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Supporting Change and Reform in Preservice Teaching in North Carolina



Child Development (birth – middle childhood)

April 16, 2014

2:00 pm – 3:00 pm EST

<http://scriptnc.fpg.unc.edu>



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Welcome and Introduction

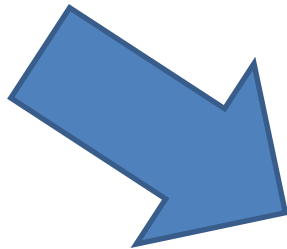


Logistics

Questions?
Comments?



USE THE CHAT BOX



Press “*6” to
mute or
unmute your
phone

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Quick Poll



Which state are you from?

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Landing Pads

Resource Descriptions

Resources for Faculty

Course-Specific Landing Pads

Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.



EDU 280 Language and Literacy



EDU 221 Children with Exceptionalities



EDU 144 Child Development and Learning (Birth to 36 months)



EDU 145: Child Development II



EDU 146: Social-Emotional Development/Child Guidance



EDU 131: Child, Family, and Community



EDU 153: Health, Safety, and Nutrition



EDU 119: Introduction to Early Childhood



EDU 151: Creative Activities

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

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Resources for . . .



Child Development and Learning
Months (NC EDU 144)



Child Development from 3 Years
Through Middle Childhood
(NC EDU 145)


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Handouts

Play is ... the heart of development!

American Journal of Play <http://www.journalofplay.org/>

Assessing and Scaffolding Make-Believe Play
http://www.naeyc.org/files/naeyc/files/201201/Leong_Make_Believe_Play_Jan2012.pdf

The Case for Play: How a Henshi of Researchers Are Trying to Save Childhood
Read about the work of two researchers who have documented the many benefits that accrue from opportunities for young children to play. <http://foronide.com/article/The-Case-for-Play/126382/>

Educational Services, Inc. (2000). A creative adventure: Supporting development and learning through art, music, movement and dialogue: A guide for parents and professionals. Alexandria, VA: Head Start Information & Publication Center.
<http://edkc.ohs.edu.hhs.gov/hsi/hs/resources/video/Videof20Presentations/ACreativeAdvent.htm>

Exploring Sand Play <http://www.communityplaythings.com/resources/articles/2014/exploring-sand-play>

Five Numbers to Remember About Early Child Development
http://developingchild.harvard.edu/resources/multimedia/interactive_features/five-numbers/

Games for Growing: Teaching Your Baby With Early Learning Games
<http://www.researchtopractice.info/productsolutionsGG.php>

The Impact of Pretend Play on Children's Development: A Review of the Evidence
[http://www.faculty.virginia.edu/ASLillard/PDFs/Lillard%20et%20al%20\(2012\).pdf](http://www.faculty.virginia.edu/ASLillard/PDFs/Lillard%20et%20al%20(2012).pdf)

Importance of Play
A 2-minute video describing the importance of play for young children
<http://www.youtube.com/watch?v=5yA0m2TV6&feature=related>

The Importance of Play in Early Childhood Development: A Resource for Families
<http://msuextension.org/publications/Homesteadsandfamily/MT2101003HR.pdf>

Invention at Play
These websites offer evidence for the importance of play and activities for using play to support learning.
<http://invention.smithsonian.org/centerpieces/iep/iepeducatorsmanual.pdf> (educators' guide)
<http://invention.smithsonian.org/centerpieces/iep/iepfamilyguide.pdf> (family guide)
http://inventionatplay.org/iepfamilyguide_espanol.pdf (family guide in Spanish)

National Institute for Play <http://nifp.org/>

Play, Mathematics, and False Dichotomies
<http://preschoolmatters.org/2014/03/03/play-mathematics-and-false-dichotomies/>

This handout was created by Camilla Cellot, Anne Stover, and Jend Stover. It is available to download at <http://fpg.unc.edu/presentations/playheartdevelopment>. Please cite this resource as follows:
Cellot, C., Stover, A., & Stover, J. (2014). Play: The heart of development handout. Retrieved from <http://fpg.unc.edu/presentations/playheartdevelopment>
The author encourages you to use and share this information as long as you provide appropriate attribution when doing so. For additional information, please contact Camilla Cellot (camilla.cellot@unc.edu) or Anne Stover (astover@unc.edu).

Child Development Birth – Middle Childhood

Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B): Executive Summary <http://www.childtrends.org/wp-content/uploads/2013/05/2009-12DisparitiesECLS-BExecSumm.pdf>

Division for Early Childhood (DEC). (2005). Developmental delay as an eligibility category (position statement) http://www.dec-sped.org/uploads/docs/about_dec/position_statement_position/PositionStatement_DevDelay.pdf

DEC. (2009). Developmental delay as an eligibility category (concept paper) http://www.dec-sped.org/uploads/docs/about_dec/position_statement_position/ConceptPaper_Dev_Delay_usd_04_2009.pdf

DEC. (2007). Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation <http://www.naeyc.org/files/naeyc/files/positions/PrmtgPositiveOutcomes.pdf>

The Effect of Poverty on Child Development and Educational Outcomes

http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1002&context=psyed_fac

Highlighting the Positive Development of Minority Children

http://www.amd.org/sites/default/files/documents/washington/spr_brief_minority_children_2013_10_11.pdf

Influence of an effective teacher

- Akronson, D., Barrow, L., & Sander, W. (2007). Teachers and student achievement in the Chicago Public High Schools. *Journal of Labor Economics*, 25, 95-135.
- Derling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives* 8(1). <http://epaa.asu.edu/ojs/article/view/392/313>
- Jacob, B. A., Lefgren, L., & Sims, D. (2008). The persistence of teacher-induced learning gains. NBER Working Paper 14063. Washington, DC: National Bureau of Economic Research, Inc.
- Kane, T. J., & Staiger, D. O. (2008). Estimating teacher impacts on student achievement: An experimental evaluation. NBER Working Paper No. 14607. Washington, DC: National Bureau of Economic Research, Inc.
- Sivkja, S. G., Hoxby, C. M., & Kane, T. J. (2005). Teachers, schools, and academic achievement. *Economics*, 73(2): 417-58.
- Sockoff, J. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94, 247-252.
- Rothstein, J. (2010, February). Teacher quality in educational production: tracking, decay, and student achievement. *Quarterly Journal of Economics* 125(1), 175-214.

Language and Literacy Development in Dual Language Learners: A Critical Review of the Research <http://cecdill.fpg.unc.edu/sites/cecdill.fpg.unc.edu/files/limca/documents/SLiL%20%26%20Lang%20Final%20-13-11.pdf>

Maschino, B. (2008). *The changing face of the United States: The influence of culture on early child development*. Washington, DC: ZERO TO THREE.

http://main.zerotothree.org/site/DocServer/Culture_book.pdf?docID=6921

National Association for the Education of Young Children (NAEYC). (2009). Position on developmentally appropriate practice. <http://www.naeyc.org/files/naeyc/files/positions/PSDAP.pdf>

NAEYC. (2007). Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation <http://www.naeyc.org/files/naeyc/files/positions/PrmtgPositiveOutcomes.pdf>

Just the Facts, Ms. M

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Common Course Objectives

- Identify theories, research, principles of child development, growth, and learning in all domains
- Explain ways in which biological and environmental factors influence all children's development and learning
- Describe stages of development, developmental milestones, and characteristic behaviors in all domains
- Identify appropriate observation techniques for assessing developmental levels and skills of all children
- Distinguish typical and atypical characteristics of development
- Recognize developmentally and culturally appropriate experiences and environments that are sensitive to and meet the individual needs of all children and families
- Plan developmentally appropriate experiences, interaction techniques and environments that are sensitive to and meet the individual needs of all children and families with differing backgrounds (e.g., linguistic, cultural, geographic, ethnic, and socioeconomic)

Four Foundational Concepts

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




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Cultural Influence



<http://youtu.be/Wl8PP5bsCtl>


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Cultural Influence

See for Yourself

Diversity: Contrasting Perspectives

PROFESSIONAL DEV

JULY 5, 1996

Independence
Dependence
Inter-dependence

Feeding
Toileting
Interacting




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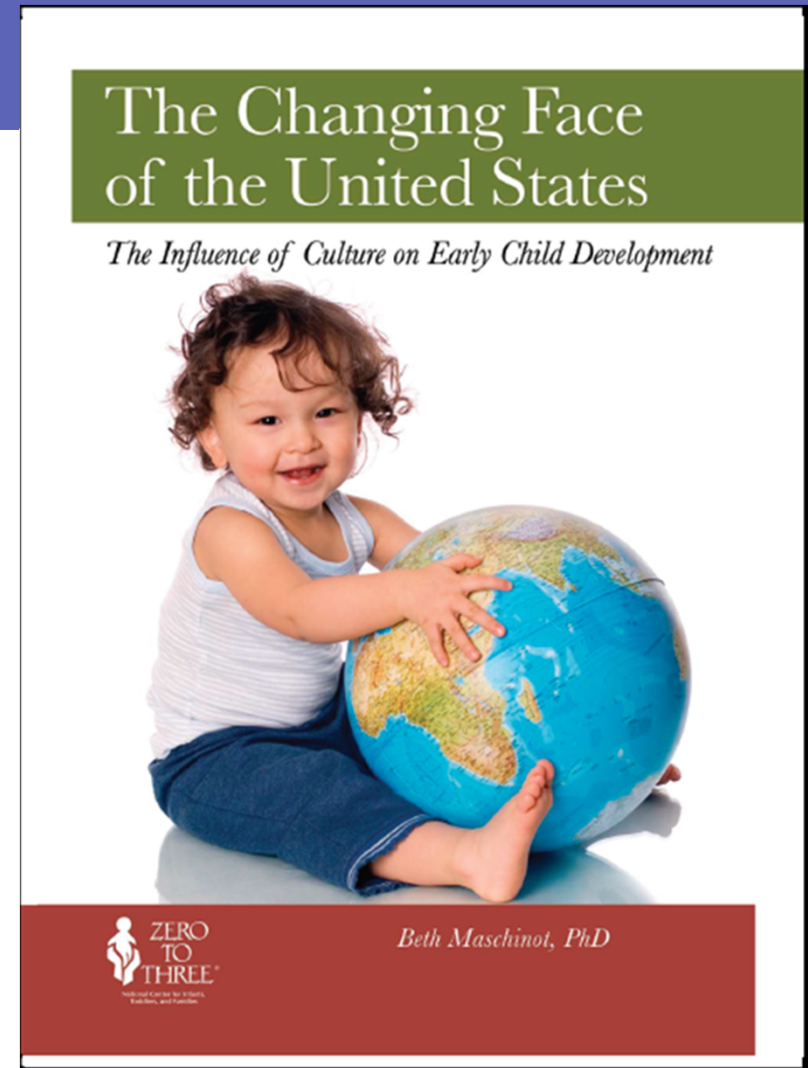
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Cultural Influence



Research on the many ways in which culture influences development




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POSITION STATEMENT

Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice

September 2010

Introduction

For optimal development and learning of all children, individuals who work with children must respect, value, and support the culture, values, beliefs, and languages of each home and promote the meaningful, relevant, and active participation of all families. Legislation and recommended practices call for individualized approaches to serving infants, toddlers, and young children with disabilities and their families. Individualized services begin with responsiveness to differences in race, ethnicity, culture, language, religion, education, income, family

Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education

*A position statement of the
National Association for the Education of Young Children*

Adopted November 1995

Linguistically and culturally diverse is an educational term used by the U.S. Department of Education to define children enrolled in educational programs who are either non-English-proficient (NEP) or limited-English-proficient (LEP). Educators use this phrase, linguistically and culturally diverse, to identify children from homes and communities where English is not the primary language of communication (Garcia 1991). For the purposes of this statement, the phrase will be used in a similar manner.

and culture and language communicate traditions, values, and attitudes (Chang 1993). Parents should be encouraged to use and develop children's home language; early childhood educators should respect children's linguistic and cultural backgrounds and their diverse learning styles. In so doing, adults will enhance children's learning and development.

Just as children learn and develop at different rates, individual differences exist in how children whose home language is not English acquire English. For example, some



Listening. Learning. Leading.®

POLICY NOTES

News from the ETS Policy Information Center

Volume 19, Number 3
Policy Evaluation &
Research Center
Fall 2011

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.

(continued on page 15)



“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 mid-sized 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.

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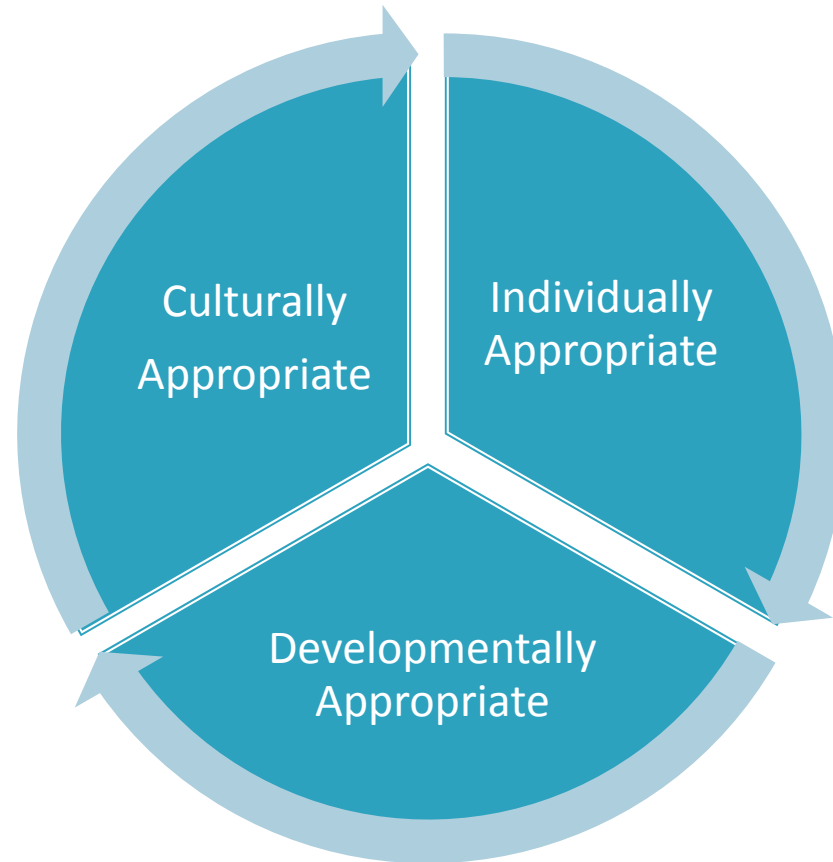
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Developmental Contexts



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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

An effective teacher can have a stronger influence on achievement than poverty, language background, class size, and minority status (the influence of an effective teacher)



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Young Children Develop in an Environment of Relationships

WORKING PAPER 1

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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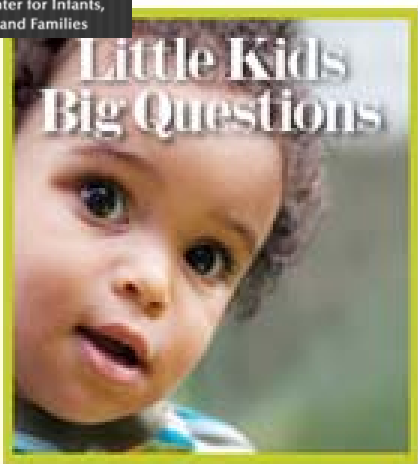
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See For Yourself



<http://www.zerotothree.org/about-us/funded-projects/parenting-resources/podcast/>

Little Kids, Big Questions is a series of 12 podcasts that translates the research of early childhood development into parenting practices that mothers, fathers and other caregivers can tailor to the needs of their own child and family. [Click here](#) to listen to or download the podcasts. This podcast series is generously funded by MetLife Foundation.

Podcast Series

[Little Kids, Big Questions](#)

Creating Healthy Connections: Nurturing Brain Development From Birth to Three

Our Families, Ourselves: How Our History Influences How We Raise Our Children

Night-Night...or Not: Talking About Babies, Toddlers, and Sleep

Early Experiences Count: How Emotional Development Unfolds Starting at Birth

Beyond "Use Your Words!": How Babies Begin to Develop Self-Control in the First Three Years

Turning On or Tuning Out: The Influence of Media on Young Children's Development

Across the Generations: The Role of Grandparents in Young Children's Lives

Feeding the Body and the Mind: Nurturing Healthy Eating Habits from the Start

Daddy, Papi, Papa, or Baba: The Influence of Fathers on Young Children's Development

Shh, Shh, It's Okay: Coping With Crying in Babies and Toddlers

"I Like Me!": Developing Self-Esteem in the Early Years

Sharing the Care: How Partnering with Your Child's Caregiver Supports Healthy Development

Socio-Economic Influence

The Effect of Poverty on Child Development and Educational Outcomes

PATRICE L. ENGLE^a AND MAUREEN M. BLACK^b

^aCalifornia Polytechnic State University, San Luis Obispo, California, USA

^bUniversity 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

New Resource

Just
the
Facts

Do your students have a good idea of how infants and toddlers are developing in your area? How could you help them learn about that?



The Youngest Americans: **A Statistical Portrait of Infants and Toddlers in the United States**



November 2013
by David Murphey, Mae Cooper, and Nicole Forry

ROBERT R.
MCCORMICK
FOUNDATION

Child **TRENDS**

New Resource

Just
the
Facts

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

Do your students have a good idea of how boys of color are doing in their area? How could you help them learn about that?

Topics for Reflection and Discussion

How are you explicitly supporting your students to discover the impact that...

- Homelessness
- A different home language
- Gender
- Ethnicity
- Ability differences

...can have on development?




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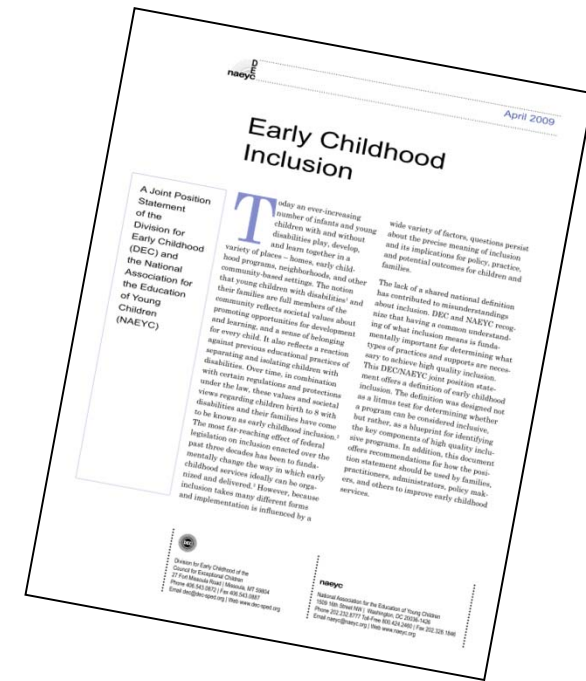
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Evidence Source for this Course

Definition of Early Childhood Inclusion

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.



Evidence Source for this Course

Consider sharing these principles with your students. How could they guide . . .
. . . Observations?
. . . Assignments?



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 promoting 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.

DAP Resources

[DAP Overview](#)
[DAP Position Statement](#)
[DAP Books and Resources](#)
[FAQ](#)

[DAP with Infants and Toddlers](#)
[DAP with Preschoolers](#)
[DAP with Kindergartners](#)
[DAP in the Early Primary Grades](#)

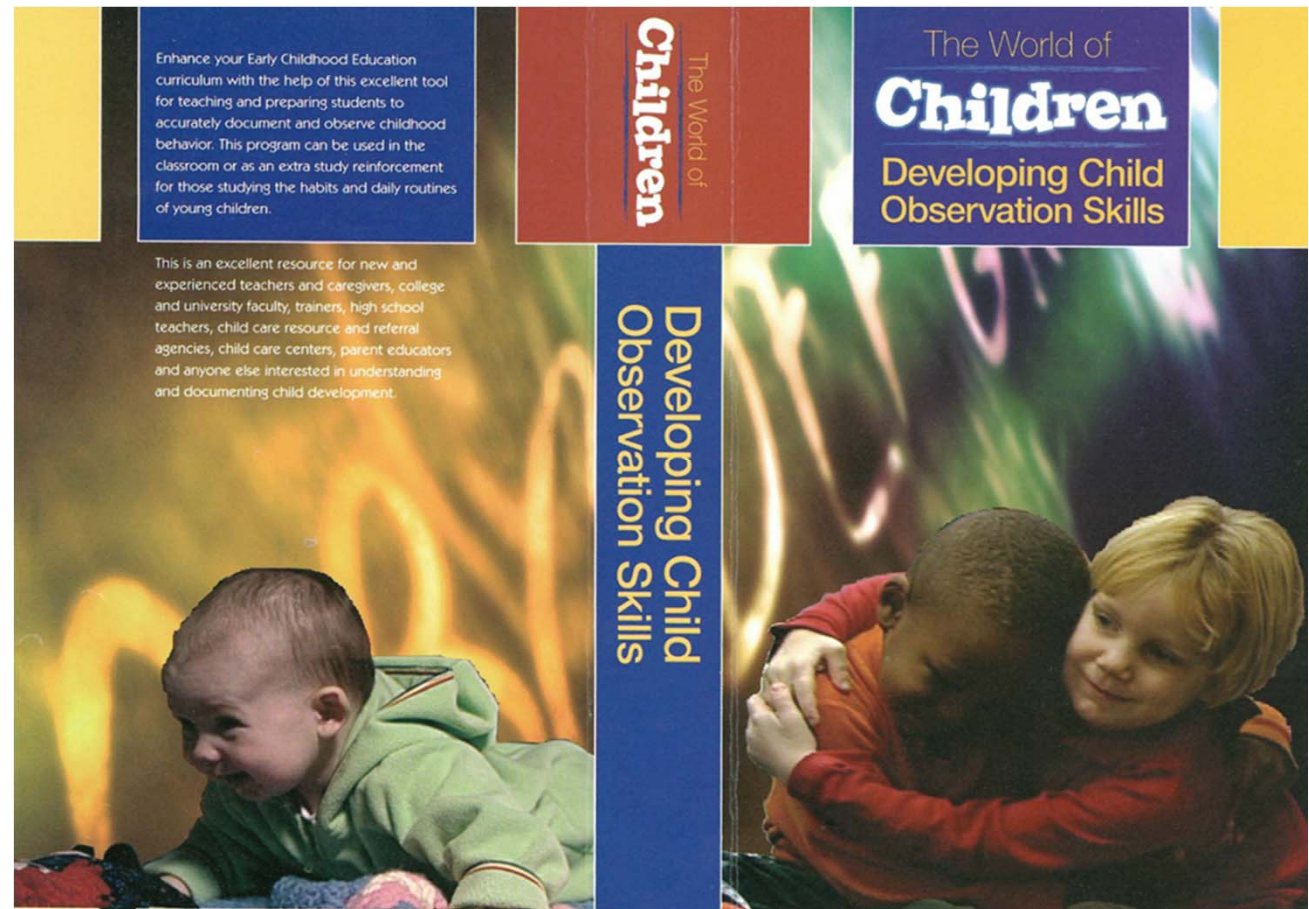
What is DAP?

[3 Core Considerations](#)
[12 Principles of Child Development](#)
[5 Guidelines for Effective Teaching](#)
[10 Suggested Teaching Strategies](#)

DAP Books

Observation

- Subjective vs. objective
- Complete vs. incomplete
- Young children, then infants
- Suitable for use in online or on ground courses and self study




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Observation Builders



Assessment Of Normal Child Development



Development from birth to two years is assessed along the major developmental lines of Gross Motor, Language, Fine Motor and Social. Reflexes are included in Newborn exams.

To illustrate Normal Development, a single child was videotaped over two years at each routine exam recommended by the American Academy of Pediatrics.

Video clips of each test are included, along with the entire assessment for each age. The tests shown are derived from the Denver II and other developmental assessment tools.

Videos of Assessment Summary of Development References

Video & Website produced by Beatriz B. Morris, MD, Asst. Clinical Professor, Department of Pediatrics, Duke University School of Medicine.

DUMC | Duke University | Department of Pediatrics
© 2000 Duke University

<http://pedsexam.mc.duke.edu/>



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



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

pathways.org | f | t | @

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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.



Video Categories
(Click on a category below to view a list of videos.)

[Early Care and Education](#)

» [Early Intervention](#)

[Just Being Kids](#)

[Clips for Practicing Observation, Documentation and Assessment Skills](#)

[\(View Only Practice Clips in Spanish\)](#)

[General Interest](#)

[Using Technology for Authentic Assessment](#)

[Practices Here and There](#)

[iPads In Early Childhood](#)


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See For Yourself



PROFESSIONAL DEVELOPMENT PROGRAM
ROCKEFELLER COLLEGE UNIVERSITY AT ALBANY State University of New York



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 parents describe how they do some of

<http://www.ecetp.pdp.albany.edu/videolibrary.shtml>

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See For Yourself



Empowering Preschool Quality



<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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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	Mathematics
Creative Arts	Physical Health
Language	Science
Literacy	Social and Emotional Growth

Child Development (from PBS Parents)



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](#)


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Activities for Child Development

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

Activities for Child Development

Developmental Milestone Puzzle

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

Activities for Child 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

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?



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**

NC Resources

OFFICE OF EARLY LEARNING

Preparing children for school success through high-quality early education.



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction :: Office of Early Learning (Pre-K - Grade 3)

North Carolina Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success

<http://www.earlylearning.nc.gov/Foundations/>

North Carolina Standard Course of Study

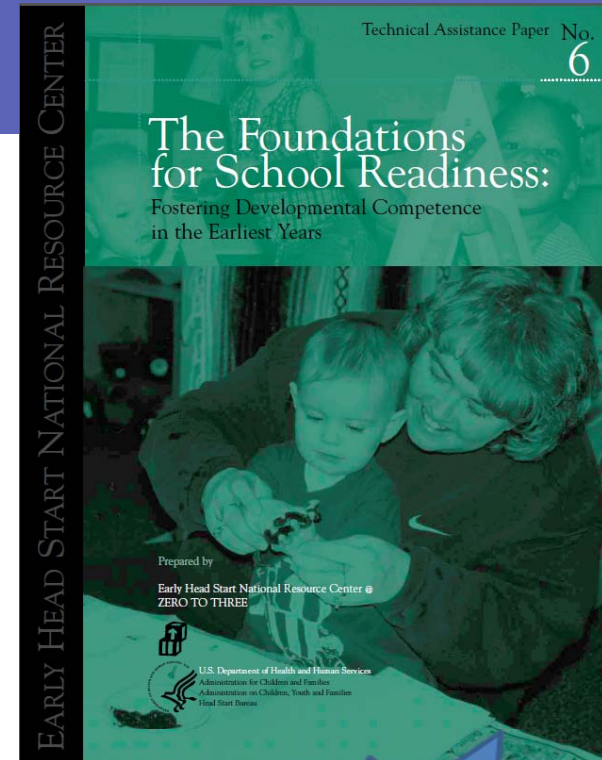
<http://www.earlylearning.nc.gov/Kindergarten2Grade3/scos.asp>

Foundations-Common Core Alignment

<http://www.earlylearning.nc.gov/Foundations/commonCoreAlignment.asp>

Asset-Based Development Approaches

PLAY EXPERIENCES	SKILL AREAS	WHAT CHILDREN MAY BE LEARNING	
		Cognitive	Social-Emotional
Playing pat-a-cake	Language	Imitation	I feel understood when you respond to my gestures. We have fun together. I like to imitate you.
Manipulating and mouthing books; being read to	Literacy	Vocabulary, memory	I like being close when we read together. It feels good to snuggle with you and hear my favorite story.
Group play at the water table with different-sized containers	Science	Concepts of weight and volume	I learn how to take turns and share.
Building with blocks	Math	Counting, sorting, and classification skills	I feel so proud when you clap for me as I build my block tower.



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Play is . . . the heart of development¹

American Journal of Play <http://www.journalofplay.org/>

Assessing and Scaffolding Make-Believe Play
http://www.naeyc.org/files/yc/file/201201/Leong_Make_Believe_Play_Jan2012.pdf

The Case for Play: How a Handful of Researchers Are Trying to Save Childhood
 Read about the work of two researchers who have documented the many benefits that accrue from opportunities for young children to play. <http://chronicle.com/article/The-Case-for-Play/126382/>

Educational Services, Inc. (2000). *A creative adventure: Supporting development and learning through art, music, movement and dialogue: A guide for parents and professionals*. Alexandria, VA: Head Start Information & Publication Center.
<http://edkic.ohs.acf.hhs.gov/hsic/hs/resources/video/Videos%20Presentations/ACreativeAdvent.htm>

Exploring Sand Play <http://www.communityplaythings.com/resources/articles/2014/exploring-sand-play>

Five Numbers to Remember About Early Child Development
http://developingchild.harvard.edu/resources/multimedia/interactive_features/five-numbers/

Games for Growing: Teaching Your Baby *With* Early Learning Games
<http://www.researchtopractice.info/productSolutionsGG.php>

The Impact of Pretend Play on Children's Development: A Review of the Evidence
[http://www.faculty.virginia.edu/ASLillard/PDFs/Lillard%20et%20al%20\(2012\).pdf](http://www.faculty.virginia.edu/ASLillard/PDFs/Lillard%20et%20al%20(2012).pdf)

Importance of Play
 A 2-minute video describing the importance of play for young children
<http://www.youtube.com/watch?v=t5JyA0m2TVE&feature=related>

The Importance of Play in Early Childhood Development: A resource for families
<http://msuextension.org/publications/HomeHealthandFamily/MT201003HR.pdf>

Invention et Play
 These websites offer evidence for the importance of play and activities for using play to support learning.
<http://invention.smithsonian.org/centerpieces/isp/ispeducatorsmanual.pdf> (educators' guide)
<http://invention.smithsonian.org/centerpieces/isp/ispfamilyguide.pdf> (family guide)
http://inventionetplay.org/ispfamilyguide_espanol.pdf (family guide in Spanish)

National Institute for Play <http://nifplay.org/>

Play, Mathematics, and False Dichotomies
<http://preschoolmatters.org/2014/03/03/play-mathematics-and-false-dichotomies/>

¹ This handout was created by Camille Cellot, Anne Stewart, and Janet Stewart. It is available to download at <http://fsg.unc.edu/presentations/play-heart-development>. Please cite this resource as follows:
 Cellot, C., Stewart, A., & Stewart, J. (2014). *Play: The heart of development* handout. Retrieved from <http://fsg.unc.edu/presentations/play-heart-development>

The authors encourage you to use and share this information as long as you provide appropriate attribution when doing so. For additional information, please contact Camille Cellot (camille.cellot@unc.edu) or Anne Stewart (astewart@jmu.edu).



RESEARCH BRIEF APRIL 2010, VOLUME 1, NUMBER 1

Supporting parent and caregiver involvement in early literacy practices with young children from diverse backgrounds and abilities

Denney, M. K., Moore, K., & Snyder, P.

The Head Start Center for Inclusion provides research briefs that summarize the findings of research studies on topics important to Head Start and early childhood education.

Introduction

All young children acquire early literacy skills with varying degrees of readiness which reflects, in turn, sometimes important differences in their home life, early care and educational experiences (Dickinson & Tabors, 2001; IES – Education Statistics Quarterly, 2007). Parental involvement demonstrates its importance in supporting young children's overall development, motivation, and success in learning to read (Becher, 1986; Burgess, 1997). Early literacy experiences within natural learning settings, including the home provide powerfully motivating learning opportunities for young children. Not only do such opportunities stimulate the development of skills related to language and literacy,



Will your students be able to support . . .

- Language and literacy development
- Social-emotional development
- Fine motor and gross motor development
- Cognitive development
- Self-esteem

. . . through play?



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.



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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 resources for the family to consider in addressing that area.
- Incorporate 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?
- Developing a video to highlight the child's strengths like Rose's IEP Meeting (<http://studio.stupeflix.com/v/M8FHT7JW6u/?autoplay=1>)

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.

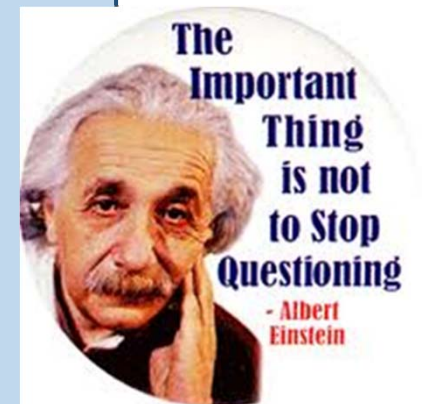
Classroom Environment

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

To build in a component of collaboration with families?

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?



Topics for Reflection and Discussion

How are you supporting your students to understand their roles in the development of young children who

- Are from low-income families?
- Learn at different rates and in different ways?
- Are dual language learners?
- Are boys of color?



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Landing Pads

The screenshot shows the website header for the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. It includes a search bar and navigation links for 'FPG Home', 'FPG Directory', and 'FPG News'. The main content area is titled 'Resource Descriptions' and features a section for 'Resources for Faculty' with 'Course-Specific Landing Pads'. This section provides a description: 'Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.' Below this are six landing pads, each with a photo and a course title: EDU 280 Language and Literacy, EDU 221 Children with Exceptionalities, EDU 144 Child Development and Learning (Birth to 36 months), EDU 145: Child Development II, EDU 146: Social-Emotional Development/Child Guidance, and EDU 131: Child, Family, and Community.

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

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Upcoming Webinar

Co-sponsored by  and 

May 13, 2:00 pm – 3:00 pm EST

Topic: Child Guidance



Register and check out the topics/dates for our 2014 webinar series:
<http://scriptnc.fpg.unc.edu/2014-script-nc-webinar-series>


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Questions?




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Give Us Your Feedback



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A final thought



http://www.youtube.com/watch?v=ArNAB9GFDog&feature=player_embedded


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