community, and broader society. These various contexts are interrelated, and all have an impact on the developing child. For example, even a child in a loving, supportive family within a strong, healthy community is affected by the biases of the larger society, such as racism or sexism, and may show the effects of negative stereotyping and discrimination.

We define culture as the customary beliefs and patterns of and for behavior, both explicit and implicit, that are passed on to future generations by the society they live in and/or by a social, religious, or ethnic group within it. Because culture is often discussed in the context of diversity or multiculturalism, people fail to recognize the powerful role that culture plays in influencing the development of all children. Every culture structures and interprets children's behavior and development (Edwards & Gandini 1989; Tobin, Wu, & Davidson 1989; Rogoff et al. 1993). As Bowman states, "Rules of development are the same for all children, but social contexts shape children's development into different configurations" (1994, 220). Early childhood teachers need to understand the influence of sociocultural contexts on learning, recognize children's developing competence, and accept a variety of ways for children to express their developmental achievements (Vygotsky 1978; Wertsch 1985; Forman, Minick, & Stone 1993; New 1993, 1994; Bowman & Stott 1994; Mallory & New 1994a; Phillips 1994; Bruner 1996; Wardle 1996).

Teachers should learn about the culture of the majority of the children they serve if that culture differs from their own. However, recognizing that development and learning are influenced by social and cultural contexts does not require teachers to understand all the nuances of every cultural group they may encounter in their practice; this would be an impossible task. Rather, this fundamental recognition sensitizes teachers to the need to acknowledge how their own cultural experience shapes their perspective and to realize that multiple perspectives, in addition to their own, must be considered in decisions about children's development and learning.

Children are capable of learning to function in more than one cultural context simultaneously. However, if teachers set low expectations for children based on their home culture and language, children cannot develop and learn optimally. Education should be an additive process. For example, children whose primary language is not English should be able to learn English without being forced to give up their home language (NAEYC 1996a). Likewise, children who speak only English benefit from learning another language. The goal is that all children learn to function well in the society as a whole and move comfortably among groups of people who come from both similar and dissimilar backgrounds.

7. Children are active learners, drawing on direct physical and social experience as well as culturally transmitted knowledge to construct their own understandings of the world around them.

Children contribute to their own development and learning as they strive to make meaning out of their daily experiences in the home, the early childhood program, and the community. Principles of

developmentally appropriate practice are based on several prominent theories that view intellectual development from a constructivist, interactive perspective (Dewey 1916; Piaget 1952; Vygotsky 1978; DeVries & Kohlberg 1990; Rogoff 1990; Gardner 1991; Kamii & Ewing 1996).

From birth, children are actively engaged in constructing their own understandings from their experiences, and these understandings are mediated by and clearly linked to the sociocultural context. Young children actively learn from observing and participating with other children and adults, including parents and teachers. Children need to form their own hypotheses and keep trying them out through social interaction, physical manipulation, and their own thought processes -- observing what happens, reflecting on their findings, asking questions, and formulating answers. When objects, events, and other people challenge the working model that the child has mentally constructed, the child is forced to adjust the model or alter the mental structures to account for the new information. Throughout early childhood, the child in processing new experiences continually reshapes, expands, and reorganizes mental structures (Piaget 1952; Vygotsky 1978; Case & Okamoto 1996). When teachers and other adults use various strategies to encourage children to reflect on their experiences by planning beforehand and "revisiting" afterward, the knowledge and understanding gained from the experience is deepened (Copple, Sigel, & Saunders 1984; Edwards, Gandini, & Forman 1993; Stremmel & Fu 1993; Hohmann & Weikart 1995).

In the statement of this principle, the term "physical and social experience" is used in the broadest sense to include children's exposure to physical knowledge, learned through firsthand experience of using objects (observing that a ball thrown in the air falls down), and social knowledge, including the vast body of culturally acquired and transmitted knowledge that children need to function in the world. For example, children progressively construct their own understanding of various symbols, but the symbols they use (such as the alphabet or numerical system) are the ones used within their culture and transmitted to them by adults.

In recent years, discussions of cognitive development have at times become polarized (see Seifert 1993). Piaget's theory stressed that development of certain cognitive structures was a necessary prerequisite to learning (i.e., development precedes learning), while other research has demonstrated that instruction in specific concepts or strategies can facilitate development of more mature cognitive structures (learning precedes development) (Vygotsky 1978; Gelman & Baillargeon 1983). Current attempts to resolve this apparent dichotomy (Seifert 1993; Sameroff & McDonough 1994; Case & Okamoto 1996) acknowledge that essentially both theoretical perspectives are correct in explaining aspects of cognitive development during early childhood. Strategic teaching, of course, can enhance children's learning. Yet, direct instruction may be totally ineffective; it fails when it is not attuned to the cognitive capacities and knowledge of the child at that point in development.

8. Development and learning result from interaction of biological maturation and the environment, which includes both the physical and social worlds that children live in.

The simplest way to express this principle is that human beings are products of both heredity and environment and these forces are interrelated. Behaviorists focus on the environmental influences that determine learning, while maturationists emphasize the unfolding of predetermined, hereditary characteristics. Each perspective is true to some extent, and yet neither perspective is sufficient to explain learning or development. More often today, development is viewed as the result of an interactive, transactional process between the growing, changing individual and his or her experiences in the social and physical worlds (Scarr & McCartney 1983; Plomin 1994a, b). For example, a child's genetic makeup may predict healthy growth, but inadequate nutrition in the early years of life may keep this potential from being fulfilled. Or a severe disability, whether inherited or environmentally caused,

may be ameliorated through systematic, appropriate intervention. Likewise, a child's inherited temperament -- whether a predisposition to be wary or outgoing -- shapes and is shaped by how other children and adults communicate with that child.

9. Play is an important vehicle for children's social, emotional, and cognitive development, as well as a reflection of their development.

Understanding that children are active constructors of knowledge and that development and learning are the result of interactive processes, early childhood teachers recognize that children's play is a highly supportive context for these developing processes (Piaget 1952; Fein 1981; Bergen 1988; Smilansky & Shefatya 1990; Fromberg 1992; Berk & Winsler 1995). Play gives children opportunities to understand the world, interact with others in social ways, express and control emotions, and develop their symbolic capabilities. Children's play gives adults insights into children's development and opportunities to support the development of new strategies. Vygotsky (1978) believed that play leads development; with written language growing out of oral language through the vehicle of symbolic play that promotes the development of symbolic representation abilities. Play provides a context for children to practice newly acquired skills and also to function on the edge of their developing capacities to take on new social roles, attempt novel or challenging tasks, and solve complex problems that they would not (or could not) otherwise do (Mallory & New 1994b).

Research demonstrates the importance of sociodramatic play as a tool for learning curriculum content with 3- through 6-year-old children. When teachers provide a thematic organization for play; offer appropriate props, space, and time; and become involved in the play by extending and elaborating on children's ideas, children's language and literacy skills can be enhanced (Levy, Schaefer, & Phelps 1986; Schrader 1989, 1990; Morrow 1990; Pramling 1991; Levy, Wolfgang, & Koorland 1992).

In addition to supporting cognitive development, play serves important functions in children's physical, emotional, and social development (Herron & Sutton-Smith 1971). Children express and represent their ideas, thoughts, and feelings when engaged in symbolic play. During play a child can learn to deal with emotions, to interact with others, to resolve conflicts, and to gain a sense of competence -- all in the safety that only play affords. Through play, children also can develop their imaginations and creativity. Therefore, child-initiated, teacher-supported play is an essential component of developmentally appropriate practice (Fein & Rivkin 1986).

10. Development advances when children have opportunities to practice newly acquired skills as well as when they experience a challenge just beyond the level of their present mastery.

Research demonstrates that children need to be able to successfully negotiate learning tasks most of the time if they are to maintain motivation and persistence (Lary 1990; Brophy 1992). Confronted by repeated failure, most children will simply stop trying. So most of the time, teachers should give young children tasks that with effort they can accomplish and present them with content that is accessible at their level of understanding. At the same time, children continually gravitate to situations and stimuli that give them the chance to work at their "growing edge" (Berk & Winsler 1995; Bodrova & Leong 1996). Moreover, in a task just beyond the child's independent reach, the adult and more-competent peers contribute significantly to development by providing the supportive "scaffolding" that allows the child to take the next step.

Development and learning are dynamic processes requiring that adults understand the continuum, observe children closely to match curriculum and teaching to children's emerging Outcomes, needs, and interests, and then help children move forward by targeting educational experiences to the edge of children's changing capacities so as to challenge but not frustrate them. Human beings, especially children, are highly motivated to understand what they almost, but not quite, comprehend and to master what they can almost, but not quite, do (White 1965; Vygotsky 1978). The principle of learning is that children can do things first in a supportive context and then later independently and in a variety of contexts. Rogoff (1990) describes the process of adult-assisted learning as "guided participation" to emphasize that children actively collaborate with others to move to more complex levels of understanding and skill.

11. Children demonstrate different modes of knowing and learning and different ways of representing what they know.

For some time, learning theorists and developmental psychologists have recognized that human beings come to understand the world in many ways and that individuals tend to have preferred or stronger modes of learning. Studies of differences in learning modalities have contrasted visual, auditory, or tactile learners. Other work has identified learners as field-dependent or independent (Witkin 1962). Gardner (1983) expanded on this concept by theorizing that human beings possess at least seven "intelligences." In addition to having the ones traditionally emphasized in schools, linguistic and logical-mathematical, individuals are more or less proficient in at least these other areas: musical, spatial, bodily-kinesthetic, intrapersonal, and interpersonal.

Malaguzzi (1993) used the metaphor of "100 languages" to describe the diverse modalities through which children come to understand the world and represent their knowledge. The processes of representing their understanding can with the assistance of teachers help children deepen, improve, and expand their understanding (Copple, Sigel, & Saunders 1984; Forman 1994; Katz 1995). The principle of diverse modalities implies that teachers should provide not only opportunities for individual children to use their preferred modes of learning to capitalize on their strengths (Hale-Benson 1986) but also opportunities to help children develop in the modes or intelligences in which they may not be as strong.

12. Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met, and they feel psychologically secure.

Maslow (1954) conceptualized a hierarchy of needs in which learning was not considered possible unless physical and psychological needs for safety and security were first met. Because children's physical health and safety too often are threatened today, programs for young children must not only provide adequate health, safety, and nutrition but may also need to ensure more comprehensive services, such as physical, dental, and mental health and social services (NASBE 1991; U.S. Department of Health & Human Services 1996). In addition, children's development in all areas is influenced by their ability to establish and maintain a limited number of positive, consistent primary relationships with adults and other children (Bowlby 1969; Stern 1985; Garbarino et al. 1992). These primary relationships begin in the family but extend over time to include children's teachers and members of the community; therefore, practices that are developmentally appropriate address children's physical, social, and emotional needs as well as their intellectual development.

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ED 150 Environments and Curriculum in ECE
WEEKS 2-3 Activities and Topics for Discussion

The Wonder of Children

- I. Defining Dispositions and Development
 - a. Disposition = a tendency to exhibit frequently, consciously, and voluntarily a pattern of behavior that is directed to a broad goal (p. 35)
 - b. Development = Series of changes that occur in humans throughout the lifespan

- II. Basic Principles of Development (p. 35)
 - a. Development includes individual variation
 - b. Development occurs in a fairly predictable sequence
 - c. Basic needs must be met for development to occur
 - d. Development involved biological and environmental factors
 - e. Play is a major activity in development
 - f. Children actively construct their knowledge

- III. Studying Infants: Birth – 12 months—the “Sensory” Period
 - a. Motor Development: the role of reflexes
 - b. Social and Emotional Development: an ecological perspective on attachment
 - c. Language and Literacy Development: Crying to Cooing to Coordination
 - d. Cognitive Development: Sensory exploration
 - e. Major Milestones

- IV. Studying Toddlers
 - a. Motor Development: Exploration and Discovery
 - b. Socialization
 - c. Language and Literacy
 - d. Cognitive Development: Sensory exploration
 - e. Major Milestones

Studying Infants (Birth-12 months)

“When the first baby laughed for the first time,
 The laugh broke into a thousand pieces
 And they all want skipping about,
 And that was the beginning of fairies. “
 -- Author: J.M. Barrie (from Peter Pan)

<p style="text-align: center;">Motor Development</p> <p>Babies begin to interact with the environment by around 2 months by kicking and reaching. By 3 months, babies will lift head, visually follow objects, and turn from their tummy to back. By 9-12 months, babies move from scooting to crawling to standing to walking!</p>	<p style="text-align: center;">Social and Emotional Development</p> <p>Babies develop a sense of trust as others appropriately respond to their needs, and they begin to exercise autonomy through their deliberate actions such as moving and grasping objects. Positive response from others evokes self-confidence.</p>
<p style="text-align: center;">Language and Literacy Development</p> <p>Babies begin to play with sounds by cooing and babbling by 2-3 months, and by 6 months they will retain and repeat sounds such as “Ba-Ba.” By 10 months babies will begin to use words and sounds to express ideas such as “Ma Ma” and “No No.”</p> <p>Babies exposed to book reading will begin to choose books as play objects, and they may begin to demonstrate proper handling of books such as turning pages and pointing to objects.</p>	<p style="text-align: center;">Cognitive Development</p> <p>Babies begin to explore the world through their senses: especially taste and touch. The sucking reflex continues through most of the first year.</p> <p>Babies learn through moving their bodies!</p> <p>Babies demonstrate a need to explore and sort. They will bang objects together, put objects in and out of containers, reach out and pull back objects, drop and watch objects, reach out toward desired objects, and wave bye-bye.</p>

Babies need:

- Predictable, supportive environment
- Physical contact
- Variety of textures and sensory experiences including music and language
- Time to cuddle
- Time to stretch
- Language and eye-contact
- Opportunities to make choices and initiate activities

Studying Toddlers (1 -2 years)

“Safety is all well and good: I prefer freedom “
 -- Author: E.B. White (from *Trumpet of the Swan*)

“I think I can. I think I can. I think I can.”
 --Author: Watty Piper (from *The Little Engine That Could*)

<p style="text-align: center;">Motor Development</p> <p>Toddlers enjoy exploring their world by their own means. Expressing individuality and independence characterizes their physical activities. Toddlers’ fine motor skills are also growing as they are able to demonstrate dexterity with smaller objects (rocks, stickers, alphabetic magnets) and coordination with larger objects (dolls, balls, containers, and blocks).</p>	<p style="text-align: center;">Social and Emotional Development</p> <p>Toddlers observe the effects of their actions and begin to become more assertive and take more initiative. Toddlers begin to test social as well as physical limits and begin to draw on their resources to meet goals (such as delaying bedtime!)</p>
<p style="text-align: center;">Language and Literacy Development</p> <p>Toddlers’ vocabulary is growing by leaps and bounds. A typical 2-year old can understand (but not use) over 1000 words. Children begin to experiment with language by making up silly words and singing repetitive songs and rhymes. Children’s interest in narrative increases through experience. At this age children may point at pictures and call out objects’ names. They will continue to practice proper book-reading conventions such as turning the pages and “reading” from left to right.</p>	<p style="text-align: center;">Cognitive Development</p> <p>Toddlers begin to recognize that symbols can represent things and ideas. They begin to engage in dramatic play—a major milestone in cognitive development. Children think in concrete terms and need continuous interaction with the tangible world.</p> <p>Toddlers are healthfully egocentric in that they see the world from their perspective and assume everyone else does too!</p>

Toddlers need:

- Predictable, supportive environment
- Choices *AND* safe boundaries (both physical, social, and emotional)
- Variety of sensory experiences to interact with the world
- Book sharing
- Scaffolded conversations: adult carries conversation by building on children’s utterances and limited expressive vocabulary
- Opportunities to make choices and initiate activities: “No Squashing!” (Ethan p. 47)

Studying Preschoolers (3 – 5 years)

“And now,” cried Max, “let the wild rumpus start! “

-- Author: Maurice Sendak (from *Where the Wild Things Are*)

<p style="text-align: center;">Motor Development</p> <p>Preschoolers make major advances in coordination, speed, agility, dexterity, and balance. They demonstrate control over their actions and deliberateness in their movements.</p>	<p style="text-align: center;">Social and Emotional Development</p> <p>Preschoolers' developing sense of self and self-esteem requires positive responses and feedback from others, especially adults. Preschoolers demonstrate a need for belonging and affiliation. While adult interaction is still a desire, preschoolers begin to seek the attention and affirmation of their peers.</p>
<p style="text-align: center;">Language and Literacy Development</p> <p>Children create complex sentences that include pronouns, adjectives, plurals, and possessives. At the end of 5 years, children's language sounds very much like an adult's. They have vocabularies of around 2500 words and tend to use language creatively. "The clouds are all swirly and full of puffs!"</p>	<p style="text-align: center;">Cognitive Development</p> <p>Preschoolers have a heightened sense to routine and predictable environments. They are well aware if things are out-of-place, if you skip a page when reading a familiar story, or if you run a yellow-light! Preschoolers have a tendency to focus on certain attributes (height and length) rather than more abstract qualities such as volume and mass. They continue to be egocentric but can begin to consider individual differences.</p>

Preschoolers need:

- Predictable, supportive environment
- Opportunities for scientific thinking: testing, comparing, predicting
- Independent spaces
- Facilitated dramatic play
- Rich language and literacy experiences (journaling, story telling, story sharing)
- Opportunities to make choices and initiate activities
- Effective yet positive discipline that redirects unwanted behavior by offering a positive, safe alternative.

Studying Children in Kindergarten and Primary Grades

“Every child is an artist. The problem is how to remain an artist once he grows up. “
 --Pablo Picasso

<p style="text-align: center;">Motor Development</p> <p>Children continue to need adequate time for exerting physical energy throughout the day. Physical activities and team games can affect children’s self-confidence while engaging them physically.</p>	<p style="text-align: center;">Social and Emotional Development</p> <p>Children at this age continue to exert a dual need for independence and affiliation with peers. Individual identity is tied closely with peer groups. At this age children begin to test boundaries and rules while continuing to need the support and affirmation of adults.</p>
<p style="text-align: center;">Language and Literacy Development</p> <p>As children learn to decode print to recognize words and sentences, their literacy knowledge increases. At this age children are prepared to make storyline comparisons, consider elements of narrative (plot, characters, conflict, resolution) and use their imagination to consider alternate endings as well as personal applications.</p>	<p style="text-align: center;">Cognitive Development</p> <p>Children begin employing memory strategies; they have an increasing sense of abstract ideas such as time. Children are able to reverse thinking, that is, can think forward and backward through a problem or puzzle. Children at this age are able to sort and classify objects into increasingly abstract categories. Children begin to talk aloud to themselves as they work through difficult problems or keep track of steps in problem solving.</p>

Kindergarteners and Primary-Aged Children need:

- Predictable, supportive environment
- Physical contact
- Opportunities to use self-control and self-direction
- Time to interact with peers
- Complex problem-solving experiences
- Language-rich environments
- Opportunities to make choices and initiate activities in all areas

The Wonder of Children

- I. Studying Preschool-Aged Children
 - a. Cognitive Development
 - b. Physical Development
 - c. Social Development
 - d. Language and Literacy
 - e. Gender Development: Toys, Clothing, etc.

- II. Kindergarten and Primary Grades
 - a. Cognitive Development
 - b. Social Development
 - c. Emotional Development
 - d. Physical and Motor Development

- III. Special Topics
 - a. Attachment
 - b. Self-regulation

- IV. Learning Activity Assessments
 - a. Evaluating products for DAP

Developmentally Appropriate?

Activity:

In groups of 3 or 4, consider two toys/play objects and evaluate them in terms of the following criteria:

1. For what age group do you think this object is intended?

2. Considering what we know about children's social, emotional, cognitive, and physical development, is this toy developmentally appropriate for this particular age group? (Explain why or why not)

Social Considerations	Emotional Considerations
Cognitive Considerations	Physical Considerations

**ED 150 Environments and Curriculum in ECE
Weeks 4, 5 and 6 Topics and Ideas for Discussion**

Theories of Development

- I. Rationale for studying theories
 - a. Clarifying expectations
 - b. Making salient underlying beliefs
 - c. Aligning teaching decisions with beliefs about how children learn
- II. Foundation for Theories
 - a. Child observation
 - b. Experiences “in the field”
 - c. Patterns of behavior
- III. Piaget: Part I
 - a. Biographical History: One of the most important theorists in all of psychology in terms of introducing a comprehensive and compelling theory of intellectual development
 - b. Basic tenets of theory: tendency toward organization and adaptation; innate drive for cognitive equilibrium
 - c. Piaget’s Learning Cycle
 - i. Schemas
 - ii. Disequilibrium
 - iii. Assimilation
 - iv. Accommodation
 - v. Equilibrium
- IV. Stages of Development (p. 68)
 - a. Sensorimotor (birth-2 years)
 - i. World of senses; reflexes become organized into complex activities
 - ii. Babies acquire practical knowledge of space and consequences of physical action
 - iii. Object permanence
 - b. Preoperational (2-7 years)
 - i. Representation
 - ii. Communication relatively inflexible
 - iii. Thought heavily influenced by physical appearance and child’s own perspective
 - iv. Reasoning about abstract concepts (time, space, causality) is inconsistent
 - c. Concrete Operations (7-11 years)
 - i. Emergence of logical reasoning about ideas
 - ii. Thought limited to concrete objects, events, and relationships
 - iii. No longer fooled by appearances
 - iv. Can think systematically: can consider at least 2 aspects of problem
 - v. “More than meets the eye”
 - vi. Can consider perspective of others
 - d. Formal Operations (11+)
 - i. Operations can be performed and reversed
 - ii. Can consider hypothetical outcomes
 - iii. Can think about their own thinking
 - iv. Notions of imaginary audience (“everybody’s watching!”)
 - v. Personal Fable (self = unique)

Piagetian Group Activity

Consider a child who is _____ old. According to Piaget, this child is in the _____ stage of development. Based on what you know (from readings, discussions and EXPERIENCE), complete the following:

1. Draw a picture of your child. Be sure to include appropriate dress, accessories (ex: teddy bear, pacifier, toys, etc.)
2. Write a few characteristics of your child. For example, what does this child enjoy doing? How does this child dress?
3. According to Piaget's stage of development, describe how this child thinks. Give examples, if possible.

The Learning Cycle

Scheme: The basic mental structure in Piaget's theory; it is a "map" or pattern for reasoning and behaving. Schemas are a type of intelligence—a way of structuring and understanding reality.

Activity ideas:

1. Read the book *Fish is Fish* by Leo Lionni in which a fish attempts to understand his friend's adventures. The fish's perspective is limited, and we see that the fish's schema for understanding reality is egocentric. This is an excellent example to share for discussing Piaget's Preoperational stage of development in which young children's understanding is limited to their own experiences.
2. Read the book *The Snowy Day* by Ezra Jack Keats in which a boy, Peter, is perplexed by the fact that the snowball he saved in his pocket is gone, and in its place is a wet pocket. This is a nice example of our schema of objects retaining their properties (or not).
3. Lead students through the example of the "Perceptual Expectancy" exercise in which the influence of schemas is evident in our false recollection of words.
4. Read the following situation to students:

The Accident

A man and his son were driving in an ice storm. They were hit by another vehicle and had to be rushed to the hospital emergency room. The little boy required surgery. The doctor who was on call that day entered the room and said, "I cannot operate on this boy because he is my son."

How can this be?

This is a powerful example of how schemas also inform our stereotypes of expectations of certain situations. In this case, the doctor, the boys' mother, is not able to operate.

Example of Perceptual Expectancy: The Influence of Schemas on our Cognitive Processing (Memory)

Perceptual Expectancy: Given a context (sleep), we attribute and associate certain characteristics with others—as occurring together—we expect it—deeply engrained expectations influence how we react, respond, and remember.

Schemas: Model for our cognitive processing—tells us what to expect, what to associate with characteristics....think about our scheme for going to the grocery, the airport, to our church...think about going to a new grocery, an airport in a foreign country, our friend's church—it makes us nervous at times b/c although we have an idea of "church," we encounter characteristics that do not fit our existing ways of thinking and organizing.

Memory Exercise

Purpose: This exercise addresses the idea that memory is a dynamic process that incorporates prior knowledge, experiences, and beliefs. Psychologists have found that memory is a process which can distort new information to make it fit with preexisting representations of knowledge. In this exercise we're trying to illustrate how our preexisting representations and expectations influence our recall.

Step 1: I'm going to read you a list of 13 words. Listen, and try to remember the words.

List:

- Tired
- Snooze
- Comfort
- Snore
- Night
- Moon
- Awake
- Rest
- Bed
- Dream
- Pillow
- Slumber
- Quiet



Step 2: Write down all the words you remember.

Step 3: Raise your hand if you remembered the following words:
Repeat list, and for the 4th word, say SLEEP.

* (Discuss the role of expectations (schemas) in our processing and in this case, memory)

Teaching the Preoperational Child

Between the ages of two and seven, Piaget argued that children are in a stage of preoperational thought: children's thinking is limited to observable characteristics and personal experiences. The following is a list of a few ideas for teaching children at this stage of development.

- **Use concrete props.**

Examples:

- When discussing concepts such as "part," "whole," or "one-half," use shapes, felt, or cardboard "pizzas" to demonstrate.
- Allow children to add and subtract using familiar objects such as leaves, sticks, pebbles, or crayons.

- **Make instructions relatively short: use actions with words.**

Examples:

- When giving directions about how to behave on the playground, ask students to demonstrate.
- Show students ideas of what projects could look like.

- **Don't expect children to see the world from another person's point of view.**

Examples:

- Whenever possible, use topics and themes relevant to children's lives.
- Be specific when you talk about important ideas such as classroom rules and safety.

- **Be sensitive to the differences in children's understanding.**

Examples:

- Ask children to explain the meaning of their invented words.
- If a child protests, "I don't want to take a time-out!" be aware that a time-out may mean extended isolation or negative consequences for a child. Explain what you mean.

- **Give children time to interact with the skills.**

Examples:

- Have letters of different textures (such as sand paper, felt, etc.)
- Allow children to do hands-on mathematical thinking such as measuring beans or water, building with blocks, dividing popcorn.

- **Provide a range of experiences.**

Examples:

- Invite guests into your classroom.
- Take children to community places (museums, libraries, parks)
- Give students the vocabulary to talk about things they are experiencing.

(Note. See Woolfolk, A. (2001) *Educational Psychology*, 8th Ed. Boston: Allyn & Bacon.)

Activity Ideas:

- 1. Exemplify the importance of tools in terms of how we organize our day and thinking by asking students to participate in the “Tools we Use” exercise.**
- 2. Demonstrate the ZPD in action by asking students to work with a partner. Taking turns, one person will direct the other to his/her favorite restaurant in town. The person listening should take notes on how to get there. After each person has a chance to lead the other, compare students’ strategies. Did students use formal directions (North, South, East, West), street names, landmarks, etc? Most often students will begin with the question, “Where are you coming from?” and they will ask their partner if they know of certain landmarks or locations. This is an example of the “zone” at work in terms of teaching others something new by working together and using prior knowledge.**

“The Tools We Use”

Vygotsky placed an enormous emphasis on our ability as humans to use tools to organize our thinking, actions, and emotions. The following is an exercise to demonstrate the variety of tools we use in our daily lives.

- 1. Clear off your desk except for a piece of paper and pen/pencil. On your paper draw a line down the center so that you have two columns. On one side write “Tool” at the top, and on the other side write “Purpose.”**
- 2. The teacher will call off some objects or “tools” that you may have with you today. If you have the object, retrieve it and place it on your desk.**
- 3. After the teacher has named the items, write down the name of the tool under the “Tool” column and write how you use it under the “Purpose” column.**
 - **Calendar/planner**
 - **Cell phone/pager**
 - **Palm pilot**
 - **iPod or musical equipment**
 - **Map**
 - **Dictionary**
 - **Sticky notes**
 - **A list of any kind that you have already made**
 - **Notebook/binder**
 - **Eraser**
 - **Rubber band**
 - **ID card**
 - **Photographs of a loved one or good friend**
 - **Inspirational object**
- 4. Get into groups of 2 and discuss the tools in front of you. Talk about what you have, how you use these objects, and the similarities and differences between your objects.**
- 5. These are a few of the “cultural” and “psychological” tools that we use on a daily basis. According to Vygotsky, you learned about these tools and their value from your culture, your society, your peers, and your family but you have adapted them to fit your needs—a sign of a highly intelligent species!**

Vygotskian Themes:

- The role of tools in learning and development
- Individual thought begins in social interaction
- Learning is active, dynamic, and social in nature
- The ZPD is a metaphor for the teacher-learner interaction

The Zone of Proximal Development

“Every function in the child’s cultural development occurs twice: first on the social level, and later, on the individual level” (Vygotsky, 1978, p. 57).

What is the ZPD?

The distance between what a child can accomplish alone and what she can do with the assistance of a more knowledgeable other. It is the distance between “actual” and “potential” levels of development.

What happens in the Zone?

Child and teacher struggle to understand each others’ thinking by sharing prior knowledge and experience. The child draws on the adult’s experience and knowledge to make connections to new material. This process is often referred to as **scaffolding**.

What is the teacher’s role in the ZPD?

The teacher works with the child to **co-construct** new understanding. The teacher must be tuned into where the child is going, not just where they are at the moment. The teacher is a **mediator** in the learning process: she works with the student to bridge prior and new understanding.

What is the student’s role?

The student shares her understanding based on prior experiences (both in school and out of school) and works with the teacher to build a new understanding. The student will **appropriate** new ways of thinking. Meaning, a child does not just take new knowledge at face-value, they transform in and make it their own as it relates to their own experience.

Multiple Intelligences

Key Points in MI Theory

- Each person possesses all eight intelligences.
- Most people can develop each intelligence to an adequate level of Outcome.
- Intelligences usually work together in complex ways.
- There are many ways to be intelligent within each category.

Factors that Affect Intelligences

- Biological Endowment
- Personal Life History
- Cultural and Historical Background

Activators and Deactivators of Intelligences

- *Crystallizing Experiences*: Moments that stand out, usually in early childhood that peaked an interest.
- *Paralyzing Experiences*: Moments that “shut down” an intelligence’s development.

Important Considerations

- Before applying MI in the classroom, we must apply it to our own lives.
- Teacher strengths are directly related to your intelligences.
- Considering your own intelligences involves reflecting on life experiences and personal memories.

Multiple Intelligences in Children

Children who are strongly Linguistic (word smart):

Think: In words

Love: Reading, writing, telling stories, playing word games

Need: Books, tapes, paper diaries, discussions, stories, debates

Children who are strongly Logical-Mathematical (logic smart):

Think: By reasoning

Love: Experimenting, questioning, figuring out puzzles, calculating

Need: Things to explore and think about, science materials, manipulatives, trips to science centers, hands-on learning

Children who are strongly Spatial (picture smart):

Think: In images and pictures

Love: Designing, drawing, visualizing, doodling

Need: Art, Legos, movies, games, mazes, puzzles, field trips

Children who are strongly Bodily-Kinesthetic (body smart):

Think: Through movement and sensations

Love: Dancing, running, jumping, building, touching, gesturing

Need: Role play, drama, movement, things to build, physical games, hands-on Learning

Children who are strongly Musical (music smart):

Think: In rhythms and melodies

Love: Singing, whistling, humming, tapping, listening

Need: Sing-along time, trips to concerts, musical instruments

Children who are strongly Intra-personal (self smart):

Think: Deeply inside themselves

Love: Setting goals, dreaming, meditating, journaling, being quiet

Need: Secret places, alone time, self-paced projects, choices

Children who are strongly Inter-personal (people smart):

Think: By bouncing ideas off others

Love: Leading, organizing, mediating, socializing

Need: Friends, group games, social gatherings, community events, clubs

Children who are strongly Naturalist (nature smart):

Think: By classifying and organizing naturalistic patterns

Love: Recognizing patterns in the natural world, charting relationships, noting differences in animals and nature

Need: Experiences in the nature, interactions with plants and animals, opportunities to detect patterns, similarities and differences

Multiple Intelligence Hunt

Move around the room to find people who can perform these activities. Once they perform to your satisfaction, have them sign their initials on the blank space. Try to get eight different people to perform the tasks. Have fun!

Find a person who can:

_____ hum something by Beethoven (Music Smart)

_____ demonstrate the Macarena dance (Body Smart)

_____ recite 4 lines from a poem (Word Smart)

_____ explain why the sky is blue (Logic Smart)

_____ briefly share a recent dream (Self Smart)

_____ draw a picture of a horse (Picture Smart)

_____ honestly say that he/she is relaxed &
comfortable relating to others during this
exercise (People Smart)

_____ name 5 different types of birds or trees indigenous to this
area (Nature Smart)

Social and Emotional Development in the Early Childhood Classroom

Your Activity/Tool: _____

How could you use this material/activity in an early childhood setting?

Which stage in Erikson's theory does this address?

How could you integrate this activity with academic curriculum? (ex: math, language, science, self-care, home-living, dramatic play)

How will this activity support developmentally appropriate social/emotional concepts for young children?

Social and Emotional Development in the Early Childhood Classroom

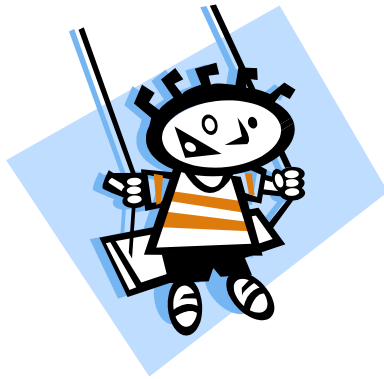
Your Activity/Tool: _____

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Which stage in Erikson's theory does this address?

How could you integrate this activity with academic curriculum? (ex: math, language, science, self-care, home-living, dramatic play)

How will this activity support developmentally appropriate social/emotional concepts for young children?



“Preschool Profile”

With a partner, complete the following sentences. You may need to return to Chapter 3 (p. 64).

Between the ages of 3 and 5, children are....

Piaget would argue that at this age, children are in the _____ stage of development.

One characteristic of this stage of development is:

Bruner argued that at this age, children are in the _____ stage of cognitive development, which means that they know the world through _____.

According to Erikson, children at this age are in the _____ stage.

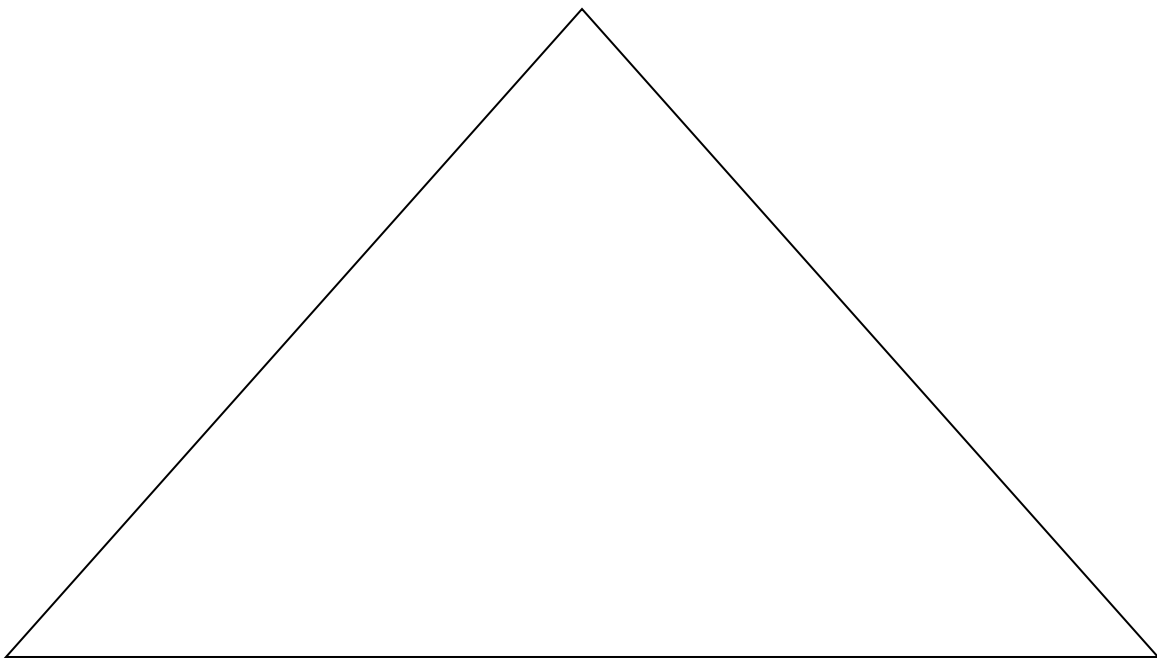
Abraham H. Maslow (1908-1970)

Basic Ideas:

- Humanistic View: Theory that explains motivation in terms of our needs for safety and security, personal freedom, choice, self-determination, and personal growth.
- Hierarchy of Needs: Lower level needs such as survival and safety needs must be met before needs for self esteem, knowledge, and self-actualization.
- Motivation to achieve basic needs (Physiological, Safety, Belongingness, and Esteem) is a lifelong quest.
- Way of looking at the whole person: physical, emotional, social, and intellectual needs are inter-related.

Educational Considerations:

- Students' motivation to fulfill lower level needs can sometimes conflict with teachers' motivation to fulfill higher level needs.
- Students come to school with unmet basic needs: this can dramatically affect their ability to learn.



Group Activity

Names _____

You have been given a level of Maslow's Hierarchy. Using this level, address the following questions:

1. What types of needs are included in this level of motivation?
2. In a classroom setting, describe two examples of children motivated by this need.
3. How might this level of motivation interfere with your (the teacher) goals for learning?
4. As an early childhood professional, how will you help meet this need?

Maslow's Theory of Self-Actualization Individual Exercise

Maslow's theory is based, in part, on college students' answers to the following prompt:

Think of the most wonderful experiences of your life; happiest moments, moments of rapture, moments of being in love or listening to music and suddenly "being hit" by a book or painting, or from some great creative moment. (Maslow, 1962, p. 67).

Consider this question for your own life. List these experiences, and note how you felt during these moments.

How We Feel

Activity:

As a class we are going to create a book that helps children to build a vocabulary of emotions.

Materials:

You will be assigned emotions. Using magazines, find pictures, which represent the assigned emotions. Label the construction paper with the specific emotion. Glue the pictures on the construction paper and bring your emotion collage back to the class next week.

Emotions:

Sad, Surprised, Proud
Angry, Excited, Nervous
Friendly, Loving, Frustrated
Shy, Scared, Funny

Creating a Classroom Community

Establishing positive guidance strategies begins with creating a safe space for students to exchange ideas and learn together. The following are a few ideas for fostering such a setting.

Establish a Safe Rule for the Classroom

The safe rule, “*We keep ourselves safe. We keep each other safe. We keep our things safe.*” is a simple, yet powerful means for establishing a foundation and a language for discussing classroom interactions. One way to do this is to have students role play the different types of safety, and it can be helpful to young children to have a visual aid of the rule. This can be accomplished through magazine cut-outs or photographs of the children themselves.

Fostering Empathy

Empathy—the ability to recognize and understand—how someone else is feeling begins with an ability to recognize and name our own emotions. The following are several ideas to discuss our own emotions.

1. **Emotional Literacy:** Words are empowering, and children need to learn the names of different emotions. Post a chart in your room with different emotions and faces exemplifying the emotions. Have children indicate which emotions they are feeling at the beginning of the day. Use this information in daily planning and if appropriate, during class meetings.
2. **Support Friendships:** Community begins with relationships, and teaching children about what friendship means and how to be a friend is a critical component of learning about relationships. Have a class discussion about what friendship means to each child. Have children identify why they are a good friend to other, and have them recognize the friendship qualities in each other.
3. **Emotion Book:** An essential aspect of empathy is the ability to recognize and describe emotions. Young children may not be able to provide elaborate definitions; however, they often are able to draw, cut out, or demonstrate the given emotion.
4. **The Feeling Song (to the tune of “If you’re happy and you know it)**
If you’re happy and you know it, give a smile.
If you’re grumpy and you know it, give a pout.
If you’re sad and you know it, wipe your eyes.
If you’re lonely and you know it, give a hug.
If you’re excited and you know it, give a “YeeHaw!”
If you’re worried and you know it, give a stare.
If you’re stressed and you know it, shake your hands.
If you’re silly and you know it, give a wiggle.
If you’re angry and you know it, give a “Grrrr!”
If you’re confused and you know it, scratch your head.
End with: if you’re feeling and you know it, then you really ought to show it, if you’re feeling and you know it, it’s okay.
5. **Emotional Beach-Ball Toss:** A fun way to gather ideas about emotions is to recognize how each person has felt during before. Label with words and a drawing the color bands of a beach ball with an emotion and toss it to a student. Whichever color the right-thumb lands upon is the emotion to share. Of course, children have the right to pass or choose a different emotion.

6. **Friendship Pins:** Oftentimes young children need tangible, concrete reminders of ideas. Creating friendship pins is a fun way to get students to recognize and describe their friendships. One way to create the pins is to have students (as a class) assign certain qualities to certain colors—this, in turn, could make this project extend to mathematic activities as well.
7. **Compliment Carwash:** Every child needs to feel recognized for their uniqueness and positive contributions. One way to foster this sense of self and community esteem is to provide children with index cards with a picture of the child glued to one side. Depending on the age of the children, the teacher will write the different compliments given by the other students on the back of each index card.

Bronfenbrenner's Ecological Systems Theory of Development

Urie Bronfenbrenner (1917-) views the child as an active individual learning through reciprocal relationships with people and the environment. This theory suggests that humans exist within a broader *ecological environment* and that a consideration of individual learning and growth must take into account the influence of family, community, school, and the cultural, social beliefs and values.

Activity: A Personal Ecological System of Development

Inherent in considering our students' diverse backgrounds is recognition of our own experiences. One way to begin this type of reflection is to create a personal ecological system.

Level 1: The individual child. Consider yourself as a child. Write your full name and a few of your personal characteristics or personality traits on the smallest circle. (You may even wish to draw a picture of yourself as a child!)

Level 2: The Home Environment. Consider the members of your family (as you were growing up) in terms of who lived in your household. Write their names and relationship to you. Describe a few qualities of your home life (as you were growing up) that you believe influenced or socialized you in some way.

Level 3: Community-Home-School. Reflect on your early school and community experiences. Does anything in particular stand out in your memories? What was the name of the first school you remember? Did you attend a church or community center with your family? What are a few of the qualities you recall from those experiences?

Level 4: Broader Society and Cultural Setting. Think about the social, political, and cultural climate of your upbringing. What do you recall? Were there any values or ideologies that you feel shaped your early experiences?

Describe a Theorist Activity

Introduce your theorist to the class by sharing a few important concepts from his theory of learning.

Name of theorist: _____

What does he have to say about learning and development?

What do you like about this theory?

Name _____

Date _____

TOY EVALUATION

Select a toy from those displayed in your classroom. Look it over closely. Try to figure out the age level and type of play activity for which it is most appropriate. Then complete the questions below.

Name of toy and/or description: _____

1. Is the toy labeled to indicate the appropriate age level?

_____ If not, what age level do you think is appropriate?

_____ Why?

2. What materials are used in the toy's construction? _____



3. Does the toy have sharp points that could puncture a child? _____ If yes, describe: _____

4. Does the toy have sharp edges that could cut a child's skin? _____ If yes, describe: _____

5. If the toy is made of plastic, is it durable enough to survive rough play? _____ How do you

know? _____

6. Are there small parts that could be swallowed or inhaled? _____ If yes, describe: _____

(continued)

Name _____

Date _____

TOY EVALUATION (continued)

7. Does the toy involve shooting or throwing objects? _____ If yes, what are they? _____

Are they safe? _____ Why? _____

8. Does the toy make loud, piercing noises? _____ If yes, describe the safety hazard: _____

9. Is the color of the toy pleasing to the eye? _____
10. Is the surface easily cleaned? _____
11. Is the toy inflammable? _____
12. Will the toy withstand weather and/or hard use? _____
13. Can the toy be used for more than one type of play activity? _____ If yes, list some: _____

14. Does the toy stimulate:
- | | |
|------------------------|---------------------------|
| a. curiosity? _____ | e. problem solving? _____ |
| b. interest? _____ | f. imagination? _____ |
| c. manipulation? _____ | g. creativity? _____ |
| d. initiative? _____ | |
15. Does the toy promote growth toward:
- | | |
|------------------------|--------------------------------|
| a. independence? _____ | c. group activity? _____ |
| b. exploration? _____ | d. social relationships? _____ |
16. Overall, this toy is: safe _____ unsafe _____
Why? _____

**ED 150 Environments and Curriculum in ECE
Week 7 Topics and Ideas for Discussion
Supporting Children's Play in the ECE Setting**

Age group:_____

For your age group (Infant, Toddler, Preschool, or K-Primary) describe what PLAY is. Include specific examples, and refer to the text for appropriate terminology.

Think of the different areas/centers in a classroom setting (Ex: home-living, language, science, water/sand, etc.). What materials and activities will you include in your classrooms to facilitate this type of play?

As a teacher, what will your role be in facilitating and supporting play for this age group? Use the NAEYC recommendations for appropriate practices (throughout Chapter 4) to consider your role.

Facilitating Conflict Resolution during Play

- Ensure safety for all children
- Introduce children to resolution vocabulary (Ex: "I statements")
- Respect students' communication skills
- Offer your assistance to help with the negotiation
- Facilitate rather than dictate negotiations
- Invite different perspectives
- Affirm each student's perspective
- Invite students' ideas for resolution
- Explain reasons/benefits behind solution
- Suggest compromises

How will you encourage conflict resolution in your classroom?

- What is your philosophy on appropriate ways to manage behavior?
- What are your experiences where you felt challenged by a conflict-resolution situation?
- Describe an experience when you felt you did a good job helping students come to resolution.
- What are your ideas for teaching students to resolve conflicts?

PLAY in ECE

Complete the following sentences:

“Play is...”

“Through play, children....”

“Through play, teachers can learn about children’s....”

“As an Early Childhood Professional, my job is to....”

Considering the Role of Play in ECE

“Play is a legitimate and important part of early childhood education both inside and outside of school” –Fromberg, 2002, p. 20.

A Definition of Play

- Play is multifaceted: it changes in response to different contexts
- Play is both a noun and a verb
- Play can be an individual or social activity
- Play is voluntary: it is typically a chosen activity
- Play is meaningful with roots in children’s real lives
- Play is symbolic
- Play is rule-governed
- Play is pleasurable: it evokes a sense of competence and satisfaction
- Play is episodic: children interact based on “scripts” or “schemes”

Play and the Brain: What Research Tells Us

- Enriched activities actually influence children’s brain development.
- The parts of the brain that children use during play involve the amygdale and the neocortex—neurological centers for memory, emotions, critical thinking, attention, self-regulation, creative thinking, problem solving, and artistic expression.
- Enriched experiences, such as play, can increase and strengthen the neurological connections!
- Play is an “integrator” of children’s experiences, which can provide opportunities for critical thinking, self-regulation, and cognitive organization.
- When children play, their self-motivation, attention, and problem-solving capacities intensify!
- “Feel-good” neurotransmitters are released during play.
- Play fosters personal meanings and connections: personally meaningful events spur neural connections and heighten early memory processes.

ED 150 Environments and Curriculum in ECE
Weeks 8-9 Topics and Ideas for Discussion

What is Curriculum?

Personal Reflection:

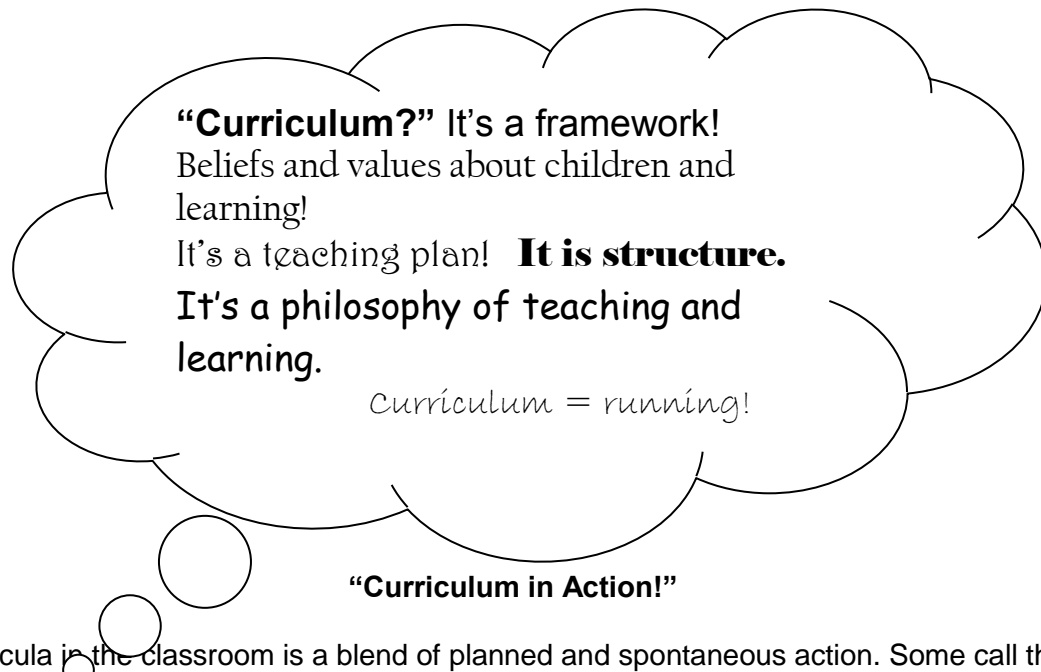
What is the curriculum of your life? That is, what is your daily schedule of events? Where do you gain your information? Who are the natural teachers in your life? How much of your day is scheduled and how much emerges?

“Children learn by....”

Your personal philosophy about teaching and learning informs your definition of curriculum. In other words, your beliefs about how children learn and develop will shape your organization of educational experiences for young children.

What's included in a curriculum:

- Goals and objectives
- Descriptions of teaching
- Learning activities
- Materials
- Assessment strategies



Most curricula in the classroom is a blend of planned and spontaneous action. Some call this **authentic** or **emergent** curriculum.

Case Studies:

Consider the classroom events in Mrs. Mahoney and Ms. Reeves' classrooms (p. 137).

1. What were the curricula of each classroom?
2. What differed in their approaches?
3. How would you describe Ms. Reeves' reaction to classroom/environmental events?

Developmentally Appropriate Curriculum

Programs, which align themselves with Developmentally Appropriate Practices (DAP) have three characteristics in common:

1. Knowledge about child development
2. Knowledge about individual learners
3. Respect and understanding for children's experiences

Ideas about Curriculum: What informs the different approaches?

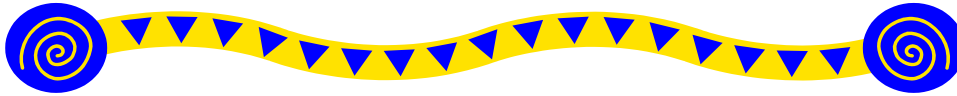
- "Best Practices"
- Knowledge about how children learn
- Learning from children through observation
- Personal experiences
- Cultural and social expectations

Reading Questions

As you read about early childhood curriculum, think about these guiding questions:

1. Consider the philosophy and thinking of major early childhood education curricular approaches.
2. Differentiate among programs such as Bank Street, High Scope, Waldorf, and Reggio Emilia.
3. Consider these approaches in your future planning for your own classrooms and work with children

Developmentally Appropriate Practice
in Early Childhood Education
("D.A.P. in E.C.E!")



Definition:

According to the National Association for the Education of Young Children (NAEYC), Developmentally Appropriate Practice is the result of decisions based on at least 3 types of knowledge:

1. Knowledge of child development in 4 areas: physical, social, emotional, and cognitive
2. Knowledge of individual children in a group
3. Knowledge of children's social and cultural background

Why is D.A.P. important?

- To ensure the safety of all children, including those with special needs
- To address children's physical, social, emotional, and cognitive needs
- To shape teacher and parent expectations
- To make informed decisions about what and how to teach
- To understand the value of play in early childhood
- To support children's interests and understandings
- To learn about ways of interacting and communicating with children
- To respect children's heritage and family background

Activity: What do we know about children?

Infants (Birth-18 months):

Toddlers (16-36 months):

Preschoolers (Three-Four year-olds):

Kindergarten and Primary Grades (5-8 years):

Teachers as Decision-Makers Activity

- Toy manufacturers would like to appeal to parents' concern for their child's development: it is common to find products that are labeled as developmentally appropriate. What do you think?
- There are other materials, which do not necessarily require batteries or have flashing lights, that may be more developmentally appropriate in terms of extending children's interests, engaging their attention, and facilitating parent-child interactions.
- Examples of products, which claim to be "developmentally appropriate..."
- Examples of inexpensive, easily created or attained, open-ended and engaging materials...
- Examples of student-created materials that are developmentally appropriate for a given range...

"Every early childhood teacher must have this/these in her/his classroom..."

- Colored paper
- Glue
- Objects to manipulate
- Blocks
- Clothes pins
- Paper plates
- Balloons
- Bubbles
- Music-makers
- Dress-up materials
- Dolls of different sizes, gender, and color
- Cars
- Books

Early Childhood Education Questionnaire
(Please complete the following sentences.)



1. "Babies love...."

2. "Toddlers really like to..."

3. "Preschoolers are really good at..."

4. "By the time children get to elementary school, they are really interested in..."

5. "When you teach young children, an important thing to have in your classroom is..."

RESOURCES...Top 10 Tips for Choosing Toys

Selecting a toy for a child with disabilities? Here are the questions that the play experts at the National Lekotek Center ask when choosing developmentally appropriate toys for differently-abled kids.

1. Multi-sensory appeal

Does the toy respond with lights, sounds, or movement to engage the child? Are there contrasting colors? Does it have a scent? Is there texture?

2. Method of activation

Will the toy provide a challenge without frustration? What is the force required to activate? What are the number and complexity of steps required to activate?

3. Places the toy will be used

Will the toy be easy to store? Is there space in the home? Can the toy be used in a variety of positions such as side-lying or on a wheelchair tray?

4. Opportunities for success

Can play be open-ended with no definite right or wrong way? Is it adaptable to the child's individual style, ability, and pace?

5. Current popularity

Is it a toy that will help the child with disabilities feel like "any other kid?" Does it tie in with other activities like books and art sets that promote other forms of play?

6. Self-expression

Does the toy allow for creativity, uniqueness, and making choices? Will it give the child experience with a variety of media?

7. Adjustability

Does it have adjustable height, sound volume, speed, and level of difficulty?

8. Child's individual abilities

Does the toy provide activities that reflect both developmental and chronological ages? Does it reflect the child's interests and age?

9. Safety and Durability

Does the toy fit with the child's size and strength? Does it have moisture resistance? Is the toy and its parts sized appropriately? Can it be washed and cleaned?

10. Potential for interaction

Will the child be an active participant during use? Will the toy encourage social engagement with others?

ED 150 Environments and Curriculum in ECE
Week 10 Topics and Ideas for Discussion

Understanding and Respecting the Complexity of Children's Lives

Becoming an early childhood educator means that you will work with children and their families. The following are several ideas for understanding the complexities of today's families.

1. Draw a picture of your own family from your early childhood years. Be sure to include siblings, grandparents, aunts, uncles or other relatives who lived in your family home.
2. Watch a popular television show geared for young children. What is the image of family? Who works in this household? How many children? What are the stresses in their lives?
3. Consider the stresses in children's lives today. Make a list of the various stresses that children may face in today's world.
4. As you consider your own profession as a teacher, think about how you will involve families (mothers and fathers) in your classroom. Make a list of ways that you will establish a healthy relationship with your students' families.
5. Not only is it developmentally appropriate for curricular decisions, but knowing your individual children is essential for healthy self-esteem and children's self-respect. Make a list of all the students in your field placement class. Describe each child in terms of what you know about them, what their interests are, how they communicate, and how they seem to learn best.

EDUCATIONAL LEADERSHIP

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Building Classroom Relationships Pages 68-70



Start the Day with Community

Roxann Kriete

Done well, morning meetings can foster a caring classroom culture.

Every morning at 8:30 a.m., 5th grade teacher Ms. London rings an old-fashioned school bell, the signal in her classroom for everyone to stop and listen. “Morning meeting time,” she announces. Students finish hanging up backpacks, return papers and books to cubbies, place art supplies and games on shelves, and in a practiced, quiet choreography, bring chairs from throughout the room to the meeting area to form a circle.



September 2003

Meanwhile, from a kindergarten classroom below, a simple melody drifts down the hallway: “It’s time, it’s time, it’s time for morning meeting now.” Begun by the teacher and picked up by the students as they scurry to put away lunches and coats, the song ends when all 25 students are seated in a circle on the rug, facing one another and ready to begin their morning meeting.

In elementary and middle schools across the United States, students and teachers launch their school day with a half-hour daily ritual that builds community and expresses important beliefs about the value of relationships in the classroom. Developed as part of the Responsive Classroom approach of the Northeast Foundation for Children, this routine works in kindergarten through 8th grade, in schools urban and rural, in classrooms large and small.

The Morning Meeting

During these morning meetings, students and teachers gather in a circle to greet one another, to listen and respond to one another’s news, to practice academic and social skills, and to look forward to the day’s events. The meetings have four sequential components: greeting, sharing, group activity, and news and announcements. Embedded in each are opportunities to practice the skills of being a caring community.

Greeting

The meeting begins with students and teachers greeting one another by name. Varying the greetings keeps students interested. Some greetings are simple and straightforward. Amanda might start by turning to the classmate on her left with a “Good morning, Steven Michael,” a smile, and a handshake. Steven Michael, who this year does not like being just Steven, and even more

dislikes Steve or Stevie, responds, “Good morning, Amanda,” and turns to his neighbor—“Good morning, Chandra.”

Other greetings are more complex. For example, children might name themselves, then say their nickname, and then choose another designation, such as “soccer player” or “big sister” or “reader.” Simple or fanciful, all greetings help children learn one another's names and ensure that each child receives the warmth of a peer's greeting. These greetings provide practice in the verbal and nonverbal communication skills central to relationship building, in and out of school.

Sharing

Each day, a few students share information about themselves with the class, concluding their statements with an invitation: “I'm ready for questions and comments.” The responses show interest in the subject and the sharer. Being a sharer offers children practice at taking turns, orally expressing ideas, and shaping their presentation for a particular audience.

The information that students share extends their knowledge of one another, and the respectful reception of their news builds students' sense of significance. “My grandma is in the hospital.” “My soccer team won Saturday.” “We're getting a dog from the animal shelter this weekend.” Children often spot common ground for further conversations at lunch or other times, which enlarges each student's circle of friends. Sometimes the teacher assigns a topic, perhaps tying it to the current classroom curriculum. For example, one week the topic for sharing might be “an interesting fact you learned in the biography you are reading.”

Responding to classmates' sharing helps students develop a repertoire of responses appropriate to different kinds of information. Good questions show a genuine interest in the sharer and his or her news. Offering comments requires students to see events from someone else's perspective. “I'll bet you're excited to be getting a dog.” “You must be sad that your grandma is so sick.” Empathy, a cornerstone of caring, informs these comments.

Group Activity

Next, the whole class does a short activity together, building class cohesion. The activities are short and often fast-paced, involving everyone in the class. Some have clear academic skill-building components, such as math exercises or vocabulary building; others appear to be just for fun, although they may also offer practice in such crucial skills as following directions or exercising self-control.

Group activities build a class's common collection of songs, games, chants, and poems, thereby nurturing the sense of familiarity and comfort that makes for a feeling of belonging. By knowing the shared words, the common tunes, and the familiar dance steps, each student possesses a valuable currency in the community.

News and Announcements

During the final component of the morning meeting, students learn about events in the day ahead and develop language skills by reading and discussing the messages that their teacher has

prepared and posted on a chart before the meeting. Even before the meeting begins, the chart's words welcome students, orient them, and get them excited about their day. The words on the chart also provide opportunities for quick, warm-up skill builders. For example, the chart's message may ask students to find and circle the ten punctuation mistakes that the teacher has deliberately inserted. It may acknowledge individual students' accomplishments; sometimes it may refer to past group events.

The assumption of shared interest and identity that informs the teacher's construction of the chart—even the salutation—reinforces a sense of group identity. “Dear Upper Primes,” one chart might begin. Or “Greetings, super scientists” to a group that spent the day before in an outdoor classroom, studying insects. Or “Welcome, soggy students” on the morning of a torrential rain.

Teacher reading, choral reading, echo reading, or individual student reading of assigned sentences vary the pace, followed by short, related activities or brief conversations that may focus on academic skills or anticipate the day ahead.

Moving from Group to Community

When students and teachers come together on the first day of school, they are a group, but not yet a community. Developing community and the sense of belonging that defines it takes time.

Members of a community must first know one another, starting with learning one another's names and how to pronounce them. Then they gradually learn about one another—favorite foods, hobbies, pets, families, hopes, strengths, and struggles. They also share a common vocabulary and culture, know the same words to songs, the same rules to games. They laugh about the same silly shared moments and lament the same shared losses.

Transforming a classroom group into a caring community of learners requires many ingredients. The teacher's purpose and set of expectations are essential beginning ingredients, but alone they are not enough. The teacher also needs time, patience, and good tools for turning intention and expectation into action and behavior. Done well, morning meetings can transform classroom groups into caring communities by offering daily instruction and practice in building a community. Over time, this daily practice weaves a web that binds a class together in community.

Setting the Tone for Learning

The way that teachers begin each day in the classroom sets the tone for learning and speaks volumes about what and whom they value, about their expectations for the way people will treat one another, and about the way they believe learning occurs.

Children's learning about what school is like begins the moment they walk in the doors of the building. It matters whether adults and peers greet them warmly or overlook them, whether the classroom feels chaotic and unpredictable or ordered and comforting. A child who says, “My cat got hit by a car last night but it's gonna be all right,” may find an interested, supportive audience or one that turns away. Every detail of students' experience informs them about their classroom and their place in it.

Teachers who start the day with everyone together, face to face, welcoming one another, sharing news, listening to individual voices, and communicating as a caring group, are sharing the message that every person matters and that individual and group interactions matter. They foster a classroom culture that is friendly, thoughtful, courteous, warm, and safe.

To learn, individuals must take risks, perhaps offering up a tentative answer that they are far from sure is right or trying out a new part in the choir when they are not sure whether they can hit the notes. People can take these risks only when they know that others will respect and value them, no matter the outcome. Students must trust in order to risk, and morning meetings help create a climate of trust.

Meeting Students' Needs

Humans strive to fulfill their needs in whatever way they can, whether those ways are positive or negative. The child whose friendly contributions are not recognized will seek recognition through trouble making.

Having fun is also a universal human need. Being fully engaged in what we are doing—being playful and lighthearted even when the activity is hard and the challenge great—fosters the joy of learning. And when our classrooms don't provide constructive ways to meet our students' universal need for fun, students will devise their own, often not-so-constructive ways.

Morning meetings offer opportunities for every class member to have fun and feel a sense of significance and belonging. The cumulative effect of morning meetings can be quite powerful, as the following story shows.

Pete was a 4th grade boy who struggled with anger and bullying tendencies at school. One day, while the principal was talking with Pete about his challenges and progress, the subject of morning meetings came up.

“I hate morning meetings!” Pete blurted out.

This reaction startled the principal. “Most kids really like morning meetings. What do you hate about them?”

Pete had his reasons:

Well, you get to know kids, and you listen to them, and you do stuff together, and sometimes you like them, and then it makes it so you don't want to beat them up on the playground.

Morning meetings were putting Pete in considerable inner conflict. It's a lot easier to take a swing, verbal or physical, at someone whose name you don't know, whose voice you haven't heard, and whose story you don't have a clue about. Or to frame it more positively, when children know and feel connected to others, they treat one another better.

The daily ritual of “doing stuff together”—learning and using names, sharing stories, building a common repertoire of songs and experiences—is perhaps the greatest contribution of these morning gatherings. The sense of belonging, caring, and trust developed during morning meetings is a foundation for handling every lesson, every transition time, every lining-up, every upset and conflict, all day and all year. The morning meeting is a microcosm of the way we wish our schools to be—communities that are filled with learning and caring, classrooms that are safe and respectful and challenging for all.

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