ACC Child Care & Development Department

TECA/CDEC 1311: Educating Young Children Master Syllabus
Synonym Number   **Semester, Year**

In addition to the following elements of the course syllabus, a course calendar/outline must be included as part of the syllabus packet given to students.

The following table elements are required; adapt the format to your syllabus style as wanted.

Instructor	Name and office location
Email	
Phone/Fax	
Website if instructor has one	
Office Hours	Including Arranging Conferences/Appointments
Class times and location and	
Lab/Field Experiences hours required	Please note that this course has <u>16</u> hours of field at the ACC Lab School or an approved early childhood setting in the community.
Textbooks	Who Am I in the Lives of Children: An Introduction to Early Childhood Education 10th Edition by Stephanie Feeney and Eva Moravcik **ISBN:** 9780133764185 (PUBLISHER: PEARSON)

Course Description

An introduction to the education of the young child. Includes developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Course content is aligned with State Board for Educator Certification Pedagogy and Professional Responsibilities standards and coincides with the National Association for the Education of Young Children position statement related to developmentally appropriate practices for children from birth through age eight. Requires students to participate in a minimum of 16 hours per semester of field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations.

Instructional Methodology

Face-to-face: Students participate in a variety of activities in class including lectures, large and small group discussions, role-playing, reading, and direct observation and participation in a quality early childhood classroom.
DIL/HYD**:** This course is part of the distance learning hybrid offerings at ACC. Using ACC's Learning Management System, Blackboard, students will participate in discussions, complete assignments, watch course videos, and access course information. There are scheduled face-to-face class meetings during which students engage in class activities and discussions. In addition, 16 hours of field experiences in a variety of settings including at the ACC Lab School and/or approved early childhood setting in the community is required. Exams must be taken online at an ACC Testing Center or another approved location.

Course Rationale

Course rationale: CDEC/TECA 1311 is an introductory course providing an overview of concepts and practices related to the group care of preschool children, including guidance and curriculum.

Course Prerequisites

CDEC 1311: There are no course prerequisites for this course. Students must be eligible to participate in the required field experiences. This course is reading and writing intensive. Although there are no reading and writing requirements for the course, it is highly recommended that students have successfully completed Reading Fundamentals (DEVR 0300) and the Writing Skills I (DEVW 0310) or obtained a satisfactory score on an appropriate placement test.

TECA 1311: Texas Success Initiative (TSI) complete in Reading and Writing. Students must be eligible to participate in the required field experiences

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Child Development Program Level Student Learning Outcomes and
NAEYC Early Childhood Associate Degree Accreditation Standards

The Child Development Department Program Level Student Learning Outcomes equate to the NAEYC Standards for Early Childhood Associate Degree Program Accreditation. The NAEYC Standards are noted in the syllabus for the purpose of departmental accreditation. The Standard noted is interchangeable with the similarly numbered Child Development Department Program Level Student Learning Outcome.

The Standards intentionally cover areas of professional preparation that are required to ensure that all young children will receive the kind of early education they need and deserve. Following are the Standards which are included in your coursework:

OUTCOME 1: The student will apply an understanding of child development and learning.
NAEYC STANDARD 1: Promoting Child Development And Learning
1a: Knowing and understanding young children's characteristics and needs
1b: Knowing and understanding the multiple influences on development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

OUTCOME 2: The student will explain how to build family and community relationships.
NAEYC STANDARD 2: Building Family And Community Relationships
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in their children's development and learning

OUTCOME 3: The student will demonstrate how to observe, document and assess in order to support young children and families.
NAEYC STANDARD 3: Observing, Documenting, and Assessing to Support Young Children and Families
3a: Understanding the goals, benefits, and uses of assessment
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
3d: Knowing about assessment partnerships with families and with professional colleagues

OUTCOME 4: The student will use effective approaches to connect with children and families.
NAEYC STANDARD 4: Using Developmentally Effective Approaches To Connect With Children And Families
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
4b: Knowing and understanding effective strategies and tools for early education
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
4d: Reflecting on their own practice to promote positive outcomes for each child

OUTCOME 5: The student will use content knowledge to build meaningful curriculum for young children.
NAEYC STANDARD 5: Using Content Knowledge To Build Meaningful Curriculum
5a: Understanding content knowledge and resources in academic disciplines
5b:Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful, challenging curricula for each child

OUTCOME 6: The student will demonstrate professionalism. *NAEYC STANDARD 6: Becoming A Professional* 6a: Identifying and involving oneself with the early childhood field 6b: Knowing about and upholding ethical standards and other professional guidelines 6c: Engaging in continuous, collaborative learning to inform practice 6d: Integrating knowledgeable, reflective, and critical perspectives on early education 6e: Engaging in informed advocacy for children and the profession

Although Child Development courses may cover many of these Standards, each course emphasizes specific Standards. This course emphasizes the student learning outcomes described in the **Standards 1a, 4a, 4b, 5b, 5c, 6a, 6b and 6d.**

Course Outcomes

Listing course outcomes on your syllabus: you may list only the numbered outcomes and the accompanying NAEYC Standard. You may refer students to the master syllabi website for more details about course outcomes if you do not want to list the sub-outcomes. You could use a statement like this at the end of your listed outcomes: Each course outcome listed above has multiple learning outcomes, which are outlined on the master syllabus for TECA/CDEC 1311. See INSERT APPROPRIATE WEBSITE

Upon successful completion of TECA/CDEC 1311, the student will:

1. Discuss contributions of historical and contemporary professionals and theorists to the field of early childhood education;
    NAEYC Standard 6

2. Define development and define each of the four basic developmental domains (physical, cognitive, emotional, and social);
    NAEYC Standard 1

3. Explain the features of and understand strategies for creating an organized and productive developmentally appropriate learning environment for young children.
    a. Define developmentally appropriate practice and discuss how knowledge of child growth and development impacts developmentally appropriate practices.
    b. Analyze the effects of classroom routines and procedures on student learning, and knows how to establish and implement routines and procedures to promote an organized and productive learning environment.
    c. Demonstrates an understanding of how young children function in groups.
    d. Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers.
    e. Knows the stages of play development (from solitary to cooperative) and the

important role of play i.e. young children's learning and development.
NAEYC Standards 4 & 5

4. Describe and compare types of early childhood programs;
   NAEYC Standard 5

5. Enhances professional knowledge and skills by effectively interacting with others members of the educational community and participating in various types of professional activities.
   a. Demonstrate an understanding of the characteristics and developmental stages of an early care and education professional
   b. List characteristics of an early childhood professional.
   c. Discuss career opportunities for the early childhood professional.
   d. Understands and uses professional development resources (e.g. Mentors, and other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge pedagogical skills, and technological expertise.
   e. Engages in reflection and self-assessment to identify strengths, challenges, and potential problems; improve teaching performance; and achieve professional goals;
   NAEYC Standard 6

6. Identify and analyze current trends and issues in the early childhood profession;
   NAEYC Standard 6

7. Participate and observe in 16 hours of field experiences in: programs serving children, birth through 12 years, with varying curricula models; and 1 professional experience;
   NAEYC Standard 4

SCANS Competencies

The Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) identified competencies necessary to be successful in work**.** In addition to studying about how young children learn and develop, child development courses provide skills to prepare students for the workforce. The following SCANS competencies are covered in TECA/CDEC 1311: identifying and using resources (**Resources**); acquiring, using and organizing new information (**Information**); evaluating and improving plans as they are implemented (**Systems**); using basic skills (**Basic Skills**); thinking creatively and problem-solving as they develop and carry out new curriculum ideas (**Thinking Skills**); assuming responsible, ethical roles in the classroom (**Personal Qualities**).

Course Grading and Evaluation

It is up to the course instructor to develop his or her own system for grading and evaluation. If you

The following statement is required in all Child Development Syllabi:
Grade Requirements for Child Development Majors: Students majoring in Child Development must receive a "C" or above in this course to receive credit for this course in the Child Development Certificate or AAS degree. The course may be retaken for a higher grade. See the ACC Catalog for more information.

Course: Lab/Fieldwork Policies

1. ***This course has 16 required hours of field experiences.*** These hours may be completed at the ACC Lab School or an approved quality early childhood program in the community. One visit to the ACC Children's Lab School may be required during the semester.

2. ***You must complete all lab hours to receive credit for this course.***
   Students enrolled in child development courses must be eligible for field experiences as determined by the Child Development's Eligibility for Field Experiences Policy. The Child Development Department's policy reflects the standards established by the Texas Department of Family and Protective Services *Minimum Standards for Child Care Centers.* The policy is explained in the catalog and on the" Austin Community College Children's Lab School Criminal Conviction Statement for Child Development Lab Students".

   To continue in child development coursework in which the student is currently enrolled, he or she must be eligible to participate in field experiences/lab work under these criteria. If any criminal record with a felony, including a pending felony charge, is returned as a result of a criminal background, the student will be withdrawn from child development courses. A student who willfully misrepresents the information on these forms will be withdrawn immediately from all Child Development coursework requiring laboratory experiences in a child care setting and may be subject to the ACC student disciplinary policy outlined in the http://www.austincc.edu/current/needtoknow/policies.php#rights

3. ***To successfully complete the lab portion of this course***, you are expected to:
   * demonstrate the behaviors required in *Minimum Standards for Child Care Centers* and noted on the "Child Development Department Lab and Field Work Agreement and Confidentiality Statement"
   * follow the policies of your lab placement site
   * meet the expectations outlined on your "Lab Expectations" Handout
   * successfully complete the required number of field hours and lab assignments

4. ***Criminal History Statement:*** Because of the criteria for child care center volunteers determined by the Texas Department of Protective and Regulatory Services (TDPR)

Minimum Standards for Child Care Centers, there are special requirements for enrollment in child development courses with laboratory components. The special requirements are discussed in the Child Development section of the ACC Catalog. Students will be required to complete a criminal history statement the first day of class, which may be submitted for verification of the information provided. Failure to accurately report the information required by *Minimum Standards for Child Care Centers* will result in withdrawal from this course and possible withdrawal from Austin Community College.

5. ***Professional Ethics:*** Please keep in mind that the children and families encountered in completing laboratory experiences for this course deserve respect at all times. Talking or gossiping about children, families or center staff is non-respectful and undermines the trust the children and their families have in their child care providers. It is expected that you review *The NAEYC Code of Ethical Conduct* and make every attempt to follow our professional code of ethics. *The NAEYC Code of Ethical Conduct* may be viewed online at http://www.naeyc.org/positionstatements/ethical_conduct

Course: Class Policies

1. **Adjust so it's consistent with your policy** ***Classroom Climate***: Learning takes place best in a setting where there is respect, positive regard, and freedom from distraction. It is my responsibility and intention to provide these conditions during the semester, and I will need your help to do so. Make every effort to arrive on time for class and if you are delayed, please enter quietly and take the seat closest to the door to avoid disrupting the class. Treat others in the class with the respect and courtesy that you would want for yourself. Refrain from engaging in work for other courses or reading that is not course-related while in class. All cell phones or other electronic devices should be turned off during class unless otherwise directed by the instructor. Please do not leave your phones on vibrate or engage in text messaging while class is in session since that can become a distraction not only to you, but to me and others as well. Keep side conversations to a minimum and focused on the topics and tasks at hand during the class session. Creating a safe, focused, and positive classroom climate will make our time together more effective and rewarding for all of us and I appreciate your assistance in making this happen.

2. **Adjust so it's consistent with your policy** ***Participation:*** Participation is an important part of the overall learning for the course. It is expected for students to read the assigned reading(s) or other materials each week and before completing the assignments. Please be prepared to actively participate in class discussions. I believe very strongly in collegial learning with peers. This may include group work, peer feedback, and shared activities. All of these require that you be prepared to share based on required readings.

3. ***Blackboard:*** A statement explaining your use of Blackboard for the course. It is expected that all faculty use the Blackboard Gradebook to record student grades throughout the semester. Additionally, posted major course announcements and a syllabus should be available to students through Blackboard. Here's an example, you could consider: I maintain a Blackboard site for this class. You will be able to log onto

the Blackboard site http://acconline.austincc.edu to gain access to:
● Course announcements
● Syllabus
● Grade book
● Other course information, including assignments

Your user name for Blackboard is your ACC eID. This is your 7 digit ACC student ID, preceded by the first initial of your official first name. During the activation of your ACC eID, you will select your password. If you do not know your ACC eID, you may retrieve it via the Blackboard home page.
To use Blackboard at home, you must have Internet access. However, Blackboard access is available at any ACC computer lab.

4. *Reading and Writing Recommendations*: This course is reading and writing intensive. Although there are no reading and writing requirements for the course, it is highly recommended that students have successfully completed Reading Fundamentals (DEVR 0300) and the Writing Skills I (DEVW 0310) or obtained a satisfactory score on an appropriate placement test.
If you are an AAS major, you must stay enrolled in any TSI required courses to obtain a grade in this course. Please talk with an ACC advisor for more information.

5. **Adjust so it's consistent with your policy :***Quality of Assignments*: I expect your assignments to be written in complete sentences, and to contain understandable paragraphs. Work that does not reflect these expectations may be returned to you for correction. ACC's Learning Labs http://www.austincc.edu/tutor/ are wonderful resources. The Lab tutors will help you be sure that your assignments meet these expectations.

6. **Adjust so it's consistent with your policy about due dates:** *Assignment due dates:* Assignments are due on the due dates listed on the course calendar. The only way to get full credit for the assignment is to be sure it's submitted before or by the due date. Five percent of the total grade point of each assignment will be deducted for late assignments received within one week after the due date. If you submit the assignment, more than one week late, 10% of the total grade point will be deducted.

7. **Adjust so it's consistent with your policy about attendance:***Attendance:* Regular attendance is expected. This class examines many of our core beliefs through open and honest discussion. To do this, we must develop a learning community based on trust. This requires regular attendance. If you miss more than 3 class meetings, you may be withdrawn by me. The course is designed for you to actively participate in discussions, small group work and other in-class activities. Arriving on time and remaining the whole class session are also important to a group working well together.

8. *Adjust so it's consistent with your policy about* *Withdrawals:* Students may withdraw any time prior to the "last day to withdraw", which is XXXX. However, you may withdraw from a course without receiving a "W" or a grade, if you do this before the census/official reporting date of XXXXXX. You may be withdrawn by me if coursework due by XXXX has not been submitted for grading by XXXX

It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final

Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records.

Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course.

State law permits students who enrolled for the first time in Fall 2007 or later to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawals automatically count towards this limit. Details regarding this policy can be found in the ACC college catalog.

Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans' benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes.

9. ***Adjust so it's consistent with your policy about*** **Incompletes:** An incomplete may be assigned only if you are making satisfactory progress ("C" or above) and have completed at least half of the assignments and fieldwork. The completion date is typically the final deadline for withdrawal in the subsequent semester.

10. **Electronic Technology**: During all tests, please be sure that all electronic technology like cell phones, PDA's, etc., are turned off. Doing this prevents any misunderstanding about the use of the equipment for obtaining test information.

College Policies

Please note the urls for these policies change, be sure to either confirm that the link is still working or call the Child Development Department for the correct link.
1. **Scholastic Dishonesty:** A student attending ACC assumes responsibility for conduct compatible with the mission of the college as an educational institution. Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, and falsifying documents. Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an "F" in the course and/or expulsion from the college. See the Student Standards of Conduct and Disciplinary Process and other policies at http://www.austincc.edu/handbook

2. **Student Rights and Responsibilities:** Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures.

3. **Disability Services and Assistive Technology Accomodations:** Students who have received approval for accommodations from the office for Student Accessibility Services for this course must provide the instructor with the 'Notice of Approved Accommodations' from Student Accessibility Services before accommodations can be provided.   Students with approved accommodations are encouraged to submit the 'Notice of Approved Accommodations' to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations. Additional information about the Office for Student Accessibility Services can be viewed at http://www.austincc.edu/sas

4. **Safety Statement:** Austin Community College is committed to providing a safe and healthy environment for study and work. We ask that you become familiar and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Information about emergency procedures and how to sign up for ACC Emergency Alerts (to be notified in the event of a serious emergency) can be found at http://www.austincc.edu/emergency/. Please review the Emergency Procedures Poster and Campus Safety Plan Map in each classroom.

   Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

5. **Use of ACC email:** All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at http://www.austincc.edu/acceid. Additionally, a learning lab technician at any ACC Learning Lab can assist in setting up your ACC email or obtaining an ACC eID,

6. **Use if applicable to your course: Testing Center Policy:** Under certain circumstances, an instructor may have students take an examination in a testing center. Students using the Academic Testing Center must govern themselves according to the Student Guide for Use of ACC Testing Centers and should read the entire guide before going to take the exam. To request an exam, one must have:

- **ACC Photo ID**
- Course Abbreviation (e.g., ENGL)
- Course Number (e.g.,1301)
- Course Synonym (e.g., 10123)
- Course Section (e.g., 005)
- Instructor's Name

Please, do not bring cell phones to the Testing Center. Having your cell phone in the testing room, **regardless of whether it is on or off**, will revoke your testing privileges for the remainder of the semester. ACC Testing Center policies can be found at http://www.austincc.edu/support-and-services/services-for-students/testing-services/instructional-testing

College Supports for Student Success

Student And Instructional Services: ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: http://www.austincc.edu/support-and-services

ACC Learning Labs: provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at: http://www.austincc.edu/support-and-services/tutoring-and-academic-help

Student Skills Workshops : Explore ACC's free online workshops using the tabs below. These workshops will give advice about common topics like note-taking, testing, and managing your time and stress to support you on your path to success in college. http://www.austincc.edu/degrees-and-certificates/find-classes/student-skills-workshops

Disability Services and Assistive Technology: There is a Student Accessibility Services office at each campus. If you have a disability, contact Accessibility Services at the campus that's most convenient for you. Once you qualify for services, Accessibility Services staff meets with you to determine reasonable, appropriate, and effective accommodations based on the courses in which are enrolled and your disability. If you need classroom, academic or other accommodations, you must request them through the Office for Student Accessibility Services. Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of the semester, otherwise the provision of accommodations may be delayed.

Student Guide to Distance Learning: Supports students' online learning. Information on the site includes everything you might need to know as a distance learning student. http://dl.austincc.edu/students/

ACC Child Care and Development Department
ACCTech Articulated Course Fieldwork Requirements

Course Description: An introduction to the education of the young child. Includes developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Course content is aligned with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. **Requires students to participate in a minimum of 16 hours of field experience with children from infancy through age 12 in a variety of settings with varied and diverse populations.**

WECM End-of-Course Outcomes: Discuss the contributions of key historical and contemporary theorists to the field of early care and education; explain the features of a developmentally appropriate program for young children; define each of the four basic developmental domains (physical, cognitive, emotional, and social); examine the types of early childhood programs; analyze trends and issues of early care and education; identify the characteristics and developmental stages in early care and education.

ACGM Learning Outcomes: Upon successful completion of this course, students will: Identify the features of a quality developmentally appropriate program for young children. Explain contributions of historical and contemporary professionals and theorists to the field of early childhood education. Analyze various early childhood programs and curricular models that have influenced practice. Describe current and future trends and issues in the field of education. Apply classroom observation and assessment skills to identify developmentally appropriate programs in diverse early childhood educational settings. Describe and adhere to professional code of legal and ethical requirements for educators.

Master Syllabus Course Objective related to field experiences:
- features of and understand strategies for creating an organized and productive developmentally appropriate learning environment for young children.
- Analyze the effects of classroom routines and procedures on student learning, and knows how to establish and implement routines and procedures to promote an organized and productive learning environment.
- Demonstrates an understanding of how young children function in groups.
- Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers.
- define each of the four basic developmental domains (physical, cognitive, emotional, and social)

Field Experiences Requirements

Completion of 16 hours of field experiences in _three of four age-groups_ (infant, toddler, preschool and school age). Hours for observations cannot be duplicated for other course field experience hours.

Observations for the various age groups must be completed in a child care setting or another learning environment. Child development students need to gain first-hand experience watching classroom dynamics, observing children's interactions, and understanding the entirety of the early learning classroom. _Field experiences may not be substituted with video or other auxiliary mode of observation._

<u>Recommended</u>
Completion of 16 hours of field experiences in <u>*all four age groups*</u> (4 hours in each group.)

<u>Assignments</u> should be aligned to master syllabi and WECM course outcomes as well as *NAEYC's* **Standard 1**: Promoting Child Development and Learning, **Standard 3**: Observing, Documenting, and Assessing to Support Young Children and Families; **Standard 4**: Using Developmentally Effective Approaches to Connect with Children and Families; **Standard 5**: Using Content Knowledge to Build Meaningful Curriculum, **Standard 6**: Becoming a Professional, as well as DAP Building a Community of Learners, DAP Teaching to Enhance Development and Learning, DAP Planning Curriculum to Achieve Important Goals, DAP Assessing Children's Development and Learning, NAEYC Early Childhood Program Standards and Accreditation Criteria. *(http://www.naeyc.org/highered/standards)*

To meet the learning outcomes for CDEC/TECA 1311, guided questions for observation in each age group should focus on:
- the components of developmentally appropriate early child classrooms
- features of an organized , healthy, respectful and challenging developmentally appropriate learning environment for young children.
- the effects of classroom schedules, routines and procedures on children
- children's learning and development during outdoor time
- types of learning materials and learning centers in the classroom
- implementation of learning and development in an early childhood setting
- identification of developmental domain and content learning appropriate in learning experiences, materials
- the role of the early childhood educator in building relationships with and teaching of children

Students should be introduced to objective observation and complete at least one anecdotal observation.

ACC Child Care and Development Department
ACCTech Articulated Course Fieldwork Requirements

Course Description: A study of appropriate infant and toddler (birth to 3 years) child care programs. Topics covered include an overview of development; quality care giving routines; learning environments, materials and activities and age-appropriate teaching/guidance techniques. Course includes 16 hours of field experience.

WECM Course Outcomes: Summarize prenatal development and the birth process; discuss theories of development as they apply to infants and toddlers; outline growth and development of children from birth to age 3; analyze components of teacher/child interactions and positive guidance techniques; design learning environments; and select materials and activities for infants and toddlers.

Master Syllabus Course Objective related to field experiences:
- Analyze components of quality infant/toddler caregiving, including teacher child interaction
- Analyze and design elements of appropriate indoor and outdoor environments.
- Select developmentally appropriate materials and activities.
- Use developmentally appropriate teaching/guidance techniques

Field Experiences Requirements
Completion of 16 hours of field experiences in early care settings or classrooms with children ages infancy-36 months. Hours for observations cannot be duplicated for other course field experience hours.

Guided Field Observation Assignments should be aligned to master syllabi and WECM course outcomes as well as NAEYC's **Standard1**: Promoting Child Development and Learning, **Standard 3**: Observing, Documenting and Assessing to Support Young Children and Families; **Standard 4**: Using Developmentally Effective Approaches; **Standard 5**: Using Content Knowledge to Build Meaningful Curriculum; **Standard 6**: Becoming a Professional; DAP Creating a Community of Learners, Teaching to Enhance Development and Learning, Planning Curriculum to Achieve Important Goals; *NAEYC Early Childhood Program Standards and Accreditation Criteria (http://www.naeyc.org/highered/standards)*

To meet the learning outcomes for CDEC 1321, guided questions for observation should focus on:
- Infant toddler indoor and outdoor environment
- the components of developmentally appropriate early child classrooms
- features of an organized , healthy, respectful and challenging developmentally appropriate learning environment for infants and toddlers
- types of learning materials in the classroom
- classroom routines
- implementation of learning and development in an early childhood setting
- identification of developmental domain and content learning appropriate in learning experiences, materials
- the role of the early childhood educator in caregiving

Student_____Date of obs._____time:_____

Place of observation:_____ages:_____

General Comments (lab assignment questions are on the back of this page)

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1. In general, what was happening in the classroom during your observation time?
(include comments on the children as well as the adults, special circumstances such as weather, visitors, parent involvement, etc.)

2. How many adults and children are in the classroom? Imagining that you are a child, describe the atmosphere (or how the classroom _feels_ to you).

3. Describe one example of children's behavior that you found interesting or amusing. Tell me the behaviors you observed

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ASSIGNMENT GRADING

On time	On due date	Possible 10	Your pts=	objective	Clear, factual, observable	Possible 10	Your pts=
Confidential	Used initials, not names	10		Meets goals	As described in assignment	10	
Presentation	Typed, readable, neat, organized,	20		Complete, all sections included	As described in assignment	20	
Descriptions	Details, examples, Rich descriptions	20		**TOTAL**	**FOR THIS ASSIGNMENT**	100	

Instructions: Sit quietly in a designated area of the classroom and simply watch what is going on. While being polite, keep your actual interaction with the children to a minimum.

Answer the following questions completely & thoughtfully, on separate paper, giving concrete examples:

1.   a. Using the descriptions of "transitions" beginning on pp. 182+ and 288 of the text, give 2 examples of transitions used by the teacher.
        b. How effective were they, and why? Give suggestions to improve, as needed.

2. Look at the daily schedule for the classroom. How much time during the mornings and during the afternoons is available for children to make relaxed choices indoors.

3. How much time do the children spend outdoors in good weather, during the morning and/or afternoon.

4. Give several examples of "perceptual-motor" activities (pp. 220-223, text) the children in the class can enjoy. Make several suggestions of your own for activities to add.

5. Based on your understanding of the developmental stages of play (pp. 67-70, text), describes the stages of play you see in the children in this classroom. Give 2 examples of behavior for each stage. (this will depend on the age of the children in your room)

6.   a. Comment on opportunities the children have to learn through play in a prepared environment, hands-on with a variety of materials.
        b. Give several examples in which children are learning through playing. With what are they playing? What are they learning (think broadly) as they engage in play?

7. Take a good look at the overall organization of the environment – materials, storage, furniture, areas to walk, learning centers – as well as how the children and adults use the space.
Comment on the following: organized, good use of available space, attractive learning centers, materials down at children's level, some cozy areas, walking paths that don't interfere with activities, easy cleanup possible, other related comments

8. Describe any evidence of teacher-communication with families. Look at bulletin boards, charts, photographs, info. about field trips, teacher conferences, newsletters, etc.

| TECA 1311/CDEC 1311 – Lab 5 | Schoolage program | COVER PAGE |

Student_____Date of obs._____time:_____

Place of observation:_____ages:_____

General Comments (lab assignment questions are on the back of this page)

1. In general, what was happening in the classroom during your observation time?
(include comments on the children as well as the adults, special circumstances such as weather, visitors, parent involvement, etc.)

2. How many adults and children are in the classroom? What part of the day, and what parts of the schedule are you observing?

3. Describe one example of children's behavior that you found interesting or amusing. Tell me the behaviors you observed.

ASSIGNMENT GRADING

On time	On due date	Possible 10	Your pts=	objective	Clear, factual, observable	Possible 10	Your pts=
Confidential	Used initials, not names	10		Meets goals	As described in assignment	10	
Presentation	Typed, readable, neat, organized,	20		Complete, all sections included	As described in assignment	20	
Descriptions	Details, examples, Rich descriptions	20		**TOTAL**	**FOR THIS ASSIGNMENT**	100	

Lab 5 – TECA/CDEC 1311   Schoolage Program

Instructions: Sit quietly in a designated area of the classroom and simply watch what is going on. While being polite, keep your actual interaction with the children to a minimum.

1. Describe your first impressions as you walked into the room and sat down. What did you notice first?

2. How were you feeling as you entered the room? Describe fully.

3. Describe the reactions, if any, of the children as you began your observations.

4. Describe what the people in the room were doing when you began your observation. Were they working independently? If so, who was doing what? Were they having a group activity? If so, describe in detail.

5. What can you tell about the philosophy of the teacher in this classroom by watching for a while on this first day? Give 10 words to describe her/his interactions or relationships with the children.

6. What can you tell about typical behaviors of children this age by watching for a while on this first day? Describe several impressions, using concrete examples.

7. Look at the daily schedule – comment upon how much time is devoted to teacher-directed activity, and how much time is allowed for children to make choices. Discuss.

8. How much time outdoors does a child have during the school day?   Can the children count on going out for some time each day?

9. Are the classroom rules obvious? Are they stated in a negative or positive way? Discuss.

10. What approach to guidance and discipline do you think the teacher uses? Give several examples of how she/he handles guidance situations. Comment on effectiveness.

11. Evaluate the classroom atmosphere – would you enjoy spending more time here? Are the sounds busy, but generally pleasing? Are there changes you would make? Describe.

12. In general, are the adults often down on the level of the children? Do they walk close to a child to make a comment or ask a question? Describe.

13. Describe, in general, the looks on the faces of adults and children as you observe. Describe the "feel" of the classroom as you soak in the atmosphere.

14. Have any areas of concern for your own growth as a teacher changed since Lab 1? Explain.

ACC Child Care and Development
TECA/CDEC 1311, Educating Young Children
ACCTech Exam
December 2016

TRUE OR FALSE (Put a T or an F beside each statement. Write legibly) (2 pts. each)

1.____ An <u>Objective</u> statement about a child states your opinion of that child.

2.____Using "authentic assessment" of a young child is like giving the child a test.

3.____A teacher can use observations of the classroom to make the curriculum more interesting to the children.

4.____When a school requires that teachers observe "confidentiality," then it's not okay to share information about a family in your classroom with other families.

5.____Child Care centers in Texas are licensed by National Child Care Standards.

6.____One characteristic of children's play is that it is freely chosen by the child.

7.____When 2 young children are engaged in "parallel play," they are playing together.

8.____If a teacher is worried about the "self-esteem" of a young child, he is concerned that the child does not respect other children.

9.____The Headstart Program is funded by the federal government, and is mainly intended to support the early education of children whose families are living in poverty.

10.____Montessori Education was founded by an Italian Physician named Dr. Maria Montessori over 100 years ago in Italy, but has spread worldwide.

11.____Early childhood educators focus on education of the "whole child." This means they want the children to learn numbers as well as letters.

12.____It is recommended that a teacher do most of the talking in an early childhood classroom, since the children are just developing language.

13.____It's important that a teacher in an Infant Classroom help the parents to understand that babies should sleep in their own bed, in their own room.

14.____ It is best for the teacher to make the playdough before the children arrive, so they will not have to wait before using it.

15.____ 3 year old children should be able to use scissors and write their names.

Short Answer (4 pts. each)

16. The textbook says that **"self-knowledge"** is important for teachers who work with children and families. Explain one reason why this is true.

17. Describe an example of an infant in "solitary play." What is the child doing?

18._____A skillful teacher uses "transition activities" to help a group of children move peaceably from lunchtime to nap, or from group time to the playground.   These "transition activities" could include blinking the lights, singing a song, or using a fingerplay.

19._____Involving a group of 4 year old children in developing rules for the classroom helps them to really understand the reasons for the rules.

20._____A good classroom rule for a group of 3 and 4 year olds might be:

"Don't run in the classroom!"

21._____Having children <u>make choices</u> about their activities encourages the development of inner controls and self-discipline.

22._____Early childhood educators are encouraged to use "intrinsic motivation" ("you worked such a long time on that block structure") instead of "extrinsic motivation" like a sticker or piece of candy.

23._____A teacher's careful attention to organizing the classroom and arranging the materials is considered part of guidance.

24._____It's important in an early childhood classroom that a teacher helps children to learn to describe and express how they feel.

Short Answer (4 pts. each)

25. Give one reason why using "Time Out" with a young child should be avoided.

26. Write a positively stated classroom rule to encourage children not to hit another child.

27. One goal for young children in a preschool classroom is helping them learn to live in a classroom community.

Please describe one activity or exploration you could plan for a group of 3 and 4 year olds that would encourage their abilities to cooperate with each other.

TRUE OR FALSE   **_(Put a T or an F beside each statement)_** **(2 pts. each)**

28.____Because preschool children learn best through play with hands-on materials, it is important to provide plenty of time in the daily schedule for children to make choices of materials to use their creativity and imagination.

29.____It is important for a preschool teacher to provide a model for children so that they can learn the correct way to use materials.

30.____The preschool teacher who has a child in her group who is beginning to stutter slightly should encourage the child to slow down.

31.____A preschool teacher who wants to encourage creativity in her children should provide a variety of materials and plenty of time for children to create.

32.____Sometimes it's best for the teacher to stand back, to allow children to work at their own pace, and use materials as they wish.

33.____A teacher who listens carefully to what the children are saying is encouraging the development of language and problem-solving in the children.

34.____A good way to encourage children to think is to ask "open questions."

35.____To make sure that children use every area of the room each day, a preschool teacher should assign children to centers, then have them move to other centers every fifteen minutes.

Short Answer: (4 pts. each)

36. How could a teacher create a science experience that would <u>be meaningful to a 3 year old child?</u> a. Describe the experience, and b. explain what concepts the child is learning about science.

37. Describe how a teacher could turn a walk to the grocery store with a group of preschoolers – into a literacy activity?

Multiple Choice – Circle the best choice (3 pts. each)

38. One of the most successful techniques to use when counseling families is:

a. asking them open-ended questions that help them think for themselves.

b. referring them to an excellent book on child development.

c. setting up several privage appoints with them after children have left for the day.

d. building their confidence by emphasizing how much the teacher knows.

39. It is desirable for a teacher to be consistent in her expectations and rules because:

a. it teaches the child that he can rely on the teacher to control herself.

b. it shows the child that the teacher trusts him to do the right thing.

c. doing this helps build a sense of trust between the child and the teacher.

d. doing this avoids expecting too little or too much from children.

40. Research has shown that high quality infant care requires one key element:

a. appropriate environment

b. adequate learning materials

c. on-going parent meetings at the center

d. a warm relationship with the caregiver

41. Many infants become extremely upset and cry a lot when their parents leave them. This is referred to as:

a. an anxiety attack

b. separation anxiety

c. attachment anxiety

d. anxiety phobia

ACC Child Care and Development
TECA/CDEC 1311, Educating Young Children
ACCTech Exam
ANSWER KEY
2016- 2017

TRUE OR FALSE (Put a T or an F beside each statement)

1.__F__ An <u>Objective</u> statement about a child states your opinion of that child.

2._F___Using "authentic assessment" of a young child is like giving the child a test.

3._T __A teacher can use observations of the classroom to make the curriculum more interesting to the children.

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14.__F__ It is best for the teacher to make the playdough before the children arrive, so they will not have to wait before using it.

15._F__ 3 year old children should be able to use scissors and write their names.

Short Answer

16. The textbook says that "self-knowledge" is important for teachers who work with children and families. Explain one reason why this is true.

- *understand our own biases*

- *understand our own "buttons" which can be pushed*

- *understand our own cultural messages*

17. Describe an example of an infant in "solitary play." What is the child doing?

- *A 6 month old playing with her toes*

- *An infant exploring a rattle*

TECA/CDEC 1311, Educating Young Children

TRUE OR FALSE   *(Put a T or an F beside each statement)*

18.__T__A skillful teacher uses "transition activities" to help a group of children move peaceably from lunchtime to nap, or from group time to the playground.   These "transition activities" could include blinking the lights, singing a song, or using a fingerplay.

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23._T___A teacher's careful attention to organizing the classroom and arranging the materials is considered part of guidance.

24.__T__It's important in an early childhood classroom that a teacher helps children to learn to describe and express how they feel.

Short Answer

25. Give one reason why using "Time Out" with a young child should be avoided.

- child will feel she is "bad"; other children will see that child as "bad"

- child doesn't always understand WHY he/she is excluded

- doesn't encourage inner controls

- won't learn other ways to handle the situation or problem-solve

26. Write a positively stated classroom rule to encourage children not to hit another child.

"touch gently"

"soft touches"

In general, say what you want children TO DO, instead of what NOT TO DO

27. One goal for young children in a preschool classroom is helping them learn to live in a classroom community.

Please describe one activity or exploration you could plan for a group of 3 and 4 year olds that would encourage their abilities to cooperate with each other.

- *Cooking in a small group of 3 or 4 children, or similar enjoyable projects*
- *Small group murals*
- *Puppet play, in small groups*
- *Singing together*

TECA/CDEC 1311, Educating Young Children

TRUE OR FALSE *(Put a T or an F beside each statement)*

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Short Answer:

36. How could a teacher create a science experience that would <u>be meaningful to a 3 year old child?</u> a) Describe the experience, and b) explain what the child is learning about science.

Waterplay, sandplay – math with containers, mixing materials (soap, colors)

Mixing paints – chemistry, physics

Planting a garden or plant – botany, math, sequence

Taking a walk, talk about seasonal changes, collect rocks, leaves, acorns, etc.

37. Describe how a teacher could turn a walk to the grocery store with a group of preschoolers – into a literacy activity?

Children could dictate a story about the walk, what they saw, liked

Children could take photos, create a class book about the walk, teacher writes their words

Write/draw in journals

Find all the letters of the alphabet, keep a record

Dictate a letter to families about their walk, illustrate it

Multiple Choice – Circle the best choice

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FACULTY FINDS

Support for this listserv is provided by

ACCESS
Associate Degree Early Childhood
Teacher Educators

ACCESS Launches Instructor Listserv

The purpose of **Faculty Finds** is to provide ACCESS members and other instructors with high-quality, evidence-informed, readily available resources to support their work.

Faculty Finds is distributed six times per year. Each issue will focus on three topics: 1) content resources; 2) instructional resources; and 3) information about

effective preparation of early childhood professionals. All resources are **free**.

The content of Faculty Finds is compiled by Camille Catlett. The listserv is supported by ACCESS. **All or part of Faculty Finds may be freely shared or copied.** To receive future issues of the listserv, you will need to sign up. Here's how. Send an email with

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To learn more about ACCESS or to join, visit the access website at **https://accessece.org/**

SCRIPT-NC: Evidence-Based and FREE Course Resources

In the next issue

Resources and ideas for your Child, Family and Community course

Looking for a new reading, assignment, or online discussion forum topic? Want to infuse a more explicit emphasis on family engagement? Dual language learners? Children of diverse abilities and inclusion?

Save yourself some time and effort by visiting the SCRIPT-NC website **http://scriptnc.fpg.unc.edu/resource-search**

The website is organized by commonly taught

course topics. Click on any topic to discover free resources like
• annotated collections of evidence sources, articles, videos, and websites;
• PowerPoint slides with activities, assignments, and discussion topics; and
• other free resources for addressing the course topic.

Additional free resources are available by clicking 2016 SCRIPT-NC Webinar Series at the top of the page. There you'll find

resources on several additional topics like dual language learners, play, and inclusion. The materials from the Assignment Makeover webinar include examples of how to transform routine assignments into engaging opportunities for knowledge acquisition and knowledge application.

Questions about SCRIPT-NC resources? Contact Camille Catlett **camille.catlett@unc.edu**
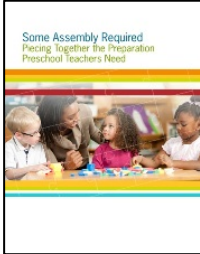
How Does Your Program Stack Up?

A June 2016 publication from the National Council on Teacher Quality shares the results of a look at 100 preservice programs that are preparing future preschool teachers. The findings reveal the extent to which college students are being prepared to:
• develop children's language ability;
• build a foundation for reading through emergent literacy skills and read-alouds;

• introduce emergent math;
• create an inviting class-room environment; and
• hone skills through student teaching.

The findings reveal that many programs are not preparing future professionals in these essential skills areas.

To read more about the findings go to **http://www.nctq.org/dmsStage/Preschool**

You'll find a set of Power-Point slides that summarize the findings and versions of the results targeted to college programs, students, and administrators.

Consider this: How well is your program preparing students in these 5 areas?

> *"Almost all creativity involves purposeful play."*
>
> Abraham Maslow

Free Videos Link Play to Learning

Wondering how to incorporate an emphasis on nature and play in any course you teach? Here are a couple great examples.

What About Play? The Value of Investing in Children's Play is a 10-minute video that explores the value of play, playful inquiry and the role of adults in supporting, advocating for and investing in children's play.
https://youtu.be/IjoG6tMq9ZU

Nature-Based Learning and Development for Teachers Is a skillfully organized video that connects opportunities for nature-based outdoor experiences to learning and development across all domains of development.
http://view.vzaar.com/4501587/download

A companion video *(Nature-Based Learning and Development for Administrators)* looks at the rationales for nature-based learning from the perspective of program directors and leaders
http://view.vzaar.com/4501588/download

And just for fun, watch ***Nature Rx***
https://youtu.be/Bf5TgVRGND4

From Passive Viewing to Active Learning with Videos

This article points out that there's a big difference between watching a video and learning something from it. It reminds us that videos are not particularly effective at driving critical thinking without facilitation from an instructor.

The authors offer strategies for increasing the effectiveness of course videos. While the examples provided were intended to be used in online courses, all could easily be used in a face-to-face course as well.

http://www.facultyfocus.com/articles/teaching-with-technology-articles/from-passive-viewing-to-active-learning-simple-techniques-for-applying-active-learning-strategies-to-online-course-videos/

FOSTERING HEALTHY SOCIAL & EMOTIONAL DEVELOPMENT IN YOUNG CHILDREN
TIPS FOR EARLY CHILDHOOD TEACHERS AND PROVIDERS

Children are born with the need and desire to connect with those around them. When teachers and providers establish positive relationships with children from birth through the early years, and value their diverse cultures and languages, children feel safe and secure, laying the foundation for healthy social and emotional development. This process affects how children experience the world, express themselves, manage their emotions, and establish positive relationships with others.

Social and emotional development involves several interrelated areas of development, including *social interaction*, *emotional awareness*, and *self-regulation*. Below are examples of important aspects of social and emotional development for young children.

Social interaction focuses on the relationships we share with others, including relationships with adults and peers. As children develop socially, they learn to take turns, help their friends, play together, and cooperate with others.

Emotional awareness includes the ability to recognize and understand our own feelings and actions and those of other people, and how our own feelings and actions affect ourselves and others.

Self-regulation is the ability to express thoughts, feelings, and behaviors in socially appropriate ways. Learning to calm down when angry or excited and persisting at difficult tasks are examples of self-regulation.

Early childhood teachers and providers play an important role in nurturing children's social and emotional development. Supporting children's social and emotional development can be both rewarding and challenging. Critical to providing support is having realistic expectations of children's development at different ages. Realistic expectations of when infants are able to experience emotions (hint: early!), how easy or difficult it is for a toddler to take turns, and when young children are able to follow simple directions can bring greater success – and less frustration – for young children and teachers and practitioners.

The following tips are organized by age (Infants, Toddlers, Preschoolers) and are intended to help early childhood teachers and providers support children's social and emotional development — nurturing children's ability to develop healthy relationships, manage challenges and realize their full potential. These tips are based on what we have learned from research focused on social and emotional development.

DID YOU KNOW?

Research shows that a strong social and emotional foundation in early childhood powerfully impacts children's later positive attitudes and behaviors, academic performance, career path, and adult health outcomes![1] For more information, see *Social and Emotional Development Research Background* in this series.

AWARENESS OF CHILDREN'S UNIQUE BACKGROUNDS, EXPERIENCES, AND ABILITIES

Each child comes with a unique set of experiences, abilities, and needs. Children come from diverse families and communities and bring rich cultural and linguistic strengths and perspectives. They also come with diverse learning needs and approaches. For example, one child may have a special need, developmental delay or disability, while another may be experiencing stress in their home or community caused by violence, trauma, abuse, or neglect. Tuning in and being aware of each child's specific needs and where they are developmentally can help you adjust your care, environment, and daily activities. This may include managing the expectations you have for each child's behavior and learning, remaining sensitive to his or her individual needs, and if necessary, reaching out for additional support. For more information, visit Learn the Signs. Act Early and Birth to 5: Watch Me Thrive!.

One critical piece to supporting the positive development of all young children is **Connecting with Families**. When you connect with families to discuss children's development, everyone benefits — especially children. Early childhood programs and providers should create regular opportunities throughout the year to set shared goals on children's learning and development and to review progress on these goals. Figure out the best way to communicate regularly with families — through email, phone, text, or notes to share updates along the way. Create opportunities for families to visit or volunteer in your program in ways that are comfortable for them. If a child continually struggles with challenging behavior, reach out to the child's family early to problem solve and involve experts such as behavioral specialists in your local school district or community. For more information about family engagement in early childhood programs see ED and HHS's Policy Statement on Family Engagement.

TIPS FOR WORKING WITH INFANTS

CREATING A PREDICTABLE, NURTURING ENVIRONMENT:

From the moment children are born, it is essential for them to feel safe, secure, and loved, so they can form a strong social and emotional foundation.

- **Talk, read, and sing together every day.** Infants learn by interacting with others around them. These simple interactions help young children feel special and loved in addition to supporting their early development.

- **Provide warm, responsive, and consistent care.** Smile, laugh, and cuddle with infants often throughout the day. Take time to read their cues — what are they trying to tell you? Do they need attention? Are they hungry or do they have a wet diaper? Do they want to be held? Based on what their cues tell you, meet their needs consistently and sensitively.

- **Maintain consistent, predictable routines.** Knowing what to expect during the day helps infants feel safe and secure. As much as possible, try to follow the same order of routines and activities each day, like regular feeding and naptime schedules or reading a book together before children go home.

- **Get to know each child and follow their lead.** What does each child seem curious about? How are they feeling? What activities do they enjoy? Following their lead will help you know how to respond and plan your daily activities around their interests, which increases their eagerness to engage with you and learn.

SUPPORTING CHILDREN IN DEVELOPING SOCIAL SKILLS:

Social skills are critical for lifelong learning, happiness, and long-term success. Children begin developing these skills during infancy.

- **Play simple social games with infants** like peek-a-boo and taking turns cooing back and forth. These games are an early way to develop turn taking turn turning, which is an important building block for later social development.

- **Be an emotional role model.** Even at a very young age, infants learn by watching their caregivers. Responding calmly to situations, expressing joy, and showing kindness to others helps them learn how to behave and what to expect from future relationships.

- **Imitate infants' facial expressions and sounds.** Imitation is an important skill that sets the earliest foundation for interacting with others.

RECOGNIZING AND TALKING ABOUT EMOTIONS:

Allowing and encouraging children to express their feelings — both positive and negative — can support their emotional development. How children and families express emotions often depends on their cultural background and it is important to honor these values if they differ from the suggestions below.

- **Say what you think an infant in your care is feeling.** For example, say, "You look so sad. Let's see if we can make you feel better." This demonstrates to the infant that you are paying attention to her needs and want to be there for him or her.

- **Help an infant in your care learn to calm himself and praise this behavior.** It's okay for him to suck on his fingers or fist; sucking helps babies self-soothe and is a first step to managing emotions.

- **Learn to read the moods of infants in your care.** Infants can feel a range of emotions at a very early age. Paying attention to what their behavior is saying will help you feel more confident about how to respond.

  - Is the baby looking at you calmly or smiling at you? He's ready to engage! Smile back, talk, sing, and interact with him.

  - Is the baby crying or squirmy, looking away and breathing heavily? She may be overwhelmed, so decrease stimulation by talking softly, swaying back and forth with her, swaddling, and cuddling.

WHEN I'M MAD I SHOULD...

TIPS FOR WORKING WITH TODDLERS

The tips listed above for infants are great for toddlers too! Below are additional tips that address the developmental needs of toddlers in your care:

CREATING A PREDICTABLE, NURTURING ENVIRONMENT:

A welcoming and well-designed physical and emotional environment helps children feel safe and encourages learning, play, and exploration. Foster a positive relationship between yourself and the toddlers in your care. Greet every child in your care at arrival by making eye contact and saying their name. Throughout the day make time for one-on-one interaction with each child, even if it is a quick hug, smile, or positive word. Toddlers get their cues from their caregivers; your positive words and actions can go a long way toward making a toddler feel safe and secure.

- **Provide age-appropriate toys and books at the children's level so toddlers can safely explore.** Toddlers enjoy exploring their environments. Set up the space so they have safe access to developmentally appropriate toys they can explore independently.

- **Set predictable daily routines.** Knowing what to expect during the day helps children feel safe and secure and gives them a sense of control. Post a visual daily schedule for the children to see and refer to it throughout the day (e.g. "We just finished snack, let's look at our schedule to see what comes next"). When the schedule or routine changes, communicate this to the children so they know something will be different.

- **Tune into how each child responds to the environment.** All children respond differently to their environment. How do they respond to others around them? How much stimulation is too much for them? How can you tell when they are bored and need more play, stimulation, or attention? The right balance of learning and play, with cuddling and down time, can help children feel safe, secure, interested, and engaged.

- **Celebrate children's home cultures.** Encourage families to help you include toys, books, stories, and songs that reflect the rich diversity of the children in your care. This fosters a stronger connection with families while helping children develop self-esteem and a sense of appreciation for other cultures starting at an early age.

SUPPORTING CHILDREN IN DEVELOPING SOCIAL SKILLS:

Toddlers continue to develop their social skills through interactions with parents and caregivers and also begin to develop social relationships with peers. Having realistic expectations for a toddler's behavior is important in understanding how best to support their developing social skills.

- **Provide plenty of opportunities for playful group activities.** Place developmentally appropriate toys on the floor and allow children to play and explore together. Even if children are playing side-by-side, they are learning from their peers and developing social skills.

- **Offer children choices throughout the day.** Create opportunities for children to choose activities, toys, or snacks. For children who don't yet have the words to express their choices, provide other communication options such as pointing to items or pictures and even signing. Giving children choices helps them feel heard, engaged, and in control.

- **Teach children how to share and take turns through daily routines.** Toddlers are beginning to learn how to share and take turns, which is hard to do and takes time and practice. During snack time, hand out two different snacks to each child and let them choose one snack to keep and one to share.

- **Encourage early friendships.** Toddlers typically play next to, instead of with, peers. With adult help, this important "parallel play" can give children the chance to practice sharing, taking turns, resolving conflicts, and experience the joy of friendship.

RECOGNIZING AND TALKING ABOUT EMOTIONS:

Creating a safe and open environment for toddlers to recognize and express the range of feelings they have can support healthy emotional development.

- **Talk about emotions.** Identifying and discussing emotions can help young children understand their own and others' feelings. Find opportunities to identify real and play emotions. For example, if two stuffed animals are fighting, you could say, "They are angry. They both wanted that toy." Reading stories provides a great opportunity to discuss the connection between behavior and emotion. For example, "The rabbit is running so fast! He seems scared."

- **Talk about your own feelings and emotions.** Model for children how to use words or other strategies to communicate about emotions. You might say, "It's hard for me to wait my turn for the truck. I'm going to play with blocks while I wait."

- **Help children describe their own feelings.** You can use pictures of different emotions and label them for children. You can also help toddlers put their feelings into words and talk about why they feel a certain way. You might say, "I can tell you're feeling sad. Let's talk to your friend about taking turns."

- **Offer comfort and reassurance.** Let children know that it's okay to have strong feelings, like anger or frustration, and that you are there to help them manage those feelings.

- **Teach ways to manage emotions.** Introduce ways for children to handle their emotions. Each child is unique — one child may want a hug while another may need time with their comfort item (blanket or stuffed animal) or deep breaths to cool down.

ENCOURAGING POSITIVE BEHAVIORS AND USING POSITIVE DISCIPLINE PRACTICES:

To help young children develop positive behaviors, provide plenty of encouragement, and set limits in gentle ways.

- **Make sure your expectations are developmentally appropriate.** Become familiar with typical developmental milestones and adjust your expectations of children's behaviors accordingly. For example, two-year-olds are good at exploring and moving around. With so much to discover and learn, don't expect them to sit still! When they have to sit for a period of time, try to keep their hands and minds busy by reading a fun book or playing a silly game.

- **Model positive behaviors.** When you show children patience, gentleness, and care for others through your everyday interactions, you are helping them learn to treat others the same way.

- **Set limits in calm ways and focus on children's positive behavior.**
  Children need plenty of positive feedback and calm reminders as they learn new skills. Toddlers are just beginning to follow directions and rules. Provide numerous opportunities to practice new skills. Praise children when they are engaging in a positive behavior, especially when you know it's a behavior they have been working on, like taking turns or appropriately transitioning to a new activity. When setting expectations with children, it's more helpful to them when you focus on what they can and should do rather than using words like "don't." You might say, "Let's use gentle hands," instead of saying "Don't hit."

HOW DO OTHER PEOPLE FEEL?

TIPS FOR WORKING WITH PRESCHOOLERS

Building on the tips listed above for toddlers, here are additional tips that address the developmental needs of preschoolers (three and four year olds) in your care:

CREATING A PREDICTABLE, NURTURING ENVIRONMENT:

Just as with toddlers, a welcoming and predictable environment helps preschoolers feel safe and encourages learning, play, and exploration. Additionally, preschoolers are ready partners in building their classroom community. Your role as a caring adult in children's lives matters enormously and can have a positive impact on individual social and emotional development and create a strong sense of community.

- **Provide warm, consistent, and responsive care.** Be responsive to children's needs. Though preschoolers are more independent than infants and toddlers, they still need a lot of help! Make sure they feel confident that you will meet their basic needs and partner with them to solve problems and manage frustrations.

- **Tune in, observe, and use information you gather about children to guide their learning.** What are your preschoolers curious about? What types of activities interest them? How are they feeling? Follow these cues and use their interests to help you know how to respond to their needs and expose them to many learning opportunities.

- **Create consistent, predictable routines and a developmentally appropriate schedule.** Children feel safe, secure, and in control when they know what to expect throughout the day. Post a class schedule with pictures for families to review with their children and reference it daily. Create a schedule that is reflective of the developmental levels of your children.

- **Tell children before transitions occur.** Transitions are a time when many preschoolers struggle with inappropriate or challenging behavior. Providing children with a "warning" before a transition occurs is especially important when they are transitioning away from doing something fun. For example, "In 5 minutes we are going to clean up your toys and move to our next activity." Some children may need a few additional reminders, like a one minute warning or a physical reminder, like a gentle rub on their back.

- **Celebrate diversity and help all children feel included.** Try to encourage children to communicate in multiple ways they are comfortable with, like using their home language, body movements, gestures, and signs. Build in activities that are structured so that children have to work together in small groups to accomplish a task. Assign buddies to assist children that struggle to stay engaged at certain times of the day.

SUPPORTING CHILDREN IN DEVELOPING SOCIAL SKILLS:

The preschool years are full of opportunities to develop positive social skills — preschoolers engage in pretend play, begin to explore cooperative play, and develop early friendships.

- **Use daily activities to help children develop social skills.** Most activities, like snack time, outside play, and center time, can be used to help children practice taking turns, playing together, and engaging in conversations. Some preschoolers will easily engage with peers while others need encouragement and support from other peers and adults.

- **Encourage pretend play.** Let children take the lead in developing a pretend story. Play along, add to the story, and, if appropriate, encourage peers that are nearby to join in. For example, if a child is pretending to cook a meal, ask what he is cooking and suggest another child playing nearby set the table.

- **Help build positive peer relationships.** Teach preschoolers strategies they can use to play or work with others. For example, "Let's tap Sarah on the shoulder and ask, 'May I have a turn?'"

- **Use children's books to teach social skills.** Choose books that include themes about making friends, taking turns, and cooperating. In any book, pause to ask children what they might do in a challenging social situation and reflect together on what happens in the story.

I GET AFRAID WHEN...

RECOGNIZING AND TALKING ABOUT EMOTIONS:

Allowing and encouraging children to express their feelings — both positive and negative — can support their emotional development. Preschoolers have the capacity to label and discuss their emotions — they just need a safe and open environment to do so!

- **Let children know that their thoughts, feelings, and efforts matter.** Help your preschoolers know you are listening when they share their thoughts and feelings. Praise children for both how hard they try and for their accomplishments.

- **Help preschoolers use words to describe feelings.** You might say, "I can tell you're feeling very mad and frustrated. Would you like to tell me why you feel this way?" You can also model using "emotion words" by describing your own feelings (e.g. "I was worried when I couldn't find my keys, but am relieved because they were in my pocket!")

- **Acknowledge difficult feelings and give children strategies to respond to them.** Help preschoolers know that it's okay to have strong feelings like anger or frustration and that you are there to help manage those feelings in a positive way. For example, "I know it made you mad when Jada took your toy. Next time you can ask an adult to help you." Each child is unique — one child may want to have a conversation while another may need a hug or deep breaths to cool down.

- **Encourage preschoolers to practice thinking about how others feel.** When reading a story, ask children to imagine they were different characters and guess how they might be feeling and why.

ENCOURAGE POSITIVE BEHAVIORS AND USE POSITIVE DISCIPLINE PRACTICES:

During the preschool years, children continue to develop their ability to make good choices and exhibit positive behavior. Recognizing and celebrating positive behavior can build preschoolers' confidence and help them repeat these behaviors. It takes time for young children to learn certain behaviors so your patient response will help, especially when their behaviors are challenging.

- **Communicate behavior expectations.** Engage children in developing the classroom expectations and clearly discuss what is and is not acceptable behavior. Provide children with many opportunities to practice these expectations and to receive feedback about their behavior.

- **Model caring relationships and recognize positive behavior.** Children often learn by watching adults' interactions with others, so help them see you modeling patience, kindness, and helpfulness throughout the day. When children act appropriately and kindly, provide special attention, hugs, or specific words of praise such as, "It made Maddie really happy when you helped her clean up today," and "I notice how you are waiting patiently for your snack. Great job waiting!"

- **Offer preschoolers plenty of opportunities to make choices throughout the day.** Providing choices is a simple way to give children a sense of control, while still accomplishing the task at hand. For example, when it is time to clean up, ask a child if he'd like to help clean up the blocks or the books. At snack time allow children to choose between two snack options; let children take turns choosing the book to be read to the group.

- **Engage children in problem solving about their challenging behaviors.** Giving children a chance to practice and "do-over" particularly challenging interactions can be a powerful learning tool. Help children role play positive ways to solve problems, take turns, and cooperate. Practice appropriate responses to typical preschool scenarios and give lots of positive encouragement!

- **Teach children calm down strategies.** Remain calm when a child is not. Stay near them to make sure they're not hurting themselves or others. Teach and practice calming strategies and appropriate responses to individual children or in a group when children are not upset. And give them lots of positive encouragement! Appropriate calm down strategies that can be taught to preschoolers include:

  - In a quiet space, away from stimulation, sit alongside a child and together breathe slowly and deeply. Show them how to rest their hand on their stomach to watch and count their breaths.

  - Encourage children to draw a picture of what happened to make them upset – before, during, and after the episode. Ask them to narrate the picture and describe what they were thinking and feeling at each stage. Record their narration under the picture.

  - If a child is angry, provide a pillow or other soft, safe object that they can use to express themselves physically. Ask them to describe what they are thinking and feeling in this process ("You took my toy and that made me mad!").

TODAY I FELT…

FROM A YOUNG CHILD'S PERSPECTIVE...

- I feel **safe** when...I can rely on you to meet my needs consistently and when you greet me with a warm and loving smile every day.

- I feel **confident** when...you praise me for my efforts and encourage me to keep trying when I'm learning something new.

- I feel **heard** when... you look me in my eyes, tune into my thoughts and feelings or notice the things I'm looking at or pointing to in the world.

- I feel **secure** when...I know what to expect in the day and when we cuddle up to talk, read, and sing together.

- I feel **happy** when...we play games and do fun activities, laugh and act silly together, and share fun stories.

- I feel **calm** when...I am in a warm, nurturing environment and cuddled when I need to be comforted.

- I feel **loved** when...you take care of my needs, hug me often, use gentle words, and show care and patience.

Each day you help children in your care feel safe, secure, and loved. You are helping to lay the foundation for healthy social and emotional development of children, which supports them to become happier individuals and succeed in school and in life.

For additional resources on supporting your child's learning and development, check out tip sheets on early language development and STEM (Science, Technology, Engineering and Math) and social emotional development.

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NOTES

1. Damon E. Jones et all, "Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness," *American Journal of Public Health* 105(11) (2015): 2283-2290.