SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Instructional Resources Webinar
September 20, 2013
12:00 pm – 1:00 pm

http://scriptnc.fpg.unc.edu

UNC FPG CHILD DEVELOPMENT INSTITUTE

IDEAs that Work

Agenda

Resources for **EDU 144**: Child Development & Learning Birth-36 Months

Questions & Discussion

Resources for **EDU 145:** Child Development II

Questions & Discussion

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Landing Pads

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

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at CHAPEL HILL

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Child Development and Learning (birth – 36 months): EDU 144

Approved Course Description

EDU 144: Child Development and Learning (birth – 36 months)

This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. 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. *This course is also available through the Virtual Learning Community (VLC).*

This Landing Pad provides resources that can be incorporated into Child Development and Learning, to support the inclusion of children that are culturally, linguistically, and ability diverse. Click [here] to download the landing pad resources as a document.

▸ North Carolina Resources

▸ Child Development and Learning (birth – 36 months): EDU 144

▸ Basics

▸ Just the Facts Ma'am

▸ Read All About It

▸ See for Yourself

EDU 144 Landing Pad

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Resources

About Us

Resources to Support EDU 144: Child Development and Learning (birth – 36 months)

These resources can be used to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, linguistically, and ability diverse.

BASICS

Stayton, V.D., & Miller, P.S. (2009). Typical and atypical development. In P.J. Winton, J.A. McCollum, & C. Catlett (Eds.), *Practical approaches to early childhood professional development: Evidence, strategies, and resources.* **Washington, DC: Zero to Three.**

AVAILABLE IN PRINT ONLY

Published by Zero to Three, this chapter provides information on typical and atypical development . Additional resources, activities and assignments are available on the accompanying CD.

Drake, A., & Kubetz, D. (2005). *The world of children: Developing child observation skills.* **Glen Ellyn, IL: College of DuPage.**

ORDER HERE

This DVD contains 10 modules that highlight the importance of child observation and how to effectively observe children. Each module is interactive and includes a practice component.

JUST THE FACTS, MA'AM

(2005). DEC recommended practices: Child focused practices. In S. Sandall, M. L. Hemmeter, B. J. Smith, & M. E. McLean, *DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education* **(pgs. 71-106). Missoula, MT: DEC.**

AVAILABLE IN PRINT ONLY

This chapter presents the DEC recommended practices on child-focused practices and provides useful examples for implementation.

Copple, C., & Bredekamp, S. (Eds.) (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Washington, DC: National Association for the Education of Young Children (NAEYC).

AVAILABLE IN PRINT ONLY

Division for Early Childhood (DEC). (2005). Developmental delay as an eligibility category (position statement)

GET FULL TEXT

The DEC position paper recommends making available the use of a developmental delay category as an

EDU 145: Child Development II

Approved Course Description
EDU 145: Child Development II

This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. 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.

This Landing Pad provides resources that can be incorporated into Child Development and Learning, to support the inclusion of children that are culturally, linguistically, and ability diverse. Click [**here**] to download the landing pad resources as a document.

EDU 145 Landing Pad

Activities for EDU 144 or 145

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 EDU 144 or 145

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 EDU 144 or 145

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

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?

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

Basics for Both Courses

North Carolina Foundations for Early Learning and Development (2013) will be coming soon!

Foundations Online Training Tool

Welcome to *Foundations Online*, an introduction to North Carolina's early learning standards for preschool children. *Foundations Online* is a free, web-based resource of the NC Department of Public Instuction, Office of Early Learning.

Thank you for visiting the Office of Early Learning Web site. Please use the following Foundations: Early Learning Standards modules for resource purposes. As the Foundations are currently under revision, CEUs are no longer issued. The revised Foundations, entitled: *North Carolina Foundations for Early Learning and Development***, will be released shortly.   August 2013**

- Announcing the *Foundations* Online Training Tool!
- *Foundations Online* Training Tool by section

  - Acknowledgements, Introduction, Features, Scavenger Hunt [W]
  - Module 1: *Foundations* Overview [W]
  - Module 2: Learning Domains [W]
  - Module 3: Approaches to Learning [W]
  - Module 4: Emotional and Social Development [W]
  - Module 5: Health and Physical Development [W]
  - Module 6: Language Development and Communication [W]
  - Module 7: Cognitive Development [W]
  - Teaching Tools Compendium [W]
  - Bibliography [W]

* To view PDF files, you must have Adobe Acrobat Reader installed in your web browser. Click the Adobe Acrobat Reader icon to the right to download the free Adobe Acrobat Reader, then follow the instructions on Adobe's Web site. Adobe Acrobat Reader is free and available for a variety of platforms and languages.

Get Adobe Reader
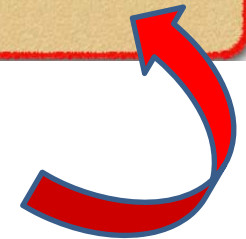
In the meantime, there's great stuff at
http://www.earlylearning.nc.gov/Foundations/OnlineTrainingTool.asp

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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Resources for EDU 144: Child Development and Learning (Birth – 36 Months)

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Just the Facts, Ma'am

POSITION STATEMENT

naeyc®

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

Adopted 2009

NAEYC Position Statement on Developmentally Appropriate Practice

Developmentally Appropriate Practice in Early Childhood Programs

Developmental Contexts to Keep in Mind

Culturally Appropriate

Individually Appropriate

Developmentally Appropriate

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Research on the many ways in which culture influences development
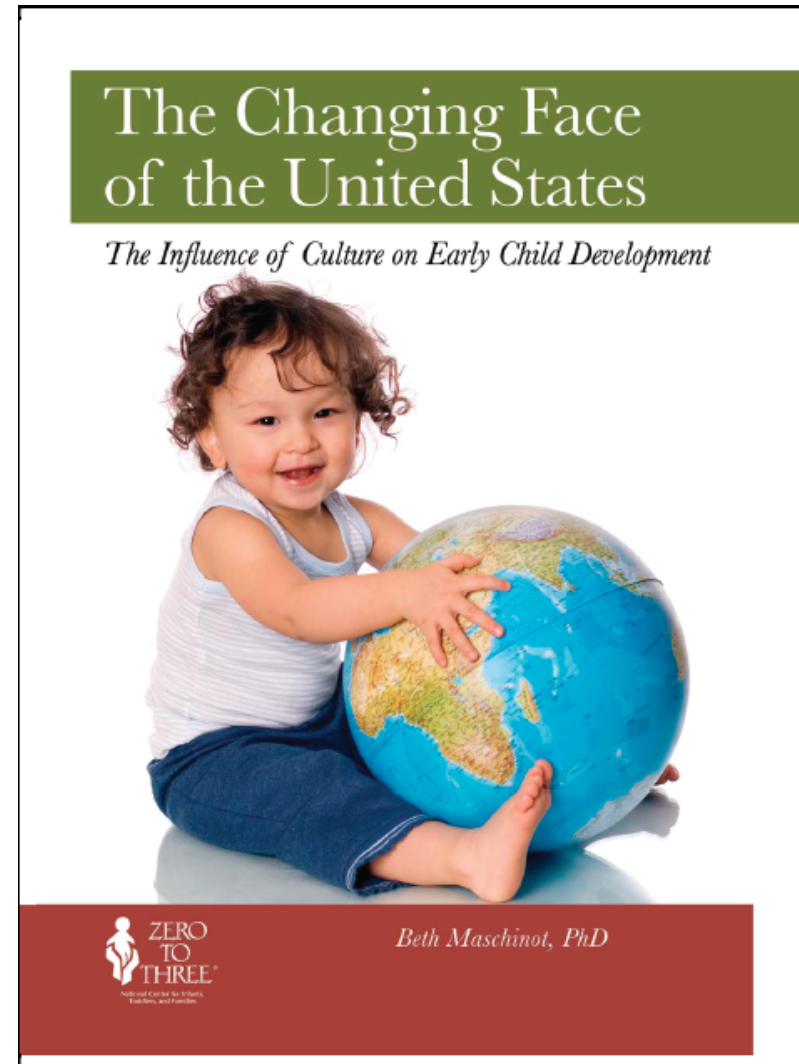
The Changing Face of the United States

The Influence of Culture on Early Child Development

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

Beth Maschinot, PhD

Read All About It

School Readiness for Infants and Toddlers? Really? Yes, Really!

Sandra Petersen

Click to read

View Interactive PDF
Download the most recent version of Flash.

Download PDF
Download the most recent version of Adobe Reader.

If it is true that "new discoveries in neuroscience suggest that school readiness interventions might come too late if they start after the child is three years old" (Lally 2010, 1), then the infant/toddler field must claim the concept of school readiness. The brain's foundation for all later learning is created in the first three years of life.

As many researchers, practitioners, and policy makers have defined it, school readiness implies that by the time children enter kindergarten, they have achieved a level of development that makes it likely they will successfully adapt to the challenges of formal schooling (Ladd 2005). School readiness refers to "children possessing the skills, knowledge, and attitudes necessary for success in school and later learning in life" (Head Start 2012, 1). For infants and toddlers, school readiness means supporting and protecting the developing brain in such a way that the brain creates a strong physical foundation for learning. This well-constructed organ, the brain, can be curious, pay attention, remember

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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 to make sure they are providing is successful. describe how they do some of in the video.

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

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See For Yourself

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, Assist. Clinical Professor, Department of Pediatrics, Duke University School of Medicine.

DUMC   Duke University   Department of Pediatrics
© 2000 Duke University

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

MICHAEL

NO Forward movement of arms

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

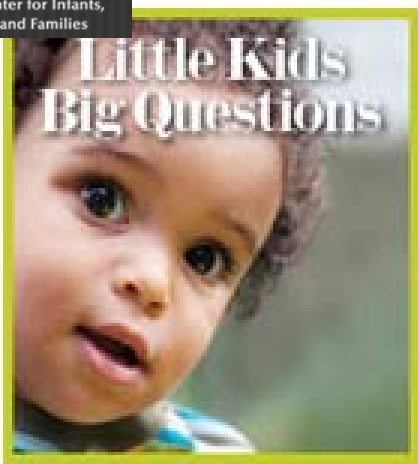http://www.youtube.com/user/PathwaysAwareness

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See For Yourself

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.

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

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

Find It Online

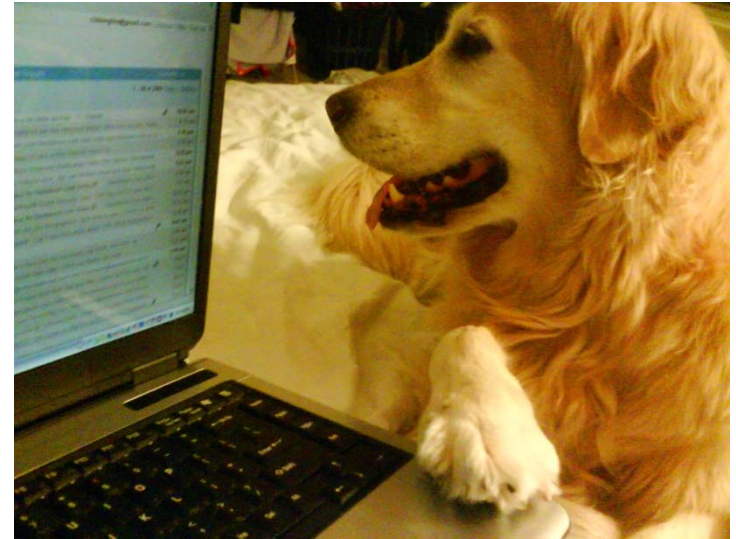ohioline.ag.ohio-state.edu -- your Link to Information, News, and Education

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Series

Extension

Ages and Stages for Caregivers

Research and Training Center on Early Childhood Development

Games for Growing
Teaching your baby with early learning games

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NC Resources

NC Division of Child Development and Early Education (NC DCDEE)

The NC Infant-Toddler Program

NC Resources

First 2000 DAYS
Early Investment — A LIFETIME OF RESULTS

We only have 2,000 days between the time a baby is born and when that child shows for the first day of kindergarten. We are people from across **NORTH CAROLINA** coming together to support the critical early days of a child's life.

For example

Experiences early in life have a lasting impact on later learning.

Today, neuroscientists are able to show that early experiences actually shape the architecture of the brain and strongly affect whether a child grows up to be a healthy, productive member of society.

The graphic below illustrates that much of a young child's brain synapse formation takes place in the first five years of life. Synapses are what connect our brain cells (neurons). They **form a network** in the brain. This network influences intellectual capacity, memory, problem solving and language.

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Resources for EDU 145: Child Development II

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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

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

February 2012

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

Raising Boys and Girls: Differences in Physical Development

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.

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?

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

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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See For Yourself

Videos on language, learning, development, personality, emotion, health, learning, etc.

child develoment videos

Clips for Class

See For Yourself

EPQ
Empowering Preschool Quality

Empowering Preschool Quality

University of Northern Iowa

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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HEAD START

An Office of the Administration for Children and Families
Early Childhood Learning & Knowledge Center (ECLKC)

Dual Language Learners and Early Childhood Development

Children who are Dual Language Learners acquire two or more languages simultaneously, as well as learn a second language while continuing to develop their first language. The term "dual language learners" encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a language other than English (LOTE).

The OHS report will help you learn about dual language learners and their families.

Topics

Assessing DLLs

These strategies and resources help teaching staff appropriately observe, assess, and record learning development in children exposed to two languages. Visit frequently for new

Planning & Literacy Development

This section provides important resources and strategies to help teachers understand curriculum concepts and develop lesson plans that promote positive literacy experiences for DLL children.

Focus on Language Development

Teachers should support DLL children in learning environments that celebrate differences. This section helps teachers articulate the advantages of dual language development, and overcome challenges

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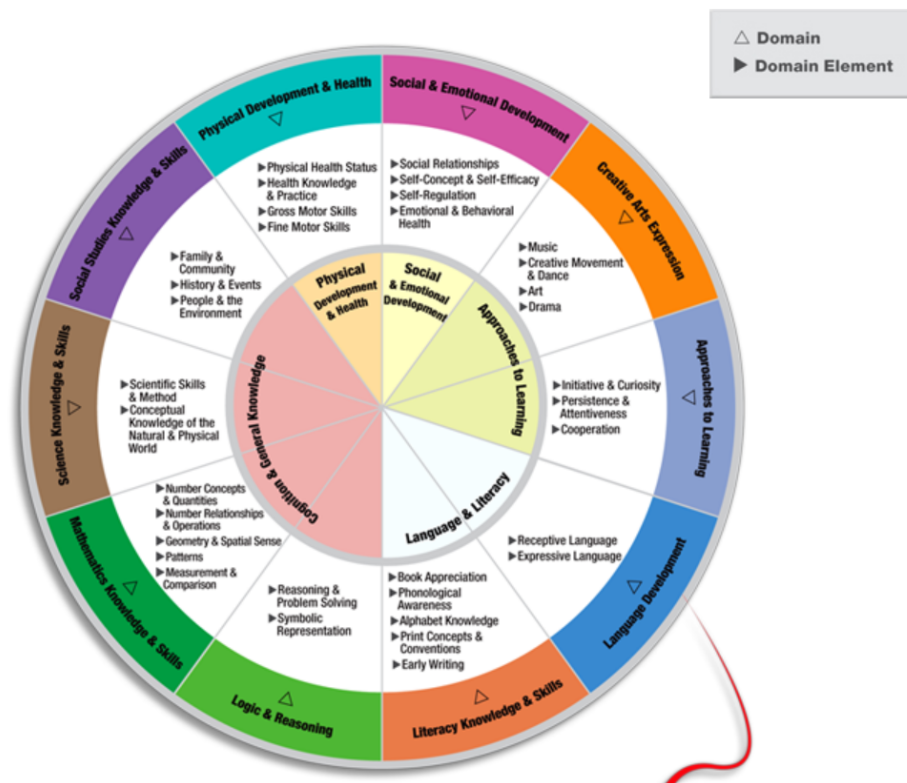
Find It Online

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An Office of the Administration for Children and Families
Early Childhood Learning & Knowledge Center (ECLKC)

► School Readiness Goals

► Core Strategies to Promote School Readiness

Select any domain area to find strategies and resources for each domain element.

△ Domain
► Domain Element

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Find It Online

HEAD START
An Office of the Administration for Children and Families
Early Childhood Learning & Knowledge Center (ECLKC)

Creative Arts Expression

Creative Arts Expression refers to participation in a range of activities that allow such as music, art, creative movement, and drama. The creative arts engage chi arts invite children to listen, observe, discuss, move, solve problems, and imagin self-expression. The creative arts provide ways for young children to learn and u of Creative Arts Expression, programs need to ensure that children who are dual abilities, skills, and knowledge in any language, including their home language.

► **Strategies to Promote Children's Expression Through Music**

► **Domain Element: Music**

► **Strategies to Promote Children's Expression Through Creative Move**

► **Domain Element: Creative Movement & Dance**

► **Strategies to Promote Children's Expression Through Art**

► **Domain Element: Art**

► **Strategies to Promote Children's Expression Through Drama**

► **Domain Element: Drama**

▼ **Domain Element: Music**

Title of Resource	Type of Resource	Notes
Rhyme Time [PDF, 62.57KB]	Lesson	This lesson serves as an example of how teachers can observe, interpret, and record children's behaviors during music activity.
Name that Tune [PDF, 46.20KB]	Lesson	The lesson is another example of how teachers can observe, interpret, and record children's behaviors during music activity.
Name That Tune--Handout [PDF, 36.04KB]	Handout	This is a sample form for teachers to document assessment data.
A Head Start on Picturing America, Appendix C: Introduction to Art Station Activities & Tips [PDF, 456.27KB]	Guide	Teachers and family service workers can use these hands-on activities to engage parents and children with the Picturing America artworks.
A Head Start on Picturing America, Appendix D: Parent—Child Conversation Starters [PDF, 141.52KB]	Guide	Parents and teachers can use these suggestions to engage children in conversations about the Picturing America artworks.
Linguistically and Culturally Relevant Early Childhood Environments	Article	Teaching teams and other educators can use the guidance in this article to create a culturally inclusive classroom environment.
A Creative Adventure	Video	Teaching teams and parents can use this video to see techniques to support learning, as well as creative expression. The video demonstrates activities that allow children to use their imaginations and experience creative adventures.

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NC Resources

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

BONUS #1: A resource to remind us to be thoughtful about how we measure development

and found the world's most talented people.

http://www.youtube.com/watch?v=VPbjSnZnWP0

BONUS #2: A resource to remind us of how much fun it can be to learn about infant development

http://www.colbertnation.com/the-colbert-report-videos/251996/october-07-2009/alison-gopnik

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