SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Child Development (conception – age 8) Webinar
March 3, 2015
2:00 pm – 3:00 pm EST

http://scriptnc.fpg.unc.edu

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IDEAs
that Work

Welcome and Introduction

Noses are red. Fingers are blue.
I'm tired of winter. How about you?

Features of SCRIPT-NC's 2015 Webinar Series

| Each webinar emphasizes	Each webinar features activities, assignments and strategies for incorporating
- embedding **inclusion and diversity** into coursework - resources, activities, and assignments for delivering course content to build both **knowledge acquisition and knowledge application**	- state early learning guidelines - the components of a formative assessment process 2014 DEC Recommended Practices

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About SCRIPT-NC's 2015 Webinar Series

Supports the Growing Greatness Curriculum Enhancement Process*
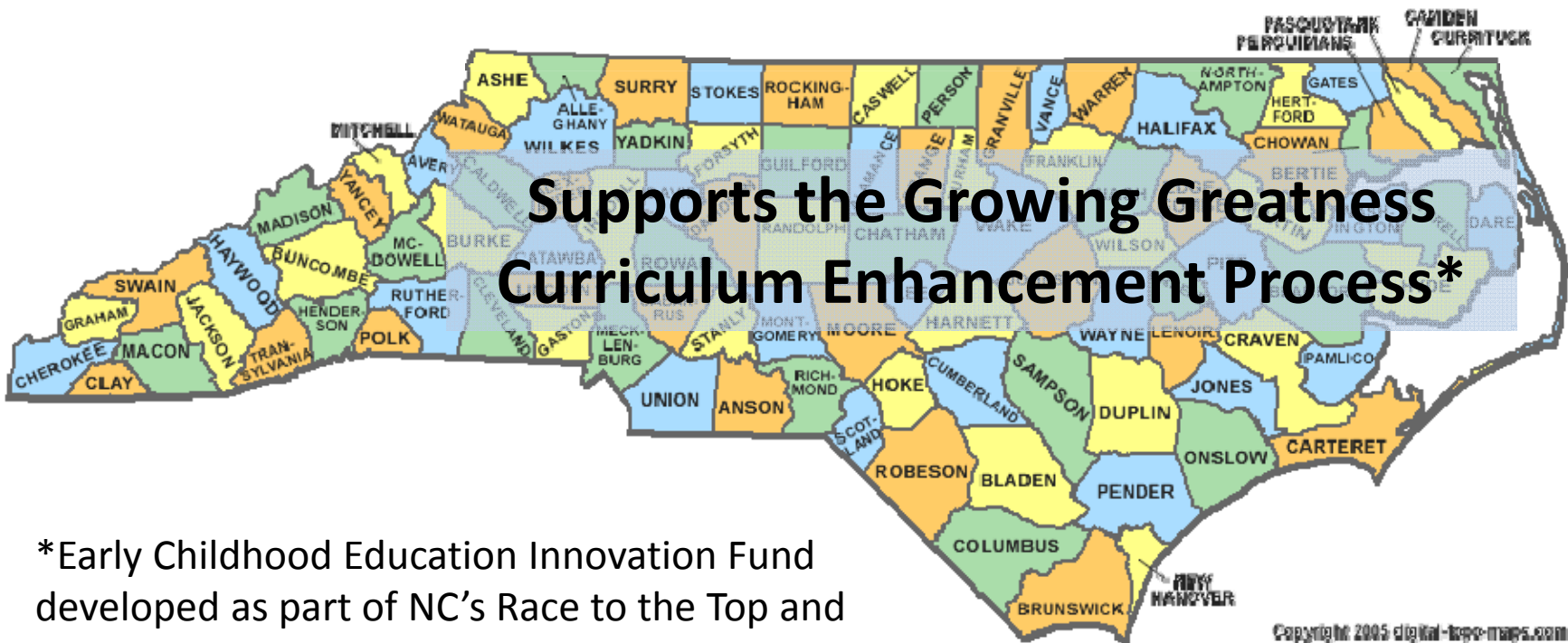
*Early Childhood Education Innovation Fund developed as part of NC's Race to the Top and awarded through the NC Community College System

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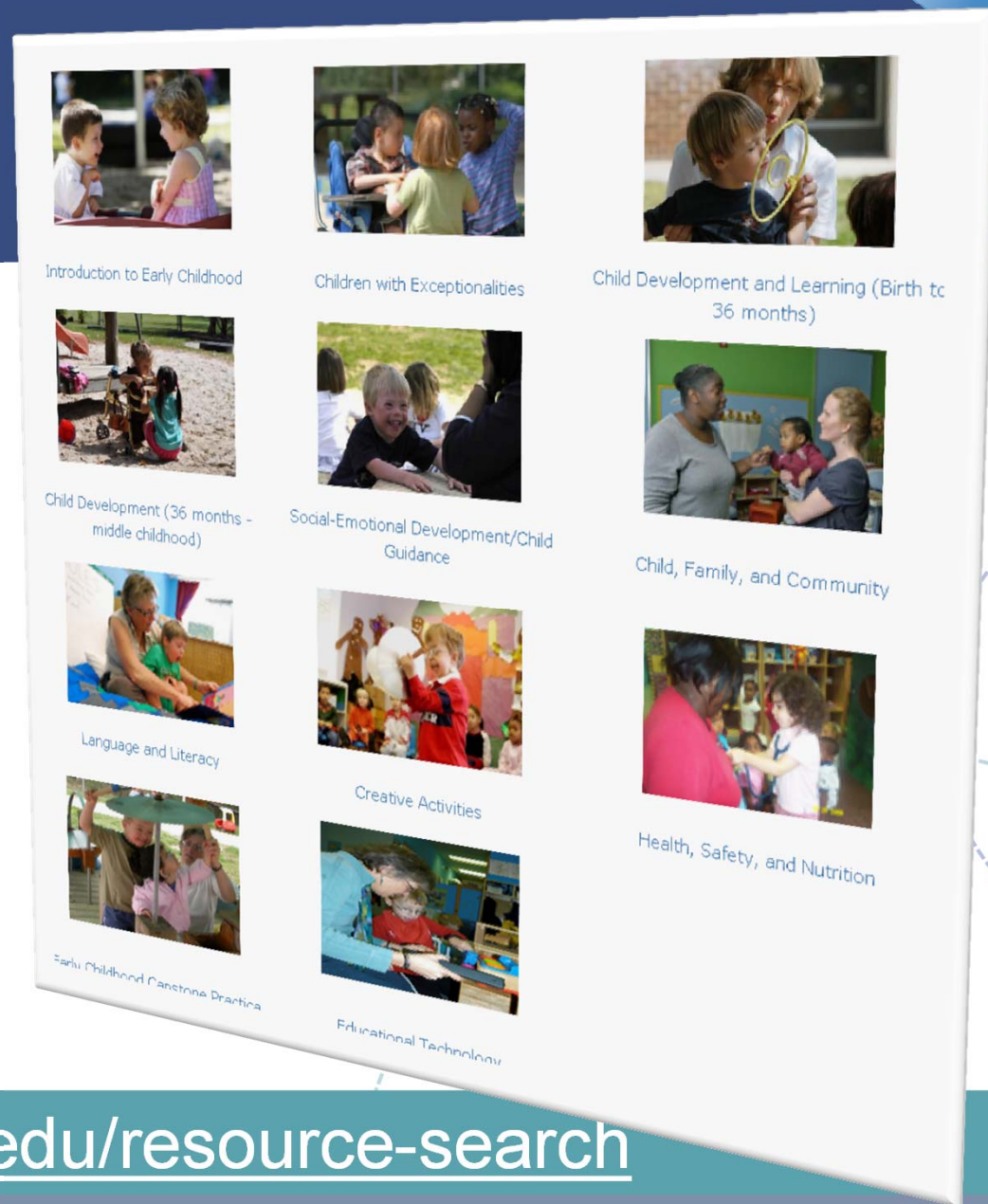
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Landing Pads

- **Handouts**
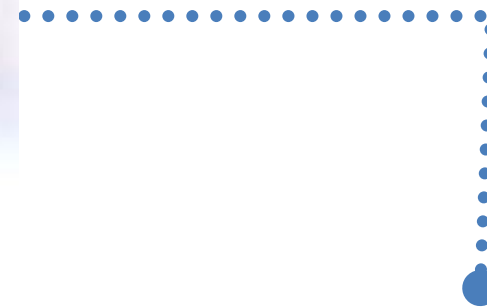- **PowerPoints**
- **Recording**

Introduction to Early Childhood

Children with Exceptionalities

Child Development and Learning (Birth to 36 months)

Child Development (36 months - middle childhood)

Social-Emotional Development/Child Guidance

Child, Family, and Community

Language and Literacy

Creative Activities

Health, Safety, and Nutrition

Early Childhood Capstone Practica

Educational Technology

http://scriptnc.fpg.unc.edu/resource-search

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Quick Poll
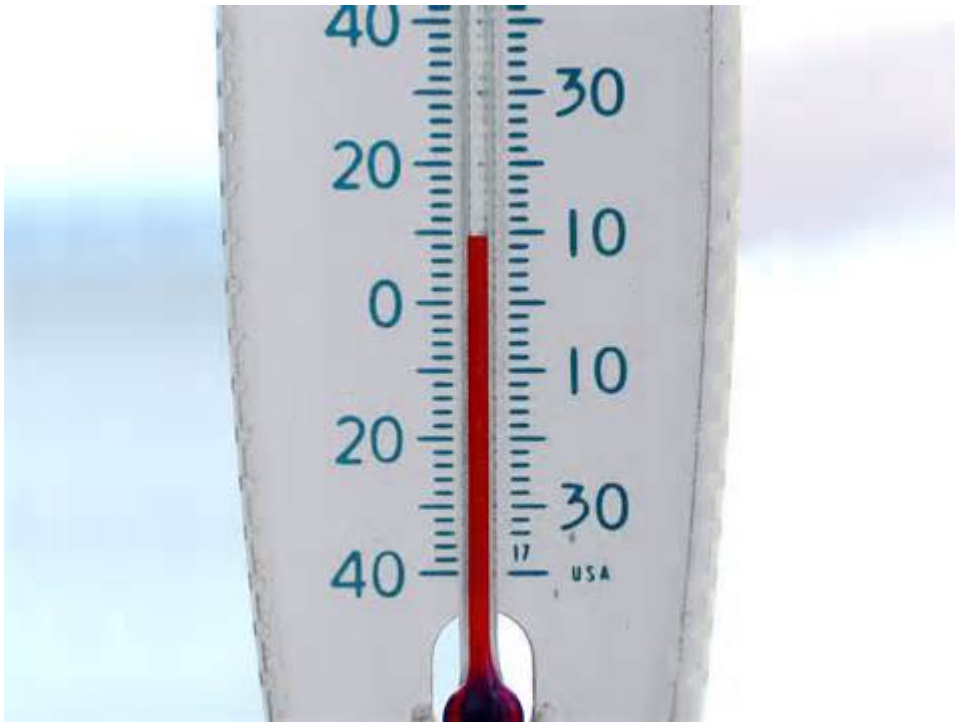
What is the outside temperature where you are?

Logistics

Questions?
   Comments?

USE THE CHAT BOX
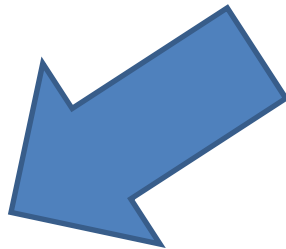
Child Development and Learning (conception through age 8)

This Landing Pad provides information and resources that can be used to enhance early childhood courses focusing on child development and learning (conception through age 8), to support the inclusion of children with disabilities and children who are culturally and linguistically diverse.

Approved Course Description

This course* includes the theories of child development, needs, milestones, and factors that influence development, from conception through age 8. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.

NC Core Course, 144 & 145

http://scriptnc.fpg.unc.edu/resource-search

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Common Areas of Emphasis

- Factors that influence development and learning (e.g., biology, environment, culture)

- Stages of development, developmental milestones, and characteristic behaviors in all domains

- Observation and documentation techniques

- Distinguish typical and atypical characteristics of development

- Developmentally, culturally/linguistically, and individually appropriate experiences, interactions, and environments that support each child

Four Foundational Concepts

- Development is heavily influenced by culture and language
- Development is heavily influenced by quality early experiences
- Development is heavily influenced by relationships
- Development is heavily influenced by socio-economic status

I learned
to dispense
water & ice.

Developmental Contexts

12 Principles of Child Development and Learning that Inform Practice

12 Principles of Child Development and Learning

1. All areas of development and learning are important.
2. Learning and development follow sequences.
3. Development and learning proceed at varying rates.
4. Development and learning result from an interaction of maturation and experience.
5. Early experiences have profound effects on development and learning.
6. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
7. Children develop best when they have secure relationships.
8. Development and learning occur in and are influenced by multiple social and cultural contexts.
9. Children learn in a variety of ways.
10. Play is an important vehicle for developing self-regulation and pro¬moting language, cognition, and social competence.
11. Development and learning advance when children are challenged.
12. Children's experiences shape their motivation and approaches to learning.

Principle	Evidence Sources
Early Experiences	
Relationships	
Play	

What's developmentally appropriate?

At what age would we typically expect a child to . . .
- Sit still for 20 minutes?
- Understand the concepts of weeks and months?

Milestone	Age of Mastery	Evidence Sources

Cultural Influence

Independence
Dependence
Inter-dependence

Feeding
Toileting
Interacting

Diversity: Contrasting Perspectives

JULY 5, 1996

PROFESSIONAL DEV

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Cultural Influence

Just the Facts

Research on the many ways in which culture influences development

The Changing Face of the United States

The Influence of Culture on Early Child Development

ZERO TO THREE
National Center for Infants, Toddlers, and Families

Beth Maschinot, PhD

Cultural Influence Activity

North Carolina Foundations for Early Learning and Development *North Carolina Foundations Task Force*	+	Early Childhood Training *Diversity* **Diversity: Contrasting Perspectives** magna	+	The Changing Face of the United States *The Influence of Culture on Early Child Development* ZERO TO THREE *Beth Maschinot, PhD*	=	USE FOUNDATIONS TO DISCOVER HOW CULTURE IMPACTS DEVELOPMENT. Pass out Post-it™ notes to students and ask them to "flag" sections of *Foundations* with information about developmental expectations for feeding skills. Show students the brief segment from the video *Diversity: Contrasting Perspectives* (http://www.learningseed.com/catalog/diversity-contrasting-perspectives) that focuses on different ways to feed children. Stop right after you see the adult feeding a two-year old and a four-year old. Discuss with students how the approach to feeding used by caregivers can impact the age at which developmental milestones are achieved. Extensions: Assign *The Changing Face of the United States: The Influence of Culture on Early Child Development* (http://main.zerotothree.org/site/DocServer/Culture_book.pdf?docID=6921) to students as a reading. After reading the examples of how culture impacts different aspects of development, ask students to pull illustrations from the article to complete a chart that highlights cultural considerations in each domain of *Foundations*.

State early learning guidelines	+	*Diversity: Contrasting Perspectives* (video)	+	*The Changing Face of the United States: The Influence of Culture on Early Child Development* (reading)	=	**SCRIPT-NC** Supporting Change and Reform in Preservice Teaching in North Carolina Ideas and Strategies for Incorporating *Foundations*[1] in Child Development (conception to age 8)

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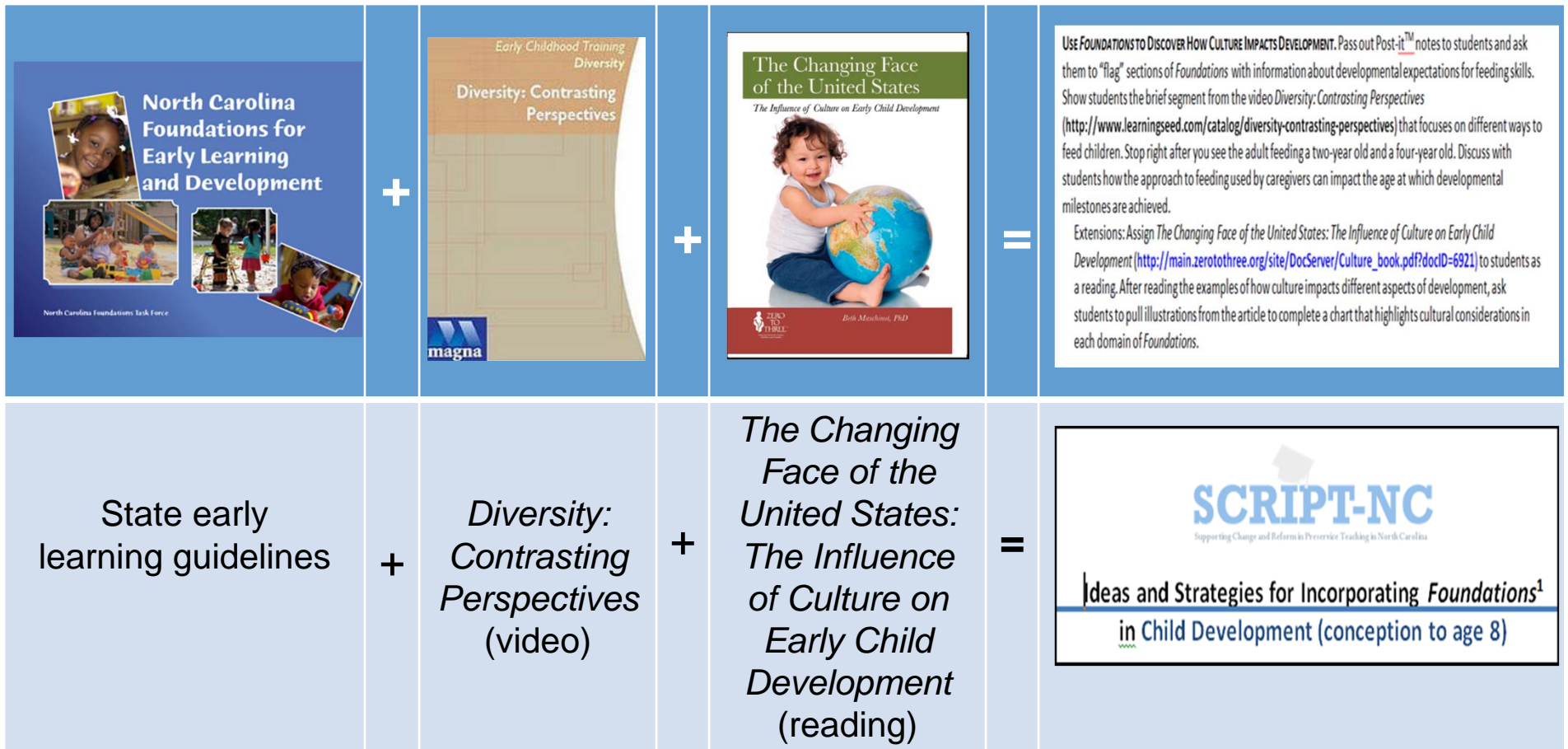**BEING BLACK IS NOT A RISK FACTOR:**

including a foreword written by BARBARA T. BOWMAN

A STRENGTHS-BASED LOOK AT THE STATE OF THE BLACK CHILD

NBCDI
National Black Child Development Institute

Highlighting the Positive Development of Minority Children

Why Does This Matter?

In recent decades, the development and well-being of ethnic and racial minority children has received sustained attention from policymakers and practitioners. But much of the focus has emphasized problems in the children's development, eclipsing attention to minority children's strengths and assets. We must pay closer attention to what families and communities are doing right to promote optimal child development so these efforts can be supported and strengthened through programs and interventions.

In this issue

The achievement gaps that exist today are an affront to a society committed to equal educational opportunity and are a drag on the nation's economy, prosperity and competitiveness. The large gap between Black males and others exists before these children start school and continues throughout their lifespan. This gap and the particular plight of Black males was the focus of two recent ETS conferences that are highlighted in this issue of ETS Policy Notes.

The more recent conference, "A Strong Start: Positioning Young Black Boys for Educational Success," convened in partnership with the Children's Defense Fund, took place at the National Press Club in Washington, D.C., on June 14, 2011, and attracted more than 350 educators, researchers, practitioners and policymakers. The conference focused attention on the nation's 3.5 million Black males from birth to age nine.

" *It is easier to build strong children than to repair broken men.* "
— Frederick Douglass

Addressing Achievement Gaps
Positioning Young Black Boys for Educational Success

America is failing its young Black boys. In metropolitan ghettos, rural villages and midsized townships across the country, schools have become holding tanks for populations of Black boys who have a statistically higher probability of walking the corridors of prison than the halls of college. Across America, the problem of Black male achievement seems intractable. We fail our Black sons more than any other racial or ethnic group.

Read All

About It

Cultural Influence

Boys and Men of Color

Nearly every major indicator of economic, social and physical well-being shows that black and brown men and boys in the United States disproportionately lack access to the structural assets and opportunities needed to thrive. The Foundation Center's report *Where Do We Go From Here? Philanthropic Support for Black Men and Boys* documents the stark reality that there are too many obstacles and too few prospects to ensure that men and boys of color have the resources necessary to reach their full potential in life.[44]

Over the past six years, there has been an upswing in the philanthropic sector's recognition of the myriad ways in which boys and men of color are being consistently and systemically marginalized by the public agencies that touch their lives (e.g., child welfare, juvenile justice, education, health care). Diffuse investments in pockets of communities throughout the country, which were rarely coordinated among various foundations, have morphed into coordinated philanthropic strategies working across institutions and across sectors.

The Annie E. Casey Foundation was a part of two recent efforts to mobilize action on this issue. In April 2013, 27 foundations formed the Executives' Alliance to Expand Opportunities for Boys and Men of Color. This philanthropic effort is a growing network of national, regional and community foundations with a shared conviction to ensure that all boys and men of color enjoy full opportunity and inclusion. The Executives' Alliance seeks to increase targeted philanthropic investments, build a sustainable field and utilize the platforms and voice of foundation executives to promote new narratives for males of color and change policies for these populations.[45]

In addition, on February 27, 2014, the Obama administration announced a public–private partnership, My Brother's Keeper, with 10 philanthropies. The partnership is a cross-sector commitment to make targeted investments of financial and political capital to reduce the barriers to positive life outcomes for boys and men of color in America.[46]

RACE FOR RESULTS
building a path to opportunity for all children

policy report
KIDS COUNT

THE ANNIE E. CASEY FOUNDATION

What are current developmental outcomes for boys of color in your area? How could you help your students learn about that?

Linguistic Influence

See for Yourself

Supporting the Oral Language Development of Young Dual Language Learners: Why and How

By Linda M. Espinosa, Ph.D.
espinosal@missouri.edu
October 11, 2011
Teaching Strategies Webinar

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Linguistic Influence

- Classroom vignettes and child-teacher interactions

- Stages of second language acquisition

- Strategies for working with dual language learners in preschool settings

- Three 20-minute videos

- Closed-captioned; subtitled in Spanish

- Available from Redleaf Press

teaching at the beginning

Soyul and **Teacher Yvette**

Adventures in Preschool Second Language Acquisition

Socioeconomic Influence

The Effect of Poverty on Child Development and Educational Outcomes

PATRICE L. ENGLE[a] AND MAUREEN M. BLACK[b]

[a]California Polytechnic State University, San Luis Obispo, California, USA
[b]University of Maryland Baltimore, Baltimore, Maryland, USA

Poverty affects a child's development and educational outcomes beginning in the earliest years of life, both directly and indirectly through mediated, moderated, and transactional processes. School readiness, or the child's ability to use and profit from school, has been recognized as playing a unique role in escape from poverty in the United States and increasingly in developing countries. It is a critical element but needs to be supported by many other components of a poverty-alleviation strategy, such as improved opportunity structures and empowerment of families. The paper reviews evidence from interventions to improve school readiness of children in poverty, both in the United States and in developing countries, and provides recommendations for future research and action.

Key words: poverty; child development; school readiness; educational outcomes; developing countries

Read All
About It

When the Bough Breaks: The Effects of Homelessness on Young Children

February 2012

By Marci McCoy-Roth, Bonnie B. Mackintosh and David Murphey

Ideas and Strategies for Incorporating the DEC Recommended Practices in Child Development (Conception to Age 8)

DEC RECOMMENDED PRACTICES IN ACTION. The five DEC interactional practices (INT1-INT5) are critical in children's language, social emotional, and cognitive development. Using CONNECT Modules (**http://community.fpg.unc.edu**), ask students to watch the following three videos: Video 1.15: Routine at home – playing Mr. Potato Head®, Video 1.7: Routine in a program – building with blocks, and Video 1.6: Routine in a program – taking turns. As they watch the videos, have them check off the DEC recommended practices that they observe using the checklist below. Note that not all the practices in the checklist are observable in the videos but they may be used as a catalyst for discussion. For on-ground courses, discuss after each video clip. For online courses, facilitate a discussion on the online discussion board.

DEC Recommended Practices[1]	CONNECT Module 1		CONNECT Module 7
	Video 1.15: Routine at home – playing Mr. Potato Head	Video 1.7: Routine in a program – building with blocks	Video 1.6: Routine in a program – taking turns
INT1. Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.			
INT2. Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.			
INT3. Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.			
INT4. Practitioners promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.			
INT5. Practitioners promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.			

Young Children Develop in an Environment of Relationships

HEALTHY DEVELOPMENT DEPENDS ON THE QUALITY AND RELIABILITY OF A YOUNG CHILD'S relationships with the important people in his or her life, both within and outside the family. Even the development of a child's brain architecture depends on the establishment of these relationships.[1, 2, 3, 4, 5, 6]

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Our collective capability

What's a favorite strategy for developing your students' knowledge of developmental milestones?

Stages of Development

True-False Quiz: A great alternative to lecture

Answer each of the following questions about gross motor skills
Most two year olds can jump in place on the floor with both feet together. ☐ True   ☐ False
Five year olds often master the art of skipping before they turn six. ☐ True   ☐ False

Stages of Development Activity

Developmental Milestone Puzzle

	2-3 years	3-4 years	4-5 years	5+ years
Large Motor Skills	Jumps in place on floor with 2 feet together	Hops on one foot	Walks up and down stairs, alone alternating feet	Skips using alternate feet
Fine Motor Skills	Strings several large beads on a string	Builds a tower of nine small blocks	Copies a square using a crayon	Prints numerals "1" to "5"
Language Skills	Makes negative statements	Repeats at least one nursery rhyme. Can sing a song.	Tells the content of a story but may confuse facts	Few differences from adults' language
Social Skills	Plays house, imitating basic domestic activity	Joins in play with other children and begins to interact with them	Dramatic play is closer to reality, with attention paid to detail, time and space	Plays simple table games such as Candy Land

Stages of Development Activity

Developmental Milestone Puzzle

	2-3 years	3-4 years	4-5 years	5+ years
Large Motor Skills				
Fine Motor Skills				
Language Skills				
Social Skills				

Use Your State's Early Learning Guidelines/Standards
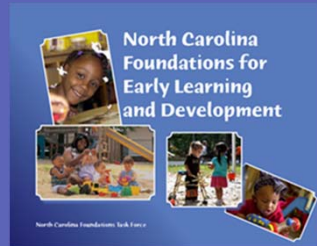
Emotional and Social Development
- Developing a Sense of Self
- Developing a Sense of Self with Others
- Learning About Feelings

Health and Physical Development
- Physical Health and Growth
- Motor Development
- Self-Care
- Safety Awareness

Language Development and Communication
- Learning to Communicate
- Foundations for Reading
- Foundations for Writing

Cognitive Development
- Construction of Knowledge: Thinking and Reasoning
- Creative Expression
- Social Connections
- Mathematical Thinking and Expression
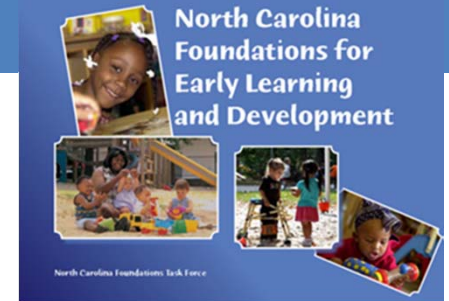- Scientific Exploration and Knowledge

Social and Emotional Development	Health and Physical Development
Language Development and Communication	Cognitive Development

Just the Facts, Ma'am

Use developmental domains to organize observations of child development

Approaches to Play and Learning

Emotional and Social Development

Health and Physical Development

Language Development and Communication

Cognitive Development

Child Development Resources

Child Development Tracker

Use the Child Development Tracker to get insights on the stages of growth.

Select an Age:

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

Approaches to Learning

Creative Arts

Language

Literacy

Mathematics

Physical Health

Science

Social and Emotional Growth

Child Development (from PBS Parents)

Find It Online

Women and Children's Health Network Parenting and Child Health

Child development: 0-3 months

At birth a baby does not know or understand anything. It quickly learns to recognise the smell and voice of the person who feeds them and holds them most often but they do not know this is their 'mother'.

However, even from birth, they start to communicate with you and give you little signals when they are tired or hungry, or awake and alert.

They are learning all the time.

Contents

- Social and emotional development
- Physical development
- Crying
- Hearing and seeing
- Using their bodies
- Speech and language
- Activities for young babies
- Sleep
- Summary
- References

Thinking Outside the Boxes (domains)

IN BRIEF
Executive Function:
Skills for Life and Learning

Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence

Center on the Developing Child · HARVARD UNIVERSITY

North Carolina Foundations for Early Learning and Development

North Carolina Foundations Task Force

Ask your students to. . .

1. . . . watch a video about executive function and self-regulation OR

2. . . . read about executive function and self-regulation AND

3. . . identify places in your state's early learning guidelines that the underlying components of executive function are addressed

Observation & Documentation: Foundations of Formative Assessment

OBSERVING AND DOCUMENTING DEVELOPMENT. The assignment of observing a child over time and documenting what is observed can be a powerful way to develop foundational understanding of formative assessment. Students can be asked to observe a child at several points in time across the semester, documenting what they see each time. (NOTE: This might also be an opportunity to introduce students to several different methods of observation/documentation. For ideas see http://www.heartland.edu/documents/heip/faculty2/CHLD101/Handouts/CommonObservationStrategies. pdf). Incorporate an expectation that students will check to determine how the child's development aligns with *Foundations*.

What to Document	Documentation
Development (across all domains of *Foundations*)	
Behaviors	
Strengths	
Needs	
Interests	

This assignment can be extended in variety of ways to increase the complexity (e.g., hold a conversation with family to gain additional insights about development, cultural/linguistic considerations, etc.; ask students to use the information they have been collecting in their observations to draw some conclusions from the data).

Results Matter Video Library

These videos have been produced to help providers better understand ways to use observation, documentation, and assessment to inform practice. You can watch the clips online or download QuickTime versions of the videos for use in educational and professional development activities.

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Clips for Practicing Observation, Documentation, and Assessment Skills

Samantha and Sara Building Towers and Castles (Runtime: 6:45)
Preschoolers Sara and Samantha demonstrate a variety of imaginative, manipulative, gross motor, communication, and social skills in the block area.

View Video | Download Video

Samantha on the Playground (Runtime: 1:46)
Preschooler Samantha demonstrates a rich variety of gross motor skills over a short period of time on the playground.

View Video | Download Video

Joy and Johna Working on a Puzzle (Runtime: 6:04)
Preschoolers Joy and Johna demonstrate a rich variety of fine motor, communication, social, play, and problem-solving skills while working together on a puzzle.

View Video | Download Video

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See For Yourself

http://www.uni.edu/coe/regentsctr/epq/search

Stacking Blocks
Geometry and pattern recognition emerge during play with blocks.
Standards:
IELS: 11.2, 11.5, 8.2
IQPPS: 2.11, 3.1, 3.12
NAEYC: 2.A.12, 3.A.04, 3.E.04
HSPS: 1304.21 (a)(4)(i), 1304.21 (c)(1)(ii)
HSCOF: Science, - Scientific Skills and Methods, Social and Emotional Development, - Cooperation, - Social Relationships, Approaches to Learning, - Initiative and Curiosity, - Engagement and Persistence, - Reasoning and Problem Solving, Physical Health and Development, - Fine Motor Skills

Which One is Missing?
A game that builds memory and reasoning skills.
Standards:
IELS: 11.5, 7.2, 8.3
IQPPS: 2.28, 2.8, 2.9
NAEYC: 2.A.08, 2.A.10, 2.G.06
HSPS: 1304.21 (c)(1)(ii), 1304.21 (c)(1)(vi)
HSCOF: Science, - Scientific Skills and Methods, - Scientific Knowledge, Approaches to Learning, - Initiative and Curiosity, - Engagement and Persistence, - Reasoning and Problem Solving

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See For Yourself

Young Infants: Development and Toys
This video describes some developmental milestones in relation to toys and learning materials of children from birth to 8 months of age. It also lists qualities toys for young infants should possess.

Toddlers and Twos
This video describes some developmental milestones in relation to toys and learning materials of toddlers. It also describes characteristics of toys for toddlers.

Toddler Physical Development
This video discusses the physical development of toddlers.

How Infants Learn & Should Be Taught
This video discusses what infants need in order to be successful learners. It also describes what to make sure they are providing infants describe how they do some of in the video.

http://www.ecetp.pdp.albany.edu/videolibrary.sht

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Typical-Atypical Development

Use *Foundations* to familiarize students with age-specific expectations for young children AND to build the vocabulary to describe differences in development. For example, you could show clips from the Pathways Awareness Foundation video library (https://www.youtube.com/user/PathwaysAwareness/videos). This collection has clips of children who are on track in terms of motor milestones and children who are significantly delayed.

1. Prepare students to watch a clip by telling them they will need to describe, in writing, what they see the child doing. Show students a clip that shows a child with typical development.
2. Ask students to look in *Foundations* for information about whether the child's development is consistent with what they might expect.
3. Ask students to share their descriptions. Work together to re-state any descriptions that are subjective (e.g., if a student says "*the child's movement was lazy*" work together to find more objective description, like "*the child's movement was slow and labored.*")
4. Repeat the sequence (observe/describe, look in *Foundations*, share descriptions) with a second clip depicting a child whose motor patterns are not typical.
5. Discuss the differences.

http://www.youtube.com/user/PathwaysAwareness

See for Yourself

MICHAEL

NO Forward movement of arms

Pathways

Pathways.org
Assuring the best for all children's development
Pathways.org is a 501(c)(3) Not-For-Profit
pathways.org/

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Seeing Development Everywhere

How Many Concepts?

- What domains of development can you support each time you share this song with a child?

- For what age(s) is this song developmentally appropriate?

Play & Development Assignment

Domain	Ways to Use Play To Support Development	Evidence
Social-Emotional		
Language/Literacy		
Health and Physical Development		

Case Study Assignment

Do you have an assignment like this?

Your assignment is to get to know a child this semester. Select a child you do not know well so you can really practice your observations on them. You should observe the child at least twice a month, recording all observations. In your final paper, draw conclusions about how this child is doing developmentally.

What about . . .

- Requiring the student to ask the family about an area of development that they are interested in (e.g., this may be an area in which the child excels and the family wants to foster or this may be an area in which the child is struggling). Then students could identify evidence-based strategies and resources for the family to consider in addressing that area.

- Incorporating domain specific questions that can support students in seeing many facets of the child across domains of development. Who is the child? What does he/she like to do? Who does he/she like to do it with? What does he/she find hard or frustrating? What is his/her style of learning?

- Incorporating a requirement to touch base with the child's family to see if they concur with your observations?

Classroom Environment

Do you have an assignment like this?

Visit an early childhood classroom. Complete the following:

1. Write a description of the room. Describe the furnishings and how they are arranged.
2. Describe the interactions you observed between the caregivers and the children.
3. Describe ways in which developmentally appropriate practices were used in this classroom.
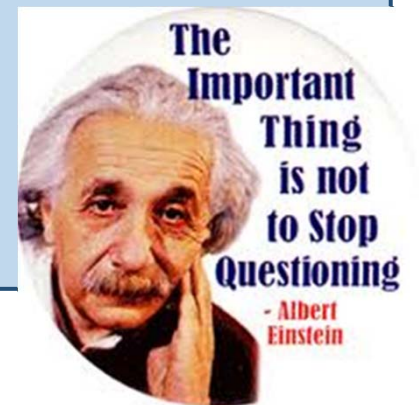4. Describe the theories of child development that were evident in this classroom.

Classroom Environment

How could you change this assignment to incorporate opportunities to apply new knowledge about child development?

To help students attune to opportunities to build executive function and self-regulation skills?

To help students understand how to be more thoughtful about cultural and linguistic diversity?

To help students understand how to individualize for children of diverse abilities?

The Important Thing is not to Stop Questioning - Albert Einstein

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Landing Pads

http://scriptnc.fpg.unc.edu/resource-search

Upcoming Webinar

April 7, 2:00 pm – 3:00 pm EST

Topic: Infants, Toddlers, and Twos

Register and check out the topics/dates for our 2015 webinar series:
http://scriptnc.fpg.unc.edu/registration-2015-script-nc-webinar-series

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Questions?

Give Us Your Feedback

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A final thought

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