ANNA BING ARNOLD CHILDREN'S CENTER

CLASSROOM MANUAL

For New Staff and Student Assistants

Anna Bing Arnold Children's Center
2301 North Levanda Ave.
Los Angeles, CA 90032
323-343-2470

ANNA BING ARNOLD CHILDREN'S CENTER
CLASSROOM MANUAL

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized."

Haim Ginott

This manual was written with the assistance and ideas of the teaching staff at the Anna Bing Arnold Children's Center. Thanks to all the contributors for their hard work and commitment to making this manual a useful tool.

The classroom manual is designed to give teaching staff an overview of classroom practices while providing information about how to carry out teaching duties and improve teaching skills. It is my hope that this manual will provide some direction for staff who are new to the program as well as some helpful reminders for more experienced staff. Please read it when you begin work at the Center and refer to it as needed throughout the term of your employment.

This manual is not designed as the final information piece on all practices at the Center. Teaching is an art that develops and improves with time, patience and effort. And, like all good artists, teachers are always in the process of growing, changing and becoming better and better at their profession. It is my hope that you will grow as a teacher while you are at the Anna Bing Arnold Children's Center and that you will find nurturing for your creative spirit and share that creativity with us all.

Enjoy the process!

Director

CONTENTS 5

Classroom Organization 5

I. GENERAL SCHEDULES 5

Infant Program Schedule: 5

Toddler Program Schedule 5

Preschool Schedule: 6

OPENING PROCEDURES 6

CLOSING PROCEDURES 7

Kitchen 7

SCHOOL JOBS 10

Weekly Schedule 10

TEACHING MATERIAL USAGE 11

CLASSROOM GROUPINGS AND DEVELOPMENTAL FOCUS 12

Bonsai Room-Young Infants (four months to 1 ½ years) 12

Bamboo Room-Young Toddlers (18 to 30 months) 13

Mulberry Room - Older Toddler's (two's and young three's) 14

Magnolia, Maple & Eucalyptus Rooms - Preschoolers (three to five) 14

Daily Routines 15

Play Yards 17

PROGRAM PRINCIPLES 19

Program Philosophy 19

Developmentally Appropriate Practice 19

Value of Play 21

Anti-Bias Curriculum 22

CLASSROOM PRACTICES 24

Role of the Teacher 24

Circle Time 24

Self-selected Activities 25

Discipline 25

Infant/Toddler Socialization and Guidance: 28
Physical Care 28
Diapering Procedures: 32
Food Program 32
CHILD'S FIRST DAY 36
Separation -- Saying Goodbye 36
Primary Caregiving and Continuity of Care 36
CLASSROOM TRANSITIONS 37
TOYS FROM HOME 37
BIRTHDAYS AND HOLIDAY CELEBRATIONS 38
PROGRAM DEVELOPMENT 41
Child Assessment and Portfolios 41
Anecdotal Observations 41
PARENT CONFERENCES 42
PROGRAM EVALUATION 42
CLASSROOM TEAM PLANNING 42
Classroom Planning Meetings 42
All-staff meetings 43
Full Time Teaching Staff Meetings 43
Staff Training Workshops 43
TEACHING ASSISTANCE 43
Reference Materials 43
Suggestions for Teachers Working With Children 43
BEYOND THE CLASSROOM 48
Professional Behavior 48
Parent Participation 48
The Center as a Lab 49
HEALTH AND SAFETY 50
Designation of Responsibility 50
Hand washing and infection control 50
Injury and illness 51
First Aid 51
Accident Prevention 55

Additional Safety Practices **57**

APPENDICES *60*

Contents

Classroom Organization

We have seven classrooms for the children's program. Children are placed in each group based on development (physical, social, emotional, and cognitive), chronological age, and available space. The daily schedule for each group provides the consistent framework necessary for children to feel secure at school. Within that framework there are many avenues for creativity and choice for both adults and children.

Within the classrooms we have both full and part-time children, as well as children enrolled in our state funded preschool program. All children participate in the same curriculum, which is appropriate for their age group and meets all of the criteria for both State Preschool and General Child Care curriculum.

I. General Schedules

Infant Program Schedule:

Morning Arrival	greetings and indoor free play
Breakfast	Infants are fed throughout the day, on demand, as their needs require.
Morning naptime	younger infants sleep, older infants go outside
Morning choice time	indoor special time with peers and caregivers
Lunchtime	
Afternoon nap	after lunch rest time
Afternoon snack time	eat snack and go outside
Afternoon choice time	indoor free play
End of the day goodbyes	parent's reconnect and view the story of infant's day

Toddler Program Schedule

7:30- 8:30	Greetings: daily health check, diaper/potty upon arrival. Indoor choice time
9:00- 9:30	Breakfast; diaper change/ Potty
10:00-11:30	Indoor and outdoor choice time
11:45-12:30	Lunch
12:00-12:30	Diaper changing/Potty
12:45-2:30	Naptime (caregivers rub backs and read stories)

2:30-3:00 Cuddle as children wake up and diaper change/potty.
3:00- 4:00 Snack available, indoor choice time
4:00-5:00 Outdoor play
5:00-5:30 Diaper changing/potty, clean up and get ready to go home
*These schedules are flexible and may change according to a child's individual needs as well as the group's needs and interests.

Preschool Schedule:

7:30 – 8:30 Children arrive, check in, indoor planned activities, free play
9:00 – 9:30 Breakfast
9:30 – 11:30 Group time, stories and music, indoor and outdoor curriculum activities
11:30 – 12:00 Arrival of afternoon preschool children, prepare for lunch and nap
12:00 – 12:30 Lunch
12:30 – 2:15 Naptime
2:15 – 3:00 Wake-up, indoor activities
3:00--3:30 Snack
3:30 – 4:00 Group time, stories and music, indoor curriculum activities
4:00 – 5:00 Outdoor play and planned activities
5:00 – 5:30 Clean-up, small group activities and free play
5:30 – 6:15 Evening program – 3-5 year olds move to Maple room.

Opening Procedures

The 7:15 a.m. teachers will open the Center. Opening teachers do opening duties until children arrive, and then stay in their classrooms with the children.

Preschool Buildings

1. Turn on core building lights.
2. Unlock all classrooms.
3. Set up classroom, turn on lights, remove wooden sticks from sliding glass doors, and open blinds.
4. Unlock outside observation booths.
5. Unlock kitchen doors including exit door.
6. Unlock staff lounge/workroom and Program Coordinator office.
7. Verify that sign-in sheets are on the counter for the day in the administrative office.
8. Take 'Food Count List' to classroom**.**
9. Unlock front door at 7:30 and secure bar.

Infant/Toddler Building

1. Turn on crock-pot.
2. Take out infant basket for the bottles.
3. Set up clipboards for parents to fill in when they arrive.
4. Re-set the furniture moved during the cleaning.

Child Arrival

Our first concern is to meet the early morning needs of children. Greeting children, providing them with some quiet low-key activities, and helping them to say good-bye to their parents is very important. However, as time permits the teacher should straighten and prepare the classroom for the day.

One teacher is designated as the primary "greeter" for the group. This is usually a full-time teacher, though assistant teachers may fill this role as needed. It is important that at least one person in the room take on this responsibility, and that other staff members recognize the importance of greeting and screening children and provide back-up greeting should the primary teacher be out of the room or otherwise unable to perform these duties.

- Greet children by meeting them at the classroom door.
- Greet each parent and ask about any concerns he/she may have.
- Feel child's forehead and do a quick check to see that child is feeling OK and has no visible bruising or scratches on body that are unexplained. If the child has a bruise or scratch, ask the child how it happened so both parent and teacher have seen markings.
- Ask child if he/she would like to remove jacket and/or place their belongings in their cubby.
- If a child is having trouble separating from their parent, the parent may choose to sit with their child and read a book or help them with an activity.
- Let the parent know that he/she should notify the teacher when leaving. The teacher should make sure that the parent says "good-bye" to their child when they are ready to leave.

Closing Procedures

Closing teachers are responsible for the final clean up and safety check of the building. Though there are many clean up duties at the end of the day it is important to give time to the children first. Never leave children unsupervised in order to do chores. ALL LATE-DAY STAFF MEMBERS SHOULD PARTICIPATE IN GENERAL CLEAN UP DUTIES SO THAT THE LAST STAFF MEMBER TO LEAVE IS NOT OVER-BURDENED WITH JOBS.

Kitchen

1. Lock outside door to kitchen.
2. Make sure all dishes are washed and put away.
3. Check counters and wipe clean of all crumbs.
4. Turn off dishwasher.
5. Make sure all ovens are turned off.
6. Prepare trash bags. Seal closed for early morning pick-up.
7. Close pantry door.
8. Check lights in adult restroom.
9. Turn off kitchen lights.
10. Lock hallway door.

Staff Lounge/Teacher Workroom

1. Turn off coffee maker.

2. Soak coffee pots (Friday only).
3. Turn off lights.
4. Turn off laminating machine and computers.
5. Check to be sure exit doors are closed.

Classrooms

1. Leave entryway and rooms picked up and organized.
2. Put artwork, etc. in cubbies
3. Bring in all wooden toys and equipment.
4. Turn off radios and crock pot (infant room only)
5. Close shades.
6. Turn off air/heat.
7. Make sure all toilets are flushed and bathrooms are free of litter.
8. Tie kitchen and diaper bags closed
9. Lock all windows and doors. Make sure sliding glass doors are locked and have wooden sticks at the doorframe.
10. Close outside shed doors for each classroom.
11. Lock front classroom door.
12. Check classroom side yards. Make sure all toys are put away or brought inside and that area is free of litter.

Outdoor Play Yards

1. Sweep sand back into sandbox.
2. Remove toys from sandbox and put in storage bin.
3. Put bikes under kinder roof covering.
4. Look for clothing or toys that may have been left on yard and return to classroom.
5. Make sure traffic areas are free of chairs, blocks, and other obstacles.
6. Lock outdoor observation booth.
7. Check yard for trash and dangerous objects.

Administrative Offices

1. Make sure blinds are closed.
2. Lock Director's Office.
3. Lock Assistant Director's Office.
4. Check lights in hallway adult restroom.
5. Turn off air/heat.
6. Turn off copy machine.
7. Turn off lights.

All staff must be familiar with procedures for releasing a child to a person other than the parent (see appendix). In the event that a person who is not cleared to pick up a child refuses to leave or insists on taking the child the teacher must call campus police immediately.

*Reminder: Just because a person looks familiar or has been at the school before does not mean that he or she has permission to take a child out of the school. When in doubt check with the office.

Child Departure

- When parent arrives to pick up child: greet parent, share important events of the day, assist the child and parent with gathering the child's belongings, and say good-bye.
- Assistant teachers should limit conversations with parents to pleasant exchanges. Detailed discussions regarding children should be conducted by lead teachers at appropriate times.
- Always inform lead teachers of children who are leaving.
- Parents need to know that it is OK for them to be assertive or in charge of their child when the child resists leaving. Teachers can help to empower parents with proper words.
- 5:30 closing teachers: let evening teacher know which children are staying and inform them of any schedule changes or messages from or to parents.

School Jobs

It takes a village to raise a child - African Proverb

The staff of each classroom takes turns doing various jobs around the school. The staff has previously decided upon these jobs. School jobs are posted in the staff workroom with a description of the duties to be performed. Please follow it closely. Special thanks for assuming these extra responsibilities so that the school environment is safe and attractive. Your time and effort is greatly appreciated.

Weekly Schedule

Classrooms assume responsibility for these jobs each week. The Lead Teachers then assign these duties to various staff in their rooms to be carried out on a daily basis.

Rake and Sweep

All sand boxes must be raked each morning and sprinkled with water if dusty or dry. Bike paths should be swept and kept free if debris. Both jobs should be done daily in the morning and the yard swept again during naptime as needed. As a safety precaution, it is very important to keep walkways free of sand and bark.

Staff Lounge/Workroom

- Clean all counters.
- Clean microwave oven.
- Organize supplies.
- Throw trash away and tidy up.
- Return any library books to the shelves.
- Clean tables in the workroom.
- Organize the magazines and books in the staff lounge.

Laundry Room

- Sweep laundry area clean, especially near the appliances.
- Dust laundry room for any cobwebs.
- Empty the trashcan.
- Check the status of the supplies (detergent, bleach, and fabric softener).

Art Closet

- Make sure paper is organized on the shelves by color.
- Sweep floor
- Clean out cobwebs
- Check art supplies. Do we need to order anything?
- Make sure all loose items are organized in a container.

Teaching Material Usage

The Center's Art materials are stored in the large closet near the upper yard. Each room is responsible for maintaining their toys and manipulatives in good condition and in sufficient quantity for adequate use. All teachers are responsible for returning the materials they use to the same place in which they were found. If a teacher finds something not returned to the correct spot, please take the time to return it to where it belongs. If the Center is low on something write it on a *Material Request Form* and give it to the Program Coordinator ***before it runs out!*** This applies to kitchen items also. Please be aware of conserving supplies and not being wasteful. For example; children using lots of glue is not wasteful, it is exploratory; A teacher not putting the extra glue back in the container before it dries out is wasteful. Please be aware of the small things you can do to conserve our supplies.

All teachers are responsible for cleanup during the day. Everyone must maintain the general aesthetics of the indoor and outdoor environment. The environment we work in affects our feelings of comfort and well-being, and reflects pride in our work. Environment affects children in much the same way. A pleasant organized classroom results in clear messages to children about expected behavior and sets the tone for the work and play that take place in the classroom. An aesthetically pleasing environment adds joy to our spirit and teaches children to appreciate order and beauty. The Reggio Emelia philosophy teaches that the environment is the "third teacher". It is critical that we put energy into creating a good teaching environment on a daily basis.

A note about finding time to create and maintain a pleasant classroom and yard environment: one of the difficulties of day care is that it is so *daily*! This means that the environment where children spend up to 13 hours a day gets a large amount of wear and tear. And, it requires staff to be especially creative in finding the time and resources to develop and maintain the spaces in which we work. We must all use time effectively throughout the day. Naptime is an excellent time to organize and clean the room. If there is adequate staff and the children are resting, naptime can be used to put art away, check laundry, organize shelves, prepare activities, etc. Clean-up can be done throughout the day. When you notice something misplaced or dirty – take care of it. When you see trash on the floor or in the yard – throw it away. When you discover a broken toy – put it away for repair or throw it away if it is dangerous or beyond repair. Many of these jobs can be done very quickly while you are with the children. If everyone does their part on a routine basis it is easier for all.

While the care and education of children remain our first priority, and maintaining the environment is secondary, we must work together to do both jobs well. As Sister Corita Kent reminds us, to provide the best for children it is necessary that, "***everyone works all of the time!"***

Classroom Groupings and Developmental Focus

Bonsai Room-Young Infants (four months to 1 ½ years)

Infants grow at a tremendously fast rate. By the end of the first year, they will have tripled in birth weight. By their first birthday, most infants will be crawling or even taking their first step! Because infants are changing and developing so quickly it is important to have a daily schedule that is individually planned for each child and flexible to meet their changing needs. Within the structure of consistent caregiving follow these guidelines for daily routines.

The most essential ingredient in infant care is a warm, responsive and dependable adult caregiver. During infancy, children need deep connections with each person who cares for them; connections with both their parents and their caregivers in group care settings. All the learning and loving that follows in children's lives builds on these early attachments with special people.

Caregivers help infants develop a sense of trust and security by responding to their cries. Feeling secure encourages infants to try new things. Be consistent so they will know what to expect. Babies have many ways of telling us what they need. Being a careful observer and consistently responding to a baby's needs will help a baby feel secure.

Young infants have their own natural schedule for routines. Most babies settle into a regular routine for eating, sleeping and diapering, but the schedule will vary depending on the baby. Some babies need to eat more frequently than others. Some will sleep more and take longer naps.

Hold and cuddle infants when feeding them. Even infants who hold their own bottles need to be held. Being held and cuddled frequently is extremely important in the development of a baby's sense of self-worth and security. Do not prop infants while drinking a bottle as this may cause choking.

Talk to infants often. Face infants when you talk to them so that they may see you and smile with you. Talk to them about things you are doing, familiar objects, or people. You may even want to babble back or echo sounds your baby makes much as you would in regular conversation. Even though and infant cannot understand everything you say, he/she will be learning many words that will form the basis for language later on. Babies enjoy cuddling on a caregiver's lap, looking at colorful picture books, and hearing the rhythm of their voice. With time they begin to understand that words have meaning and can be used to identify objects.

Babies have their own curriculum. No matter what infants are doing, they are taking in information. They uncover the mysteries of the world hundreds of times a day, learning from what they see, hear and touch. Providing an environment rich with experiences will give babies opportunities to explore. Expose babies to colors and objects to look at. Provide interesting objects for babies to feel, touch, mouth, and explore. Square nylon scarves, cold metal bowls,

wooden spoons and washable toys are interesting toys for infants. Babies should not be allowed to play with anything smaller than a half a dollar (about 1-1/4 inch).

Give babies the freedom to move around. Young infants enjoy being on their backs so they can kick, wiggle and look around. Mobile infants need space and time to practice crawling, creeping, pulling up, and walking.

Babies at this age are exploring their environment actively with their new found mobility. Any items added to the environment are made to be explored. Toys that make sounds, margarine tubs, cups, pull toys, plastic animals and soft blocks can be added to the environment for one year olds to enjoy. Soft climbing structures, places to run and balls to push are activities that help infants with physical development.

A favorite activity for one year olds is pushing and pulling items like wagons, toys on strings and push cars. Dumping items out of containers and refilling them is also an activity that children this age enjoy. Provide different containers with items to dump and refill. For example, make a butter tub with a hole made in the lid and plastic hair rollers to dump and fill in the tub again and again.

Talking frequently increases language skills and encourages cooperation. You can make dressing time more interesting by pointing to and identifying the name of clothes or body parts. For instance" See this warm red coat? Your arms go in the sleeves. See this blue cap? It goes on your head. Looking at simple board books together and describing the pictures aids in expanding language skills.

Bamboo Room-Young Toddlers (18 to 30 months)

Sometime around eighteen months, the experienced explorer becomes increasingly independent. Toddlers take charge by choosing for themselves what to do and by trying out their expanding abilities. Children at this age are developing their sense of identity, as both a social and independent self. They are experiencing the power of being their own person.

Toddlers often assert themselves by being resistant or saying no. Their resistance in various situations represents an attempt to establish their own identity. Children this age are trying to gain a little control over what happens to them. By supporting individuality, by giving choices whenever possible, and by introducing social guidelines, teachers can help toddlers find appropriate ways to assert themselves.

Taking a toddler's resistance personally, or too seriously, will often make the situation worse for the caregiver and the child. Sometimes a playful response from the caregiver will lead to cooperation from the child. What is often most important to toddlers is having the opportunity to make choices on their own.

A well-designed environment gives toddlers a chance to be in control. The children will feel they have choices if there are areas for independent activity, social play, toys for small-muscle activities, books, and a selection of materials for fantasy play and creative expression. Areas

should be set up for children to explore on their own. Independent play helps toddlers to develop feelings of competence and confidence, as well as a sense of self.

Sometimes toddlers need assistance as they play. Rather than taking over an activity, help them just enough to continue the activity on their own. When needed, a limited amount of assistance from a caregiver will best support a toddler's growing independence.

Mulberry Room - Older Toddler's (two's and young three's)

Two-year-olds and young three-year-olds are developing important independence skills, including personal care such as toileting, feeding, and dressing. The most appropriate teaching technique for this age group is to give ample opportunities for children to use self-initiated repetition to practice newly acquired skills and to experience feelings of autonomy and success. Two and three-year-olds are also learning to produce language rapidly. They need simple books, pictures, puzzles, and music, and time and space for active play such as jumping, running, and dancing. While children in this age group are acquiring social skills, when they are in groups there should be several of the same toy because their egocentrism makes it difficult to understand the concept of sharing.

Children of this age are developing autonomy. They are concerned with their ability to establish themselves as independent beings. They are interested in gaining control over their bodies and activities. Teachers recognize the importance of this stage and provide opportunities for children to gain self-care skills and body awareness, while keeping in mind that younger children still need assistance with many of their physical needs.

Another important development at this stage is the need to test one's information, skills and feelings against the limits of the world and society. The proper balance of freedom of activity and adherence to appropriate limits set by staff is critical to the successful development of self-esteem. Providing a variety of choices in activities and increasing responsibility and involvement within the classroom encourages independence. Two and three year olds feel good about themselves when they are able to take care of their own bodies, dress themselves, make choices about how to spend their time and are learning how to direct their impulses in a positive manner.

The focus of this group is language development, self-care skills, body awareness, and physical and social development. Communication skills and good language development are encouraged through the use of stories, songs, and teacher/child dialogue. Physical development is stimulated through a challenging environment and complex large and small motor activities. Social development focuses on small group interactions, parallel play, imitation, and teacher-assisted interactions. Cognitive development is facilitated by providing opportunities for classifying and ordering, (grouping, sorting, and identifying). Basic concepts such as direction, position, and labeling are developed.

Magnolia, Maple & Eucalyptus Rooms - Preschoolers (three to five)

Children at this age are actively integrating all areas of development. They are able to use and master a wide variety of materials. The program provides them with a variety of structured and

non-structured activities, encouraging choice and independence. Activities are designed to enhance social, motor, cognitive, emotional and language development.

Many children this age are beginning to combine ideas into more complex relations (for example, number concepts such as one-to-one correspondence) and have growing memory capacity and fine motor physical skills. They display a growing interest in the functional aspects of written language, such as recognizing meaningful words and trying to write their own names. Curriculum for preschoolers can expand beyond the child's immediate experience of self, home, and family to include special events and trips. They are developing interest in community and the world outside. . They also use motor skills well, even daringly, and show increasing ability to pay attention for longer times and in larger groups if the topic is meaningful.[1]

Social skills are being refined and peer relations become very important. Their play is characterized by their growing involvement with other children and sorting out fantasy from reality. Social-dramatic play engages children in real concerns within the context of the unreal and helps them distinguish between the two. Social play exposes children to others' points of view, wishes, and ideas, providing a contrast to the child's own unique perceptions and feelings.

Organizational and problem-solving opportunities are provided through block play, the use of manipulatives, and sorting, classifying and measuring activities which are carried out at increasing levels of complexity. Language development experiences continue on a more sophisticated level during such activities as group time, story writing, and cooking. Depending on each child's interest, reading and writing skills are encouraged.

Films, books, walks, and visits from community workers (Fire, Police, etc.) all add to the preschool age child's widening world and need for more complex information.

Daily Routines

These times and routines are approximate and vary slightly from group to group. Routines are designed to provide a consistent framework for the day – a set of routines that children come to know and depend on. This list applies primarily to toddler and older classrooms. Younger children have more individualized routines.

Morning

7:15 – 9:00: Arrival

- Prepare daily activities (mix paints, set up easel, etc.)
- Greet children and parents as they arrive. One teacher performs health check.
- Set up and supervise morning activities – play dough, manipulatives, table top games, puzzles, dramatic play, blocks and books may be used.
- Sliding door between Maple and Magnolia groups remains open. Children may be in either room.
- Clean up before breakfast – have children help if age appropriate.

9:00 – 9:30: Breakfast

- Set up for breakfast. Clean & disinfect tables.

- Staff and children wash hands.
- All teachers eat with children and serve food family style. Take meal count.
- Clean up after meal, wash tables and chairs, sweep floor if necessary.
- Begin set-up of planned activities.

9:30 - 12:00:
Indoor planned activity time.
- Circle time. This may consist of stories, songs, finger plays, discussions, games, etc.
- Small group and planned activities. Activities are provided as planned by staff. Indoor and outdoor side yard are used.

Outside planned activity time.
- Groups rotate use of yards throughout morning per individual classroom schedule.
- Check playground for unsafe objects. One group assigned to rake sand and sweep before children go out to play.
- Children have choice of free play and activities set-up by teachers (obstacle course, painting, tumbling mats, etc.)
- Assist with yard clean up before coming in.

11:30: Cots
- One staff member sets up cots while children are outside.
- Count the number of children that will be napping. Get cots from the storage areas. Put children's sheets and blankets on the cots.
- When finished go outside to help supervise the yard.

12:00 – 12:30: Lunch
- Wash hands, set table, etc.
- Serve lunch and clean up after. Wash tables and chairs, sweep floor if necessary.
- Prepare for nap.
- Lead teacher to disburse medications as needed and sign-off on medication sheet.

12:30 – 2:00: Nap time
- Settle children down for naps, take children to bathroom or diaper, play quiet music and rub backs.
- While children are sleeping – cover lunch breaks; write accident reports; discuss children and problem-solve; prepare activities; hold weekly planning meetings; clean closets; straighten room; do general cleaning.
- A.M. staff check to see that afternoon activities are in order before leaving. Relay any messages and important information to afternoon staff.

Afternoon
2:00 - 2:30: Wake-up
- Have quiet activities available for children as they transition from napping to active play.
- Lead Teacher dispenses medicines and sends children to bathroom or diapering upon awakening.

- ❖ Change sheets on cots per classroom schedule. Put all blankets and stuffed animals away. Straighten room.

2:30 – 4:00: Circle and activity time.
- ❖ See morning description for *Indoor Planned Activities*.
- ❖ Serve afternoon snack and clean up after.

4:00 – 5:00: Outside play
- ❖ Merge with other classrooms.
- ❖ Clean up yard before returning to classroom.

5:00 – 5:30: Inside – self-select activities
- ❖ Teachers assist parents in picking up their children. Find coats, backpacks, deliver messages, etc.

5:30 – 8:30: Evening Program
- ❖ Children stay in Eucalyptus room for activities and supper.
- ❖ After-school children receive help with homework.
- ❖ Children wind-down, prepare to go home.

*Routines are adjusted based on weather, daylight, and curriculum plans.

Play Yards

A staff person must be on the playground at all times when children are present. If the only adult has to go inside, a replacement must be found or all children must also go inside.

All areas of the playground need supervision. Positioning on the yard must be in a spot where all areas are visible. When more than one staff member is on the yard they must position themselves at spots around the yard for best use of equipment and supervision of children. If leaving a supervision area for any reason the staff person must notify other teachers on the yard that they are leaving their area so that it may be added to the remaining teacher's field of supervision.

Procedures

- All rooms are to be cleaned before going out to the playground. Turn off all lights when rooms are not in use.
- Teacher must take a fanny-pack when going to the yard. Every room has two First-Aid fanny-packs.
- Maintain same supervision ratio outside as in classroom.
- If yard is not set up when you go outside, feel free to do it! Take out large snap blocks on grass. Get balls, shovels, mats, easels, etc. Be creative! Set up an obstacle course. Take out chalk for kids to draw on concrete.
- Take out mats for tumbling. Bring the "inside" out: Playhouse, furniture, radio and music for movement activities, markers and papers for drawing at the table. Set up things on mats, such as Lego's, dollhouse, books, and etc.

- Use hose to set up water play in water table, troughs, and sand area. Children may use the hose for specific activities with adult permission and supervision. Make sure water is turned off before leaving the yard.
- Children may help with setting up the yard and bringing sand toys and bikes out of the storage areas. Children should also assist with returning the sand toys and bikes to the areas at the end of the outdoor play period and help with general yard clean up.
- Check the list of duties, which is in the staff workroom.
- Children should be taught where the drinking fountains are and how to use them. In the event that a child is too young to master use of the fountain, care should be taken to provide that child with opportunities for drinking water from a cup.
- Swings and climbing structures must be supervised closely. Children may experiment with different swinging styles but do not allow them to swing so wildly that they are a danger to themselves or others.
- The teacher must be watchful of children and parents leaving the school. The teacher must also watch children going into classrooms to use the bathroom. The teacher must be aware of all traffic and make sure the children are being supervised at all times.
- Always be aware of children walking in and out of classrooms, around side of building, and hanging out near hallway door. Know where your children are!
- At any point, when a teacher feels that a child is engaging in unsafe activity, it is okay to redirect the child.
- Use outside time to observe and interact with children while always watching for safety concerns.
- **Do not stand or talk with other adults**---go to where the children are playing and move as they change areas.
- If you leave the yard for any reason, inform the teacher that you are leaving. It may be necessary to stay on the play yard until there is sufficient coverage for you to leave.
- Make sure specific play tasks stay in their area. (Ex. Sand stays in sandbox. Bikes on bike path).
- Remember – practicum and student teachers are not to be left alone with children.

PROGRAM PRINCIPLES

A good school respects the child.
A good school pleasurable challenges him.
A good school gives a youngster a chance to use his powers.
A good school fills a child's day with humans he enjoys.
A good school makes a child happier he is alive.
- James L. Hymes, Jr.[2]

The classroom practices at the Center are based on certain beliefs and principles about how children learn and should be treated, about the importance of families to a successful school environment, and about the role of teachers in carrying out these principles. These principles are based on our school philosophy, which is stated in the Staff Handbook but bears repeating here.

Program Philosophy

The educational philosophy of the Anna Bing Arnold Children's Center is based on the belief that each child is unique and deserves respect, consistency, caring and challenge as they grow. Further, we believe that:

- Children develop at their own pace. They do not acquire knowledge by force. They are motivated by their own desire to make sense of their world.
- Children learn through interaction with the materials and people in the environment. Play provides this interaction and is the natural mode of learning for the young child.
- Children learn self-discipline as they learn respect for themselves, others and their environment. Pride in their abilities, family and culture adds to their developing self-esteem.
- Children need a balanced program that fosters independence, choice, and challenge. They also need structure and well-defined limits in order to feel secure.

Young children's developmental tasks are to build trust, learn social skills, begin mastery of academic skills, and develop positive self-esteem. These tasks are best supported by a program that provides developmentally appropriate activities, well-trained and consistent staff, and a safe and healthy learning environment.

Developmentally Appropriate Practice

Developmentally Appropriate Practice (DAP) is a concept based on the knowledge that a child's development and ability to successfully accomplish certain physical and intellectual tasks follow a set pattern. For example, we know that the infant learns to crawl, and then stand before learning to walk. The pattern is the same for all children; however, the rate at which a child learns these skills may vary. Following his own individual path, a child's natural desire to learn coupled with an adult's attention and enthusiasm motivates him to succeed. Therefore, guiding our work with children is the belief that given appropriate opportunities and adult interaction children learn and achieve skills when they are developmentally ready. If adults expect a child to acquire skills he is not ready for, he may comply, demonstrating that he can follow directions. However, this does not indicate that the child has acquired the skills or understood the concept being introduced.[3]

In developmentally appropriate programs children have the freedom to choose, move about, and make personal contacts. Informal learning experiences and human caring is expressed and spontaneity is valued. Teachers make decisions about curriculum based on three important kinds of knowledge:

1) Age appropriateness – what teachers know about how children develop and learn in general.
2) Individual appropriateness – what teachers know about the strengths, needs, and interests of individual children.
3) Social and Cultural appropriateness – what teachers know about the social and cultural contexts in which children live.

The principles of developmentally appropriate practice are applied to our curriculum, adult/child interactions, school/home relationships, and child evaluation. The expected outcome of these principles is as follows:

Curriculum

a) Provides for all areas of a child's development (physical, social, emotional, cognitive) through an integrated approach.
b) Planning is based on the teacher's observation of EACH child's interests and abilities and is individually appropriate.
c) Planning emphasizes learning as an interactive process that includes the active exploration of materials. Learning activities are concrete and real - HANDS ON.
d) Planning provides for a wider range of developmental interests and abilities than chronological age suggests. Teachers provide a variety of materials with increasing complexity and challenge.
e) Teachers provide opportunities to CHOOSE among a variety of activities and TIME to explore through active involvement.
f) Multicultural, nonsexist, non-stereotyping experiences are provided.
g) A balanced program is provided with opportunities for both quiet and active, individual and group activities, indoor and outdoor experiences.
h) Play is considered essential to learning. Play is the medium used by children to translate experience into something internally useful to them. Play clarifies concepts, provides emotional relief, facilitates social development and creates periods of delight.

Adult/Child Interaction

a) Adults respond quickly and directly to children's needs and adapt their responses to individual styles.
b) Adults provide many varied opportunities for children to communicate. Communication skills grow out of the desire to use language to express needs, excitement, and to solve problems.
c) Adults facilitate a child's successful completion of tasks by providing support and focused attention. Adults understand that children learn from trial and error and that children's misconceptions reflect their developing thoughts. Children learn from their own mistakes. Teachers provide open-ended activities that have more than one correct answer.
d) Teachers are aware of signs of stress in children and are aware of stress reducing strategies. (physical comfort, reading a story, time for the child to be alone, etc.)
e) Adults facilitate the development of self-esteem by respecting, accepting, and comforting children, regardless of the child's behavior.

f) Adults facilitate the development of self-control in children.
g) Adults are responsible for children in their care at all times and plan for increasing independence as children acquire skills.

Relations Between Home and School

a) Parents have both the right and the responsibility to share in decisions about their children's care and education.
b) Teachers share knowledge of child development and insights as a part of regular communication with parents.
c) Teachers and parents work together to provide support for the child's healthy development.

Developmental Evaluation of Children

a) Developmental assessment is used to adapt curriculum to match the developmental needs of children, to communicate with the family and to evaluate the program's effectiveness.
b) Developmental assessments are used to identify children who have special needs and to plan curriculum for them.

Value of Play

Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul.

- Fredrick Froebel

Play is the business of young children. It is the primary vehicle through which they learn. Opportunity to play freely is vital to the child's healthy development. Play fosters intellectual development and permits the child to assimilate reality in terms of his own interests and prior knowledge of the world. Through play children are free to experiment, try out possibilities and practice different roles. Play stimulates creativity. It is inherently a self-expressive activity that draws on the child's imagination. Play further develops children's language, physical and social development. Play is critical to all aspects of the child's learning and is an essential part of our program. By being a careful observer of children's play teachers have the opportunity to discover the child's interests and abilities. Beyond all these valuable reasons to support play is the fact that it is highly enjoyable. Children who are deeply involved in play are working at all the appropriate tasks for their development while they are experiencing joy and emotional well being. What could be better?

Emergent Curriculum

Awareness of alternatives and the basis of choices distinguish the competent teacher from the merely intuitive one.

- Elizabeth Brady

At the Children's Center we believe that children learn best when they are involved and interested in the topic. The best cognitive curriculum *emerges* from the child's interest – it is not solely dictated by teacher interest. Teachers build the curriculum "…experience by experience, idea by idea, as the topic evolves while the teachers and children investigate it together."[4] This does not mean that teachers just wait to see what the children want to do each day. They plan curriculum based on careful observation of what children are interested in and how best to extend their learning. Teachers build curriculum that explores different topics in depth as children's understanding of the topic grows. Teachers set up experiences for children that require questioning, investigation and problem solving. Teachers believe it is valuable for children to be able to generate their own ideas, figure out answers for themselves, and try out a variety of solutions until they find one that works. Teachers act as facilitators of this process, aiding children in their discoveries and providing a wealth of experiences to add to the child's knowledge of the world. Teachers bring the world to children through their planning while allowing children to make discoveries for themselves and to take the project in a new direction as interest dictates.

One effective method to plan for in-depth projects that emerge from the child's interest is to use a curriculum web. Webbing is a way of organizing curriculum that addresses:

- What children need and/or are able to do
- What children are interested in
- What children "need to know" in order to explore the topic
- What experiences that children are having that can be expanded upon

For an example of how to use curriculum webs please see the appendix.

Anti-Bias Curriculum

There are only two lasting bequests that we can leave to our children;
One is roots; The other; wings.

- Unknown

"Multicultural education includes teaching children about their own culture – their ethnic heritage. It also means exposing children to other cultures and helping them to be comfortable with and respect all the ways people are different from each other. It is teaching children how to relate to one another and how to play fair. Multicultural education encourages children to notice and think about unfairness, and challenges them to do something about the unfairness toward people in their world.

Multicultural education is more than teaching information directly. It means providing a classroom that includes materials depicting people from many different places doing many different things. It's creating and maintaining an environment that says everyone is welcome here. It is also encouraging children to act, think, and talk like members of their own culture. It's

helping children to like themselves just the way they are. It's encouraging children to actively explore a variety of materials and exposing them to experiences that might not be part of their daily life experience"[5]

Anti-Bias Curriculum focuses on classroom practices that help children to develop and strengthen their self and group identities, while interacting respectfully with others in a multi-cultural environment. Anti-bias curriculum is a proactive approach to reduce prejudice and promote inclusiveness. The anti-bias approach is a teaching strategy that values diversity and challenges bias, rather than ignoring and therefore reinforcing children's misunderstandings of differences. It further stresses the importance of bicultural, bi-cognitive education. This means that children learn the values, rules and language of their own culture in a teaching style appropriate to their culture AND they learn the values, rules, and language of the dominant culture. This practice is carried out in the following ways:

- Diversity is evident in all aspects of the environment (dolls, books, pictures, etc.)
- Materials are current and accurate
- Staff reflect diversity
- Learning about racial, cultural, gender, and disability diversity is on-going
- Activities foster appreciation of both differences *and* similarities among people.[6]

The teacher resource library is a good source of ideas for implementing this curriculum. Specifically see NAEYC's *Anti-bias Curriculum Tools for Empowering Young Children* and *Roots and Wings* by Stacey York.

CLASSROOM PRACTICES

Role of the Teacher

At the core of all education that makes a difference in children's lives – beneath all the methods, materials, and curricula – is a teacher who cares about each child, who teaches from the heart.
- Mimi Brodsky Chenfeld

Your role as a teacher is essential to the quality of experiences children have in our program. As you carry out the Center's curriculum, keep in mind the following ideas:

1) Children learn by doing. Children construct their knowledge through their actions on objects. They learn not by being told, but through firsthand experiences.
2) Provide challenging activities. Create a comfortable amount of disequilibrium by challenging children to try to make sense of their world.
3) Allow plenty of time to explore, examine, and experiment. Children need time to ruminate, to tinker, and to try things in many different ways.
4) Provide information at appropriate times. Your role is not so much to tell children but to guide them to find answers for themselves. This requires careful listening and observation.
5) Extend children's learning. Your questions, comments, and suggestions are crucial in guiding children's learning. Questions such as "What will happen if…?", "Can you think of another way?" or "What's different about this?' help to focus children's attention on problems and alternative solutions.
6) Be a good model. Children love their teachers: they want to please them and be like them. They learn a great deal by imitation. You can show them how you try to solve a problem, explaining what you are doing and why.

Circle Time

Circle time provides an excellent opportunity to build language skills, to share information with the group, to discover what is interesting to the children in the group, and to share wonderful stories and songs. It also builds listening skills and knowledge of how to be part of a group experience. Circle time lasts longer for older groups, and is not appropriate for the infant groups. Older toddler children may not be able to sit in a group for too long and are not expected to participate if it is difficult for them. They may have small group times until children are ready for a large group gathering.

Procedures

- Children are seated or sit at designated area in classroom.
- Teachers call group to order in their own style.
- Teachers plan a variety of circle time curriculum to provide for learning experiences in the following areas:
  - Socializing – sharing, taking turns, discussion of important events. Opportunity for teacher to discover what is interesting the children.

- Music – singing and playing instruments, rhythm, listening skills, patterning, repetition, rhyming, auditory dev., and appreciation of beautiful sounds.
- Movement – physical development, rhythm, patterning, following directions, and fun.
- Literacy – reading books (introduces print, appreciation of sounds and stories, illustrations, value of books), story telling, and flannel board stories.
- Language development – all of the above.
- Planning – introducing the day's activities

- Activities are being set up while Circle Time is being conducted. At least one other teacher needs to sit at Circle Time with the teacher leading Circle Time.
- Departure of Circle Time is handled by teacher dismissing children to planned activities.

Self-selected Activities

The universe is the child's curriculum

- Maria Montessori

Choice is a critical component of a good developmental preschool program. By providing for choice through self-selection of activities we allow children the opportunity to participate in activities that are interesting and challenging to them and are thus appropriate for the age and stage of the child.

In a center-based learning environment children's interests and choices drive the curriculum. Choice fosters independence, responsibility, time management and feelings of competence. What activity to play with, where to play, with whom to play, and when to play with a particular activity are but a few of the decisions a child will make on any given day. Decisions based on the child's interest ensure that the activity is meaningful and pleasurable. We offer a wide variety of centers, where every child can meet with success. Each room has a library, manipulative, art, block, dramatic play, science and writing center.

During the self-selection times of the day children are allowed to choose activities freely and are encouraged to clean up when an activity is finished. They may use any equipment or materials that are within their reach. Each classroom has child-accessible containers for independent activities such as Lego's, small vehicles, blocks, dinosaurs, etc. Also children can reach art supplies for drawing and cutting, or puzzles and books for quiet time or "reading." These can be done on a free table or on the carpet. The teacher's role is that of a facilitator. The teacher challenges children to think divergently, guides their creative growth and encourages competence through investigative play activities.

Discipline

Nothing I have ever learned of value was taught to me by an ogre. Nothing do I regret more in my life than that my teachers were not my friends. Nothing ever heightened my being or deepened my learning more than being loved.

- J.T. Dillon

The word *discipline* comes from "disciple" which means, "to teach". In practicing discipline, our goal is to help children learn to trust the people around them and the environment, to feel good about themselves, and to develop self-discipline. Our curriculum, classroom arrangement, developmentally appropriate activities and staff ratios are designed to promote these attributes. Teaching self-discipline is an integral part of our school program – it is not something that is just attended to when there is a problem. We are proactive in helping children learn the trust and self-control necessary to grow up to be self-disciplined human beings.

The key to effective discipline is consistency and setting clear reasonable limits. We set limits based on two guidelines: not hurting yourself or others, and respecting the physical environment. When disciplining a child, our goal is to guide the child in developing self-control as opposed to external or adult control. We believe that it is important for children to know that it is all right to have both negative and positive feelings. We help the child learn constructive ways to express emotions and settle conflicts with an emphasis on verbal problem solving.

Within the school program, we establish clear limits (or rules) based on respect for oneself, others and the environment. The child learns to trust these limits and finds security in them as he or she begins to see that the limits are for his or her protection as well as others. Rules and consequences are stated clearly. Choices are offered only when a choice really exists. If a child's behavior is inappropriate, a logical consequence that is appropriate to the child and the behavior is applied. Generally, this consists of redirection, talking about the problem, or removing the child from the situation. If necessary a "calming time" may be used -- asking the child to sit somewhere near the group while taking time to calm down and re-establish inner control. Calming time is never used to humiliate the child. The child is an active participant in the process and often determines for him or herself when he or she is ready to re-enter the group in an appropriate manner.

At NO TIME will any child be struck, handled roughly, or verbally shamed as a disciplinary measure. AT NO TIME will punishment be associated with food, rest or toilet training. Children are NEVER to be put in a room unsupervised or out of visual observation.

Teachers who are new to the program may feel free to ask more experienced staff for assistance when dealing with a difficult discipline situation. One important aspect of discipline is that children respond better to adults that they know and trust. It takes time to establish a good rapport with your group and during that time children are more apt to test you. It also takes time to become familiar and secure with the rules of the group. It is not unusual to need assistance during this period. Even seasoned staff occasionally experience difficulties with discipline. Please ask for assistance when needed and discuss any discipline concerns you have with the Lead Teacher.

Procedures

- Teachers give children verbal warnings of inappropriate behavior.
- Warnings usually are worded in a positive manner avoiding words with negative connotations like "no" or "don't."

- Use a positive and constructive approach to prevent difficulties so that desirable habits of conduct may be established with as little friction as possible. (Learning from satisfaction). Ignore undesirable conduct or suggest substitutes. Use positive suggestions rather than negative. Tell them what you want them to do instead of just telling them what they are doing wrong.

  Example: Child threatening another with a shovel, "We use shovels for digging. Could you find a good place to dig?"

  Use these techniques when needing to redirect children:

  a. statement. As a substitute for commands, this is apt to meet with less resistance. Example: "We are going to do this now." "It is time to... etc.

  b. reason given whenever possible. Get child conditioned to responding to a reason. (The reasonable attitude.) Example: "It is very cold today, so you will need your sweater. "

  c. direct suggestion. Example: "Perhaps you could dig over here where there is more room."

  d. indirect suggestion. Example: "Can you reach up here to put your cap away?" (challenge) "Would you like to take this to your room?" (to be used only in cases of choice).
- Some phrases get over-used (i.e. "use your words" and "I don't like that"). Try to help children find the words they need to more clearly express what they want or need.
- If the child is having a very difficult time in one activity, REDIRECT. Maybe the child needs to do an activity by him/herself, one-on-one with a teacher, or just play with another group. Otherwise, it's OK to tell a child to sit for a little while to "take a break." Let him/her know that he/she doesn't look ready to be in that activity (at that moment).
- Never <u>make</u> a child say, "I'm sorry." It's better to instill empathy in the child (ex. When child hits another child…"That hurt her… See she's crying. It's never okay to hurt someone"). Apologies are fine when they are freely given.
- Encourage the child to help remedy the situation (ex. Helping to get ice for the child that was hurt. Actions speak louder than words.)
- Know the differences in age appropriate problem solving: Age (2-3) lengthy explanations are not appropriate. You will lose their attention quickly; Age (4-5) able to do or handle more complex problem solving (ex. Can help to think of alternative solutions, "There's only one truck and both of you want it. What can we do?")
- Use "Calming-Time" instead of using the term "Time-Out". Allow the child to be responsible for his/her behavior and give the child the tools and power they need to control it.
- A child needs to calm down before s/he can listen.
  - Be consistent in treatment so that the child will know that certain results will always follow a given action. It gives him a feeling of security. No second chances should be allowed. (They are temptations to a child to see how far he can go.) Example: Child is told that lunch is over when he has dawdled over his food. "I can eat it very quickly now." Teacher should hold to her original decision.

Infant/Toddler Socialization and Guidance:

Until the time that they are 15-16 months, infants do not have a clear understanding of cause and effect and therefore discipline expectations must be adjusted to their stage in development. Socialization and guidance is used for an infant that is still learning what is appropriate and innappropriate behavior.

Socialization and guidance teaches children to share rules for living through example, demonstration, explanation, and focusing attention. Discipline is the enforcement of rules and the carrying out of consequence for the transgression of rules. Since infants do not clearly understand the rules and their consequences, it is the teacher's role to socialize infants by their example and redirection of inappropriate behaviors. Prevention strategies to promote optimal social development in infants are: having a positive, intimate relationship with a caregiver; arranging the space to decrease stress and be safe; having clear, simple and predictable rules, redirecting inappropriate behavior, and helping infants make connections between behaviors and consequences.

Physical Care

Young children are learning about their bodies and gaining control over their physical selves. They are establishing identity and independence. It is important that teachers acknowledge this growing independence while recognizing that young children are also frequently in need of assistance from adults. When assisting children with their physical care needs teachers must approach each child with respect. Always remember that the child is ultimately in control of their body and should have decision-making power about their physical care. Always ask permission before touching a child. "May I help you with your jacket?" or "would you like me to pat your back?" It is important that the child have the right of refusal when it concerns their body. As adults we expect that same right, but we sometimes forget to offer it to children.

With infants and toddlers who have limited language it is very important that a teacher communicates with the child. The teacher should get the child's attention and tell the child that you are going to pick them up now and change their diaper. Reach out and wait for a response. Do not pick up a child unexpectedly from behind. Approaching any child must be respectful. This pattern is helpful to begin with young infants to foster a style of two-way communication that respectfully involves the child. As you help an infant or toddler allow the infant to become involved in the process, to make eye contact, study your face, vocalize, initiate play, follow your actions and respond to you, and you to the infant.

Touch

Physical touching is an important part of the care and nurturing of young children. Children feel loved, accepted and supported through the sensations of touch by nurturing adults and peers. However, physical touch should be respectful of children's body cues and only occur with their permission. Examples of acceptable touch between teachers and children are listed below.
Nurturing touches:

* Hugging, holding on lap, rocking or holding hands.

* While tickling may be an appropriate form of playful touch, it is kept to a minimum because of its potential for getting out of hand.

Personal care touches:

* Diapering, cleaning, dressing, and nap time routines
* Patting or gently rubbing backs to soothe children at nap time.
* Face and hand washing, assisting with toileting, examining rashes and unusual marks.
* Touching to clean or dry a child, including cleaning genital area after toilet accidents if the child needs assistance.

Touches for restraint:

* To protect the child and any others from injury
* To facilitate separation from parent at arrival
* Holding tightly in arms.

Unacceptable touches:

* Touching without permission
* Excessive touching, holding or fondling
* Hitting, shaking, or slapping.

Sleeping

Children need rest for healthy physical development. Rest periods provide an opportunity to refresh and replenish energy and restore emotional balance. Rest time should always be pleasant and soothing. Teachers recognize that you cannot force a child to sleep. The most we can do is have the *expectation* that children will rest on their cots and not disturb their classmates. Children are never told they must sleep or are threatened in any way. Teachers set up a restful atmosphere by dimming or turning off the lights and sometimes playing soothing music. Rest time provides a moment of one-on-one time between teacher and child by sharing a book or patting their back.

- Have children go to the bathroom after lunch, especially those that tend to have accidents while they are sleeping.
- Children find blankets, pillows, and books to take to their cots with them.
- It may be necessary to move children when there are disturbances.
- Teachers sit with the children to read one story and rub their backs to help them rest, one child at a time.
- To reduce the risk of Sudden Infant Death Syndrome (SIDS):
  a. Infants, unless otherwise ordered by a physician, are placed on their backs to sleep on a firm surface manufactured for sale as infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission. (This indicator is required of all programs with infants.)
  b. Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs or rest equipment for infants younger than eight months.
  c. If a blanket is used, the infant is placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the infant's chest.
  d. The infant's head remains uncovered during sleep.
- After being placed down for sleep on their backs, infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position.
- The infant crib room should be physically checked every five minutes when infants are sleeping in their cribs.

- Children do not have to sleep it they are not tired, but must remain resting on their cots.
- Pillows, quilts and other soft items are not allowed in infants younger than eight months.
- After children are sleeping and resting quietly, teachers need to clean and disinfect tables and sweep floors.

- Teacher assistants may also be assigned additional duties during naptime, such as returning artwork to cubbies, putting artwork on display, setting up curricular activities, etc.

Helping children to sleep and easing them into wakefulness is time well spent. At any age nap routines need to be tailored to each child's style and schedule and should be consistent with the routine practiced at the child's home. Some children are accustomed to being rocked first; others go right into their crib, mat, or cot and settle down.

Nap times for young and mobile infants should be individualized according to their needs. Although older children may have group nap times, some of the children may be ready to nap at different times. Children who do not nap when other children do will need opportunities for activities in a separate area. A child who wakes up early needs a teacher to be there to adapt to the child's needs.

Toileting:

Children are in charge of their own toileting to the degree that they are able. They are encouraged to handle their clothing and to clean themselves on their own if they can. Teachers need to be available to assist any child needing help with toileting.

Bathroom Procedure:

- There must be supervision with younger children at all times. Children that are two and three years old must be toileted at various times throughout the day and frequently reminded to use the bathroom.
- Two preschool-aged children at a time are allowed in the bathroom without supervision. Children must have permission from a teacher. One adult must supervise any group of three or more children.
- Hands are to be washed and toilets flushed after each visit to the bathroom.
- All children must be toileted before naptime.
- Toilet all children prior to all field trips or walks.
- Each time a teacher is in the children's bathroom, he/she should make sure paper is picked up off the floor, toilets are flushed and sinks are clean before leaving.

Toileting accidents:

A toileting accident represents a loss of control. Children often feel embarrassed, ashamed or uncomfortable about the accident. Help them to take care of it quickly, without fuss or calling undue attention to it. Assist them as needed with clothing and clean up. Allow them to take care of changing clothes as much as they are able. Reassure them that everything is all right. Place their wet items in a plastic bag in their cubby to be taken home at the end of the day.

Diapering:

Diapering offers an especially good opportunity for closeness. As diaper checks and changes are carried out throughout the day, they should be thought of as something to do *with* the child rather than *to* the child.

Diapering Procedures:

1. Put on gloves when changing any diaper (BM or urine).
2. **Make sure to make this a special time with the child, not just a routine.**
3. Change the soiled diaper. Put the soiled diaper in a plastic bag with dirty gloves and tie.
4. Put on clean diaper and wash the child's hands.
5. Put the child down.
6. Spray yellow cleanser on the mat and wipe clean.
7. Spray purple disinfectant and spread around mat. Let air-dry.
8. Wash hands.

Note: Because diapers are changed many times a day, it is important to prevent injury to one's back. Therefore teachers should (1) make sure that the diaper table is at a comfortable level: (2) bend knees when picking up a child; (3) avoid frequent heavy lifting by having older infants use portable steps to climb up on the table by themselves. Finally, the teacher should have everything ready so that the child can receive full attention. To avoid risk of serious injury, the caregiver should *never leave a child unattended on the diaper table!*

Food Program

Good nutrition is essential to the healthy physical and mental development of every child. Both eating healthy foods and learning about good nutrition are an important part of our curriculum. The center participates in a child nutrition program provided by the U.S. Department of Agriculture (USDA). This program requires that we follow strict guidelines to ensure the quality of our nutritional program.

Meals are provided that are nutritious, well balanced, and delicious. Menu items are selected based on children's nutritional needs as well as consideration for their tastes and food preferences. A variety of ethnic foods are provided for diversity and exposure to different cultures. Menus are posted in each classroom.

Mealtime

Breakfast, lunch and snack are served family style with teachers sitting at the table with the children. Children should be served small quantities of food and encouraged to try each item. Encouragement should be positive and friendly. If a child really doesn't want to eat, then he should remain at the table until the meal is over, with as little attention as possible given to his lack of appetite. FOOD IS NEVER TO BE USED AS PUNISHMENT OR REWARD. Mealtime should be a pleasant time for conversation and good feelings. Children are encouraged to be polite and to use "inside voices". Children should stay at the table until the teacher sees that most of the children are finished eating. She/he may excuse children at that time. Children are expected to clear their plates and help with clean up as appropriate. At no time should children be walking around while eating. Meals and snacks should be completed before moving on to a new activity.

At the beginning of each meal the *Food Count* form must be filled out. This is a count of the number of children and adults eating that day which must be kept for our food program. This form must be sent to the office at the end of the day.

Set-up Procedures

- Prepare children for transition to mealtime by announcing that it will soon be time for the meal.
- When ready announce that it's "clean up time."
- Allow children to participate in cleaning the classroom, i.e., clearing tables, putting toys away, etc.
- Teachers and children wash hands.... no germs!

- Teachers are to clean and disinfect tables. Use the yellow liquid first, for cleaning. Then follow with the purple liquid, for disinfecting. Do not let children use chemical cleaners.
- Let children help to set the tables after all have washed their hands.
- Older children help put out plates, napkins, paper towels, and place cards.
- Place the tubs within children's reach for after meal clean up.

While Eating

- Eat as a family. After everyone sits around the table, teachers may serve food or children may serve themselves. In the interest of encouraging independence work toward teaching preschool children to serve themselves.
- Encourage children to try each food, if only in small quantity. They don't have to try it if they don't want to, but all food must be offered and available.
- Children who take large quantities or several helpings should be directed to put small amounts on their plate and not to take more until they have finished their first serving. It is appropriate to talk about food and the importance of not wasting it. If they are eating heartily provide them with as much food as they want, as long as their eating is not depriving others of their meal.
- There must be at least one teacher at each table. All teachers must eat with the children.
- Meals are good opportunities to have discussions as a group, socializing and modeling good eating habits, food choices, and manners. Encourage conversation, taking turns (manners) and independence (helping).
- Set a pleasant tone at meals.
- Teacher should wait to excuse children until most of the children have finished eating.
- Excuse children after the meal---they will clear their places and go to a specific activity. This is not a time for running around. Some children are still eating and should be allowed to do so in peace.

Clean-up Procedures

- Children help to clear plates and cups. Put uneaten food and trash in one tub and dishes into another tub.
- One teacher brings tubs into the kitchen.
- Teachers wipe down tables.

Infant Meals

- Always wash your hands before preparing a bottle or opening a baby food jar.
- Make sure you wash the outside of the baby food jar before opening.
- Young babies should be held in a semi-upright position when being bottle-fed to lower the risk of ear infections.
- Discard any leftover formula or breast milk after feeding because bacteria are introduced into the bottle.
- Never put a baby to sleep holding a bottle, this increases the risk of ear infections and baby bottle tooth decay.
- Never let older infants walk around holding a bottle because this is a choking hazard.

The teachers should work closely with parents when introducing infants to new solid foods. New foods should be introduced one at a time, preferably at home with the family first. The practice of allowing a few days to pass before introducing a new food gives the infant time to become accustomed to each food before encountering a new experience. Also adults can identify the source of allergic reactions. Whatever the food being served the caregiver should spoon into a bowl, this way the food not used will not be contaminated by the spoon in the child's mouth and may be refrigerated and used later.

Some foods should never be served to children younger than 12 months because such foods may cause allergies or illness:

- Egg whites
- Honey
- Peanuts
- Chocolate
- Citrus

As infants get older and are ready for a wider range of foods, the foods should be served in small pieces to reduce the risk of choking. Some foods popular in preschool may cause choking in toddlers. Popcorn, nuts, hot dog rounds, and grapes should be avoided until the children have plenty of teeth.

Child's First Day

The Head Teacher will assign the child a cubby, give him/her a tour of the room and yard and assign herself or another staff member the task of orienting the child during his/her first week. Every attempt should be made to assign the child to a teacher who speaks the same primary language as the child. This orientation should include making sure the child is familiar with the class routines, rules, and transitions (moving from inside to outside, lunch, story time, nap, etc.), and is introduced to classmates. During the first week of the quarter have children wear nametags if possible.

Separation -- Saying Goodbye

When parents are leaving their child for the first time in a new place they often have ambivalent feelings. They may be feeling guilty or sad about the separation, or relieved about having some time to themselves. All these feelings are valid but they create insecurities about the separation. Parents want to see their child happy when they leave because it makes them feel better about going. Acting on this feeling, parents may involve their child in an activity and then sneak out when the child is not looking.

Often, the child also has ambivalent feelings about separation. These feelings are real and valuable and need to be expressed. Imagine how the child feels when he suddenly looks up to find Mommy or Daddy gone; frightened, tricked, angry? Now the child will have to deal with the sadness of the separation along with the additional scary feelings brought about by the parent disappearing. This does not teach the child to trust his parents or teachers. And, invariably, the next separation will be more difficult than the first.

Teachers are extremely important in helping parents and children make good separations. Help the parent say "Good-bye" by reassuring and comforting both parent and child as the parent leaves. Help the child with the transition by validating his feelings of sadness or anxiety and reassure him that his parent will be back at the end of the day. After the child has had time to express his emotions direct him to an appropriate activity. Make sure the child is involved and comforted before moving on. NEVER DISCOUNT THE CHILD'S OR THE PARENT'S FEELINGS ABOUT SEPARATION. Separation can be very difficult for many individuals and honoring their feelings about it can be central to forming a trusting relationship between the family and school.

Primary Caregiving and Continuity of Care

Infants and toddlers will have a series of visits to the classroom with their parents prior to their first day. These visits will help to establish familiarity and trust between teachers and families. A primary caregiver will be assigned to the infant and will be primarily responsible for the care of the child. The primary caregiver is the person assigned to care for a small group of children for most of the routines of the day, including greetings and departures, feeding, diapering and napping, record keeping and tracking each child's development. This is done so that the caregiver and child are able to build a relationship through routines and other activities during the day. The

primary caregiver works closely with the family to establish a partnership with the care and nurturing of their child.

To continue the relationships already formed in the primary care groups, a group of children close in age stay with the same caregiver until age three. The environment is changed to make it developmentally appropriate as children grow older, or as a whole group moves to a new classroom. Continuity of care helps children strengthen the attachments already established with the primary caregivers and their friends in the group.

Classroom Transitions

The Center tries to minimize transitions for children by offering continuity of care in the Infant/Toddler and Preschool programs. Infants/Toddlers will have consistent teachers for the first three years. Every school year children in the Infant/Toddler program will move to a more developmentally appropriate classroom space with their primary teachers. Preschool children stay in the same classroom until they are ready to enter kindergarten.

In order to help children slowly transition into new classrooms the teachers will conduct at least three visits to the new classroom before the final move. Infant/Toddler teachers will visit the new classroom before moving in September with their group. Toddlers moving to the Preschool program will visit the new classroom to meet their new preschool teachers and become familiar with the new classroom environment.

Toddler parents will be required to attend a Toddler to Preschool Orientation in the summer before their child moves to the Preschool program. The orientation will discuss similarities and differences in the Infant/Toddler and Preschool Programs. Parents will be notified of the classroom transition preparations and will have the opportunity to ask questions.

Toys From Home

Parents are urged not to send any toys from home, except those to be used during nap or sleep time. Bringing toys from home can cause undue conflicts on the part of the child possessing the toy and a child wanting the toy. Enough materials will be available to each child to make his/her day busy, full and interesting. AT NO TIME WILL GUNS OR WAR TOYS BE ALLOWED AT SCHOOL.

Each individual group sets their own rules about toys at school. Generally, the practice of bringing toys from home is discouraged. However, at different ages toys from home represent different things to children. For our youngest groups (infants, two's and young three's) toys represent security and a reminder of home. The teacher may decide a child needs these reminders in order to feel comfortable at school. For the older children toys represent bargaining power with peers. This is an important dynamic of being four, and the teacher may decide it is appropriate to allow toys from home in a limited number. In order to allow some flexibility for

children and yet limit the problems associated with toys from home the teachers have offered the following suggestions.

- Establish ground rules
- Toys may only be played with outside
- If the toys create a problem they must be returned to their owners' cubby.
- Set up "show and tell" days or a special time when children can share their toys with the group. After "show and tell" keep everything in a box to be collected by the parent when the child is picked up.

Birthdays and Holiday Celebrations

We celebrate various holidays throughout the year at the Child Care Center. We recognize many different cultures and attempt to keep our celebrations simple and informative. Teachers may wish to ask parents to add to our curriculum by sharing information about special family celebrations or holidays that they observe. Parents may be asked to provide a special food or to join in certain celebrations. Holidays should reflect the cultures of the students and teachers in the program.

Birthdays are celebrated as a special time for each child. Parents are welcome to send in a special treat for their child's class for the day. Teachers will need to advise parents as to appropriate types and quantities of food for birthday celebrations. Parents may need to be reminded not to send party prizes, games, or presents with their child. Although we recognize the child by a special snack and singing "Happy Birthday," we do not have birthday "parties" at school. We recommend that complete parties be saved for a special day at home. Parents may choose to add to their child's celebration by donating a book, chosen by their child, to their child's classroom.

Each year the classrooms decide which holidays to celebrate. Classroom celebrations should be age-appropriate and child-centered. Holidays from various cultures should be explored, but the holiday should not be the only time information about another culture is shared. Avoid a "tourist approach" to diversity by including activities, dolls, books, artifacts, stories, food and language from a variety of ethnicities and cultures throughout the curriculum. Additionally the Center hosts a school-wide family celebration each quarter. These celebrations help the school build a sense of community and tradition.

The holidays we generally recognize and the attributes we focus on are listed below:

<u>Halloween</u>

- Discussions about what is real and what is make believe
- Plan for emotions such as fear, fright or excitement
- Emphasize healthy treats
- Encourage creativity – self made masks or costumes

Thanksgiving

- Emphasize importance of the harvest; things we are thankful for; sharing food as celebration
- Hold *Family International Potluck*. This is not called a Thanksgiving potluck because many cultures at our school do not celebrate Thanksgiving.
- Historical perspective – emphasize Native-American contribution.
- Take opportunity to teach non-stereotypical information about Native-Americans.
- Focus on different ethnic groups – what do other's do to celebrate harvest, season change, or prosperity?

Christmas

- Downplay holiday – The stores are making enough of a fuss
- Children may make simple cards for families
- Discuss other important celebrations that take place during this season:
  Kwanza
  Chanukah

Chinese New Year

- Visit campus for dragon dance, entertainment and food
- Share Chinese art, music food and costumes

Valentine's Day

- This is not a holiday that is typically celebrated by young children. If children show an interest use the following guidelines for your focus:
  - Focus on friendship
  - Make cards for family
  - If children pass out cards it must be done for all the children in the group. Best not to put names on them – just distribute in cubbies.
  - Avoid competition – this holiday should emphasize sharing and friends.

Girl's and Boy's Day

- Japanese holiday – emphasizes the importance of children

Easter

- Spring, new life – new beginnings
- Growing things
- Focus on different ethnic groups – what do others do to celebrate spring?

Cinco de Mayo

- Family Pot-luck
- May have a Piñata for children
- Enjoy Mexican culture, music and food.

Independence Day

- Talk about our nation; Pride in our country

- Incorporate Flag Day
- Food and celebrations – discuss fireworks (scary, fun, noisy, safety)

Other National Holidays

- St. Patrick's Day
- President's Day – talk about current or past presidents
- Arbor Day – environmental awareness; emphasize the importance of conservation and preservation
- Mother's Day and/or Fathers day– celebrate the person or persons who is the primary caregiver for the child. (Not all children have mothers and fathers in the home).
- Chinese Celebrations – Festival of Lanterns; Clear & Bright Festival
- Jewish Holidays – Rosh Hashanah; Yom Kippur

PROGRAM DEVELOPMENT

CHILD ASSESSMENT AND PORTFOLIOS

Bring with you a heart that watches and receives.
- Wordworth

The process of evaluation forces us to look closely at children on a periodic basis, even though we are busy. When we stop and look in a focused manner we often see new and unexpected things from the children we are watching. Through careful observation we discover what children are interested in and what their developmental needs are. In our program we keep the information gathered through assessment, observation, parent information, and samples of child work in a file known as a *portfolio*.

Procedure

When a child is new to the program the Lead Teacher will make a new file for the child that includes the family history and assessment forms. Teachers must read the family histories on each child by their first day of school and share appropriate information with classroom staff immediately.

Each Lead Teacher is responsible for maintaining a portfolio assessment for each child in her group. Portfolios consist of a selection of the child's work represented by actual samples, anecdotal records, photographs, Desired Results Developmental Profile and any recorded comments or summary notes which will aid the teacher during parent conferences. These files are to be kept up to date and passed to the child's new teacher as the child moves to a new class. The portfolio is organized to show the child's growth and includes samples of student work over time, providing a visual picture of growth. All staff members have the responsibility of keeping anecdotal records for children assigned to them by the Lead Teacher. When a child leaves the program the teacher will file assessment material in the child's record file in case of future inquiries and send pictures and samples of the child's work home with the parent.

REMINDER - evaluations and family histories are confidential and must not be shared except with immediate staff members.

Anecdotal Observations

"Anecdotal records are brief narrative accounts describing an incident of a child's behavior that is important to the observer. Anecdotes describe what happened in a factual, objective manner, telling how it happened, when and where it happened, and what was said and done. Sometimes they include reasons for the child's behavior, but *why* is better kept in the commentary part of the record. These accounts are most often written after the incident has occurred by someone who witnessed it informally.

Although anecdotal records are brief, describing only one incident at a time, they are cumulative. A series of them over a period of time can be extremely useful in providing rich details about the person being observed."[7]

Parent Conferences

Conferences with parents are conducted by Lead Teachers during the first quarter children are enrolled and annual conferences are scheduled in the spring for each child in the Center. These conferences are designed to facilitate home-school communication and to keep the parents informed about the activities, adjustment and development of their child. Additional conferences are scheduled as needed. Parents may schedule a conference with the teacher and/or Director whenever necessary. Teacher's fill out the *Parent Conference Form* to document parent conferencing and goals set with parents. These forms are kept in the child's file.

Parent conferences are conducted only by Lead Teachers, the Director or Program Coordinators. Assistant Teachers should not have detailed discussions with parents about their child.

Personal information about children and their family may be shared with classroom staff in order to better understand a child's behavior or needs. This information is private and should never be discussed with others.

Program Evaluation

Classrooms are evaluated annually using the *Early Childhood Environment Rating Scale* (ECERS) and the NAEYC *Early Childhood Classroom Observation* form. Parents are surveyed to discover their attitudes about the program. Information gathered from these tools are used to develop an annual report that is used to help the Center set goals for future practice, and for reporting to funding agencies and NAEYC Accreditation.

Classroom Team Planning

Classroom Planning Meetings

Communication is an essential ingredient in providing the necessary support and information for staff to do their job well. Finding time for communication is challenging in our program because of the variety of schedules that teacher assistants follow. Classroom planning meetings are designed to provide the necessary time for communication and must be attended by all staff. Classroom planning meetings may cover curriculum planning, anecdotal records, important dates, calendar events, and planning for individual child needs. Classroom meetings provide all staff with the opportunity to contribute ideas, ask questions, bring up concerns and discuss the needs of children and other classroom issues.

Classroom planning meetings are held every other Friday during naptime. Teacher assistants will be scheduled to attend class meetings when they receive their work schedule for the quarter.

All-staff meetings
All staff meetings are held each quarter. These meetings provide an opportunity for the entire staff to meet together for training and to discuss issues related to the entire program. The dates of these meetings will be announced at the beginning of each new quarter.

Attendance at classroom planning meetings and all-staff meetings is mandatory and staff is paid for the time they are at the meeting.

Full Time Teaching Staff Meetings
Teach meetings are held every other week to set program goals, discuss Center issues, and provide discussion time about curriculum development. Teachers share information from these meetings with their student staff during classroom meetings.

Staff Training Workshops
Occasionally staff training workshops will be offered during quarter break or on a Saturday. These provide an opportunity for staff to receive in-depth training on a topic of interest. Experts are provided to conduct the workshops, which typically last four hours.

Attendance at Staff Training Workshops is usually voluntary. The workshops are provided as a service to allow for personal and professional growth. Staff is not paid to attend voluntary workshops.

Teaching Assistance

Reference Materials
The Center maintains a library of reference materials for staff development. The reference library includes videos on topics of concern such as discipline and developmentally appropriate practices. Books are available for activity planning, teacher training and child development. Reference materials may be checked out from the Staff Workroom.

The Center also maintains a library of children's books. These books are categorized alphabetically and kept in the Staff Workroom. See the Program Coordinators for a detailed list of the topics and book titles.

Suggestions for Teachers Working With Children
We have listed suggestions below in hopes that you may feel more comfortable and adequate in the Children's Center setting.

1. Be sure that you are dressed for the job. A teacher who is worried about getting her clothes soiled is not relaxed with children.
2. Be on time. Five or ten minutes may make the difference between a well-planned day and one that is not.
3. Make use of available materials. Read carefully the material given you on safety, procedures, guidance principles, etc.

4. Do not play games with the children. When you do this, it becomes an adult-centered situation instead of a child-centered one. Move in slowly with children and make a practice of sitting back and watching so that you know what children's needs are.
5. Allow time for children to help themselves, to move from one activity to another, or to respond to your suggestions.
6. Learn techniques for smooth transitions. Warn children ahead of time, be sure the next activity is ready to go, and take a few children at a time.
7. Be alert to the whole group. Know where children are and what they are doing, even when they are not in your immediate area.
8. Stay in your assigned area. If for any reason you must leave the area, be sure to let the teacher in charge know.
9. Each person is responsible for helping to keep the school (indoors and outdoors) neat and in order.
10. Set limits when necessary. Know what to expect of children and then let your voice and manner show conviction when you speak. Only in this way does the child feel secure in knowing what is expected of him.
11. Use a quiet voice. Go over to the child, get down on his level and speak quietly but distinctly.
12. Learn to use verbalizations to gain cooperation from the children as much as possible and avoid picking them up or shoving them in the direction that you want them to go.
13. Don't be afraid to ask questions. We want you to feel free to ask questions or to challenge what we are doing at any time. It is not always possible for us to know when you are having difficulty so some of the time you must take the responsibility of coming to us and asking for help.

General Method

1. See that learning takes place from consequences and situations RATHER than on a basis of personal approval. (Avoid "do it for me" etc.)
2. Let children fail occasionally, or find out that because of something they did it is too late for the thing they wish to do. See that the same situation arises repeatedly so that learning will be strengthened.
3. See that learning is accompanied by satisfaction. Give child commendation for new and difficult accomplishments. The child's own accomplishment should be the eventual satisfaction, however.
4. Guide situations so that the child will be apt to have success with materials, social contacts, and accomplishments. Example: When a child cries when he wants something that another child has. Teacher might say, "He doesn't understand you when you cry. You could tell him what you want." When success follows, the child finds this mode of approach pays and will tend to repeat it.
5. Use a positive and constructive approach to prevent difficulties so that desirable habits of conduct may be established with as little friction as possible. Ignore undesirable conduct or suggest substitutes. Use positive suggestions rather than negative.
6. Do not encourage competition with others. It leads to antagonisms and arguments. Satisfaction for achievement is a higher and more permanent motive.
7. Never discuss a child in his presence.

8. Do not stand waiting for a child to respond after giving him a suggestion. Keep obviously busy about something, and he will be more apt to respond.

Specific Problems

Handling of refusals. Use simple phrases - short simple statements, questions, or suggestions, use complete sentence forms.

1) *2 Year Olds*
   a) Ignore verbal refusals. Do not argue with the child. The child's refusal may be a habitual "NO" response without meaning behind it, unless accepted as a refusal by the adult. Give plenty of time for comprehension - then if refusal, repeat suggestion in the same words. If refusal continues give suggestions in another way.
   b) Example – Child refuses to wash hands in bathroom:
      T: "It is time to wash your hands for lunch now."
      C: "No."
      T: repeats
      C: "No, I don't want to."
      T: "Here is a place where you can wash."
      C: child ignores teacher
      T: "You can turn the faucet and see the water come."
      C: child responds
   c) Keep interest by calling attention to different phases of the subject (e.g. soap, washcloths, etc.)
   d) Give suggestions involving action, "You could rub the soap on your hands."
   e) See that you are close enough to give impression of being on child's level so that he will be very conscious of you. (Don't call to him.)

2) *3 - 5 Year Olds*
   a) Use more reason with child. Often let child take consequences of action.
      (1) Example – Child refuses to wash hands in bathroom:
      T: "It is time to wash your hands for lunch now."
      C: "No, I don't want to."
      T: "Lunch will be ready soon."
      C: "No, I washed my hands at home."
      T: "You see your hands are quite dirty from playing in your yard."
      C: "No, my mother doesn't want me to wash my hands here."
      (An excuse rather than misunderstanding.)
      T: "When your hands are washed you will be ready to come to lunch with the rest of us."
   b) Leave the child alone, and let him miss part of the lunch if necessary. If child is known to be extremely negative it is sometimes advisable to give one very casual suggestion, then ignore completely, letting him fall into the routine unconsciously from observation of others. Avoid any urging.

3) *Shy Child*
   a) In the effort to make the shy child feel at home, care should be taken not to make him self-conscious. He should be left to find himself in the new situation with occasional friendly remarks of the teacher in passing.
4) Establishing Emotional Control
   a) The teacher sets the emotional tone.
      i) Suggest child's response by teacher's attitude (relying on suggestibility of child).
         Example – Mother leaving child at school:
         Teacher suggests his saying good-bye to mother - ignores his tears, casually assumes he is going to like to stay. Attracts his interest to the next thing to be done.
         Example – Child falling down:
         Teacher, casual, "You had a bump, didn't you?" If child is really hurt - more assurance.
   b) Ignore some emotional outbursts (lack of satisfaction).
   c) Suggest substitution of speech, or thinking, or action, for emotional reactions.
         Example – Child whines, or gives protesting cry when he wants play materials:
         T: "Can you tell me what it is you want?"
         C: Shrieking when he can't get wagon past post.
         T: "Can you think of some way you could do it?"
   d) Approval of good adjustments.
   e) Removal from group for continued lack of control, such as crying so loud as to disturb others.
5) Establishing Social Conduct
   a) Arranging environment.
   b) Providing opportunity for social contacts according to age and level of development.
      Example – Children should be protected from interference. Child is assisted in making place for self in group:
   c) Suggesting an acceptable type of behavior to replace the unacceptable.
      Example – Child grabbing pail:
      T: "Mark, Patricia was using that pail. Can you find another one?"
   d) Explain to child why his behavior isn't desirable in the group.
      Example – Three children playing; a fourth wanting to take wagon from them:
      T: "You left the wagon, you see. Dick and Allen and Linda are using the wagon to put dirt in. If you had a shovel too I think they would be glad of some help."
   e) Use meetings to discuss problems of the group.
      Example: Children slow in getting off coats and getting to bathroom to wash for lunch. Children asked to discuss how they could get through sooner so that they won't delay others who are waiting to come in.
   f) Remove child for continued negative behavior, after explanation of conduct that annoys group. Be careful to have child understand that there is no personal feeling involved, and that he will be welcome when he chooses to return without annoying others.
6) Establishing Independence
   a) Attempt to give child a feeling of security without dependence. Guide by words rather than by leading by hand. Let him do as much for himself as he can.

b) Provide opportunities for mastering self-care skills.
   Example: dressing oneself, learning to put on own socks and shoes, learning to tie shoes.

c) Encourage modeling of adult behaviors and praise new behaviors that add to the child's growing level of independence.
   Example: Child cleans table after lunch or helps to set out cots. Child is in charge of giving the bunny water for the day. These activities lead to self-esteem and the child's sense of himself as competent and in charge.

Whatever an education is, it should make you a unique individual, not a conformist;
it should furnish you with an original spirit with which to tackle the big challenges;
it should allow you to find values which will be your road map throughout life;
it should make you spiritually rich, a person who loves whatever you are doing,
wherever you are, whomever you are with.

- John Taylor Gatto

Beyond the Classroom

Professional Behavior

Work in a Children's Center is intensive and requires close cooperation with other staff members and families. Occasionally this working relationship causes us to become aware of the personal lives of families and staff at the Center. It is essential that we all work together as professionals to guard against misuse of this information. It is also essential that we treat all members of the Center community with respect and courtesy. Some important aspects to remember while at work are:

1) Practice confidentiality. Don't repeat information about children or staff to others while at work or on campus. It is important to remember that our parents are also part of the campus community and that they share classrooms and offices with other parents and staff. Personal information and opinions spread quickly and can be damaging.
2) The same is true of gossip. At no time is it appropriate to repeat gossip about staff or families. If you hear gossip you should make it clear that you do not participate in this type of discussion about others.
3) Be a good model. Teachers are always modeling – even if you are not aware of it. Take the initiative to be helpful to others, be courteous, and use appropriate language. Your behavior sets a tone at all times. Try to make it a positive one!
4) Remember the difference between professional relationships and personal ones. Try not to put your personal feelings into professional conversations with parents or other staff. Try to keep your professional life and personal life separate. Do not discuss personal business in the classroom – your attention needs to be on the children.
5) Be understanding, helpful and responsive to parents. They are entrusting us with their children and have a right to expect our respect.
6) Be on time and ready for work. Other staff are doing your job when you are late or not participating 100%. After a while they will resent the imposition.
7) Respect the physical environment you work in. Keep it neat and clean. Show respect for other teachers by returning materials to the proper place and maintaining the order in storage areas and the classroom.

*For further information on professional behavior see *NAEYC Statement on Professional Ethics* in the appendix.

Parent Participation

The Center has a mandatory Parent Participation requirement. This requirement has been developed to enable every child's parent to have some involvement in the program. Participation is designed to offer parents many choices of jobs so that they may choose to assist the Center in the best way that fits their schedule. We truly feel that this involvement adds to the quality of both the parent and child's school experience.

The Program Coordinator's oversee the parent participation requirements. Parents volunteer to help the school in various ways. They may work in the classroom as a helper, do cleaning and

repairs on parent work-days, take items home to make or repair, or purchase supplies for the classrooms. Parents are important participants in our program and should be helped to feel comfortable and welcome when volunteering.

The Center as a Lab

The Children's Center is used by the University Community as a research, education and training site for several departments. Students log over 5,000 hours per year in observation and training time spent at our school. As an employee you must remember that you are a model for others. They look to us to demonstrate the best in teaching practices. We view this as opportunity to positively affect the early childhood profession and make every effort to train future teachers well.

Practicum Students and Student Interns

Practicum students spend 3.25 hours per week working in the classroom. Interns may be in the classroom from 6 to 18 hours each week. The role of these students is to learn about early childhood teaching from modeling, discussion and practice. They function as assistants to the teacher but they are not hired employees and are not allowed the same responsibilities as staff.
While students primarily take their direction from the Lead Teacher, all teaching staff should feel comfortable giving direction to a practicum or intern student and asking for their assistance when needed. In general the duties of practicum and intern students are:

- Familiarize themselves with classroom practices
- Get to know children and practice appropriate interactions
- Participate in all activities with children
- Plan activities as requested by Instructor
- Take increasing levels of responsibility as the quarter progresses
- Must be supervised at all times
- Are not to be left alone with children
- Practicum are not to be sent into the class to take care of a child while all others are outside. That is the job of a Teacher or Teacher Assistant.

Observers

The role of the observers is to watch without interaction or interference. Observers are to remain in the Observation Booth or to sit on the sidelines while observing outdoors. They should not be interacting with children or teachers. If an observer asks you a generic question about a child you may answer. You may also tell observers a child's first name. Do not tell observer's children's last names or any other specific identifying information. If they need birth dates for their record they may come to the front desk for that or other specific information.

*Remember – Your first responsibility is for the protection and safety of the children and for the quality of their experiences at school. You may be helpful to others as long as it does not interfere with your primary duties.

HEALTH AND SAFETY

Reminder- the *Classroom Manual* is designed to be used in conjunction with the *Staff Handbook, which* you receive at orientation. A summary of health practices is included here. For detailed information on health and safety policies for the Children's Center please refer to the Staff Handbook pages 19-41. It is *every staff person's responsibility* to be familiar with all health and safety policies and procedures.

Designation of Responsibility

In the Director's absence the Assistant Director will assume full program responsibility. In her absence a Lead Teacher assumes responsibility. In the absence of a Lead Teacher a fully qualified Teacher (12 units ECE -- as defined by title 22) will be in charge. SUPERVISORY STAFF MAY NOT LEAVE THE SITE WITHOUT VERBAL TRANSFER OF RESPONSIBILITY TO NEXT IN CHARGE.

Full program responsibility means supervision and accountability for all teacher and assistant teacher actions, maintaining a safe environment, and protecting the physical safety of each child.

Designation of responsibility for program further entails familiarity with all emergency procedures in case of fire, earthquake or other natural disaster, or in the event of child injury, illness, or parent failure to pick up child; Supervisory staff are responsible for reporting all messages and activities to the Director.

See the appendix for a detailed organizational chart.

Hand washing and infection control

All staff, participating adults, and children must wash their hands frequently while at the Center. Germs grow in warm, moist places, especially on palms, between fingers and under nails. Moist germs enter the body through the mouth or nose. Hand washing removes germs from hands before they touch food or utensils that go into the mouth. Surfaces and equipment handled by others contain germs and lead dust. In a group childcare setting, the viruses responsible for colds circulate rapidly, especially during the winter months when we tend to remain indoors for longer periods of time. The virus concentration in respiratory secretions is usually highest 2 to 3 days before a person develops symptoms of illness. As a result, the classroom air and everything your bare hand touches picks up germs. Hand washing is the single most effective method of reducing illness and the spread of germs. Children should be instructed and assisted to wash hands just as adults. The proper hand washing procedure is:

1. Remove rings (Suggestion: wear rings on necklaces during work hours)
2. Wet hands with running water
3. Use liquid soap (antibacterial may be helpful during cold and flu season)
4. Wash from front to back of hands to finger tips using a scrubbing, over-and-under motion and rinse with running water

5. Continue washing for at least 20 seconds
6. Dry hands with paper towel (common towels may not be used)
7. Use paper towel for turn off faucet
8. Dispose of paper towel in a closed, lined trash can

Wash hands before:
* beginning work with children for the day
* any food assistance, preparation or consumption
* assisting with toileting
* setting out sheets and blankets for naptime
* leaving the school

Wash hands after:
* wiping/blowing noses
* assisting with toileting
* removing disposable latex gloves
* personal toileting
* yard supervision
* handling any soiled paper or clothing
* sneezing or coughing into one's hand
* contact with body fluids (vomitus, etc.)
* handling a pet to remove germs found in saliva and feces

Injury and illness

For a detailed description of these areas please see your staff manual. Pages 19-36

First Aid

*Please see staff manual, pages 31-36.

In case of minor accidents while at school, each classroom is equipped with a first aid kit. All Group 1 employees may treat minor wounds and abrasions providing you wear gloves if blood is present. Any time a child is involved in an accident, the attending teacher must complete an Incident *Report.*

First Aid Procedures:

1. For minor cuts and abrasions: cleanse with soap on moist cotton ball and rinse with running water. Band-Aid if bleeding persists. If it is a bad scrape, such as on the knee, be sure to get the area clean, then apply a small amount of medicated ointment (Neosporin) and a Band-Aid. Take note of where and how the accident occurred.
2. More severe cuts with bleeding: apply pressure with cotton or a clean paper towel. Extreme bleeding: elevate area if possible and apply pressure at pulse point. Notify the Director and follow Emergency procedures.
3. If a child falls... a little fall or a big one... allow him/her to get up by him/herself. Go to the child calmly and reassure him/her. If the child is seriously hurt he/she will know what part can be moved and what part can't. If the child isn't seriously hurt, getting out of his/her own predicament will help greatly.

4. When the child is seriously hurt, conscious or unconscious, do not move him/her.
5. If any hard bumps are received, even though the child seems to recover spontaneously, report immediately to the Director.
6. Nosebleed: place cool cloth on forehead and apply pressure to lower sides of nostrils (on bumps) for a full 5 to 10 minutes uninterrupted. Have child sit up and lean slightly forward.
7. Human bites: clean area with soap and apply cold compress.
8. Insect bites: if you can see the stinger pull it out. Apply cold compress -- nothing else. Watch for allergic reaction (coughing, shortness of breath, hyperactivity, flushed, progressive reddening of area). Allergic reactions can be very swift and dangerous -- get medical help immediately.
9. Splinters: do not bother any that will not come out readily with tweezers (in the first aid cabinet). Wash area thoroughly with soap and leave alone.
10. Burns: apply cool water and then dry the area. Never apply ointments of any kind. Severe burns or electrical burns -- call paramedics.
11. Foreign bodies: eyes -- flush with water from inner to outer corner of eye. Ear and nose -- (beans, seeds, bugs, etc.) leave alone. Contact parent.
12. Fractures, dislocations: there will be point tenderness at place of injury. Check the joints above for movement and color. Splint it where it lies including joints above and below injury. Apply ice. Contact parents and/or Paramedics.
13. Head injuries: if unconscious check Airway, Breathing, and Circulation. Assume neck is broken and immobilize entire torso. Call Paramedics. If conscious but shows signs of vomiting, sleepiness, or pale color contact parents.

First Aid Backpacks

Each classroom has one red first aid backpack near the classroom door. First aid backpacks should be taken outside during fire and earthquake drills and on field trips. First aid backpack refills are kept in the office. The first aid backpacks contain the following items:

- Latex gloves in Ziploc bag
- Antibacterial wipes
- Band-Aids
- Butterfly closures
- Sterile gauze pads
- Non-adhesive gauze pads
- Gauze bandage
- Ace bandage
- First Aid tape
- Cotton balls
- Q-tips
- Neosporin
- Scissors
- Thermometer
- Tweezers
- Rescue Breathing Mouthpiece
- Hydrogen Peroxide
- Betadine Antiseptic solution

Fanny Packs
Each classroom has two fanny packs. All teachers must wear fanny packs outside in the yards and on field trips. Fanny pack refills are kept in the office. The fanny packs contain the following items:

- 2 ziploc bags with gloves and wipes. Use the ziploc bag to dispose of bloody gloves & wipes!
- 1 ziploc with tissue
- 1 non-adhesive pad
- 1 sterile gauze pad
- 1 CPR protection mouthpiece
- 1 small Instant Hand Sanitizer container
- Extra Band-Aids
- Extra bacterial wipes
- Small spiral notepad
- Pen

Icepacks
Ziploc ice pack bags are kept in kitchen freezer. These may be used for bumps that may swell and for comfort. Many children like to put ice on a variety of small injuries.

Incident Reports
Incident reports are used to inform parents of their child's injury (bumps on the head, serious scrapes, cuts, sand in eyes, bites, or anything else that would concern a parent). Be brief and concise when completing the form. The intent of the form is to notify parents of what happened, how the accident occurred and what steps were taken to aid the child. It is inappropriate to include the name(s) of other children involved in the injury. The form must be completed by the teacher who witnessed the episode. Student assistants may fill out an incident report; however, the child's teacher must sign the report and be informed of the incident. This is very important because the parents will ask the teacher for the details. Please put the original white copy in the parent's mailbox and give the office staff the yellow copy. Please be sure to spell the child's name correctly.

Handling injuries when someone is bleeding
The center has a *Blood Borne Pathogen* plan that details our procedure. You can find this plan in the appendix of this handbook. A summary of important details is provided here.

We always use universal health precautions at the Center. Full time staff (Director, Program Coordinator's, Lead Teachers, and Teachers) are the only staff members who handle injuries involving blood. All staff must use gloves when handling blood! Remember contact with or handling of blood or body fluids may be hazardous to your health. Wear gloves; use barriers. Latex gloves are kept in the fanny packs. While it is the Center's policy that only full time staff touch injuries involving blood, student assistants who are closest to a bleeding child may assist the child without touching the injury. Comfort the child while taking him to the nearest teacher. If the injury is more severe, stay with the child and call for assistance.

Be aware of broken or cut skin areas on your hands. Skin lesions or wounds should be covered with a bandage. Speak to injured children in a calm voice with reassuring messages. Educate children, parents and volunteers to get a teacher in case of blood injuries. Remind children not to touch another person's blood. For the safety of the children and you, only full time staff is permitted to handle blood injuries at school. When a blood-related injury occurs:

1. Put on disposable gloves.
2. Calmly ask anyone who has come in contact with the blood to wash his or her hands.
3. To avoid having blood splashed or vomited into one's eyes, nose or mouth, turn the child away from your face.
4. Disinfect any surface that has been contaminated by blood.
5. Dispose of all soiled items in a sealed plastic bag.
6. Place sealed plastic bag into a lined garbage can with a lid.
7. When gloves are not available-create a barrier between your hands and the blood using any immediate items around you such as washcloth, paper towels, napkins, clothing (yours or the child's) and thoroughly wash hands with soap.

Note: Infection through the skin cannot take place unless you have a break in the skin, or a port of entry.

Accident Prevention

Common sense and close observation lead to a safe environment for children. Familiarize yourself with the following suggestions for providing children with a safe program.

Supervision

- Always keep in mind the number of children in your immediate group and group ratios. Bonsai 3:1, Bamboo 4:1, Mulberry 4:1, Magnolia 7:1, Maple 7:1, Eucalyptus 7:1.
- Maintaining appropriate group sizes facilitates adult-child interaction and constructive activity among the children.
- Children are not to go out of, or play on, the gates or fence around the playground.
- Do not leave a group for whom you have assumed responsibility without telling another adult that you are going.
- Never leave a group of children unattended by a designated adult in authority.
- Pets are to be handled only with a teacher in attendance. Teachers must instruct children in careful and appropriate handling of pets.
- No children are allowed in the kitchen unless accompanied by an adult.
- There are prescribed areas for various activities and generally, they should be conducted there. (Example: painting at the easel or table, clay at the clay table, sand in the sandbox, bikes in the wheel toy area, etc.)

Movement

- Always be alert to prevent children from running in front of trikes, slide, swings, etc.
- Help keep the floor free of scattered blocks or toys not in use.

* An adult should be available to guide movement flow of children in one direction on balance beam, tumbling mat, ladder, slide, trikes and other equipment to prevent bumping into one another.
* No throwing of anything that could injure others or damage property.
* No banging into things with wheel toys. Children should sit on bikes.
* Block building should not go higher than the child's head.
* Children must have both hands free when climbing. You may need to show a child where to place her hands and feet when climbing in order to teach her the safest way to get up and down. Do not help children to climb beyond their ability to do so on their own.
* Wipe up spills on floor as soon as noticed to prevent falls.
* Do not permit children to stand on chairs or tabletops.

Sharp Objects

* Remind children to always walk while holding scissors, sticks, shovels, or other sharp objects.
* Only rounded point scissors are to be used at the table. This rule also applies to adults.
* Sharp knives, adult scissors, and work tools are to be regarded as potential sources of injury and need to be kept out of children's reach at all times.
* Knives used by children in cooking projects will need to be supervised by an adult.
* Remove broken toys; watch for splinters, protruding nails, etc.
* Use non-breakable dishes at snack time, in housekeeping area and sandbox.

Choking

* Children need to be instructed to keep small objects out of their mouths.
* No peanuts or other nuts should be served to children under three years of age.
* Children are to remain seated while eating, for choking can occur if they run or fall while eating.
* No balloons are allowed in the program because of choking hazard, should they burst.

Poisoning

* Store all chemical products out of reach of children, and keep them in their original containers for identification purposes.
* Keep phone number of poison control center by school phones for emergency use.

Warm and Cold Weather

* On warm sunny days, don't allow children to get overheated. Encourage them to drink extra water. Teach appropriate use of drinking fountain.
* In cold weather make sure children wear warm protective clothing before allowing them outdoors.

Guidelines for Preventing Sunburn

Young children are more likely to get sunburned than adults are but everyone should avoid prolonged skin exposure to sun. Areas such as the face, shoulders and backs of knees are more likely to burn than other areas, and children susceptible to burn should use sun block. Sun block

should be kept in the first aid cupboard and the product should contain a number of 15 or more. Do not apply sun block to broken skin.

It takes several hours for a sunburn to show; therefore watching for reddening of the skin is not a dependable way to tell when a child has been in the sun too long. The sun's rays are most intense from 11 AM to 2 PM. Clouds won't stop the sun from burning either. Plan playtime in the shade, and provide frequent fluid intake and skin cooling measures such as a cool bath or cold compresses applied 3-4 times a day for 10 minutes during hot weather.

Guidelines for Heat Exhaustion and Dehydration

After prolonged exposure to high temperatures, children may have one or more of these symptoms of heat exhaustion:

*pale and clammy skin	* headache	* weakness
*heavy sweating	* nausea	* dizziness
*fatigue	* vomiting	* muscle cramps

Avoid heat exhaustion and dehydration by encouraging children to drink liquids and cool off frequently. Provide small amounts of clear liquids at least every 2 hours. Achieve quick and sanitary cooling by having children play under a sprinkler or using cool water on paper towels to remove perspiration and oil from their skin. Thirst is not a good indicator of dehydration because a child can become dehydrated before becoming thirsty. Check a child's frequency of urination and urine color (concentration) to determine fluid needs. Normally, the urine of a child should be pale yellow or colorless, and urination should occur every 2-3 hours. Dark yellow (concentrated) urine is a sign the body is dehydrated. If dehydration or heat exhaustion symptoms occur, move the child to a cool shaded area and call the parent immediately.

Bare feet

Children enjoy being barefooted outside and are allowed to go without shoes, weather permitting. Shoes must be worn when riding bicycles or when leaving the center for walks.
Bare feet are always permitted indoors.

Helmets

Bike helmets must be worn when riding the two wheel bikes. Helmets are stored in the outside storage room. Teachers should help children put on helmets correctly.

Additional Safety Practices

Fire and Earthquake

Drills take place once a month. Each classroom needs to know the proper procedure for their classroom. Children and staff should be aware of the proper procedures to take during an earthquake or fire.

Field Trips

Field trips at the Center are confined to walking trips around the University grounds or to nearby locations. These walks provide a change of pace for the children and are taken only when there

are enough adults to safely supervise the group. When leaving the school grounds the Lead Teacher must fill out a *Campus Walk Form* stating where the class is going, the time that they are leaving, the approximate time they expect to return, and the number of children and teachers going on the walk. Children must be taught the rules of safely taking walks in groups:

- Always hold a partners hand
- Do not run ahead of the teacher
- Stay with the group at all times
- Watch for traffic and hazards along the path

Please do the following before you leave the center:

1) Complete campus walk form for parents.
2) Talk to your class about the walk and the rules they need to remember to follow. Children need to know what is expected of them.
3) Get a copy of the sign-in sheet to use as a checklist.
4) Count the actual number of children going on the walk.
5) Divide the children into partners.
6) Children who need special attention should be partnered with adults.
7) Some children can safely be partnered together.
8) Please plan your walk formation for the children ahead of time. For walking it is a good idea to have a Teacher lead the group with the children sandwiched in between and a Teacher at the end of the group. Sometimes the Lead teacher likes to be in the back of her group, just to observe what is happening to her group as a whole. Use your student assistants in between the group to help partner the children.
9) Please take your fanny packs with you on a field trip. If necessary, take your first aid backpack especially if you will be out alone on the track or the field.
10) When you leave the center, please use the walkway. We cannot always guarantee the safety of the driveway.
11) Remember to STOP as a group at stop signs or traffic lights; then cross as a group together in a long line.
12) Remember to count children when you arrive and when you leave your event.
13) Before returning to the center, re-group with partners staying the same. Let the children know what you expect of them.

Safety with Visitors to Center

CSLA students who are completing classroom assignments constantly visit the center. While this is a great opportunity that we are happy to provide for students we must also remember that our first obligation is to the children in our program. For this reason the following rules apply to all visitors to our program:

- Never leave children alone with observers or practicum.
- Always maintain visual supervision of children, practicum and observers.
- Remind observers to refrain from talking to children or staff on the yard.
- Do not manipulate children or create false groupings in order to enable students to complete assignments.

- Never allow a visitor to our program to take a child from the premises for any reason.
- If you see someone you don't recognize, including observers without a name tag check with office staff immediately, or challenge the visitor by asking, "may I help you?".

FOR MORE DETAILED INFORMATION ON HEALTH AND SAFETY PLEASE READ YOUR STAFF HANDBOOK!

Appendices

NAEYC Professional Ethics

Emergent Curriculum – Designing Curriculum Webs

Sample Weekly Planning Form

Classroom Portfolios: Windows to the Soul

Guides to Speech and Action

Preschool Problem Solving

Make Time to Talk

Working with Children Whose Home Language is Other than English: The Teacher's Role

Celebrations, Festivals, Holidays – What Should We Be Doing?

Answering Children's Questions about Peers with Special Needs

Understanding and Responding to the Violence in Children's Lives

Keys to Quality Infant Care

Image-Building: A Hands-On Developmental Process

Not in Praise of Praise

Universal Precautions

Incident reports – How to fill out and sample form

Classroom Jobs

[1] NAEYC, Developmentally Appropriate Practice in Early Childhood Programs, pp. 7
[2] James L. Hymes, Jr. Teaching the Child Under Six
[3] NAEYC, Developmentally Appropriate Practice in Early Childhood Programs
[4] Joanne Hendrick, The Whole Child. pp. 551
[5] Stacey York, Roots and Wings, pp. 22
[6] Louise Derman Sparks, Anti-Bias Curriculum
[7] Janice Beaty, Observing Development of the Young Child, pp. 18