



Assistant Child Care Teacher Certification

A PROGRAM PLANNING GUIDE

AUGUST 2019

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Foreword



Career and technical education is critical in preparing students for success in a global workforce. Professional development, workforce support, and appropriate compensation is needed for all child care professionals. Career and technical education includes opportunities to earn industry-based certifications. One such certification is for the Assistant Child Care Teacher (ACCT) program.

The Department of Public Instruction (DPI) was given approval in August 1988 to develop, implement, and monitor secondary-level ACCT programs. The DPI and the Wisconsin Department of Health and Family Services have worked together to create a program that meets the competencies for this certification. *Assistant Child Care Teacher Certification: A Program Planning Guide* resulted from secondary teachers working together to develop a planning guide for a course to meet the requirements of the child care services industry certification.

Quality child care is a major concern of parents, schools, and industry. The need for trained child care workers has increased along with the concern for quality child care. The research shows that children who participate in high-quality child care have higher achievement and show better social skills. *The Assistant Child Care Teacher Certification: A Program Planning Guide* was developed with these factors in mind to help teachers prepare workers who provide early child care.

The teachers who worked on this guide hope it will be helpful to those making decisions about training assistant child care teachers. The guide is designed to help with the development of excellent programs for the industry-based certification program of ACCT in the program area of family and consumer sciences education.

I commend the work of the authors of this guide and appreciate their time and effort given for the good of family and consumer sciences education programs throughout the state of Wisconsin. I know that this guide will be an invaluable planning tool for every teacher of the certification program for assistant child care teachers.

Carolyn Stanford Taylor
State Superintendent
Wisconsin Department of Public Instruction

Writing Task Force

A special thanks to Wisconsin educators, the Wisconsin Department of Children and Families, and the Wisconsin Technical System who have provided comment and feedback to the revision process to improve the quality of the workforce in the child care industry. The Wisconsin Department of Public Instruction is highly appreciative of the willingness of these individuals to share their expertise with their professional community. Our students will be prepared to become career and college ready.

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Introduction to Resource Units

The format of the units in this teachers' guide is unique. Each unit consists of the following sections:

1. Course objectives, academic standards, learning priorities, and performance indicators.
2. An overview of the unit.
3. A content or subject matter section designed as a reference for teachers. This section outlines the scope and sequence of the subject matter included in the unit.
4. Classroom interaction detailing activities for each content section. These are arranged in the same order as the content or subject matter in the resource units.
5. Student handouts are provided that might be particularly useful in teaching this unit.
6. Resources are listed with each unit and in the appendices. These resources are listed specifically for that specific unit. The Appendix has selected resources that are related to the course in general. It includes books, articles, periodicals, websites, and catalogs.

More classroom activities are listed than a teacher may be able to use, given the number of hours allotted per unit. Teachers are free to select those activities that are most appropriate for their students, but they should try to select activities from each of the designated content areas. Teachers also may wish to design some of their own student activities to meet the required course and unit objectives. Student achievement should be based on the required course standards, learning priorities, and assessments.

Assistant Child Care Teacher Course Outline

The required course outline, as listed here, is based on an analysis of research results. The competencies and performance tasks and checklist are located in the appendices. The Department of Children and Families (DCF) administrative rules and information are an important part of the basis of the course outline. Most Wisconsin schools have 50- to 55-minute class periods; therefore, the course outline is based on 90 hours. The course outline is divided into the following 12 units:

- Introduction to Child Care Services (4 hours)
- The Center Environment (4 hours)
- The Children (9 hours)
- Interacting with Children (4 hours)
- Classroom Activities (10 hours)
- Classroom Safety (3 hours)
- Health and Safety (7 hours)
- Meals and Snacks (2-3 hours)
- Center Relationships (4 hours)
- Working with Children (3 hours in class and 7 hours outside of class)
- Professional Development (4 hours)
- Infant and Toddler (10 hours plus 10 hours student observation in licensed regulated centers)

Teacher Qualifications

The DPI-approved Assistant Child Care Teacher Certification program is considered an advanced-level vocational career and technical education industry credential course. The students who take this course are encouraged to take other courses in the programs of study in the Human Services or Education and Training career clusters. Courses in the learning plan could include child development or parenting. The teacher who teaches this course must have a #1210 Family and Consumer Sciences teacher license and a #1211 supplemental vocational child care services license. The #1216-HERO Co-op license requires 2,000 hours of family-and-consumer-sciences-related industry-based work experience, with at least 1,000 hours are required in the child care services licensed regulated child care facilities where students eventually will enter the workforce.

Approval and Monitoring Process

Initial approval of the ACCT program requires the school district to submit a proposal to the DPI family and consumer sciences education consultant in the year preceding the implementation of the course. Guidelines are available on the DPI website: <http://dpi.wi.gov/cte/skills-standards>.

An online DPI registration of students enrolled in the ACCT course will be required each fall. The ACCT certificate is an industry credential allowing students who successfully complete the program to work at age 17 in licensed regulated centers. The regulation available in the legislative code through the Department of Children and Families is DCF 251.05(1)(g)2.c.

Districts are required to ensure the following enrollment standards are met:

- Student enrollees must be 11th or 12th grade student or at least 17 years of age.
- Student enrollees must show and have potential career interests in the programs of study in early childhood education.
- The class size should be no more than 20 students as each student is required to complete 10 hours of community-based observations in licensed regulated centers. Fifteen students is the recommended class size.

To certify the students, the districts are required to maintain records, and students must meet the following requirements:

- The attendance minimum shall be 85 percent of the proposed training hours. Excused absences of 15 percent of the hours could be made up at the discretion and approval of the instructor.
- The student shall receive a C grade or better based on the evaluation in the state course content.
- The student shall be physically, mentally, and emotionally able to provide responsible care for all children including children with disabilities. Code regulation is available: DCF 251.05(1)(a).

Certification

The local district will submit the names of the students who have successfully completed the approved program to the DPI through the online skills certificate program registration. The school district will assume responsibility for awarding the certificates to the students and saving the records in the files so the district has evidence of successful completion of the Assistant Child Care Teacher Certification program. For the infant and toddler certification, the teacher must also submit the names and issue the certificates to those who have completed the competencies for the program.

Assistant Child Care Teacher Course Units

Standard EC1: Students will integrate knowledge, skills, and practices required for careers in early childhood education and services.

Unit 1: Introduction to Child Care Services (4 hours)

Learning Priority:

EC1.a: Investigate the necessity for and purpose of quality group care for young children.

Course Objective:

Describe the career opportunities in the child care industry.

Unit Objectives:

The student will be able to

- describe the necessity and purpose of group care for young children;
- explain the services child care centers provide;
- explain the types of child care centers: parent cooperative, chain, sick child care, church-sponsored, employer-sponsored, and family day care;
- describe the typical staffing patterns used in a child care center: director, head child care teacher, and assistant child care teacher;
- compare the staff qualifications, roles, and responsibilities of child care workers within a center setting; and
- identify the historical contributions that have influenced how child care services are currently provided.

Unit 2: The Center Environment (4 hours)

Learning Priorities:

EC1.c: Cultivate positive relationships with children in a child care setting.

EC1.g: Adhere to current United States Department of Agriculture Dietary Guidelines and Wisconsin State Licensing Regulations.

Course Objective:

Arrange space and provide equipment.

Unit Objectives:

The student will be able to

- describe the impact that licensing has on center space;
- evaluate how group size affects the selection and organization of center space;

- explain room arrangement for each of the classroom areas: block building, art, socio-dramatic play, woodworking, science, mathematics, small manipulative activities, storytelling, music, and eating;
- describe the importance of safety in planning the physical space of a child care center; and
- identify equipment and supplies needed for infants, toddler, and mixed groups of children ages 2½ to 5.

Unit 3: The Children (9 hours)

Learning Priorities:

EC1.b: Apply theories of developmentally appropriate practice to classroom situations.

EC1.e: Create and facilitate developmentally appropriate activities for a variety of child care curricula areas.

HD1.a: Analyze principles of human growth and development across the lifespan.

HD1.b: Analyze conditions that influence human growth and development.

Course Objective:

Describe the developmental sequence of children from birth through 12 years of age, incorporating cultural differences.

Unit Objectives:

The student will be able to:

- describe how children develop physically, socially and emotionally, intellectually, and morally;
- investigate how cultural differences may affect a child's development;
- differentiate characteristics of children at different ages and stages of their development;
- compare and contrast different methods of recording observations of young children;
- observe a group of young children and record their activities;
- apply brain development theories on learning and behavior;
- incorporate critical windows of opportunity; and
- recognize the importance of the first five years of life.

Unit 4: Interacting with Children (4 hours)

Learning Priorities:

EC1.d: Guide children in appropriate behaviors.

IR1.c: Demonstrate communication skills and contribute to positive relationships.

IR1.d: Evaluate effective conflict prevention and management techniques.

Course Objective:

Describe appropriate guidance techniques for interacting with children.

Unit Objectives:

The student will be able to:

- illustrate positive verbal and nonverbal interaction techniques;
- apply appropriate behavioral limits for each stage of a child's development;
- describe how different parenting styles, cultural backgrounds, and social class may influence children's reactions to guidance techniques;
- create a daily schedule related to the children's needs;
- explain the importance of and plan transitions for moving children from one activity to another: large group, small group, outdoor, indoor, nap, and meals; and
- plan positive center arrival and departure techniques.

Unit 5: Classroom Activities (10 hours)

Learning Priority:

EC1.e: Create and facilitate developmentally appropriate activities for a variety of child care curricula areas.

Course Objective:

Comprehend the importance of planning classroom activities based on the children's developmental levels.

Unit Objectives:

The student will be able to:

- choose developmentally appropriate equipment and activities;
- plan and coordinate activities appropriate for children's developmental stages and cultural backgrounds;
- present a variety of activities related to the five areas of development: intellectual, social, emotional, physical, and moral;

- organize space and materials for self-selected activities during free play;
- identify resources that can be useful in planning developmentally and culturally appropriate programs for young children;
- create an activity for each of the curriculum areas such as: storytelling, art, music and movement, dramatic play, block building, science, and mathematics; and
- select developmentally appropriate storybooks for children using the following criteria: size of book, illustration, length, content, and cultural variety.

Unit 6: Classroom Safety (3 hours)

Learning Priorities:

EC1.g: Adhere to current United States Department of Agriculture Dietary Guidelines and Wisconsin State Licensing Regulations.

EC1.h: Create a physically safe and emotionally secure environment for children both inside and outside of the center according to the licensing regulations.

EC1.i: Implement modifications to accommodate special needs.

FMM1.b: Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities.

FMM1.c: Demonstrate sanitation procedures for a clean and safe environment.

Course Objective:

Describe the assistant child care teacher's role in maintaining a safe environment.

Unit Objectives:

The student will be able to

- create a safe day care center environment to prevent accidents and to allow open space according to state licensing rules;
- explain the importance of constant supervision;
- identify possible classroom and outdoor safety hazards; and
- recognize the importance of a well-designed evacuation plan for any emergency.

Unit 7: Health and Safety (7 hours)

Learning Priority:

EC1.h: Create a physically safe and emotionally secure environment for children both inside and outside of the center according to the licensing regulations.

Course Objective:

Explain the importance of health and knowledge of safety in a child care center.

Unit Objectives:

The student will be able to

- recognize symptoms of contagious diseases and childhood illnesses including typical behavior patterns;
- apply first aid for bumps, bruises, and minor cuts;
- demonstrate skills necessary for CPR and infant CPR skills;
- assess the liability of transporting children in center-owned vehicles;
- identify center procedures to use when a child becomes ill; and
- explain the importance of sanitary procedures and universal precautions including washing hands, brushing teeth, toileting, and disposing of soiled materials.

Unit 8: Meals and Snacks (2-3 hours)

Learning Priority:

EC1.g: Adhere to current United States Department of Agriculture Dietary Guidelines and Wisconsin State Licensing Regulations.

Course Objective:

Explain the importance of guiding children during snacks and mealtime experiences.

Unit Objectives:

The student will be able to

- explain how independent eating habits can be fostered at mealtime;
- describe appropriate table manners for children;
- evaluate family service, listing tasks children can assist with during meal and snack times;
- identify foods that could cause children to choke;
- explain the importance of not touching other people's food or using other children's utensils; and
- recognize the importance of planning menus.

Unit 9: Center Relationships (4 hours)

Learning Priority:

EC1.c: Cultivate positive relationships with children in a child care setting.

Course Objective:

Describe the importance of maintaining positive relationships with staff, parents, and volunteers.

Unit Objectives:

The student will be able to

- determine positive behaviors that would foster cooperative relationships with staff;
- identify ways of supporting the director and head child care teacher;
- describe ways of initiating positive parental contacts;
- explain how to make volunteers feel accepted and needed in the center;
- identify possible stressors present in a child care center environment; and
- examine ways of positively managing stress in the role of the assistant child care teacher.

Unit 10: Working with Children

(3 hours in class and 7 hours outside of class in licensed regulated child care centers)

Learning Priorities:

EC1.b: Apply theories of developmentally appropriate practice to classroom situations.

EC1.c: Cultivate positive relationships with children in a child care setting.

EC1.d: Guide children in appropriate behaviors.

EC1.e: Create and facilitate developmentally appropriate activities for a variety of child care curricular areas.

EC1.g: Adhere to current United States Department of Agriculture Dietary Guidelines and Wisconsin State Licensing Regulations.

EC1.h: Create a physically safe and emotionally secure environment for children both inside and outside of the center according to the licensing regulations.

Course Objective:

Participate in a classroom with a group of young children.

Unit Objectives:

The student will be able to

- recognize basic child observation skills;
- design, implement, and evaluate developmentally appropriate activities for individuals and groups;
- demonstrate acceptable behavior, hygiene, and attire;
- prepare children in learning daily routines;
- differentiate children's behavior in adjusting to new activities;
- model correct grammar and vocabulary;
- analyze children's body language for signs of aggression;
- encourage children to participate in cleanup activities;
- supervise and comfort children as needed;
- evaluate snack and mealtime; and
- model the classroom teachers in their daily routines with children.

Unit 11: Professional Development (4 hours)**Learning Priorities:**

EC1.f: Develop a career portfolio.

CCLC1.b: Demonstrate transferable and employability skills in school, community, and workplace settings.

Course Objective:

Recognize the importance of self-management and development as an assistant child care teacher.

Unit Objectives:

The student will be able to

- identify the importance of a positive attitude in the workplace;
- explain the importance of accepting advice and supervision from the director and head child care teacher; and

- explain the importance of the following skills and abilities, which are essential for the assistant child care teacher. These include
 - has positive work attitude
 - has good work habits, is on time, is dependable
 - is safety conscious
 - understands the value and importance of work
 - is friendly and courteous
 - works well with others
 - accepts advice and supervision
 - is flexible
 - listens well enough to understand
 - models a lead child care teacher for a day, recording his or her responsibilities and routines
 - discovers further opportunities for child care education in the field of child care at the post-secondary and college levels
 - interprets the state licensing rules for which the assistant child care teacher is responsible
 - examines major child care resources, such as publications and equipment catalogs

Unit 12: Infant and Toddler Certification and Curriculum

(10 hours class time plus 10 hours student observation in licensed regulated child care centers)

Learning Priorities:

EC1.a: Investigate the necessity for and purpose of quality group care for young children.

EC1.b: Apply theories of developmentally appropriate practice to classroom situations.

EC1.c: Cultivate positive relationships with children in a child care setting.

EC1.d: Guide children in appropriate behaviors.

EC1.g: Adhere to current United States Department of Agriculture Dietary Guidelines and Wisconsin State Licensing Regulations.

EC1.h: Create a physically safe and emotionally secure environment for children both inside and outside of the center according to the licensing regulations.

EC1.i: Implement modifications to accommodate special needs.

FMM1.c: Demonstrate sanitation procedures for a clean and safe environment.

HD1.a: Analyze principles of human growth and development across the life span.

HD1.b: Analyze conditions that influence human growth and development.

HD1.c: Analyze strategies that promote growth and development across the life span.

P1.b: Evaluate parenting practices that maximize human growth and development.

Course Objective:

The infant and toddler caregiver will be able to adequately meet a child's physical, emotional, social, and intellectual needs.

Unit Objectives:

The student will be able to

- apply appropriate practice related to the social-emotional development of children ages birth to 3;
- apply appropriate practice related to the physical development of children ages birth to 3;
- apply appropriate practice related to the brain development of children ages birth to 3;
- communicate effectively with parents and other staff members regarding children ages birth to 3; and
- demonstrate licensing guidelines related to sanitation, health, and safety for children ages birth to 3.

Early Childhood Credentialing in Wisconsin

Career and technical education (CTE) is critical in preparing the next generation of students for success in the global workforce. Indeed, a high quality CTE program enhances family, business, and community engagement. For students, this foundation is built through career development, effective programs of study, and community partnerships. Success in these components ensures students are college- and career-ready.

The Wisconsin Department of Public Instruction (DPI) (2018) identified three components that make up a quality CTE program:

- academic and technical skills,
- work-based learning, and
- leadership development opportunities available via a career and technical student organization (CTSO).

Two-thirds of Wisconsin high school students participate in career and technical courses, and state data indicates that students who take three or more CTE courses have a higher graduation rate (96 percent) compared to students not involved in CTE courses (90 percent) (Wisconsin DPI 2018). For students interested in early childhood careers, family consumer sciences education offers certificate opportunities for students to pursue their goals.

Addressing the Need

In the United States, like many western countries, more working parents are seeking child care to balance their work and home lives. Although the birthrate in the U.S. has declined (Centers for Disease Control and Prevention 2017), the number of working parents continues to increase. Working mothers make up 40 percent of the workforce and 60 percent of children age 6 and under have both parents in the workforce (Child Care Aware of America 2018).

The lack of quality and affordable child care can have a negative impact on communities, where children may begin school at a disadvantage. “Children that participate in high-quality child care have higher scores on achievement and language tests, show better social skills, and fewer behavioral problems” (McCartney 2007, p.2).

The state of Wisconsin ranks 12th overall in child well-being according to The Annie E. Casey Foundation’s *Kids Count Data Book* (2018) but could do better—especially in reading proficiency; two-thirds of Wisconsin fourth graders lack reading skills at a critical time in their education.

In its annual report, *Child Care Aware of America* (CCAoA 2018, p. 7) offered four recommendations for Congress, two of which relate to professional development and training. One recommendation states the “need to provide professional development and training, workforce support, and appropriate compensation for all child care professionals” (CCAoA 2018, p. 7) and another recommendation identifies the need for findings to “support child care providers recruitment, retention, and professional development through targeted training, technical assistance, coaching, and mentoring.”

Early Childhood Education Certificate Programs

In March 1988, the Wisconsin Department of Public Instruction submitted a proposal to the regional office of the state Department of Health and Social Services (DHSS) to develop a 40-hour course for assistant child care teachers (ACCTs) in Wisconsin secondary schools. The DHSS reviewed the proposal, made recommendations, and gave final approval in August 1988 for the DPI to implement and monitor secondary-level assistant child care teacher programs based on this approved proposal. A program plan was developed with competencies by a team of educators. The late Karen Zimmerman, former professor at the University of Wisconsin-Stout, served as a reviewer on the writing task force.

Beginning in 1992, Wisconsin’s Department of Public Instruction approved high school family and consumer sciences instructors (with additional supplemental vocational child care licensure) to offer early childhood education courses, completion of which allow a person to work as an assistant child care teacher in a regulated, licensed child care center at age 17. Students without the certification are prohibited from working as an ACCT until the age of 18.

Family and consumer sciences educators who offer such programs must hold both a family and consumer sciences teaching license and a child care services vocational license. The latter license requires 2,000 hours of family and consumer sciences-related work experiences, and 1,000 of those hours must be in a child care services area. In addition, the FCS educators are required to attend an annual in-service professional development day in the fall and to assist instructors with registration of students.

Early Childhood Educators Assistant Child Care Teacher Program

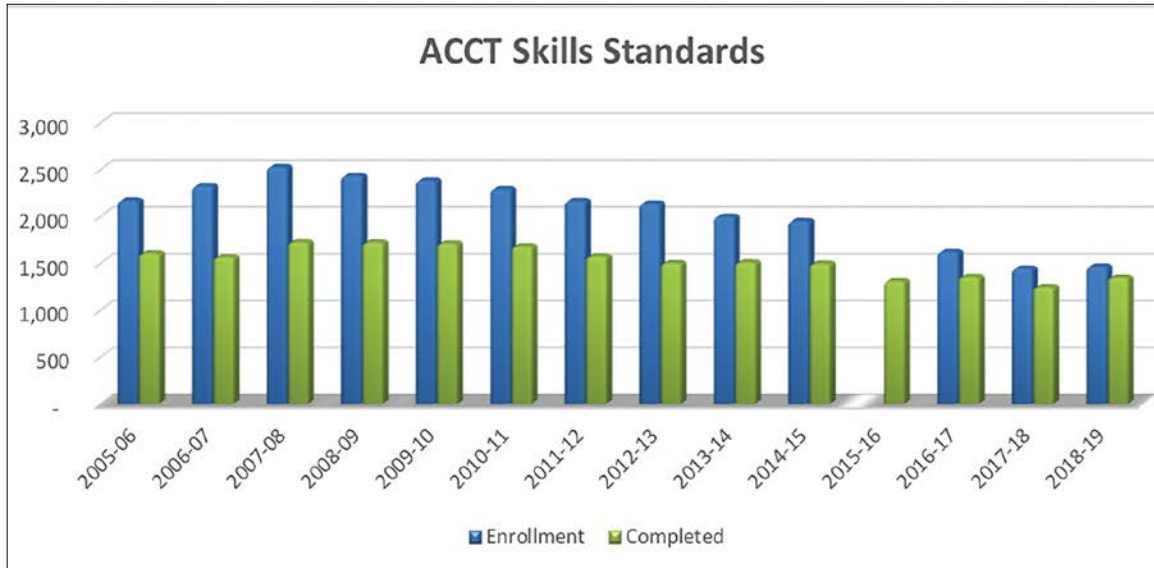
High school students in the Assistant Child Care Teacher Certificate program must be enrolled in 11th or 12th grade, at least 17 years of age, and have taken a child development course or parenting course with a child development component. To earn the Assistant Child Care Teacher Certificate, students are required to

1. Complete a 40-hour course that includes multiple units identified in the state curriculum guide and receive a minimum of two (three-point scale) on the identified competencies.

2. Attend no less than a minimum of 85 percent of the training hours.
3. Meet the physical and emotional health requirements.
4. Complete 10 hours of volunteer experience in a regulated, licensed child care facility.

The assessment is conducted as a collaborative effort between the employer or community-based partner and the school. Students must be registered on the Department of Public Instruction website and, in order to receive their certificate, they must pass their final competency review. Upon review, students will receive a skill certificate industry credential. During the past 10 years, approximately 155,000 students have completed the ACCT certificate as noted in Figure 1.

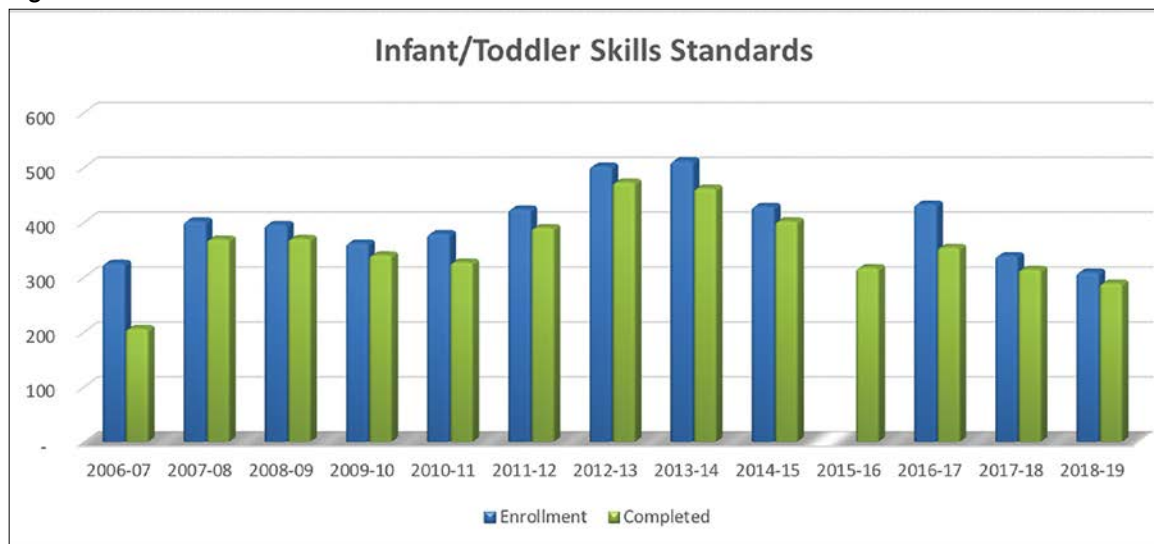
Figure 1: ACCT Skills Standards



Infant and Toddler Certificate Program

The Infant and Toddler (I & T) Certificate program builds on the ACCT curriculum and helps students explore their career interest by documenting their infant and toddler skills. Students must have successfully completed the ACCT certificate to participate. The I&T program requires student to complete 20 hours of classroom activities and 10 hours of on-the-job experience or observation with children ages birth to 3 in a child care setting; a minimum of five hours must involve children age birth to 12 months. Like the ACCT certificate, students must be registered and meet minimum ratings of two (on a three-point scale) on evaluations completed by their supervisor. Since 2009, approximately 3,550 students have completed the program (Figure 2).

Figure 2: Infant/Toddler Skills Standards



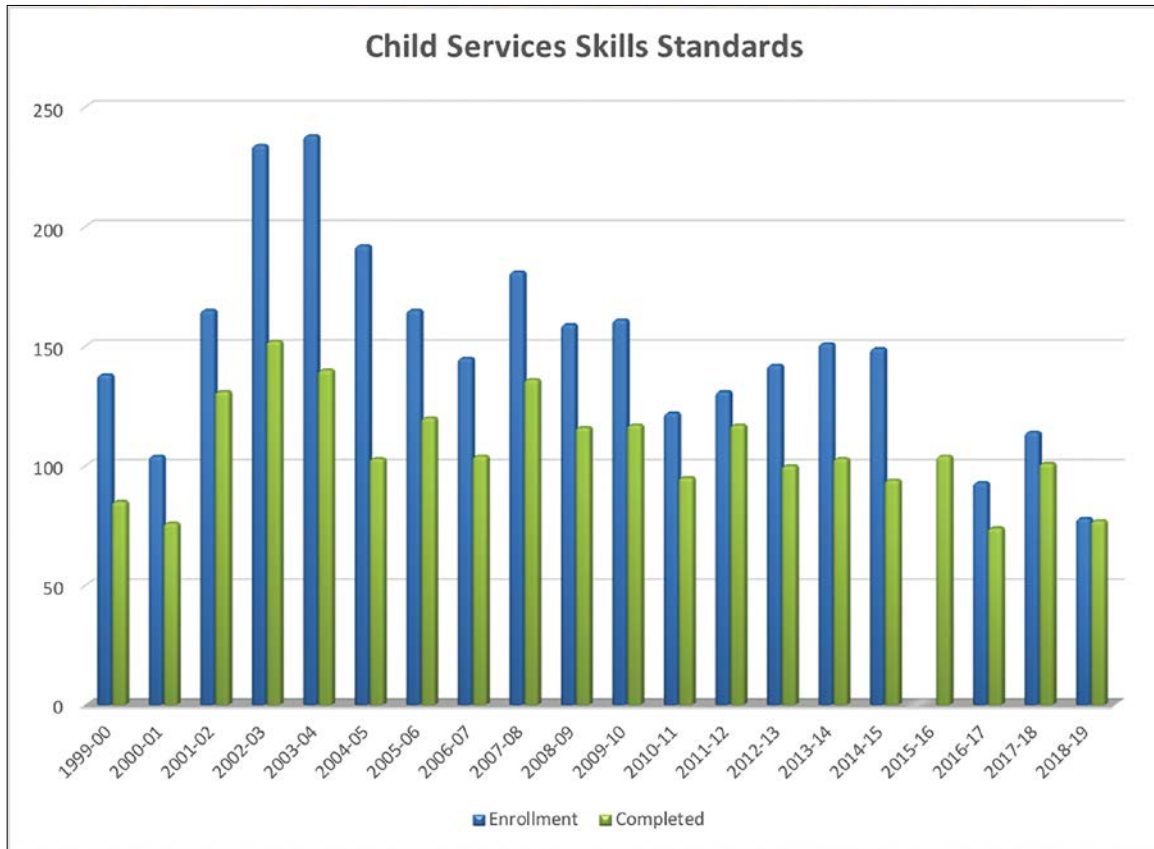
The Child Care Teacher Program

Students earn the Child Care Teacher (CCT) Certificate by participating in a co-op experience (in child services) through their local school district. Students must be 17 years of age and have satisfactorily completed the ACCT course during their junior year. Students enrolled in the program work at child care centers and must meet competencies in the following areas:

- employability skills and attitudes
- personal and professional development
- child care skills

Students who satisfactorily complete the program and graduate with the high school industry credential are qualified to receive the second-level Wisconsin Department of Children and Families employment designation as child care teachers. Since 1999, approximately 2,000 students have earned industry credentials (Figure 3).

Figure 3: Child Services Skills Standards



Introduction of CTE Incentive Grants

Beginning in 2013, family and consumer sciences instructors, in public schools that offer the ACCT, I&T, and CCT Certificates, become eligible to take advantage of CTE incentive grants (Wis.Stats.106.273). This legislation established grants to incentivize school districts to offer high quality career and technical education programs that mitigate workforce shortages in key industries and occupations. The grants reimburse up to \$1,000 for each pupil in a school district earning an approved industry-recognized certification. Only programs that include rigorous coursework and assessments, and that hold value in an employer setting, are included on the current approved CTE incentive grant list (Wisconsin DPI, 2018).

Multiple factors are used to determine a program's eligibility for the CTE incentive grant, including items such as academic and technical skills, work-based learning, community partnerships, career development skills, programs of study, industry endorsements, and entrance into further education and training if desired by the student. Such grant funding intends to support schools as they provide quality CTE programming that results in industry-recognized certifications to mitigate workforce shortages.

Additional co-op opportunities are available for FCS students to gain industry credentials in general 21st century employability skills, family and community services, and food services, and represent accomplishments achieved in work-based learning courses. Work-based education provides knowledge and skills necessary for career development and success in a technological and global society. The classroom instruction is linked to relevant, structured, real-world experiences where students learn from business and industry leaders. The workplace and classroom learning are applied directly to the future role as family member, worker, and citizen. A variety of career options are learned through the level of skills and education required for these careers. Students will leave school better prepared and more focused about their future academic and career planning.

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Unit 1: Introduction to Child Care Services

4 hours

Overview

Historical Background of Child Care

Current Perspectives in Child Care

Legislation

Child Care Programs

Child Care Centers

Center Staffing

Staff Licensing

Classroom Interactions

Student Handouts

Resources

Unit 1: Introduction to Child Care Services (4 hours)

Learning Priority:

EC1.a: Investigate the necessity for and purpose of quality group care for young children.

Course Objective:

Describe the career opportunities in the child care industry.

Unit Objectives:

The student will be able to

- describe the necessity and purpose of group care for young children;
- explain the services day care centers provide;
- explain the types of child care centers: parent cooperative, chain, sick child care, church-sponsored, employer-sponsored, and family day care;
- describe the typical staffing patterns used in a child care center: director, head child care teacher, and assistant child care teacher;
- compare the staff qualifications, roles, and responsibilities of child care workers within a center setting; and
- identify the historical contributions that have influenced how child care services are currently provided.

Overview

Since the nineteenth century, society's view of children and who should care for them has changed. Today, due to economic factors and personal choice, single and dual career families are working outside the home, creating the need for child care.

Many types of child care are available and offer a variety of services; they include parent cooperatives, chain-owned centers, sick child care facilities, church-sponsored programs, employer-sponsored centers, group or family care providers, and in-home care. Services may include summer school activities, before- and after-school care, special needs group programs, and others.

Center staffing patterns establish a chain of command and each position encompasses its specific responsibilities. Staffing positions and qualifications are described in the Wisconsin Administrative Code.

Historical Background of Child Care

Traditionally, women have shouldered the responsibility for child care in American society. During America's colonial, revolutionary, and early national periods, women generally functioned within the framework of a family work unit. An entire family produced goods or services on a family farm, in an artisan shop, or by other means. Women's role within this framework usually included child care; however, it existed as only one of their many daily responsibilities. Although mothers most often bore this responsibility, a network of extended family members, including grandmothers, aunts, nieces, sisters, and women neighbors, also shared the task of looking after and providing for children's' needs.

During the nineteenth century, economic conditions, industrialization, and a rising middle class changed society's perspective of women and assigned to them the lone roles of wife and mother. Unfortunately, this new perspective ignored all working-class women, whose financial needs and cultural beliefs gave them obligations removed from motherhood. These wage-earning women worked, either in or away from the home, on jobs that had no connection with child care. Black women, both before and after emancipation in 1865, nearly always worked in positions that limited their time with their children. Immigrant women, as well, had only limited opportunities to provide full-time child care. Even the white middle-class women who fit the stereotype of domesticity generally had such vast amounts of work running their homes that not all of their time could be given to child care.

In large cities, parents frequently left children unattended if no one was available to care for them while the parents worked. To cope with this problem, child care centers, then known as day nurseries, were started in the mid-1800s. These day nurseries typically were located in church basements and settlement houses. Their main purpose was to provide custodial care, protecting children from harm. These types of private, church-sponsored facilities continued into the twentieth century even though more women, as their families moved into the middle class, were no longer forced to work out of economic necessity. A large percentage of women remained in the workforce, and the need for child care still existed.

War conditions in the 1940s created a need to fill factory vacancies, and more women rapidly entered the workforce. Both patriotism and the advent of better paying jobs lured mothers of all classes to work in both government and private factory jobs. To accommodate mothers and encourage them to assist with the war effort, nurseries and day-care facilities were established. These child care facilities, unlike those of the past, received federal funds, as well as local funds, to ensure quality child care at a low cost. When the war ended, both federal and local governments removed their funding, and society attempted to reassign all women to the role of mother and chief child care provider.

During the 1960s, child care needs increased for a variety of reasons. As the feminist movement grew, some women grew dissatisfied with the assigned role of homemaker, and entered the workforce, joining the minority and working-class women who had remained

there after the end of World War II. At the same time, an increased social conscience led to the development of early childhood intervention programs. One such program was Head Start, which had goals beyond basic child care. Head Start programs, based on parent education, provided health services and nutrition education. The program targeted the economically disadvantaged, abused, or children with disabilities.

The recession and rising inflation of the 1970s forced additional women into the workforce. Thus, the number of two-income families increased. The divorce rate also increased, and single-parent families became more prevalent. Often, divorced mothers became sole breadwinners for their families. As women in the workforce increased, the pool of available caregivers dwindled.

During the 1980s, under the Reagan administration the balance of federal child care funding shifted, as expenditures for low-income families were dramatically reduced while those benefiting middle- and high-income families nearly doubled. Such measures stimulated the growth of voluntary and for-profit child care, much of which was beyond the reach of low-income families. These families received some help from the Child Care and Development Block Grant (CCDBG), passed in 1990, which allocated \$825 million to individual states. The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 replaced Aid to Families with Dependent Children (AFDC) with time-limited public assistance coupled with stringent employment mandates. Acknowledging the need for expanded child care to support this welfare-to-work plan, Congress combined the CCDBG, along with several smaller programs, into a single block grant—the Child Care and Development Fund.

Although more public funds for child care are available than ever before, problems of supply and quality continue to limit access to child care for welfare recipients who are now compelled to take employment, and moderate-income families must cope with ever-rising costs for child care. For all families, the quality of child care is compromised by the high rate of turnover among employees in the field, in itself the result of low pay and poor benefits. Because of its long history and current structure, the American child care system is divided along class lines, making it difficult for parents to unite and lobby for improved services and increased public funding for child care for all children.

When it comes to public provisions for children and families, the United States compares poorly with other advanced industrial nations such as France, Sweden, and Denmark, which not only offer free or subsidized care to children over 3 but also provide paid maternity or parental leaves. Unlike the United States, these countries use child care not as a lever in a harsh mandatory employment policy toward low-income mothers but as a means of helping parents of all classes reconcile the demands of work and family life.

Current Perspectives in Child Care

According to 2017 data, 66 percent of the nation’s youngest children—more than 14.9 million kids under the age of 6—are growing up in families where all parents in their home are employed. In 2017, 66 percent of children in the United States lived in married-couple households, 25 percent lived in mother-only households and 8 percent were in father-only households.

Group child care settings are needed now more than ever for four major reasons. First, a larger number of mothers are in the labor force. Second, there are more single-parent families. Third, greater geographical distance exists between family members, such as grandparents and grandchildren, which reduces the ability of the extended family to act as caregivers. Fourth, the number of children under age 18 rose during the past century from 30.7 million in 1900 to 74 million in 2016. The number of children in the country is projected to continue to increase to 79.9 million by 2050 (<https://www.childtrends.org/indicators/number-of-children>).

Societal views have changed slowly. Group care and care by nonrelatives is now more acceptable than it has been. Fathers also are taking a more active role in the care and nurturing of their children. Additionally, certain groups of people have begun to receive more attention by our society. These include multicultural or ethnic populations, people with disabilities, women, people with varied work shifts, and people with nontraditional careers. Continued change in child care programs is needed to accommodate these groups more readily.

The following table contrasts old and current concepts of child care.

Table 1: Child Care Concepts

Old Concepts	Current Concepts
<p>Day care</p> <ul style="list-style-type: none"> • was called day care • was a social service • was a public responsibility limited to the poor • combined all the social services needed by poor families; these services were provided through day care • was considered a “necessary evil” for families who had problems 	<p>Day care</p> <ul style="list-style-type: none"> • is sometimes called early care and education • is a public service needed by all social classes in every community • supports families in performing their parenting and work roles • is viewed as a community responsibility, even for those who are able to pay for their own child care • includes several types of care: family day care, preschool and nursery programs, and full-day child care centers; may be public or private

Legislation

Child care laws have been enacted in every state to establish minimum requirements for the health and safety of children and child care providers. State regulations vary tremendously from state to state. Each individual state determines the adult/child ratio and the required minimum qualifications of the child care providers. Federal standards do not exist.

Child care centers and family child care providers who emphasize quality care strive to go beyond minimum regulations established by their states. In these facilities there is usually a lower ratio of children per caregiver than specified in state requirements. In addition, the curriculum is designed to meet the social, emotional, intellectual, and physical development of young children.

Research indicates that the following factors support quality care:

- appropriate educational background of caregivers, that is, child development and early childhood training;
- previous experience of caregivers, such as employment in the child care field; not just parenting and babysitting; and
- consistency of staff, meaning low staff turnover.

Child Care Programs

Child care licensing programs are a component provided by the Department of Children and Families (DCF). DCF is the state agency responsible for licensing and on-going monitoring of child care centers. The program is accountable for statewide licensure of child care facilities, including family child care, group child care, and day camps. The program promotes the health, safety, and welfare of children in licensed regulated child care centers

Under Wisconsin law, no person may provide care and supervision for four or more children under the age of 7 for less than 24 hours a day unless that person obtains a license to operate a child center from the Department of Children and Families. This regulation does not include a relative or guardian of a child who provides care and supervision for that child; a public or parochial school; a person employed to come to the home of the child's parent or guardian for more than 24 hours a day; or a county, city, village, town, school district, or library that provides programs primarily intended for recreational or social purposes; a program that operates not more than four hours per week; a program where the parents are on the premises and are engaged in shopping, recreation, or other non-work activities; seasonal programs of 10 days or less duration in any three-month period, including day camps, vacation bible school, and holiday child care programs, emergency situations or care and supervisions for more than three hours a day while the parent is employed on the premises. (<http://dcf.wisconsin.gov/cclicensing>).

There are three categories of state-licensed child care:

1. Licensed group child care facilities are open more than four but fewer than 24 hours per day and provide care for nine or more children. They usually are located somewhere other than a residence and may be small or large in size.
2. Licensed family child care is providing care for between four and eight children in the provider's home.
3. Licensed day camps are seasonal programs that provide experiences for four or more children 3 years of age and older. These programs usually operate in an outdoor setting.

Other child care services include:

- School-age child care has a high ratio of children to adults. This type of care provides a variety of activities before and after school; sometimes summer care, "camps," and vacation care may be available.
- Sick child care provides temporary care for ill children and is usually relatively expensive. The service is limited to children with minor injuries or mild illnesses. A high ratio of adults to children is common.
- Special needs groups are usually serviced by child care that is tailored to unique groups of children, such as those differently abled or those with medical problems such as asthma, cystic fibrosis, and so on. These programs may include children of many ages. The ratio of children to adults depends on the type of activities program provided and the needs of the children involved.
- Summer school activities may be sponsored by recreational departments, YMCAs and YWCAs, churches, and school districts. These activities are usually theme-oriented.

Child Care Centers

Child care centers may have a profit or nonprofit status. Profit centers pay taxes; nonprofit centers are tax exempt. Nonprofit centers do not pay sales tax or income tax. Both profit and nonprofit programs may participate in government-sponsored service programs when they meet the qualifications requirements.

This is a list of typical programs that may have either a profit or a nonprofit status:

- Chain-owned centers are owned by a company or corporation, which frequently operates more than one center.

- Church-sponsored child care is operated by a church board; church members have preferential enrollment.
- Employer-sponsored child care is offered as a benefit by some employers. These centers are on-site or at a center selected by parents or employers.
- Family child care providers usually work in their homes and typically have small groups of children in their care.
- In-home care is made available in a child's home. These care givers may also be called nannies or au pairs. A nanny may live in or outside of the child's home.
- Parent cooperatives are owned and managed collectively by a group of parents; they require a high degree of participation by their members.
- Sick child care is provided in various settings such as hospitals, child care centers, and/or a child's home. Sick child care usually is limited to temporary care.

Quality Rating Systems

States have quality rating systems to help parents judge the quality of child care programs. The systems are important to assess the level of quality in child care programs. Teachers can use the instruments to assist them in making changes in their curriculum and instruction in their programs.

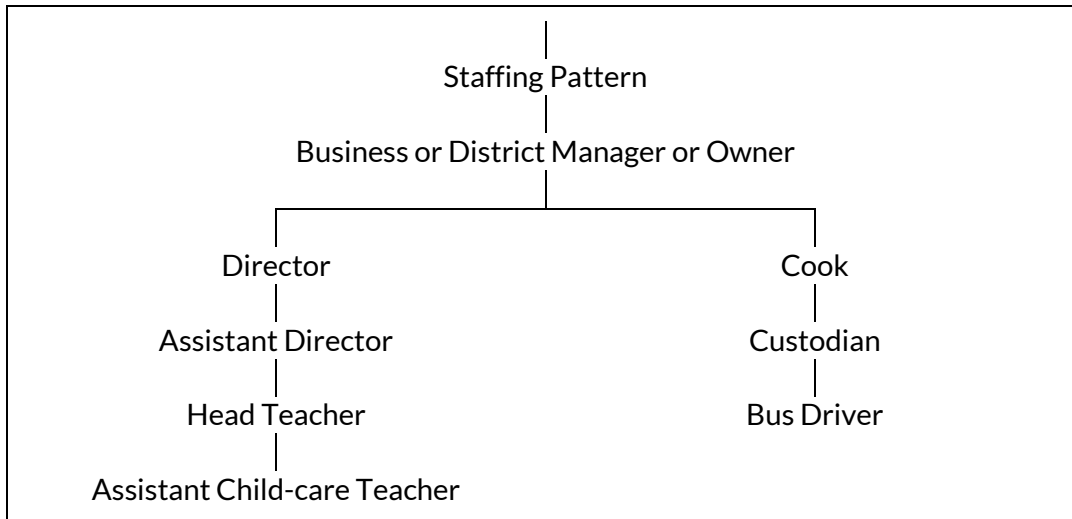
Four rating systems were developed at the University of North Carolina. The purpose of the assessments is to determine how programs meet the needs of children. Each instrument is valid and reliable, and each focus varies.

- The Infant/Toddler Environmental Rating Scale (ITERS-R) evaluates programs with children from birth to 2 years <https://ers.fpg.unc.edu>.
- The Early Childhood Environmental Rating Sales is designed to assess children in programs from 2 through 5 years of age <https://ers.fpg.unc.edu>.
- The Family Child Care Environmental Rating Scale is designed to assess children in homes that serve infants through school-aged children <https://ers.fpg.unc.edu>.
- The School-Age Care Rating Scale is designed to assess children from 5 to 12 years of age <https://ers.fpg.unc.edu>.

Center Staffing

Table 2 illustrates a typical staffing pattern for a child care center. Note that the chain of command begins with a governing board or owner to whom the director reports. Table 3 shows the responsibilities of child care personnel.

Table 2: Center Staffing



- Some larger centers include an assistant director who is responsible to the director.
- The head teacher usually is responsible for planning and implementing curriculum.
- Assistant teachers work under the guidance of the head teacher in the classroom.
- The support staff may consist of a custodian, cook, and bus driver.
- Job responsibilities in individual centers vary according to the size of the center, its finances, and its purposes.
- In many smaller child care centers, the support staff's responsibilities are part of the teaching staff's job description.

Table 3 : Responsibilities of Child Care Personnel

Responsibility	Director	Assist. Director	Teacher	Assist. Teacher	Cook	Custodian	Bus Driver
Perform central operations	X						
Aid in school philosophy, goals, and objectives	X	X					
Supervise all staff	X	X*					
Conduct staff meetings	X	X					
Keep records of staff and children	X	X					
Purchase and oversee maintenance of materials	X	X					
Ensure safe environment	X	X	X	X	X	X	X
Monitor progress of programs and students	X	X	X				
Develop center-parent relationships	X	X	X	X	X	X	X
Inform the community of center activities	X	X					
Act as role model	X	X	X	X	X	X	X
Use positive guidance methods			X	X			
Develop and implement lesson plans			X	X			
Assist in the classroom				X			
Remain warm and friendly with children, parents,	X	X	X	X	X	X	X
Set up and cleanup of classroom			X*	X			
Prepare learning materials			X	X			
Prepare meals and snacks			X*	X*	X		
Plan and purchase menu items					X		
Maintain building cleanliness	X	X	X	X	X	X	
Perform minor repairs	X	X	X	X	X	X	
Transport center staff and children	X*		X*				X

*Sometimes may perform these duties.

Department of Children and Families (DCF)

Administrative Code Chapter DCF 251

Early Care and Education

The table below represents the minimum or least restrictive requirement for entry-level educational qualifications for various positions in a child care center under legislative code, https://docs.legis.wisconsin.gov/code/admin_code/DCF/201_252/251/05/1/g/2

Table 4: Wisconsin's Licensing Requirements for Child Care Staff

Position Title	Min. Age	High School	Experience	Training
Administrator Note: An administrator may meet qualification by choosing one option in the experience column and one in the training column	21	Yes	Must have at least one of the following: one year as a manager and one credit or non-credit course in business or program administration	Must have at least one of the following: one year as a center director or child care teacher or one credit or non-credit course in early childhood education
Center Director 50 or fewer	21	Yes	80 days full time (five or more hours per day) or 120 days half time (less than five hours per day) working in a licensed daycare center or kindergarten	two credit or non-credit courses in early childhood education or two years of credit from institution or higher education with three credits in early childhood education
Center Director 51 or more	21	Yes	two years as a child care teacher or center director with at least 80 full days or 120 half days of experience as a teacher or assistant teacher in a licensed child care center	four credit or non-credit courses in early childhood education or two years of credit from institution of higher education with 12 credits in early childhood education
Child Care Teacher	18	Yes	80 days full time (five hours or more per day) or 120 days half time (fewer than five hours per day) working in a licensed day care center or kindergarten	two credit or non-credit course in early childhood education or two years credit from an institution of higher education with three credits in early childhood education
Assistant Child Care Worker	18	No	None	one credit or non-credit course in early childhood education
School Age Teacher (school-age only program)	18	Yes	80 working days full time or 120 working days half time	two credit or non-credit courses in elementary education, child guidance, physical education, or recreation
Assistant School-Age Teacher (school-age only program)	18	No	None	10 hours school age training or one credit or non-credit class as above
Cook	18	No	None	four hours of annual training in kitchen sanitation, food handling, and nutrition

Note: All staff working with children under two years of age must have at least 10 hours of training in infant and toddler care within six months of beginning to work with infants and/or toddlers. This training is in addition to any other training necessary for the position and may be counted as continuing education.

Continuing Education Requirements

DCF 251.05(2)(c)8.

(c) Continuing education.

1. Each administrator, center director, and child care worker who works more than 20 hours a week shall participate in at least 25 hours of continuing education each year.
2. Each administrator, center director, and child care worker who works 20 or fewer hours a week shall participate in at least 15 hours of continuing education each year.
3. Continuing education hours may be used to meet the continuing education requirement during the year in which the hours are earned and for the two years following that year.
4. Continuing education courses taken for credit through an institution of higher education may be used to meet the continuing education requirement during the year the credits were earned and for the following two years.
5. Assistant child care teachers who are currently enrolled in their first entry-level course are not required to earn continuing education hours for that calendar year.
6. Types of training acceptable to meet continuing education requirements shall be limited to
 - a. formal courses resulting in credits or continuing education units;
 - b. workshops, conferences, seminars, lectures, correspondence courses, and home-study courses;
 - c. training offered by the child care center through the use of guest or staff trainers; and
 - d. documented observation time in other early childhood programs.
7. Continuing education experiences may be in the areas of early childhood education, child development, child guidance, health, caring for children with special needs, first aid, nutrition as it pertains to child development, supervision of staff or the business or administrative aspects of the operation of a child care center, or in communication skills.

8. Independent reading and watching of educational materials may be counted for up to five hours of continuing education per year for each person required under par. (c) 1. to have 25 hours of continuing education, and up to 2.5 hours of continuing education per year for each person required under par. (c) 2. to have 15 hours of continuing education.

Health Qualifications

The physical examination report required under DCF 251.05 (1) (L) 1.
DCF 251.05(1)(L)5.

1. Except as provided under subd. 2., persons who work directly with children, except volunteers, shall have a health examination within 12 months before beginning work at a specific child care center or within 30 days after beginning work at the center. The results of the examination shall be stated on a form provided by the department. The report shall be dated and signed by a licensed physician, physician's assistant, or Health Check provider. The report shall indicate all of the following:
 - a. that the person is free from illness detrimental to children, including tuberculosis and
 - b. that the person is physically able to work with young children.

Note: The department's form, Staff Health Report—Child Care Provider, is used for recording physical examination information. Information on how to obtain the form is available on the department's website, <http://dcf.wisconsin.gov>.

2. The health examination requirement under subd. 1. does not apply to a person who requests an exemption from the department in writing. The exemption is granted based on adherence to religious belief in exclusive use of prayer or spiritual means for healing in accordance with a bona fide religious sect or denomination.
3. No licensee, employee, volunteer, visitor, or parent with symptoms of serious illness or a communicable disease transmitted through normal contact reportable under ch. DHS 145 that presents a safety or health risk to children may be in contact with the children in care.
4. No licensee, employee, volunteer, visitor, or parent whose behavior gives reasonable concern for the safety of children may be in contact with the children in care.

The department may require a licensee, employee or other person in contact with the children whose behavior gives reasonable concern for the safety of children to submit to examination by a licensed mental health professional as a condition of licensure or employment.

Note: See also DCF 251.11 (1) (f) that requires a written statement from a physician or licensed mental health professional when there is reason to believe that the physical or mental health of a person may endanger children in care.

- No person with a health history of typhoid, paratyphoid, dysentery, or other diarrheal disease may work in a center until it is determined by appropriate tests that the person is not a carrier of the disease.

Chapter DCF 12 Caregiver Background Checks

https://docs.legis.wisconsin.gov/code/admin_code/DCF/001_020/12/02/24/c

On October 1, 2018, the [Child Care Development Block Grant](#) changed the background check requirements for individuals in licensed and certified child care centers. The resources will guide child care providers through the process of learning these new requirements and ensure background check compliance on individuals associated with their program <https://dcf.wisconsin.gov/ccbgcheck>.

Classroom Interaction: Unit 1

Teacher Involvement	Student Involvement
Historical Overview	
Initiate group discussion <ul style="list-style-type: none"> How were children cared for when your grandparents were children? How has child care changed? 	Discuss key questions. Think of possible examples of child care and changes in child care.
Discuss history of child care, emphasizing how economic conditions have resulted in mothers entering the workforce.	Participate in discussion.
Discuss current needs for child care. Key points: <ul style="list-style-type: none"> quality care affordable care types of care 	Use key points as a basis for discussion: <ul style="list-style-type: none"> quality care affordable care types of care
Ask students to envision what child care will be like in 2025: <ul style="list-style-type: none"> teacher-child ratios parent involvement (amount and type) teacher qualifications and salaries types of classroom materials and equipment Will need for child care increase or decrease? Why? 	Envision the future. What will child care be like in the year 2025? <ul style="list-style-type: none"> teacher-child ratios parent involvement (amount and type) teacher qualifications and salaries types of classroom materials and equipment Will need for child care increase or decrease? Why?
Current Perspectives in Child Care	
Ask students to find current event articles related to the need for child care.	Select and read article. Summarize in writing and be prepared to discuss.
Contrast old and new ideas of child care.	Contrast old and new ideas of child care.

Teacher Involvement	Student Involvement
<p>Discuss how views concerning child care and parental roles have changed. Key points:</p> <ul style="list-style-type: none"> • number of women working outside the home • father's role in care of children • child care arrangements • job options and flexibility for parents 	<p>Participate in discussion and include examples from reading and personal experiences. Key points:</p> <ul style="list-style-type: none"> • number of women working outside the home • father's role in care of children • child care arrangements • job options and flexibility for parents
<p>Discuss changes in our culture affecting child care services regarding the following:</p> <ul style="list-style-type: none"> • minority group status and services • gender equality • equal treatment of disabled population 	<p>Participate in discussing the need for child care services to include the following:</p> <ul style="list-style-type: none"> • nonsexist programming • multicultural programming • special education programming • diversity programming
Legislation	
<p>Brainstorm with class. Why is there a need for rules and regulations governing child care? What type of care would there be without these regulations?</p>	Participate.
<p>Develop ideal regulations for a center. These might include adult/child ratio for children of different ages, staff qualifications, experience, and in-service requirements. Discuss: Are these realistic in terms of cost to parents? Why or why not?</p>	Develop ideal regulations.
<p>Discuss possible benefits of group child care. Key points:</p> <ul style="list-style-type: none"> • socialization opportunities • intellectual opportunities • parental education • support system for families 	<p>Discuss and give examples of possible benefits of group child care. Key points:</p> <ul style="list-style-type: none"> • socialization opportunities • intellectual opportunities • parental education • support system for families
Types of Child Care Services	
<p>Have students look at want ads, at local Human Services Departments, and the internet to find types of child care programs.</p>	Complete assignment and be prepared to discuss findings in class.
<p>Review and differentiate findings with class. What are the types of child care services and how do the purposes differ?</p>	Participate and ask questions.
<p>Have a panel discussion regarding child care services. Possible participants:</p> <ul style="list-style-type: none"> • parents • community workers • employer of a working parent • minister • teachers in building who have previous or current experience • nurse 	<p>Develop a list of questions for the panel participants. Possible questions:</p> <ul style="list-style-type: none"> • reliability? • cost? • availability? • hours opened? • adult-child ratio?

Teacher Involvement	Student Involvement
<p>Ask students to interview parents of preschool children about their views of child care. Key questions:</p> <ul style="list-style-type: none"> • What's the value of child care programs? • Why or why not is your child in a child care program? • In what type of child care is your child enrolled? • Why did you select this type of program? • How close is the center to your home or place of employment? • How much does your child care cost? • What hours is the center open? • What is the center's curriculum like? • Would you recommend this center? • Are you satisfied with the program? Why or why not? 	<p>Interview parents and describe findings in a one-page paper or other appropriate assignment.</p>
Types of Child Care Programs	
<p>Contrast the two major organizational types of child care centers</p> <ul style="list-style-type: none"> • for profit • nonprofit 	<p>Discuss differences.</p>
<p>Describe typical types of child care programs.</p> <ul style="list-style-type: none"> • parent cooperative • chain-owned • sick child care • church-sponsored • employer-sponsored • family child care provider • in-home care 	<p>Compare and contrast the programs discussed.</p>
<p>Have students pick one type of program and find additional information concerning that program; use magazine articles, visit a child care program, interview parents or teachers, or do other activity.</p>	<p>Write a one-page summary of one of the programs presented in class or other appropriate assignment.</p>
Staffing Patterns	
<p>Contact child care centers for job descriptions for the positions of</p> <ul style="list-style-type: none"> • director • head child care teacher • assistant child care teacher, others <p>Compare and contrast. (See sample job descriptions.)</p>	<p>Read and discuss similarities and differences of responsibilities and qualifications.</p>
<p>Describe the staffing pattern most commonly used in child care centers. Discuss possible variations.</p>	<p>Participate in discussion.</p>
<p>If possible, invite a director to discuss the various job roles in a child care center.</p>	<p>List and differentiate jobs and make a summary report of the discussion. (See sample job descriptions.)</p>

Teacher Involvement	Student Involvement
Staffing qualifications: Wisconsin's Licensing Requirements for Child Care Staff	
Using copies of the state's licensing requirements, outline the guidelines for staff qualifications. <ul style="list-style-type: none"> • director • child care teacher • assistant child care teacher 	Outline important facts.
Brainstorm qualities needed for the positions of director, head child care teacher, and assistant child care teacher. List on board or overhead.	Give ideas and prioritize which qualities are most important.
Ask students why they wish to work in the child care field. What traits do they possess that will be important in working with children? Sample traits: <ul style="list-style-type: none"> • likes people including children • is patient • is a willing worker • likes a variety of experiences • is willing to accept responsibility • has a lot of energy • likes to be creative 	Analyze desires and career objectives.

Student Handout: Sample Job Descriptions— Director, Teacher, and Assistant Teacher

The director:

- helps establish the program’s philosophy, goals, and objectives
- supervise staff, conduct staff meetings, and oversee curriculum
- keeps current files on staff and students, per licensing regulations
- is responsible for purchasing and maintaining supplies and equipment
- is responsible for ensuring safe environment for staff and children
- communicates with parents regarding child and parenting methods
- maintains community relations

The teacher:

- demonstrates initiative and enthusiasm
- updates educational training
- maintains open communication with the director, parents, and staff
- serves as a role model to children, parents, and other staff
- develops lesson plans and room environment to foster learning
- ensures the health and safety of children
- uses positive discipline techniques
- supervises assistant child care teachers

The assistant child care teacher:

- assists in the classroom under the supervision of the teacher
- is warm, friendly, and communicative with students, parents, and staff
- assists in setting up and cleaning up room and outdoor areas
- prepares learning materials for children
- arranges bulletin boards and learning centers
- serves as role model for children

Resources

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Unit 2: The Center Environment

4 hours

Overview

Impact of Licensing

Learning Centers and Equipment

Special Needs Accommodations

Classroom Interaction

Unit 2: The Center Environment (4 hours)

Learning Priorities:

EC1.c: Cultivate positive relationships with children in a child care setting.

EC1.g: Adhere to current United States Department of Agriculture Dietary Guidelines and Wisconsin State Licensing Regulations.

Course Objective:

Arrange space and provide equipment.

Unit Objectives:

The student will be able to

- describe the impact that licensing has on center space;
- evaluate how group size affects the selection and organization of center space;
- explain room arrangement for each of the classroom areas: block building, art, socio-dramatic play, woodworking, science, mathematics, small manipulative activities, storytelling, music, and eating;
- describe the importance of safety in planning the physical space of a child care center; and
- identify equipment and supplies needed for infants, toddler, and mixed groups of children ages 2½ to 5.

Overview

The ideal child care classroom is bright, attractive, clean, organized, and inviting. It has plenty of room for learning centers, storage, and large-motor activities. Equipment and toys in the classroom are appropriate for the developmental level of the children who will be using them.

Child care centers must meet state licensing standards. Each state enacts its own rules and regulations to ensure a baseline level of care. These state regulations establish only minimum requirements.

Programs offered in child care centers vary, depending on the type of care for which they are licensed: infant, toddler, preschool (ages 2½ to 5 years), middle childhood, or sick child care. Most child care centers are licensed to care for preschool children, from 2½ to 5 years of age, and are organized into learning centers for preschool-age children. They focus on particular activities: art, block building, literacy, mathematics, music, science, small manipulative activities, and dramatic play.

Impact of Licensing

Licensing standards for child care facilities, which vary from state to state, exist to protect children as well as caregivers. Wisconsin statutes require licensing for child care centers and day-care homes that enroll four or more children under the age of 7. A licensed center or home must pass an inspection and be approved by the Department of Children and Families through its community services regional offices. The licensing standards are the minimum requirements established by the state.

The caregivers are legally responsible for providing proper care, protecting the children from potential safety hazards, and making sure that the environment is well-maintained and adequately supplied. Child care providers also are responsible for knowing and adhering to the state's licensing regulations.

Learning Centers and Equipment

Arrangement of Learning Centers and Equipment

Child care givers are responsible for planning and arranging the center in a way that provides a safe environment, minimizes disruptions, and makes the best use of space and equipment. Most preschool classrooms are arranged into learning centers, each of which is dedicated to a particular activity or subject; art, block building, books, mathematics, music, science and discovery, sensory, woodworking, eating, sleeping, small and gross motor activities, private space, and dramatic play. Many areas are shared or used jointly. Outdoor spaces should be fenced with a variety of surfaces that are landscaped. A storage shed is useful in storing equipment for water and sand play, stationary equipment, carpentry, science, dramatic play, construction, wheeled toys, and art.

How the learning centers are arranged in a classroom often affects the quality of the program. When designing, establishing, and arranging interest areas, a caregiver should consider the developmental levels of the children. A successful classroom arrangement:

- anticipates and analyzes the ways children use materials in an area,
- considers the number of children in the group,
- takes into account the children's ages, sizes, and interests, and
- provides a healthy and safe environment.

The arrangement of furniture, equipment, and materials in each learning center must convey to the children a clear idea of the activities that occur there. Well-defined areas give children a feeling of security and a sense of belonging. Learning centers also need to be arranged so that the children can be easily observed and supervised. For instance, placing large, tall pieces of furniture around the perimeter of the classroom allows the child care providers visual contact with all areas of the room.

General rules for arranging learning centers include the following:

- Place noisy areas as far away as possible from quiet areas. Noisy areas give children space to release their energy and be noisy. These areas include block building, housekeeping, music, and group games. Children can have time to themselves in quiet areas where activities such as reading, working puzzles, and playing manipulative games occur.
- Locate messy activities, such as art or sensory activities, near a sink on easy-to-clean flooring material and near windows for natural lighting.
- Provide ample storage space close to where the children will play with toys or do art projects. Select and arrange shelving in a manner that allows children easy access. The storage shelves can also serve as dividers to designate interest areas.
- Consider the traffic patterns in the classroom. Study the bathroom entrances, classroom entrances, and fire exits; keep these routes clear at all times. Whenever possible, arrange the areas around the edges of the room, allowing the center of the room to be used for traffic flow.
- Arrange the furniture with safety in mind. For example, place any climbing apparatus in an open area away from other equipment, furniture, and shelving units.
- Arrange equipment so the staff has an unobstructed view of children at play.
- Define areas by arranging storage units into U or L shapes.
- Provide a private space where children can be alone.

Equipment Selection

In selecting equipment, consider the following:

- **Appropriateness:** Does the object correspond to the size, height, and age level of children who will use the toys and equipment? Does the object meet the children's individual developmental levels?
- **Versatility:** Can the toys and equipment be used in more than one way?
- **Durability:** Will the toys and equipment withstand use by many children over a long period of time?
- **Cost:** Does the cost of a particular piece of equipment justify its classroom value?
- **Safety:** Is the size and construction appropriate?

Learning Centers

Art

The art area should include adequate space and materials for children to explore freely and to use materials and tools. Special considerations include

- adequate table space for children's projects,
- ample shelving space for art materials,
- location near a sink or bathroom,
- easy-to-clean or safety-covered flooring or carpet, and
- suitable space for drying and storing completed projects.

Block Building

The block-building area needs to be large enough for children to move about freely and have enough storage for an ample supply of blocks and appropriate accessories. The special considerations are

- an area where the noise created during play does not disturb quiet play areas;
- ample space for small groups of children to build both horizontal and vertical block structures;
- an unobstructed view so that child care providers easily can view activities of the children from other areas of the classroom;
- indoor or outdoor carpeting (Wooden blocks on a vinyl floor are noisy and children have difficulty building on high density or shag carpets); and
- ample and appropriate shelves for storing blocks and accessories (Low shelves are best for storing heavy blocks or large wooden trucks; high shelves pose a potential safety hazard when children remove or replace objects).

Dramatic Play

Typically, dramatic play takes place in the housekeeping area. The area should be open and flexible so the teacher can provide a variety of materials at different times. Examples of dramatic play could include a beauty or barber shop, an office, a camping site, or a beach.

Special considerations include

- adequate space and materials that encourage dramatic play;
- space for a full-length mirror constructed from highly polished unbreakable metal, placed at child height;

- dress up clothing that represents diversity of cultures and occupations that the children can retrieve and return themselves (For safety reasons, avoid hangers with long protruding hooks and avoid placement of hooks at the children’s eye level. Some classrooms use large storage containers.); and
- prop boxes coordinating with seasonal units.

Music and Movement

Music activities should occur in an area where noise is acceptable. Adequate space for movement may be provided along with access to recorded music. Frequently, the area used for music can also be used for other activities such as large motor movement and should have

- a sufficient number of musical instruments for children and
- a diverse selection of music.

Science and Sensory

The space for science and sensory activities can be located adjacent to the music area. Shelving should be sized and placed for easy access. Also, space is necessary for activities and experiences that prompt children to explore and formulate thoughts and ideas. Table space is needed for children to observe and touch objects and materials as they think, contemplate, and reformulate thoughts and ideas. Be sure to

- place materials on a surface that can be cleaned easily and
- locate the sensory area near a sink or other water supply so that children can wash their hands and help wipe up spills (also convenient for filling and emptying).

Mathematics and Small Manipulatives

This area provides a quiet space for individuals and small groups of children who may interact with adults. Small manipulative objects that children can take apart, construct, or reassemble are located in this area. Different sizes and shapes for sequencing and counting. To encourage the development of hand-eye coordination and small-motor development, it is important to consider the following factors:

- a sufficient shelf space for toys, games, and puzzles,
- storage containers that children can easily retrieve and return, and
- both table and floor space.

Storytelling and Books

The storytelling and books area is another quiet area in the center. Be sure to incorporate

- a place for children to enjoy printed material;
- an area for small groups of children to interact with a teacher;

- space to display books, puppets, and flannel boards;
- writing materials; and
- comfortable area to be seated.

Outdoor Play Space

The outdoor play space should contain a variety of play areas and equipment that encourage physical development. Arrange the area to maximize space, foster safe play, and be easy to supervise. Select play equipment that encourages children to use their bodies in a variety of ways: climbing, crawling, running, and jumping. A variety of play surfaces—such as hard-surfaced areas for wheeled toys, a gross motor area, and an area for digging—also should be provided for the children. Trees give shade on sunny days and add to the aesthetic quality of the center.

Special considerations should be given the following precautions:

- Provide grassy surfaces for group games; asphalt or cement surfaces for tricycle paths and play on wet, muddy days; and sand, wood chips, or other such material under climbers for child safety.
- File sharp edges on playground equipment and cover protruding nuts and bolts with plastic.
- Select equipment that is appropriate for the sizes and ages of the children using the area.
- Anchor large, immovable equipment to the ground.
- Check the play yard for safety and the equipment for needed repairs on a periodic basis.

Common Equipment Needs for Various Programs

The center's program and philosophy, as well as the age and characteristics of the children enrolled at the center, determine the equipment and supply needs. Handouts at the end of this unit list the basic equipment and supplies needed for programs of different age groups.

Special Needs Accommodation

Children with special needs can be integrated into a classroom with minimal adaptations. In order to provide the best care for children with special needs, the child care staff needs to work closely with the child's parent and any professional specialist the child sees. The equipment and supply needs of these children will depend on the individual's special needs. Children with special needs may have hearing impairment; speech and language delay; visual impairment; mobility related problems; missing or incomplete limb development; transplanted organs; or life-threatening illness such as leukemia, cancer, muscular dystrophy, or multiple sclerosis.

Young children with acute speech, hearing, or visual impairments or delays usually attend programs that provide individualized training and enrichment. These children often need care before or after their enrichment programs. To meet the special needs of these children, seek advice from trained professionals concerning adapting and selecting toys and equipment.

Children with mobility-related special needs usually are under the care of a physical therapist or others who can assist the child care staff in understanding the different abilities and developing appropriate activities.

Children with non-communicable illnesses need the socialization opportunities that child care centers can provide. Parents, medical professionals, and child care staff need to work closely together to integrate the child with other children.

Classroom Interaction: Unit 2

Teacher Involvement	Student Involvement
Impact of Licensing	
Read the current licensing rules for group day care centers.	Understand the need for compliance with the day care licensing standards.
Discuss the importance of compliance with state licensing requirements. Key points: <ul style="list-style-type: none"> • emergencies • sanitation • equipment • floor space 	Give reasons for complying with licensing requirements.
Contact the licensing specialist in the regional office. Ask the specialist to visit your classroom and discuss the licensing requirements and how these impact individual child care centers' liability. Alternate activity: Contact the directors of two or three local child care centers and ask them to speak in the class on the topic of licensing requirements.	Prepare questions to ask. Sample questions: <ul style="list-style-type: none"> • What is liability? • Who is liable in a center? • In what types of situations would the assistant child care teacher be liable? • How are licensing requirements determined? • To whom should someone report noncompliance of a center or person?
Arrangement of Interest Areas and Equipment	
See the licensing rules regarding child-to-staff ratio, for infants, toddlers, preschoolers, and middle childhood.	Participate in discussion and understand the relationship of adult-to-child ratio to program quality. Questions: <ul style="list-style-type: none"> • Why are there ratios? • Should these ratios be met at all times? Why or why not? • How are ratios calculated in a multi-age classroom?

Teacher Involvement	Student Involvement
<p>Initiate discussion on licensing rules for the physical plant and the furnishings.</p> <ul style="list-style-type: none"> indoor space: 35 sq. ft. per child outdoor space: 75 sq. ft. per child 	<p>As a class, brainstorm appropriate use of indoor and outdoor space and furnishings for both.</p>
<p>Discuss room arrangement. Discuss reasons for arrangement of following areas:</p> <ul style="list-style-type: none"> noisy away from quiet areas messy activities by a water source storage near area to be used 	<p>In small groups, practice room arrangement using models or paper drawings. Share and discuss in a large group.</p>
Equipment Selection	
<p>Analyze equipment from catalogs and determine which are appropriate, versatile, durable, and cost effective for the following age groups:</p> <ul style="list-style-type: none"> infants toddlers 2½- to 5-year-olds 6- to 12-year-olds 	<p>Given a budget, evaluate and select equipment pictured in catalogs for children of different ages. Criteria:</p> <ul style="list-style-type: none"> appropriateness versatility durability cost diversity
<p>Have students select toys for a classroom of one of the following groups: infants, toddlers, preschool, or middle childhood. Record cost.</p>	<p>Select toys developmentally appropriate and record cost.</p>
Learning Centers	
<p>Define each of the typical learning centers in a preschool classroom.</p>	<p>Describe the typical learning centers including the types of activities that occur in each.</p>
<p>Obtain early childhood and equipment catalogs. Divide into small groups. Assign each group a specific learning center. Have each group select equipment needed for the learning centers.</p>	<p>Determine equipment needed for designated learning center.</p>
<p>Use mock floor plans of two preschool classrooms (see Handouts A and B). Ask the students to analyze the appropriate placement of learning centers and the placement of classroom equipment. Questions to ask regarding sample room arrangements:</p> <ul style="list-style-type: none"> Are noisy areas separate from quiet areas? Are the art area and science and sensory area near water? Is there adequate storage space in each area for toys and equipment? Are each of the learning centers well defined? Does the classroom arrangement allow child care staff to view easily all areas of the classroom? What changes in the classroom arrangement would you make? Why? 	<p>Working in small groups, evaluate each floor plan. Criteria:</p> <ul style="list-style-type: none"> placement of learning centers traffic patterns ease of supervision safety

Teacher Involvement	Student Involvement
Common Equipment Needs for Various Programs	
Identify equipment and supply needs for the following groups: <ul style="list-style-type: none"> • infant • toddler • preschool (multi-age groupings 2½ to 5 years) • middle childhood • special needs • sick child care 	Categorize pictures of equipment for the following groups: <ul style="list-style-type: none"> • infant • toddler • preschool (multi-age groupings 2½ to 5 years) • middle childhood • special needs • sick child care
Culminating activity: Arrange for students to visit a child care center.	Observe and examine the center for the following: <ul style="list-style-type: none"> • indoor floor plans and outdoor arrangement • arrangement of designated learning centers • types of age groupings • adult-to-child ratios • toy supply available for the group of children • storage of toys and equipment • developmentally appropriate toys • safety of equipment and play area

Student Handout: Checklist of Basic Equipment and Supplies

Infant/Toddler Programs

Infant Program	Toddler Program (12 months to 2 ½ years)
<ul style="list-style-type: none"> • cribs, one per child • rocking chairs • changing table • storage for additional clothes, diapers, and bedding • storage for used diapers, soiled clothing, and bedding • storage for food and equipment to warm food • sink with running water for washing hands • high chairs • mirror hung at child's level • developmentally appropriate toys that can be sanitized 	<ul style="list-style-type: none"> • cribs or cots—one per child • rocking chairs • changing table • storage for additional clothes, diapers, bedding • storage for used diapers, soiled clothing, and bedding • adult kitchen to prepare and store food • child-sized sink • adult-sized sink • mirror hung at child's level • gates for doorways • low shelves • table and chairs • climbing toys • individual lockers • potty chairs or small toilets • developmentally appropriate toys • audio device • consumable supplies, such as extra-large crayons and nontoxic modeling clay

2½ to 5 Years Old and Middle Childhood

2 ½ to 5 years old	Middle childhood (6 to 12 years)
<ul style="list-style-type: none"> • individual lockers or cubbies • child-sized tables and chairs • child-sized sinks and toilets • drinking fountain at child level • storage shelves for toys and games • child-sized housekeeping materials • dress up clothes • easels • blocks and block accessories • cots and blankets • audio device • art supplies • developmentally appropriate books, games, small manipulative toys, and large motor apparatus 	<ul style="list-style-type: none"> • individual lockers or cubbies • appropriately sized tables and chairs • appropriately sized toilets • age-appropriate magazines and books • materials for organized outdoor games • board games • art materials • computer, if funding permits • area with tables designated for homework and snacks • audio device • television and video • balls and accessories

Student Handout: Checklist of Basic Equipment and Supplies (cont'd)

Sick Child Care

- individual cots or beds
- individual lockers or cubbies
- sinks and toilets
- storage for additional bed linens
- table and chairs
- audio device
- appropriate first aid equipment
- medical storage area, with security
- possible television and video
- toys and games that are appropriate for age

Unit 3: The Children

9 hours

Overview

Child Development

Early Childhood Brain Development (0-36 Months)

Infants (Birth to 12 Months)

Toddlers (12 to 36 Months)

Preschool Children (2½ to 5 Years)

Middle Childhood (6 to 12 Years)

Observations in Early Childhood Settings

Classroom Interactions

Student Handouts

Resources

Unit 3: The Children (9 hours)

Learning Priorities:

EC1.b: Apply theories of developmentally appropriate practice to classroom situations.

EC1.e: Create and facilitate developmentally appropriate activities for a variety of child care curricula areas.

HD1.a: Analyze principles of human growth and development across the lifespan.

HD1.b: Analyze conditions that influence human growth and development.

Course Objective:

Describe the developmental sequence of children from birth through 12 years of age, incorporating cultural differences.

Unit Objectives:

The student will be able to:

- describe how children develop physically, socially and emotionally, intellectually, and morally;
- investigate how cultural differences may affect a child's development;
- differentiate characteristics of children at different ages and stages of their development;
- compare and contrast different methods of recording observations of young children;
- observe a group of young children and record their activities;
- apply brain development theories on learning and behavior;
- incorporate critical windows of opportunity; and
- recognize the importance of the first five years of life.

Overview

Children usually progress through a predictable sequence as they develop physically, socially, emotionally, intellectually, and morally. These stages or steps are referred to as developmental stages, and they provide information about the normal skill development of children and the typical age span during which particular skills develop. Child care providers who are knowledgeable about the normal sequential development of young children can plan and implement appropriate programs to meet the individual needs of children. Knowledgeable child care providers also can observe individual children's developmental levels and accurately record their actions and behaviors. These observations can help determine potential spurts or lags in a child's development.

Child Development

Physical Development

The physical changes that occur in young children include body changes and the development of fine and gross motor skills. As the child's body matures, muscle control increases. The two main factors that affect this growth rate are environmental conditions and heredity. For example, environmental conditions can affect weight. When nutritional needs are met, children tend to have normal weight development.

Motor development, the ability to move body parts and control body motions, can be divided into three stages. The first is primary movement, the use of large muscles for gross motor actions such as crawling, walking, and running. Secondary movements include the use of small muscles for fine motor skills such as grasping objects, writing, and buttoning. The final stage, integrated movement, combines both primary and secondary movements for activities such as running and catching a ball in an organized game.

Social and Emotional Development

Social development is the process by which children learn to interact with others. Emotional development involves refining feelings and expressions of feelings. The family system is the first influence on a child's development. The outside world, that is the child's caregiver, school, friends, and community, increasingly influences the child's social development. Emotional development is affected by heredity and the environment.

Children may inherit the tendency to be difficult or easy; however, they learn from their caregivers how to react in situations they encounter.

Children of various cultures learn to ascribe different meaning to some social situations. Some cultures, for example, do not value competitiveness while others place a high value on individual achievement.

Play is the fundamental building block of learning for children.

Cultural differences and family background may also affect the emotional development of children. For example, children who grow up in cultures that discourage public displays of emotions may tend to camouflage their feelings. Children whose parents and caregivers provide a consistent, trusting environment are able to develop more readily a full range of emotions. In contrast, children who live in an inconsistent environment are often unhappy or confused, and they may withdraw.

Self-esteem and self-concept are important factors in social development. Self-esteem is the feeling individuals have about themselves, including the confidence level. Self-esteem can vary from high to low. Self-concept is how individuals view themselves, positively or negatively.

Intellectual Development

Intelligence includes a range of learning functions such as sensory development, language development, concept or cognitive development (acquiring knowledge), reasoning, and creativity. How and what children learn and how they express what they have learned are

Learning follows a predictable pattern and each individual progresses through the sequence of his or her own rate.
—Piaget

all part of intellectual development. How people develop intellectually is influenced by their environment and physical development, especially the physical development of the brain. Children need proper nutrition to ensure normal physical development, and they also need a stimulating environment that provides opportunities for intellectual growth.

Jean Piaget, theorist, is well known for his extensive studies on how children develop intellectually. He felt that children learn differently than adults do, and he established the concept of cognitive development. His studies focused on how children learn and process information in their lives. Piaget felt that learning follows a predictable pattern and that each individual progresses through the sequence at his or her own rate. Three main stages of learning relate to children birth to 12 years of age. The transition between stages is gradual and thus the ages listed are only approximate.

Sensorimotor (infancy)

Infants explore the world with their five senses and motor skills.

Preoperational (ages 2-7)

“Pre” means before and “operational” means mental actions. There are two subdivisions of the preoperational stage:

- *Preconceptual (ages 2-4)*: Children develop some concepts but many of them are incomplete or illogical. For example, most 3-year-olds would say that a 25-year-old man who is 6 foot, 3 inches tall is older than a 45-year-old man who is 5 foot, 7 inches tall. To a child of this age, taller people must be older because the older the child gets, the taller he or she becomes.
- *Intuitive (ages 4-7)*: In solving problems, children base the solution on “feelings” rather than on logic. Frequently, explanation or reason cannot be given by the child.

Concrete Operations (ages 6-12 or older)

The name “concrete operations” is used because the child needs to start with something real or tangible. Children:

- are able to do “if-then” thinking,
- can handle several ideas at the same time, and
- rely more on logic than intuition.

As children mature, they progress through various stages of play: solitary play (independent play), parallel play (play alongside other children), cooperative play (two or more children play together), symbolic play (using toys to represent real-life objects), and game play with rules. During the school-age years (ages 6 to 8), peers gain importance and frequently influence the child’s decision-making process.

Another important aspect of intellectual development is language development. Children acquire language by listening to sounds and words, and then putting sounds together to make words. In order to communicate with others, children need to use both expressive language (ability to produce language forms) and receptive language (listening and understanding).

Children acquire language by listening to sounds and words.

Moral Development

Moral development is the process of acquiring the standards of behavior considered acceptable by society. In other words, learning to base one's behavior on personal beliefs of right and wrong. For an example, play teaches valuable lessons in which children need to follow rules and act fairly toward others. They learn to share and to encourage the efforts of others around them. Morality involves understanding and using accepted rules of conduct when interacting with others. These standards of appropriateness that we learn, eventually become internalized.

Early Childhood Brain Development

Research

The amount of research that has been done on brain development, especially in the past five years, is quite vast. Researchers have learned that contrary to popular belief, experiences after birth, rather than something innate, determine the actual wiring of the human brain. To briefly summarize this abundant research, Sharon Begley (1997) notes that experience seems to exert its effects by strengthening synapses. Just as a memory will fade if it is not accessed from time to time, synapses that are not used will also wither away in a process called pruning. The way to reinforce these wispy connections has come to be known as stimulation. Stimulation occurs when caregivers touch, sing to, read to, or play peek-a-boo with their children.

Language Development

First of all, regarding language development, researchers say that in the past few years, scientists have found that an adult's potential vocabulary is determined largely by the words filtered through the brain before age three (Begley 1997). This is obviously important information for parents and caregivers to know and understand in order to enhance language development.

According to Sandra Blakeslee (1997), some researchers say the number of words an infant hears each day is the single most important predictor of later intelligence, school success, and social competence. The words have to come from an attentive, engaged human being. Radio and television do not work as far as anyone can tell. Talking to children is very important and parents and caregivers need to be aware of this.

Geoffrey Cowley (1997) talks about infants being born with brains that are “wired” to speak up to 6,000 languages but become more accustomed to the one or ones they are exposed to most often. The brain focuses on the sounds that make up the words, not the words themselves, and build connections that allow babies to retrieve the sounds as a child’s vocabulary grows (Cowley 1997).

Begley (1997) argues with this research and says that the size of a toddler’s vocabulary is strongly correlated with how much a mother talks to the child. At 20 months, children of chatty mothers averaged 131 more words than children of less talkative mothers; at 2 years, the gap had more than doubled, to 295 words. (Begley 1997) The important thing is the number of times the child hears different words.

Begley also talks about the importance of “live” language versus radio or television. She says the reasoning for this is because children have to attach meaning to words in order to understand them (p.31).

When the child first begins developing language skills a lot of scaffolding takes place. The more language skills a child develops, the less scaffolding is necessary (Berk & Winsler 1995). This goes on until the child can take over the task himself. Many of Lev Vygotsky’s views on development associated with language development tie in with brain development research and as we will see, there is also much correlation with attachment.

Attachment

A lot of research had been done regarding attachment between children and their caregivers. It seems that scientists are quite interested in whatever it is that bonds human beings together. Alicia Lieberman (1997), says. “The foundation for how a child feels about himself and the world is how he feels in the relationship with the primary caregiver.” If attachment is this important, parents and caregivers should strive to have as close of a bond as possible with their children.

Attachment is beneficial to brain development, as the brain grows when parents interact with their children. The studies surrounding this involve Romanian orphans who are institutionalized shortly after birth. These babies’ brains do not develop as fully as children who have been properly care for. Children who do not have much contact with a parent also suffer emotional and learning problems down the road (Begley 1997).

Parents and caregivers hold it within their power to help a baby’s brain grow. Simple actions everyday can stimulate brain growth and strengthen connections.

Windows of Opportunity

Since the windows of opportunity for certain skills last only a short time, parents and caregivers should learn all they can to promote this development. There is so much that parents and caregivers can do to help this information should be learned to ensure every child develops his or her skills to the highest potential. People who work with children or have their own children owe this to them.

Emotional Development

Emotional development takes place between the ages of birth to 18 months. Even though emotional disorders are sometimes linked to genetics, this is usually not the case. A child's environment is what causes certain personality traits to come through. Children who are brought up in a nurturing environment develop emotional stability, while children who live in a stressful or traumatic environment can develop emotional problems.

Parents and caregivers should understand the importance of developing a stable, secure environment for their children. When a baby cries, a parent or caregiver should respond to his or her cry as quickly as possible. Some caregivers and parents feel that responding to a baby every time he or she cries will spoil an infant. An infant cries because he or she has needs. In order to be spoiled, a child needs to know how to manipulate and infants are incapable of that.

It is also most beneficial for a child to have the same caregiver as much as possible. In today's world, with parents working and children going to child care, it can be difficult to provide this, but to make the child feel secure every measure should be taken to provide the child with a consistent caregiver.

Caregivers and parents should not respond to children with frustration or hostility. Children need to feel loved and cared for and to help them feel this, caregivers need to respond in a caring loving manner.

All of these things will help promote emotional stability throughout the child's life. Children who have secure relationships early in life will be able to handle stress and this will give a child the ability to handle stressful situations throughout adulthood.

Since children's brains are not fully developed at birth, parents and caregivers need to constantly provide learning experiences for children. Children need a healthy social environment to build upon. Parents and caregivers owe these experiences to their children to aid in learning.

Infants (Birth to 12 months)

Physical Development

For the first year of life, a child's physical changes are dramatic due to rapid growth. Children progress from total dependence on others to gradual mobility and primary self-help techniques.

During the first year of life, physical changes are dramatic due to rapid growth.

Infants typically grow 9 to 10 inches in their first year. Increases in length are mostly the result of growth in trunk; the infant's head is usually about one-fourth of his or her total body length. Infants typically triple their birth weight during their first year.

Motor Development

Gross Motor

Infants are born with reflexes that gradually decline as senses develop and refine. For example, when the bottom of an infant's foot is stroked, the entire leg will move. At about four weeks, these reflex movements are replaced by voluntary movements. The infant develops more complex body movements as the bones, muscles, and nervous system mature. This allows the infant to develop control from the center of the body to the extremities. The typical sequence of body control begins with head and neck control. Second to develop is trunk control, which gives the infant the ability to roll over and then sit up. Finally, leg control occurs and the infant begins to crawl, stand, and eventually walk.

Fine Motor

Fine motor skills begin to develop in the first year. Usually the infant's ability to grasp objects develops in sequence. At about 2 months, the infant will swipe at an object with either hand. From 4 to 5 months, a child will reach for and attempt to grasp a stationary object. The infants are 6 or 7 months old when they can put grasped objects into their mouths. At about the eighth or ninth month, babies are able to use their thumbs and fingers to grasp small objects.

Social and Emotional Development

Infants are egocentric and focused on themselves. By having experiences with others, infants gradually learn to realize they can make things happen and develop a sense of self-awareness; that is, they realize that they are separate individuals. Social and emotional development of infants is affected by interaction with parents, siblings, and others. They respond verbally by crying, smiling, or cooing. An infant during this period is able to distinguish the voice and touch of parents and show special attachment to them. The infant visually can fix on an object or person and, with maturity, visually track an object or person. An awareness of hands and feet also develop. Infants less than four months express displeasure or distress by crying and tensing their muscles. Excitement or happiness is expressed by smiling, cooing, or wiggling.

Infants from 8 to 12 months imitate interactions with others as in waving or clapping. They will move towards or away from encounters with others as a result of improved mobility skills. Infants of this age will demand attention and are possessive of materials and people. They like to keep parents or caregivers within sight.

Infants from 4 to 8 months develop strong attachments to parents and primary caregivers. They are able to discriminate between familiar and unfamiliar people and can recognize themselves in a mirror. Also, the infant at this age can imitate and interact with people and engage in games like peek-a-boo.

Babies learn to imitate kind, helpful adult behavior.
—Alice Sterling Honig

Attachment behaviors can be observed as infants interact with their primary caregivers. By the end of the first year, infants with healthy emotional development will express a range of emotions such as love, fear, anxiety, anger, displeasure, and trust.

- **Love:** Infants whose needs are met over an extended period of time become attached to their caregivers. Babies feel loved when they are consistently clean, dry, warm, fed, and comforted. They can also become attached to objects such as pacifiers, toys, and blankets.
- **Fear:** Newborns respond to loud noises by a jerking motion, known as the Moro reflex. At about 4 months, infants usually recognize familiar faces and will react to new faces. Infants may fear a familiar face if the person has a new hairstyle or an unusual hat. By 6 months, babies express two types of fear: unknown fears and learned fears. Unknowns are unfamiliar faces, sudden movements, or loud noises. Learned fears are a result of experiences such as the pain associated with an injection at the doctor's office.
- **Anger:** Infants express anger physically by turning red, crying loudly, and flinging arms and legs. Babies display anger when they are restrained against their will, when objects are taken away or are too far from their reach, or when other conditions may occur.
- **Trust:** Infants depend on caregivers to meet their physical needs of food, warmth, and sleep, and their psychological needs on cuddling, communicating, and interacting with others. Erik Erickson, psychologist, theorizes that if the physical and psychological needs are met, trust develops. If these needs are inconsistently met, the infant will feel confused and helpless. Erickson believes that if trust is not developed at this age, difficulty will occur in later stages of development. (Erickson 1963).

Intellectual Development

The intellectual development of infants is rapid, similar to their physical development. As their bodies mature, so do visual and auditory abilities. The ability to focus and track objects improves, as does the ability to distinguish high and low pitches and sounds. Through repetition and varied activities, the infant begins to make sense out of its world. Infants:

- practice reflexes, such as sucking, grasping, and crying (0-1 month).
- begin to control the environment (4-8 months). For example, when infants kick their legs in their cribs, the mobiles move.
- begin to look for objects. They gradually realize objects exist even when not seen (4-8 months). This is called object permanence.
- begin to solve problems such as sorting simple shapes (8-12 months).
- begin to combine actions. For example, the infant will push aside a box and reach for a toy behind the box.

Language Development

Language development also progresses and includes crying, cooing, and babbling. Infants use inflections and babblings to express happiness, commands, and questions. They also can listen and react to the calmness or tension in a caregiver's voice. By the end of the first year, the infant's vocabulary is about 10 words.

Toddlers (12 to 36 months)

Physical Development

After the first year, body growth begins to slow. The toddler's body appears less plump than before, arms and legs grow long in proportion to the body, and the toddler's head is more in proportion to the rest of the body.

Motor Development

Toddlers learn new motor skills and refine existing skills. One of the most significant developments of a toddler is mobility. Walking without support usually occurs two to three months before or after the child's first birthday.

Gross Motor

The continued development of large muscles enables the child to crawl, walk, and climb. Toddlers may have some initial difficulty balancing due to body proportions. As toddlers gain control, they begin to put two actions together. They also begin to place both feet on each step when they are ascending or descending stairs.

Fine Motor

Toddlers need opportunities to manipulate objects for small muscle development. Objects need to be small enough in size for the toddler's hand, yet large enough not to be swallowed. Through the practice and development of hand-eye coordination, feeding skills improve. Around 18 to 24 months, a toddler can hold a large crayon, string large beads, and open doors. Hand preference is not yet established.

Social and Emotional Development

Toddlers are still egocentric: They are in a transition stage between infancy and preschool. Toddlers frequently want to do things that are more advanced than their abilities allow. Toddlers usually are self-assertive and do not always know or understand the rules of

appropriate behavior. As toddlers mature, they need to develop a balance between assertive behavior and behavior within limits or guidelines.

Toddlers around 12 months of age use a variety of behaviors to get attention, such as being negative or defiant. They usually participate in parallel play (playing next to, not with someone else). By around 18 months, toddlers participate in simple self-help skills such as brushing hair. At this age, they will display contrary behavior, have difficulty sharing, and can be defiant, but they also have developed an awareness of others' feelings, and they like companionship. By 24 months, toddlers are possessive of belongings and desire more independence. They also enjoy

Toddlers are in a transition stage between babyhood and preschool.

helping adults and begin to play cooperatively with others. This type of play, however, will require direction and assistance. Toddlers around 30 months, usually like to please adults and will display a cooperative attitude.

The developing mental abilities of toddlers allow for expansion of their emotional understanding and expression. Toddlers:

- expand their experiences. They know more people to love as well as things and people to fear.
- can sense and respond to emotions in others. They respond to crying, smiling, and detect fear in others.
- respond to emotions verbally and with physical responses. They forcefully state, “No!” They run or hide when fearful and kick or hit when angry.

Love

Toddlers expand their affection to adults other than caregivers, other children, and pets. Frequently, toddlers express affection by wanting to be near the caregiver and will seek the caregiver in stressful or fearful situations.

Fear

As toddlers mature, so do their fears. At around age 2, toddlers become fearful very quickly, due to broadened knowledge and experiences. They now know about more objects and situations that could harm or hurt them. Also, as their imagination develops, they fear unusual creatures or situations that exist only in their minds.

As toddlers mature, their imagination develops.

Anger

Emotional development of anger or temper tantrums frequently occur in the second year of life. These emotional outbursts usually happen when things or events do not go as the child would like. Tantrums gain attention and usually are not directed towards others.

Intellectual Development

Previous learning experiences combined with motor skills make toddlers inquisitive learners. Piaget names this stage “sensorimotor” because children learn by using their senses and motor actions.

Toddlers (12-18 months) discover new ways to solve problems; that is, the child seeks new things and new ways to explore his or her world. They will roll, shake, and throw objects to see what happens when an object is moved in a variety of ways.

At around 18 months to 2 years, a child’s thoughts begin to precede actions: The child thinks about what he or she is doing before acting. For example, if the child wants to reach a cookie on the counter, he or she will push a chair to the counter, climb on the chair, and take the cookie.

Language Development

Language development is rapid for the toddler. Articulation skills and comprehension of many words are developing. Toddlers:

- find articulation of some consonants difficult and may substitute one sound for another (i.e., “too” for “shoe” or “Caffy” for “Cathy”);
- join words to make two- or three-word sentences; and
- expand their vocabulary to approximately 30 words.

The rate of language development varies with individual children. Differences in language development can be due to hearing, mental abilities, and the need to use speech. Some toddlers experience little need to develop verbal skills if parents or siblings talk for them.

Preschool Children (2½ to 5 years)

Physical Development

The body of the preschooler continues to change, and adult-like proportions emerge. Between 2½ and 5 years of age, children grow 2½ to 3 inches in height and gain an average of three to five pounds per year.

Motor Development

Gross Motor

As preschool children mature, they are able to perform activities with increasing skill and speed. Once a skill like tricycle riding is mastered, variations are tried, such as letting a friend ride on the back or pulling a wagon with the tricycle. When walking, the child can now swing the arms alternately to foot placement. They can also do walking variations such as walking sideways, backwards, and on tiptoes. When running, the preschooler can start and stop suddenly, turn corners, and increase speed. Around three years of age, the preschool child can alternate feet when ascending stairs. By 4 years of age, the child can use alternate feet when descending stairs.

Preschool children are able to perform activities with increasing skills and speed.

Fine Motor

Fine motor skills improve with practice and maturation. However, girls tend to develop at a faster rate than boys do. By age 5, children have greatly improved eye-hand coordination and refined control of small motor movements. Right- or left-hand preference has usually been established. Some typical fine motor skills that preschoolers progressively improve on with maturity and practice are

- self-help skills: the ability to unbutton, button, zip, snap, wash hands, brush teeth, comb hair and feed one’s self; and
- art projects and related skills: cutting, pasting, coloring, and tracing.

Social and Emotional Development

For preschool children, social development involves developing a balance between self-assertion and cooperation. Ways adults respond and guide conflict situations affect the preschoolers' social and emotional development. Certain emotions may be reinforced or not reinforced according to culture: displaying emotions by touching, crying, and so on. Preschoolers usually define who they are in terms of what they can do. Thus, at this age, they need to understand that they are not bad if they make a mistake. During the preschool years, children begin to develop an awareness of male and female roles within the family.

Social and emotional development involves developing a balance between self-assertion and cooperation.

Adults need to provide children with a role model for conflict resolution. Social behaviors at this age include

- expanding experiences and developing friendships outside the family;
- learning to share;
- viewing themselves as male or female;
- learning how to deal with conflicts in relationships;
- starting to look at the world through others' viewpoint; and
- beginning to notice racial cues and differences, such as skin color.

Controlling and Expressing Emotions

Preschoolers can learn how to appropriately express emotions. They need to know that all people feel angry, sad, happy, and hurt. Children can learn to express feelings verbally instead of using physical force.

Dependency

Children need a center environment that encourages independence. Preschoolers prefer to do things for themselves.

Love

Children start to realize new ways of showing love and caring. They start to realize that helping others is a way of showing love. After age 4, friends become increasingly important. The child enjoys friends and, at times, prefers the companionship of friends to that of family members. In the center, the child begins to develop close friendships with two to four other children. When their friends are absent from the center, they may miss them and feel lost.

Fear

Causes of fear change as preschool children start to realize there are differences between the real and the imagined. Other fears develop as they become aware of potential dangers, as they do not know enough to fully understand what is and is not dangerous. Also, preschoolers are more afraid of being hurt as they now know more things can hurt them.

Anger

Anger is a feeling that should be expressed in ways society considers appropriate. Children need to understand that they can feel angry, but it is not acceptable to use aggression to solve a conflict. Planned anger directed towards others usually occurs around age three.

Jealousy

Jealousy begins when children discover that they must share love, attention, possessions, and time. Jealous behaviors are commonly the result of a change in a child's family or a change in the daily routine. Jealousy may cause preschoolers to cry, cling, and show other signs of emotional dependency. Sometimes regressive behaviors may occur.

Grief and Loss

Grief is a complex and confusing emotion for preschoolers. They often grieve over the loss of a pet or a friend who moves. The comprehension of and the ability to fully understand death develop gradually. Preschool children have difficulty understanding that life can stop and that death is forever. They need help from adults to learn it is okay to cry and to talk about their feelings (Herr 1990).

Grief is a complex and confusing emotion for preschoolers.

Intellectual Development

The mental abilities of preschoolers are continuously developing through experiences. Preschoolers learn by seeing, hearing, touching, tasting, smelling, comparing, and contrasting. When determining the problem, they observe, question, and gradually solve the problem. Preschoolers can

- understand concepts such as up, down, under, over, there and here;
- place smaller objects inside of large containers; and
- rearrange toys and objects.

Time

Time concepts are difficult for preschool children. Preschoolers are able to exchange ideas and thoughts with others.

Time concepts are difficult for preschool children. Terms such as "yesterday," "tomorrow," and "in 30 minutes" are not readily understood. Preschool children link time to events such as "after breakfast they go to school" or "at Christmas time it is winter."

Play

Imagination is a wonderful thing! Through imaginative play, young children begin to understand the processes of symbolic thought. For an example, imaginative play allows a big refrigerator box to become a spaceship or sailboat. In addition, play also helps children to better understand the world around them. For instance, while playing with blocks a child begins to understand the concepts of cause and effect, shapes and same or different. The bottom line is: When children are playing, they are learning.

Drawings

Preschoolers attempt to represent their world through drawings, which represent what they think, not what is visually accurate. Preschoolers frequently draw first and then decide what the picture represents.

Language Development

Preschoolers expand their language and are able to exchange ideas and thoughts with others. Their ability to articulate (pronounce difficult sounds and words) improves. Their vocabulary also increases dramatically. Preschoolers develop grammar skills using the proper words and word order. For example, 3-year-olds say, "when Daddy will come?" Five-year-olds, who know "feet" is the plural of "foot" say, "I went barefooted last night."

Middle Childhood (6 to 12 years)

Physical Development

Children during middle childhood have similar growth rates. Children 6 to 12 years of age grow two to three inches on average in height and gain an average three to six pounds per year. The head and waist appear small in proportion to the body.

Motor Development

School-age children continue to develop and refine their motor skills, but the rate of improvement is not as remarkable as during the preschool years.

Gross Motor

During middle childhood, children have developed the ability to participate in organized sports. Due to improved precision and flexibility, they also have the ability to perform more complex motor skills such as performing jumping jacks and balancing on one foot with their eyes closed.

School-age children participate in organized sports.

Fine Motor

Fine motor skills are also highly developed, although girls tend to have better control over precise movement than boys do. During this stage, detailed games and complex puzzles are enjoyed.

Social and Emotional Development

School-age children are less egocentric at this age than they were earlier; they become increasingly concerned about how their peers think of them. Characteristics of social development for children in middle childhood include

- following more complex rules and directions in a game,
- participating in organized group activities such as scouts or sports,
- distinguishing more clearly between right and wrong,
- understanding the responsibility and consequences of their actions,
- understanding fairness and honesty and showing consideration for others,
- becoming keenly aware of personal shortcomings, and
- moving toward an understanding of race and ethnic background.

School-age children express love by doing things with others.

The emotional development of children in middle childhood is more complex than that of preschool children. As children grow mentally, they develop different concerns and worries. Their manner of expressing emotions is less overt than that of preschoolers.

Love

Children in middle childhood express love by doing things with others. They will seek out people who accept them as they are. During middle childhood, children seek others with common interests.

Fear and Anxiety

Children in middle childhood are more able to separate reality and fantasy than preschool children are. Fears and anxieties of school-age children focus on:

- people and actions: family quarrels, custody or divorce, media influences, and others;
- the future: any new situations or changes such as in the home, the school, the neighborhood, or elsewhere; or
- failure at school: wetting pants, making a mistake in front of peers, not being selected for a team, or other embarrassing situations.

Anger

During middle childhood, children express anger in more complex ways than younger children do. For example, they:

- use words rather than physical means,
- blame others for their mistakes,

- gossip and plot against their enemies,
- display anger by sullenness and pouting, and
- express anger when friends are wronged.

Intellectual Development

During this age, children make the transition to the third stage of intellectual ability: the concrete operational stage. At around age 7, children are less dependent on their feelings than they were earlier; perceptions and logic slowly begin to replace intuitions. They are now mentally able to formally study subjects such as reading, mathematics, science, geography, and language arts.

At this age, children can understand smaller subgroups within a set of objects. For example, a set of animals can be divided into farm and zoo animals and then into farm animals with four legs and two legs, and zoo animals with four legs and two legs.

During middle childhood, children can distinguish differences:

- by weight or volume
- with less trial and error and more speed than a preschooler can
- with two variables in mind at the same time
- by verbal problems: Who is tallest, Jennifer, Hector, or Sean?
- by one-on-one matching: triangle for each circle

At this age, children understand terms such as “far away, near, open, and closed,” as well as the concepts of “close to, connected, behind, in front of, above, below, left, and right.” They understand that as a jet flies off, it really does not get smaller in size. However, at this age, children probably do not fully understand clock and calendar time until approximately age 10 or 11.

Language Development

Children in middle childhood are less egocentric in talk than are younger children; they talk about others rather than about themselves. They continuously develop and expand their speaking, reading, writing, and spelling vocabularies. Visual ability is near 20/20 at around age 7. By age 8, the child should master the articulation of all English sounds. Auditory activity matures around age 7. Children can distinguish slight differences in words, such as “sit” and “sat.”

Many children are taught to sit down, be still, give the right answer quickly, and compete against each other. These skills were quite useful on an assembly line, but are of little value when teams need to solve complex problems together.

—Ellen Galinsky

Moral Development During Middle Childhood

As children grow older, they spend more time outside the home. In turn, they more often face decisions about right and wrong that they must answer alone, without a parent around. This is especially true during this middle childhood stage as children are feeling a growing need to be independent.

The most popular observation methods are anecdotal records and checklists.

Caregivers can help children make the right choices by

- setting a good example. Showing tolerance to others and behaving in a moral way is the best way to teach a child to act in a moral way. (role modeling)
- supporting the child's growing conscience. Sometimes the wrong thing can seem attractive, but remind the child, though, that doing the wrong thing can leave an uncomfortable feeling afterward.
- talking about situations that may occur. Discuss "what ifs" ahead of time can give a child coping strategies when confronted with difficult situations.
- reinforcing empathy. A child may notice that joining in teasing another child can win acceptance by the group doing the teasing, so talk to the child about how they would feel if they were the object of that teasing. The child will probably remember that lesson in the future.
- using that child's sense of fairness. Children of this age value fairness. This value can lead them to the right decision.

Observations in Early Childhood Settings

A basic understanding of child development is required to effectively make and use observations of children. The child care provider needs to understand how children sequentially develop physically, social and emotionally, and intellectually.

Recording children's behaviors over a period of time can provide insight and understanding. Observations may be recorded by writing notes or creating an audio or video record. Writing notes tends to be the most frequently used means of recording observations in child care settings.

The most popular observation methods are anecdotal records and checklists. The observer must record factual information and be cautious to avoid personal interpretations. An anecdotal record is a brief narrative recording events and behaviors of children. They are usually kept on index cards in a file box easily accessible only to center staff because they contain confidential information. Each child's behaviors are recorded on their personal card. A sample anecdotal card would look like this:

Sam Johnson (child's name)	Aug. 5, 20— (date of birth)
Date: _____	
<p>9/14—Today Sam's dad brought him to school. Sam and his father walked over to the block building area, and his dad began playing with Sam. When it was time for Sam's dad to leave, he gave Sam a gentle tap on the shoulder and then left.</p>	
<p>Calvin Jones (person making the observation)</p>	
<p>10/2—Sam's dad brought Sam to school. After Sam's dad helped Sam hang up his coat, Sam said, "Dad, can I have a hug when you leave today?"</p>	
<p>Juanita Rivera</p>	

General questions to be answered during an observation are

- Who is doing the action or behavior?
- What is the child actually doing and/or saying?
- When did the event occur?
- Where did the event occur?
- How did the event occur?

General guidelines for making a written observation are

- Identify the child by name and age.
- Include your name, date, time, and place of observation.
- Focus on one or two children at a time.
- Position yourself in an inconspicuous place.
- Use a child-sized chair to be at the children's level.
- Do not talk to staff, children, or others during an observation.
- If a child speaks to you, respond briefly and then return to work.
- Avoid expression in your face in response to a child's action. For example, do not laugh at a child's antics or give a disapproving look at quarreling children.
- Record only what the child actually says and does. Do not add your own interpretation such as "Susan hit John because she was mad at him." Instead, write "Susan hit John with a plastic bucket."

- Use all recorded information in a confidential, professional manner. Do not talk about your observation with parents, your classmates, or others in the community.
- Child care workers sometimes jot down key thoughts or words to help them remember what they have observed. Then when time allows, the child care worker can objectively enter the event on the child's file card.

Checklists

A checklist provides a quick tool to use in observations.

Checklists are printed forms that ask questions about a particular child, a staff member, or a center. A checklist provides a quick tool to use in observations.

Daily checklists or charts are used in infant and toddler programs. These checklists are designed so that caregivers can easily record what and how much the child ate, when the child was diapered, when and how long the child napped, and any other pertinent information. Checklists are especially useful because infants and toddlers are unable to verbally communicate with their parents regarding their care at the center. (See Student Handout 1: Sample Checklist for 3- to 5-year-olds).

Classroom Interaction: Unit 3

Teacher Involvement	Ideas for Student Involvement
Basic Areas of Child Development	
Discuss concept of developmental stages.	Participate in discussion.
Ask students to think about the types of children they might find in a child care center. Discuss various age groups, races, cultures, and socioeconomic backgrounds.	Students create case studies to discuss different types of children.
Physical Development	
Review and discuss physical development of children—infants through age 8, noting key milestones of each stage. Highlight body growth and development, gross motor, and fine motor development for infants, toddlers, preschoolers, and school-age children.	Use diagrams of children to label with changes. Create timelines of physical development. Create a childhood photo essay.
Discussion: How do gross motor skills differ from fine motor skills?	Participate and give examples of fine and gross motor skills for each developmental level.

Teacher Involvement	Ideas for Student Involvement
Review and assess student knowledge of the physical development of children at certain ages.	Each student will be assigned a different age range to write about a fictitious child. The paragraph should include aspects of the child's physical development. After assignments are completed, students will read their paragraph to the rest of the class and have them determine if the paragraph best describes an infant, toddler, preschooler, or school-age child.
Ask students to complete a checklist on physical development. (See student handout.)	Locate a 3- to 5-year-old and complete childhood checklist on physical development.
Social and Emotional Development	
Discuss the social and emotional development of children, infants through age 8. Highlight key characteristics for infants, toddlers, preschoolers, and school-age children.	Become familiar with the social development of children 0 to 8 years of age.
Have students observe a classroom of any age of children 0 to 8 years old. Note social and emotional characteristics displayed by the children and interactions between child to child and adults to child. Note: If it is difficult to observe children in a classroom setting, observe a school recess. Another alternative is to observe a neighbor child or a relative. Observe for <ul style="list-style-type: none"> • interactions • levels of play: (solitary, cooperative, parallel, and group) 	Observe a classroom and write summary on the interactions.
Brainstorm with class and make a list of qualities caregivers should display in order to be a positive social and emotional role model.	Participate and give examples.
Discuss with class some possible child care center classroom situations. What would you do if <ul style="list-style-type: none"> • a toddler takes toys from others? • a 3-year-old who loves to ride the tricycle is unwilling to get off the bike to allow another child a turn? • a 4-year-old only child frequently plays alone and rarely interacts with other children? • a 4-year-old frequently takes toys from other children? • two 6-year-olds argue over who gets to start the game? • it is the first day in the center for a toddler. • a 3-year-old child clinging to a parent and is unwilling to separate. • a 4-year-old is unhappy about the arrival of a new sibling. • a 5-year-old child is reluctant to join in-group activities. • a 7-year-old dominates others' play. 	Role play with partner.

Teacher Involvement	Ideas for Student Involvement
<p>Discuss how cultural differences may affect a child's social and emotional development. Include in your discussion differences between cultures in</p> <ul style="list-style-type: none"> • display of affection • sex role development • the way competitive behavior may be viewed • personal space 	<p>Describe cultural differences and participate in discussion. Listen to a guest speaker. View video.</p>
<p>Have students complete a checklist on social and emotional development. (See student handout.)</p>	<p>Locate a 3- to 5-year-old and complete a checklist on social and emotional development.</p>
<p>Discuss ways to help children deal with emotional experiences such as</p> <ul style="list-style-type: none"> • death of pet or family member • a close friend moving away • separation or divorce of parents • fear of storms, loud noises, or the dark • fear of an imaginary animal in child's room 	<p>In groups, discuss each example; formulate ideas to help children to deal with fears. Share ideas with class. Assign pairs to write advice column "Dear Abby" for children.</p>
<p>Assign a paper about childhood fears students experienced. Cite how the fears were handled and how they would now handle a child encountering the same fears.</p>	<p>Write paper.</p>
<p>Locate and bring to class children's books that discuss emotional subjects such as fears, anger, death, divorce, new babies, going to school, and stepfamilies; or have students locate the books and bring to class.</p>	<p>Read books and discuss their effectiveness.</p>
<p>Show clip of media representation of someone handling an emotional situation. Analyze the student's ability to deal with these emotions and discuss.</p>	<p>Participate in class discussion.</p>
Intellectual Development	
<p>Review and discuss the intellectual development of children, infants through age 8. Highlight key milestones for infants, toddlers, preschoolers, and school-age children.</p>	<p>Become familiar with the intellectual development of young children.</p>
<p>Assign an observation of an infant or toddler with a parent or caregiver for 10 to 20 minutes. Record all types of communication skills observed such as words, sounds, actions, and gestures. This could be a casual observation at worship, in the child's home, or at a community function.</p>	<p>Observe, record, and be prepared to share the observation.</p>
<p>Have students ask children of three different ages, such as 3, 5, and 7, draw pictures of a person. Collect samples. Note detail differences in drawings.</p>	<p>Locate three children of different ages. Ask children to draw pictures of a person. Label each picture with the artist's name and age. Reassure child you will return the picture if the child wants picture returned.</p>

Teacher Involvement	Ideas for Student Involvement
<p>Assign an interview with a child. Ask the following questions:</p> <ul style="list-style-type: none"> • How old are you? • When is your birthday? • How old do you think I am? • How old is your mother? • How old should you be when you get married? • What time do you get up in the morning? • When is a child old enough to walk across the street by him or herself? <p>Discuss the results in a large group.</p>	<p>Locate a child 3 to 7 years of age. Interview the child. Ask these questions. Record the child's name, age, and responses to the questions.</p>
<p>Assign students checklists on intellectual development (See student handout).</p>	<p>Locate a 3- to 5-year-old and complete the checklist on intellectual development.</p>
<p>Observation in Early Childhood Settings</p>	
<p>Discuss and define anecdotal records and checklists.</p>	<p>Become familiar with different types of observations.</p>
<p>Why are observations important for child caregivers?</p>	<p>List reasons why child caregivers need to make observations:</p> <ul style="list-style-type: none"> • understand individual child's level of development • identify developmental lags • identify health considerations

Student Handout 1: Sample checklist for 3- to 5-year-olds

Social and Emotional Development

Child's Name <i>First and Last</i>	Child's Age
Observer's Name <i>First and Last</i>	Date <i>Mo./Day/Yr.</i>

During the time you were observing, did any of the following occur?	Yes	No
1. Did the child share toys and/or materials?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did the child work in a small group?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did the child work independently?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did the child willingly participate in group activities?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did the child participate in clean-up activities?	<input type="checkbox"/>	<input type="checkbox"/>
6. Did the child show concern or sympathy for others?	<input type="checkbox"/>	<input type="checkbox"/>

Student Handout 2: sample checklist for 3- to 5-year-olds

Intellectual Development

Child's Name <i>First and Last</i>	Child's Age
Observer's Name <i>First and Last</i>	Date <i>Mo./Day/Yr.</i>

During the time you were observing, did any of the following occur?	Yes	No
1. Did the child use an appropriate volume of speech?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did the child respond to spoken directions?	<input type="checkbox"/>	<input type="checkbox"/>
3. Can the child recognize similar shapes such as circles, squares, and others?	<input type="checkbox"/>	<input type="checkbox"/>
4. Can the child distinguish between big and little?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did the child name the following shapes when shown an example?		
a. circle?	<input type="checkbox"/>	<input type="checkbox"/>
b. square?	<input type="checkbox"/>	<input type="checkbox"/>
c. triangle?	<input type="checkbox"/>	<input type="checkbox"/>

Student Handout 3: sample checklist for 3-to 5-year-olds

Physical Development

Child's Name <i>First and Last</i>	Child's Age
Observer's Name <i>First and Last</i>	Date <i>Mo./Day/Yr.</i>

Select a child with whom you can assess the following:	With Difficulty	With Assistance	With Ease
Gross Motor Skills			
How well can the child jump on two feet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well can the child jump on one foot?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well can the child skip?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine Motor Skills			
How well can the child hold a pencil or crayon?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well can the child turn a page in a book?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well can the child string beads?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well can the child do a puzzle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Unit 4: Interacting with Children

4 hours

Overview

Direct and Indirect Guidance

Monitoring Behavior

Planning the Daily Schedule

Influences on Children's Behavior

Appropriate Behavior Limits

Positive Center Arrival and Departure

Classroom Interactions

Student Handouts

Unit 4: Interacting with Children (4 hours)

Learning Priorities:

EC1.d: Guide children in appropriate behaviors.

IR1.c: Demonstrate communication skills and contribute to positive relationships.

IR1.d: Evaluate effective conflict prevention and management techniques.

Course Objective:

Describe appropriate guidance techniques for interacting with children.

Unit Objectives:

The student will be able to:

- illustrate positive verbal and nonverbal interaction techniques;
- apply appropriate behavioral limits for each stage of a child's development;
- describe how different parenting styles, cultural backgrounds, and social class may influence children's reactions to guidance techniques;
- create a daily schedule related to the children's needs;
- explain the importance of and plan transitions for moving children from one activity to another: large group, small group, outdoor, indoor, nap, and meals; and
- plan positive center arrival and departure techniques.

Overview

A child's age, cultural background, and socio-economic status may influence classroom behavior. Effective communication is important in helping children learn responsible behavior. Communication with children is both verbal and nonverbal: talking, gestures, facial expressions, and a combination of verbal and nonverbal techniques.

Not only are verbal and nonverbal techniques important, but indirect guidance techniques also can affect children's behaviors. These include the schedule of daily activities, organization of space, and selection of appropriate equipment. Children's behavior needs to be monitored for many reasons such as safety, health, self-concept, and social awareness.

Direct and Indirect Guidance

Direct guidance is physical and verbal actions that influence behavior. Effective communication is important to help children learn responsible behavior. Speech, gestures, and facial expressions are all ways to communicate with children. These are direct guidance techniques:

Direct Guidance

Verbal

When speaking to children, consider the following techniques:

- Speak in a well-modulated voice, at a moderate rate. Speak loudly enough so that the children can hear and understand what is being said.
- Use short, simple sentences; use vocabulary and terms the child will understand; avoid “baby talk.”
- Use words to describe the child’s feelings. This helps the child understand his or her feelings and also lets the child know that he or she is understood.
- State suggestions or responses in a positive form. Tell the child what to do. For example, say “Place the puzzle on the table.” A positive direction is less likely to receive resistance than a negative one.
- Give the child a choice only when prepared to allow an actual choice. Being able to make choices helps the child develop maturity.
- Avoid using threats. Shaming or blaming a child for unacceptable behavior lessens the child’s self-confidence and esteem.
- Define and maintain limits. State the rules in terms of what a child should do. Rules should have a clear purpose. The most appropriate rules are those that deal with protecting children and property.
- Avoid motivating a child by making comparisons. This may be damaging to a child’s self-worth and is of particular concern in a multicultural classroom.

Nonverbal

Nonverbal techniques involve maintaining eye contact throughout a conversation with the child.

- Bend down to the child’s level to talk.
- Reinforce words with actions.
- Anticipate the need for a change of pace; redirecting the children to other activities when the children become excitable, tense, or negative. Alternative activities should be related to the children’s interests and needs.
- Give the minimum amount of help so that children can reach the maximum amount of independence.
- Model appropriate behavior. Children are great imitators.
- Reinforce appropriate behavior with a nod, a smile, or a wink.

Indirect Guidance

Indirect guidance is outside factors that influence behavior, such as the physical set-up of the center. Indirect guidance can be achieved through

- the organization of space. There should be enough open space for movement without interference, well-defined learning areas, and clear paths or traffic lanes.
- the daily schedule. Enough time should be allowed for planned activities and transitions. Active and quiet periods should be alternated. The schedule should be flexible enough to incorporate a change of pace when needed.
- the equipment. Developmentally appropriate toys and materials must be selected. A safe toy for one 4-year-old child may be dangerous for another 4-year-old who is not as advanced developmentally. To foster cooperative play, an ample supply of toys must be available.

Monitoring Behavior

Children's behavior needs to be monitored for a number of reasons:

Safety

Monitoring the behavior of children is necessary to prevent injury. A safety conscious staff will position themselves so that all areas of the classroom can be observed. They will check all equipment for safety and watch children closely when they are using equipment.

Health

Some appropriate practices to make the environment as healthy as possible are to adjust children's clothing to the temperature, both inside and outside. Good sanitary habits (handwashing at appropriate times, for example) can be taught and reinforced daily. Finally, ill children can be isolated as much as possible from healthy children.

Social Awareness

It is important to help children interact successfully with others. Knowing and respecting the rules are part of this process.

Self-confidence

Self-confidence leads to self-respect and self-control. Children gain self-respect and self-control when they are encouraged to ask questions, to seek answers, to express feelings, and to listen to and become aware of the feelings of others.

Planning the Daily Schedule

Children like schedules because they know what to expect; schedules provide predictability. An effective schedule is divided into time blocks that balance active and quiet activities, small and large groups, and teacher-directed and child-selected activities.

Enough time should be allowed for both planned activities and transitions. Large blocks of time are useful for self-selected activities and shorter periods of time for structured, teacher-directed activities, including time for transition.

Caregivers should be careful to plan schedules that are flexible enough to incorporate a change of pace when necessary. A flexible schedule can be altered to meet the needs and interests of the children. Sample schedules for a morning program and a full-day child care program are included at the end of the unit as student handouts.

Transitions are the time periods during which children put away materials, use the bathroom, or get ready for the next activity. Transition activities should be used as learning opportunities. Transitions may be difficult and confusing for children when rules and procedures are not clearly understood or no advanced warning is given for upcoming transition. In addition, if insufficient time is provided to change from one activity to another, the children may become frustrated, and they may misbehave. Caregivers can expect troublesome moments when schedules are poorly designed.

Smooth transitions occur when children know a few minutes ahead of time that a change will occur. This gives them time to finish their work in progress. Caregivers model appropriate behavior and plan for transition in sufficient detail so that potential conflict or problem points can be prevented.

Influences on Children's Behavior

An assistant child care teacher needs to understand and appreciate children's cultural heritages. Sometimes various cultural practices may affect a child's behavior. For example, some Native American children are taught that eye contact is a sign of disrespect. Thus, in some instances, caregivers may need to adjust their own nonverbal communicative style to accommodate that of the children. Likewise, it is helpful for the caregiver to understand the style of parenting used in the children's homes. Research suggests that there are three styles of child rearing: authoritarian, permissive, and authoritative.

Parents who use an authoritarian style tends to expect absolute obedience and rarely show their love in warm and tender ways. Such parents focus on one-way communication with their children and usually do not encourage the child to express feelings when there is a conflict.

Those who use a permissive style are accepting of their children's behavior and are not demanding or controlling. They rarely discipline or reinforce. Permissive parents often do not train their children to be independent or self-reliant.

Parents using an authoritative style set limits and communicate expectations to influence their children, using moderate discipline only when necessary. These parents communicate effectively. During the verbal give-and-take process, they encourage their children to develop reasoning ability. These parents encourage individual initiative and self-esteem.

Appropriate Behavioral Limits

Caregivers need to assume responsibility for keeping a child within safe and acceptable limits. It is important that caregivers be consistent and immediate with their discipline. To illustrate, show a child who is misbehaving an alternate, positive behavior. Verbal and nonverbal approval of acceptable behavior can also be effective. Children react more positively to praise or positive reinforcement than they do to reprimands, so the caregiver should use positive techniques whenever possible.

Toddlers (Ages 1 and 2)

Toddlers frequently misbehave or act inappropriately. For example, they may throw temper tantrums that include kicking, screaming, or demonstrating their frustrations in other ways. Caregivers must ignore the noise and the “show.” After the toddler has “cooled down,” the caregiver can interest him or her in something else.

Toddlers need to learn that aggressive actions hurt others. Sometimes toddlers bite, and they may not realize that biting hurts. If they are told that it hurts, they may learn to stop biting. Physical aggression such as hitting, hair-pulling, spitting, and pushing is also common.

Preschoolers (Ages 2½ to 5)

Like toddlers, preschoolers need guidance. At this stage of development, most preschoolers have begun to understand and can accept the consequences of their actions. The consequences should fit the actions. Because preschoolers want approval, they will accept verbal guidance; however, example is still the best teacher.

School-age (Ages 6 to 8)

The guidance and discipline of school-age children should strike a balance between letting children be independent and protecting them. A caregiver needs to clearly state and explain rules; then the rules must be enforced consistently.

Positive Center Arrival and Departure

Arrivals and departures are important teacher-child, parent-child, and teacher-parent interaction times. On arrival, the caregiver will greet children cheerfully by name and observe each child’s emotional and physical state. This time is an opportunity for parents and teachers to exchange information. The respect and rapport established will enable the teacher to work successfully with the parents. At departure times, if possible, share the child’s successes of the day with parents.

Classroom Interaction: Unit 4

Teacher Involvement	Student Involvement
Direct and Indirect Guidance	
<p>Have small groups reword the following examples so that they are stated positively:</p> <ul style="list-style-type: none"> • Stop shouting. • Don't stand on the slide. • Haven't I told you before not to play with your food? • Pick up those toys now! • Can't you two play nicely together? • Don't throw sand! • I told you not to take the cash register out of the dramatic play area! • Stop crying! 	<p>In small groups reword statements to be positive rather than negative.</p>
<p>In small groups ask students to list two nonverbal techniques for interacting with children and demonstrate these techniques to the class. Examples:</p> <ul style="list-style-type: none"> • maintaining eye contact • getting down to child's level to talk • setting a good example • giving help when needed 	<p>In small groups list two nonverbal techniques and demonstrate to class.</p>
<p>In small groups, role play what nonverbal and verbal techniques an assistant child care teacher would use in the following situations:</p> <ul style="list-style-type: none"> • Jim and Mary are fighting in the block area. • José will not eat his vegetables at lunchtime. • Rosa pushes Tammy, and Tammy falls on the playground. • Jerry is talking loudly instead of listening to the story in large group. • Hector is painting his smock rather than his picture on the easel. 	<p>Role play situations using both verbal and nonverbal techniques.</p>
<p>Discuss how the setting can be an indirect guidance technique. Key points:</p> <ul style="list-style-type: none"> • organization of space • program activities • daily schedule • equipment • staff 	<p>Participate in discussion. Create listing of classroom rules that would be useful in a child care facility.</p>
Monitoring Behavior	
<p>Discuss reasons why teachers need to monitor children's behavior. Examples:</p> <ul style="list-style-type: none"> • safety • health • social awareness • self-control 	<p>In small groups, identify reasons why children's behavior needs to be monitored in a child care center.</p>

Teacher Involvement	Student Involvement
<p>Review the Wisconsin Administrative Code regarding required child staff ratios (55.32(3)). Have students discuss the following:</p> <ul style="list-style-type: none"> • Why do we need ratios? • How is a ratio determined for children in a mixed-age group? • When can you break the rules for maximum group size? 	<p>Review Wisconsin Administrative Code on child staff ratios (55.32(3)). Discuss.</p>
The Daily Schedule	
<p>Brainstorm why a schedule is important. Key points:</p> <ul style="list-style-type: none"> • eliminates confusion • lessens conflict • assures smooth operations • eliminates potential behavior problem 	<p>Participate in discussion. Review sample schedules.</p>
<p>Using student handout, discuss planning a schedule. Key points:</p> <ul style="list-style-type: none"> • time blocks • quiet and active periods • teacher directed/child selected • transitions 	<p>Participate in discussion. Interview child care providers to learn how schedules are utilized.</p>
<p>In small groups using the sample schedules as a guide (See student handout), have each group plan an all-day schedule.</p>	<p>In small groups plan a daily schedule.</p>
<p>Define the importance of transitions. Questions:</p> <ul style="list-style-type: none"> • Why are some transitions difficult for children? • What can an assistant child care teacher do to facilitate smooth transitions? 	<p>Participate in discussion. Create a list of possible transitions.</p>
<p>Have each student plan and present transition to the class. Examples:</p> <ul style="list-style-type: none"> • song • fingerplay • children whose name begins with certain letter • children wearing certain color 	<p>Plan a transition to present to class.</p>
Influences on Children's Reactions	
<p>Discuss environmental influences on behavior of young children. Key points:</p> <ul style="list-style-type: none"> • culture • style of parenting: <ul style="list-style-type: none"> ○ authoritarian ○ permissive ○ authoritative 	<p>Participate in discussion. Reflection on past, present, future.</p>
<p>Discuss the concept of prejudice. Brainstorm ideas about how prejudice might affect the center classroom, including</p> <ul style="list-style-type: none"> • prejudice of a caregiver • prejudice of a parent • prejudice of a child 	<p>Generate ideas about how prejudice relates to discipline.</p>

Teacher Involvement	Student Involvement
Assign a one-page paper discussing discipline techniques that the student's parent used and how they may have influenced present behavior.	
Appropriate Behavioral Limits	
Define limits. How do behavioral limits relate to the age of the child? Points to consider: <ul style="list-style-type: none"> • language development • physical development • emotional development 	Participate in discussion. Create list of rules for each age group.
In small groups, discuss appropriate behavior limits for toddlers, preschoolers (2 ½ to 5 years), and school-age children.	In small groups discuss behavioral limits for toddlers, preschoolers, and school-age children, giving examples of limits for each group.
Positive Center Arrival and Departure	
Have small groups discuss what problems may occur at arrival and departure times. Examples: <ul style="list-style-type: none"> • child not wanting to leave parent • child who is not feeling well • child not wanting to leave center • child who is still sleepy at arrival 	Role Play positive arrival and departure techniques.
Role play the following situations: <ul style="list-style-type: none"> • child crying after parent(s) leaves • child clinging to parent • communicating with a parent who does not speak English • greeting parent(s) and child departure Discuss solutions used and other possible ways to handle each situation.	Role play situations.

Student Handout 1: Sample Morning Schedule

9:00-10:00	Self-Selected Play Greet the parents and the children as they arrive. Help the child with his or her clothes, if necessary, and encourage independence. Help the child who has difficulty finding something to do. Areas that need planned activities include socio-dramatic play, fine motor, reading area, blocks, science, gross motor, music, woodworking, or cooking. (Not all areas need to be prepared for each day, but in a week's time each area should be included.)
10:00-10:10	Cleanup
10:10-10:25	Large Group Several experiences are appropriate during this time, including <ul style="list-style-type: none">• stories told in many ways• songs• movement or music• simple, noncompetitive games• language experiences, group discussion, or language charts• fingerplays (also a good transitional tool)
10:25-10:40	Snack This is a good opportunity for conversation and a chance for the children to practice social skills like sharing, taking turns, and demonstrating appropriate table manners. Encourage independence by allowing each child to do as much as possible. Make sure the children are settled before distributing the snacks.
10:40-11:00	Small Groups Consider the theme of the week when planning these activities. Plan enough activities to use the entire time. Plan "back-up" activities in case the children finish early and prepare all activities before the children arrive.
11:00-11:30	Outdoor or Dismissal Plan "back up" activities for times when children are unable to be outdoors due to weather conditions.

Note: The times serve only as guidelines. Monitor daily how the children are reacting to the activities and adjust schedule according.

Student Handout 2: Full-Day Schedule Sample

6:30-8:00	Center opens Greet children and parents. Allow children to select from relaxing activities.
8:00-8:15	Cleanup and wash hands for breakfast, use bathroom.
8:15-8:45	Breakfast
8:45-9:00	Wash hands and face, brush teeth, and use bathroom if needed.
9:00-9:15	Group time: sing songs, do fingerplays. Introduce and discuss activities that will be available during self-select play
9:15-10:30	Self-selected play—planned activities available for art, easel, sand/water table, blocks, socio-dramatic play, fine muscle development, music, mathematics, and science
10:30-10:45	Cleanup
10:45-11:00	Planned large group activity: story, resource person, song, or discussion
11:00-11:20	Small group activities: i.e., game, story, small group project
11:20-11:50	Outdoor play
11:50-12:00	Prepare for lunch, wash hands, use bathroom.
12:00-12:30	Lunch
12:30-12:45	Wash hands, brush teeth, and use bathroom if needed.
12:45-1:00	Read to groups of children.
1:00-2:30	Naptime: Scratch backs and listen to relaxing instrumental music.
1:45-2:30	For children who do not sleep, prepare a variety of quiet activities.
2:30-3:15	Self-select play
3:15-3:30	Cleanup and prepare for snack.
3:30-3:45	Snack
3:45-4:30	Outdoor play
4:30-4:45	Planned large group activities
4:45-5:45	Self-select play
5:45-6:00	Cleanup
6:00-6:30	Read to children and engage in relaxing activities.

Note: In a full-day schedule, children arrive and depart throughout the day. Times for activities may need to be adjusted according to the children's needs.

Unit 5: Classroom Activities

10 hours

Overview

Developmentally Appropriate Curriculum

Selecting Developmentally Appropriate Activities and Equipment

Developmentally Appropriate Activities

Resources for Developmentally Appropriate Programs

Organizing Space and Materials for Free Play

Theme Ideas

Activity Plans

Selecting Developmentally Appropriate Books

Classroom Interaction

Student Handouts

Unit 5: Classroom Activities (10 hours)

Learning Priority:

EC1.e: Create and facilitate developmentally appropriate activities for a variety of child care curricula areas.

Course Objective:

Comprehend the importance of planning classroom activities based on the children's developmental levels.

Unit Objectives:

The student will be able to:

- choose developmentally appropriate equipment and activities;
- plan and coordinate activities appropriate for children's developmental stages and cultural backgrounds;
- present a variety of activities related to the five areas of development: intellectual, social, emotional, physical, and moral;
- organize space and materials for self-selected activities during free play;
- identify resources that can be useful in planning developmentally and culturally appropriate programs for young children;
- create an activity for each of the curriculum areas such as: storytelling, art, music and movement, dramatic play, block building, science, and mathematics; and
- select developmentally appropriate storybooks for children using the following criteria: size of book, illustration, length, content, and cultural variety.

Overview

Knowing and understanding children's developmental progress is essential in providing a quality child care program. Teachers who understand child development plan activities which are appropriate for children's ages and individual needs. Such curriculum provides activities for all areas of child development: physical, social, emotional, moral, and intellectual. Teacher observations of each child's interest and developmental progress are a prerequisite for planning; implementation requires activities be included that encourage children to explore actively and interact with other children, adults, and materials.

Developmentally Appropriate Curriculum

Developmentally appropriate child care programs are based on the premise that variances exist in each individual's normal development. Such programs have flexible expectations about when children achieve certain competencies. The term "developmentally appropriate" means matching the activity level to the needs of the children.

Developmentally appropriate experiences also provide challenges that prompt children to extend their skills.

Two factors, which affect developmental appropriateness, are age and individual differences. The normal sequence of growth and changes that occur in children determine the appropriateness of activities. Similarly, a child's personality, learning style, and family background must be considered.

When planning developmentally appropriate curriculum, child care providers, who understand child development, are able to identify the range of appropriate behaviors, activities, and materials for a specific group of children. In addition, child care workers observe individual children's strengths and interests, and use these observations to design the most appropriate learning environment.

Planning developmentally appropriate curriculum includes

- knowing the age span, developmental levels, needs, and interests of the children;
- planning activities that promote the physical, social, emotional, moral, and intellectual development of children;
- using on-going observations of each child's developmental progress;
- providing varied activities that both encourage active exploration and interaction with materials and other persons;
- selecting real, tangible materials and experiences relevant to children;
- sequencing activities with attention to difficulty and complexity;
- encouraging children's language growth by asking questions to stimulate thinking;
- including multicultural and nonsexist experiences and materials;
- providing a balance of quiet and active activities; and
- providing activities that promote the inclusion of students with special education needs.

Selecting Developmentally Appropriate Activities and Equipment

Infants and Toddlers

Appropriate programs for children under age 3 encourage play, active exploration, and movement. Such programs provide a wide variety of stimulating experiences within an established routine. Adults encourage and guide learning experiences for infants and toddlers by providing a safe, emotionally supportive environment that encourages interaction with others. Adults caring for infants and toddlers should be patient, warm, dependable, supportive, and sensitive to the changing signals of each child.

Developmentally appropriate activities and caregiver practices for infants include

- frequent touching and holding;
- consistent care adjusted to the infant's eating and sleeping pattern;
- responsive verbal and nonverbal adult/child interactions;
- opportunities for sensory and motor experiences;
- ample amounts of varied materials for exploration and play;
- opportunity to move about safely; and
- daily communications with parents of the infants.

Developmentally appropriate equipment and environment for infants include separate areas for sleeping, feeding, diapering, and play. It is also necessary to have individually labeled cribs, bedding, feeding utensils, and clothing. The area where infant care occurs should be cheerfully decorated with bright color and with pictures placed at the children's eye level.

Children at this age respond well to a variety of music, which they enjoy listening to and which encourages body movement. In addition, safe, washable toys placed on low open shelving allow the infant to make a selection. Interaction toys such as busy boards, clutch balls, nesting blocks, rattles, teethingers, rubber dolls, and squeeze toys are the most popular. Books with cardboard pages and bright pictures of familiar objects will begin to stimulate a child's interest in books and language.

A safe environment is fundamental to a quality child care program. Cover electrical outlets; safely store extension cords and hazardous materials (such as cleaning supplies). Toys should be sanitized when a child is finished putting them in his or her mouth.

Toddlers thrive on exploration, creativity, and imagination. They need ample opportunities to develop and express their creative potential. Developmentally appropriate toddler programs allow children the time and opportunity to explore. Toddlers need sensitive adults to intervene and to help them deal with intense feelings and rapid fluctuations in moods.

Developmentally appropriate programs for toddlers:

- encourage active and safe interaction with people and objects;
- support self-control during toilet training and avoid punishment or shaming;
- use realistic, clearly stated expectations and guidance techniques;
- encourage making choices, developing independence, and learning self-reliance; and
- maintain a predictable routine.

A developmentally appropriate toddler program would also provide unstructured materials for art, music, dance, and dramatic play. Art media such as large crayons, washable markers, and large sheets of paper are necessary staples. Because of their age, however, children should not be expected to produce finished products.

Language development is also important and can be encouraged by naming real objects that the children are familiar with and by reading frequently to children. The teacher can also sing songs, do finger plays, and allow children to actively participate with flannel board or magnetic board stories. Sturdy picture books for independent use are also important.

In addition, developmentally appropriate programs provide snacks and meals that include finger food and utensils that are easy to use. It is a good idea to make sure that food is ready before children are seated. A well-planned food-related activity also encourages communication with and support for families.

Developmentally appropriate environments for toddlers have individual cribs or cots, bedding, feeding utensils, and clothing. Separate areas are provided for diapering or toileting, sleeping, and feeding. A user friendly environment is created when these areas have been decorated with pictures of friendly animals, faces of people, and family members. Toys can be made available on low, open shelves for self-selection.

Frequent opportunities for active gross motor development should include both indoor and outdoor settings. Climbing equipment should be low and well-padded. It is a good idea to separate outdoor play space from that of the older children. Center staff should also take precautions to prevent the spread of germs. Toys need to be sanitized regularly and adults should wash their hands before and after diapering or toileting children, and before handling food. Children's hands also need frequent washing.

3-Year-Olds

The development of 3-year-old is unique. They sometimes display skills and understanding similar to those of 4-year-olds and at other times they behave like toddlers. Adults should not expect too much or too little of 3-year-olds. Since many child care programs have multi-age groups of children in the same classroom, it is important for child care providers to recognize the unique needs of 3-year-old children.

Developmentally appropriate programs, activities, and equipment for 3-year-olds encourage independence. Schedules should provide time for children to do things for themselves, such as eating, washing hands, dressing, and toileting. However, the care provider must take into account that 3-year-olds overestimate their physical powers and try activities that are unsafe or too advanced. This is especially true in multi-aged classrooms where 3-year-olds often model the 4- and 5-year-olds.

Developmentally appropriate programs for 3-year-olds also provide uninterrupted time for activities and ample materials for children to freely select and explore. They encourage children to use their natural curiosity and to experiment with cause and effect relationships. For example, blocks, knobs, latches, and objects that open and close or can be taken apart are popular.

Stringing beads, doing puzzles, or working with assorted construction sets can encourage the development of fine motor skills. Also, art materials such as large crayons and blunt scissors are necessary equipment. Music and rhythm activities are also popular and help develop fine motor skills.

To encourage language development, teachers need to speak clearly and frequently to children and listen attentively to their responses. Patient responses to frequent “how” and “why” questions foster the desire to be inquisitive. Stories, poems, and finger plays are also favorite activities.

Preschoolers (ages 4 and 5)

Developmentally appropriate child care programs for 4- and 5-year-old children focus on child-centered activities. Children should participate actively in learning experiences instead of being expected to recall and repeat information provided by the child care staff. It is possible to train children to recall information correctly, such as the alphabet or numerals from 1 to 20. However, these are rote skills and do not reflect an understanding of the concepts.

A curriculum that is focused around a theme and that provides a variety of interest activities in each area related to the theme are an integrated curriculum. For example, if the children are interested in dogs, their art, music, stories, socio-dramatic play, mathematics, and science activities can be related to this theme.

Developmentally appropriate activities and materials allow 4- and 5-year-olds to

- observe and use real objects, build with blocks, and measure substances or ingredients for cooking experiences;
- observe changes in animals, plants, water, and the environment; or
- express themselves through song, music, drawing, painting, and clay.

Developmentally appropriate programs for 4- and 5-year-olds encourage active exploration and interactions. Children work individually or in small groups most of the time. The children are physically and mentally active; they select activities from interest areas prepared by the staff. For this age group, the program might emphasize self-directed problem solving and experimentation with real-life objects. People relevant to their own life experiences, such as community helpers, become important factors in their learning experience.

The role of the staff is to view each child as unique and to guide or facilitate play and learning by preparing stimulating, challenging materials and activities. The staff will also observe children closely to determine what they understand; the staff will provide additional challenges to stimulate further thinking.

Middle Childhood (6-12)

Middle childhood programs should offer children a variety of choices: good books and opportunities to participate in sports, field trips, cooking projects, and woodworking experiences.

Developmentally appropriate middle childhood programs provide materials for children to explore and ponder. The materials and the related activities should be relevant and meaningful, allowing children to construct their knowledge from actual experiences. Generous blocks of time for exploring learning centers and the materials available are important considerations.

Middle childhood programs also should encourage communication and interaction with others. The program should challenge children to develop thinking skills and to identify and solve problems. Interactive conversations with adults and other children promote positive peer group relationships. Finally, group outdoor activities for skill development and self-expression foster communication and interaction.

Activities and materials appropriate for middle childhood children should be scheduled so those children have places to work individually or in small groups. In one area, children could use blocks, cards, games, art materials, and scientific equipment. In another, they might browse through books, listen to audio or videos, or explore both fiction and nonfiction. Mathematics, language, or strategic thinking games could be arranged in a third area. And they could draw and illustrate stories and write about experiences at a fourth station.

Developmentally Appropriate Activities

Activities selected by the staff in a developmentally appropriate program should meet needs and stimulate growth in all aspects of children's development: intellectual, social, emotional, and physical. Quality programs recognize that one aspect of development is not more important than another. Child care providers need to be concerned about developing the "whole" or "total" child.

Infants (Birth to 12 months)

Five Areas of Development

A safe environment stimulates the physical, social, emotional, moral, and intellectual development of infants. As the infant matures, a safe environment allows the child to roll over, sit without support, crawl, pull self up, stand holding onto furniture, walk when led, and walk alone. Nurturing care should also be a factor in the children's environment. This includes ample cuddling, gentle handling, and speaking to the child in soft tones. Consistency in care and environment helps infants develop trust. Needs should be met within a reasonable time frame. The caregiver plays with, talks to, sings to, and reads books to the infant. Major changes in the environment, staff, and routine should be kept to a minimum.

Opportunities to see, feel, smell, taste, and hear objects encourage infants to focus their eyes on bright objects, to vocalize sounds, and to imitate actions like “bye-bye.” Toys that encourage interaction and that are responsive to the infants’ actions are busy boards, nesting toys, and music boxes. These provide opportunities to gain familiarity with and acceptance of others. Brightly colored, durable toys, which are sized for infant’s hand to grasp, release, manipulate, and transfer from one hand to the other, foster the development of physical skills.

Chart 1 shows how children (toddlers, preschoolers, and middle childhood children) develop physically, socially, emotionally, morally, and intellectually.

Chart 1: How Children Develop

	Toddlers 12-36 months	Preschoolers 2½-5 years	Middle Childhood 6-12 years
Physical Development	Activities that support physical development are serving finger foods, using utensils and bowls adapted for toddlers. Toys and equipment should be appropriate for skill level. Markers, large-sized crayons, colorful, durable toys work well.	Activities that encourage small muscle development are building with small toys and objects; drawing and painting pictures with crayons, markers, pencils, and other art supplies; sipping, pouring, twisting, tracing, and pounding. Running skipping, hopping, climbing, and riding toys encourage large motor development.	School-age children need firsthand experiences; it is important to remember that they are fatigued more by inaction than they are by running or bicycling. School age children will gain speed and accuracy as they refine both gross motor and fine motor skills.
Social Development	Social development depends on adults who interact in a sharing manner. Adults might say, “Sam, I’d like to play with the blocks too.” Toddler will model the behaviors of adults. Toddlers like to roam around or sit near toys, objects, and other people.	Social development depends on adults who encourage the sharing of belongings and who establish limits for personal behavior. Adults can explain the feelings of all children in conflict situations: e.g., “Sam wants to play with the truck some more. Ask him to give you a turn when he is finished.” Children should be treated with respect, kindness, and individuality. Allow children to independently resolve conflict.	Middle childhood children should be given the opportunity to develop skills such as helping, cooperating, and negotiating. Adults can help by giving support, time, and assistance for projects and activities. Modeling positive values and attitudes is very significant; actions speak louder than words. Adults should develop a balance between letting children go and being supportive.

	Toddlers 12-36 months	Preschoolers 2½-5 years	Middle Childhood 6-12 years
Emotional Development	Emotional development depends on actions and reactions of adults who are realistic, clear, and consistent. Directions should be worded positively: "We walk inside" instead of "Don't run." Success will be more likely if adults respect the child's need to make some choices (what to wear), to develop new skills, and to be praised for their accomplishment and self-control. Toilet training is effective only when children want to learn and if they feel a spirit of cooperation and enthusiasm.	Emotional development is healthy when the children respect and value their families and the cultural patterns by which their families live. Appropriate activities are those which reassure and support children as they deal with fears and anxieties. It is also important to establish reasonable rules and limits: selecting new activities for growth and following through in a consistent, firm manner when children fail to follow the rules.	Adults who help children develop respect, acceptance, and appreciation of others whose abilities, interests, or family backgrounds are different, foster emotional development. Multicultural and nonsexist activities will enhance self-esteem. A caregiver can promote self-control by establishing clear limits; children may be actively involved in establishing rules and developing solutions for misbehavior.
Intellectual Development	Activities that support intellectual development include thinking skills, which result from active participation: classifying and sorting objects into groups such as hard or soft, big or little, or wet or dry. Language development is encouraged through modeling, giving information, singing, and daily reading.	Activities that support the intellectual development of preschoolers require them to use all five senses, to solve problems, to classify and compare (color, size, shape), and to sort objects or pictures into a sequence (smallest to largest). Vocabulary building and communication skills result from dictating stories or creating collages.	Middle childhood children need hands-on experiences in memory, logic, word play, and strategic games. Children need to recall, understand, and communicate information. They may be encouraged to explain, to state ideas clearly and concisely; to recognize connections; and to distinguish, duplicate, and extend patterns. They organize, match, group, and order objects. They can distinguish details, colors, textures, designs, and sizes. They can analyze and solve problems; they will develop original, unique, and unusual ideas.

Resources for Developmentally Appropriate Programs

One of the best references for understanding developmentally appropriate practices is titled *Developmentally Appropriate Practice in Early Childhood* revised edition, edited by Sue Bredekamp. It is published by the National Association for the Education of Young Children (N.A.E.Y.C.).

Child care programs have staff who are aware of and continuously sensitive to cultural and ethnic differences. Child care programs need to support children and their families regardless of cultural or religious background. Child care providers can promote cultural awareness by selecting books that include illustrations of people from various cultural backgrounds. Caregivers would also be sensitive to and provide for religious differences, practices, and celebrations.

Resource people from a variety of cultures can be consulted and invited to participate in center activities. A center should also purchase toys and equipment that encourage cultural awareness, such as dolls or play figures (used in the block area or dollhouse) that depict people from various cultures.

Organizing Space and Materials for Free Play

Child care providers who understand child development know the importance of free play and will encourage child-initiated, child-directed, teacher-supported play as a major component of a developmentally appropriate program. They select materials and organize classrooms to encourage children to learn through active exploration and interaction with materials, other children, and adults. During free play, child care providers move among the children to encourage and support the use of various materials. Teachers ask questions and offer suggestions as needed. Learning centers prepared by the staff include art, music, dramatic play, blocks, science, mathematics, games, puzzles, books, and sensory experiences.

When planning activities for self-selected play, the child care staff needs to

- consider the arrangement of the room. As discussed in Unit 2, the room arrangement should allow staff to supervise and view the entire classroom. Noisy activities should be placed away from quiet activities, and messy areas should be near a sink.
- provide a variety of activities. Take into consideration the ages and developmental levels of children. A toddler should be able to select from three to five learning areas, whereas a 5-year-old needs six to eight choices.
- consider the amount of adult support and intervention needed to oversee all free play activities. Children should be able to do the majority of activities with minimum adult guidance so the number of activities that require movement should balance with those that are restful.

Theme Ideas

Children acquire knowledge and information through playful interactions with objects and people. For children to fully understand and remember what they have learned, the activities must be appropriate to the children’s experiences and stages of development. The developmental needs of the children are best met using an integrated curriculum approach that consists of activities related to the topic or theme being explored.

Learning experiences are often planned around themes that are suited developmentally for the children. For example, these are some sequential themes for a unit, concerning toddlers’ movement:

Chart 2: Integrated Curriculum

Week One	I can move (crawling, walking, jumping)
Week Two	Toys I can move or move in (big wheels, strollers, wagons)
Week Three	Things I can ride in (cars, trucks, buses)

An example an integrated curriculum approach follows.

Chart 3: Integrated Curriculum Example

Theme	Trucks
Art	Provide construction paper and some precut circles. Encourage children to design their own trucks.
Easel	Allow children to paint by dipping wheels of small cars in paint and pressing cars on paper.
Books	Provide assorted books about different kinds of trucks.
Socio-dramatic	Provide boxes painted to resemble trucks, chair for seats, steering wheel.
Woodworking	Provide precut circle shapes, assorted rectangle shapes, nails.
Blocks	Provide wooden trucks and traffic signs. Encourage children to build roads and garages.
Music	Sing the song, “Wheels on the truck go round and round.”
Sensory	Place small cars and trucks in the sand table.
Science	Encourage children to explore how a car with triangle wheels moves versus a car with circle wheels.
Mathematics	Encourage children to sort and classify pictures of assorted trucks: tow trucks, dump trucks, garbage trucks, vans, and others.
Small Motor	Provide truck puzzles.

Chart 4: Sample Theme Ideas

2-3 years old	4-6 years old
<p>My School</p> <p>Things I Can Do at School</p> <p>My Senses:</p> <ul style="list-style-type: none"> • hearing • touching • tasting • smelling • seeing <p>Colors:</p> <ul style="list-style-type: none"> • red • blue • yellow <p>Shapes I See:</p> <ul style="list-style-type: none"> • circles • squares • triangles <p>Things that Move:</p> <ul style="list-style-type: none"> • me • cars • trucks • boats • planes <p>Animals:</p> <ul style="list-style-type: none"> • pets • farm • zoo • water • bugs • birds <p>People in My Neighborhood:</p> <ul style="list-style-type: none"> • librarian • beautician or barber • aerobics instructor • baker • mail carrier 	<p>My School and School Helpers</p> <p>All About Me</p> <ul style="list-style-type: none"> • my feelings • my friends • my home and family <p>Safety at Home at School</p> <p>Fruits and Vegetables</p> <p>Other Foods</p> <p>Healthy Habits</p> <ul style="list-style-type: none"> • exercise • sports • music • dance <p>Communication:</p> <ul style="list-style-type: none"> • signs and symbols in our town • books • printing and newspapers • telephone • television and radio • acting and puppets <p>Plants:</p> <ul style="list-style-type: none"> • trees—shade and fruit • nuts, seeds, and bulbs • plants • flowers <p>Tools:</p> <ul style="list-style-type: none"> • tools that cut • magnets • woodworking tools <p>Community Helpers:</p> <ul style="list-style-type: none"> • doctor • nurse • dentist • police officer • librarian • mechanic • veterinarian

Activity Plans

Written activity lesson plans help teachers think through an activity and organize both procedure and materials. When using lesson plans, staff can determine if they are regularly including experiences that support all areas of development. Writing lesson plans in advance allows teachers time to expand or revise plans, gather materials, and organize the room. Sequential planning builds on and reinforces previous learning experiences.

When planning activities, the child care staff needs to consider the following points:

Select the activity and determine goals or purpose of activity.

- Does the activity aid in the emotional, social, intellectual, moral, or physical development of children?
- For what ages is the activity developmentally appropriate?
- How can the activity be adapted to meet individual differences?

Outline materials needed for the activity.

- Are the materials readily available?
- Are the materials safe for your age group?

Prepare to implement the activity.

- Collect, organize, and prepare materials.
- Does the amount of time required to make, set up, and cleanup justify the activity?

Determine the procedure to implement activity.

- How will you introduce the activity?
- What are the steps involved in presenting the activity?
- Are the steps arranged in a sequence easily understood by the children?
- How will you end and clean up the activity?

Evaluate the activity.

- How did the children respond to the activity?
- Were the materials and procedure matched to the children's ability to learn?
- How would you change this activity if you did it again?

See sample lesson plans at the end of the unit.

Selecting Developmentally Appropriate Books

Developmentally appropriate books focus on children's interests. Children are usually concerned about things that are familiar: themselves, their homes, their families, their friends, and their neighborhood.

Children's favorite books are often those in which they can identify with the main character(s) and are familiar with the situation or setting. Children frequently enjoy repeating words that rhyme; nonsense words; or repetitive words, phrases, or sounds.

When selecting books, look for stories that feature warm family situations, have a happy or satisfying ending, and have simple illustrations shown in bright colors. Books should also present their characters in a variety of ethnic and socio-economic situations.

Appropriate books will be matched in length to the attention span of the listeners. It should be possible to complete a story in a single sitting. If children begin to lose interest, quickly summarize and end the story.

Daily classroom schedules should include times for children to select and look at books on their own as well as times for teachers to read to the children. Whenever possible, it is preferable to read to children in small groups.

Preparing to Read Books

Before reading to a group of children, practice reading the story aloud two or three times. Use an interesting, pleasing voice, and encourage the children to get involved with the story. The book should be held so that children can see the illustrations. Sit sideways, on the children's level, instead of directly facing the children. This position allows both the reader and the children to see the page.

Steps to follow in preparing to read to children:

1. Select a book.
2. Prepare yourself by practicing reading aloud. As you practice reading, look for words for which you can use sound effects such as "moo," "meow," or "rain" (finger tapping). Also note places for which you can substitute the name of the town the children live in or relationships in which you can insert a particular child's name. Watch for places in the story to pause and ask questions. Be aware of new or unfamiliar words that might need to be defined. And watch for repetitious phrases that the children can repeat.
3. Gain children's attention and introduce the story. Before you begin to actually read the story, make sure the children are settled and ready to listen.
4. Introduce the story. For example, hold up the book *Whistle for Willie* by Ezra Jack Keats. Have the children look at the picture on the cover. Tell the children that the name of the boy on the cover is Peter. Point at the partial picture of an animal. Ask

the children the name of the animal. Explain that Peter is trying to learn to whistle so he can call his dog. Establish an interest: "Let's read the story and find out if Peter learns to whistle."

5. Use an interesting voice. Dramatize the story by using soft, whispery, loud, or scary tones. Practice reading the story, using your voice in different ways. Read the story slowly so that children have time to think about what is happening to the characters. Record yourself and listen to how you sound.
6. Involve the children in the story whenever possible. The story flows more smoothly if you ask a different child to answer each time you ask a question, as everyone will want a turn. Encourage all children to repeat rhyming words or repetitious phrases in unison.
7. Extend the storybook experience whenever possible. For example, after reading *The Very Hungry Caterpillar* by Eric Carle, go for a walk to look for caterpillars or talk about the different kinds of fruit in the story.

Classroom Interaction: Unit 5

Teacher Involvement	Student Involvement
Developmentally Appropriate Curriculum	
<p>Discuss difference between age appropriateness and individual appropriateness. Key questions:</p> <ul style="list-style-type: none"> • How do differences in child’s personality affect individual appropriateness? • How do differences in family background and ethnic heritage affect individual appropriateness? 	Participate in discussion.
<p>Using real, tangible objects, formulate a list of appropriate activities that are relevant for toddlers, preschoolers, and middle childhood children. Example of activity:</p> <p>Toddlers discriminating between big and little objects. Have two of each of object, such as one large and one small ball.</p>	Contribute and record ideas.
Selecting Developmentally Appropriate Activities and Equipment	
Divide students into four groups: infant and toddler, preschool, and middle childhood. Have each group prepare a list of appropriate equipment and toys for their assigned age.	Complete group assignment and share with class.
<p>Ask groups of students to select toys and equipment from toy or equipment catalogs for preschool-aged children for the following areas: art, music, outdoor, and dramatic play.</p> <p>Optional activity: Have students record price with items.</p>	Complete assignment and compare equipment list.
Prepare a list of materials that encourage unstructured art, music, and dramatic play activities and experiences for toddlers, preschoolers, and school-age children. For example, art materials needed for toddlers might include blank sheets of paper, large crayons, washable markers, modeling clay, and plastic cookie cutters.	Complete assignment individually or in groups and compare lists.
Activities That Support the Intellectual, Social, Emotional, Moral and Physical Development of Children	
Assignment: Locate or develop one activity for each of the following areas of development: intellectual, moral, social, emotional, and physical. (Check local library, CESA office, and elementary school library.)	Complete assignment individually or in pairs and share activity ideas with class, making sure to include name of activity, area(s) of development, age level appropriate for, brief description of activity.
Identify activities and equipment in a preschool classroom that promote fine and gross motor development. Example: Fine motor—puzzles, puppets, scissors, crayons, small manipulative toys, dressing skills, pouring own juice for snack, etc.	List activities and determine if these foster fine or gross motor development.

Teacher Involvement	Student Involvement
Gross motor—balance beam, climbers, tricycles, creative movement to music.	
Resources for Selecting Developmentally and Culturally Appropriate Programs	
Obtain activity resource books and early childhood curriculum guides from school library, public library, CESA office, kindergarten teachers, or other sources. Require students to determine if the curriculum guide or activity resource book is a good resource for developmentally and culturally appropriate program activities.	<p>Complete assignment in large group, small group or individually, using the following criteria to evaluate activity resource. Discuss. Evaluation criteria:</p> <ul style="list-style-type: none"> • Do the suggested activities use concrete, tangible items? • Do the suggested activities encourage children to participate actively and interact with objects or people? • Do the suggested activities encourage creative thought and expression? • Can the suggested activities be adapted to meet individual children’s abilities?
Have students choose a popular children’s story and rewrite it in a different cultural setting.	Adapt a popular children’s story for another culture.
Organizing Space and Materials for Free Play	
Building around themes that are interesting to children, require students to make a daily activity plan for free play for toddlers, preschoolers, or school-age children.	<p>Complete assignment. Using the following areas, develop daily activity plan for free play:</p> <ul style="list-style-type: none"> • art • books • blocks • fine motor • music <p>Share completed assignment and discuss in class.</p>
Planning Activities	
Examine sample activity lesson plans. Discuss sections of the plans.	Read and review.
Assign two lessons for any two of the curriculum areas. (See student lesson plan handouts for examples)	Complete assignment individually or in groups.
Have students present activity to peers and complete evaluation section on lesson plan.	Present activity and complete evaluation section on lesson plan form.
Assign an interview with kindergarten or preschool teacher regarding how they plan activities.	<p>Interview a teacher in a preschool or kindergarten and record findings. How does he or she formulate weekly lesson plans? Possible discussion questions:</p> <ul style="list-style-type: none"> • How does the teacher decide what theme or topic to teach? • How does the teacher decide what additional material will be used? • What method of lesson planning does the teacher use and why? • How often does the teacher do lessons planning? • Does the teacher have a copy that you could take to class?

Teacher Involvement	Student Involvement
In large group discuss the findings of the interviews.	Participate in discussion.
Selecting Developmentally Appropriate Books	
Take a field trip to an elementary school or public library. Find three books appropriate for preschoolers and middle childhood children.	Locate three books for each of the following age groups: preschoolers and school-age children.
Select three children's books and evaluate them using student handout titled, Selecting Books.	Complete assignment.
Assignment: Select one children's book and prepare to read book to the rest of the class. Read story as you would to children.	Select book, privately practice reading the book out loud, and read book to class.

Student Handout 1: Checklist—Selecting Books

Name <i>First and Last</i>		
Title	Author <i>First and Last Name</i>	
Publisher		Publication Date <i>Mo./Day/Yr.</i>

After reading the storybook, answer the following questions yes or no.

	Yes	No
Did the children identify with the main character?	<input type="checkbox"/>	<input type="checkbox"/>
Is the situation of the story familiar to the children?	<input type="checkbox"/>	<input type="checkbox"/>
Is the setting familiar to the children?	<input type="checkbox"/>	<input type="checkbox"/>
Are the illustrations bright and attractive to children?	<input type="checkbox"/>	<input type="checkbox"/>
Are the illustrations nonsexist?	<input type="checkbox"/>	<input type="checkbox"/>
Are the illustrations of people from different cultural groups?	<input type="checkbox"/>	<input type="checkbox"/>
Are the words interesting and understandable for the children?	<input type="checkbox"/>	<input type="checkbox"/>
Is the action exciting and fun for children?	<input type="checkbox"/>	<input type="checkbox"/>
Is the ending appropriate for the children?	<input type="checkbox"/>	<input type="checkbox"/>
Can the story be read at a single setting?	<input type="checkbox"/>	<input type="checkbox"/>

Summary of the Story: *Write a short paragraph about the story.*

Student Handout 2: Sample Activity Lesson Plan—Dramatic Play

Student's Name <i>First and Last</i> Rachel Jackson		Date <i>Mo./Day/Yr.</i>	Time
Theme Pets		Activity Pet Store in Dramatic Play Area	
Age Range of Children 3½-5		Number of Children	

Developmental Goals:

Learning Objectives:

Introduction and Motivation:

Activities and goals for children	Supplies and materials or resources needed
Become more aware of pets. Become familiar with jobs in a pet store. Play creatively. Participate in cooperative play. Practice language interaction skills.	Stuffed animals: cats, birds, dogs, rabbits Clean, empty bird, gerbil, or other small animal cages Empty cardboard boxes for dog or cat pens Empty boxes of dog, cat, or gerbil food Clean, empty dog and cat dishes Play telephone, money, and cash register Books about different animals and their care

Procedure:

- Collect needed materials.
- Arrange the dramatic play area as a pet store. Place stuffed animals in boxes or beds. Supply empty pet food boxes. Place a cash register on a table with play money, telephone, and note pad for store clerk.
- Establish a limit of four to six children in the dramatic play area at any given time.
- Interact with children to stimulate play if needed. Possible idea—say “Ring-a-ling! Hello, pet store? My name is Rachel, and I’d like to know if you have any dogs that need a home? Yes, you do? Great! I’ll be right over.” While playing with the children, discuss and ask questions about animal care and equipment use.
- At cleanup time, encourage children to assist. “Sam, the stuffed animals belong in this box; Jennifer and Holly, the food boxes and dishes are kept in this paper sack.”
- Thank the children for helping.

Closure or Transition:

Student Handout 3: Sample Activity Lesson Plan—Storybook

Student's Name <i>First and Last</i> Jenny Jones	Date <i>Mo./Day/Yr.</i>	Time
Theme Insects	Activity Reading the book, <i>The Very Busy Spider</i>	
Age Range of Children 4-5	Number of Children	

Developmental Goals:

Learning Objectives:

Introduction and Motivation:

Activities and goals for children	Supplies and materials or resources needed
Enjoy story time. Know how and why a spider spins a web. Practice listening skills. Practice language interaction skills.	Construction paper spider Book— <i>The Very Busy Spider</i> by Eric Carle, 1984

Procedure:

- Find three to five children who would like to hear a story; assemble in the book corner.
- Have all of the children find a comfortable spot to sit.
- Introduce the children to a construction paper spider. “Hi, boys and girls. Do you know my name? Yes, I am a spider, and I came to your school today to hear the story called *A Very Busy Spider*. Jim is going to let me sit on his lap while he reads the story.”
- Read the story. Turn each page and ask the children to identify the picture of the animal. Let the children join in repeating the words, “But the spider didn’t answer. She was very busy spinning her web.”
- Name one animal that watched the spider spin her web. How many legs does a spider have? How does a spider spin a web? Why does the spider spin the web?
- Have the construction paper spider thank the children for listening so well and tell the children that the next day they will get a chance to make their own spider.

Closure or Transition:

Student Handout 4: Sample Activity Lesson Plan—Art

Student's Name <i>First and Last</i> Jenny Jones	Date <i>Mo./Day/Yr.</i>	Time
Theme Insects	Activity Making Construction Paper Spiders	
Age Range of Children 4-5	Number of Children	

Developmental Goals:

Learning Objectives:

Introduction and Motivation:

Activities and goals for children	Supplies and materials or resources needed
Follow directions. Create own spider. Practice taking turns. Recognize the parts of a spider. Practice eye-hand coordination skills. Practice counting to eight.	Assorted colors of construction paper Scissors Crayons Glue Tape Some precut circles and long thin rectangles for legs five or six sizes of cardboard circles for children to trace if they choose Thin elastic String or yarn to attach to the spider to allow the spider to walk Encyclopedia with pictures of spiders

Procedure:

- Prepare all the materials and place on the art table.
- Tape elastic to the construction paper spider from yesterday's story time and show children how the spider moves as you lift your arm.
- Before the children begin, ask the children if all spiders are the same size and color. Talk about the difference in the size of a tarantula and a common household spider. Show children pictures of spiders in an encyclopedia. Note how spiders have two circle body parts and eight legs; note the different lengths and shapes of spiders' legs.
- Tell the children that they can make any size and color of spider that they would like, using the materials on the table.

- Explain that the children can draw and cut out their own circles or they may trace around one of the cardboard circles to make their spider.
- If needed, demonstrate how to glue body parts and legs on the spider.
- Encourage children to decorate their spiders.
- Tape elastic on finished spiders.
- Encourage the children to assist in cleaning up before they go on to another activity.

Closure or Transition:

Student Handout 5: Sample Activity Lesson Plan— Music and Movement

Student's Name <i>First and Last</i> Michael Brown	Date <i>Mo./Day/Yr.</i>	Time
Theme Teddy Bears	Activity Rhythm Sticks—Music	
Age Range of Children 4-5	Number of Children	

Developmental Goals:

Learning Objectives:

Introduction and Motivation:

Activities and goals for children	Supplies and materials or resources needed
Practice following directions. Develop listening skills. Respond to the rhythm.	Words to “Teddy Bear Chant” Rhythm sticks—two sticks per child

Procedure:

- Gather rhythm sticks.
- Gather six to eight children in circle by joining hands. Release hands.
- While everyone is standing, introduce the “Teddy Bear Chant” and demonstrate the actions.
- Teddy Bear, Teddy, Bear turn around (child turns body around).
- Teddy Bear, Teddy, Bear touch the ground (touch the floor).
- Teddy Bear, Teddy Bear show your shoe (hold up foot and shoe).
- Teddy Bear, Teddy, Bear that will do! (shake finger).
- Have children clap when saying the words “Teddy Bear, Teddy Bear.”
- Have children join in clapping, singing, and repeating the actions.

- Before passing rhythm sticks to the children, discuss and demonstrate how to gently and safely tap the beat. Show how the ticks should be held when turning around, touching the ground, and touching shoes. State that children must safely use the sticks or they will be asked to put the sticks away.
- Let the children show how to safely tap the sticks.
- Sing and do actions.
- To end the activity, have children chant slowly, repeat the actions, and sit down. Pass a basket around and ask each child to put rhythm sticks in it.

Closure or Transition:

Student Handout 6: Sample Activity Lesson Plan—Block Building

Student's Name <i>First and Last</i> Kim Wong	Date <i>Mo./Day/Yr.</i>	Time
Theme Animals	Activity Zoo Play in Block Area	
Age Range of Children 3-5	Number of Children	

Developmental Goals:

Learning Objectives:

Introduction and Motivation:

Activities and goals for children	Supplies and materials or resources needed
Develop eye-hand coordination. Play cooperatively. Practice language interaction skills. Participate in cleanup time.	Blocks on shelves Assorted zoo animals Small dishes that could be animal feeders, like old margarine containers Pencils and paper Popsicle sticks to use as tree trunks or cage signs

Procedure:

- Gather materials and start building one or two zoo cages. Place animals inside.
- Using popsicle sticks as trunks, make two different construction paper trees. Tape each tree to heavy wooden block.
- Place extra animals, food dishes, paper, and pencils in the block area.
- Encourage play as needed. Ask the children questions like “Where should we place the giraffe cage?” “Where would we place the water dish for the giraffe?”
- Encourage the children to add personal touches to the zoo, such as construction paper, hay, or straw, which they can make.
- Encourage children to participate in cleanup time. As the children clean up, make comments about the way in which the children are working together well and doing a nice job.

Closure or Transition:

Student Handout 7: Sample Activity Lesson Plan—Math

Student's Name <i>First and Last</i> Juanita Cruz	Date <i>Mo./Day/Yr.</i>	Time
Theme Fish	Activity Recognizing Geometric Forms	
Age Range of Children 3-5	Number of Children	

Developmental Goals:

Learning Objectives:

Introduction and Motivation:

Activity's goals for children	Supplies and materials or resources needed
Recognize differences in shapes. Identify the name of shapes. Practice hand-eye coordination. Practice taking turns.	Fishing poles—one pole to share or a pole for each child (Magnet attached to stick that is 12 inches long) Cut circles, triangles, squares, and rectangles from construction paper. Six of each shape is needed. Place paper clip on each shape. If possible cover shapes with clear contact paper on both sides. One long piece of yarn

Procedure:

- Have six children sit in circle on floor.
- Form a circle using long piece of yarn to outline fishing pond on floor.
- Spread construction paper shapes inside of yarn circle.
- Hold up one shape and ask one child to go fishing for a shape that matches or is the same as the one being held up.
- Let child fish for a shape; then ask the children to name the shape.
- Hold up another shape. Ask another child to fish for that shape. Continue the game until each child has had a turn.
- Pass the basket and ask each child to place shapes in it.

Closure or Transition:

Student Handout 8: Sample Activity Lesson Plan—Science

Student's Name <i>First and Last</i> Lori Miller		Date <i>Mo./Day/Yr.</i>	Time
Theme Gardens		Activity Do All Plants Grow from Seeds?	
Age Range of Children 4-5		Number of Children	

Developmental Goals:

Learning Objectives:

Introduction and Motivation:

Activity's goals for children	Supplies and materials or resources needed
Observe changes in plant life. Identify plant needs. Practice taking turns. Develop an awareness of plant growth.	Two or three carrot tops and jar lid Sweet potatoes Flower cuttings, such as geraniums or carnations Two clear jars or glasses or, preferably, clear plastic peanut butter jar Pitcher of water Toothpicks

Procedure:

- With a group of children, hold up each item and name it. Ask one child to place the carrot tops in shallow dish or jar lid. Add water to shallow dish. Ask the children what they think will happen to the carrot top in one day, two days, and during the next week.
- Place toothpicks in sweet potato, root side down. Ask one child to place sweet potato in jar. Ask another child help to pour the water in the jar. What will happen to the sweet potato in one day? Two days? Next week?
- Have one child put the flower in the jar. Have another child help pour the water in the jar. Ask the children what they think will happen to the flower in one day, two days, and during the next week. Accept all responses.
- Place carrot tops, sweet potato, and flower on the table. Encourage the children to look at the plants each day and note change.
- Each day observe the plants for changes.

Closure or Transition:

Student Handout 9: Sample Activity Lesson Plan

Student's Name <i>First and Last</i>		Date <i>Mo./Day/Yr.</i>	Time
Theme		Activity	
Age Range of Children		Number of Children	

Developmental Goals:

Learning Objectives:

Introduction and Motivation:

Activities and goals for children	Supplies and materials or resources needed

Procedure:

Closure or Transition

Student Handout 12

Teachers who understand child development plan activities that are appropriate for children's ages and individual needs.

- The term “developmentally appropriate” means matching the activity level to the needs of the children.
- Appropriate programs encourage play, active exploration, and movement.
- Toddlers thrive on exploration, creativity, and imagination.
- Reading frequently to children can encourage language development.
- Frequent opportunities for active gross motor development are important.
- Adults should not expect too much or too little of 3-year-olds.
- Young children cannot think very well when they sit silently.—*Constance Kamii*
- Developmentally appropriate programs encourage independence.
- Developmentally appropriate programs focus on child-centered activities. They allow children to construct their knowledge from actual experience.
- Young children's play activities are characterized by being involved with peers in various degrees leading to more organization, as social skills become more refined.—*Jerry Bigner*
- Challenge children to develop thinking skills.
- Quality programs recognize that one aspect of development is not more important than another.
- Be concerned about developing the “whole” or “total” child.
- Learning experiences are often planned around themes that are suited developmentally for the children.
- Free play encourages children to learn through active exploration and interaction with materials, other children, and adults.
- Developmentally appropriate books focus on children's interests.
- Practice reading the story aloud two or three times.
- Involve the children in the story.

Unit 6: Classroom Safety

3 hours

Overview

Safe Environment

Analyzing Center Areas

Supervision

Reporting Repairs

Evacuation Procedures

Classroom Interaction

Student Handout

Unit 6: Classroom Safety (3 hours)

Learning Priorities:

EC1.g: Adhere to current United States Department of Agriculture Dietary Guidelines and Wisconsin State Licensing Regulations.

EC1.h: Create a physically safe and emotionally secure environment for children both inside and outside of the center according to the licensing regulations.

EC1.i: Implement modifications to accommodate special needs.

FMM1.b: Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities.

FMM1.c: Demonstrate sanitation procedures for a clean and safe environment.

Course Objective:

Describe the assistant child care teacher's role in maintaining a safe environment.

Unit Objectives:

The student will be able to

- create a safe day care center environment to prevent accidents and to allow open space according to state licensing rules;
- explain the importance of constant supervision;
- identify possible classroom and outdoor safety hazards; and
- recognize the importance of a well-designed evacuation plan for any emergency.

Overview

Since safety is important, the classroom areas and equipment must be organized appropriately. To ensure safety of children, teachers should be able to view the entire play area from any position in the classroom; and emergency exits should have clear passage.

Supervision contributes to safety.

Supervision contributes to safety. The amount of supervision necessary will depend upon the ages and number of children present. Supervision includes practicing appropriate child guidance techniques, being aware of potential accidents, knowing emergency medical and evacuation procedures, and identifying and eliminating potential hazards in the center and on the playground.

Safe Environment

Space in a child care center should be arranged so that the staff can easily supervise children. Poorly arranged space can contribute to accidents, poor lighting, limited movement, and limited access to exits. Observation of the entire play area should be possible from any position in the classroom.

The staff should identify and eliminate hazards.

Boundaries within the classroom discourage running and encourage small groups of children to play in the areas, thus preventing disciplinary problems. Equipment and shelving can be used as dividers to separate the various learning centers such as block, socio-dramatic play, and others.

Similar types of areas should be placed together within the classroom. Large movement or “noisy areas” such as block building and music should be placed together. Likewise small manipulative and storytelling or “quiet areas” should be placed in close proximity. The art area should be located close to the water source.

Analyzing Center Areas

The staff should continually analyze the classroom areas to identify and eliminate hazards. To do this, the following are recommended:

Injuries are the result of problems in the environment, a mismatch between a child's abilities and activities and/or a lack of adult supervision.
—Abby Sharpiro Kendrick

- Draw a map of the classroom space to help plan room changes. It should be updated regularly and different arrangements should be tried to meet the needs of the children.
- Maintain emergency exit routes and clear passage to ensure children's safety. Also, aisles should be free of toys and furniture.
- Plan an open arrangement of furniture and equipment to provide easy access and avoid congestion. Appropriate amounts of space for each interest area are important. A large amount of space is required in the block area for movement and building; the book area typically needs only a corner, which includes sitting space and room for the teacher and a few children.
- Record child behaviors requiring adult intervention on index cards. By reviewing these records, staff can identify problems caused by a poor room arrangement and can make any necessary changes.

Supervision

The amount of supervision needed will vary according to the age, number of children, and room arrangement. In addition, state licensing regulations and the specific type of activity will influence the amount of supervision needed. Continuous supervision of the entire group of children contributes to safety. Children depend upon adults to help them learn safety behaviors. Therefore, assistant child care teachers need to consistently model safety behaviors.

Supervision also includes awareness of the environment. Observe the environment from the child's perspective. Get down on your knees and move through the classroom. Observe what a child sees to identify potential hazards that might go unnoticed. Supervision responsibilities include maintaining a constant mental count of the children, their whereabouts, and their activities. This is important in the classroom, on the playground, and on field trips to avoid accidents.

Assistant child care teachers need to be aware of potential causes of center accidents. They include

- children who are hungry, tired, and /or excited;
- caregivers who are worried, preoccupied, or uncommunicative with other staff;
- staff members who socialize while they are responsible for children;
- staff members who are unaware of the children's developmental levels and individual needs;
- adult-to-child ratios that are not appropriately matched to the activity;
- changes in the routine and/or the environment;
- poorly arranged play spaces; and
- improperly stored hazardous materials, such as detergents and cleaning supplies.

The child care staff needs to be alert constantly to indoor and outdoor hazards and to check routinely for the following.

Indoor Hazards

Immediately eliminate or reduce any indoor or outdoor hazard.

Indoor hazards can include small toys that potentially could cause choking, slippery or wet surfaces, broken toys, cluttered floor space, and broken locks on doors. Supplies should be properly used and stored. This includes both cleaning supplies (dishwashing detergent, cleanser, paints) and office supplies (such as rubber cement and correction fluid).

Outdoor Hazards

Examples of outdoor hazards are broken fences or gates, sticks, twigs, stones, uneven ground surface, broken play equipment, sharp edges on equipment, and equipment inappropriate for the size of the child. Surfaces can be hazardous when slippery or wet; they are also unsafe if there is a lack of cushioning under slides, swings, and climbers.

- Action should be taken immediately to eliminate or reduce any indoor or outdoor hazard. This may include removing a broken toy, replacing a missing nut or bolt, or rearranging a room to curtail inappropriate behavior.
- Special consideration and planning are necessary before taking child care center children on field trips. Parental permissions slips must be obtained and be on file in the center. For safety purposes, consideration must also be given to weather conditions, mode of travel, and site dangers.
- Assistant child care teachers need to be aware of the medical emergency procedures established by the center and required by licensing laws. Sample guidelines procedures might include these steps:
 - Immediately apply appropriate first aid when needed.
 - React immediately when a serious accident occurs. If a child’s life is in danger, contact paramedics. Attempt to contact parent(s) or guardian(s). If parent(s) or guardian(s) cannot be reached, check the child’s folder for parental approval of alternate contact and parental emergency consent form.
 - Complete the center’s accident report form and discuss it with the director. In Wisconsin, as required by state licensing rules and regulations, the director is responsible for filing the report in the center’s emergency and accident records.
 - Communicate with parent(s) about minor injuries when the child is picked up. Explain how the injury occurred and the child’s reaction.

Reporting Repairs

The child care staff needs to report broken equipment and facilities that need repair to the director. Reporting is important to ensure safety. By reporting repairs to the director, the assistant child care teacher allows for

- the item to be removed or repaired
- the area to be roped off until removal or repair is possible
- money to be budgeted for repair or replacement of item
- lawsuit potential to be reduced

Evacuation Procedures

By Wisconsin law, an evacuation plan is required.

Evacuation of the building is necessary for fire, bomb threats, and floods. By Wisconsin law, an evacuation plan is required. The evacuation plan must be posted in each classroom and must include at least two exit routes. Windows and doors can be used as exit routes. Practice evacuation procedures with the children. Some centers do this on a monthly basis.

Each time you enter a new classroom, check for exits, fire extinguisher, alarm systems, and other safety items. Remember that the children's safety is a caregiver's main responsibility. If an evacuation is necessary:

- Remain calm. If you panic, it will become contagious and the children will react.
- Once outdoors, count the children to ensure everyone is out of the building.
- Instruct the children to hold hands and encourage them to stay in a group with you by singing songs, telling stories, or using other appropriate activities.
- Comfort and reassure children that you will stay with them.

Classroom Interaction: Unit 6

Teacher Involvement	Student Involvement
Safe Day Care Environment	
<p>Discuss the importance of safety when planning classroom arrangements. List the factors that contribute to classroom and outdoor safety. Key Points:</p> <ul style="list-style-type: none"> • placement of equipment • supervision • types of equipment used 	<p>Participate in discussions. Key Points:</p> <ul style="list-style-type: none"> • placement of equipment • supervision • types of equipment used.
<p>Assign a visit to a local child care center. Analyze the center layout for safety.</p>	<p>Visit the center. Analyze the center layout for safety. Key points to consider:</p> <ul style="list-style-type: none"> • What are the strengths and weaknesses of the floor plan and room arrangement? • How could the plan be improved?
<p>Alternate assignment: Design a center layout emphasizing a safe environment.</p>	<p>Alternate assignment: Design a center layout emphasizing a safe environment.</p>
<p>Take photos of a variety of classrooms and outdoor play areas. Then share pictures with class. Ask students to identify possible safety hazards. Examples of possible hazards:</p> <ul style="list-style-type: none"> • cluttered rooms • unsafe equipment • traffic patterns 	<p>Identify possible safety hazards.</p>
Analyzing Center Areas	
<p>Discuss types of accidents that might occur in these areas:</p> <ul style="list-style-type: none"> • play yards • hallways • storage areas • kitchen • classrooms • bathrooms 	<p>Identify ways an assistant child care teacher can help prevent center accidents. Examples:</p> <ul style="list-style-type: none"> • Pick up toys and equipment. • Report and remove broken items. • Return equipment to proper storage areas. • Wipe up spills.
<p>Assign an observation of a child care playground and complete observation report (See student handout).</p>	<p>Observe a child care playground and complete observation form.</p>
<p>Obtain an evacuation plan from a local child care center and review it with the class</p>	<p>Simulate this activity in the classroom, using props.</p>
Supervision	
<p>Ask students to discuss the following questions in small groups:</p> <ul style="list-style-type: none"> • Why do children need continual supervision? • What preventative maintenance is needed to ensure safety? • What are the best locations in a classroom and a play area for supervision? • What body positions are best for supervision purposes? 	<p>Share ideas about children and supervision in small group sessions. Share small group answers with total group.</p>

Teacher Involvement	Student Involvement
<p>Invite a center director or licensed specialist to share the legal implications of managing a safety child care center.</p>	<p>Prepare questions to ask the speaker regarding routine center safety precautions. Sample questions:</p> <ul style="list-style-type: none"> • How are safety regulations determined? • How is noncompliance of safety regulations reported and handled?
<p>Review section of state licensing requirements related to supervision with the students—HSS 55.33 Physical plant and furnishings (sections 1-11).</p> <ul style="list-style-type: none"> • How many square feet per child indoors? Outdoors? • What is the minimum allowable inside temperature? • Why must a motor vehicle be available at the center at all times? • Which staff members must know how to use the fire extinguisher? • What does the code say regarding: <ul style="list-style-type: none"> a. cots b. potty chairs c. garbage 	<p>Review state licensing requirements.</p>
<p>Ask students to write a paragraph outlining their role in promoting a safe center environment as an assistant child care teacher.</p>	<p>Write a paragraph incorporating ideas from class and other sources.</p>
<p>Reporting Repairs</p>	
<p>Elicit students' ideas for spotting necessary repairs. List ways to correct the problem. Key points:</p> <p>Temporary solutions—removal or roping off</p> <p>Long-term solutions—repair or discard</p>	<p>Discuss ways to check for items that may need repair. List correction actions.</p>
<p>Discuss methods of reporting repairs to director:</p> <ul style="list-style-type: none"> • written • verbal 	<p>Role-play reporting repairs to the director using correct grammar and specific details. Suggested situations:</p> <ul style="list-style-type: none"> • broken step on climber • burned-out light bulb • clogged sink • icy sidewalks
<p>When is it important that the director be notified immediately of the need for repairs?</p>	

Teacher Involvement	Student Involvement
Evacuation Procedures	
Invite a firefighter or local authorities to discuss fire prevention, evacuation procedures, and the implication for young children.	Prepare questions and participate in discussion. Sample questions: <ul style="list-style-type: none"> • How should one leave a smoke-filled room? • Should windows be open or closed? • How do you determine if it is safe to leave a room? • What is the correct procedure for reporting a fire? • Is it important when reporting a fire to state that several children are on the premises?
List changes that would need to be made in an evacuation plan if a child in the room had limited mobility. List possible alternatives.	Discuss evacuation plan alternatives for child with limited mobility. Simulate through blindfolding or by using the wheelchair from the school nurse.

Student Handout 1: Playground Observation

Student's Name <i>First and Last</i>	Date <i>Mo./Day/Yr.</i>
Playground Site	Time

Visit a playground at a child care center, park, or school. Evaluate the playground layout and equipment. Check the box that best describes what you observed. For any items you check "No," use the bottom of the paper and explain why you marked "No."

	Yes	No	Not Observed
1. Can the supervising staff easily view all areas of the playground?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the playground have:			
a. grass for group games?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. asphalt or cement for play on wet, muddy days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. sand, wood chips, or similar material under climbing equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are the pieces of play equipment placed with children's safety in mind? For example, children coming down a slide into a middle of the sandbox is not very safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do the pieces of available play equipment encourage children to use their bodies in a variety of ways, such as crawling, climbing, running, and jumping?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are the toys and equipment safe and in good working condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 7: Health and Safety

7 hours

Overview

Contagious Diseases and Childhood Illnesses

Prevention

First Aid

Emergency First Aid

CPR and Infant CPR

SIDS Awareness

Center Procedures for Ill Children

Transporting Children

Encouraging Children to Use Safety

Classroom Interaction

Student Handouts

Unit 7: Health and Safety (7 hours)

Learning Priority:

EC1.h: Create a physically safe and emotionally secure environment for children both inside and outside of the center according to the licensing regulations.

Course Objective:

Explain the importance of health and knowledge of safety in a child care center.

Unit Objectives:

The student will be able to

- recognize symptoms of contagious diseases and childhood illnesses including typical behavior patterns;
- apply first aid for bumps, bruises, and minor cuts;
- demonstrate skills necessary for CPR and infant CPR skills;
- assess the liability of transporting children in center-owned vehicles;
- identify center procedures to use when a child becomes ill;
- explain the importance of sanitary procedures and universal precautions including washing hands, brushing teeth, toileting, and disposing of soiled materials.

Overview

Contagious infectious diseases can spread from one person to another. They may be caused by viruses, bacteria, fungi, or parasites. The most effective way to prevent the spread of illness and disease is to identify the disease and remove ill children from the classroom. Other preventive measures include appropriate hygiene: washing hands, brushing teeth, cleaning up properly after diapering and toileting, and handling food safely.

Using first aid procedures for injury and illness is essential. First aid skills are often needed, especially for minor cuts, scrapes, and bruises; CPR (cardiopulmonary resuscitation) skill is also necessary. New research indicates the need to identify risk factors and practice procedures for SIDS prevention. Additionally, the correct procedure for handling ill and injured children must be understood and followed.

Proper transportation procedures should be used. When transporting children, the child care center staff's first consideration should be the children. Children should wear appropriate restraints.

Finally, during their early years, children form lifelong safety attitudes and habits. Modeling safety behaviors and is an effective teaching method.

Contagious Diseases and Childhood Illnesses

Often contagious diseases and illnesses are spread by people who do not look or feel sick. Such illnesses may be spread by body secretions that have come in contact with air, food, or other surfaces. Diseases may be spread in many ways such as through the respiratory tract via secretions from eyes, nose, and mouth or through direct contact or touching.

Contagious diseases usually follow a progression:

Incubation stage: This includes the time between exposure and the appearance of the first signs (symptoms) of the illness. The length of the incubation period varies with each illness or disease.

Prodromal stage: This is the period when the first nonspecific signs of infection begin; it ends with the appearance of symptoms characteristic of a particular illness. Early symptoms commonly may include headache, low-grade fever, slight sore throat, and/or a general feeling of restlessness.

Acute stage: The person is ill. This is marked by the onset of symptoms typically associated with the specific illness.

Recovery stage: Symptoms gradually disappear, and the person is no longer contagious.

Prevention

Preventing the spread of illness in the classroom is essential. Teachers must identify and immediately remove sick children from the room. This requires observing changes in a child's normal appearance and behavior. A child's skin color may be flushed or pale; a child's eyes and body actions may not be typical. Changes in behavior patterns, such as unusual tiredness or loss of appetite, can be indications of impending illness. Such information needs to be shared with staff.

Controlling the environment also reduces the incidence of disease. Moderate room temperatures and well-ventilated rooms favor prevention. Also, illness is less likely to occur in rooms arranged so that only a few children congregate in a specific area.

Centers should have written policies for the routine cleaning and maintenance of the facility and equipment. These policies specify the type of sanitizing and cleaning agents used, the method recommended, and a schedule for cleaning.

Washing Hands

A handwashing policy should define procedures for personnel and children. Unwashed or improperly washed hands are primary carriers of infections. Hands should be washed as soon as staff members arrive at the center. They should also be washed before eating and handling food; before feeding a child; after diapering or toileting a child; after giving medication; after cleaning; and after wiping noses, mouths, bottoms, and sores.

Brushing Teeth

Children should brush their teeth after they eat snacks and meals. Each child needs to have a toothbrush marked with his or her name; it should be properly stored where it can air dry and not touch others' brushes.

Diapering and Toileting

Specific sanitation procedures are necessary during diapering and toileting to prevent the spread of disease. Use only a specified area for diapering a child, one as far away from the food area as possible. Both the staff person and the child should wash their hands after each changing. Diapers should be properly disposed of or rinsed and wrapped immediately.

Handling Food

Improper handling of food is another way in which diseases are spread. To ensure proper food handling follow these procedures:

- Always wash hands before and after handling food,
- Do not allow children to share food, such as licking the same frozen fruit bar or putting two spoons in the same serving container,
- Keep food and food utensils separate from classroom items,
- Follow USDA recommendations for food handling such as safe temperatures and storage time.

First Aid

Part of an assistant child care teacher's responsibility includes ensuring the health and safety of children. First aid is the immediate care of persons who are injured or ill. All staff must be trained and currently certified in first aid.

Minor Cuts and Scrapes

Simple cuts, scrapes, and abrasions are among the most common types of injury for young children. First aid is concerned mainly with the control of bleeding and the prevention of infection.

To care for a child in this situation, take these steps:

- Wash hands thoroughly before caring for the wound. If the child is bleeding, apply direct pressure on the wound with sterile pad.
- When the bleeding has been stopped, carefully clean wound with soap and water or other appropriate cleansing agents.
- Cover the wound with a sterile bandage.
- Complete the center incident report after accident.
- Inform the parents when they come to pick up child.

Bruises

Bruises are often caused by falls, bumps, or blows. First aid is used to control subsurface bleeding and swelling. For minor bruises, apply ice or cold packs to the bruised area for 15 to 30 minutes; repeat three to four times in next 24 hours. For severe bruises or abnormal swelling, or when the bruises or swelling are located around the head and neck area, parents should be contacted immediately.

Emergency First Aid

Medical emergencies can occur in a preschool classroom. Emergency first aid is the immediate care of persons who are injured or ill. All staff must be trained in first-aid procedures. These are some general first aid instructions:

- Take all complaints of illness or injury seriously.
- Keep calm and notify the head teacher or director immediately.
- Continuously reassure child.
- Handle first aid emergencies in this order:
 - Check the child’s breathing.
 - Stop any bleeding.
 - Treat for shock.
- Do not move child if an injury to the back or neck is suspected.
- If a child needs a medical professional, contact the parent or guardian. If parent or guardian cannot be contacted, try other numbers on the emergency card. Then check child’s emergency card for name of physician, hospital preference, and any additional instructions.
- As soon as possible following the accident, complete the center incident report. If the child needs to see a physician, a more detailed accident or illness report must be completed for center files.
- Inform the parent immediately of an injury. Let the parent decide if the child will stay or be picked up.

CPR and Infant CPR

CPR and Infant CPR skills are important lifesaving techniques. Training by a certified instructor is required to become CPR certified. However, this is not required for ACCT Certification. CPR certification may be required for continued employment. You may make arrangements for the high school students to complete this requirement. Suggested sources of certified instructors are the fire department, police station, hospital, or school personnel, such as a nurse or physical education or health teacher.

SIDS (Sudden Infant Death Syndrome) Awareness

SIDS is the unexplained death of an infant under one year of age, after autopsy, death scene investigation, and review of the baby's medical record. In Wisconsin the rate is 1.8 out of 1000. Fourteen percent of SIDS deaths occur while the child is in child care centers or in family day care. SIDS is not hereditary, contagious, caused by vomiting or choking, immunizations, or neglect. SIDS is not child abuse or anyone's fault.

There are three factors that may increase the incidence of SIDS:

- vulnerable infant—mother smoked or used drugs during pregnancy, prenatal care was minimal or late
- child is in critical development period (two to four months after birth).
- a stressor is present: stomach sleeping, soft sleep surface, a cold or something to prevent free movement of air around baby's face.

To reduce the risk of SIDS all infants should be placed on their backs when laid down to sleep. Other considerations include:

- Provide a firm sleep surface—no waterbeds or pillows.
- Do not use stuffed animals.
- Set room temperature comfortable for adults.
- Do not use comforters or thick blankets.
- Consider a onesie sleeper instead of blanket.
- Keep the baby's face uncovered.
- Provide a smoke-free environment.
- Do not put baby down on couches, chairs, or adult beds.

Center Procedures for Ill Children

Center procedures concerning ill children are regulated by the Wisconsin Administrative Code. The director is responsible for overseeing and implementing all health policies and procedures in the program. All staff should promptly notify the director of illnesses or accidents.

Transporting Children

Motor vehicle accidents represent one of the greatest threats to a child's life. Whenever motor vehicles are used to transport children, special safety measures are necessary. The driver must assume responsibility for the safety of the passengers and must have a valid operator's license. Children need to be properly fastened in safety seats or belts. Transportation of children is regulated by the Wisconsin Administrative Code.

When transporting children, the center staff will find the procedures helpful to ensure a safe trip:

- A signed trip authorization form must be on file for each child.
- One adult other than the driver should be responsible for enforcing safety rules. Children need to be told what the rules are.
- All children and adults need to be appropriately restrained and/or wearing safety belts. Each child should have an individual belt.
- Passengers ride politely; fighting cannot be allowed.
- Seat belt should be placed across the hips, not the stomach.
- Everyone should remain buckled until given permission to unbuckle.
- Children should be required to keep all parts of their bodies inside the vehicle.
- Children should never be left unattended in a vehicle.
- During travel time, discuss rules for safe riding as needed and keep children occupied with activities like songs and finger plays.

A seat belt that is inappropriate for the child will not adequately protect the child from accidents. Therefore, care must be taken to match individuals to the appropriate restraint.

- When transporting infants, use only an infant safety seat specifically designed for birth to 20 pounds. Infants should be positioned facing the rear of the vehicle.
- Toddler safety seats should be used only by children weighing 20 to 50 pounds who can sit up by themselves. Place the seat in an upright position, facing forward.
- Safety belts are for children too tall or too heavy for safety seats. Fasten the lap belt across the child's hips. Use the shoulder belt only if it does not cross the child's face or neck.

Encouraging Children to Use Safety

During the early years, children form lifelong safety attitudes and habits; therefore this is an important time to learn about safety. Modeling of behavior is an effective teaching method.

Modeling behavior

Adult behavior, attitudes, and appearance all affect children's learning. Children need to observe adults also brushing their teeth, washing their hands, handling equipment and materials properly, and using seat belts.

Classroom Interaction: Unit 7

Teacher Involvement	Student Involvement
Contagious Diseases and Childhood Illnesses	
<p>Discuss way infection and diseases are spread. Key points:</p> <ul style="list-style-type: none"> • person-to-person • sneezing or coughing (mouth) • unclean hands • disposal of soiled tissues • food sources: <ul style="list-style-type: none"> ○ improper storage or cleaning ○ improper preparation • toileting or diapering 	<p>Participate in discussion. Key points:</p> <ul style="list-style-type: none"> • person-to-person. • sneezing or coughing (mouth) • unclean hands • disposal of soiled tissues • food sources: <ul style="list-style-type: none"> ○ improper storage or cleaning ○ improper preparation • toileting or diapering.
<p>Create a list of common diseases and illnesses with class. Discuss the symptoms. (See handout Common Infectious Diseases.) Key points to consider:</p> <ul style="list-style-type: none"> • symptoms • incubation period • duration of contagion • preventive measures 	<p>Formulate list and discuss each disease and illness. (See handout Common Infectious Diseases.) Key points to consider:</p> <ul style="list-style-type: none"> • symptoms • incubation period • duration of contagion • preventive measures
<p>Contact local health department, clinic, and school nurse to determine which diseases must be reported.</p>	<p>Working with partners choose an infectious illness and present findings to the group.</p>
Preventive Measures	
<p>Discuss what measures may be taken to prevent the spread of infections. Key points to consider:</p> <ul style="list-style-type: none"> • food handling • handwashing • environmental controls • observation of children 	<p>In small group, discuss examples of methods to prevent the spread of illness and disease in child care centers. Develop ideas for teaching children self-help skills. Identify and practice daily health inspection of children. Practice procedures for sanitizing work surfaces, toys, and equipment.</p>

Teacher Involvement	Student Involvement
Invite a child care provider to speak about his or her responsibilities in preventing illness and disease.	Outline questions for speaker relating center policies concerning children who are ill. <ul style="list-style-type: none"> • What illnesses are most prevalent in centers? • What methods are used to prevent the spreading of these illnesses?
First Aid for Bumps, Bruises, and Minor Cuts	
Invite a certified first aid instructor to speak on common first aid procedures. Ask speaker to address proper care for <ul style="list-style-type: none"> • bumps • bruises • minor cuts • control of swelling 	Practice applying first aid techniques for minor bumps, bruises, cuts, and swelling.
Display a first aid kit containing all recommended supplies. Discuss each item with class, its purpose, and usage.	As a class discuss the importance of a well-stocked first-aid kit and where a first-aid kit should be located. Practice universal precautions by putting on and disposing of gloves.
CPR and Infant CPR Skills	
Explain that individual arrangements need to be made to meet the training requirement. Make arrangements so that students meet the training requirement.	Participate in CPR and Infant CPR training.
SIDS Awareness	
<ul style="list-style-type: none"> • Define Sudden Infant Death Syndrome. • Discuss factors that increase the risk of SIDS. • List practices that might reduce the risk of SIDS. 	<ul style="list-style-type: none"> • Watch video: identify risk factors explain policies and procedures for infants. • Complete the post-test on SIDS training. • Students achieving 85 percent accuracy will be awarded a SIDS Training Certificate.
Center Procedures for Ill Children	
Discuss state licensing requirements for ill children in the Wisconsin State Administrative Code. Points to cover: <ul style="list-style-type: none"> • Determine potential illness. • Isolate from other children. • Contact parents. • Provide medication (only with written parental authorization). 	Participate in discussion, and know the basic procedures for recognition and reporting illness.
Identify reasons for center policies and procedures concerning ill or injured children.	Identify reasons for center procedures.
Transporting Children	
Review main points of state requirements concerning transportation of children in the Wisconsin State Administrative Code. Key points: <ul style="list-style-type: none"> • Obtain authorization (permission) slips. 	Note main points: <ul style="list-style-type: none"> • Obtain authorization (parent or guardian permission slips). • Develop a list of safety guidelines for children on a fieldtrip away from the center.

Teacher Involvement	Student Involvement
<ul style="list-style-type: none"> • List safety precautions: <ul style="list-style-type: none"> ○ proper seat restraints ○ locked doors ○ additional adult other than driver ○ equipped with first aid kit 	<ul style="list-style-type: none"> ○ proper seat restraints ○ locked doors ○ additional adult other than driver ○ equipped with first aid kit ○ buddy system
<p>Explain reasons for permission slips. Key points:</p> <ul style="list-style-type: none"> • liability • communication with parents 	<p>Participate in discussion.</p>
<p>Discuss types of restraints needed in transporting children. Key points:</p> <ul style="list-style-type: none"> • infants • toddlers • safety belts <p>Invite a police officer or hospital personnel to class to speak about correct seat belt use and safety seats for children.</p>	<p>Participate in discussion. Key points:</p> <ul style="list-style-type: none"> • infants • toddlers • safety belts
Encouraging Children to Use Safety	
<p>Describe ways to encourage children to act safely. Key points:</p> <ul style="list-style-type: none"> • modeling safe behaviors • posters • bulletin boards • socio-dramatic play: • practice situations; such as buckling up in pretend vehicles and keeping hands inside car. <p>Resource people:</p> <ul style="list-style-type: none"> • police • firefighter • nurse <p>Invite community helpers and safety officers to the classroom to talk with the children, about safety.</p>	<p>Give examples of how an assistant child care teacher can foster safe practices.</p> <p>Develop age appropriate activities for safety. Compile a list of books about safety and community helpers.</p>

Student Handout 1: Common Infectious Diseases

Diseases/Symptoms	Incubation Period	Duration	Preventive Measures
<p>Chicken Pox: Aching muscles and fever. Small blister-like pimples appear on which scabs later form.</p>	14-21 days	Normally 6 days after outbreak	None. There is a natural immunity after recovery from the disease.
<p>Common Cold Runny nose, sneezing, coughing; child may have watery eyes, be listless, may attend school if no fever.</p>	1-2 days	Varies	Handwashing, good hygiene. When coughing or sneezing, keep mouth covered, preferably with a cleansing tissue.
<p>Herpes, Oral (cold sores) Blisters in mouth, on lips, or near mouth. First open, then develop dark crust. Once a person has had herpes, may reappear often. No need to exclude from school.</p>	Usually 2-12 days.	Variable	Good hygiene; avoid contact with an open sore.
<p>Impetigo Blisters on skin that open, then develop yellowish crust. Child may attend school if under treatment and if sores are covered with sterile dressing.</p>	Variable	Most contagious first 24 hours after sores appear.	Handwashing with soap, good hygiene, clean fingernails; avoid direct contact.
<p>Influenza (Haemophilus) H Flu Type B Headache, sore throat, accompanied by fever. Child may return to school when temperature is normal.</p>	1-3 days	Varies	A vaccine is available; usually used with children only if they are suffering a chronic illness.
<p>Measles, German (Rubella): Slight fever, swollen glands behind ears and on neck. Flat reddish-pink rash on the head and/or body. Rash does not itch.</p>	12-21 days	4-5 days duration	Immunization available; required for children before they start school. (Women of childbearing age who have not had German measles should be vaccinated against it. The disease can cause birth defects.)

Diseases/Symptoms	Incubation Period	Duration	Preventive Measures
<p>Measles (Rubeola): Fever, cough, runny nose, followed by rash in 4 days. Eyes may be very red. Rash usually starts on some part of face and spreads downward. Miniature pimples may appear in mouth prior to outbreak.</p>	7-14 days; usually 9-11.	Usually 7-8 days or until rash is gone.	Vaccine available. Required before starting school.
<p>Mumps Headache, fever, sometimes irritation in the mouth; the salivary glands between ear and chin swell painfully.</p>	11-26 days; usually 17-19	Until the swelling is gone.	Natural immunity when young and after having disease. Shots available if exposure is important for a particular individual.
<p>Pinkeye Eyes are red, inner lids may be very red; eyelids may have slight discharge, and may become encrusted. Allergic conjunctivitis is similar in appearance, but is not contagious. (When in doubt, contact a physician.)</p>	1-3 days.	2-5 days	Good hygiene, handwashing with soap.
<p>Ringworm Flat, scaly spots on skin, usually in circular shape but may be irregular. May have raised borders around them. Borders may be slightly red. May attend school if all spots covered.</p>	1-10 days (skin); 10-20 days (scalp).	Varies	Good hygiene; avoid contact with affected area.
<p>Scabies Tiny red bumps or blisters, severe itching. May return to school if under physician's care for the infection.</p>	First time, 1 month; reinfection, 2-5 days	Varies	Avoid close contact with someone who is infected.
<p>Strep Throat Headache, nausea, fever, extreme soreness in the throat.</p>	1-7 days, usually 2-5.	7-10 days, until all symptoms are gone.	None. Antibiotics given after exposure.

Unit 8: Meals and Snacks

2-3 hours

Overview

Planning Menus

Special Considerations

Fostering Positive Eating Habits

Involving the Children

Classroom Interaction

Student Handouts

Unit 8: Meals and Snacks (2-3 hours)

Learning Priority:

EC1.g: Adhere to current United States Department of Agriculture Dietary Guidelines and Wisconsin State Licensing Regulations.

Course Objective:

Explain the importance of guiding children during snacks and mealtime experiences.

Unit Objectives:

The student will be able to

- explain how independent eating habits can be fostered at mealtime;
- describe appropriate table manners for children;
- evaluate family service, listing tasks children can assist with during meal and snack times;
- identify foods that could cause children to choke;
- explain the importance of not touching other people's food or using other children's utensils; and
- recognize the importance of planning menus.

Overview

Most children enjoy nutritious foods if they are provided. By following USDA (United States Department of Agriculture) recommendations when planning breakfast, lunch, or dinner, and snack menus, caregivers insure that children receive proper nutrients and serving sizes. Meals should be made appealing with a variety of colors, flavors, and textures. Menus should include both new foods as well as favorite foods. Remember that children enjoy foods that are common in their cultural and ethnic backgrounds.

Eating is a sensory, emotional, and social learning experience. A pleasant, relaxed atmosphere with child-size utensils, tables, and chairs will help foster good habits. The best time to develop good eating habits is at an early age. Children learn more quickly if the teacher models appropriate habits. Finally, children enjoy helping with the preparation of food and setting and cleaning the table.

Planning Menus

Most children enjoy eating and will consume nutritious foods if they are provided. Children are generally curious about what they eat. The tastes, textures, and shapes of foods are intriguing to them. Mashing, squeezing, and playing with foods is a common and natural part of learning for young children.

A well-balanced diet is vital to ensure proper growth and health; food is necessary for children's physical and intellectual development. Poor nutrition contributes to low resistance to colds and infection, poor muscle tone, unhealthy skin, weight problems, stunted growth, soft bones, poor teeth and gums, and easily bruised skin. Mental performance can also be affected by a poor diet: A hungry child also may have difficulty concentrating.

During the preschool years, it is common for eating patterns and habits to change. Sudden food likes and dislikes appear and appetites vary from child to child. Changes occur as a child progresses through different stages of development. During slower growth periods, the child may eat less. Being over-tired or excited, being in a strange setting, or having the regular routine interrupted may contribute to changes in appetite.

The following nutrients are essential for healthy development:

- proteins for body growth and repair
- vitamins and minerals for growth and body functioning
- fats and carbohydrates for sources of energy
- water for regulating body temperature, transporting nutrients to cells, and removing waste products

Since the primary function of a menu is to meet the nutritional needs of children, the basic food groups should be used in planning the menu. Minimum serving sizes are determined by the child's age. The handout, "Child Care Programs; Meal Pattern Requirements," gives serving sizes as established by the USDA.

Breakfast

A typical breakfast menu that ensures minimum nutritional requirements includes whole grain, enriched bread, or substitute, fruit or vegetables or their juices, and milk.

Snacks

Children enjoy snacking. Since children's stomachs are smaller than those of adults, they need to eat three meals and two to three snacks a day to ensure proper nutrition. A healthy snack should contribute significantly to a child's daily food needs. It should consist of foods low in sugar, salt, and fat; and it should be scheduled so as not to affect the child's appetite for meals.

When planning a snack, a child care provider should review daily menus to avoid repeating foods and, whenever possible, coordinate the snack with a classroom activity. Snack time offers a good opportunity to introduce new, nutritious foods. Also, remember that children enjoy being involved in the planning, preparation and service of snacks.

Two of the following foods should be included in a minimum nutritional snack: whole grain or enriched bread or substitute, milk, meat or meat substitute, and pure fruit or vegetable juice or fruit or vegetable.

Lunch

For children in full-day programs, two-thirds of the daily diet requirements should be provided by the center. Attention must be given to food served for lunch. The menus should be simple and contain only a few choices.

Minimum lunch requirements include meat or meat substitute, two or more fruits and/or vegetables, whole grain or enriched bread or substitute, and milk.

A good menu is nutritious and appealing. Since children use the five senses to interpret their environment, color, flavor, texture, and shape influence their food choices. Sensory stimulants to consider include the following qualities:

- Color—use a variety of colors.
- Flavor—be aware of strong or mild taste and sweet or sour properties.
- Texture—alternate between crisp and soft foods.
- Shape—provide round shapes, cubes, strings, and other shapes.
- Temperature—offer both hot and cold foods.

Introduce only one new food at a time and serve it along with familiar foods. To encourage the children to try the new foods, talk about taste, color, and texture. Also, remember to model eating the food. If a child rejects a food after being encouraged to taste a small portion, be accepting and try the food again in a few weeks.

The children's cultural and ethnic backgrounds also need to be considered when planning menus. Including ethnic foods in the menu encourages meal variety, increased parental participation, and an understanding of others and acceptance of foods that are unfamiliar.

Introduce the food as a sampling of what some individuals in a particular culture might eat. For example, families recently from Mexico may not eat the same foods as third-generation Mexican-Americans. Also include in your menu foods that children would regularly eat at home.

Special Considerations

Allergies

Children's food allergies need to be identified. Common foods that may cause allergic reactions in some children include milk, cereal grains, eggs, shellfish, nuts, fresh fruit juice, chocolate, and food additives.

Information on foods that cause allergic reactions in a child **MUST** be included in the forms a parent completes when enrolling the child in the center. It is important to check these records.

Choking

Safety must be a consideration in menu planning. Children under the age of 3 are susceptible to choking on foods that may become lodged in the throat or lungs. Nuts, popcorn, whole grapes, hot dogs cut into chunks less than one-half inch, and carrot or celery sticks or chunks are frequently cited as problems. Carrots and celery can be eaten if shredded, cooked, or thinly sliced.

A child can and should be taught how to prevent choking while eating. Some rules that children can learn include staying seated while eating, always taking small bites, chewing all food thoroughly, swallowing what is in the mouth before taking another bite, and not laughing or talking with food in the mouth. Also, since peanut butter is a dry, sticky substance, it should be used with caution. It should be applied sparingly on crackers and bread and served with plenty of fluids.

Fostering Positive Eating Habits

Eating is a sensory, emotional, and social learning experience. The best time to develop good food habits is during the preschool years. The children might be motivated to try new foods if the classroom themes and the introduction of the unfamiliar foods are linked. For example, try a new food that is associated with an upcoming event or holiday. A food related activity, such as planting a garden or going on a field trip to a farm or a grocery store, provides another good time to introduce a new food. Children also may enjoy a tasting party or a cooking experience.

Table Arrangement

Tables used in preschool classrooms should have an easy-to-clean surface to allow for sanitary cleanup. Adequate table space and enough chairs should be provided for all children and adults to be comfortably seated. The arrangement of tables should allow caregivers to view other tables in the event that one adult might leave to assist a child or get additional food. Proper tools for the cleanup of inevitable spills should be convenient.

Atmosphere

A pleasant, relaxed atmosphere is important for successful mealtimes, and the classroom should be free from distractions during meals and snacks. Child-sized furniture allows children to sit comfortably while eating.

The child care center staff should try to avoid conflicts over how much to eat or about a refusal to eat. Children often rebel if forced to eat. Children may have “food jags,” asking for the same food day after day and then suddenly refusing to eat it. Food should not be used as a reward, pacifier, or punishment. This places an undue emphasis on food and leads to the formation of poor eating habits.

Teacher Modeling

Teachers foster good eating habits by modeling appropriate behaviors and attitudes. Therefore it is important for teachers to sit and eat with children. Teachers should encourage children to eat foods from different food groups. The teacher may also guide the conversation to topics like classroom experiences; plans for future activities; the origin, color, and taste of foods served; and daily classroom experiences.

Teachers should also model acceptable table manners. Manners develop slowly, are learned by watching adults, and differ with age. Nagging about table manners makes everyone tense. It is more effective to praise the behaviors that are positive than to criticize or nag.

During eating times, the teacher can also discuss the importance of taking the food one touches, using one's own utensils, and covering one's mouth when coughing. Good eating habits are fostered when there are a few simple rules for meal or snack time.

Involving the Children

Children feel a sense of accomplishment when they assist in mealtime preparation. Depending on age and ability, the children can help prepare foods, set the table, serve themselves, and clear and wipe the tables.

Child-sized serving bowls and pitchers should be provided. When children experience family style service, they learn independence and decision making. Children like to make choices about foods they eat. Choosing between two vegetables may encourage the child to eat a vegetable that he or she might not have tried.

Cooking Experiences

Cooking experiences can foster children's independence, cognitive development, and attitude toward food. For example, the children can observe and assist in the preparation of food. They can learn the names of pots and pans, kitchen utensils, ingredients, and processes like stirring, grinding, or beating. Then, children can talk about what they see, hear, or smell. Some conversation starter questions are "Tell me what is happening now?" "What will we do next?" Picture and word recipes can be used to teach children preparation steps.

Successful cooking experiences will be carefully organized. Give children background information about the foods that they are using. Have all the materials assembled before the activity begins. Emphasize the need to cook with clean hands and the reasons for following other sanitary procedures (not sneezing or coughing into the food). Safety issues may need to be addressed. The child's age must be considered when having children participate in food preparation, or activities that involve hot foods and sharp tools.

Classroom Interaction: Unit 8

Teacher Involvement	Student Involvement
Planning Menus	
Discuss nutritional needs. Key points: <ul style="list-style-type: none"> • body's use of nutrients from food eaten • need for protein, vitamins, minerals, water, fats, and carbohydrates • poor nutrition causes a variety of problems 	Participate in discussion.
Review the food guide pyramid.	Give examples of foods that belong in each section of the pyramid.
Using "Child Care Programs: Meal Pattern Requirements" handout, discuss USDA food requirements and serving sizes.	Participate in discussion and note important facts.
Plan menus for children of different ages for <ul style="list-style-type: none"> • snacks • breakfast • lunch or supper 	In small groups develop menus for two days for children of different ages for <ul style="list-style-type: none"> • snacks • breakfast • lunch or supper
Invite students to share examples of what makes a meal appealing to them. Key points: <ul style="list-style-type: none"> • color • flavor • texture • shape • temperature 	Give examples of what makes a meal appealing.
Discuss how children's ideas of what makes a meal appealing might differ from adults.	Discuss how children's ideas of what makes a meal appealing might differ from an adults. Why?
Brainstorm methods of introducing new foods to a group of children.	Give examples of ways to introduce new foods.
Discuss importance of including cultural and ethnic variety in center menus.	Participate in discussion.
Special Considerations	
Discuss special considerations related to foods. Key points: <ul style="list-style-type: none"> • food allergies • choking • food size 	Participate in discussion.
Fostering Positive Eating Habits	
Explain the importance of developing positive eating habits.	Participate in discussion focusing on methods assistant child care teachers can use to promote positive eating habits with children.
Discuss the importance of providing child-size serving dishes and utensils.	Participate in discussion.

Teacher Involvement	Student Involvement
Develop a set of rules for meal or snack time.	Develop rules for meal or snack time.
Child Involvement	
Brainstorm ways children can be involved with <ul style="list-style-type: none"> • meal preparation • meal serving • cleanup 	Participate and give examples.
Discuss what is meant by family service. How can family service foster independence?	Participate in discussion.
Plan a cooking experience to be used as a snack. Develop a picture-word recipe to use with it.	Contribute in planning.
Have students develop a picture-word recipe that can be used with children.	Develop a picture-word recipe and describe in writing how it would be used.
Table Manners	
Discuss appropriate table manners for children.	Participate in discussion.
List possible ways to teach children table manners.	List.

Student Handout 1: Child Care Food Program— Meal Pattern Requirements

	Children 1 and 2 years	Children 3-5 years	Children 6-12 years
Breakfast <ul style="list-style-type: none"> • milk, fluid • juice or fruit or vegetable • bread (enriched or whole grain) and/or • cereal: cold, dry or • cereal: hot, cooked 	½ cup ¼ cup ½ slice ¼ cup* ¼ cup	¾ cup ½ cup ½ slice ⅓ cup** ¼ cup	1 cup ½ cup 1 slice ¾ cup*** ½ cup
Midmorning or Midafternoon Snack (supplement) <i>Select two of these four components</i> <ul style="list-style-type: none"> • milk, fluid • meat or meat alternative • juice of fruit or vegetable • bread (enriched or whole grain) and/or • cereal: cold, dry or • cereal: hot, cooked 	½ cup ½ oz. ½ cup ½ slice ¼ cup* ¼ cup	½ cup ½ oz. ½ cup ½ slice ⅓ cup** ¼ cup	1 cup 1 oz. ¾ cup 1 slice ¾ cup*** ½ cup
Lunch or Supper <ul style="list-style-type: none"> • milk, fluid • meat or meat alternative <ul style="list-style-type: none"> ○ meat, poultry, or fish, cooked (lean without bone) or cheese ○ egg ○ cooked, dried beans or peas • peanut butter • vegetable and/or fruit (2 or more) • bread or bread alternative, enriched grain or whole grain 	½ cup 1 oz. 1 egg ¼ cup 2 tbsp. ¼ cup ½ slice	¾ cup 1½ oz. 1 egg ¾ cup 3 tbsp. ½ cup ½ slice	1 cup 2 oz. 1 egg ½ cup 4 tbsp. ¾ cup 1 slice

* ¼ cup (volume) or 1/3 oz. (weight), whichever is less

** ⅓ cup (volume) or 1/2 oz. (weight), whichever is less

*** ¾ cup (volume) or 1 oz. (weight), whichever is less

Unit 9: Center Relationships

4 hours

Overview

Maintaining Staff Relationships

Working with Parents

Working with Volunteers

Dealing with Stress

Classroom Interaction

Unit 9: Center Relationships (4 hours)

Learning Priority:

EC1.c: Cultivate positive relationships with children in a child care setting.

Course Objective:

Describe the importance of maintaining positive relationships with staff, parents, and volunteers.

Unit Objectives:

The student will be able to

- determine positive behaviors that would foster cooperative relationships with staff;
- identify ways of supporting the director and head child care teacher;
- describe ways of initiating positive parental contacts;
- explain how to make volunteers feel accepted and needed in the center;
- identify possible stressors present in a child care center environment; and
- examine ways of positively managing stress in the role of the assistant child care teacher.

Overview

Since center relationships affect the quality of the program, cooperation and understanding are necessary between center staff members. Child care staff need to have good interpersonal skills.

Working in a child care center requires knowing one's responsibilities and maintaining a positive job attitude. Working with parents and being interested in their children are important facets of center relations. This interest can be conveyed through one-on-one contact, individualized notes, telephone calls, newsletters, bulletin boards, and visits.

Volunteers are very helpful in a center. They need to feel welcome and be given a variety of responsibilities so that they may contribute effectively. An important consideration in any human service job is stress and how an individual deals with it. Because of the nature of child care, "burn-out" can occur. Therefore, the individual worker needs to recognize stressors and learn appropriate ways to alleviate them.

Maintaining Staff Relationships

For a center to run smoothly, cooperation and understanding among the staff are essential. Teamwork is enhanced by effective communication and good verbal and nonverbal communication skills. A unified attitude fosters a healthy and happy environment for both children and adults.

Working successfully in a center requires sharing ideas and giving support whenever possible. This means cooperating with other staff members as they perform their individual roles. Staff relationships are enhanced by these behaviors:

- arriving at work on time
- listening carefully and following instructions
- accepting and acting upon suggestions and criticisms
- admitting mistakes
- completing assigned tasks willingly
- continuing to learn about child development
- learning to use community resources to benefit the program
- supporting director and teacher in decisions and policies
- helping to achieve center goals

Working with Parents

Positive parent–teacher relationships are based on mutual understanding. The initial contact between parent and assistant child care teacher is important. First impressions are influential. Assistant child care teachers can enhance relationships with parents by demonstrating an interest in their children.

This interest can be conveyed in the following ways:

- informing the parents about their children’s activities and interactions
- listening to the parents’ thoughts, feelings, and requests for information
- treating the parents courteously and with respect
- showing an interest in the child’s welfare
- knowing when to refer parents to other staff members

The brief, routine contacts between parents and caregiver at arrival and departure times are the chief building blocks in a relationship. These contacts need to be positive, personal, informed, and focused on the child.

Individualized notes. Parents enjoy receiving short, positive notes. These messages should be individualized for each child, stating the child’s name, date, and a description of child’s activities, successes, and other significant information.

Telephone calls. Telephone calls should be reserved for either positive reports or emergencies. A parent must be called when a child is ill or injured. News of a child's misbehavior is seldom an emergency. A face-to-face meeting is always better for talking about behavior problems, because it allows for sensitivity to the other person's reactions and feelings.

Newsletters or parent letters. Newsletters or parent letters may be sent out weekly, bimonthly, or monthly. Through newsletters, parents can learn about events that are planned for the children, menus, highlights of the upcoming week, birthdays, and other center events, changes, or policies.

Parent visits or open house. Encourage parents to visit the center. This allows parents a firsthand view of what their children's days are like and gives them opportunity to ask questions.

When informally discussing a child with his or her parent, consider the parent's experiences. Conversations should be meaningful and nonthreatening. Successful conversations occur more frequently when a staff member tries to understand the parents' attitudes and values, as well as their needs and perceptions of the program.

A staff member should also listen attentively and ask questions to clarify anything that might be misunderstood.

Working with Volunteers

Volunteers can be very helpful in a child care program. They may come in regularly and carry out duties similar to those of an assistant child care teacher, or they may come for special purposes. Volunteers can contribute needed services such as preparing snacks, working with children on special days, or cleaning and repairing equipment and toys.

Volunteers may be parents, grandparents, or other relatives; high school or college students; or people from the community. For volunteers to be effective, someone must be responsible for giving them adequate directions and an understanding of children's behaviors. Volunteers should have some knowledge about how children learn and what children need to learn. Much of this background information can be provided at a center orientation meeting.

Wisconsin Administrative Code requires two hours of center orientation for volunteers. This meeting should also cover these topics (as outlined by the State of Wisconsin Administrative Code):

- center policies
- training in emergency procedures, including first aid
- job responsibilities as outlined in the job description

- training in the recognition of childhood illnesses
- schedule of activities
- review of child abuse and neglect laws
- procedure for ensuring that all child care workers know the children assigned to their care and their whereabouts at all times
- child guidance techniques
- integration of children with special needs into the program

When a volunteer arrives at the center for the first day of work, he or she should be greeted by name and given a place to hang a coat and to place personal items. The volunteer should then be reoriented to the center and the center's routine. To assure a smooth transition, the volunteer should be given a list of responsibilities or tasks to be performed. Remember, these individuals are sharing their time, energy, and talents with the children and the center staff. A simple "thank you" or praise for a job well done will be appreciated.

Dealing with Stress

Assistant child care teachers must be healthy in order to maintain energy, vitality, and enthusiasm for their work. Stamina is required to work for long hours with children. To prevent "burn-out," a healthy balance between work and leisure is essential. Teachers need to cultivate interests and to participate in leisure activities outside of teaching hours.

Stressors in child care centers include the nature of the work itself. Close personal relationships with young children, who have many needs and require constant attention, are often a drain on a teacher's energy. Another stressor is the actual working conditions. Centers may have a low budget, limited supplies, and a high child-to-staff ratio. Finally, low pay, lack of benefits, and low status become discouraging.

Symptoms of stress may include a reluctance to go to work; a high sense of failure; feelings of anger, resentment, or guilt; negativism; fatigue; sleeplessness; absenteeism; and increased susceptibility to illness. Watch for signs of stress and attempt to reduce the impact of stressful events whenever possible.

These are ways to positively manage stress:

- Recognize stressors. Stress results when demands are greater than a person's resources. An important step in managing stress is to recognize sources of stress and then take steps to eliminate or reduce them.

- Manage time. This involves making a “to-do” list and prioritizing tasks, recognizing which tasks are urgent and which can wait. It also means setting goals and making steady progress towards them. “Pace” yourself during the day by taking on only a realistic amount of work and working steadily.
- Develop a support system. Form friendships with people both in and out of the child care field. Friends in the field are good to share common experiences with and for identification. Friends outside the field are also important, because they demand that your perceptions stay varied.
- Use personal time. Avoid mixing professional and personal life; make certain to set aside personal time daily. Also, exercise and a balanced diet keep the body healthy and alleviate stress.
- Maintain a sense of humor. The ability to see the humorous side of a situation and to laugh at oneself is a valuable asset. Laughter helps to relieve tension.
- Learn relaxation skills. Literally hundreds of ways to relax exist: alternate muscle tension and relaxation, breathing exercises, musical interludes, and massage are just a few.
- Develop communication skills. Effective communication eliminates roadblocks and helps foster a positive work environment. Learn to listen actively to achieve mutual understanding. Try to understand and acknowledge a speaker’s message. Initiate conversations with the head teacher if questions arise. It is important to continually clarify expectations and responsibilities inherent in the assistant child care teacher role.
- Learn to approach problems in functional rather than dysfunctional ways. For example, learn to accept problems as they are rather than deny that they exist. Approaching problems in a positive, solution-oriented manner is more effective than assigning blame. Staff members, all of whom have unique abilities and views, must learn to be accepting and appreciative of differences in people. In making a commitment to quality child care, a teacher has to remain flexible.

Classroom Interaction: Unit 9

Teacher Involvement	Student Involvement
Maintaining Staff Relationships	
Brainstorm reasons for developing and maintaining positive staff relationships. Key points: <ul style="list-style-type: none"> • Provide a positive environment for children. • Keep communication lines open to staff, parents, and volunteers. • Project a positive perception in community. 	Brainstorm.
Divide into small groups and develop a list of ways an assistant child care teacher can enhance staff relationships. Compare and contrast lists to develop a class list.	In small groups, list ways an assistant child care teacher can show a positive work attitude. Report list in class.
Assign a written project: What qualities does the student possess that would make him or her a valuable center staff member.	Written assignment: Outline professional qualities that the student possesses that would make him or her a good assistant child care teacher.
Working with Parents	
Discuss assistant child care teacher's role with parents: <ul style="list-style-type: none"> • Greet parents and children. • Guide and direct parental concerns and questions to appropriate staff personnel. 	Participate in the discussion, giving examples of ways this role can be facilitated.
Discuss pros and cons of various ways of communicating with parents. Examples: <ul style="list-style-type: none"> • individualized notes • telephone calls • newsletters • bulletin boards 	Discuss pros and cons of various methods used to communicate with parent. Examples: <ul style="list-style-type: none"> • individualized notes • telephone calls • newsletters • bulletin boards
Have students sketch a bulletin board on paper for parents. This sketch should communicate information to the parent. Examples: <ul style="list-style-type: none"> • tips on parenting • information on child development • upcoming center events • safety • nutrition • health tips 	Design and sketch a bulletin board for the parents.
Volunteers	
Discuss how volunteers can contribute to a center. Key points: <ul style="list-style-type: none"> • potential for children to interact with other cultures and generations • extra support for staff and children • share talents or expertise 	Discuss the question. Why are volunteers important to a center?

Teacher Involvement	Student Involvement
<p>Brainstorm ways to make the volunteer feel welcomed and useful in a center. Examples:</p> <ul style="list-style-type: none"> • Greet by name. • Provide a list of responsibilities. • Support them as needed. • Acknowledge their contributions. 	<p>Share examples of ways to make the volunteer feel welcomed and useful.</p>
Stress	
<p>Identify stressors in a child care setting. Examples:</p> <ul style="list-style-type: none"> • poor pay • high turnover of staff or children • lack of equipment or supplies • hours • low status 	<p>Describe stressors in a child care setting</p>
<p>Discuss ways to alleviate job stress. Solutions may include</p> <ul style="list-style-type: none"> • time management • support system • personal time • relaxation skills 	<p>Participate in discussion.</p>
<p>The following are situations that an assistant child care teacher might encounter in a child care center. Discuss how they might be stressful and list ways of positively managing the stress.</p> <ul style="list-style-type: none"> • As an assistant child care teacher, you feel you are not informed and do not really know what is going on in the center. What might you do? • You are an extremely neat, tidy, and organized person. However, the head teacher you are working under is not. How can you deal with your differences? • Some of the other child care teachers don't want to attend the required in-service meeting. They see it as a waste of time, You, however, feel it is valuable and would like to go. How would you deal with their request to join them for pizza instead? • As an assistant child care teacher, you work under two head teachers, one in the morning and one in the afternoon. Teacher A has a relaxed style, where you do what you want in the classroom. Teacher B, however, is much more structured and prefers a tightly planned schedule. How might this be stressful for you? How can you deal with it? 	<p>Divide into small groups and discuss ways of dealing with stressful situations outlined by teacher. Share ideas with larger group.</p>

Unit 10: Working with Children

3 hours in class and 7 hours outside of class

Overview

Arranging Student Placement Sites

Preparing Students for Participation Experiences

Classroom Interactions

Student Handouts

Unit 10: Working with Children

(3 hours in class and 7 hours outside of class in licensed regulated child care centers)

Learning Priorities:

EC1.b: Apply theories of developmentally appropriate practice to classroom situations.

EC1.c: Cultivate positive relationships with children in a child care setting.

EC1.d: Guide children in appropriate behaviors.

EC1.e: Create and facilitate developmentally appropriate activities for a variety of child care curricular areas.

EC1.g: Adhere to current United States Department of Agriculture Dietary Guidelines and Wisconsin State Licensing Regulations.

EC1.h: Create a physically safe and emotionally secure environment for children both inside and outside of the center according to the licensing regulations.

Course Objective:

Participate in a classroom with a group of young children.

Unit Objectives:

The student will be able to

- recognize basic child observation skills;
- design, implement, and evaluate developmentally appropriate activities for individuals and groups;
- demonstrate acceptable behavior, hygiene, and attire;
- prepare children in learning daily routines;
- differentiate children's behavior in adjusting to new activities;
- model correct grammar and vocabulary;
- analyze children's body language for signs of aggression;
- encourage children to participate in cleanup activities;
- supervise and comfort children as needed;
- evaluate snack and mealtime; and
- model the classroom teachers in their daily routines with children.

Overview

This unit is the culmination of the previous units. Unit 10 requires that students observe and participate in actual early childhood settings. Students should be guided and supervised by the instructor and the child care staff. The instructor needs to arrange placements for students in quality programs staffed by qualified early childhood personnel. Guidelines and evaluation forms will be provided for the cooperating child care staff. The students should also be given copies of these forms so they may become familiar with the evaluation forms prior to the actual participation experience.

Arranging Student Placement Sites

It is the instructor's responsibility to arrange placement sites. Since this process may be time consuming, it should be started early. To locate potential participation sites, contact the regional licensing office for a current list of child-care facilities. Another source for student placement may be the local kindergarten and early childhood program. Community after school programs are a third possibility. And, if necessary, an instructor may arrange a short term on-site program for preschool children.

Before students participate in a child care center or school classroom, it is recommended that the instructor visit the potential sites and consult with the cooperating teacher. The instructor can outline the program goals and requirements for the course and clarify any questions regarding the responsibilities of personnel at the cooperating site. Secondly, the instructor can provide the cooperating teachers with information regarding student participation requirements and qualifications.

Preparing Students for Participation Experiences

Before students begin their participation experience, discuss the importance of professional behavior. During the participation experience, the students should remember to practice a few simple behaviors:

- Be prompt and reliable. If ill, call the center and reschedule the time missed.
- Respect the program's policies and practices. Remember that a student is a guest of the cooperating program.
- Maintain confidentiality regarding children and staff.
- Participate with individuals or groups of children.
- Be prepared when presenting an activity.
- Model correct behavior, language, and grammar at all times.
- Dress appropriately and professionally
- Be prepared to assist with any and all tasks that are required of an assistant teacher.

Students should observe in the classroom several times before leading activities with children. They should become familiar with the class rules and routines. Child guidance techniques should be followed as indicated by the center. The instructor and cooperating teacher must preview lesson plans before the student presents an activity to children.

A variety of forms and checklists, which may be duplicated, are included at the end of this unit. Adaptions may be necessary to meet the unique needs of a class.

Classroom Interaction: Unit 10

Teacher Involvement	Student Involvement
Participation Experience	
Provide cooperating teachers and students with outlines of expected behaviors and copies of evaluation forms.	Review forms and clarify any questions.
Review goals and objectives of the participation experience with students, stressing the importance of professional behavior, language, and attire.	Listen and ask questions.
Have students write a personal journal about their participation experience. Encourage students to write down questions and concerns to be discussed as needed. Students should evaluate their teaching and how they would change things in the future.	Write daily journal.
Have students keep regular anecdotal records on two children for the entire participation experience. (See Unit 3 observation section.)	Select two children. Regularly observe them and write anecdotal records.
Have students plan five activities to use with children during their participation. They need to develop activity lesson plans for five different curriculum areas using the activity lesson plan form.	Select and plan activities.
Ask each student to write a lesson plan; prepare and present the activity to the class for peer and teacher feedback.	Present activity to the class and evaluate possible changes.
Assign students the "Observation Checklist for Early Childhood Setting." (See student handouts.)	Observe the classroom and complete checklist. Discuss experience and findings.

Student Handout 1: Observation Checklist for Early Childhood Setting

Student's Name <i>First and Last</i>	Date <i>Mo./Day/Yr.</i>
Setting	Time
Center Contact	Telephone No. <i>Area/No.</i>

Place a check mark in the box before each item observed in the classroom.

1. What learning centers were provided?
 - art
 - block building
 - books and storytelling
 - gross motor activities
 - mathematics
 - music or movement
 - science
 - sensory (sand/water table)
 - small manipulatives
 - dramatic play
2. If an art area was provided,
 - was there sufficient table space for several children?
 - was it located near a water source?
 - were a variety of art materials and tools available?
 - could the children independently select and return supplies?
 - is there proper storage?

3. If a block area was provided, did it include
 - assorted sizes and shapes of blocks?
 - an ample supply of blocks?
 - sufficient space for building?
 - accessories such as trucks, cars, people figures, and plastic animals?
4. If there was a book or story area, did the area include
 - a comfortable, quiet space to look at books?
 - books displayed at the children's level?
 - a variety of books for children of different ages and interests?
 - multi-ethnic books, such as books with illustrations of people from several cultures?
 - books related to current theme being taught in the classroom?
5. If a gross motor area was provided, did the area provide
 - climbing, crawling, and balancing equipment?
 - open space where children could safely move?
6. If a mathematics area was provided, were there
 - "hands-on" games and activities?
 - materials to sort, classify by color, shape, and size?
7. If a music or movement area was provided,
 - were rhythm instruments available?
 - was a variety of music available and accessible?
 - was there sufficient space for creative movement?
8. If a science area was provided, was there
 - gerbils, hamsters, fish, insects and/or other live animals?
 - interesting and inviting materials, displays, and arrangements such as flowers, rocks, bird nests?
 - magnifying glasses, color paddles, child-sized binoculars, or a prism?
 - a water source nearby?

9. If sensory (sand/water) table was provided, was
- the table large enough so several children could participate?
 - it placed near a water source?
10. If an area for small manipulative activity was provided, did the area include
- a variety of puzzles matched to the ability levels of the children in the classroom?
 - a variety of manipulative toys and games?
 - toys at various levels of complexity?
 - an ample supply of materials to encourage cooperation?
 - storage that allows children to easily select and return toys and games?
 - toys and game that were in good working condition and puzzles that had all of the pieces?
11. If a dramatic play area was provided,
- was a full-length mirror available?
 - was equipment child-sized?
 - was dress-up clothing provided?
 - could children independently select and return clothing?
 - were dolls of different racial and ethnic groups provided?
 - were kitchen and table accessories available?
12. Did the setting provide
- a locker or cubby for each child's personal belongings?
 - bulletin boards, placed at children's eye level?
 - adequate shelves and storage space for toys and equipment?
 - quiet areas separated from noisy areas?
 - uncluttered play spaces?
 - sufficient lighting and ventilation?
 - wet areas separated from dry areas?

Student Handout 2: Activity Lesson Plan

Student's Name <i>First and Last</i>		Date <i>Mo./Day/Yr.</i>	Time
Theme		Activity	
Age Range of Children		Number of Children	

Developmental Goals:

Learning Objectives:

Motivation and Introduction

Procedure

Materials needed:

Closure or Transition:

Student Handout 4: Student Teaching Experience

Students will evaluate

1. What were the strengths of your student teaching experience? Explain in detail.

2. What were some areas that you could improve on? Explain in detail.

3. If you were to repeat the activity, what would you do differently (teaching technique, different materials, other)?

Cooperating teachers will evaluate

4. The strengths of the student teacher and the experience. Explain in detail.

5. Areas of improvement for the student and/or activities. Explain in detail.

Cooperating Teacher's Signature ➤	Date Signed Mo./Day/Yr.
Student Signature ➤	Date Signed Mo./Day/Yr.

Unit 11: Professional Development

4 hours

Overview

Attitude and Work Ethic

Skills and Abilities

State Licensing Rules

Further Opportunities for Education

Classroom Interaction

Student Handouts

Resources

Unit 11: Professional Development (4 hours)

Learning Priorities:

EC1.f: Develop a career portfolio.

CCLC1.b: Demonstrate transferable and employability skills in school, community, and workplace settings.

Course Objective:

Recognize the importance of self-management and development as an assistant child care teacher.

Unit Objectives:

The student will be able to

- identify the importance of a positive attitude in the workplace;
- explain the importance of accepting advice and supervision from the director and head child care teacher; and
- explain the importance of the following skills and abilities, which are essential for the assistant child care teacher. These include
 - has positive work attitude
 - has good work habits, is on time, is dependable
 - is safety conscious
 - understands the value and importance of work
 - is friendly and courteous
 - works well with others
 - accepts advice and supervision
 - is flexible
 - listens well enough to understand
 - models a lead child care teacher for a day, recording his or her responsibilities and routines
 - discovers further opportunities for child care education in the field of child care at the post-secondary and college levels
 - interprets the state licensing rules for which the assistant child care teacher is responsible
 - examines major child care resources, such as publications and equipment catalogs

Overview

An assistant child care teacher is an integral member of the center staff. Positive attitudes are demonstrated by maintaining confidentiality; following center rules; using good work habits; and accepting responsibility, advice, and supervision. Effective assistant child care teachers possess the following skills and abilities: flexibility, communication and listening skills, courtesy, friendliness, and dependability.

Assistant child care teachers assist in maintaining an environment that fosters the health and safety of children. This requires being familiar with the Wisconsin Administrative Code Licensing Rules for Group Day Care Centers and Licensing Rules for Family Child Care Centers.

There are a variety of opportunities at both the post-secondary and college level in child care services. Child care resources, publications, and catalogs are also available online. See resources in appendix.

Attitude and Work Ethic

A positive work ethic and attitude is essential. The assistant child care teacher is a center staff team member. The staff member works under the direction and guidance of a teacher who is responsible for meeting the goals and objectives defined by the center.

An assistant child care teacher who possesses a positive work ethic and attitude is a great asset to the center and staff. This work ethic is demonstrated by a willingness to behave in a professional manner.

To function effectively as part of the team, the assistant child care teacher should maintain confidentiality, which means not discussing information about children and their families with anyone other than the person involved or another professional who might help. It also means not talking to parents about their child's behavior when the child is present.

The assistant teachers also must practice good work habits:

- demonstrates integrity
- demonstrates initiative and self-direction
- demonstrates safety and security regulations and practices
- demonstrates collaboration with others
- demonstrates effective communication
- maintains composure under pressure
- develops positive relationships with others
- applies job-related technology, information and media skills in the work place

Additionally, assistant child care teachers must practice being dependable, flexible, and willing to help others. Following through on tasks and showing initiative are also positive habits. It is necessary to accept advice and supervision from the director and head child-care teacher and to follow the center rules. This promotes positive staff relations and contributes to one's professional growth.

Skills and Abilities

Just as a positive work attitude and ability is important to be an effective staff member, so too are the skills and abilities that a person brings to the job. These skills and abilities allow the center to run more smoothly and assure its standard of care for the children. Important skills and abilities to possess include the following:

- **Flexibility:** Changes in plans, schedules, and responsibilities at the center may be necessary.
- **Modeling:** Children observe and copy the behavior of assistant child care teachers. Personal attitude, professionalism, and grooming reflect upon the center.
- **Communication skills, both verbal and nonverbal:** A speaker's tone, clarity and word choice affects relationships. What is said should be well thought out and clearly spoken. Nonverbal communication such as posture, dress, facial expressions, and gestures are as important as verbal skills.
- **Listening skills:** To become an effective listener, look directly at the person who is talking. Also, listen carefully to what is being said and avoid interrupting. Sometimes it is a good idea to rephrase what was said to determine whether you understand.
- **Good work habits:** Good work habits include accepting responsibility, being on time, being dependable, working well with others, and understanding the importance of the job.

Wisconsin center directors consider the following skills and abilities important in hiring assistant child care teachers:

1. Has positive, caring attitude toward work
2. Has a passion for young children
3. Relates easily and spontaneously to others
4. Is kind, patient, and confident
5. Is creative and uses a variety of resources
6. Dependable and reliable, and respects differences

7. Is a keen observer, listener, and communicator
8. Promotes positive classroom behaviors
9. Is compassionate and accepting of children's behaviors
10. Is safety conscious
11. Has a strong sense of the value of a work ethic
12. Shows initiative and energy in the classroom
13. Is courteous and friendly
14. Collaborates with others and is a team player
15. Accepts constructive criticism
16. Is flexible and adaptable to change
17. Listens and demonstrates comprehension
18. Follows through on assignments and demonstrates comprehension
19. Is willing to learn new skills
20. Is willing to improve job skills
21. Communicates clearly and effectively with co-workers and parents
22. Has specific skills required to perform the job of an assistant child care teacher
23. Initiates, plans, directs own work and is a self-starter
24. Physically, emotionally, and mentally able to provide responsible care to all children
25. Makes sound decision making in own area of work
26. Solves problems and makes sound decisions
27. Dresses appropriately for work situation
28. Produces quality work, is accurate, does not waste time
29. Demonstrates appropriate reading, writing, and math skills on the job
30. Produces appropriate quantity of work
31. Practices good personal hygiene
32. Demonstrates a positive role model

State Licensing Rules

An assistant child care teacher is responsible for helping with the health, safety, and sanitation of the children, and the maintenance of the center. Therefore, he or she needs to become familiar with appropriate sections of the Wisconsin Administrative Code, Licensing Rules for Group Day Care centers available at DCF 251.06. The pertinent sections are:

- **Maintenance.** This section deals with the building.
- **Safety.** This section deals with protective measures, emergencies, and fire protection and transportation safety.
- **Sanitation.** This section deals with the premises, including both indoor and outdoor space; sanitary procedures for dish washing and food preparation.
- **Health.** Included in this section are procedures for handling ill children, administering medication, and dealing with injuries and accidents.

Further Opportunities for Education

A degree (one- or two-year) from a technical college or a university in child development or early childhood education are educational opportunities. Check with local two- and four-year colleges for information on programs offered.

In addition to basic career training, individuals in child-related careers are required to participate in in-service education on a regular basis. Inservice education may include workshops, seminars, or child-related course work.

Major Child Care Resources: Publications and Catalogs

The National Association for the Education of Young Children (NAEYC) and the American Association of Family and Consumer Sciences (AAFCS) are professional organizations that publish relevant books and materials. They also sponsor professional conferences on the state and national levels.

Numerous professional publications related to child care services are available. Examples are listed in the Selected Resources in the Appendix.

Shadow a Lead Child Care Teacher

Each student should shadow a head child care teacher and record his or her responsibilities and routines. Contact the teacher(s) and make arrangements in advance of this assignment. An observation form and interview questions are included at the end of the unit.

Classroom Interaction: Unit 11

Teacher Involvement	Student Involvement
Positive Attitude	
Brainstorm how an individual can be an effective "team" member. Key points: <ul style="list-style-type: none"> • maintaining confidentiality • following rules • developing good work habits 	Participate.
Discuss why it is important to accept constructive criticism and supervision. Key points: <ul style="list-style-type: none"> • professional growth • maintenance of staff relations • knowledge 	Participate.
Invite a director to discuss what he or she looks for when hiring an assistant child care teacher.	Prepare questions. Examples: <ul style="list-style-type: none"> • What qualities should an assistant child care teacher possess? • What responsibilities does the assistant child care teacher have?
Important Skills and Abilities	
List skills and abilities an assistant child care teacher needs. Examples: communication skills, listening skills, work habits, modeling.	List skills and abilities needed by an assistant child care teacher.
Assign a one-page paper. What skills and abilities do you possess that would make you an effective staff member?	Write one-page paper.
State Licensing Rules: DCF 251.05(1)(g)2.c	
Review the pertinent sections of the Wisconsin Administrative Code concerning <ul style="list-style-type: none"> • health and safety • sanitation • maintenance 	Review.
Further Opportunities for Education	
Invite a guidance counselor or child care director to discuss further educational opportunities on the post-secondary and college levels. Invite technical college personnel to discuss child care training programs; who, and how people get involved in the child care industry; business trends of child care throughout the country; updates in legislation, etc.	Participate.
Review brochures and catalogs of post-secondary college programs related to child care services.	Examine and compare brochures and catalogs.

Teacher Involvement	Student Involvement
<p>Discuss various career ladders possible in child care, early childhood education, or child development to become</p> <ul style="list-style-type: none"> • head teacher • director of a center • kindergarten teacher • child development teacher in high school 	<p>Discuss career options.</p>
<p>Assign one-page paper: What are your career goals upon graduation? Two years and five years from graduation?</p>	<p>Write one-page paper explaining goals.</p>
Major Child Care Resources	
<p>Display various publications and catalogs. Examples:</p> <ul style="list-style-type: none"> • Young Children • ABC School Supply • Childcraft 	<p>Examine publications and catalogs.</p>
<p>Assign: Find three different organizations for information. Guide students to use internet. Remind students to obtain resource information (name, website, telephone number, etc.)</p>	<p>Find three different organizations for information. Share with class.</p>
Shadow a Lead Teacher	
<p>Assign: Shadow head child care teacher. Complete observation report.</p>	<p>Shadow head teacher completing observation form (student handout).</p>
<p>Assign: Interview a head teacher in a child care center using interview form. (student handout.)</p>	<p>Discuss in large group the results of the observations and interviews.</p>

Student Handout 1: Observation Form

Teacher Responsibilities and Routines

Name of Person Observing <i>First and Last</i>	Observation Date <i>Mo./Day/Yr.</i>
Teacher's Name <i>First and Last</i>	Time Present <i>From/To</i>

Center

In the space below, record the time you observed and what you observed the teacher doing. For example, 9:00-9:15/Greeted parent and children by name. Instructed children to find an activity among those set up. Assisted those children who needed help removing outdoor clothing.

Time	Activities Observed

Student Handout 2: Interview Form: Lead Child Care Teacher

Teacher's Name <i>First and Last</i>	Observation Date <i>Mo./Day/Yr.</i>
Student's Name <i>First and Last</i>	Time Present <i>From/To</i>
Center	

1. Where did you receive your training and education? What qualifies you to teach young children? What type of degree do you hold?
2. How long have you been a lead teacher at this center?
3. Is this a typical day in terms of what your normal teaching responsibilities are? Why or why not?
4. What part of your job do you enjoy the most?

5. Do you plan room activities for the children with the other center staff or by yourself? Briefly describe how you go about planning these activities.

6. What guidance techniques do you find work best when redirecting young children?

7. What qualities do you think are important in an assistant child care teacher? Name five.

8. What journals, conferences, or in-services do you find helpful in keeping current in the field of child care services?

Student Handout 3: Skills and Abilities

Just as positive work attitude is important to be an effective staff member, so too are the skills and abilities that a person brings to the job, which allow the center to run more smoothly and assure its standard care for the children. Important skills and abilities to possess include the following:

Flexibility. Changes in plans, schedules, and responsibilities at the center may be necessary.

Modeling. Children observe and copy the behavior of assistant child care teachers. Personal attitude, professionalism, and grooming reflect upon the center.

Communication skills both verbal and nonverbal. A speaker's tone, clarity, and word choice affect relationships. What is said should be well thought-out and clearly spoken. Nonverbal communication such as posture, dress, facial expressions, and gestures are as important as verbal skills.

Listening skills. To become an effective listener, look directly at the person who is talking. Also, listen carefully to what is being said and avoid interrupting. Sometimes, it is a good idea to rephrase what was said to determine whether you understand.

Good work habits. Good work habits include accepting responsibility, being on time, being dependable, working well with others, and understanding the importance of the job.

The skills and abilities that Wisconsin center directors consider important in hiring assistant child-care teachers are ranked in order:

1. Has positive attitude toward work
2. Has positive work habits, is on time, is dependable
3. Is safety conscious
4. Understands value and importance of work
5. Is courteous and friendly

Unit 12: Infant and Toddler Certification Curriculum

10 hours class time plus 10 hours student observation

National Family and Consumer Sciences Standards:

- 4.0 Education and Early Childhood Comprehensive Standard
 - 4.1 Analyze career paths within early childhood education and related services.
 - 4.2 Analyze developmentally appropriate practices to plan for early childhood education and services.
 - 4.3 Demonstrate integration to meet children's developmental needs and interests.
 - 4.4 Demonstrate a safe and healthy learning environment for children.
 - 4.5 Demonstrate techniques for positive collaborative relationships with children
 - 4.6 Demonstrate professional practices and standards related to working with children.

Competencies

1. Apply appropriate practice related to the social-emotional development of children ages birth to 3.

(4.2; 4.3; 4.4; 4.5)

Learning Objectives:

- Promote a safe, comfortable environment where infants and toddlers can thrive.
 - Plan and implement activities that stimulate social and emotional development
 - Demonstrate nurturing behaviors.
 - Respond to behavioral cues (comforting techniques, attachment behaviors, reducing stranger anxiety, etc.).
2. Apply appropriate practice related to the physical development of children ages birth to 3.
(4.2; 4.3; 4.4; 4.5)
 - Select toys and playthings that are developmentally appropriate, healthy, and safe.
 - Arrange the indoor and outdoor space to promote both learning and safety.
 - Recognize and respond appropriately to cues that children are ready to learn self-help skills or have a need for assistance.
 - Use recommended practices to develop infant and toddler motor skills and reflexes.
 - Document basic care according to licensing and/or center policies
 3. Apply appropriate practice related to the brain development of children ages birth to 3.
(4.2; 4.3; 4.4; 4.5)
 - Recognize critical windows of opportunity.
 - Develop activities that promote brain development.
 4. Communicate effectively with parents and other staff members regarding children ages birth to 3.
(4.2; 4.3; 4.4; 4.5)
 - Participate in record keeping requirements.
 - Explain the importance of communication with parents during drop off and pick up.

- Develop written communication to inform parents of center activities.
 - Maintain confidentiality.
 - Demonstrate empathy.
 - Apply bias free language and style suitable to audiences and purposes.
 - Listen responsively.
5. Adhere to licensing guidelines related to sanitation, health, and safety for children ages birth to 3.
- (4.2; 4.3; 4.4; 4.5)
- Follow center’s daily safety and sanitation procedures (hand washing, diapering, disposal, meals, etc.).
 - Identify common signs and symptoms of illness in children and respond appropriately.
 - Inspect the safety of indoor and outdoor space, furniture, and equipment.

Appendix

Selected Resources

Books, Periodicals, and Articles

Centers for Disease Control and Prevention. 2018. National Notifiable Diseases Surveillance System. Retrieved from <https://wwwn.cdc.gov/nndss/>.

Child Care Aware of America 2018. Checking In on the Child Care Landscape: 2018 State Fact Sheets. Retrieved from <http://usa.childcareaware.org/advocacy-public-policy/resources/research/statefactsheets/>.

Herr, Judy. 2020. Working with Young Children. 9th ed. Tinley Park, IL: Goodheart-Wilcox.

McCartney, Kathleen. 2007. Current Research on Child Care Effects. In Tremblay, R.E.; Boivin M., Peters, R.DeV., eds., Bennett, J, topic ed. Encyclopedia on Early Childhood Development [online]. Retrieved from <http://www.child-encyclopedia.com/child-care-early-childhood-education-and-care/according-experts/current-research-child-care-effects>.

Purkapile, Nicole Lopez; Tina Feaster; and Diane Ryberg. February 1, 2019. *Verification of Completion of a DPI approved Course for Child Care Workers While in High School* [Memorandum]. Madison, WI: Wisconsin Department of Public Instruction. Retrieved from https://dpi.wi.gov/sites/default/files/imce/fcs/pdf/acct_cctverif.pdf

The Annie E. Casey Foundation. 2018. *2018 Kids Count Data Book: State Trends in Child Well-being*. Retrieved from <http://www.aecf.org/m/resourcedoc/aecf-2018kidscountdatabook-2018.pdf>.

Wisconsin Department of Public Instruction. 2018. Career and Technical Education. Retrieved from <https://dpi.wi.gov/cte>.

Websites

<https://www.abcschoolsupplies.ie/> (ABC School Supplies)

<http://www.childcraft.com> (toys for classroom, fine motor skill, conceptual development)

<https://www.communityplaythings.com/> (early childhood resources and products)

<https://constructiveplaythings.com/> (selection of toys, materials, and classroom supplies)

<https://dcf.wisconsin.gov/> (Department of Children and Families)

<https://www.dhs.wisconsin.gov/publications/p4/p44397.pdf> (Department of Health and Human Services, Wisconsin Childhood Communicable Diseases)

<https://www.discountschoolsupply.com/?t=gb> (wide selection of toys, materials, and classroom supplies)

<https://dpi.wi.gov/pathways-wisconsin> (Wisconsin Career Pathways)

<https://www.kaplanco.com/> (Kaplan School Supply Corporation; supplies of play, learning, and growth)

www.keepkidshealthy.com (Keep Kids Healthy; educational purposes)

<https://www.lakeshorelearning.com/> (curriculum materials)

<http://naeyc.org> (National Association for the Education of Young Children)

<https://natureexplore.org/> (Nature Explorer; educational classroom projects for children)

<https://www.enasco.com/we-are-so-muchmore?>

[utm_source=bing&utm_medium=cpc&utm_campaign=EDUCATION%20BRAND&utm_term=eNasco&utm_content=TM-Educ](https://www.enasco.com/we-are-so-muchmore?utm_source=bing&utm_medium=cpc&utm_campaign=EDUCATION%20BRAND&utm_term=eNasco&utm_content=TM-Educ) (catalog of classroom materials)

https://store.schoolspecialty.com/OA_HTML/ibeCCtpSctDspRte.jsp?minisite=10206 (Beckley Cardy)

