

**Study Guide**

# **Fundamentals of Early Childhood Education**

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# INSTRUCTIONS TO STUDENTS

## YOUR COURSE

Welcome to *Fundamentals of Early Childhood Education*! We hope that this course will add to your knowledge and help you form new opinions about a subject in which you're already interested—educating young children.

## KNOW YOUR TEXTBOOK

Your textbook for this course is *Foundations of Early Childhood Education: Teaching Children in a Diverse Society*, Sixth Edition, by Janet Gonzales-Mena. It's important that you read the material in your textbook and study until it's completely familiar to you. This is the material on which your examinations are based. The content of the textbook is divided into three sections:

- Part 1—Foundations of the Teaching-Learning Process: The Role of the Early Childhood Educator
- Part 2—Foundations of Curriculum: Foundations in Supporting Development and Learning
- Part 3—Foundations for Formal Education: Planning for Learning and Development by Enhancing Children's Curiosity, Joy, and Sense of Wonder

As you read the chapters within those parts, you'll discover the following features:

- Chapter introductions, which provide overviews
- Chapter outlines, which identify key topics
- Sections titled "In This Chapter You Will Discover," which provide a list of things you should learn in the chapter
- Marginal links that connect key content to the National Association for the Education of Young Children early childhood program standards
- "Focus on Diversity" boxes, which allow readers to understand differences in new ways
- Definitions of important concepts, highlighted in the margins
- "Points of View" boxes, which provide two sides of an idea or argument
- "The Theory behind the Practice" boxes, which link content to supporting theory
- "Voices of Experience" boxes, which present real-life stories from caregivers

- “A Story to End With,” sections, which wrap up each chapter with a brief scenario
- “Tips and Techniques” boxes, which include specific strategies to use
- Chapter summaries, which conclude each chapter
- Online resources, which provide additional information
- Reflection questions, which encourage you to consider and apply concepts
- “Terms to Know” section which asks you to apply words and acronyms and assess your knowledge of the meanings
- “For Further Reading” sections, which provide lists of suggested related readings

## OBJECTIVES

When you complete this course, you'll be able to

- Explain why early childhood education is needed
- List the ways in which children benefit from early childhood education
- Describe how special-needs children can be included and supported in your classroom
- Discuss the influence of parents and families on early childhood education
- Describe the job functions performed by teachers and caregivers in the early childhood classroom
- Discuss the importance of training, professionalism, and a code of ethics for teachers in early childhood education settings
- Explain how professional organizations can help teachers advance in their profession
- Discuss in detail the various types of early childhood education programs and their philosophies
- Describe how an effective early childhood classroom can be organized and equipped
- Explain how various child development goals can be supported by curriculum
- Explain how teachers and caregivers can guide behavioral development in young children

# A STUDY PLAN

This study guide will serve as kind of a road map for this course. Before you begin each lesson assignment, read all of the applicable instructions in this study guide so that you're familiar with the material.

This study guide has been divided into three lessons. For each lesson, you'll read the assignments and the assigned textbook pages. When you're ready, you'll complete an examination on that material. Following Lesson 3, you'll also complete an observation report project as well as a professional interview graded project.

This study guide contains your lesson assignments and instructions for the observation report project and the professional interview graded project. Be sure to read all the material in both the textbook and the study guide before you attempt to complete your examinations. To get the most benefit out of each of your lessons, we suggest that you follow these steps:

- Step 1:** Start by reading the introduction to Lesson 1 in this study guide. Then, begin to read Section 1. This is the first reading assignment of Lesson 1. Pay attention to the new ideas and concepts, and carefully note the pages in your textbook where the reading assignment begins and ends.
- Step 2:** Briefly skim the assigned pages in your textbook to get a general idea of their contents.
- Step 3:** Read the assigned pages in the textbook. Try to see the big picture of the material during this first reading.
- Step 4:** Next, go back and carefully study the assigned pages in your textbook. Pay attention to any illustrations, charts, and other diagrams that may be part of the reading assignment.
- Step 5:** At the end of each reading assignment, review what you've learned by completing the self-check. The self-checks are quizzes based on the material from your textbook. Write out the answers to these questions. Try to answer the questions on your own without looking in the textbook. Don't worry about making a mistake. The purpose of answering these questions is to review the material and to help you recognize the areas that you may need to study again. When you've completed each self-check, check your answers against those provided at the back of this study guide. If you answered any of the questions incorrectly, review the material for that topic until you're sure that you understand it. Remember that the self-checks are provided only for you to review your learning. You won't be graded on these questions in any way.
- Step 6:** Repeat Steps 1 through 5 for each of the remaining reading assignments in the lesson.

- Step 7:** When you've finished reading all the assigned textbook pages for each lesson and you're sure that you're comfortable with the material, complete the examination for that lesson. Take your time as you complete each examination; there's no time limit. You may go back to your textbook to review material at any time when you're working on the examination.
- Step 8:** Repeat these steps until all three lessons have been completed.
- Step 9:** Complete your observation report project and the professional interview graded project. Follow the instructions provided in this study guide to complete and submit both assignments for grading.

Remember, you may ask your instructor for help whenever you need it. Your instructor can answer your questions, provide additional information, and provide further explanation of your study materials. If you have a question concerning your lessons, please email your instructor. Your instructor's guidance and suggestions can be helpful as you progress through your course.

Now, look over the lesson assignments. Then, begin your study of Fundamentals of Early Childhood Education with Lesson 1.

# LESSON ASSIGNMENTS

## ***Lesson 1: Foundations of the Teaching-Learning Process***

**Read in the study guide:**

Section 1  
Section 2  
Section 3  
Section 4  
Section 5  
Section 6  
Section 7  
Section 8  
Section 9

**Read in the textbook:**

Preface, pages 4–18  
Pages 18–37  
Chapter 2  
Chapter 3  
No textbook reading  
Chapter 4  
Chapter 5  
Chapter 6  
Chapter 7

**Examination 605462RR Material in Lesson 1**

## ***Lesson 2: Foundations in Supporting Development and Learning***

**Read in the study guide:**

Section 10  
Section 11  
Section 12  
Section 13  
Section 14

**Read in the textbook:**

Chapter 8  
Chapter 9  
Chapter 10  
Chapter 11  
Chapter 12

**Examination 605463RR Material in Lesson 2**

## ***Lesson 3: Planning for Learning and Development by Enhancing Children’s Curiosity, Joy, and Sense of Wonder***

**Read in the study guide:**

Section 15  
Section 16  
Section 17

**Read in the textbook:**

Chapter 13  
Chapter 14  
Chapter 15

**Examination 605464RR Material in Lesson 3**

# LESSON 1: FOUNDATIONS OF THE TEACHING-LEARNING PROCESS

This first part of your course consists of nine sections and provides background and theory to students entering the field of early childhood education. In this lesson, you'll learn some of the best practices for working with children.

Children's personalities are formed primarily by their families. That's one reason why every child is different. Children reflect their family values in the way they live and the customs they observe. Teachers must always remember that children are part of a family.

## SECTION 1

**First, read this introduction to Section 1. Next, read the Preface in the *Foundations of Early Childhood Education* textbook. Then, read pages 4–18 of Chapter 1, “Early Childhood Education as a Career.”**

In this first section, you'll learn about the importance of early childhood education and the different types of programs. The need for programs is increasing. Extensive research indicates that there are multiple benefits to early childhood education. One benefit is that children with challenging lives are able to receive learning opportunities that they wouldn't typically get at home.

Another purpose served by childcare programs is compensation, which is seen mainly in publicly funded programs. *Compensatory programs* are designed to provide crucial experiences that are missing from the lives of some children. Head Start, a federally funded program designed for children of low-income families, is a good example of such a program. The goal of a compensatory program is to provide experiences that will increase a child's opportunity for success and achievement in society. Head Start also provides nutritional and health services.

Early childhood education programs serve children from birth to age eight. These ages include infants, toddlers, preschoolers, and schoolchildren. These programs are either home- or center-based. The main purpose of most childcare programs is to provide children safe and loving care in an atmosphere that's developmentally appropriate. The term *developmentally appropriate* means that the program has learning activities that are suitable for each individual child's age, stage of development, and interests.

Early childhood education programs can be categorized in several ways. However, they don't always fit neatly into just one category. Programs can be separated into full- and half-day programs. They can also be separated by where they're located, whom they service, or how they're funded.



Early childhood education is getting much public attention at the present time. Early childhood education is a common topic of discussion in the media because of *child advocates*, who speak out to educate the public about children’s issues. These advocates let both the public and the lawmakers know when families and children are in need. Organizations such as the Children’s Defense Fund and the National Association for the Education of Young Children (NAEYC) have successfully fought for improvements in childcare, such as mandatory childcare for children with disabilities, Head Start, and health care for children from low-income families.

**After you’ve carefully read the assigned pages in *Foundations of Early Childhood Education*, complete *Self-Check 1*. When you’re sure that you understand the material from Section 1, move on to Section 2.**



# Self-Check 1

**At the end of each section of *Fundamentals of Early Childhood Education*, you’ll be asked to pause and check your understanding of what you’ve just read by completing a “Self-Check” exercise. Answering these questions will help you review what you’ve studied so far. Please complete *Self-Check 1* now.**

1. How is the dominant culture in a group traditionally viewed?

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2. What age range of children do early childhood educators specifically deal with?

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3. Name three child advocacy groups.

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(Continued)



# Self-Check 1

4. List the three knowledge bases used in NAEYC's statement on *Developmentally Appropriate Practice to guide professionals in making decisions regarding the best way to educate young children.*

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5. Name the two types of early childhood program that are classified by where they actually take place.

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6. What is Head Start?

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7. Why do all types of childcare programs admit children with special needs?

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**Check your answers with those in the back of this study guide.**

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## SECTION 2

Read this introduction to Section 2. Then, read pages 18–37, beginning with “Child Development History,” in Chapter 1.

Early childhood education is a profession that has strong leadership, a proud history, a code of ethics, and regulatory organizations. To become an early childhood professional, you'll need education and training to provide you with knowledge about *best practices* in early childhood education, or the best way to help children learn. You need to understand *professionalism* and adopt the professional code of ethics for early childhood educators. To understand the role that early childhood educators play in the development of young children today, you'll also need to know something about the history of early childhood education.

### ***Reflective Questions***

Once you've finished reading Chapter 1, take a moment to answer the Reflective Questions in your textbook. These questions will help you to think deeper about how this material connects with your own experiences, so answers will vary.

After you've carefully read the assigned pages in *Foundations of Early Childhood Education*, complete *Self-Check 2*. When you're sure that you understand the material from Section 2, move on to Section 3.



## Self-Check 2

1. What is the *nature-versus-nurture controversy*?

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2. How did the Church, the highest authority in Western society before the Renaissance, view children?

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3. Did John Locke subscribe to the nature or nurture theory?

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4. How did Jean-Jacques Rousseau view children?

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5. Who created physical milestones of development?

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6. List Piaget's stages of cognitive development.

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7. What is a *stage theorist*?

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## Self-Check 2

8. Freud and Erikson focused on the development of
- a. the mind.
  - b. nutrition.
  - c. the spirit.
  - d. feelings.
9. Name the two famous behaviorists discussed in your text.
- \_\_\_\_\_
10. What did Vygotsky believe about children and learning?
- \_\_\_\_\_
- \_\_\_\_\_
11. Who is considered the father of kindergarten, and why?
- \_\_\_\_\_
- \_\_\_\_\_
12. What does brain research tell us about the importance of the first years of life?
- \_\_\_\_\_
13. What two legal responsibilities do early childhood professionals have?
- \_\_\_\_\_
- \_\_\_\_\_
14. List the six principles of NAEYC's code of ethics for early childhood professionals.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Check your answers with those in the back of this study guide.**

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## SECTION 3

Read this introduction to Section 3. Then, read Chapter 2 in your textbook.

In this chapter, your textbook focuses on specific information about observation and supervision of young children that beginning teachers need. It discusses the common teacher complaint, “The children won’t listen to me!” It also explores how to handle conflicts among children and develop strategies for fulfilling your responsibility to keep children safe and healthy.

If you’ve worked in a childcare setting (or if you’re a parent with more than one child) you already know something about individual temperament. The term *temperament* refers to inborn characteristics that affect behavior, such as adaptability and regularity. Temperament can differ greatly even in children who are born and nurtured in the same family. Early childhood teachers must learn to deal with and nurture children’s individual characteristics.

Self-esteem needs are one commonality that all children share. Because children are so trusting, vulnerable, and dependent on adults, anything that adults do to affect children’s self-esteem (either positively or negatively) is powerful. Self-esteem is one of the aspects of a child’s self-concept, which also includes perceived competence and a sense of personal control. During the early childhood years, you can be an invaluable contributor to self-esteem.

New scientific research is revealing more and more about the development of the human brain. We’ve increased knowledge about what’s happening in the brain—biologically, neurologically, and chemically. The most rapid development in the brain occurs within the first year of a child’s life, and the brain’s capacity to change actually begins to decrease after three years of age. Thus, early education affects a child’s brain at a critical time in its development. Science is also finding evidence that confirms what early childhood educators have known for a long time—for example, the importance of loving relationships in a young child’s life.

### ***Reflective Questions***

Once you’ve finished reading Chapter 2, take a moment to answer the Reflective Questions in your textbook. These questions will help you to think deeper about how this material connects with your own experiences, so answers will vary.

After you’ve carefully read the assigned pages in *Foundations of Early Childhood Education*, complete *Self-Check 3*. When you’re sure that you understand the material from Section 3, move on to Section 4.



# Self-Check 3

1. How is observation an important tool in an early childhood setting?

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2. Why do we observe in an early childhood setting?

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3. What role does *self-reflection* have in the observation process?

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4. What is *dual focus*?

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5. Explain the difference between *cooperation* and *obedience* as they each relate to the early childhood classroom.

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6. What benefit is there to providing children with choices?

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(Continued)



## Self-Check 3

7. What role does communication have in managing children's behavior?

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8. What is a *choke tube*?

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9. Explain the difference between *accreditation* and *licensing*?

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Check your answers with those in the back of this study guide.

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## SECTION 4

Read this introduction to Section 4. Then, read Chapter 3 in your textbook.

This chapter focuses on the adult's response to the strong feelings of children. The goal is to create a healthy emotional environment that contributes to children's self-esteem. Positive mental and emotional health and a feeling of security are the foundations for learning and development in young children. Building positive relationships with the children in your care is essential for helping them develop a positive sense of self and a feeling of security.

*Socialization* is the process through which children become a functioning part of society and learn society's rules and values. Helping young children develop socially is an important responsibility of the early childhood teacher. The early childhood education setting may be the most social environment the child has ever had.



The manner in which adults communicate with children is a key factor in building the relationship between caregiver and child. These relationships are the basis for most of the learning that takes place in the early years. The key to fostering positive relationships with children is effective communication. Effective communication for caregivers and teachers involves listening to the child and responding clearly and consistently.

Children are *holistic beings*. Whatever happens in one area of development affects all other areas. The brain is connected to all areas of development. The three basic areas of development in young children are social-emotional, physical, and cognitive. *Social-emotional development* is the development of the skills needed to have effective relationships and positive emotional health. *Physical development* is the development of the child's body. *Cognitive development* is the development of learning and thinking skills.

The brain of a newborn child isn't fully developed. Positive and negative experiences in the early years have significant effects on the way in which the child's brain development is completed. Brain research tells us that warm, responsive care leads to close relationships with caregivers, which promotes positive brain development, which in turn leads to the development of cognitive abilities that children need to be socially and academically successful.

Research has shown that meeting children's social and emotional needs in the early years is incredibly important. By doing so, you can provide them with a foundation that will give them security and strength to later enter the world and communicate with people.

### ***Reflective Questions***

Once you've finished reading Chapter 3, take a moment to answer the Reflective Questions in your textbook. These questions will help you to think deeper about how this material connects with your own experiences, so answers will vary.

**After you've carefully read the assigned pages in *Foundations of Early Childhood Education*, complete *Self-Check 4*. When you're sure that you understand the material from Section 4, move on to Section 5.**



# Self-Check 4

1. What is the *unwritten curriculum*?

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2. What does brain research tell us about a child's emotional environment?

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3. Define *holistic listening*.

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4. Which form of language do children develop first?

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5. What role does effective listening by an adult play in problem solving when a child is upset?

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6. What form of communication do babies use?

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(Continued)

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## Self-Check 4

7. What is the *best* approach to use with a crying baby?

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8. What are the seven steps that an adult should take to effectively communicate with children?

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9. What is an *anecdotal record*?

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10. How can developing your own observation skills assist you in comforting and communicating effectively with children?

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**Check your answers with those in the back of this study guide.**

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# SECTION 5

## Webinar

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A webinar is an online session led by your instructor. To successfully complete this course, you must participate in a webinar. It's best to register and complete your webinar before continuing with your lessons. Doing so will provide you with additional instruction on the concepts to be presented.

Before you register for your first session, go to <http://www.joinawebinar.com>. To prepare for your webinar session, click on **FAQs** under the **RESOURCES** tab. Review the system requirements to determine whether your computer meets them. Because the webinar includes audio, ensure that your computer's speakers or headphones function properly. Also, take a few moments to review the site's Attendee Quick Reference Guide.

## Accessing the Webinar

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To access a webinar, follow this procedure:

1. Log in to your **Student Portal**.
2. Click on **Webinar Registration**. You should see a list of dates and times for the webinar sessions. If you're enrolled for more than one course that requires participation in a webinar, ensure that you click on the registration link for the correct course.
3. Click on the date for the first session in which you plan to participate. You should see a registration form.
4. On the registration form, enter your first and last name, your email address, and your student number. Because your student number is used for attendance reporting, ensure that you enter it accurately. Otherwise, you may not receive credit for your participation.
5. Click on **Register Now**. You should see a page confirming your registration. You'll also receive a confirmation in an email. Keep this email. It includes a link to the webinar you've chosen, along with important details on how to join the webinar.
6. When the time arrives for the webinar, go to the confirmation email and click on **Join Webinar**. During the webinar, listen to your instructor and view the slides specifically prepared for the session. Although you can hear the instructor, the instructor can't hear you. If you have a question you would like to ask, click on **Questions** in the menu at the right of the webinar screen and type your question in the box provided. Because many other students may be attending the webinar with you, your instructor may not respond to your question immediately. Note that to receive a passing grade, you must actively participate in the webinar by answering the instructor's questions, and sharing feedback and experiences throughout the session. You may also use the Questions box to do so.
7. When the webinar is over, close the webinar window. Your attendance and participation will be automatically recorded.

If you accidentally delete your confirmation email, use the following procedure to access the webinar:

1. Go to Student Portal, and click on **Webinar Registration**.
2. In the schedule, find the session that you registered for and copy the Webinar ID.
3. Go to **<http://www.joinawebinar.com>**.
4. Enter the Webinar ID and your email address in the appropriate boxes.
5. Click on **Continue** to enter the webinar.



## Self-Check 5

At this time, record what you've learned in the webinar. Note also any strong feelings you felt during the presentation as well as how you feel about the topics now.

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**Check your answers with those in the back of this study guide.**

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## SECTION 6

**Read this introduction to Section 6. Then, read Chapter 4 in your textbook.**

Next to being loved and nurtured, play is the most important thing in an infant's world. *Play*, for a baby, means being free to move his or her body—moving is playing for a baby. *Play* also means being free to choose what to play with (from the selection adults provide) and being free to play with it as little or as long as he or she wants.

The types of play that toddlers participate in lay the foundations for their lifetime of playing with others. They interact with their environment and with each other and develop physically and socially through play. Older children, ages 5–8, build knowledge and find meaning in their play experiences. Preschoolers can enjoy games and more structured

types of play and benefit from them, but the rules have little meaning for them. By age 5, children begin to grasp the concept of rules, and by age 8 they can understand and follow them. Play gives children practice in choosing, doing, and problem solving.

In this section, you'll learn the value and importance of play in children's growth and skill development. You'll explore ways to include children of varied abilities and from varied cultural backgrounds. You'll learn about contemporary theories of play and understand how they contribute to the study of play and its place in the early childhood classroom. You'll explore the value of play and its importance in the total development of young children. You'll concentrate on how children develop physically, cognitively, and socially through play from infancy through primary-school age. You'll be introduced to the different types and benefits of developmentally appropriate play, and you'll explore the role the teacher or adult should adopt when interacting with or observing young children at play.

### ***Reflective Questions***

Once you've finished reading Chapter 4, take a moment to answer the Reflective Questions in your textbook. These questions will help you to think deeper about how this material connects with your own experiences, so answers will vary.

**After you've carefully read the assigned pages in *Foundations of Early Childhood Education*, complete *Self-Check 6*. When you're sure that you understand the material from Section 6, move on to Section 7.**



# Self-Check 6

1. Briefly define *child-centered learning*.

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2. Explain *DAP*.

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3. Briefly define *meaning-making*.

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4. How should a teacher support learning through play?

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5. Explain *symbolic play*.

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6. List the three forms of symbolic play.

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7. How can you determine how effective your play areas are?

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(Continued)



## Self-Check 6

8. When, typically, do developing children become able to understand abstract concepts?

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9. List the five characteristics that separate play from work.

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10. What two other terms is *sensorimotor play* often identified as?

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11. Define *solitary play*.

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12. Two or more children appear to be playing alone, but they're in close proximity of each other and their play may be influenced by the others around them. This type of play is called \_\_\_\_\_.

13. Explain the difference between *associative play* and *cooperative play*.

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14. How does giving children chores benefit them later in life?

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(Continued)

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## Self-Check 6

15. Explain the *project approach to learning*.

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16. One way to interact effectively and provide nonjudgmental commentary with children at work and play is through \_\_\_\_\_.

17. What are the two basic goals when teaching a child to play?

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18. What is the negative outcome that derives from a setting where adults fix everything for children?

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19. What is *intrinsic motivation*?

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20. What is the detriment of using praise overabundantly with children?

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**Check your answers with those in the back of this study guide.**

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# SECTION 7

**Read this introduction to Section 7. Then, read Chapter 5 in your textbook.**

Early childhood education takes place in a social setting. Children as young as infants need to become socialized so that they're able to function comfortably and appropriately in this setting. There's a distinct difference between guiding a child's behavior and disciplining a child to control his or her behavior. The word *discipline* is derived from the Latin *discipulus*, which means "pupil, a follower of a teacher." We want children to follow our rules, not because they fear us, but because they believe in our teachings. Discipline is meant to be constructive.

*Punishment* has a negative connotation, and its use harms the self-esteem and well-being of a child. It has the potential to do more harm than good. Use of consequences, instead of punishment, is preferred for a more positive outcome. Consequences promote responsibility in the child.

As children go through the long process of becoming socialized, they gain skills and competencies in peer interaction, friendships, gender identity, racial and cultural attitudes, morals and values, and prosocial behaviors. Providing proper guidance to young children facilitates this socialization process. Children who are involved in group care have many opportunities to develop social competencies because they're in close contact with many other children. Depending on how integrated an early childhood program is, children can also learn about people from diverse backgrounds. Because children learn so much from older children, supporting mixed-aged grouping is a good idea.

Children need real-life experiences and peer interactions to develop friendships. By practicing, they learn how to initiate and maintain social interactions, negotiate, and settle conflicts. Adults need to guide young children through this time. Research points to the importance of early friendship to later emotional well-being. Teachers can help children recognize their own needs and goals, recognize the needs and goals of others, develop more effective social skills, recognize how their behavior affects others, and become aware of their social successes so they can repeat them.

Children develop an awareness of individual variations at an early age, and the early childhood program is a great place to help children learn about themselves and others. They can learn how to respect people of all races and cultures and how to feel proud about their heritage.

Moral development, an important goal of socialization, helps children internalize standards of right and wrong. According to your textbook, the foundations for moral development are formed during the early years when parents set clear standards, support and nurture their children, communicate openly with them, and value their viewpoints. Behaviors such as nurturance, empathy, altruism, generosity, sharing, and tolerance are prosocial behaviors.

### **Reflective Questions**

Once you've finished reading Chapter 5, take a moment to answer the Reflective Questions in your textbook. These questions will help you to think deeper about how this material connects with your own experiences, so answers will vary.

**After you've carefully read the assigned pages in *Foundations of Early Childhood Education*, complete *Self-Check 7*. When you're sure that you understand the material from Section 7, move on to Section 8.**



## **Self-Check 7**

1. What is the goal of guidance?

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2. What vital information do adults who work with children need to have to effectively guide those children?

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3. List the six things that influence a child's behavior.

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4. What is the primary lesson that children learn from being spanked and other forms of punishment?

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*(Continued)*



# Self-Check 7

5. List the side effects of punishment.

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6. When is time-out effective?

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7. How do limits differ from rules?

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8. Explain *redirection*.

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9. List the six guidance tools that this chapter has provided as alternatives to punishment.

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10. List three of the five additional behavior intervention strategies used to manage behavior of exceptional children.

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**Check your answers with those in the back of this study guide.**

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## SECTION 8

Read this introduction to Section 8. Then, read Chapter 6 in your textbook.

Modeling is a powerful learning tool to which adults sometimes don't pay enough attention. This chapter is about the many ways adults influence children—whether they're aware of it or not. This chapter presents a novel approach on issues of nonviolence, self-esteem, equity, and the importance of a positive attitude. As you read, you'll gain an appreciation for adult responsibility.

Children learn from seeing and listening. They say things they've heard and copy things they've seen. Children learn both actions and attitudes from those around them. Young children are still developing social and behavioral skills in everyday activities; therefore, their teacher must act as a role model and reinforce the skills needed for children to understand appropriate social behaviors in the classroom.

A *role model* is a person whose behavior is imitated by others. Of course, there are both good role models and bad role models. There's even the counterintuitive *anti-role model*, who behaves so badly that he or she serves as a good example of what *not* to do.

While there's some variation in every teacher's definition of what it means to be a good role model, the following seven characteristics of a positive role model remain constant:

1. *Model positive choice-making.* Little eyes and ears are watching and listening all the time. When it comes to being a role model, you must be aware that the choices you make don't affect only you but also the children you influence. Someday, they'll be in a similar situation and think to themselves, "What did he or she do?" When you're a role model, it's not enough to tell children the best choices to make. You must put them into action.
2. *Think out loud.* When you have a tough choice to make, allow the children to see how you work through the problem, weigh the pros and cons, and come to a decision. The process of making a good decision is a skill. As a good role model, you should show a child which decision is best, but also how you've come to that conclusion. That way, the child will be able to follow that reasoning when they're in a similar situation.
3. *Admit mistakes and apologize.* Nobody's perfect. When you make a bad choice, let those who are watching and learning from you know that you made a mistake and how you plan to correct it. This will help them to understand that (a) everyone makes mistakes; (b) it's not the end of the world; (c) you can make it right; and (d) you should take responsibility for it as soon as possible. By apologizing, admitting your mistake, and repairing the damage, you'll be demonstrating an important yet often overlooked part of being a role model.

4. *Follow through.* We all want children to stick with their commitments and follow through with their promises. However, as adults, we get busy, distracted, and sometimes, a bit lazy. A good role model must demonstrate consistency and self-discipline. That means (a) be on time; (b) finish what you started; (c) don't quit; (d) keep your word; and (e) don't back off when things get challenging. Role models following through with goals teach children that things can be done. They begin to think, "If he or she can do it, so can I."
5. *Show respect.* You may be driven, successful, and smart, but whether you choose to show respect or not speaks volumes about the type of attitude it takes to make it in life. We always tell children to treat others the way they themselves want to be treated, and yet we adults may not follow that rule ourselves. Do you step on others to get ahead? Do you take your spouse, friends, staff, or colleagues for granted? Do you show gratitude or attitude when others help you? It's often the little things you do that make a big difference in how children perceive the proper way to behave.
6. *Be well rounded.* While we don't want to spread ourselves too thin, it's important to show children that we can be more than just one thing. Great role models aren't just teachers. They're people with varied interests. They're great learners who challenge themselves to get out of their comfort zones. You may be a teacher who's also a student of martial arts or yoga, a great chef, a good athlete, a father or mother, and a treasured friend. You may be a coach who's a gifted dancer, a solid rock climber, a celebrated singer, or a curious photographer. When children see that their role models can be many things, they'll learn that they don't need to pigeonhole themselves to be successful.
7. *Demonstrate confidence in who you are.* Whatever you choose to do with your life, be proud of the person you've become and continue to become. Your responsibility as a role model is to exhibit the lessons you've learned, the strength you've amassed, and the character you've already developed. As you continue to strive for success, you can instill this desire in the children you work with. Through you, they can learn to begin building confidence right now.

While it may seem like a great deal of pressure to be a positive role model, nobody is expecting you to be superhuman. You certainly wouldn't expect that behavior from the children who are in your care. You must strive, however, to do your best.

### ***Reflective Questions***

Once you've finished reading Chapter 6, take a moment to answer the Reflective Questions in your textbook. These questions will help you to think deeper about how this material connects with your own experiences, so answers will vary.

**After you've carefully read the assigned pages in *Foundations of Early Childhood Education*, complete *Self-Check 8*. When you're sure that you understand the material from Section 8, move on to Section 9.**



# Self-Check 8

1. Which carries a stronger message, words or actions?

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2. List the three patterns of thought that have been identified in violent teenagers.

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3. Are adults who are victims of abuse as children more likely or less likely than other adults to become perpetrators of abuse themselves?

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4. What are the four dimensions of Coopersmith's theory on modeling self-esteem?

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5. What is the result of demonstrating broad concepts of gender roles?

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**Check your answers with those in the back of this study guide.**

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# SECTION 9

Read this introduction to Section 9. Then, read Chapter 7 in your textbook.

This chapter is somewhat of an extension of the previous chapter, except that it focuses on adult relationships, because, as we know, young children learn many of their behaviors and attitudes from the adults around them. Adults should strive to be positive role models for the children and exhibit mature ways to relate to others, solve problems, and express feelings.

### Reflective Questions

Once you've finished reading Chapter 7, take a moment to answer the Reflective Questions in your textbook. These questions will help you to think deeper about how this material connects with your own experiences, so answers will vary.

After you've carefully read the assigned pages in *Foundations of Early Childhood Education*, complete **Self-Check 9**. When you're sure that you understand the material from Section 9 and all your previous sections, complete the examination for Lesson 1.



## Self-Check 9

1. What type of work environment is best in an early childhood setting?

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2. What two things determine how you approach a conflict?

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3. Define *being authentic* in an early childhood setting.

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(Continued)





## Self-Check 9

4. What is *dialoguing*?

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5. Summarize the differences between *arguers* and *dialoguers*.

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6. List the three common approaches to focusing on families.

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7. List the five ideas that your text provides on how to facilitate and promote communication with families.

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**Check your answers with those in the back of this study guide.**

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# LESSON 2: FOUNDATIONS IN SUPPORTING DEVELOPMENT AND LEARNING

Part 2 of your text, and the next six sections, focus on both traditional and nontraditional curriculum in an early childhood setting. You'll read about effective physical and emotional environments, the importance of routines, developmental ages and stages, and the types of ongoing assessments needed to ensure that a program is meeting the needs of its children and families.

## SECTION 10

**Read this introduction to Section 10. Then, read Chapter 8 in your textbook.**

While there are many components to an effective learning environment, the physical environment in a classroom plays a significant role. As the NAEYC states, “The quality of the physical space and materials provided affects the level of involvement of the children and the quality of interaction between adults and children.”

The physical environment, which includes both the indoor and outdoor settings, should provide opportunities for the children to explore and learn. An appropriate indoor environment can be created by dividing a large classroom into specific learning areas or centers. Such an environment allows children to direct themselves through the arrangement of materials and equipment and to engage in meaningful learning. In a family childcare setting, rooms can be divided into play spaces that children can interact with naturally.

The environment should be tailored to meet the needs of the specific age group of the children who use it. For infants and toddlers, spaces support safe exploration, tummy or floor time, and opportunities to engage with caregivers and peers. At the preschool and kindergarten levels, centers are focused on play areas in which the child chooses to participate.

Centers commonly found in these classrooms include blocks, family living (housekeeping), discovery (sensory), library (reading), science, table toys, art, and a quiet area. Classrooms also have a central open area—often called the *meeting area*—where the teacher can gather the class together for planning, discussions, reading, and whole-group instruction.

At the primary level, children become more interested in developing skills and exploring content. Learning is focused on areas of study and enables children to research topics in depth. Centers commonly found in primary classrooms include math, language, reading, writing, computer, blocks, dramatic play, social studies, and listening.

Because children are working independently in the centers, the teacher may wish to establish a management system for the use of each center. At the preschool and kindergarten levels, a management system establishes rules for areas and enables the teacher to control the number of children in an area. At the primary level, the management system may extend to contracts with students for work to be completed in each center.

The room's arrangement of shelving and furniture should clearly designate these centers and provide a spacious area for group gathering. Furniture should be child-sized, sturdy, and comfortable. Manipulatives, puzzles, and other learning materials need to be displayed on shelves that are easily accessible by children of all sizes.

A well-designed outdoor environment is also essential to an effective early childhood program. Children need space outdoors for play, exploration, and social interaction. Specific times during the day should be set aside for recess and outdoor activities.

This time can be used for physical movement, climbing and playing on playground equipment, digging and planting, and individual play. In addition to physical activities, specific learning centers should be present on the playground. The outdoor play area should be an extension of the classroom and structured as such. For example, dramatic play, sensory centers, and an area for tabletop activities should all be available.

### ***Reflective Questions***

Once you've finished reading Chapter 8, take a moment to answer the Reflective Questions in your textbook. These questions will help you to think deeper about how this material connects with your own experiences, so answers will vary.

**After you've carefully read the assigned pages in *Foundations of Early Childhood Education*, complete *Self-Check 10*. When you're sure that you understand the material from Section 10, move on to Section 11.**

Note: The use of hammocks in the pictures on pages 227 and 228 require adult supervision to prevent injury. They also require appropriate installation and hammocks should meet the requirements of the Consumer Product Safety Commission (CPSC) for the age of children in the setting.



# Self-Check 10

1. What is a *physical care center*?

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2. What do *gross motor activities* include?

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3. List Elizabeth Jones' five dimensions of an early learning environment.

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4. According to your text, what is the recommended space requirement per child?

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5. What negative effects can a room or play area that has too many toys have on young children?

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6. What is a *balanced environment*?

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**Check your answers with those in the back of this study guide.**

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# SECTION 11

**Read this introduction to Section 11. Then, read Chapter 9 in your textbook.**

The ability of young children to manage their emotions and behaviors and to make meaningful friendships is an important prerequisite for school readiness and academic success. Socially competent children are also more academically successful, and poor social skills are a strong predictor of academic failure. By creating a safe, respectful, nurturing, accepting, and responsive environment, early childhood educators can help to facilitate development of these essential social-emotional skills.

## ***Reflective Questions***

Once you've finished reading Chapter 9, take a moment to answer the Reflective Questions in your textbook. These questions will help you to think deeper about how this material connects with your own experiences, so answers will vary.

**After you've carefully read the assigned pages in *Foundations of Early Childhood Education*, complete *Self-Check 11*. When you're sure that you understand the material from Section 11, move on to Section 12.**



# Self-Check 11

1. What is the key to getting young children to respect you?

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2. What needs to be consistent for a child to feel safe and secure in a program away from home?

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3. What is the difference between *mainstreaming*, *integration*, and *full inclusion*?

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4. Which public law prohibits discrimination and exclusion of people with disabilities?

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5. What are the two cultures that typically operate simultaneously in an early childhood setting?

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6. What must an early childhood educator do to allow a child's culture to evolve and to incorporate that child's home culture?

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**Check your answers with those in the back of this study guide.**

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# SECTION 12

**Read this introduction to Section 12. Then, read Chapter 10 in your textbook.**

Are routines really that necessary for children? Simply put, yes. Through repetition, routines create predictability, stability, and security. Kids crave routines because routines make them feel safe and secure. On a basic level, routines reassure children that their needs will be met. Routines also provide opportunities for children to experience success in what they're doing, which then promotes self-control and self-esteem.

Establishing schedules and consistent routines provides the day with a framework and gives order to a young child's world. Although predictability can be tedious for adults, children thrive on sameness and repetition. Knowing what to expect from relationships and activities helps children become more confident.

Routines begin from the first days of life, affect the relationship between parent and child, and set the stage for smooth or rough sailing. The use of consistent routines and schedules in the classroom does the same.

As adults, we enjoy the advantage of controlling many aspects of our lives. Often, we're able to arrange work schedules, childcare, friendships, and appointments to enhance convenience, reduce hassle, and make life easier and more enjoyable.

How do you think you would feel if you had no idea what to expect in your day? What if you didn't know why you were leaving the house, where someone was driving you, when you were going to eat next, where you could go to use the bathroom, or when you were going to get back home again?

Children don't have the privilege of arranging their days the way adults do; they have little control over their environments. Consequently, children try to find ways to control their surroundings, often resulting in tantrums, defiance, and other inappropriate behaviors. Routines and schedules help kids make sense of their day and know what to expect. Routines thereby reduce anxiety and apprehension, and they allow for more time for kids to enjoy and learn instead of stressing over the unknown.

### ***Reflective Questions***

Once you've finished reading Chapter 10, take a moment to answer the Reflective Questions in your textbook. These questions will help you to think deeper about how this material connects with your own experiences, so answers will vary.

**After you've carefully read the assigned pages in *Foundations of Early Childhood Education*, complete *Self-Check 12*. When you're sure that you understand the material from Section 12, move on to Section 13.**



# Self-Check 12

1. List the nine elements that should be included in a well-structured daily routine.

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2. What is a *synchronous interaction*?

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3. What does forming attachments provide for young children?

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**Check your answers with those in the back of this study guide.**

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# SECTION 13

**Read this introduction to Section 13. Then, read Chapter 11 in your textbook.**

This chapter provides insight into what's developmentally appropriate during each of the eight different developmental stages from birth to age 8. *Ages and stages* refers to what children can do at various stages of development, what their needs are, and how these needs change in each stage.

While all children tend to develop in the same sequence, early childhood professionals should remember that all children don't develop at the same rate. For example, Sam, who is 12 months old, may be taking a few independent steps, while Ryan, who is also 12 months old, may not be able to take any steps independently. Rather than just adhering to an ages and stages chart or a list of descriptions of what's developmentally appropriate for a child of a certain age, individual and cultural differences must also be factored in when deciding what skills a child should have mastered and what activities are developmentally appropriate for a particular child or group of children

### ***Reflective Questions***

Once you've finished reading Chapter 11, take a moment to answer the Reflective Questions in your textbook. These questions will help you to think deeper about how this material connects with your own experiences, so answers will vary.

**After you've carefully read the assigned pages in *Foundations of Early Childhood Education*, complete *Self-Check 13*. When you're sure that you understand the material from Section 13, move on to Section 14.**



# Self-Check 13

1. What is the *trickle-down effect*?

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2. What are the three bodies of knowledge you must always consult to make decisions about what children need?

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3. Explain the term *cephalo-caudal development*.

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4. What is another term frequently used to describe mobile infants?

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5. A child is beginning to understand that an object still exists when it's out of sight. At which cognitive milestone is this child?

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6. When do infants become toddlers?

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7. At what age range are most children able to use mental operations to reason about the concrete world?

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**Check your answers with those in the back of this study guide.**

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# SECTION 14

**Read this introduction to Section 14. Then, read Chapter 12 in your textbook.**

All educators use daily the process of observation and feedback. They use the results of their observations to determine if children are learning and to assess their program and teaching practices. Early childhood educators use observation to capture what each child does and says during a specific period. They must be as objective and as detailed as possible. Those observations are used to discuss and analyze with other teachers, build on learning experiences for children, and provide feedback to parents. Ideally, all adults involved with children should observe and provide feedback to enable the best possible learning opportunities and to facilitate each child's growth and development.

There are a variety of ways to observe children. No matter which method observers use, they should be effectively trained in observing and recording children's behavior. In addition, they must have a sound understanding of each child's physical, emotional, social, and intellectual functioning. With these two elements—the ability to observe and a familiarity with the children they're observing—observers can make accurate assessments of each child's developmental progress. Teachers can plan effective programs for children based on the results of their observations, but they also need to consider a child's cultural and family background, individual talents, and interests to determine the most effective classroom practices.

### ***Reflective Questions***

Once you've finished reading Chapter 12, take a moment to answer the Reflective Questions in your textbook. These questions will help you to think deeper about how this material connects with your own experiences, so answers will vary.

**After you've carefully read the assigned pages in *Foundations of Early Childhood Education*, complete *Self-Check 14*. When you're sure that you understand the material from Sections 10–14, complete the examination for Lesson 2.**



# Self-Check 14

1. What do early childhood educators do with the information that they gather through their observations?

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2. Which type of record must clearly separate objective data from subjective comments made by the observer?

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3. What is the main focus of an incident report?

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4. Which type of assessment focuses on what the child knows and is interested in without comparing him or her to a norm or administering standardized tests?

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5. Name one authentic assessment tool.

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**Check your answers with those in the back of this study guide.**

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# **LESSON 3: PLANNING FOR LEARNING AND DEVELOPMENT BY ENHANCING CHILDREN'S CURIOSITY, JOY, AND SENSE OF WONDER**

Part 3 of your text focuses on traditional and nontraditional ways of looking at specific subject matter in an early childhood setting. You'll read about encouraging language acquisition and emergent literacy, providing developmentally appropriate math and science activities, and integrating art, music, and social studies into a holistic curriculum in an early childhood setting.

## **SECTION 15**

**Read this introduction to Section 15. Then, read Chapter 13 in your textbook.**

This chapter examines language development, including emergent literacy, and discusses how adults can facilitate language and literacy development in early childhood programs. The chapter also explains why early childhood programs need to be sensitive to the diverse language backgrounds of children and their families.

### ***Reflective Questions***

Once you've finished reading Chapter 13, take a moment to answer the Reflective Questions in your textbook. These questions will help you to think deeper about how this material connects with your own experiences, so answers will vary.

**After you've carefully read the assigned pages in *Foundations of Early Childhood Education*, complete *Self-Check 15*. When you're sure that you understand the material from Section 15, move on to Section 16.**

Note: On page 382 the discussion of marble painting doesn't specify that this is an activity for children over 3 years old. Marbles and other small objects are a choking hazard for young children.



# Self-Check 15

1. What is *emergent literacy*?

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2. When does emergent literacy and language development begin?

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3. List the five key elements found in NAEYC's position statement on responding to linguistic and cultural diversity.

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4. What must adults in an early childhood setting know before they can begin to enhance a child's language learning and understanding?

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5. The Japanese people are an example of a \_\_\_\_\_-context culture.

6. Talking is one half of communication; \_\_\_\_\_ is the other half.

7. How does painting facilitate writing?

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**Check your answers with those in the back of this study guide.**

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## SECTION 16

Read this introduction to Section 16. Then, read Chapter 14 in your textbook.

This chapter describes a constructivist approach to teaching math and science. This approach involves exploration, experimentation, and learning through daily living activities, games, and planned projects. You'll explore the project approach to the study of physics, chemistry, and nature. Additionally, you'll investigate some basic materials important to math and science programs in early childhood education.

### *Reflective Questions*

Once you've finished reading Chapter 14, take a moment to answer the Reflective Questions in your textbook. These questions will help you to think deeper about how this material connects with your own experiences, so answers will vary.

After you've carefully read the assigned pages in *Foundations of Early Childhood Education*, complete *Self-Check 16*. When you're sure that you understand the material from Section 16, move on to Section 17.



# Self-Check 16

1. The constructivist approach is based on the work of what theorist?

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2. List the three types of knowledge, described by Piaget, that children gain in their early years.

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3. What type of early mathematical skill is discriminating one shape from another?

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4. One-to-one correspondence is a prerequisite skill for what math activity?

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5. What is *real-world math*?

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**Check your answers with those in the back of this study guide.**

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## SECTION 17

Read this introduction to Section 17. Then, read Chapter 15 in your textbook.

Art, music, and social studies are the subjects of this final chapter in your textbook. Music and art allow children to communicate feelings as well as providing hands-on exploration of the mediums. Art and music can be both individual endeavors and collaborative efforts. Social studies includes helping children work on self-knowledge as well as studying others.

Through all these activities, children begin to see other perspectives and develop positive interactive skills. They also begin to understand the concept of community. As you read, you'll get a look at how early childhood professionals weave the threads of an emergent curriculum into the whole fabric of the program.

### *Reflective Questions*

Once you've finished reading Chapter 15, take a moment to answer the Reflective Questions in your textbook. These questions will help you to think deeper about how this material connects with your own experiences, so answers will vary.

**After you've carefully read the assigned pages in *Foundations of Early Childhood Education*, complete *Self-Check 17*. When you're sure that you understand the material from Sections 15–17, complete the examination for Lesson 3 and the Observation Report Project.**



# Self-Check 17

1. What area of physical development is facilitated through drawing?

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2. Name an example of an art activity that promotes socialization.

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3. Define *creative movement*.

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4. Social studies knowledge has three distinctive phases, which begin with *knowledge of self*. What are the other two stages?

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5. What is the *holistic approach* to instruction of young children?

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**Check your answers with those in the back of this study guide.**

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# SELF-CHECK ANSWERS

## Self-Check 1

1. The dominant culture in a group is usually viewed as “normal,” and other cultures are then viewed as deviations from the norm.
2. Birth to age eight
3. The Children’s Defense Fund, the National Association for the Education of Young Children, and the Association for Childhood Education International
4. (1) What’s known about how children develop and learn, including information about ages and stages and what the appropriate experiences, materials, activities and interactions for each age and stage are; (2) what’s known about each individual child in a group; and (3) what’s known about the social and cultural context in which the child is growing up
5. Center-based programs and family child care programs
6. Head Start is a comprehensive, federally funded program that provides education, health screening, and social services to help low-income families give their children from birth to age five the start they need to succeed in public school.
7. They’re bound to by law, unless they can prove that they’re not equipped to meet the special needs of the client.

## Self-Check 2

1. The debate whether children turn out the way they do because of their nature (their heredity and genetic makeup) or nurture (the way in which they’re raised and their environment)
2. The child is basically evil.
3. Nurture
4. As little angels
5. Arnold Gesell
6. Sensorimotor, preoperational, concrete operational
7. A theorist who believes that children develop according to specific sequential stages of development
8. d
9. John B. Watson and B. F. Skinner

10. He believed that children construct knowledge; they don't simply take it in.
11. Friedrich Froebel. He created the institution of kindergarten; he thought of children as seeds and saw the educator's role as the gardener.
12. The early years matter.
13. To include children with disabilities, and to report suspected abuse
14. (1) Appreciating childhood as a unique and valuable stage of the human life cycle; (2) basing our work with children on knowledge of child development; (3) appreciating and supporting close ties between the child and family; (4) recognizing that children are best understood in the context of family, culture, and society; (5) respecting the dignity, worth, and uniqueness of each individual; and (6) helping children and adults achieve their full potential in the context of relationships based on trust, respect, and positive regard

### **Self-Check 3**

1. Through observation, caregivers make connections and build relationships.
2. To understand behavior
3. Self-reflection is observation turned inward. An observer becomes aware of his or her own reactions and examines the underlying reasons for those reactions. This process brings about self-awareness, and from self-awareness comes self-acceptance. Self-acceptance can bring about remarkable change.
4. A method of supervision that allows the adult to focus on a child or small group of children while still being aware of what else is going on in the environment
5. Cooperation helps children to develop respect for others and an understanding of behavior limits. Obedience is blindly obeying the rules.
6. When a child has choices, he or she feels empowered instead of helpless. An empowered child has less need to defy authority.
7. Speaking to children at an appropriate distance, in a moderate voice, and at their level, with physical guidance as necessary are effective means of communicating with children.
8. A commercially sold device used to test which objects are dangerous. If something is small enough to fit through the tube, it needs to be kept away from infants and toddlers.
9. Being licensed isn't usually a choice, being accredited is.

## Self-Check 4

1. The learning that occurs, often unconsciously, through the relationships that children develop with adults
2. A child's emotional environment deeply affects that child's ability to learn. Children need responsive care.
3. Holistic listening is a form of listening that involves the whole body. Holistic listeners use all of their senses to pick up on subtle cues that aren't put into words or otherwise readily apparent.
4. Receptive
5. Listening—being attentive and showing that you understand—is often all that's needed to correct a situation when a child is upset. Most often, children can solve their own problems with the smallest bit of adult support.
6. Crying
7. A crying baby should be treated with respect as a human being, not an annoyance.
8. (1) Ask real questions, not rhetorical ones; (2) validate the child's feeling or perceptions; (3) address uncomfortable situations instead of ignoring them; (4) be congruent—make sure your body language is consistently saying the same things as your words; (5) avoid sending double-bind messages; (6) use redirection instead of distraction; and (7) be sensitive about questioning children—avoid questions that put children on the spot and make them feel as if they're being interrogated
9. A brief documentation of an incident or behavior
10. If you understand what caused a child to react in a certain way, you can tailor your responses to be effective; this understanding comes from careful observation.

## Self-Check 5

Your notes from the webinar should reflect what you've learned and how you feel about it.

## Self-Check 6

1. Children learn from interacting with the environment, other children, and adults
2. *DAP* means developmentally appropriate practice. This term refers to a set of practices directly related to a stage of development.
3. Children construct knowledge by finding meaning in their experiences
4. By setting up the environment, gathering and arranging materials, and determining a schedule

5. A form of play that uses one thing to stand for another and shows a person's ability to create mental images
6. (1) dramatic play; (2) constructive play; and (3) playing games with rules
7. By observing the children to see how involved they are and how the materials are being used
8. Between five and seven years of age
9. Active engagement, intrinsic motivation, attention to the means rather than the end result, nonliteral behavior, and freedom from external rules
10. *Practice play or functional play*
11. A child playing alone even though other children are present
12. parallel play
13. In associative play, children use the same materials and cooperate with each other. In cooperative play, they also do these things, but there's a significant degree of organization present, such as taking on a particular role in dramatic play or creating a joint sculpture.
14. They develop a healthy attitude toward work.
15. The project approach to learning emerges from an idea brought up by either a child or an adult and is carried out over days and weeks. Project work emphasizes product as well as process. Documentation of the project is an important aspect of this approach to teaching and learning.
16. descriptive feedback
17. To get a child to begin play, and to give him or her the skills to keep on playing
18. Children can become reluctant to even try to solve things on their own and fail to learn how to deal with the frustration that often accompanies problem solving.
19. An intrinsically motivated child feels good about his or her efforts without praise. He or she is more focused on the process rather than the outcome.
20. It negatively affects the child's self-esteem. It clouds reality and gives children a false sense of themselves.

## Self-Check 7

1. To teach children how to control themselves and act in socially acceptable and respectful ways
2. Knowing what behaviors are appropriate for each age group
3. (1) Are the child's needs met (2) Does the environment fit? (3) Is the behavior a cry for attention? (4) Is the child feeling powerless? (5) Has the behavior been rewarded in the past? (6) Does the child know why the behavior is inappropriate?

4. That using force is OK
5. Children are humiliated and their self-esteem is damaged; a child is left hurt and angry; children who are spanked are more likely to try to control their peers and can become quite aggressive; it erodes the relationship and diminishes the respect that the child has with the adult; child abuse can be an unfortunate outcome of punishing children.
6. When it's simply used as a helper instead of a punisher. When an adult removes a child who is out of control from the situation, it allows the child to regroup. The child alone should determine when he or she is ready to rejoin his or her peers.
7. Limits are restrictions, not regulations.
8. Redirection respects children's energy and feelings, but shifts them to an activity that's more acceptable rather than just distracting them and taking their mind off the unacceptable activity.
9. (1) Time-out; (2) allowing children to experience the consequences of their actions; (3) setting limits; (4) redirecting inappropriate behavior; (5) teaching appropriate expressions of their feelings; and (6) modeling prosocial behavior
10. Any three of these: preventing challenging behavior through the design of the environment and activities; using effective behavioral interventions that are positive and address both form and function of the behavior; modifying curriculum and using accommodation strategies to help young children learn appropriate behaviors; seeking external consultation and technical assistance or additional staff support; training all staff in skills necessary for effective prevention and intervention programs

## **Self-Check 8**

1. What one does carries a stronger message than what one says.
2. When a conflict arises, they (1) neglect to seek out information, (2) possess a narrow vision of how to respond, and (3) are unable to consider the consequences of their actions.
3. Children who are victims of abuse are more likely to become perpetrators of abuse themselves.
4. Virtue, power, significance, and competence
5. Children see themselves as capable in a wide variety of ways. They don't deem certain jobs as gender-specific.

## Self-Check 9

1. One in which staff members work as a team
2. (1) How you feel problems should be approached, and (2) how you're used to dealing with problems
3. It means being yourself around children and other adults.
4. An approach to conflict whose goal is to reach agreement and solve problems
5. For an arguer, the object of an argument is to win; for a dialoguer, the object of a dialogue is to gather information. The arguer tells; the dialoguer asks. The arguer tries to persuade or convince; the dialoguer seeks to learn. The arguer considers his or her point of view the better one; the dialoguer is willing to understand multiple viewpoints.
6. Parent education, parent involvement, parents as partners
7. (1) Be available; (2) be informative; (3) be receptive; (4) develop listening skills; and (5) figure out problems together.

## Self-Check 10

1. An area of the early childhood environment, designated and equipped for cooking, eating, cleaning up, hand washing and toileting
2. Running, stretching, climbing, jumping, rolling, swinging, ball throwing; activities that use the large muscles of the arms, legs, and trunk
3. (1) Soft/hard dimension, (2) inclusion/seclusion dimension, (3) the mobility dimension, (4) the open/closed dimension, and (5) the simple/complex dimension
4. 35 square feet per child
5. Such a play area can overstimulate and distract young children.
6. An environment that encourages both quiet and noisy activities, as well as large- and small-motor activities

## Self-Check 11

1. You must respect them.
2. Children need consistency in the people around them. So, a staff needs to remain as consistent as possible.
3. Mainstreaming means placing children with special needs in programs that serve typically developing children. Integration means creating an environment where children with and without disabilities engage in learning. Full inclusion means providing children with the supports needed to access and participate in settings they would attend if they didn't have disabilities.



4. American with Disabilities Act, or ADA
5. The child's home culture and the early childhood culture
6. Keep an open mind and embrace different perspectives

### **Self-Check 12**

1. (1) Beginnings and endings, (2) need fulfillment, (3) balance, (4) choices, (5) things to do, (6) varied opportunities, (7) emphasis on the whole child, (8) relationships, and (9) education
2. An interaction between people in which one response influences the next in a kind of rhythmic chain reaction that creates connections
3. A feeling of security

### **Self-Check 13**

1. When expectations and approaches appropriate for older children begin to appear in programs for younger children
2. Developmental ages and stages, individual differences, and cultural context
3. It means that infants develop from the head down. They gain control of the muscles located around the head first and then work their way down.
4. Crawling babies
5. Object permanence
6. When they start walking
7. Between ages 7 and 11, most children are in the concrete operations stage as defined by Piaget.

### **Self-Check 14**

1. They use this information as a resource when goal setting, for implementing the teaching-learning process, and for planning the curriculum based on what they learn about the children as a group and as individuals.
2. Running record
3. An incident report focuses on one type of behavior or incident to determine what occurs before, during, and after the incident. If a pattern emerges, steps can be taken to intervene before another incident occurs.
4. Authentic assessment
5. Portfolio

## Self-Check 15

1. The ongoing process of becoming literate—learning to read and write
2. At birth
3. (1) accept, (2) respect, (3) value, (4) promote, and (5) encourage
4. They must be aware of the child's present level of linguistic skill and conceptual development.
5. high
6. listening
7. Painting provides practice in eye-hand coordination and increases children's ability to write when they're ready.

## Self-Check 16

1. Jean Piaget
2. Physical knowledge, logico-mathematical knowledge, and social knowledge
3. Geometry
4. Counting
5. Applying mathematical concepts to activities in the children's world

## Self-Check 17

1. Fine-motor skills
2. Body tracing
3. An activity, usually involving music, in which children are encouraged to move in imaginative ways
4. Knowledge of others and knowledge of social systems
5. An approach that focuses on the whole child, rather than addressing the mind and feeling separately