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## **FOREWORD/WELCOME**

Welcome to Alonzo A. Daughtry Memorial Day Care Center!

We are happy that you have chosen our center. It is a program with more than 40 years of providing early childhood services in the Brooklyn community. Our years of experience makes us uniquely qualified to provide you with comprehensive child care and an early childhood educational experience that will be an excellent foundation for future educational endeavors

This booklet is written as an introduction and a guide to those parents/guardians who have entrusted to us one or more of your children during the period of the day when you must, for whatever reason, be away from them. It is our hope that it will serve as a source of reference regarding the center's policies and procedures.

We look forward to working together with you during the coming weeks, months and years as we continue to build a strong foundation for continued education. Your comments and suggestions are welcomed. We find them extremely helpful as we strive to provide comprehensive quality services to you. If you have any questions, concerns or problems, stop in. Our Director's doors are always open

Gwendolyn E. Wilson, Chairperson

## CENTER INCEPTION/GOALS

Alonzo A. Daughtry Memorial Day Care Center was founded in 1970 by The House of the Lord Church. The center has been funded since late 1971 by the City, State and Federal governments through New York's Agency for Child Development. The center is incorporated by the State of New York and licensed by the City of New York.

The goal of the center's program is as follows:

**TO PROVIDE QUALITY DAY CARE SERVICES** between the hours of 8:00 am and 6:00 pm to families who are eligible and who must be away from their children during the day:

**TO PROVIDE A SAFE, CLEAN, LEARNING ENVIRONMENT**, qualified, committed teaching staff who are experienced in the care, nurture and education of young children;

**TO PROVIDE AGE APPROPRIATE TEACHING MATERIALS AND EXPERIENCES**

to insure that children who range in age from 2.6 to 6 will be allowed and encouraged to reach their highest potential academically, socially, emotionally and physically; and

**TO PROVIDE FOR PARENTS A SUPPORTIVE SYSTEM** a supportive system that will make referrals to other agencies in the community whenever the need arises and to make available forums which enhance parenting skills and information.

The center is staffed by individuals who meet the requirements of the Agency for Child Development and the Department of Health of the City of New York. Under the guidance of the center director, children learn about the rich culture and heritage of the various peoples of the world. The Spanish language is a part of the curriculum and children communicate in Spanish with ease.

Two initiatives in the center's program include an innovative program which will bring parents and children together around learning to use computers(PSAP) and an inter generational initiative which will bring children together with seniors . (IPGOCG) Inter generational Partnership with Grandparents and Older Care givers.

## **BOARD OF DIRECTORS/CENTER STAFF**

The Board of Directors, which operates under the name Alonzo Daughtry Family Life Services, is a policy making body who assume legal responsibility for the operation of the day care center. Their contract is with The Agency for Child Development and is renewed periodically. The Board of Directors of Alonzo A. Daughtry Memorial Day Care Center, Inc. is made up of people from various backgrounds and consists of parents whose children have graduated from the center, parents whose children are presently attending, members of The House of the Lord Church (the founding organization) and community people.

The Board of Directors is responsible for maintaining ongoing fiscal oversight of the program's operation as well as its physical plant. Additionally, the Board must insure that the center's educational philosophy is carried out and that it meets its stated goals and objectives by making certain that the appropriate staff members are employed.

The Board of Directors provides funds in order to enrich the center's program both by providing additional staffing and materials. They delegate the day to day operation of the center to the Center Director.

## **FACULTY/STAFF**

### ***CENTER DIRECTOR***

The Center Director is responsible for all aspects of the center's operation and is answerable to the Board of Directors. The Director is educationally qualified in the area of Early Childhood Education and holds State Certification. The Director is available to help parents with any problems related to the child or to the center.

### ***TEACHERS***

Each group/class must have the following:

1. A full time Group Teacher with a college degree and State Certification in the area of Early Childhood Education.
2. A full time Assistant Teacher
3. A full time Teacher's Aide.\*

### ***DIETITIAN/COOK***

The center's cook is responsible for preparation of menus and meals and works under the direct supervision of the Center Director.

\* Part time aide provided by the Board of Directors

**HELPER**

The center's helper assists the cook with the food program and does general maintenance on a daily basis.

**BOOKKEEPER**

The Center's bookkeeper is responsible for maintaining accurate and up to date fiscal records of the center's operation. The bookkeeper is also available to collect fees and also to schedule conferences for parents with teachers and/or the director.

**NURSE**

The Center's Nurse is present for four (4) hours monthly. It is her responsibility to check all children's health records periodically to make certain that immunizations and physical examinations are up to date. In addition, to conducting semi-annual workshops on health related topics and providing pertinent information, she is available to consult privately with parents. Those who wish to see the nurse should check in the office to ascertain when she will be in the center.

Parents are asked to bring their child's immunization booklets or medical examination forms to the center after a doctor's visit in order that our records can be noted accordingly.

**SOCIAL WORKER**

The social worker is assigned to the center through one of the community social service agencies . The social worker is available in the center for one day per month. The time spent by the social worker is divided among planning workshops for parents, observing children's behavior when requested by the center staff and exploring community resources for the center which will enhance the quality of life for those who use the center's services. Appointments with the social worker may be made through the center director.

**INTERNS**

The center has established a relationships with the Board of Education and has made arrangements to have student interns gain experience in the area of child care by allowing screened students in special programs to volunteer time in the center. This is done under the immediate supervision of the center staff in consultation with the appropriate Board of Education personnel. The student/interns generally are in the center for two (2) hours each morning.



## ADMISSION REQUIREMENTS

Admission to the center is arranged after the parent/guardian has been interviewed by the staff of the Agency for Child Development to determine the eligibility status. The center staff is available to arrange appointments and will instruct the parent/guardian as to what documentation is needed. Once eligibility has been established and a reservation for child care has been arranged, the Director will set an appointment with the parent/guardian for an initial intake interview. The purpose of the intake interview is to acquaint the family with the center's program, to set the hours for care, to go over specific items in the parent handbook, introduce the family to the staff and collect additional information which will be kept on file. Among the forms which the family must complete during the intake interview are the following:

1. *Consent form for trips*

This form gives written permission to the center staff to take the child out of the center on a daily basis for outdoor play, community walks and field trips.

2. *U.S.D.A. Form*

Each family is asked to fill out a CACFP (Child and Adult Food Program) form in order to comply with the Child Care Food Program which is the funding agency for our food service component. It is mandatory that a form be on file for each family in care. The filing date is October 1st of each year. In addition, in conjunction with the U.S.D.A. form, an enrollment form is also required.

3. *New Admissions Medical*

Each child is required to have a physical examination in order to be admitted to the center. Forms which document this physical are available at the center and must be dated, stamped and signed by a physician. Forms must also have test results and dates immunizations were given. No child can be admitted to the center without the required medical information. All children are required to have an annual physical annually after admission to the center

4. *Form 318KA Medical*

This form is kept in the permanent folder of each child. It lists the name and address of the treatment agency, any medical conditions which either with the child or the child's family and emergency release signatures which are used in the case of a medical emergency. These parental signatures also allow the center to administer minor tests which are done through the Department of Health and other community agencies with whom the center has an ongoing relationship.

## NEW CHILDREN/ORIENTATION PERIOD

In an effort to help the child adjust to the new surroundings, the center carries out a gradual period of adjustment. This period, also referred to as the orientation period, consists of three (3) days in which the hours of care begin at two 3 hours and extends to six (6) hours. During this time, it is necessary for the parent/guardian or someone who is familiar with the child to be present for the first day and available to pick up the child at the specified times on days two and three.

The adjustment/orientation period enables the child to become accustomed to his/her new surroundings and serves to familiarize the parent with the children's program and staff members. The length of the adjustment period (if it is necessary to modify the one stated above) will be determined by the teacher in consultation with the center director.

## CENTER HOURS

The center is open from 8:00 am to 6:00 pm. During the intake interview hours of care are planned on an individual basis in consultation with the center director. It is essential that each family observe the hours scheduled for them, since adequate teaching staff coverage is planned on this basis. Please note that the center closes promptly at 6:00 pm. Parents who are late picking up their children will be subject to a late fee which is payable on the day of the late pick up.

**SPECIAL NOTE:** We do not have provisions for children who arrive prior to 8:00 am or for children who are not picked up by 6:00 pm. Also, it is strongly suggested that all children be in the center at or before 10:00 am. Children who arrive after 10:00AM may not be accepted by the teacher unless prior arrangements for late arrival have been made. This is done in cases where there is an occasional mishap (train delay) or when a doctor's appointment must be kept. In the case of the latter, parents/guardians are asked to inform the center on the day prior to the appointment.

## ESCORT

Parent/guardians usually escort their children to and from the center. In order to protect the child, the office must have the name of any and all persons authorized by the parent/guardian to bring or pick up the child. In cases of emergency, permission may be given to a new person to escort the child by calling or sending a note to the center. However, if this new escort is to continue picking up the child, the parent/guardian must add the new name to the card on file in the office.

All escorts must be at least 12 years old. The escort must take the child to the classroom/gym and sign the sign in book making sure that the teacher on duty knows that the child is present.

We urge parents/guardians not to leave children in the hallways but rather to take them to the appropriate classroom/area. This is an extremely important safety measure. Remember, we cannot be responsible for your child if we do not know that he/she is present.

## **SIGN IN BOOK**

A Sign In Book is provided for parents/guardians to record the times of arrival and departure from the center. All those who sign the book should sign their name (i.e. Sally Jones) and not their relationship to the child (i.e. mother) Persons signing should record the times in and out as accurately as possible.

## **GREETINGS**

At the time the child is dropped off or picked up at the center in the morning or afternoon, parent/escort and teacher should exchange greetings, thus setting an example for the child.

## **ATTENDANCE**

Once a child is enrolled in the center, it is imperative that every effort is made to see that the child attends regularly. Since the center is funded by the City, State and Federal governments on an attendance basis, excessive absences eventually affect the cash allotment which the center receives, which hampers our ability to deliver quality services.

If your child must be out for any length of time, please contact us. Those with absences which exceed the Agency for Child Development guidelines may be dropped from the program.

## **ILLNESS**

When it is necessary for your child to be absent because of illness we ask that you call the center and inform us. If the illness is for more than three (3) days, a doctor's note is required for re-admission.

*NOTE: A MORNING HEALTH CHECK WILL BE DONE DAILY. TEACHERS HAVE BEEN AUTHORIZED NOT TO ACCEPT A CHILD FOR CARE WHO IS OBVIOUSLY ILL UPON ARRIVAL AT THE CENTER IN THE MORNING.. THIS MEASURE IS NECESSARY IN ORDER TO PROTECT THE WELFARE OF OTHER CHILDREN AT THE CENTER. PARENTS/GUARDIAN OR ESCORTS WHO BRING ILL CHILDREN TO THE CENTER WILL BE ASKED TO TAKE THEM BACK HOME.*

## **COMMUNICABLE DISEASES**

In cases where a communicable disease is suspected parents are asked to have a doctor render a professional diagnosis since many of the childhood diseases (measles, chicken pox, roseola, etc) have some of the same symptoms.

When a child has had any of the communicable diseases, a doctor's note is required for readmission to the center after the required absence.

## **ADMINISTRATION OF MEDICINE \***

The center staff is not permitted to administer medicine of any kind to a child. Please do not leave medicine in your child's cubby or ask us to give it to him/her. In cases where a child has the doctor's permission to return to the center but must continue to take medication, parents/guardians are welcomed to come to the center to administer the medication themselves. In all cases, they should come to the office and sign the visitors book indicating the date, time and reason for their visit (to give medicine)

## **MEDICAL SERVICE**

The center employs a registered nurse on a part time basis. She updates medical records monthly and sends notices to parents regarding medical concerns. Additionally, all children must have a medical examination once annually. Parents are asked to take their children to the pediatrician or health station of their choice. The center, however, from time to time has been able to arrange special examinations i.e. (hearing, vision, dental or lead screening) by health facilities in the community.

Additionally, Long Island College Hospital (Lamm Institute) is available for diagnostic services if the center staff, in consultation with the center's nurse and/or social worker feels that such services are necessary. In any case, the parent/guardian will be consulted prior to any action being taken.

## **PARENT VISITS**

Parents are encouraged to visit the center at any time that the program is in operation. If possible, we would appreciate knowing in advance when a parent would like to spend some time with us. This is so that we can be certain that the visit does not conflict with a trip, etc.

For safety and security reasons, it is also center policy that all visitors to the center must first come to the office (Room 516) and sign the visitors book.

## **PARENT OPEN HOUSE/WORKSHOP/PARENT-TEACHER CONFERENCES**

Each year the center director plans a week of OPEN HOUSE in an effort to afford parents/guardians the opportunity to see the center functioning. Parents are invited to spend all or part of a day with us just to observe. It is suggested that observations be recorded and discussed with the center staff at a later time.

On the last day of the OPEN HOUSE, the center closes early and parents/guardians are asked to return for a PARENT WORKSHOP from 6:00 - 8:00 pm. The purpose of the workshop is to involve parents with the materials used by the children and to take them through a "Mini-day at the center. During this workshop the question, "What Do Children Learn in Day Care will be answered as teachers highlight the various curriculum areas and discuss with parents how they can reinforce learnings at home.

During the week which follows the OPEN HOUSE and PARENT WORKSHOP individual

PARENT CONFERENCES are held in which teachers discuss with individual parents/guardians the progress of their child. Dates and times are pre arranged so that they are mutually agreeable to both parent/guardian and teachers.

### **ADDITIONAL PARENT TEACHER CONFERENCES**

There are four parent/teacher conferences held annually. Two of them are informal and two are formal.

Formal conferences are held at the beginning of each new year during the week following the week of the center's Open House and Parent Workshop and six months later during the months of June and July . At these conferences, parents are given individual appointments and have the opportunity to meet with the teaching team. The child's work at the center is available and parents are encouraged to ask any questions they may have. Parents are asked to sign a conference form indicating that they attended the conference.

Informal conferences are held at least two additional times during the year. These conferences provide a chance for parents to be brought up to date on their child's progress. Teachers will seek to establish a mutually agreeable time for these informal conferences.

In addition to the above, parents are encouraged to request a conference when they feel it necessary. Conferences may be arranged through the director or the classroom teacher.

### **MEALS/FOOD SERVICE**

In accordance with USDA guidelines, food is carefully prepared in the center's kitchen by trained staff. A well balanced breakfast, lunch and afternoon snack are served daily. Menus are posted each week on the hallway bulletin board for parents' information. Breakfast is served at 9:00 am; lunch at 12:00 Noon and afternoon snack at 3:00 pm. Any child who is in the center between 9:00 and 9:30 am is encouraged to participate in the center's breakfast program. Neither peanut products/oil nor pork products are served either as main dishes or in food preparation. Parents/guardians with children who have special dietary needs or who are allergic to certain foods must note these conditions at the intake interview. A doctor's note may, in some cases be needed.

### **REST PERIOD**

A daily rest period is a part of the center's schedule for each child. The rest period extends from one to two hours depending upon individual needs. Cots and blankets are provided for each child. Parents/guardians are asked to buy two specially made sheets at a cost of \$10.00 each. The parent should bring the sheet (labeled with the child's name) each Monday. The sheet will be used for five days and sent home on Friday.

## **MEETING NOTICES/MAIL**

Notices of meetings/events are posted on the bulletin board at the center at least one week prior to said meeting/event. Parents are asked to check the board on a daily basis as well as the child's cubby for notices of importance on a daily basis. Such notices may include special memoranda from the director, notes from the classroom teaching team and/or receipts for fees from the bookkeeper. address parent's concerns.

## **NEIGHBORHOOD WALKS/TRIPS.**

It is the center's policy and a part of the curriculum to take children on out of doors neighborhood walks or to neighborhood parks at least twice daily. Consent for these outings is made a part of the intake interview and parental/guardian signatures are kept on file. When trips using public transportation are used, parents are notified via memo and/or bulletin board.

## **CHILD ABUSE/MALTREATMENT PROCEDURES**

All those employed at Alonzo A. Daughtry Memorial Day Care Center are trained concerning child abuse/maltreatment and are mandated to report any suspected instances of child abuse or maltreatment to the State Central Registry. Reports must be made within 24 hours after child abuse/maltreatment is suspected.

Parents are mandated to attend Child Abuse/Maltreatment Workshops which are held at the center annually.

## **POLICY ADVISORY COMMITTEE (P.A.C.)**

Parent Involvement is a very important part of the philosophy of the Alonzo A. Daughtry Memorial Day Care Center. It insures the continuity of experience of the child between home and the center. The P.A.C. is the vehicle that enables parents to make the kinds of input that will assure the aforementioned and Parent Questionnaires help parents to focus on what they would like to do in the P.A.C. Additionally, a Parent Concerns Committee insures that special parental concerns are heard and addressed.

New officers are elected annually and meetings are held monthly. It is imperative that each child enrolled at the center be represented at the monthly meetings by at least one parent/guardian. Meetings, which are held at the center, begin at 5:30 pm and last for approximately one hour. Child care is provided.

The P.A.C. traditionally takes responsibility to do fund raising activities to supplement the center's budget. It also provides, in its monthly meeting, an opportunity for parent/staff dialogue. The center director and/or her designee is present at each meeting in order to answer questions which may arise. Some of the activities of past parent associations are listed below:

1. Pot Luck Dinner
2. Seminars
  - a. Child psychologist
  - b. Health seminar
  - c. Aids Awareness Workshop
  - d. Child Abuse and Maltreatment Workshop
3. Bus Outing for families
4. Police Department Crime Prevention Unit
5. Fund Raising Activities  
Candy Sales, Cake Sales, Dinner Sales, Theater parties

We encourage all parents/guardians to become actively involved in the activities of the P.A.C.

### **POLICY ON THE SUPERVISION ON FIELD TRIPS**

Children who are in attendance on the day of a field trip with the Alonzo A. Daughtry Memorial Day Care Center will be under the supervision of the center staff.

A group teacher, duly hired and qualified, will be in charge of the group. Assistant teachers and teacher's aides will also be present. Parent volunteers will be encouraged to assist whenever possible.

In order to maximize safety while on field trips, the group teacher, after ascertaining the number of children in attendance, will break the group into smaller units, each having a supervisor. In all instances the group teacher is the person in charge. All procedures with regard to the safety of children while in the center are adhered to during a field trip. Parents are not allowed to provide outside food to children on trips.

In most instances, the Board of Directors prefers that the children not use public transportation for long trips. Buses are secured in these instances. However, on short trips, public transportation is used, provided that the director feels that the adult coverage is adequate.

In the case of an emergency (accident or medical) while on a trip the emergency medical procedures outlined in the Parent Handbook and posted in the center, will be followed.

### **CENTER T-SHIRTS**

When going on a trip all children should wear the center's personalized purple T-shirt which has been the name of the center imprinted on the front. These serve as a means of easy identification and also creates uniformity among the children and staff. T-shirts are available in different sizes and are available in the center's office for a modest cost.

## **DRESS**

Children should come to the center clean and comfortably dressed for the day's activities. Although teachers help the children protect their clothing, it is natural for the children to get dirty at times. Children should wear clothing that they can manage or learn to manage. Please avoid the use of pins because they can be dangerous to the child.

Since our program includes going out of the building on a daily basis unless the weather is inclement, children should be equipped with scarves, sweaters, gloves and boots. Additionally, all small items of clothing should be labeled with the child's name.

## **EXTRA CLOTHING**

An extra set of clothing should be on the premises at all times. The purpose of the extra clothing is to help prevent chills, colds or undue embarrassment to the child if unavoidable accidents occur. An accident could be any number of things including falling and tearing clothing, spilling water or other liquids while eating, etc. Extra clothing should be labeled and left in the child's cubby and parents should check from time to time to see if it has been used. Clothing should also be refreshed, replenished and/or exchanged to coincide with the various weather conditions.

## **LOST AND FOUND**

The staff makes every effort to see to it that the child's belongings are put away safely. However, there are times when small items such as gloves, etc. can be misplaced. Parents are asked to label those items which might be easily placed in the wrong cubby so that we can identify the child who owns them. If your child brings something home which does not belong to him/her, please return it to the center on the following day. A LOST AND FOUND BOX has been provided in the office for things which we cannot identify.

## **PERSONAL TOYS/CANDY**

Personal toys are not generally permitted in the center. However, children may bring a toy for SHOW AND TELL to share with classmates. Teachers, however, cannot assume responsibility for lost or broken toys. Parent should guide their children in the choice of items appropriate to bring to the group. Toy weapons, candy, food, chewing gum and money are not permitted. We also strongly discourage children from bring snacks to the center since they interfere with the nutrition program provided.

## **CHILDREN'S BIRTHDAYS**

Each group has a birthday party on the second Friday of the month. All children whose birthdays come during that month will be honored at that time. Parents are encouraged to join together to provide balloons, favors, and a special birthday cake. Names of those children celebrating birthdays during a given month will be posted so that parents can make contact with each other. In order to allow the implementation of the center's curriculum and lesson plans, parents are asked not to request that birthday party dates be changed unless their child is the only child whose birthday is being celebrated in a given month.



## **GRADUATION CEREMONIES**

Each year ceremonies which mark the graduation of those children who have reached the age of five (5) and who will enter a public/private school kindergarten are held during the month of June. Any parent whose child will graduate is asked to give information to the teaching staff regarding the school to which the child will go.

Parents with graduating students will have the opportunity to meet together in order to have input into the nature of the graduation. Graduation costs (caps and gowns, and corsages and boutonniere) will be researched and reported to parents and money collected by classroom teaching staff.

## **PAYMENT OF FEES**

If you are a fee paying parent, your fee is due and payable on the first day of the week prior to receiving the service. If the child attends the center for any part of the week (one day) in accordance with ACS policies, the entire fee is due and payable. Parents are encouraged to read the Fee Agreement signed at the time of application and interview with ACS.

The bookkeeper is available on Monday mornings to collect fees and the office is also open late on Monday evenings for the same purpose. Parents are given until Tuesday at the close of business to pay school fees. In the event that fees have not been received by Tuesday evening, on Wednesday the bookkeeper will inform the parent/guardian that the child will not be accepted for care on Thursday unless the fee is paid. The opening teacher on Thursday morning will be instructed not to accept the child for care. This situation can be rectified by paying the fee either to the teacher or to bookkeeper. If payment is made to the bookkeeper, a clearance slip will be issued and can be presented to the teacher for admission. If payment is made to the teacher, the record will be noted and the child admitted.

In cases of extreme hardship, the director is available for consultation. Parents who do not pay the fee on time and become delinquent are seriously jeopardizing their child's space in the center.

## **PROFESSIONAL DEVELOPMENT**

The staff of the program are mandated to participate in three (3) Professional Development sessions annually. Parents are notified at least three (3) weeks in advance in order to allow them time to make alternative child care arrangements.

## **HOLIDAYS**

The program operates year round and is closed for eleven (11) holidays per year. A list of these days is posted on the bulletin board of each center and is given to each new parent along with the parent handbook.

## **CURRENT INFORMATION**

The office needs to be notified promptly of any changes in address, telephone number, employment and emergency phone numbers. This is very important in case of an accident or emergency situation involving the child or the center in general. Persons who are attending any training school or college must have current copy of their schedule on file with us and a phone number where we can reach them.

## **EMERGENCY CONTACT PERSON**

Each family is required to have on file the name of a person who can be contacted if an emergency arises and we are unable to reach the parent/guardian. The person whose name is used should be notified that if called they will be expected to take whatever action is necessary for the well being of the child. This may mean picking up the child or meeting center staff at a hospital emergency room.

Periodically, the center checks the emergency contacts, home, job and/or school and numbers in order to be certain that they are in service and still applicable. Parents are urged to update cards kept in the office as soon as they are aware of a change.

## **EMERGENCY PROCEDURES**

In the event of a medical emergency (sudden uncontrollable illness) or an accident at the center or on the playground, the center staff will take the following steps:

1. Call the parent/guardian whose name appears on the file in the office. Describe the nature of the problem and ask the person to meet us at LONG ISLAND COLLEGE HOSPITAL EMERGENCY ROOM, HENRY STREET, BROOKLYN, NEW YORK. or METHODIST HOSPITAL, 6<sup>TH</sup> AVENUE, BROOKLYN, NEW YORK

2. If the parent/guardian is not reachable, the emergency contact person will be called as above.

3. Remove the child's emergency medical form from the files and take the child to the hospital emergency room via police or ambulance.

4. As soon as possible, fill out an incident/accident form, giving one copy to the director, one to the parent and one to ACS.

In the event of illness (not so severe) at the center, the center staff will take the following steps:

1. Isolate the child (with supervision) so that he/she can rest comfortably.
2. Call the parent/guardian to make them aware of the situation.

3. If parent/guardian is not available, the emergency contact person will be called.
4. Depending on the illness, the center staff may request that the child be picked up as soon as possible.

### **POLICY ON CENTER CLOSING FOR INCLEMENT WEATHER**

In the event of a snow emergency, parents are asked to listen to local radio stations. If the New York City public schools are closed due to a weather emergency (snow and/or storm) the center is likewise closed. If the public schools remain open, the center is open.

If the public schools close early because of a storm emergency or in the event that the center is open during a storm, we hope that those parents whose children are in attendance will make every effort to pick up their children as early as possible in order that staff people can get home.

### **ACCIDENTS AND INCIDENTS**

In the course of a normal day at the center and during the interaction among children, an accident or incident may occur. When incidents and/or accidents occur the attending teacher is mandated to make out the required ACS. form. The parent is notified and should receive a copy of the incident/accident form. In addition, copies of the form are sent to ACS. and given to the center director.

### **REVIEWS/ACS.**

Reviews are done at the Agency for Child Development Resource Area either annually, semi annually or every sixty (60) days, whichever is applicable to your case. We urge you to keep your appointment and take whatever documents are necessary at that time in order to be certified eligible and to insure uninterrupted service. Missed appointments automatically result in automatic termination.

For your convenience, the center posts appointments on the bulletin board. If there is doubt concerning the date and time of your appointment, please check the bulletin board. If there is uncertainty as to what documents are required, please consult the center director or call the Agency for Child Development directly.

If your family situation or financial status changes between reviews please let the director of the center know. She may be able to advise you concerning whatever actions you need to take. Additionally, if you receive a letter from the Agency for Child Development regarding your status in the center, the director is available to clarify and explore the meaning of such correspondence with you.

## DISCONTINUANCE OF SERVICE

Services may be terminated for the following reasons:

1. Low attendance
2. Non payment of fees
3. Non compliance with center regulations

Parents are entitled to apply for a fair hearing if services are terminated.

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## FUNDS

The funds for the operation of the center are provided through the City, State and Federal governments through the Human Resources Administration and the Agency for Child Development. Food service funds are provided by the United States Department of Agriculture (USDA) Child Care Food Program (CACFP C.F.P.)

The Board of Directors provides funds to enrich the center's program in areas where the funds provided by traditional funding sources are limited. This includes funding to upgrade the teacher's aide position from part time to full time; instructional materials, classroom enhancements and transportation for trips.

## AREAS OF GROWTH/CURRICULUM

The program for children is planned to help each child develop intellectually, socially, physically and emotionally.

### Activities

Indoor work period includes:

Art, block building, woodwork, dramatic play, music, science, puzzles, games, reading and math readiness.

Outdoor activities include:

Group games, dramatic play, climbing, science.

The Center uses a theme approach to learning. Each month all classroom teachers prepare the learning material to encompass various themes. Lesson plans are carried out in each classroom in a way that is developmentally appropriate. (See statement on developmentally appropriate practice).

Group Activities include:

Music, stories, discussions, trips and charts.

## AREAS OF GROWTH / CURRICULUM

The center uses a thematic approach to learning. Each month all classroom teachers prepare the learning material and environment to encompass the various themes which are enumerated in the chart below:

MONTHLY THEMES			
January	Our Neighborhood Community Helpers	July	Transportation
February	Black History	August	Summer Fun Back to school
March	Animals Around Us	September	Who we are / Self Awareness Hispanic History
April	Nature / Spring	October	Making Friends Sharing
May	Animals in the Wild	November	Families / Fall
June	Health & Fitness	December	The Food We Eat Winter

In order to present a clear picture of the areas of learning that take place in our center, we have listed the areas of growth (Intellectual, Social, Emotional and Physical) as well as the curriculum areas. A short description follows each.

It is our hope that this will give parents/guardians a clear picture of our year goals and objectives.

<b>INTELLECTUAL DEVELOPMENT YOUR CHILD WILL BE LEARNING TO</b>	
<b>Problem solve</b>	<b>To think critically, experiment, to ask questions and act independently based on the answers to the questions..</b>
<b>Develop language ability</b>	<b>Express ideas, thoughts and feelings through conversations, discussions, telling stories and dictating stories.</b>
<b>Develop Concepts.....</b>	<b>Understand number, size, shape, time, color; informational concepts; such as, seasons, community workers, role of family members, health, nutrition and developing the ability to observe and discriminate.</b>
<b>Express ideas, thoughts and feelings</b>	<b>Verbally through small and large group discussions and through creative activities such as art activities, music and dramatic play.</b>
<b>Listen</b>	<b>To stories, poems, directions, thoughts and ideas of others</b>
<b>Develop pre-reading and pre-writing skills</b>	<b>Recognizing likenesses and differences, determining the sequence of events, recognizing own name and the names of classmates, signs, labels, letters, expanding vocabulary and the desire to learn to read and write.</b>
<b>Explore</b>	<b>The world about him/her including the community and environment; to be curious, to touch, feel taste, smell and to observe and draw conclusions.</b>

**INTELLECTUAL DEVELOPMENT  
YOUR CHILD WILL BE LEARNING TO**

<b>Reason</b>	To practice using verbal approaches and conflict revision techniques to settle disputes which occur with classmates.
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**SOCIAL DEVELOPMENT  
YOUR CHILD WILL BE LEARNING TO**

<b>Share</b>	Experiences, ideas, materials, and to take turns.
<b>Function with limits</b>	To learn that there are non-threatening rules and limits that allow the individual and group to operate more effectively.
<b>Develop Relationships</b>	With classmates and staff.
<b>Play</b>	Alone together, constructively, cooperatively and to be aware of the rights and feelings of others. To experience new situations and materials.

**EMOTIONAL DEVELOPMENT  
YOUR CHILD WILL BE LEARNING TO**

<b>Develop trust and experience success</b>	Be self confident, develop impulse control, be independent, develop trust and experience success. To develop a positive value for his/her family, people, home, culture and his'er community.
<b>Develop a positive self image</b>	Develop a positive value for his/her family, people, home and culture
<b>Separate</b>	From parents/guardians and home and be able to relate to and trust other adults.



<b>PHYSICAL DEVELOPMENT</b>	
<b>Develop large muscles</b>	<b>Jump, hop, run, skip, climb, throw and catch a ball; to be able to move comfortably and freely to music</b>
<b>Develop small muscles</b>	<b>Tear, use scissors, work with puzzles; and use crayons, paint, , finger play and manipulative materials</b>
<b>Develop good health, nutrition and safety habits</b>	<b>To be able to care for his/her personal daily needs, to understand the role of the doctor and nurse and to understand the basic elements of good nutrition.</b>

## **CHILDREN LEARN:**

### **MATHEMATICS**

Number concepts;  
 Systematic number thinking through counting blocks, each other and through taking turns etc.;

Cardinal and ordinal meanings as well as the serial order of numbers;  
 To understand more, less, bigger, smaller, taller, shorter, heavier, lighter, etc, through practical situations;  
 To measure one thing against another, e.g. "Two of these blocks makes one of these."  
 About before, after; soon, now; morning afternoon'  
 Also today, tomorrow, yesterday. The names of the months become familiar and the children come to think of the year as a succession of four seasons and a recurrence of familiar holidays'  
 size, heights and width relationships

### **BLOCK BUILDING AND WOODWORK**

To build with blocks;  
 Number concepts;  
 Balance;  
 Distance;  
 Textures and shapes.

### **LANGUAGE TRAINING**

New words and skills in communications through talking with the teacher and with each other;

Listening and comprehension skills;

To love books and to properly care for them;

To participate in group discussions;

To build vocabulary through carefully planned new experiences associated with appropriate words, language games and the telling and reading of many new stories and poems.

### **SCIENTIFIC INFORMATION AND HABITS**

To experiment with foods for taste, color, feel and smell;

To love and care for pets;

To become aware and sensitive to weather and changes;

To develop an awareness of surroundings;

To recognize the physical properties of things and how things "work";

To develop reasonableness, accurate observation, the exercise of judgement;

To seek answers and to carry through on simple experiments;

To understand about planting seeds and the growth process;

To prepare certain foods i.e. salads and soups.

### **MUSIC**

To sing simple songs;

To play simple circle games using rhythms;

To experiment with musical instruments;

To enjoy listening;

To enjoy and appreciate various kinds of music;

To create music through rhythmic responses;

To move the body in rhythm with music;

To understand the various moods created by music.

### **CREATIVE ARTS**

To paint at the easel;

To cut out and paste;

To use clay;

To finger paint;

To recognize and mix colors;

To recognize and use various other art materials creatively and expressively.

## **CHILDREN ARE EXPOSED TO:**

### **PHYSICAL AND HEALTH EDUCATION**

Learning about physical hygiene;  
Participating in outdoor play;  
Participating in trips around and away from the community;  
Learning about safety;  
Learning to control their bodies through planned periods of exercise (running, jumping hopping (large Motor skills) and painting, coloring, cutting, working with clay and writing (small muscle skills).

## **YOUR CHILD WILL BE EXPOSED TO**

### **SOCIAL CONCEPTS**

Developing a positive self image, self identity  
Listening to others, waiting one's turn, cooperating, assuming responsibility, concentrating on a task and following directions.  
Developing a positive attitude toward learning.  
a good feeling about self;  
Relating and interacting with children and adults;  
Sharing and playing together with others; and  
functioning in a group.

# ABOUT EMOTIONAL ABUSE AND NEGLECT OF CHILDREN

## What is EMOTIONAL ABUSE AND NEGLECT?

It is treatment by a parent or care giver that can seriously injure a child's emotional development.

**ABUSE** is what a parent **DOES**.

Examples are:

- scaring a child with threats.
- calling a child names.
- telling a child to "get out", "shut up" etc.

**NEGLECT** is what a parent **DOESN'T DO**.

Examples are:

- not showing a child affection
- not spending any free time with a child

**BOTH ABUSE AND NEGLECT ARE PATTERNS OF BEHAVIOR, NOT SINGLE INCIDENTS. EVEN THE MOST CARING PARENTS SOMETIMES RUN OUT OF ENERGY OR PATIENCE.**

## Why Learn about EMOTIONAL ABUSE and NEGLECT?

Because the problem hurts us all, it affects:

### **CHILDREN**

Feeling continually rejected or forgotten causes pain children may carry the rest of their lives.

### **FAMILIES**

When children don't get emotional support, they can become bitter and resentful. Families may grow apart.

### **COMMUNITIES**

Children who grow up feeling unloved may find it hard to live productive lives. Society pays the price.

**EMOTIONAL ABUSE and NEGLECT harms thousands of children each year. It's everyone's concern.**

## Some Common Types of EMOTIONAL ABUSE

The damage can be permanent when a child is routinely:

### RIDICULED

Making fun of a child's looks, ideas, accomplishments, fears or abilities chips away at a child's confidence and feelings of self worth.

### TERRORIZED

Examples include:

- yelling at a child repeatedly
- threatening to beat or abandon a child
- exposing a child to scene or family violence

### REJECTED

A parent or caretaker may:

- refuse to return a child's affection
- clearly favoring a brother or a sister of the child
- make cruel remarks (you're no good! I wish you were never born!)

### HUMILIATED

Discipline helps the child grow and live as a person. But treatment that shames a child can do only harm.

### USED AS A SCAPEGOAT

When a parent continually blames a child without cause, the child may feel responsible for anything that goes wrong.

### EXPOSED TO CORRUPTION

A child depends mainly on his or her parents for a sense of right or wrong. Exposing a child to unhealthy behavior can lead the child astray.

## Some Common Types of EMOTIONAL NEGLECT:

If abuse means getting too much of the WRONG things, neglect means not getting enough of the RIGHT things.

### LACK OF ATTENTION

No parent can devote all of his/her time to a child. But never showing interest in the child's thoughts, feelings or activities tells the child he or she is not important.

### CONDITIONAL LOVE

Some parents may have unrealistic expectations of their child. When the child falls short, they may withhold affection. As a result, the child may feel like a failure.

### **COLDNESS**

Some children are cared for physically, but aren't shown warmth or tenderness. These children may grow to feel unloved.

### **REMOTENESS**

A parent may not know how to form a close relationship with his or child. Later on, the child may avoid close relationships with others.

### **ISOLATION**

Children suffer when they are not allowed to follow their interests and spend time with friends. Isolation can stunt a child's personality and emotional development.

## **SIGNS OF ABUSE AND NEGLECT**

While these symptoms don't always indicate abuse or neglect, adults should be concerned if a child:

- Seems hostile or aggressive
- Does poorly in school
- Withdraws from others
- Appears depressed
- Automatically goes along with the wishes and ideas of others
- Craves attention from adults.

Time alone can't heal Emotional Wounds. Emotionally Abused or Neglected Children may grow into adults who:

- Feel bad about themselves
- Are afraid of other people
- Have trouble forming healthy relationships
- Underrate their own abilities and potential
- Feel depressed or anxious a lot
- Abuse or neglect their own children

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## ALL CHILDREN NEED LOVE AND ATTENTION.

For EMOTIONAL Health, Children also need:

### ACCEPTANCE

Children need to feel loved and appreciated. They need to be respected and admired for who they are and what they contribute to the family.

### ENCOURAGEMENT

When parents support their children's interests and goals, children feel more positive about themselves.

### GUIDANCE

Too much freedom can make a child feel that no one cares. And without direction, a child may take a serious wrong turn.

### CLOSENESS

Children need to know they can talk to their parents about feelings and experiences. They need to feel their parent will be open with them too.

UNFORTUNATELY, NOT ALL CHILDREN RECEIVE THE LOVE AND ATTENTION THEY NEED.

## What Causes EMOTIONAL ABUSE and NEGLECT?

Most parents who abuse or neglect their children do love their children, but they may be struggling with;

### STRESS

Pressure from financial problems, everyday frustrations, illness, or heavy responsibilities, can erupt in harmful ways.

### ALCOHOL OR OTHER DRUGS

The use of alcohol or other drugs can blind a parent to a child's needs - and bring out the worst in that parent.

### ISOLATION

Without friends or relatives nearby, parents can feel overwhelmed by the demands of raising a child.

### INEXPERIENCE WITH CHILDREN

If parents don't know what to expect from children, they may expect too much.

### A PAINFUL CHILDHOOD

Adults who were mistreated as children learned about neglect and abuse firsthand. Without meaning to, they may continue the pattern of abuse and neglect with their own children.



## A Parent's Behavior May Offer Clues!

Don't rush to conclusions - watch for behavior that is repeated over time. For example, the parent may:

- Always seem disappointed with the child's progress at school
- Belittle or scream at the child in public
- Refuse to meet with teachers and principals
- Abuse alcohol and/or other drugs
- Stay isolated from the community
- Often reject the child's show of affection

*A BROKEN BONE SHOWS UP ON X-RAY,  
BUT EMOTIONAL HARM IS OFTEN INVISIBLE.*

## What Can I Do to Prevent ABUSE and NEGLECT?

A lot! For example, you can:

### **BREAK THE ISOLATION**

Becoming a friend to a troubled child or overburdened parent can help ease the tension.

### **ALERT OTHERS TO THE PROBLEM**

Many people don't recognize or understand this form of abuse and neglect. Learn more about it and share your knowledge.

### **REPORT IT**

Contact a child protection agency if you have reason to believe a child is consistently being mistreated.

## Take a look at YOUR OWN HOME, Too!

Is it a healthy one? This checklist can help you decide:

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Do I encourage my child to express ideas and feelings?</li> <li><input type="checkbox"/> Do I set an example for open, honest communication?</li> <li><input type="checkbox"/> Do I know my child's likes and dislikes?</li> <li><input type="checkbox"/> Do I support my child's creativity?</li> <li><input type="checkbox"/> Do I praise my child often?</li> <li><input type="checkbox"/> Does my child have a clear sense of right and wrong?</li> <li><input type="checkbox"/> Does my child feel it's safe to disagree with me?</li> <li><input type="checkbox"/> Do I express my affection in words and in action?</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Would you answer "yes" to these questions most of the time? Then your child is probably getting what he or she really needs to grow up confident and secure.

## Help is a Phone Call Away!

If you or someone you know needs help or information, check the front of your phone book or the Yellow Pages for:

### HOTLINES

Call for immediate help or referrals to services in your area. The Child Help IOF Foresters Hotline: (1 800 422 4453) is available 24 hours per day.

### FAMILY RESOURCES AGENCIES

Services include emergency shelters, counseling, parenting classes and parent aide programs. Look under "Social Services," "Family Services," or "Mental Health."

### CHILD PROTECTION SERVICES

Call your state or local agency to report a suspected case of abuse or neglect.

### PARENTS ANONYMOUS

These groups let parents talk openly about their problems without fear of criticism. Look in the White Pages for a "Parents Anonymous" listing or call the national office (1 800 421 1353) for a group in your area.

*Child Abuse or Neglect is never the correct thing to do.*

# Examples of Appropriate and Inappropriate Practices for 3- through 5-Year-Olds

The following examples, which are by no means exhaustive, contrast appropriate, excellent practices in settings for children 3 through 5 years of age with inappropriate, less effective practices. The aim is not to issue a prescriptive set of practices but to encourage educators to reflect on their practice. In Part 1, pages 9-15, we have stated 12 principles of learning and development from which are derived the guidelines for decisions about developmentally appropriate practice (see Part 1, pp. 16-22) and the examples in this chart.

We remain convinced that people construct an understanding of a concept from considering both positive and negative examples. For this reason the chart includes not only practices that we see as developmentally appropriate but also practices we see as inappropriate or highly questionable for children of this age. Of the practices identified as inappropriate, some are harmful to children; others merely waste children's time.

There are many reasons for the persistence of inappropriate practices of the kinds described here. Some teachers are poorly prepared or out of date with the professional knowledge base. Compensation is insufficient to recruit and retain qualified staff. Class sizes are too big and adult-child ratios inadequate—making it difficult for teachers to know children and their families well. Children's emotional and physical needs are not being met, and the program and community lack the resources or services to assist them. The learning environment is unsafe or has insufficient supplies of learning materials. Administrative policies require outdated methods and structures. Any of these factors, or all of them together, could be the root cause for observed practices such as those described as inappropriate in this chart.

## Appropriate Practices

## Inappropriate Practices

### *Creating a caring community of learners*

#### **Promoting a positive climate for learning**

- Teachers ensure that classrooms or groups of young children function as caring communities. They help children learn how to establish positive, constructive relationships with adults and other children. Teachers support children's beginning friendships and provide opportunities for children to learn from each other as well as adults.
- No efforts are made to build a sense of the group as a community. To maintain classroom order, teachers continually separate children from friends and discourage conversation. Some children who lack social skills are isolated or rejected by peers and receive no help or support from teachers in developing positive relationships with others.
- For administrative reasons, such as to maintain required staff-child ratios, the composition of the group changes many times in the course of a day or week, making it difficult for teachers to get to know children and for children to establish relationships with adults or each other.

## Appropriate Practices

## Inappropriate Practices

### *Creating a caring community of learners (cont'd)*

#### **Promoting a positive climate for learning (cont'd)**

- To develop children's self-confidence and positive feelings toward learning, teachers provide opportunities for them to accomplish meaningful tasks and to participate in learning experiences in which they can succeed most of the time and yet be challenged to work on the edge of their developing capabilities.

- Planned activities often present no real challenge for children, such as when children engage in pasting pre-cut forms.
- Teachers' expectations and requirements of children repeatedly exceed their developmental capabilities. For instance, 3-year-olds are expected to write their names legibly.

#### **Fostering a cohesive group and meeting individual needs**

- Teachers know each child well and design activities based on their knowledge of individual children's differing abilities, developmental levels, and approaches to learning. Responsiveness to individual differences in children's abilities and interests is evident in the curriculum, adults' interactions, and the environment (where photos of children and their families and children's work are displayed and spaces are provided for personal belongings).

- Teachers attempt to move all children through the same subskills in the same timeframe, although some children have already mastered them and others are not ready yet for them.
- The curriculum and environment are essentially the same for each group of children that comes through the program, without adaptation for the identities, interests, or work of that group of individuals.

- Teachers use many strategies to help build a sense of the group as a cohesive community. The children sometimes work on group activities that all can identify with, such as creating a mural for the classroom or planning a surprise event for parents. Teachers engage children in experiences that demonstrate the explicit valuing of each child, such as sending a "We miss you!" card to a sick classmate.

- The sense of community is undermined by teachers' behaviors and techniques—for example, encouraging or allowing chronic tattling, scapegoating, teasing, or other practices that turn children against each other; or setting up games or situations in which the same children are always chosen and less-popular children are left out.

- Teachers bring each child's home culture and language into the shared culture of the school so that children feel accepted and gain a sense of belonging. The contributions of each child's family and cultural group are recognized and valued by others. Children learn to respect and appreciate similarities and differences among people.

- Cultural and other individual differences are ignored. Some children do not see their race, language, or culture reflected in the classroom, so they do not feel part of the group.
- Differences among children are stressed to such an extent that some children are made to feel that they do not fit in.

Appropriate Practices

- Recognizing the value of working and playing collaboratively, teachers provide many opportunities for children to work in small, flexible groups that children informally create or the teacher organizes. Whole-group time is used as an opportunity to build a sense of community and shared purpose, such as through book reading, storytelling (about children's experiences), problem-solving as a group, or taking attendance by asking the group of children, "Who is absent today?" As each child encounters what others in the group think, say, and create, the child's own knowledge and understanding grow and change.
- Children with disabilities or special learning needs are included in the classroom socially and intellectually as well as physically, and necessary supports are provided to ensure that their individual needs are met in that context. As much as possible, children with disabilities receive therapeutic or other services within their regular classroom to maintain their sense of continuity and support their feeling of belonging to and acceptance by the group.

Inappropriate Practices

- Most of the time, teachers talk to the whole group or expect children all to do and presumably learn the same things at the same time without attention to their individual needs or differences or without opportunities to learn from each other.
- Teachers frequently group children or set up competing teams by age, gender, or other ways that may diminish children's sense of their being part of a whole group. Teachers do not help children develop feelings of caring and empathy for each other.
- Children with disabilities or special learning needs are nominally assigned to a class, but most of their instruction occurs with special teachers elsewhere in the building. These children have only a vague sense of what is happening in their classroom, and the classroom teacher is unfamiliar with their educational program because she assumes they are getting intensive treatment from the special education teacher. Even while in the classroom, children with special needs may be isolated in a designated area.

*Teaching to enhance development and learning***Environment and schedule**

- Teachers plan and prepare a learning environment that fosters children's initiative, active exploration of materials, and sustained engagement with other children, adults, and activities. In choosing materials and equipment, teachers consider children's developmental levels and the social/cultural context, for instance, the geographic location of the program and the backgrounds of the children.
- The environment is disorderly, with little structure or predictability; children wander aimlessly without purpose or direction. The environment and materials provide too little variety, interest, or choice for children (for instance, puzzles are too easy or are missing pieces). The noise level is stressful for children and adults, impeding conversation and learning.
- The organization of the environment severely limits children's interaction with other children and their opportunities to pursue engaging learning experiences. For example, children have to stay in their seats throughout most of the day or have to always ask teachers for materials.

## Appropriate Practices

## Inappropriate Practices

### *Teaching to enhance development and learning (cont'd)*

#### **Environment and schedule (cont'd)**

- Teachers maintain a safe, healthy environment and careful supervision. They anticipate and avoid accidents or problems before these occur. Teachers guard children's safety, while also encouraging children to do what they are capable of doing for themselves. Teachers support children's age-appropriate risk taking within safe boundaries, for instance, supervising children wearing safety goggles as they use real tools for woodworking or children exploring a climb-on apparatus that is securely anchored, with adequate cushioning material in place.
- Teachers organize the daily schedule to allow for alternating periods of active and quiet time, adequate nutrition, and naptime (for younger children). Teachers allocate extended periods of time (at least one hour) for children to engage in play and projects. Children have ample time to explore and learn about the environment, investigate what sparks their curiosity, and experiment with cause-and-effect relationships.

#### **Learning experiences**

- Teachers plan a variety of concrete learning experiences with materials and people relevant to children's own life experiences and that promote their interest, engagement in learning, and conceptual development. Materials include, but are not limited to, blocks and other construction materials, books and other language-arts materials, dramatic-play themes and props, art and modeling materials, sand and water with tools for measuring, and tools for simple science activities.

- Teachers are frequently inattentive or careless about supervising children and monitoring the safety of the indoor and outdoor environments.
- Teachers do things for children that they could do themselves, because it is faster or less messy. Children do not have access to playground equipment, woodworking tools, or cooking equipment.
- Teachers overschedule activities, so children become overtired from too much activity without respite.
- Teachers schedule frequent transitions of activity, so children have insufficient time to become involved in a sustained investigation, dramatic-play interaction, or construction activity; children's behavior is restless and frenetic rather than interested and engaged. Playtime is provided only for a brief time early in the morning or late in the afternoon (and some children miss it altogether).
- Learning materials are primarily workbooks, ditto sheets, flash cards, and other materials that focus on drill and practice rather than engaging children's problem-solving and other higher-order thinking skills.
- The primary criterion for planning activities is that they be fun and entertaining to children, with no attempt to build higher-level abilities or connect the activity to intellectual or social goals.

## Appropriate Practices

- Teachers provide opportunities for children to plan and select many of their own activities from among a variety of learning areas and projects they make available, based on program goals and information gathered about children's varying interests and abilities. Following their own interests, children choose from among various activities that typically include, but are not limited to, dramatic-play, construction, science and/or math experiences, games and puzzles, books and recordings, computers, art, and music. Teachers also use these various materials and experiences in teacher-planned activities to address learning goals; for example, a dramatic-play restaurant theme includes literacy (menus, order forms) and mathematical materials (play money, cash register).

### Language and communication

- Teachers encourage children's developing language and communication skills by talking with them throughout the day, speaking clearly and listening to their responses, and providing opportunities for them to talk to each other. Teachers engage individual children and groups in conversations about real experiences, projects, and current events; they encourage children to describe their products or ideas, and they respond attentively to children's verbal initiatives.
- In accordance with children's developing capacities, teachers incorporate experiences to enhance children's ability to actively listen and observe—for instance, children listening to a peer describe an event and then having the opportunity to ask questions for clarification or respond with their own ideas.

## Inappropriate Practices

- The program provides few or no opportunities for children's choices. The teacher does much of the activity for the children, such as cutting shapes or performing steps in an experiment. Children's alternative ways of doing things are rejected; copying the adult's model is considered more important.
- The same materials are available day after day. Children have few new experiences from which to choose, either in terms of materials or the degree of challenge.
- Adult agendas dominate classroom conversations. Children's responses or reactions are often viewed as interruptions of the adult's talk or work.
- Teachers make it a priority to maintain a quiet environment; they ignore, reprimand, or punish children for talking or for not waiting to be called on. Teacher's speech is mostly one-way—for instance, much more often telling children what to do than facilitating back-and-forth exchanges—and usually to the group as a whole. For the most part, teachers address individual children only to admonish or discipline them.
- Teachers "talk down" to children, asking questions children are not really meant to answer or using "baby talk" with preschoolers and kindergartners.
- During much of the day, children are expected to sit down, watch, be quiet, or do rote tasks for long periods of time. Teachers expect attentiveness during these times, but children often become restless or tune out.
- Children spend a major portion of time passively sitting and waiting—for example, during transition times that are not planned in advance.

## Appropriate Practices

## Inappropriate Practices

### *Teaching to enhance development and learning (cont'd)*

#### Teaching strategies

- Teachers observe and interact with individuals and small groups in all contexts (including teacher-planned and child-chosen learning experiences) to maximize their knowledge of what children can do and what each child is capable of doing with and without coaching, scaffolding, or other supportive assistance. To help children acquire new skills or understandings, teachers select from a range of strategies, such as asking questions, offering cues or suggestions, demonstrating a skill, adding more complex materials or ideas to a situation, or providing an opportunity for collaborating with peers.
- Teachers stimulate and support children's engagement in play and child-chosen activities. Teachers extend the child's thinking and learning within these child-initiated activities by posing problems, asking questions, making suggestions, adding complexity to tasks, and providing information, materials, and assistance as needed to enable a child to consolidate learning and to move to the next level of functioning.
- Teachers provide many opportunities for children to plan, think about, reflect on, and revisit their own experiences. Teachers engage children in discussion and representation activities (such as dictating, writing, drawing, or modeling in clay), which help children refine their own concepts and understanding and help the teacher understand what children know and think; for example, teachers use children's own hypotheses about how the world works to engage them in problem solving and experimentation.
- Teachers are uninvolved in children's play, exploration, and activities, viewing their role as mere supervision. Teachers fail to take an active role in promoting children's learning, assuming that children will develop skills and knowledge on their own without adult assistance.
- Children do much paper-and-pencil seat-work of the type in which there are only right or wrong answers. Thus teachers have little idea about the process of children's problem-solving or their specific areas of difficulty and competence. As a result, teachers do not know how to help children who do not understand and are frustrated or how to further challenge children who get the problem "right."
- Teachers do not help children make good use of choice time. They rarely intervene when children do the same things over and over or become disruptive. Rather than assisting children in developing decision-making skills, teachers overuse time-out or use punishment to control disruptive children.
- During children's play and choice activities, teachers assume a passive role, contributing little or nothing to children's play and learning.
- Teachers expect children to respond with one right answer most of the time. Teachers treat children's naive hypotheses as simply wrong answers rather than clues to how they think. Not realizing how much learning young children are capable of, teachers do not engage them in dialogues in which they take children's ideas seriously, nor do they encourage children to express ideas through other (nonverbal) modes of representation.
- Feeling pressured to cover the curriculum and believing that returning to the same topic or experience is a waste of time, teachers present a topic only once and fail to provide the revisiting opportunities that make fuller, more refined understanding possible.



Appropriate PracticesInappropriate Practices**Motivation  
and guidance**

- Teachers provide many opportunities for children to learn to work collaboratively with others and to socially construct knowledge as well as develop social skills, such as cooperating, helping, negotiating, and talking with other people to solve problems. Teachers foster the development of social skills and group problem solving at all times through modeling, coaching, grouping, and other strategies.

- Teachers draw on children's curiosity and desire to make sense of their world to motivate them to become involved in interesting learning activities. Teachers use verbal encouragement in ways that are genuine and related to an actual task or behavior, acknowledging children's work with specific comments like, "I see you drew your older sister bigger than your brother."

In cases of children with special needs, such as those identified on an Individualized Education Plan, those resulting from environmental stress such as violence, or when a child's aggressive behavior continually threatens others, teachers may develop an individualized behavioral plan based on observations of possible environmental "triggers" and/or other factors associated with the behavior. This plan includes motivation and intervention strategies that assist and support the child to develop self-control and appropriate social behaviors.

- Teachers facilitate the development of social skills, self-control, and self-regulation in children by using positive guidance techniques, such as modeling and encouraging expected behavior, redirecting children to more acceptable activities, setting clear limits, and intervening to enforce consequences for unacceptable, harmful behavior. Teachers' expectations respect children's developing capabilities. Teachers are patient, realizing that not every minor infraction warrants a response.

- Underestimating children's intellectual ability, teachers do not provide time and support for children to develop concepts and skills.

- Children are expected to work individually at desks or tables most of the time. Teacher directions are typically given to the total group, with few opportunities for meaningful social interaction with other children.

- Teachers rarely use children's social relationships as a vehicle to address learning goals. Teaching strategies are not designed to support children's social competence.

- A preponderance of experiences are either uninteresting and unchallenging, or so difficult and frustrating as to diminish children's intrinsic motivation to learn. To obtain children's participation, teachers typically rely on extrinsic rewards (stickers, privileges, etc.) or threats of punishment. Children with special needs or behavioral problems are isolated or punished for failure to meet group expectations rather than being provided with learning experiences at a reasonable level of difficulty.

- Teachers constantly and indiscriminately use praise ("What a pretty picture. That's nice.") so that it becomes meaningless and useless in motivating children.

- Teachers spend a great deal of time punishing unacceptable behavior, demeaning children who misbehave, repeatedly putting the same children who misbehave in time-out or some other punishment unrelated to the action, or refereeing disagreements.

- Teachers do not set clear limits and do not hold children accountable to standards of acceptable behavior. The environment is chaotic, and teachers do not help children set and learn important rules of group behavior and responsibility.

Appropriate PracticesInappropriate Practices*Constructing appropriate curriculum***Integrated curriculum**

- Curriculum goals address learning in all developmental areas—physical, social, emotional, language, aesthetic, and intellectual.
- Curriculum content from various disciplines, such as math, science, or social studies, is integrated through themes, projects, play, and other learning experiences, so children develop an understanding of concepts and make connections across disciplines. For example, in exploring patterns in math, children use art, music, objects in nature, pegboards, blocks, and other materials.

**The continuum of development and learning**

- The curriculum plan is designed to help children explore and acquire the key concepts and tools of inquiry of the various disciplines in ways that are comprehensible and accessible for their age. For example, science experiences include opportunities in which children explore and directly observe changes and phenomena. Teachers are knowledgeable about the continuum of development and learning for preschool children in each content area. For example, teachers understand the continuum of emerging literacy and support individual children as they learn to recognize letter names and initial sounds and to hear and generate rhyming words.

- Curriculum goals are narrowly focused on a few dimensions of the child's development or on one dimension at a time, without recognition that all areas of a child's development are interrelated.
- Goals of the program are unclear or unknown.
- Children's learning and cognitive development are seen as occurring in separate content areas, and times are set aside to teach each subject without integration.
- Teachers create an excessively theme-driven curriculum rather than a curriculum shaped by children's developmental characteristics and the content and skills (including thinking skills) they need to acquire.

- Curriculum content lacks intellectual integrity and is trivial, unimportant, and unworthy of children's attention. Curriculum expectations are too low, underestimating children's cognitive capacity (such as by limiting math exploration to numbers 1 through 5). Children are given little exposure to print, number concepts, or science.
- Curriculum expectations are not well matched to children's intellectual capacities and developmental characteristics, so children do not understand what is being taught. Teachers fail to recognize the continuum of learning in the discipline areas and how these apply to children in this age range. For example, teachers expect children to perform the task of addition before they understand one-to-one correspondence and other fundamentals of number.

### Appropriate Practices

#### Coherent, effective curriculum

- Teachers plan and implement a coherent curriculum to help children achieve important developmental and learning goals. They draw on their knowledge of the content, what is likely to interest children of that age, and the context of the children's experiences. They also recognize that learning experiences are more effective when the curriculum is responsive to the children's interests and ideas as they emerge.

- Teachers plan curriculum that is responsive to the specific context of children's experiences. Culturally diverse and nonsexist activities and materials are provided to help individual children develop positive self-identity, to construct understanding of new concepts by building on prior knowledge and creating shared meaning, and to enrich the lives of all children with respectful acceptance and appreciation of differences and similarities. Books and pictures include people of different races, ages, and abilities, and of both genders in various roles.

#### Curriculum content and approaches

- Teachers use a variety of approaches and provide daily opportunities to develop children's **language and literacy** skills through meaningful experiences, such as listening to and reading stories and poems; taking field trips; dictating stories; seeing classroom charts and other print in use; participating in dramatic play and other experiences requiring communication; talking informally with other children and adults; and experimenting with writing by drawing, copying, and using their own "invented" spelling. Adults read to children every day in various contexts, such as lap book reading to individuals, guided reading to small groups, as well as occasional large-group storytime. Children have opportunities to develop print awareness, sense of story, appreciation for literature, and understanding of the various uses of the written word, while learning particular letter names and letter-sound combinations and recognizing words that are meaningful to them (such as their names, names of friends, phrases like "I love you," and commonly seen functional words like *exit*).

### Inappropriate Practices

- Teachers rigidly follow a prescribed curriculum plan (sometimes commercially prepared or adopted by a district or school) without attention to individual children's interests and needs or the specific and changing context. For example, regardless of where the program is located or the local weather conditions, children study snow in January. Teachers stick with their previously planned topic regardless of current circumstances (the class rabbit just gave birth) or environmental conditions (it's snowing).

- Teachers do not adequately plan curriculum; experiences are random; and there is no accountability for children's learning.

- Children's cultural and linguistic backgrounds and other individual differences are ignored or treated as deficits to be overcome.

- Multicultural curriculum reflects a "tourist approach" in which the artifacts, food, or other particulars of different cultures are presented without meaningful connections to the children's own experiences. Some children's cultural traditions are noted in ways that convey that they are exotic or deviations from the "normal" majority culture.

- In reading and writing instruction, teachers follow a rigid sequence of prerequisites; for example, children do not have experiences with books or other meaningful text until they have mastered the whole set of predetermined phonics skills. A single approach is used for all children regardless of what some can already do. For instance, letters are introduced one at a time and with insufficient context in words; some children are bored because they already know all the letters, and other children are confused because they cannot make sense of isolated bits of information.

- Teachers miss opportunities to encourage children's language and emergent literacy abilities, discouraging children's conversation or failing to support children's interest in and knowledge of books and print. Teachers only read stories occasionally and always to the whole group.

## Appropriate Practices

## Inappropriate Practices

### *Constructing appropriate curriculum (cont'd)*

#### Curriculum content and approaches (cont'd)

- Teachers use a variety of strategies to help children develop concepts and skills in **mathematics, science, social studies, health,** and other content areas through a variety of meaningful activities. For example, teachers design activities for children to seek solutions to concrete problems; construct with blocks; measure sand, water, or ingredients for cooking; observe and record changes in the environment; work with wood and tools; classify objects for a purpose; explore animals, plants, water, wheels, and gears; use art media, music, movement, and other modes to represent what they see, understand, and feel; learn and practice routines of healthy living.
- Children have daily opportunities for **aesthetic expression** and appreciation through art and music. Children experiment and enjoy various forms of dramatic play, music, and dance. A variety of art media, such as markers, crayons, paints, and clay, are available for creative expression and representation of ideas and feelings.
- Children have opportunities throughout the day to move freely and use large muscles in planned movement activities. Planned indoor and outdoor activities, involving balancing, running, jumping, and other vigorous movements, are provided to increase the child's understanding of movement and to support **gross-motor development**.
- Children have opportunities throughout the day to develop **fine-motor skills** through play activities such as pegboards, beads to string, construction sets, and puzzles; drawing, painting, clay sculpting, cutting, and other similar activities; and such routines as pouring juice or dressing themselves.
- Instruction focuses only on isolated skill development through memorization and rote, such as circling an item on a worksheet, memorizing facts, reciting in unison, or drilling with flash cards.
- Teachers are inattentive or uninvolved in children's play and do not look for opportunities to support intellectual development during play activities and daily routines.
- Art and music are seen only as diversions or once-a-week activities, disconnected from the goals and activities of the rest of the program. Teachers fail to help children acquire the knowledge and skills inherent in art and music.
- Art and music are provided only when time permits. Art consists of coloring predrawn forms, copying an adult-made model of a product, or following other adult-prescribed directions.
- Opportunity for large-muscle activity (indoor or outdoor) is limited to once a day or less. Outdoor time is limited because it is viewed as interfering with instructional time.
- Adults are not involved during outdoor time, which is viewed as recess (a way to get children to use up excess energy) rather than an integral part of children's skill development and learning.
- Children are given fine-motor tasks that are too difficult or are expected to persist at fine-motor work for long periods of time.
- Teachers provide insufficient opportunity for children to develop fine-motor skill. Fine-motor activity is limited to handwriting practice, coloring predrawn worksheets, or similar structured lessons.

### Appropriate Practices

- Children have opportunities and teachers' support to demonstrate and practice developing self-help skills, such as dressing, toileting, serving and feeding themselves, brushing teeth, washing hands, and helping to pick up toys. Teachers are patient when there are occasional toileting accidents, spilled food, and unfinished jobs.

### Inappropriate Practices

- Teachers or other adults often perform routine tasks for children because it is faster and less messy.
- Adults display anger or shame children for toileting accidents or spills.

### *Assessing children's learning and development*

- Teachers use observational assessment of children's progress, examination of children's work samples, and documentation of their development and learning to plan and adapt curriculum to meet individual children's developmental or learning needs, identify children who may have a learning or developmental problem, communicate with parents, and evaluate the program's effectiveness.
- The program has a place for every child of legal entry age, regardless of the developmental level or prior learning of the child. Teachers work together to help all children develop and learn, adapting instruction to the developmental needs and levels of the individual children. Decisions that have a major impact on children are based on multiple sources of information, including that obtained from observations by teachers and parents and specialists, when such information is applicable for identification, diagnosis, and planning for children with special needs or disabilities.
- Children's progress is measured by how well they conform to rigid expectations and perform on standardized readiness tests. Test results are used to group or label children (e.g., as "unready") but are not used to provide information about children's degrees of understanding or progress.
- There is no accountability for what children are doing and little focus on supporting learning and development. No systematic observations or assessments of children's progress or needs are done. When individual children appear to be having difficulty outside the typical performance range, no systematic assessment is conducted to adapt curriculum or to follow up.
- Readiness or achievement tests are used as the sole criterion for entrance to the program or to recommend that children be retained or placed in remedial classrooms. Eligible-age children are denied entry to the program on the basis of a screening test or other arbitrary determination of the child's lack of readiness. Children are denied entry or retained because they are judged not ready on the basis of inappropriate and inflexible expectations of their academic, social, or self-help abilities.



*Nothing contributes more to children's becoming eager readers than enjoying books together.*

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