

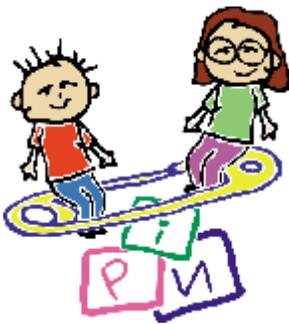


Promoting the inclusion of infants and young children with disabilities in child care

Instructor Guidelines

Promoting Development & Learning

Including the PIN Child Portfolio Project



Philadelphia Inclusion Network a program of
Child and Family Studies Research Programs at
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April 2005

PIN ~ Philadelphia Inclusion Network

Campbell, P.H., Milbourne, S.A., & Silverman, C. (2002). [Philadelphia Inclusion Network, Participant Materials.](#)

Campbell, P.H., Milbourne, S. (2002). [Philadelphia Inclusion Network, Instructor Guidelines.](#)

Both are available from Child and Family Studies Research Programs, TJU, OT, 130 S. 9th Street, 5th floor, Philadelphia, PA 19107, 215-503-1608.
[Http://jeffline.tju.edu/cfsrp](http://jeffline.tju.edu/cfsrp)

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SESSION OUTLINE

Topic	Activity	Time	Cum. Time
I Welcome the Group Introduce yourself and talk briefly about PIN. Promoting the inclusion children with disabilities in child care settings is a primary purpose of PIN. Review concepts of Welcoming All Children and discuss briefly how this session contributes to the idea of Welcoming Everyone.		5 min.	:05
II Project Explanation Use the Project Instructor Guidelines and Participant Materials to introduce and explain the participant project		25 min.	:30
III Individual Differences What are They Learning?	#1	25 min.	: 55
Break		5 min.	1:15
IV Overview of Development		15 min.	1:10
V The Uniqueness of Children	#2	30 min.	1:45
VI Observation & Adaptation What Do You See? Adaptation Hierarchy	#3 #4	20 min. 15 min.	2:05 2:20
VII Summing up		10 min.	2:30

Notes:

Announcements:
T Assignment

What you will need:

- ' Participant sign-in sheet
- ' Extra copies of previous modules
- ' Missed session make-up assignment
- ' Instructor Guidelines for Portfolio Project
- ' Participant Portfolio Project materials
- ' Copies of A Story About_____
- ' Disposable cameras (optional)
- ' One set of Play Activity cards
- ' Timer
- ' Markers
- ' Pennies
- ' Paper
- ' Highlighters
- ' Consultation Schedule

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Session: Promoting Development & Learning

OVERVIEW

What this workshop will accomplish:

How do we promote learning and development for children? All children thrive when they are cared for in welcoming places -- places that are safe, warm and inviting. Children learn best when they have the opportunity to play in their environment. Children also learn best when they are provided with an environment that has many different things in it that appeal to all of their senses. When children touch, smell, taste, see and hear things around them all areas of development are enhanced. Providing opportunities for exploration, and nurturing interactions between children and adults are also important ways that foster learning and development. This means that caregivers must understand each child's unique needs and unique developmental time frame in order to create an appropriate environment, an environment that nurtures and supports children's development and learning. Participants will learn about temperament and other issues that can impact on a child's learning. They will also develop an understanding of how to support children's learning using strategies that will address the different types of temperament.

From this session, participants will gain understanding about:

- i Identify ways that children learn and what children learn

- i Describe how to promote development & learning through developmentally appropriate play and environmental set-up

- i Define temperament and how this can impact children's learning

- i Describe how to develop a portfolio for children using a strengths-based perspective

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Background

Learning is the ability to acquire new skills and expand on those skills once they have been mastered. How is it that children acquire new skills? By exploring their environment children gain a sense of self and their role in their world. By providing a safe space for children to play and taking into consideration what their developmental level is caregivers can help children learn and develop in all areas by providing opportunities and materials that will stimulate their growth.

Why play? Exactly what is it and how do children learn from playing? What can we expect children to gain from playing all day long? If we are not teaching them their ABC's, colors, and shapes how will they be ready for kindergarten? If we don't assign homework how will the parents know what their children are being taught? Why do we have to allow children time to play? There is so much that we need to teach them and playing only takes time away from the important work of teaching.

How many times have we heard parents say "I want my child to know their colors, shapes, and ABC's. How are they going to be ready for school if you are not teaching them?" The focus on academics in young children's learning experiences is not developmentally appropriate. While some child care providers and parents understand the importance of play in a young child's life some are unaware of the benefit that play holds in a child's development and learning. There is a tremendous focus on providing young children with a structured academic setting when they are not developmentally able to learn in this manner. The expectation is that academics at a very early age will help children to excel in their formal school years. The opposite is true. Children need to explore their safe, nurturing environment through play experiences in order to build higher level skills. They need materials that stimulate their creativity, they need a space that is interesting and inviting, they need caring adults who will engage in play with them, and they need time to play.

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What is Play?

Play is the work of the child. For children it is very serious work. When children play they learn many things. When a baby holds a rattle in their hand and shakes it, at first they are startled by the noise, then they try again and get the same response. What they are learning is cause and effect. When I move my arm and shake this thing, it makes noise. This allows children to develop a sense of purpose as well. They learn to regulate their movements to cause the noise and after they have practiced, and practiced they will begin to experiment shaking the rattle in a different way to see what happens next. This is important ground work. The child is laying a foundation, based on exploration and mastery, for future more complex learning.

Play promotes children's social, emotional, cognitive, gross and fine motor development. Play is repeated over and over with children developing a sense of competence. When children play there is no goal that they work toward. It is "exploratory, open-ended, intrinsically motivated, and a part of the thinking-learning process for children" (Klugman & Stupiniansky, 1997). Play is the life work of children! They engage in play because they like it, it provides opportunity for figuring out how things work. Play is as important a part of a child's life as sleeping and eating. Children play because they were born to do it.

When children play they are developing problem solving skills, understanding of concepts, and becoming creative thinkers and risk takers. Some other skills they learn through play are: language skills, eye-hand coordination, sense of self, body awareness, pre-math and pre-reading skills, how to listen and attend, and how to get along with others. By providing safe enriched environments that allow children to explore we are helping them to acquire skills for life. This is essential for **all** children, those who are developing typically and for those who are not. Children with disabilities may need some adaptations to the environment or the play

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activity itself in order to participate fully in their play experience. A child with cerebral palsy may use a walker and will require clear access to learning centers. How would the caregiver ensure that all children had access to all play areas? Review of the adaptations hierarchy will provide strategies on how to adapt the environment for children with special needs.

Types of Play

According to the National Network for Child Care (2001), children's play behavior can be grouped into a few categories or types and is related to the materials and tools of play. These categories often overlap and are highly interrelated. Any given play behavior could fall into several play types. For example:

QUIET PLAY

Quiet play is likely to be encouraged by picture books, bead-stringing, pegboards, puzzles, doll play, coloring with crayons, etc.

CREATIVE PLAY

Creativity has a broad meaning and play of this nature includes many things, such as painting, drawing, problem solving, music, dancing, getting along with others, play dough, sand, collage, the use of imagination, etc.

ACTIVE PLAY

Active play can be stimulated by the use of balls, slides, swings, push-pull toys, sand and water play, games, crates and blocks, riding tikes and bikes, running around, climbing trees, and the use of indoor materials like rhythm band, bean bag toss, "dress-up" clothes, cars and trucks, etc.

COOPERATIVE

Play that requires more than one person, such as ball games, tag, seesaw, playing dolls or house, block building, some swings, hide and seek, etc.

DRAMATIC PLAY

Dramatic and creative play may also be called social or socio-dramatic play.

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In this type of play, children try out different kinds of life roles, occupations, and activities, such as firefighter, actor, actress, mother, dad, astronaut, dancer, singer, farmer, doctor, nurse, soldier, etc. This play may be done quietly or actively, alone or with others, such as playing with dolls or action figures.

MANIPULATIVE PLAY

Manipulative play is play that involves the use of hands, muscles, and eyes. It helps to develop coordination and a wide variety of skills. Playing with puzzles, crayons, painting, cutting with scissors, stringing beads, the use of tools, block building, dolls, and trucks are examples.

Areas of Development

Cognitive development refers to the ability to think, problem solve, develop spatial skills (think of how you put a puzzle together), and understand concepts such as big/little, more/less, in/out. Children learn about planning, creativity, and language skills when they engage in play that fosters these skills. When children engage in pretend play or block building they are using symbolic thought. Symbolic thinking is using one thing to represent something else and can develop into higher level abstract thinking. When a child uses a piece of plastic fruit as a telephone they are using symbolic thought processes. Younger children need to have real objects (phone) to use as they are not as advanced with their symbolic thinking. Older children are able to make substitutions. Caregivers need to be aware of what is happening with a child's play skills and encourage the child in this type of play.

Social development refers to the ability to exist with others, to get along, share, take turns, learn how to build relationships with others and how to problem solve. Social development is important so that children know what is acceptable to others. Children who engage in dramatic play are working

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on their social skills. They are developing relationships with their peers as they work through the different roles they take on. Children will come up with new scenarios as they develop their social skills and figure out new solutions that make sense to them. When children engage in pretend play they are also working on language skills.

Emotional development refers to a child's sense of self and well being. Play allows children to have control over what they say and do. When children feel good about themselves they are becoming emotionally secure and will be more willing to take risks. Think of the child who works diligently at an activity or task, they concentrate, refuse offers of help, keep trying and finally they get it! They feel such a sense of competence over what they have achieved and are anxious to try again. When children develop a good sense of self esteem it provides a foundation that supports them when they experience challenges in their future lives.

Caregivers need to take care to allow children the opportunity to try to accomplish something without stepping in and doing it for them. This can lead to feelings of inadequacy for the child which may limit the child's willingness to engage in their world. Praise is another area that caregivers need to be conscious of. When praising children for their efforts it is important to be specific "Look at the tower you built, Tina, it's as big as you" has more impact and meaning than "Oh Tina, good job." One statement recognizes the child's accomplishment while the other could mean anything.

According to the Child Mental Health Foundations and Agencies(2000) **emotional security and social competence** are the key factors for determining school readiness. Children who are able to make friends, and communicate with teachers are more able to participate fully in their learning experiences. Children begin to develop emotional security from birth. When children have a strong sense of self and are able to trust that the adults in their world will care for them they are able to be open to learning opportunities.

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Physical development refers to movement and use of the body. **Gross motor** development has to do with large muscles. These are the muscles that are used for running, jumping, throwing, catching and skipping. As children grow they need the opportunity to practice these skills so that their bodies are strong and healthy. In addition, **fine motor** skills are developed through various play activities that involve the small muscles. Children need the opportunity to use their small muscles by playing with play doh, Duplos, Legos, scissors, blocks, crayons, markers and many other manipulative-type toys.

Supporting Children's Learning and Development Through Play

Children need a **safe environment** to explore. What can we do?

- Make sure children who are learning to crawl have clean floors or blankets to move about on. Also the space should be free of items that could be swallowed by the youngster.
- Make sure that children have sturdy equipment to pull up on as they practice pulling to stand. Also, make sure that safety gates are in place to prevent children from harm.

Children need an **inviting environment**. What can we do?

- Provide an environment that is set-up to invite children in to play
- Label shelves and store materials on the appropriate shelves - this provides opportunities for pre-math, pre-reading (print rich environments support pre-reading skill development), thinking, organizational skill and language development (matching toys to pictures, size, shape, concepts like bigger/smaller, up/down, in/out etc)

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- Provide materials for dress-up play - scarves, hats, pocketbooks, aprons, (materials do not need to be ordered through catalogs - thrift stores or parent donations are excellent resources for these materials)

Children need a **sensory rich environment**. What can we do?

- Provide many different types of sensory activities and opportunities for children to explore. According to the National PTA (2001) “, young children learn best through **direct** sensory encounters with their world (what they can see, hear, taste, and feel), and **not by formal academic lessons**. Young children learn by actively being involved with real materials and objects in their world.
- Provide activities that allow multi-sensory exploration: sand and water tables, books, musical instruments, a magnifying glass and things to look at, different fabrics and textures, play doh, finger paints, pots & pans, scissors, crayons, and paper.
- Provide a variety of clean interesting toys for children to play with. When choosing toys for children look for the kind that can be used in many ways. This encourages imagination and helps lay ground work for later more complex thinking.

Children need to have **adults who play** with them. What can we do?

- In addition to providing a **safe** and **sensory rich** space that is **set-up to engage** children, it is essential that children have a **caring adult who engages in play with them**. Research shows that children move through different levels of play when they have adults who support them by providing challenging play experiences. The adult provides challenges that meet the child at their level and a little beyond. In order to do this the caregiver needs to be conscious of the developmental level of the child so that the child can learn from

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the play versus becoming frustrated and disengaged from play. Observing children is a good way to gain an understanding of where each child is in their play level. Observation is also an excellent way for the caregiver to develop and understanding of who this child is, what are their strengths and preferences. This allows the caregiver to provide and engage in appropriate play opportunities with the child.

Children need **time to play**. What can we do?

- Provide adequate time for children to become fully engaged in their play, especially socio-dramatic play. This allows children to work through many different skill areas: pre-reading, problem solving, reasoning, and imagination and creativity (Fromberg, 1997).

Uniqueness in Children Makes them Special

Each child is unique!! Children differ from each other in many, many, ways - in their strengths, needs, likes and dislikes, temperament, mood, or personality - just to name a few!! Children bring different experiences with them when they come to child care. Some children are being raised by single parents while others live in families with lots of adults. Others may spend time at home with brothers, sisters, or relatives. Still others may be a family's first child. The ways in which children respond to adults and other children and the things that they do, their behavior, are because of who they are and the experiences that they have had. Children who are not used to other children may seem shy at first, taking a while to warm up to the other children with whom they are spending time in child care. Children, especially those, who have spent most of their time with one or two caregivers may feel insecure when they first come to child care and may not immediately trust the new adults who are caring for them.

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Individual Differences

Some children may be very different from other children their own age. Some children seem even more shy or even more reluctant to interact with other children and adults. These differences are labeled “**temperament.**” Temperament can be described as the genetically disposed way that children respond to situations. Some situations may be enjoyable to one child while the same situation may be very uncomfortable for another child. Knowing about childrens’ different temperament styles can help caregivers predict how children may react to people and situations. Understanding temperament can also help caregivers be responsive to each child’s individual differences. Three types of temperament styles have been described. Some children are very **flexible**. These children are often identified as “easy” because they have regular schedules, have positive and happy moods, easily adapt to change, and have low sensitivity to stimuli. **Fearful or cautious** children adapt very slowly to new situations or circumstances and seem withdrawn. Children who are **feisty or active** are described as very active. They are often moody and intense, sensitive to stimuli, distractable, and don’t follow regular patterns of eating or sleeping.

Some children may not be talking when we would expect all children of their ages to be doing so. Other children may seem excessively slow in learning particular skills or may interact with other children in negative ways such as by hitting or biting or throwing toys. Children may act out or have prolonged temper tantrums or may simply “tune out” when things don’t seem to be going their way. Figuring out which children are just showing typical individual differences in development and which children are showing delays that may be important to their later learning can be challenging - for parents, caregivers, and skilled professionals (like physicians or other specialists). Knowing child development can help caregivers identify children who may need extra help to develop optimally. An understanding of children’s development can also help caregivers have reasonable expectations for

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children and set up the environment so that all children can be successful. A variety of labels have been used to describe the types of abilities that children learn and develop in their first three years of life. The following categories for learning are taken from the *Creative Curriculum for Infants and Toddlers* (Dombro, Colker, & Dodge, 1997):

- T About themselves
- T About their feelings
- T About other people
- T To communicate
- T To move and do
- T To think

Children develop abilities in each of these areas at individual rates. Some may walk before their first birthdays but others may still be crawling at that same age. Some may be saying words when they are a year old and other children may not be saying much even after their second birthdays. Important developmental abilities such as walking, talking, playing with objects, or taking care of oneself are labeled **developmental milestones**. These skills are part of many developmental assessments or checklists that are used to identify those children whose skill development is delayed in one or more areas of development.

There are many reasons why a child's development may be delayed. Sometimes a child may have a medical condition such as prematurity where development is delayed when the child is an infant, but development catches up to other children's by the time of the child's second or third birthday. Some children may live in circumstances where their physical and emotional needs are not met, causing them to be "deprived" of experiences that foster their development. Because these children may not have the same experiences as other children, they may not have the same opportunities to learn. Other children may have disabilities that result in delayed development. For example, a child with Down syndrome, a genetic condition, may develop skills like walking and talking when they are older than the ages at which typically developing children are able to walk

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and talk. Ear infections can impact on a child's development as well. Otitis Media is a common illness in young children. It can cause a reduction in a child's ability to hear clearly. A child is most susceptible to ear infections during the first three years of life. This is also when they are acquiring language. If they do not hear clearly their language skills may be affected. A child with a hearing impairment may talk at a later age or may not learn to talk as well as a child who hears but may, instead, communicate using their hands and fingers to make signs.

Parents and caregivers are often the first to wonder about their child's development, that their child is not doing the types of things that other similarly-aged children do. Careful observation can help caregivers identify what children are doing and to recognize children whose individual differences are outside of "normal limits." Caregivers cannot diagnose children whose development is delayed but they can be the first people to identify children who may need additional assessments or observation.

Observing Children

Caregivers need to watch children individually in a variety of circumstances to identify and be sensitive to individual differences. Written records of observations can help caregivers be objective about their observations and to make accurate judgments about children's learning, development, and individual strengths and needs. Observations can also help caregivers prepare play activities based on children's interests. One way of recording children's behavior is to use a guideline such as "An Average Day." Caregivers can watch a child at different times across one or more days in order to learn about children's development and individual priorities. Being objective and accurate is important when observing children. Being objective means to note what it is that you see and hear without personal feelings involved. An example would be "Timmy cried for 10 minutes when he was put down for his nap but was able to calm when his back was rubbed." When we use feelings to describe what we see and hear then we are being

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subjective, for example: “Timmy is so spoiled, all he does is cry when you are not holding him.” Making subjective conclusions does not provide accurate information that caregivers can use to plan for children’s individual strengths and needs.

Responsive Caregiving: Individualizing for All Children

Adapting the physical and social environment is an important way to support children’s development and learning. Observing children helps caregivers learn about what a child likes to do, the types of skills they are learning and practicing, and with whom a child spends time. This information is used to help caregivers plan ways in which the physical and social environments may be modified in order to allow children to learn about the things in which they are interested in a safe and nurturing environment.

Adaptations to the environment may be made by following a series of steps that begin with the least intrusive and move to the most intrusive. A first step is to modify the physical environment (space, furnishings, materials, etc...) so that children may safely do the types of things they are learning. When children are learning to move, climb and run, the environment may be modified so that they are safe while they are acquiring these skills. Making sure there are no hazards, like cords, loose rugs or unstable furnishings, provides children with opportunities to practice their new skills, in a safe space, so that they may master them. Always thinking about what children are doing and what they may be doing in the future can help caregivers make appropriate modifications to children’s physical space.

When children have physical disabilities, adaptations help them to participate in play and other activities with other children in their group. Some children may require special seats or toilet chairs or may need equipment in order to stand or get around by themselves. They may also

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be supported in play by careful selection of toys or by using special toys that have been adapted so that the children are able to use them.

Environments may also be modified to better match a child's temperament or social abilities. Knowing that a child will take a nap more easily if first rocked in the rocking chair or knowing that another child withdraws if too many people are interacting with her at one time can help caregivers adapt and organize social environments to support children's learning and development. Using planning sheets such as "Responsive Environments" helps caregivers think about children in terms of their strengths so that both the physical and social environment may be modified appropriately.

When caregivers understand a child's individual strengths, needs, preferences, and uniqueness, a picture of the child as an individual begins to emerge. Guidelines such as an "Individual Chart" summarize information about the child and orients caregivers to the things they need to do to respect each child's individual strengths.

Summary

When we understand who a child is and how they learn we become tuned into that child. We know their likes and dislikes, and we can appreciate them for who they are. We are able to recognize the difference between a child who has a fearful/cautious temperament and a child who is labeled clingy and not wanting to try something new. We also understand that the child who has a feisty temperament needs a safe environment that supports their need to climb, jump and investigate with great energy instead of being referred to as the child who is hyperactive. In addition, we need to be conscious of the child who has a flexible temperament. This is the child who is so easygoing that it would be easy not to pay much attention to them when trying to meet all of the other children's needs. We need to make sure that the child who is easygoing gets adult interaction even though they may not appear to have a need. We need to make sure that childcare rooms are inviting and that we allow children time to engage in many types of play

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experiences. We also need to play with the children in our care and encourage them to try new things. As we increase our awareness of the children through observation we can plan the environment to support continued learning and development.

Key ideas are presented during this session:

1. Children learn and develop skills for life through play. Caregivers need to understand the importance of providing time and opportunities for play in a safe, enriched, and nurturing environment.
2. Children have individual differences in a variety of areas. Temperament and development are two important areas where children can show their differences.
3. Observation can help caregivers identify children's unique strengths and needs, their preferences, and what they are doing. It is important to record observations by writing them down objectively and with as few "red flags" as possible.
4. Responsive caregiving begins with knowing what types of adaptations can support an individual child's development and learning. Adaptations to the physical environment can help **all** children be successful and safe, but making adaptations to the social environment, the way in which caregivers interact with individual children, is equally important.
5. Responsive caregiving is dependent on knowing the child and respecting the child's strengths and needs.

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A Child Portfolio

Purpose: The purpose of this project is to help participants focus on the strengths of the children in their care so that they see children in terms of their abilities and gifts. Keeping in mind how children learn and develop as well as how temperament can impact on learning, this strengths- based perspective will give a more holistic view of the child.

Activity Sequence:

1. Hand out Project Participant Materials.
2. Request that those individuals who work in the same childcare room sit together. Projects will be done by the participants who work together. One project per childcare room. Give out one copy of the **A Story About**_____ask participant team to put their names on the sheet.
3. Have participant teams think of a child in their room who has special needs or disabilities or for whom they have a concern. Or ask them to think about the child to whom they need to give a lot of attention. Once they have identified a child, have the team write a brief story about that child and their needs, caregivers concerns, etc. Ask a few participants to read their story to the group.
4. Refer participants to the Project Materials packet. Tell participants they will complete the portfolio with the child about whom they have just written the story. At the last training session participants will present their Child Portfolio to the group. Review the handout **Steps to Project Success!** with them verbally, referring them to appropriate pages in the Participant Project materials.
5. Ask for brief group discussion, questions, etc. about the project requirements and steps. Remind participants that they can discuss the project with their consultant when they come to their site.
6. Collect the **A Story About**_____ worksheets from each participant team.
7. In each following session be sure to ask the group how they are doing on the project - on writing stories about the child they have selected - so that you can judge progress(e.g. they are working on the project) and make sure that the group has opportunities to get clarification and assistance as they work on their project.

Notes:

Length: 25 minutes

Announcements:

- T Remind participants that consultants are available for assistance with projects
- T Remind participants that projects will be due the last session of training

What you will need:

- Copies of **A Story About**_____
- Participant Project materials
- Disposable cameras(one per child care room)

Activity #1

What are They Learning?

Purpose: To increase participant's understanding of how and what children learn through play.

Activity Sequence:

1. Have participants count off by fives (5) depending on size of the group.
2. Handout Play Activity cards - can give each group two (2).
3. Instruct group members to look at the play activity listed and discuss the different things children can learn from this activity. Have someone record the responses. Allow no more than 10 minutes for this part of the activity.
4. Request a reporter from each group to read what the group has identified.
5. Refer participants to Children Play...Children Learn handout participant pp. 19 -20 (www.pta.org/programs)

Discuss the various ways that play promotes learning and development. Review information in the background section on developmental areas and skills that are developed through play. Also discuss how childcare providers can support children's learning through play.

Break

Notes:

Length: 25 minutes

What you will need:

Handouts:

- ' Children Play...Children Learn Participant pp. 20 - 21
- ' One set of Play Activity cards
- ' Paper
- ' Markers

Length: 5 minutes

Children Play...Children Learn

Child development specialists know the importance of play because children discover and learn about their world through play. Play also promotes the total development of the child and enhances self-esteem as children succeed in play. A child playing in the following ways is forming a solid foundation for a life of learning:

When I **dress-up and pretend play** with household items, I am:

- practicing to understand and master adult roles
- practicing math and language skills
- organizing and using ideas
- symbolically using materials in meaningful ways

When I am **listening to or looking at books** with others, I am:

- making friends with books
- learning that printed words have meaning
- learning about other people and places
- often interacting with an important adult to develop verbal and listening skills

When I am **building with blocks**, I am:

- using my imagination and creativity
- learning about height, width, depth, and length
- experiencing patterns, symmetry, and balance
- gaining feelings of competence
- learning to cooperate, share, plan, negotiate

When I **notice and play with things in nature**, I am:

- investigating the world around me
- developing my curiosity
- growing in my sensory awareness
- appreciating beauty and order in nature

When I am **playing with playdough and modeling clay**, I am:

- being creative and imaginative
- strengthening and developing my small muscles
- developing my sensory awareness

When I am doing **woodworking activities**, I am:

- creating in my own way, two- and three-dimensional objects with various materials
- gaining skill in hammering, using screws, and other tools
- developing my eye-hand coordination
- feeling good about being allowed to do an "adult activity"
- learning about safety for my friends and myself
- problem solving

When I am playing with **paints and watercolors**, I am:

- being creative and imaginative
- experimenting with colors, lines, form, spatial relationships, and methods of applying paint
- expressing my feelings and moods

When I am **throwing, climbing, riding**, and doing other physical activities, I am:

- discovering how my body moves
- learning to feel good about my body and myself
- developing my large muscles and learning skills
- developing the habit of being physically active

When I am playing with **sand or water**, I am:

- learning about pouring, measuring, and comparing
- feeling relaxed, safe, and comfortable
- being given an opportunity to expand my sensory awareness
- talking with my friends and learning about them

When I playing with **writing materials** such as paper, pens, pencils, etc., I am:

- learning that I can communicate with squiggles and written words
- strengthening and developing my small muscles
- using a variety of writing tools to convey my thoughts and feelings

When I am playing with **puzzles, pegboards, sewing cards**, and other hands-on toys, I am:

- strengthening and developing my small muscles
- making discoveries
- developing eye-hand coordination
- working on problem-solving skills

Adapted from materials developed by Ingeborg Teske and Judy Bartell, staff of the Early Childhood Education Center, Concordia University, River Forest, Illinois 60305; (708) 209-3099.

Activity Cards

When we do/play with music we learn about:

When we play with sand or water we learn about:

When we play with blocks we learn about:

When we do art we learn about:

When we play dress-up we learn about:

When we read books we learn about:

When we play outside we learn about:

When we do puzzles we learn about:

When we use Play dough we learn about:

When we climb we learn about:

#2 Individual Differences: Development & Temperament

Purpose: To provide participants with an understanding of a child's development and the various types of temperament. Participants will also develop a greater understanding of how temperament can impact on learning.

Activity Sequence:

1. Begin the session with an overview of individual differences. Taking information from the Background section of this manual, provide participants with a brief overview of children's temperament and development, emphasizing that all children are different in their styles, rates of development, and in areas of development where they excel.
2. Refer participants to the handouts in their materials – individual differences, temperament, and developmental skills. Participants will use these handouts as a reference in the first activity of this session.
3. Discuss how to present play activities to children with each type of temperament. Children who are fearful/cautious will require gentle transitions and patience from the caregiver so that they develop a secure feeling in their space. Children who have a feisty temperament will need to have a safe space to do all of the things that they need to do, jump, climb, run etc. They will play hard. Children who are easygoing may not appear to need too much of anything from their caregiver. However the adult needs to be mindful to interact with this child as much as any of the others.

Notes:

Length: 15 minutes

What you will need:

Handouts

- ' Each Child is Unique Participant pp. 22
- ' Children's Temperaments Participant pp. 23
- ' What Children Learn Participant pp. 24
- ' Developmental charts 0-18 months and 18-36 months Participant pp. 25-26

Each Child Is Unique

- i Activity Level
- i Regularity of Eating, Sleeping, or Other Patterns
 - i Approach/Withdrawal from People
 - i Frequency of Mood Shifts
 - i Intensity of Reactions
 - i Sensitivity to Stimuli
 - i Adaptability
 - i Distractibility
 - i Persistence



Children's Temperaments

Flexible

Regular Rhythms
Positive Mood
Adaptability
Low Sensitivity



Fearful or

Cautious



Adapt Slowly
Withdrawn

Feisty/Active

Active
Intense
Distractable
Sensitive
Irregular
Moody



What Children Learn

- T About themselves**
- T About their feelings**
- T About other people**
- T To communicate**
- T To move and do**
- T To think**



Some of the typically developing things we can observe (0-18 months)

At age 0 - 3 months

A child will typically:

Move her arms and her legs easily
Follow your movements by turning his head side to side
Easily take a bottle or breast and suck well
Startle or cry at sudden loud noises
Look at you, watch your face
Make gurgling or cooing sounds
Smile in response to your smile or talk
Quiet easily when comforted
Begins lifting head when lying on stomach

At Age 3 - 6 months

A child will typically:

Play with his feet when lying on his back
Lift her head and chest with weight on hands when on her stomach
Hold her head upright and steady without support
Roll from stomach to back and back to stomach
Play with his own hands by touching them together
Reach for a toy
Pick up a toy placed within reach
Turn his head toward sounds
Make lots of different sounds
Laugh out loud
Begin to show likes and dislikes

At age 6 - 12 months

A child will typically:

Pull himself to stand with some help
Sit without help while playing with toys
Transfer small objects from one hand to another
Feed herself finger food
Imitate waving bye-bye
Let you know his needs with motions and sounds
Copy speech sounds (ba-ba/ga-da)
Take turns while playing with adult (actions, sounds, or facial expressions)
Let you know he understands a simple question ("Do you want more?")
Know parents from strangers

At age 12 - 18 months

A child will typically:

Walk alone
Pick up small objects (raisin size)
Put objects in and dump from containers
Put one object on top of another
Feed himself with a spoon
Hold and drink from a cup with some spilling
Point to several things or pictures when named
Say two or three different words in addition to "Mama" or "Dada"
Ask for things using words
Know parents from strangers

Some of the typically developing things we can observe (18 months - 5 years)

At age 18 months - 2 years

A child will typically:

Walk up and down stairs with his hand held
Scribble
Move her body in time to music
Put two words together ("more juice")
Begin to ask questions, "Juice?" "bye-bye"
Feed himself a sandwich taking bites
Take off socks and shoes
Look at storybook pictures with an adult
Make simple choices among toys (puzzles or trucks)
Mimic another child's play (pouring sand, throwing ball)

At age 2 - 3 years

A child will typically:

Walk well, run, stop, step up, and squat down
Stack more than two objects
Use the spoon and cup all by herself when eating
Follow two-step directions ("Get the book and put it on the table")
Name five to six body parts on himself
Take part in simple conversation
Answer simple "what" and "what do" questions
Point to or name objects when told their use ("What do you drink with?")
Help with simple tasks (picking up toys)
Use 2 - 3 word sentences regularly

At age 3 - 4 years

A child will typically:

Jump, run, throw, climb, using good balance
Draw up, down, around and sideways using a crayon
Use materials and toys to make things
Enjoy picture books and being read to
Understand words that tell where things are (behind, under, in on)
Use speech that is easily understood
Ask a lot of "why" and "what" questions
Enjoy playing with other children
Wait his turn some of the time
Answer simple "where" and "who" questions

At age 4 - 5 years

A child will typically:

Enjoy tumbling or other games that use large muscles (like the legs)
Hop on one foot
Draw a face that looks like a face
Put on clothing with a little help
Ask questions using "what, where, who and why"
Say most speech sounds clearly except for "s, z, th, r"
Enjoy playing with children of the same age

Activity #3

Uniqueness of Children

Purpose: This activity illustrates the uniqueness of children by focusing on children's temperament and development .

Activity Sequence:

1. Divide the large group into smaller working groups of 4 people each.
2. Give each group a copy of one of the Real Life Stories. There are 3 case studies. You may need to have 2 groups for each of the real life stories.
3. Give the following directions: "Each of you has a story about a child. Read the story and identify the things that the child is doing and things that tell you about the child's temperament. Write these things down so that you will be able to present your child to the group."
4. When everyone has written things down, combine the groups by real life story so that you end up with one group for each of the real life stories. Give each group a piece of chart paper and ask them, as a group, to draw a picture of the child.
5. Each group will present their child and picture and hang the picture up on the wall. These real life story children will be used throughout the rest of the session. As the trainer, you will be able to refer back to the drawings and group summaries throughout the rest of the training session.
6. After each group has presented, ask them to guess the age of the child. Involve the whole group in this discussion. The group should not be figuring out an exact age – but an age range. Have members state why they believe the child to be of a certain age (what data are they basing their judgment on?)

As the groups report, emphasize the child's strengths and uniqueness in development and temperament. Emphasize the children's differences in temperament and age. Tell the group that these children will be used throughout the session today to learn about responsive caregiving, how to adapt the environment to respond to children's strengths and how to support learning.

Notes:

Length: 30 minutes

What you will need:

Handouts

- ' Real Life Stories:
 - Rebecca
 - Dashell
 - Terryal
- Participant pp. 27 - 29
- ' Developmental charts
 - 0-18 months and 18-36 months Participant pp. 25 - 26

Real Life Story

Rebecca

Rebecca is always on the move. One minute she is crawling under the cribs, and when you look again, she is in the food area. Rebecca also enjoys pulling up on objects and creating messes to play in. Now Rebecca is pulling up on the edge of a mat causing the breakfast dishes to fall to the floor. The sound of the dishes falling to the floor does not bother Rebecca. While playing in the mess, Rebecca spots a stuffed animal on the floor under a high chair, which she goes to get. When Rebecca gets the animal, she begins hugging it and smiling. She crawls over to you dragging the stuffed animal and tries to pull up on your leg while you are feeding Harrison. You wave to Ms. Monica, the assistant teacher, to come remove Rebecca. Ms. Monica takes Rebecca over to the book corner where Rebecca selects one book before removing all the books off the shelves. You ask Ms. Monica to put on a Barney tape for Rebecca to watch. Ms. Monica holds Rebecca on her lap to watch the tape. Rebecca spots the foam blocks and begins screaming to get free. After a few minutes, Ms. Monica lets her go. Rebecca crawls over to where the foam blocks are and begins tossing them around. Both you and Ms. Monica tell Rebecca not to throw the blocks but to build something.

Real Life Story

Dashell

Dashell is over in the block area talking away while stacking blocks. You may not be able to make out what Dashell is saying to those blocks. Dashell never likes to play with other children. He enjoys playing by himself and appears to be having a good time. Another child comes over and knocks down the blocks which causes Dashell to scream, “no, go way”. Dashell picks up a block and hits the child on the head. You come over to the boys to remind them of the sharing of toys and no hitting policies. Before leaving you tell Dashell if he persists in hitting, he will have to spend time in the thinking chair. You hope this not going to be another day of hitting and crying for Dashell. Dashell looks at you and begins to cry. To comfort himself, Dashell crawls over to a corner, lies down and sucks his thumb before falling asleep. Not wanting Dashell to be up during nap time, you awaken him and offer him a truck to play with. Dashell is content. Rodney comes over to play with Dashell and the truck, but Dashell gives Rodney a mean look and walks away, carrying the truck. Free play is over and you ask Dashell to complete an art activity, which he also enjoys. Today’s art activity consists of making Mother’s Day cards. You wonder how Dashell will react to this activity since his mother is seldom home to take care of him. You say to yourself: “I wonder if she will spend time with him on Mother’s Day?”

Real Life Story

Terryal

This baby has been with you only a month and he is so content. He really loves day care and seeing you and Miss Julia each day. When Terryal first came, it seemed as though all he did was sleep, but now, Terryal is awake more. He enjoys sitting on the floor playing with rattles and other toys. Terryal especially likes the busy box, sometimes he can even get the boxes open by himself. When something pops up, he screams with joy. Yesterday, you watched him play with the big roller ball toy. He pushed the toy over and it made music. He hit at it again and again. It hardly takes Terryal any time to figure these things out.

He can't sit by himself that long, he falls over when he is tired of sitting. This morning, Terryal hit his head while on the floor and began to cry. You picked Terryal up and carried him over to the baby swing to rock. Pretty soon he was looking around, cooing, and making happy noises. When you get ready for lunch with Terryal, you hold him to feed him his bottle so that when you put him down for a nap, it is easier for him to sleep. Terryal doesn't sleep long and still takes a nap in the morning and afternoon.

Terryal also doesn't eat too much in the way of foods. Yesterday, his mother brought baby fruit for him for the first time but you have been trying him with Cheerios when he sits in the high chair with the other children. He seems to like sitting in the highchair trying to get the Cheerios even though he doesn't sit up so straight yet. He pushes the Cheerios off the tray which can be sort of messy, but you don't mind since you can talk to Terryal while you are feeding another baby. Terryal doesn't seem too aware of the other babies who are being fed -- he is concentrating on pushing the Cheerios.

Activity #4 What Do You See?

Purpose: The purpose of this activity is to emphasize the importance of accurate observation and to focus participants on the use of objective wording.

Activity Sequence:

1. Hand out a piece of paper to each participant.
2. Ask participants to draw a picture of the head side of a penny from memory. Tell participants they have 30 seconds to draw the picture.
3. When participants are done, give each person a penny and ask them to compare what they drew to an actual coin.

Discuss what people remembered in terms of accuracy and relate this to familiarity with objects, people, events, etc. Remind them that even though they believe that they have observed children and know them well, that they may not remember the actual details or facts about something as well as they may think.

Activity Sequence:

1. Ask participants to list “rules” for observing children – things that are important to do. Emphasize the importance of writing observations down.
2. Refer participants to the handout about observation and add any rules that they may have missed.
3. Refer participants to the second part of the handout which lists “red flags”. Discuss the importance of not recording feelings and other judgments when observing children.
4. Give each group a highlighter pen and ask them to use the real life story and mark down all judgments made about the child.
5. Have each group read out a few judgements that they have highlighted and relate these back to the lists on the handouts.

In order to know what children are interested in and learning we need to observe them in their environment. Observations are beneficial for caregivers as they allow the adults to know the child’s interests, determine the child’s social skills, and help to determine if the environment is supporting the children’s learning and development.

Notes:

Length: 20 minutes

What you will need:

- Observing & Recording, Participant handout pp.30
- Timer
- Paper
- Pennies
- Highlighters

Observing & Recording

- ' Record what you see and hear
- ' Record facts objectively
- ' Record every detail
- ' Record the correct order of facts
- ' Use words that describe
- ' Use action words
- ' Avoid Red Flag Words

Red Flag Words

Feelings

Happy, sad, mean, kind, angry, mellow, apathetic, bored, interested, proud, sympathetic, lazy, cooperative.

Intelligence

Smart, stupid, bright, above-average, overwhelmed, overachiever, underachiever

Reasons Why A Child May Be Doing Something

Helpful, provoked, out-of-control, distracted, forced to, motivated, interested

Self-Concept

Competent, strong, secure, insecure, fearful, pretty

Activity #5 Adaptations

Purpose: Review the adaptations hierarchy. Participants will use one of the real life stories to identify that child's strengths (what the child is doing and learning), to identify ways in which the environment can be arranged to support and promote what the child is able to do, and to reflect upon how those environmental changes support the child's development and learning. Participants will also consider the unique temperament of the child and how this needs to be considered in adapting for all children.

Activity Sequence:

1. The adaptations hierarchy lists a variety of strategies for promoting children's participation in child care routines and play activities. Briefly review the hierarchy, asking participants to give examples of ways to adapt in each of the categories.
2. Emphasize environmental accommodation and discuss ways to modify the physical environment to allow children to be full participants. Remind participants that they should always start with the least intrusive (environmental accommodations) method and move down the hierarchy to the most intrusive (have child do something outside of the room) as a last resort.
3. Using the Real Life Stories look at the sample Responsive Environments form to briefly discuss how to use the adaptations hierarchy. Ask participants to review Dashell's story. Have them fill in the chart identifying what Dashell can do, ways to arrange the environment and how development and learning is supported. Remind participants that the environment is not only the space and furnishing but also the human factors as well.
4. Discuss how you would set up play opportunities for children with different temperaments and abilities. Encourage participants to discuss in small groups and have someone record responses.

Notes:

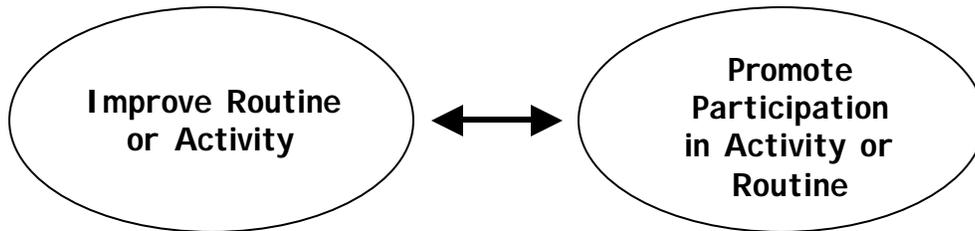
Length: 15 minutes

What you will need:

Handout:

- ' Facilitating Children's Participation and Learning, Participant pp. 31
- ' Responsive Environments, Participant pp. 32 - 33

Facilitating Children's Participation



Environmental Accommodations

- Adapt Room Set-up
- Adapt/Select Equipment
- Equipment/Adaptations for Positioning

Select or Adapt Activity

Adapt Materials

Adapt Requirements or Instructions

Have Another Child Help-

- Peer Assistance/Tutoring
- Cooperative Learning

Have an Individual Child do Something Different

Have an Adult Help a Child Do the Activity

Have an Individual Child Do Something Outside of the Room (with an Adult)

Responsive Environments

What Rebecca Can Do	Ways you can arrange the environment	How this supports development and learning
Crawling	Provide open, safe floor space free of hazards that she could get hurt by.	Allows Rebecca the opportunity to develop her gross motor skills and explore her environment
Pulling up	Provide safe space and materials (sturdy shelves, table that will not tip, etc...) for Rebecca to pull up to stand	Allows Rebecca to prepare for cruising and walking. Also allows for problem solving - how do I get from here to there?
Show affection to stuffed animal (hugging/smiling)	Provide Rebecca with clean soft toys to hug also verbally respond to her	Promotes social and language development when the adult talks with Rebecca. Also promotes emotional development.
Express her wants and needs (selects books, climbs on your leg, screams to get free to play with blocks)	Be aware and positively responsive to Rebecca when she initiates contact with you - engage in play with her (read the book to her, play with the blocks with her)	Helps to develop emotional security when you interact with Rebecca (this is essential for healthy brain development and future learning). Language is enhanced when you talk with Rebecca which will increase her ability for verbal communication.

Responsive Environments

What _____ Can Do	Ways you can arrange the environment	How this supports development and learning

Summing Up

This discussion will assist participants to reflect on what they learned today and will also briefly preview the next session. Be sure that all materials are collected and replaced into proper containers.

Review:

Have participants imagine that the Director of their center asks "How did Saturday go? "What is this training program about, anyway? What did you learn?"

Pause for at least 30 seconds. Ask participants how they would respond. Allow participants to volunteer, then ask others what they might add.

Repeat:

Date and time of the next session.

Highlights of next session:

Evaluation:

Have participants complete the evaluation form "What Did You Learn Today?".

Consultation Schedule:

Have participants sign up for first consultative visit.

Notes:

Length: 10 minutes

Announcement:

T Consultation schedule

What you will need:

- ' Evaluation forms:
What Did You Learn Today?
- ' Date of next session

References and Resources

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What Did You Learn Today?

1. Did you make any changes to your child space since the last session? Explain
2. List 2- 3 main points you learned from this session.
3. I am leaving this session with a better idea about how to:
4. What is one thing you plan to do differently in your child space before the next session?