ANNA BING ARNOLD CHILDREN'S CENTER

CLASSROOM MANUAL

For New Staff and Student Assistants

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"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

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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.
- ❖ Children brush teeth.
- ❖ 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 <u>all</u> 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 make 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.

Behavior Policy

It is important the parents and staff work together in giving children consistent messages at home and at school. If a child's behavior progresses to the point of disrupting normal classroom activity, the following procedure will be used to help plan for this behavior.

1. Natural or immediate consequences including removal of activity or loss of privileges will occur. Expectations will reviewed with the child as appropriate and parents will be informed of the situation.
2. If unacceptable behavior continues for a consistent period of time, the parent will be asked to schedule a conference with teachers. Parent(s)may be asked to take the child home for the day if the behavior is severe.
3. At the conference a plan of action will be discussed with parent(s). This will include an agreement of parent action, staff action and time frame to check-in on status. At this time outside consultation may be suggested or required.
4. If the child needs to be physically restrained from hurting others / themselves or needs to be separated from the group on a continuing basis, termination of enrollment will be discussed with parent. This is considered a last resort; however, certain behaviors and situations are beyond the scope of what we are able to provide for children and families.

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.
- Infants under six months should be placed in their cribs on their back to reduce the risk of SIDS (Sudden Infant Death Syndrome). Infant teachers must position themselves to always see and hear sleeping infants.
- The infant crib room should be physically checked every five minutes when infants are sleeping in their cribs.
- Do not cover children's faces with blankets. Sleeping with a blanket over your head cuts down on available oxygen.
- 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.

Infant Safe Sleep Practices (under 12 months):

Even though Sudden Infant Death Syndrome (SIDS) is not completely preventable , there are things parents an caregivers can do to reduce the risk of SIDS, including:

- Always place the baby on his or her back to sleep
- Place the baby to sleep on a firm sleep surface, such as on a safety-approved crib mattress or mat covered by a fitted sheet.
- Never place the baby to sleep on pillows, quilts, sheepskins, boppy pillows or other soft surfaces.
- Keep soft objects, toys, and loose bedding out of the baby's sleep area.
- Do not let the baby get overheated during sleep. Dress the baby in light sleep clothing only.

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. Diaper checks occur every two hours or as needed. Diapers are checked after nap and changed if wet or soiled.

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

<u>Thanksgiving</u>
- 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. The developmental assessments and portfolio are used help teachers in planning curriculum and program improvments . 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 semester 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 Assistant Director. 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 semester.

Full-time teachers have 2 additional planning days each week for planning and discussion. This time is used for teachers to plan curriculum and complete assessments.

Full-time teachers have additional planning days when the school is closed for preparation and training. These are mandatory work days. Staff are required to work during regular business hours (7:00am-6:00pm),

All-staff meetings

All staff meetings are held each semester. 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 semester.

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
* before administering medication
* 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
* after cleaning
* handling garbage/trash

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, Assistant Director, 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. Use daily food counts to check total numbers of children attending and designate appropriate staff supervision.
* 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. Infants and Toddlers should be supervised by sight and sound at all times. Preschool children should be primarily supervised by sight. Preschool children may have short intervals when supervised, but should be checked on frequently when out of sight.
* 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

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POSITION STATEMENT

naeyc

Code of Ethical Conduct and Statement of Commitment

Revised April 2005

A position statement of the National Association for the Education of Young Children

Endorsed by the Association for Childhood Education International

Preamble

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The **NAEYC Code of Ethical Conduct** offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The **Statement of Commitment** is not part of the Code but is a personal acknowledgement of an individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education.

The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and prekindergarten programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms. When the issues involve young children, then these provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, early childhood adult educators, and officials with responsibility for program monitoring and licensing. (Note: See also the "Code of Ethical Conduct: Supplement for Early Childhood Adult Educators," online at www.naeyc.org/about/positions/pdf/ethics04.pdf.)

Core values

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture,* community, and society
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

* The term *culture* includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

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Conceptual framework

The Code sets forth a framework of professional responsibilities in four sections. Each section addresses an area of professional relationships: (1) with children, (2) with families, (3) among colleagues, and (4) with the community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that context. The introduction is followed by a set of ideals (I) that reflect exemplary professional practice and by a set of principles (P) describing practices that are required, prohibited, or permitted.

The **ideals** reflect the aspirations of practitioners. The **principles** guide conduct and assist practitioners in resolving ethical dilemmas.* Both ideals and principles are intended to direct practitioners to those questions which, when responsibly answered, can provide the basis for conscientious decision making. While the Code provides specific direction for addressing some ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with professional judgment.

The ideals and principles in this Code present a shared framework of professional responsibility that affirms our commitment to the core values of our field. The Code publicly acknowledges the responsibilities that we in the field have assumed, and in so doing supports ethical behavior in our work. Practitioners who face situations with ethical dimensions are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

Often "the right answer"—the best ethical course of action to take—is not obvious. There may be no readily apparent, positive way to handle a situation. When one important value contradicts another, we face an ethical dilemma. When we face a dilemma, it is our professional responsibility to consult the Code and all relevant parties to find the most ethical resolution.

Section I

Ethical Responsibilities to Children

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are committed to supporting children's development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children's self-awareness, competence, self-worth, resiliency, and physical well-being.

Ideals

I-1.1—To be familiar with the knowledge base of early childhood care and education and to stay informed through continuing education and training.

I-1.2—To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.

I-1.3—To recognize and respect the unique qualities, abilities, and potential of each child.

I-1.4—To appreciate the vulnerability of children and their dependence on adults.

I-1.5—To create and maintain safe and healthy settings that foster children's social, emotional, cognitive, and physical development and that respect their dignity and their contributions.

I-1.6—To use assessment instruments and strategies that are appropriate for the children to be assessed, that are used only for the purposes for which they were designed, and that have the potential to benefit children.

I-1.7—To use assessment information to understand and support children's development and learning, to support instruction, and to identify children who may need additional services.

I-1.8—To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.

I-1.9—To advocate for and ensure that all children, including those with special needs, have access to the support services needed to be successful.

I-1.10—To ensure that each child's culture, language, ethnicity, and family structure are recognized and valued in the program.

I-1.11—To provide all children with experiences in a language that they know, as well as support children in maintaining the use of their home language and in learning English.

I-1.12—To work with families to provide a safe and smooth transition as children and families move from one program to the next.

* There is not necessarily a corresponding principle for each ideal.

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Principles

P-1.1—Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. *This principle has precedence over all others in this Code.*

P-1.2—We shall care for and educate children in positive emotional and social environments that are cognitively stimulating and that support each child's culture, language, ethnicity, and family structure.

P-1.3—We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their sex, race, national origin, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation, or religious beliefs or other affiliations of their families. (Aspects of this principle do not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.4—We shall involve all those with relevant knowledge (including families and staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information.

P-1.5—We shall use appropriate assessment systems, which include multiple sources of information, to provide information on children's learning and development.

P-1.6—We shall strive to ensure that decisions such as those related to enrollment, retention, or assignment to special education services, will be based on multiple sources of information and will never be based on a single assessment, such as a test score or a single observation.

P-1.7—We shall strive to build individual relationships with each child; make individualized adaptations in teaching strategies, learning environments, and curricula; and consult with the family so that each child benefits from the program. If after such efforts have been exhausted, the current placement does not meet a child's needs, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall collaborate with the child's family and appropriate specialists to determine the additional services needed and/or the placement option(s) most likely to ensure the child's success. (Aspects of this principle may not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.8—We shall be familiar with the risk factors for and symptoms of child abuse and neglect, including physical, sexual, verbal, and emotional abuse and physical, emotional, educational, and medical neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.

P-1.9—When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral will be or has been made.

P-1.10—When another person tells us of his or her suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action in order to protect the child.

P-1.11—When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

Section II

Ethical Responsibilities to Families

Families* are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development.

Ideals

I-2.1—To be familiar with the knowledge base related to working effectively with families and to stay informed through continuing education and training.

I-2.2—To develop relationships of mutual trust and create partnerships with the families we serve.

I-2.3—To welcome all family members and encourage them to participate in the program.

* The term *family* may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child.

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I-2.4—To listen to families, acknowledge and build upon their strengths and competencies, and learn from families as we support them in their task of nurturing children.

I-2.5—To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.

I-2.6—To acknowledge families' childrearing values and their right to make decisions for their children.

I-2.7—To share information about each child's education and development with families and to help them understand and appreciate the current knowledge base of the early childhood profession.

I-2.8—To help family members enhance their understanding of their children and support the continuing development of their skills as parents.

I-2.9—To participate in building support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.

Principles

P-2.1—We shall not deny family members access to their child's classroom or program setting unless access is denied by court order or other legal restriction.

P-2.2—We shall inform families of program philosophy, policies, curriculum, assessment system, and personnel qualifications, and explain why we teach as we do—which should be in accordance with our ethical responsibilities to children (see Section I).

P-2.3—We shall inform families of and, when appropriate, involve them in policy decisions.

P-2.4—We shall involve the family in significant decisions affecting their child.

P-2.5—We shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and interpretation when we do not have sufficient resources in our own programs.

P-2.6—As families share information with us about their children and families, we shall consider this information to plan and implement the program.

P-2-7—We shall inform families about the nature and purpose of the program's child assessments and how data about their child will be used.

P-2.8—We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it.

P-2.9—We shall inform the family of injuries and incidents involving their child, of risks such as exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress.

P-2.10—Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.

P-2.11—We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children.

P-2.12—We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.13—We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest.

P-2.14—In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.15—We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.

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Section III

Ethical Responsibilities to Colleagues

In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace.

A—Responsibilities to co-workers

Ideals

I-3A.1—To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.

I-3A.2—To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.

I-3A.3—To support co-workers in meeting their professional needs and in their professional development.

I-3A.4—To accord co-workers due recognition of professional achievement.

Principles

P-3A.1—We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.

P-3A.2—When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.

P-3A.3—We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.

P-3A.4—We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

B—Responsibilities to employers

Ideals

I-3B.1—To assist the program in providing the highest quality of service.

I-3B.2—To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or is violating the provisions of this Code.

Principles

P-3B.1—We shall follow all program policies. When we do not agree with program policies, we shall attempt to effect change through constructive action within the organization.

P-3B.2—We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.

P-3B.3—We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.

P-3B.4—If we have concerns about a colleague's behavior, and children's well-being is not at risk, we may address the concern with that individual. If children are at risk or the situation does not improve after it has been brought to the colleague's attention, we shall report the colleague's unethical or incompetent behavior to an appropriate authority.

P-3B.5—When we have a concern about circumstances or conditions that impact the quality of care and education within the program, we shall inform the program's administration or, when necessary, other appropriate authorities.

C—Responsibilities to employees

Ideals

I-3C.1—To promote safe and healthy working conditions and policies that foster mutual respect, cooperation, collaboration, competence, well-being, confidentiality, and self-esteem in staff members.

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I-3C.2—To create and maintain a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood care and education.

I-3C.3—To strive to secure adequate and equitable compensation (salary and benefits) for those who work with or on behalf of young children.

I-3C.4—To encourage and support continual development of employees in becoming more skilled and knowledgeable practitioners.

Principles

P-3C.1—In decisions concerning children and programs, we shall draw upon the education, training, experience, and expertise of staff members.

P-3C.2—We shall provide staff members with safe and supportive working conditions that honor confidences and permit them to carry out their responsibilities through fair performance evaluation, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3—We shall develop and maintain comprehensive written personnel policies that define program standards. These policies shall be given to new staff members and shall be available and easily accessible for review by all staff members.

P-3C.4—We shall inform employees whose performance does not meet program expectations of areas of concern and, when possible, assist in improving their performance.

P-3C.5—We shall conduct employee dismissals for just cause, in accordance with all applicable laws and regulations. We shall inform employees who are dismissed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6—In making evaluations and recommendations, we shall make judgments based on fact and relevant to the interests of children and programs.

P-3C.7—We shall make hiring, retention, termination, and promotion decisions based solely on a person's competence, record of accomplishment, ability to carry out the responsibilities of the position, and professional preparation specific to the developmental levels of children in his/her care.

P-3C.8—We shall not make hiring, retention, termination, and promotion decisions based on an individual's sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation. We shall be familiar with and observe laws and regulations that pertain to employment discrimination. (Aspects of this principle do not apply to programs that have a lawful mandate to determine eligibility based on one or more of the criteria identified above.)

P-3C.9—We shall maintain confidentiality in dealing with issues related to an employee's job performance and shall respect an employee's right to privacy regarding personal issues.

Section IV

Ethical Responsibilities to Community and Society

Early childhood programs operate within the context of their immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available.

As individuals, we acknowledge our responsibility to provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society shares responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interests of children within early childhood programs and in the larger community and to serve as a voice for young children everywhere.

The ideals and principles in this section are presented to distinguish between those that pertain to the work of the individual early childhood educator and those that more typically are engaged in collectively on behalf of the best interests of children—with the understanding that individual early childhood educators have a shared responsibility for addressing the ideals and principles that are identified as "collective."

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Ideal (Individual)

I-4.1—To provide the community with high-quality early childhood care and education programs and services.

Ideals (Collective)

I-4.2—To promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues in the health, education, and well-being of young children, their families, and their early childhood educators.

I-4.3—To work through education, research, and advocacy toward an environmentally safe world in which all children receive health care, food, and shelter; are nurtured; and live free from violence in their home and their communities.

I-4.4—To work through education, research, and advocacy toward a society in which all young children have access to high-quality early care and education programs.

I-4.5—To work to ensure that appropriate assessment systems, which include multiple sources of information, are used for purposes that benefit children.

I-4.6—To promote knowledge and understanding of young children and their needs. To work toward greater societal acknowledgment of children's rights and greater social acceptance of responsibility for the well-being of all children.

I-4.7—To support policies and laws that promote the well-being of children and families, and to work to change those that impair their well-being. To participate in developing policies and laws that are needed, and to cooperate with other individuals and groups in these efforts.

I-4.8—To further the professional development of the field of early childhood care and education and to strengthen its commitment to realizing its core values as reflected in this Code.

Principles (Individual)

P-4.1—We shall communicate openly and truthfully about the nature and extent of services that we provide.

P-4.2—We shall apply for, accept, and work in positions for which we are personally well-suited and professionally qualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.

P-4.3—We shall carefully check references and shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.

P-4.4—We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

P-4.5—We shall be knowledgeable about the appropriate use of assessment strategies and instruments and interpret results accurately to families.

P-4.6—We shall be familiar with laws and regulations that serve to protect the children in our programs and be vigilant in ensuring that these laws and regulations are followed.

P-4.7—When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

P-4.8—We shall not participate in practices that are in violation of laws and regulations that protect the children in our programs.

P-4.9—When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report the violation to appropriate authorities who can be expected to remedy the situation.

P-4.10—When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

Principles (Collective)

P-4.11—When policies are enacted for purposes that do not benefit children, we have a collective responsibility to work to change these practices.

P-4-12—When we have evidence that an agency that provides services intended to ensure children's well-being is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public. We shall be vigilant in our follow-up until the situation is resolved.

P-4.13—When a child protection agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward the improvement of these services.

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Glossary of Terms Related to Ethics

Code of Ethics. Defines the core values of the field and provides guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work.

Values. Qualities or principles that individuals believe to be desirable or worthwhile and that they prize for themselves, for others, and for the world in which they live.

Core Values. Commitments held by a profession that are consciously and knowingly embraced by its practitioners because they make a contribution to society. There is a difference between personal values and the core values of a profession.

Morality. Peoples' views of what is good, right, and proper; their beliefs about their obligations; and their ideas about how they should behave.

Ethics. The study of right and wrong, or duty and obligation, that involves critical reflection on morality and the ability to make choices between values and the examination of the moral dimensions of relationships.

Professional Ethics. The moral commitments of a profession that involve moral reflection that extends and enhances the personal morality practitioners bring to their work, that concern actions of right and wrong in the workplace, and that help individuals resolve moral dilemmas they encounter in their work.

Ethical Responsibilities. Behaviors that one must or must not engage in. Ethical responsibilities are clear-cut and are spelled out in the Code of Ethical Conduct (for example, early childhood educators should never share confidential information about a child or family with a person who has no legitimate need for knowing).

Ethical Dilemma. A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

Sources for glossary terms and definitions

Feeney, S., & N. Freeman. 1999. *Ethics and the early childhood educator: Using the NAEYC code.* Washington, DC: NAEYC.

Kidder, R.M. 1995. *How good people make tough choices: Resolving the dilemmas of ethical living.* New York: Fireside.

Kipnis, K. 1987. How to discuss professional ethics. *Young Children* 42 (4): 26–30.

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NAEYC Code of Ethical Conduct Revisions Workgroup

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Statement of Commitment*

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

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* This Statement of Commitment is not part of the Code but is a personal acknowledgment of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

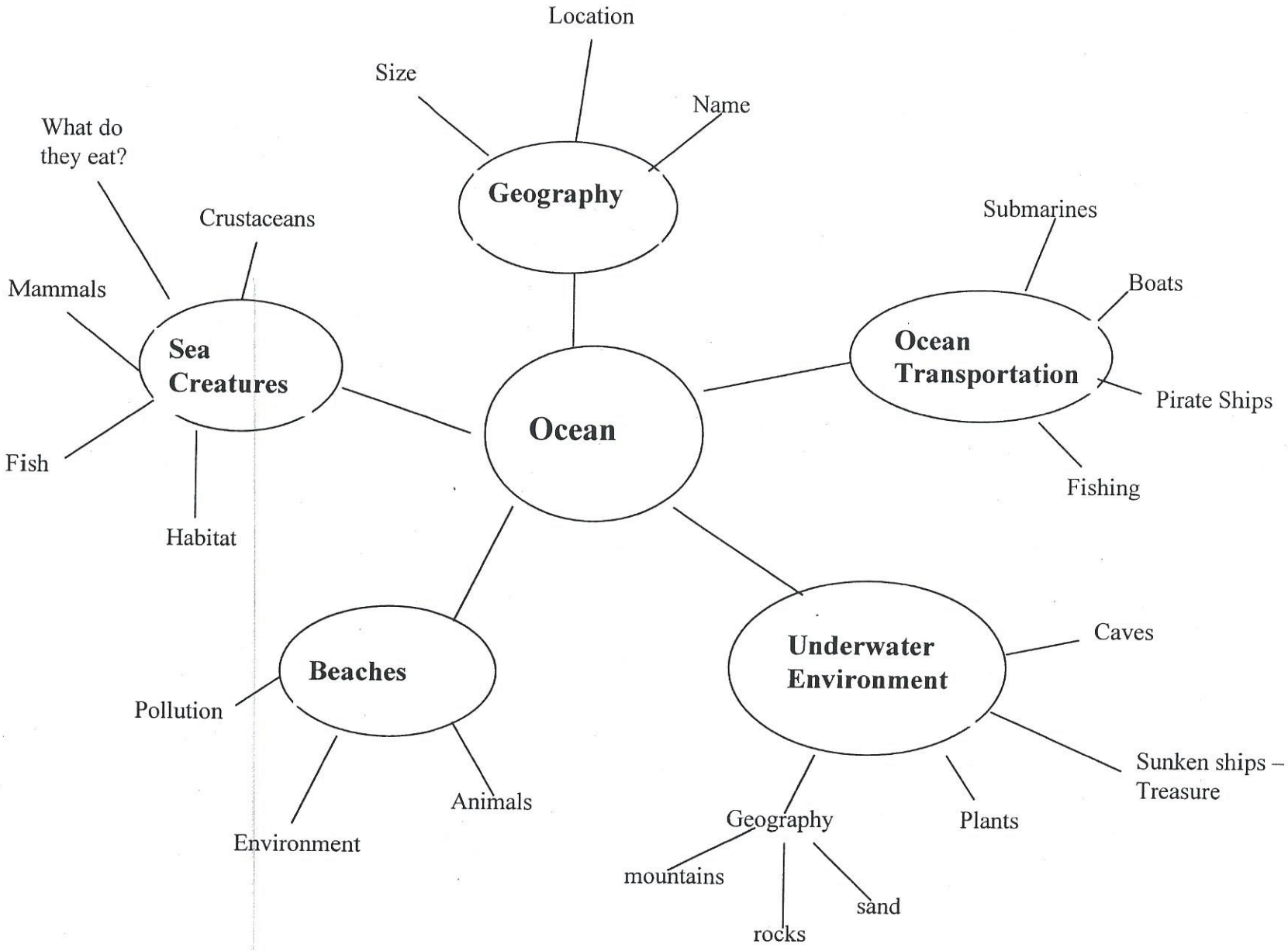
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Emergent Curriculum – Designing Curriculum Webs

Curriculum choices must be relevant to the child's experiences at home and at the Center. One way to incorporate curriculum that is both relevant to the child's experience and of high interest to the child is to use the curriculum planning system called "webbing". This may also be referred to as the "project approach". Building a web is a way of identifying all of the parts that relate to a project or topic. A project is an in-depth study of a particular topic that one or more children undertake. Projects may be generated by children or by teachers. Children generate the topic when they express interest about a subject through their actions and conversations or when they experience an important event. These topics might be generated by books or stories, friends, field trips, ideas and expressed curiosity, or events such as a field trip, going to kindergarten, birth of a sibling, death of a pet or relative, divorce, illness, hospital stay, etc. Teachers may also generate ideas for a web, but the best ideas usually come from the children themselves. Webbing/project planning emphasizes the part of the curriculum that encourages children to apply their emerging skills in informal, open-ended activities that are intended to improve their understandings of the world they live in.

Webbing allows teachers to move between smaller topics as the children's interest and behaviors vary, while still presenting the big picture. Teachers develop webs by brainstorming about the central topic with fellow teaching staff or with the children. Developing a web with the children allows the teacher to see what the children already know as well as what they are interested in knowing more about. Webs may be followed closely, or left for some time and returned to as interest dictates. Using webs for planning releases the teacher from having to have all of the ideas and answers. A web invites exploration and research into a topic. The teacher presents the topic to the staff or children and asks the question, "what do we want to know about this topic?" They are then free to explore all the various aspects of the topic that are presented by the group. Curriculum plans can flow from the subjects presented in the web while keeping the group on target about how the individual plans and activities relate to the whole. Children become active partners in researching the subject. They ask the questions and search for the answers with the teacher's guidance.

Webs provide an opportunity to explore deeply – to add depth to the curriculum and depth to the child's understanding of the topic. The back of this sheet has a sample web developed by teachers brainstorming about the ocean. What lesson plans could you develop using this web? How could you involve children in discovering the information they need?


Ocean
Geography
Location
Size
Name
Sea Creatures
What do they eat?
Crustaceans
Mammals
Fish
Habitat
Ocean Transportation
Submarines
Boats
Pirate Ships
Fishing
Beaches
Pollution
Environment
Animals
Underwater Environment
Caves
Sunken ships – Treasure
Plants
Geography
mountains
rocks
sand

Capturing Children's Concepts

A web can reflect the growth of children's knowledge over time, since they can easily add information to the web as their knowledge of a topic grows.

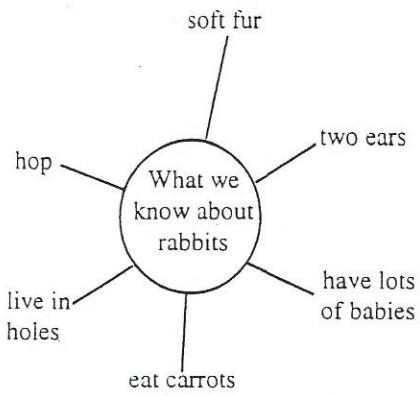
Key to Understanding the Diagrams:

A. The original web documents children's knowledge of the topic at the beginning of a project.

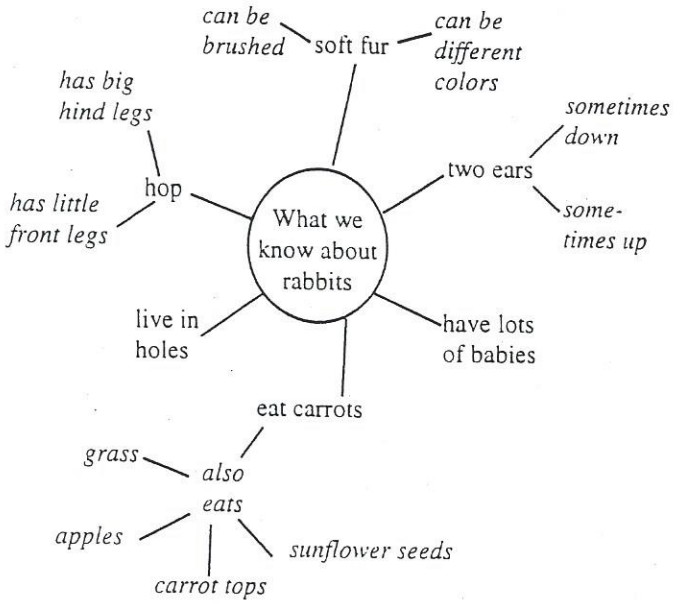
B. The words and phrases added in *italics* indicate the growth in the children's knowledge base after several days.

C. The additions in **boldface** show further growth in knowledge that the children used to create the final web.

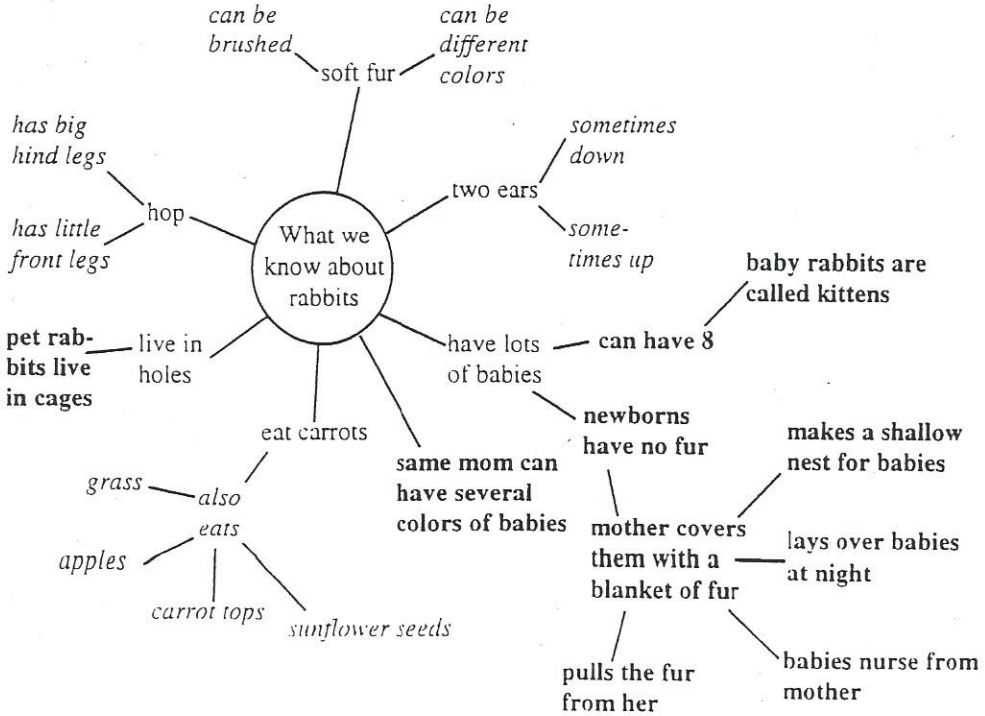
A. Original Web



B. Web After Several Days



C. Final Web



anna bing arnold children's center
California State University, Los Angeles

Maple Room: Curriculum Spotlight

February 2017

Children's Interests and Classroom Happenings

Teaching Staff:

Tracy Kohli

Maribel Arias

Angela Espinoza

Jasmine Crews

Annmarie Saavedra

Justin Menjivar

Priscilla Wong

Brenda Sierra

Home-School Link:

Remember to look around the classroom for photos of school events.

We have some highlights of Valentine's/Pajama Day and Snow Day.

Rain and Conservation

This month we continue to track our weather with our calendar and chart. We are discussing the importance of rain and conserving water. We are embracing and appreciating the rain, and have even made up a new rain song. (See details in circle time area)

Storytelling Sessions

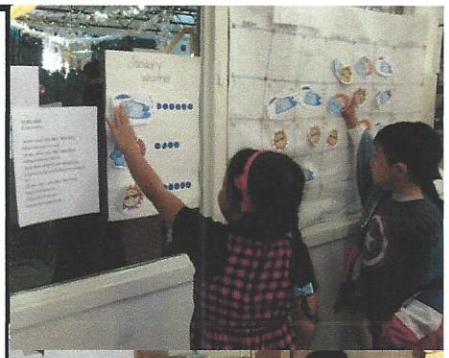
Teacher Ann Marie has been having some storytelling sessions with the children. They are captivated by the stories and we have even heard some children retelling the stories.

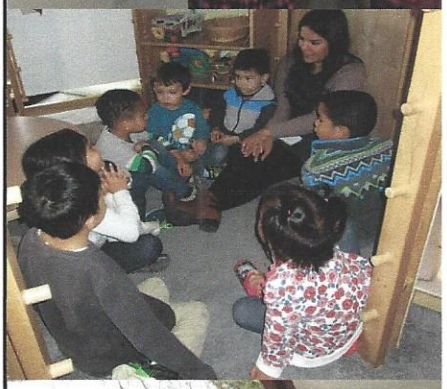
The Wizard of Oz

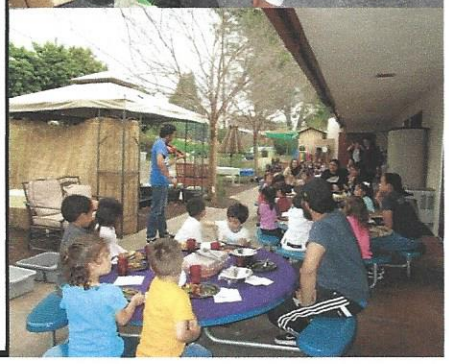
She has also been reading the original Wizard of Oz chapter book to a small group of children who are ready to listen to a story without looking at pictures.

Music to Our Ears!

We have discovered that Teacher Julio plays the violin and invited him to play for our classroom. He played for us during lunch one afternoon and he has agreed to make this a regular event for us. It was pleasant to have him playing music for us as we ate lunch and look forward to continued concerts!







Main Areas of Development

DRDP link:

SED3: Relationships and Social Interactions with Familiar Adults.

LLD5: Interest in Literacy, LLD6: Comprehension of Age-Appropriate Text

COG3: Number Sense of Quantity

Plan of Possibilities for Next Month

Tracking our rain and weather will continue, unless we have nothing but sunshine, then we may decide on another topic to chart.

We will continue to expand on storytelling and other activities to help hone our listening skills.

Discussions and preparations for a school community garden will begin.

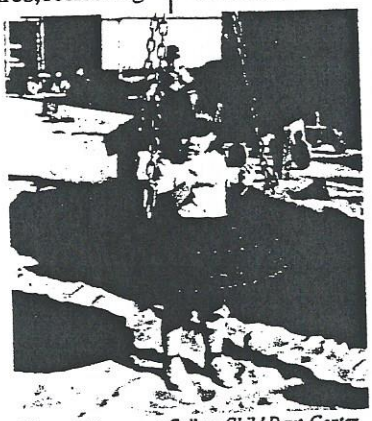
naeyc

www.calstatela.edu/univ/abacc

Classroom Portfolios: Windows to the Soul

by Beth Yeager, Member
CAEYC Research Committee

Every so often, like many doting aunts, I pull out the photographs taken over the years of my nephews. As I look, I remember, and note the changes and the growth. My favorite times come when one of the boys and I sit together, choosing our favorite pictures, reflecting on our choices, comparing one with another.



Hannah, Grossmont College Child Devt. Center

"Remember this one, Auntie? I didn't know how to ride my bike. That's where I fell."

"I remember," I answer. "You were learning. And this one? What's important about this picture?"

"That's the first time I rode without help! I figured out how to balance."

Lucy Calkins, in her book, *Living Between the Lines*, writes that "love involves building structures that anticipate growth" and "love involves remembering growth." Day after day, young children play and grow in meaningful ways. As educators and teacher researchers, we search for meaningful ways as well, to record, understand and learn from what our children are doing and saying. Equally important, we begin to think about ways in which we can empower young children to reflect on their own play/work, on what they think and what they learn, to become the keepers of their souls as learners.

Like the pictures my nephew and I share, portfolios become reflections of development, of growth, of moments in time that show us who the child is, where he/she has been, and, perhaps, where he/she is going.

A portfolio begins, in the classroom, as a purposeful collection of a child's work in one or more areas. As teachers we must determine what it is we want to know about this child, or group of children, this year. Our decisions about the kinds of things we place in the portfolio are based on our goals and purposes for collecting.

The variety of work that can be included is almost limitless. "Portfolios are as varied as the children who create them and as the classrooms in which they are found."[1] I may decide, for instance, that I want to know more about my children's development and growth in block play. "When we compare developmentally expected forms and what children are building, we can ask questions that support their understanding of the world," writes Stuart Reifel.[2] I may take a series of pictures throughout the year (or over several years) of block structures a child has created. How exciting to learn together, the child and I, as we look back and compare one structure with another.

"Which one was your favorite?"

"What were you thinking about when you built that one?"



David N. Gee

The portfolio process is a collaborative one. Even some of the youngest children can become participants, selecting those things that should be a part of their collection. "Teacher, look at the house I built! Take a picture of it!"

Photographs record those moments of growth too large to record in a file folder. Videotapes record whole series of moments. Tape recordings of dramatic play, of conversations with the child, of songs sung, allow us to listen to growth over time. A portfolio might include selected art work, lists of books shared, records of observations, and more. Parents may be invited to share in the collaboration, commenting on what they see in the portfolio.

As children begin to experiment with writing, with scribbling, with isolated figures, and later with invented spelling, we can include these pieces in portfolios. The possibilities are endless.

What makes a portfolio for young children a portfolio, then, are the following key elements:

- a purpose for collecting work;
- the participation of the child and the teacher in the selection of what is collected; and
- ongoing opportunities for the child, teacher, and parent to look at the contents of the portfolio, to reflect (at whatever level is appropriate for the development of the child) on them and on what they say or show about growth.

My nephew realized something very important about himself as a learner when he was able to say, "I learned to balance there." He took control of what he knew about himself. I learned that day as well.

Lucy Calkins writes, "The more we know a child, the better observers we become...By noticing growth, we nurture it." Portfolios, in whatever form they take, allow us to notice, to record and to nurture growth. Portfolios become the windows, for children, to their souls as learners.

[1] *F. Leonn Paulson, Pearl R. Paulson, Carla A. Meyer,* What Makes a Portfolio a Portfolio, *Educational Leadership, February, 1991.*
[2] *Stuart Reifel,* Block Construction, *Young Children, NAEYC, November, 1984.*

What are portfolios?

1. A work folder is a collection. A portfolio is a selection.

2. The portfolio is a selection of the child's work represented by actual samples. anecdotal records, photographs, tape recordings etc.

3. The teacher, child and parents are involved in making selections for the portfolio.

4. The portfolio is organized to show the child's growth and includes summary sheets to document this growth.

5. Cover sheets or brief written statements should explain the selections. As children get older they can be involved in writing the cover sheets. For young children the teacher can take brief statements from the child as to why the item was selected for the portfolio.

6. The portfolio items are selected to demonstrate the priorities of the child, teacher, parent and curriculum.

7. The child's unique interests and competencies should be documented by the items selected.

8. Summary sheets and a few examples of work should be sent on to the next year's teacher. The entire portfolio does not have to go on.

Why Portfolios?

1. Portfolios reflect what is being taught in your classroom rather than someone else's idea of what is appropriate for your children.

2. Portfolios enable teachers to share information about student performance without interpretation of scores. Rubrics are used to reflect relative performance.

3. Portfolios document a wide variety of work in many formats and help to demonstrate complex, multi-dimensional tasks.

4. Portfolios contain examples of student work over time providing a visual picture of growth.

5. Portfolios provide a natural medium for teacher-pupil. teacher-parent and teacher-pupil-parent discussions and goal setting.

6. Portfolios encourage pupil reflection and self evaluation.

7. Portfolios encourage authentic (performance-based) assessment by linking curriculum, instruction and assessment.

- Grant Wiggins: A portfolio is not simply a folder which holds all student work. A portfolio, going back to its roots in art and architecture. is a sample of work representing two perspectives:

1. First. it holds what students judge to be their best work.

2. Second. from the assessor's perspective. the portfolio represents evidence of student performance on a given range of categories or genres of work.

What to Observe

1. Observe the children as they engage in the activities you have planned as appropriate.
2. Look for indications of growth and development.

How to Observe

1. Sit as close to the action as you can without interfering.
2. Focus on the child you are observing as closely as possible but practice "scanning" the rest of the room frequently so you will not lose track of the other activities in the room.
3. If the child asks what you are writing respond positively. (Ex: I'm writing down what you are doing. You said, "Look at the bridge, it's falling."

Helping the Children to Understand the Rules

1. Set the stage. Tell the children that during free choice time you will be observing and writing down what they are doing.
2. Don't let the other children interfere with your focus. Set up rules that encourage them to wait until after observation time to ask for help.
3. When a child is really in need of help (Bleeding!), help quickly and rearrange your schedule.
4. Things that help:
   Hand signals set up ahead of time.
   Help signs.
   Talking about each child getting a special time to be observed - their time will come.

GUIDES TO SPEECH AND ACTION

Summarized from Katherine Read Baker's "The Nursery School: A Human Relationship Laboratory", Philadelphia, W. B. Saunders Company, c. 1976. Used by permission.

GUIDES TO SPEECH

1. State suggestions or directions in a positive rather than a negative form.

A positive suggestion is one which tells a child what to do instead of pointing out what he is not to do. A positive direction is less likely to rouse resistance. It makes help seem constructive rather than limiting. When we make suggestions in a positive way, we are giving the child a good social tool to use. To put directions positively represents a step in developing a more positive attitude toward children's behavior inside ourselves.

2. Give the child a choice only when you intend to leave the situation up to him.

Choices are legitimate. With increasing maturity, one makes an increasing number of choices. But there are decisions which a child is not ready to make because of his limited capacities and experience. We must avoid offering him a choice when we are not really willing to let him decide the question. It is confusing to the child to be asked a question when what is wanted is not information but only confirmation. Be sure your questions are legitimate ones.

3. Your voice is a teaching tool. Use words and a tone of voice which will help the child feel confident and reassured.

A quiet, firm manner of speaking conveys confidence. It may be necessary to speak firmly, but it is never necessary to raise one's voice. The most effective speech is simple, direct, and slow. It is always better to move nearer the person to whom you are speaking rather than to call or shout across any play area. Your words will get a better reception if they are spoken quietly, face to face.

4. Avoid trying to change behavior by methods which may lead to loss of self-respect, such as shaming a child or labeling behavior "naughty" or "selfish."

Neither children nor adults are likely to develop desirable behavior patterns as a result of fear, shame, or guilt. In learning constructive ways of guiding behaviour, our first step is to eliminate destructive patterns: gestures, expressions, tones of voice, words which pass judgment. A child will be helped if we accept her as she is and try to make it possible for her to find some success, rather than if we reprove her because she does not meet our standards.

5. Avoid motivating a child by making comparisons between one child and another or by encouraging competition.

Children who are encouraged to be competitive are very likely to quarrel more with one another. In competition someone always loses, and is likely to feel hurt and resentful. Competition does not build friendly, social feelings. It also creates problems within the child. Neither constant success nor too many failures prepare a child well for what he will meet later in a competitive world. Avoid competitive kinds of motivation until children have developed ego strength and can balance off failures with success.

6. Redirect the child by suggesting an activity that is related to his own purposes or interests whenever possible.

We will be more successful in changing the child's behavior if we attempt to turn his attention to an act which has equal value for him. Suggestions for acting differently will take into account the different meanings in behaviors--throwing balls instead of sand; vigorous play--raking leaves instead of running wildly. Redirection should help the child face his problem by showing how it can be met, not by diverting him.

7. The effectiveness of a suggestion or a direction may depend largely on its timing.

The timing of a suggestion may be as important as the suggestion itself. Advice given too soon deprives a child of a chance to try and work things out for himself. A suggestion made to late may have lost any chance of being successful. Through experience, one can increase one's skill in giving a suggestion at the moment when it will do the most good.

GUIDES IN ACTION

8. Avoid making models in any art medium for the children to copy.

Art is valuable because it is a means of self-expression. The young child needs avenues of expression. Her speech is limited. Her feelings are strong. If she has models before her, she may be blocked in using art as a means of self-expression. She will be less likely to be creative and more likely to be limited in trying to copy. Art then becomes only another area where she strives to imitate the adult, who can do things much better.

9. Give the child the minimum of help in order that he may have the maximum chance to grow in independence, but give help when the child needs it.

Children's self-confidence is increased by independent solving of problems. There are all kinds of ways to help a child help himself, rather than stepping in and doing it for him. In leaving the child free to satisfy his strong growth impulse to be independent, we support his feeling of confidence in himself: "I can do this all by myself." To let the child do things for himself does not mean denying his requests for help. When a child asks for help, we listen to his request and answer it in a way that will make him less helpless and independent. Confidence in self is based on a foundation of trust in others.

10. Make your directions effective by reinforcing them when necessary.

A verbal suggestion, even though given positively, may not be enough in itself. A glance at the right moment, moving nearer a child, a verbal suggestion, actual physical help are all techniques. One common fault of parents and teachers is using too many words. Have confidence in the child's ability to hear and respond. But add different techniques together until successful, rather than depend solely on words.

11. Forestalling is the most effective way of handling problems. Learn to foresee and prevent rather than mop-up after a difficulty.

Learning to prevent problems is important, because in many cases children do not profit from making mistakes, or the consequences would be too serious, or the child may interpret consequences incorrectly. Effective guidance depends on knowing how to forestall and prevent trouble as much as on knowing what to do when trouble occurs.

12. When limits are necessary, they should be clearly defined and consistently maintained.

In a well-planned environment, there will not be many "no's", but these "no's" will be clearly defined, and the child will understand them. The adult must be the one who is responsible for limiting children so that they do not come to harm or do not harm others or destroy property. Children will feel more secure with adults who can take this responsibility.

13. Be alert to the total situation. Use the most strategic positions for supervising.

Observation of the total situation is essential for effective guidance: for the children's safety, for helping children, and for enrichment of experience. Trouble is seldom avoided by a suggestion given at a distance.

14. The health and safety of the children are a primary concern at all times.

The skillful teacher never relaxes watchfulness for things which affect the health and safety of the children.

15. Observe and take notes; increase your own awareness of what is going on.

Underlying all these guides is the assumption that teaching is based on the ability to observe behavior objectively and to evaluate its meaning. Skill in observing and recording is essential in building understanding.

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Preschool Problem Solving

Teaching young children problem solving skills has become a very important matter in the 90's. Children, teens, and young adults are now more than ever resorting to violence as a way of solving everyday disagreements., It is our responsibility as educators, teachers and child care providers to work to counteract this frightening trend. With childhood heroes on T.V., in the neighborhood and in the schoolyard resorting to hurtful behaviors as a way of expressing angry feelings this is no easy task.

When kids feel confidence in their ability to recognize and express feelings, and when they can be successful at coming up with a solution that works, then they are less likely to use hurting as a way of getting their needs met.

Allowing children to take responsibility for their own problems, with adult supervision, gives them the message that they are capable and competent human beings, that they can be trusted and that their needs and feelings are as important as the next guy. With guidance, children learn to express their own needs and to consider the needs of others.

The process of facilitating a problem between two people has many steps. In a preschool setting, problems can and do occur between two or more children, between an adult and a child and between two or more adults.

The How To's of Problem Solving

In most child-child conflicts, you should be very close to the children before you decide that facilitation is necessary. Let the children do as much as they can on their own before you intervene. Once you decide that your guidance is needed:

I. DEFINE THE PROBLEM as you see it. If you are really not sure what happened, begin with an open ended question or statement:

"You guys really look upset about something."
"Something happened to really make you mad."
"What's up?"

II. ACTIVELY LISTEN to children's feelings taking into consideration words, body language, tone of voice and facial expression. Help children to clarify and express their feelings and to listen to and consider the other child's feelings. Continue to follow the child's lead. Remember it's not your problem and it's not your responsibility to solve it.

III. REDEFINE THE PROBLEM and ASK FOR IDEAS.
Stay in the present and stick to feelings.

IV. GENERATE SOLUTIONS
Listen to kids' ideas and if necessary restate them in a way that other children involved will understand. If children are having trouble coming up with ideas that they can agree upon, ask children nearby if they have any ideas or come up with some of your own.

V. COME UP WITH A SOLUTION that is acceptable to all involved. Praise hard work.

VI. FOLLOW-UP to make sure kids follow through with agreements they made.

A Problem Solving Example

You notice two kids struggling over the same bike. Maria is sitting on the bike and Teresa is standing in front of the bike with her hands on the handle bars preventing Maria from going anywhere.

I. DEFINE THE PROBLEM as you see it.

Teacher: "You both want the same bike."

II. ACTIVELY LISTEN

Teresa: "She took my bike." *{Teresa shakes the handlebars.}*

Maria: "You got off."

Teacher: "You wanted the bike, Maria and when you saw Teresa get off you thought she was done riding it. But you're not ready to give it up, Teresa and you're pretty mad that Maria got on."

III. REDEFINE THE PROBLEM and ASK FOR IDEAS.

Teacher: "You still both want that bike. Do you guys have any ideas how to solve this problem?".

IV. GENERATE SOLUTIONS

Maria: "Teresa can get another bike. I want this one."

Teresa: "No! I had it 1st."

Teacher: "Your idea, Maria, is that you get this bike and Teresa can find another one. But Teresa, you feel like since you had it 1st you should get it. Any other ideas?"

Teresa: "I'll ride it and when I'm done Maria can have it.

V. COME UP WITH A SOLUTION that is acceptable to all involved.

Teacher: "How does that idea sound to you, Maria? You give it to Teresa now and when she's done she'll give it back to you.

Maria: "Oh, okay. But you better give it to me when you're done."

Teacher: "You're worried that if you give it up, Teresa will forget to give it back."

Teresa: "I'll remember."

Maria: "Oh, Okay."

Teacher: "You guys worked it out. Good Job!"

VI. FOLLOW-UP

Teresa gets off bike and runs to the swing.

Teacher: "Teresa, remember you were going to let Maria know when you were done."

Teresa: "Oh, yeah." *Goes off to find Maria.*

Some Considerations:

1. If a child walks away in the middle of the negotiation, you can assume that she no longer wants to continue. You may want to check it out:

"Teresa, when you walk away it makes me think that you no longer want the bike."

2. Don't allow an older or bigger child to use intimidation to get what they want:
If in the preceding example, Teresa (a bigger child) were to continue to shake the handle bars and yell. An appropriate response would be:

"Teresa, I can see that when you shake the bike and yell at Maria that scares her. I'm not going to let you get the bike by scaring her. You can tell Maria what you want in a quiet voice without shaking the bike."

3. Help children to understand that there is more than one solution to any problem. If kids can't work out a solution on their own give them two or more ideas to consider:

"You guys could take turns or one of you could ride and one of you could push."

4. Life is not a fairytale and not all problem solving situations have happy endings. Helping children deal with disappointment can be as valuable as helping them find a solution that pleases them.

If Maria had refused to give Teresa the bike. An appropriate response to Teresa might be:
"You're really disappointed (sad, angry). You wanted Maria to give the bike back."

Learning any new skill takes practice. In order for our kids to learn how to solve their own problems we need to be willing to take the time and effort needed to facilitate each time a problem comes up. We need to make "talking about it" and "using your words" work for them.

What Have I learned about teaching and/or children today?

Curriculum:

-How was the project I was responsible for compatible with my philosophy?
-How was it compatible with the ongoing classroom curriculum?
-How did it help children meet the goals I have for them?
-How did it help children extend their knowledge about the world?
-What were my hypotheses?
-How did this project evolve from my observations of children?
-How did I change it, after I began, to better meet children's needs? Give examples.
-How was it developmentally appropriate for the age group in my classroom?
-What variations or extensions did I plan so that children would choose to repeat the activity? What did they gain from the repetition?

Teaching Strategies:

-Have I integrated my theoretical knowledge with my classroom practice?
-How did I help children be autonomous?
-Why did I set up this activity the way I did?
-How did I motivate children to be involved with this project?
-What questions did I ask to stimulate children's thinking?
-How did I allow for flexibility and spontaneity in the implementation of activities?
-How did it help me meet the goals I have for myself?
-Did I respect children's play? Did my interactions with children interrupt or extend their play?

Interpersonal Skills:

-Did I really listen to what each child had to say? Was I fair and consistent in responding to the needs of each child in a professional, unbiased way?
-Did I maintain confidentiality?
-Was I able to communicate effectively with parents? Why or why not?
-Was I open, sensitive, and cooperative with other teachers to promote a positive team?
-Was I able to accept and give constructive feedback?
-How did I get feedback about my own teaching? Was I open and receptive to comments and ideas? Was I willing to offer both supportive information and constructive suggestions?
-Did I get support for taking risks and trying something new?

What was the easiest/most difficult for me? What issues did I struggle with? Why?

Make Time to Talk

Language Building Tips for **Home-Based Child Care Providers**

We know that it's important to talk every day with each child, using the kind of talk that builds language and thinking skills. The phrase **MAKE TIME TO TALK** is to help you remember things you can do when talking to children to help them learn new words and how to use language to tell you their ideas and needs, and that helps them have fun with language.

M	Mealtimes can be good times to talk with children.
A	Ask questions that encourage the child to think—questions involving predicting things that might happen, using imagination, explaining why things happened in a particular way.
K	Kneel or squat to be able to have eye contact with the child.
E	Extend your conversation with the child. Conversations should go back and forth with each person responding to other speaker at least a few times.
T	Tell stories to the children and ask them to tell you stories about their families and lives.
I	Involve all of the children in the group in conversation every day. Talk with children about what they are making, ask about their play.
M	Make connections between themes, books the class has read, recent classroom activities, and children's own play to help build children's understanding of word meanings.
E	Expand on child's language by repeating it with extensions (adding descriptive words, using any words correctly that child used incorrectly), adding to or building on child's ideas.
T	Two-way conversations are best. The child should be doing at least half the talking.
O	One or more individual conversations with each child in the setting every day should be a goal.
T	Texts such as books, posters, newspapers, and magazines provide things to talk about with children. Read them together, asking questions and discussing them as you go along.
A	Act out stories with the children, re-using words from a book you read aloud with the children. Encourage them to retell the story with puppets, toys, and in their art.
L	Language should include rich, varied words that you want the child to learn to understand and use.
K	Keep the conversation going through questions and comments.

National Institute for Literacy

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Make Time to Talk is based on the National Institute for Literacy publication Learning to Talk and Listen (2009), and the National Early Literacy Panel Report (2009).



Working with Children Whose Home Language Is Other Than English: The Teacher's Role

by Cecelia Alvarado

Those of us who have worked in early childhood settings where our clients speak a language other than English know what a challenge this can be, particularly if our own teacher education did not include specific strategies and methods required to be effective in this situation.

Over the past 20 years, I have spent quite a bit of time reading the research on how young children acquire a second language, different models of care and education for these children, and the effects of different approaches on the involvement and goals of families. I have also visited scores of programs serving these children. Some have been monolingual English, some have focused only on the child's home language, and others have used a bilingual model. What I am presenting here are conclusions and recommendations for teachers and providers based on my experience and study.

As teachers, we want all children living in the United States to become fluent in English. Since research tells us that the most effective way to assure strong English language development in speakers of other languages is to begin first with a solid base in their home language, I believe that our first responsibility to a preschool child is to support the development and maintenance of the child's home language. I also know that supporting home language is a key to a child's strong identity development and family unity.

Essential Teacher Competencies

Home Language Skills

Obviously, one of the most helpful skills would be to learn as much of the language of the children as possible. Yes, it is easier if there are only one or two other language groups besides English in the classroon The reality is that this *is* the most common situation facing teachers. But even when there are more than tw languages in a classroom, there are some concrete thin we can do to become at least conversational with children and parents in their home language.

Some teachers have lent parents a tape recorder and audio tapes with a list of questions or phrases written i English that they want to be able to say to the child. They ask the parents to translate these into their home language and record them on the tape. This is a valuable resource that can then be used by all staff working with the child and can be played over and over to gain correct pronunciation. Of course anyone who is motivated to take a language class can go even further in developing second-language skills.

Teachers often ask me what they should do if a parent asks that the child's home language not be used in the classroom. I would first validate the parent for caring much about their child's school success that they are willing to give up one of their most precious cultural practices — their language. Next, I would assure the parent that this is *not* necessary. In fact, they may even hinder their child's ability to learn English by not allow ing the child to keep up with critical concept development during this preschool period of rapid language learning. I would follow up with articles that support my position and continue to dialog with the parents.

Focus on Family Competency

So much of the time I hear people referring to "non-English speakers" rather than "second-language learn-

ers." This emphasis on deficiencies, rather than on what beneficial qualities these families possess, sets us up to see them as a burden, as less equipped to handle their children's needs, rather than as a resource. New ways of interacting with one another, different styles of handling conflicts and showing appreciation, can be an enrichment for program staff if we see variety as positive. Our understanding and the value we place on current early childhood eduction trends and approaches, such as multi-age groupings, becomes stronger as we see families who rely heavily on extended family support in the rearing of their children.

Understanding the True Meaning of Culture

It is common to hear teachers say and program philosophies read that they "respect the cultures of the families." What do we mean by this? It has been my experience that this statement usually refers to the staff's attempts to enhance the environment with photographs, books, dolls, etc. that represent different cultures. Also, there is often an emphasis on cultural celebrations such as holidays where special clothes, songs, and food are introduced to bring the *culture* into the classroom. Although many of these examples should be basic to a classroom and others may be appropriate, given some background and follow-up, they do not really address the true meaning of culture.

Culture is the basic rules, behaviors, and values that are central to the functioning of a society or group. Sometimes these are outwardly spoken and other times they are conveyed through looks and manner only; but, in the end, each group member learns the rules that keep the



Photograph by Elisabeth Nichols



group functioning. So, when we think about bringing a cultural experience to our classroom or of *respecting cultures*, we need to think about how we can help children to learn about these more subtle, perhaps, but also more important elements of family culture.

Including family members in as many program activities as possible is one way. Taking field trips to parents' work places and homes is another. Having members of a group share typical activities they enjoyed as a child with your class of children would be a much more meaningful experience than bringing in ceremonial dress, the country's flag, or talking about what it is like to be Japanese.

Strategies for Enhancing First and Second Language Development

It is important to remember that whether a child's home language is English or another language, the same principles apply for making sure that the child's world is rich with language and responsive to the child's verbal attempts. So, obviously a setting that can provide good home language model(s) is preferable. But, even if we do not speak the child's language, there are many effective strategies we can employ.

A very fine new document from the California Department of Education called *Fostering the Development of First and Second Language in Early Childhood —Resource Guide* will soon be available. It outlines, in great detail, many classroom strategies that are important when teaching bilingual children. Here are a few recommendations I have gathered from a variety of sources, including the one I just mentioned, that will help teachers and providers become more effective with second language learners.

• **Support the child's home language.** Because language development is central to general cognitive development, children need have access to learning concepts through the language they know. We should not deprive them of this critical development while they are learning a second language.

• **Keep languages distinct.** Present entire sentences and conversations, if possible, in one language. This avoids confusion and permanent language mixing in children.

• **Encourage playful experimentation with a second language.** Playing with different sounds, allowing trial and error, making a game of learning new words are stress-free, fun ways to learn a new language.

• **Be sensitive to cultural differences in language acti ity.** Remember that doing activities with a peer group opposed to individual activity may be more familiar fo children from some cultures. The teacher's expectatior that children express feelings in public may not be cor fortable to others. And the amount of time we may ne to wait to elicit an answer from a child may vary in co versations from culture to culture.

• **Provide opportunities for children to explore mater als written in their home language as well as in English.** Some homes may not be equipped with written materials for children in their home language. We can provide book bags, with books, songs, or flannel stories in the child's home language that go home at the end o a day and are returned the next morning. In the labelir of classroom objects, be sure to include labels in the home languages of the children.

Identifying Personal Biases and Working to Eliminate Them

Each one of us is filled with a lifetime of experiences that are laced with biases and prejudging of groups of people. Many of us lack experience outside our own group. In order to treat all families with respect and dignity, it is critical that we look at the messages we were given as children and as developing adults that cloud our ability to be effective with people different from ourselves.

Next Steps — Going Deeper

Some of the strategies and development of competencie I have suggested will require changes in our teaching approaches. If we really want to promote consistency between home and school, we each need to ask ourselves some hard questions.

• What do I find uncomfortable about dealing with chi dren and parents who do not speak my language?

• What do I actually know and what do I need to learn about these families that will help me feel more comfor able?

• What practices and values do I hold most dear in the work I do with children?

• What practices and values do each of the parents of the children in my classroom hold most dear in the rea ing and teaching of their children?

• How are our approaches and goals similar?



• Where are there differences and what areas do we need to discuss and negotiate?

• If I decide to make changes in my approach based on these discussions, how do I feel about giving up total control over what goes on in my classroom?

• Who can I talk with to get the support I need to make these changes?

I believe that teachers and providers want to be effective so that all the children in their care will gain the confidence, knowledge, and skills they need to be productive and full-filled members of our society. Working together, to both encourage and challenge each other, we will move closer each day to that reality.

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Resources for Further Information

California Tomorrow, Fort Mason Center, Building B, San Francisco, CA 94123.

NABE (National Association for Bilingual Education), 1220 L Street, Suite 605, Washington, DC 20005-4018.

National Center on Cultural Diversity and Second Language Learning, Kerr Hall, UC Santa Cruz, Santa Cruz, CA 95064.

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

by Francis Wardle

Celebrations, rituals, and social activities are an important part of childhood. They help children learn that they belong: to history, culture, society, and community. This is clear. What is unclear is how much of this activity should occur in our early childhood programs and schools, and how schools and early childhood programs should conduct these celebrations.

My favorite memories of childhood are celebrations and festivals. Singing and dancing around the May pole, joining in colorful lantern processions, watching a Punch and Judy puppet show with peers, walking to the manger on a cold English Christmas night, and expectantly waiting to search for my Easter basket are vivid images in my mind. What's interesting to me as I recall my favorite childhood festivals is that none of these activities occurred at school.

We must think carefully about holidays and celebrations and decide which belong in the community, and which are appropriate for our early childhood programs. We must never feel all celebrations should be replicated in the program. That's not our job. And when we do celebrate in our programs, we must make sure these activities are positive experiences for all of our children.

We should encourage families to participate in community celebrations: religious activities like a Posada, Jewish holidays, a midnight Mass, and the Easter sunrise; cultural festivals such as Cinco de Mayo, Black Arts Festival, Kwanzaa, Greek festivals, and Celtic festivals; and historical holidays like Independence Day and Labor Day.

Early childhood programs should even sponsor and support some community festivals. It's important that families attend festivals together. It strengthens the connection between the child, family, and community. And families can choose the activities meaningful to their culture, religion, and traditions. A family choosing to make a celebration part of their tradition gives the event far more meaning than the same activity occurring at the center.

What celebrations should we include?

Early childhood programs should be involved in celebrations that are meaningful to our children: celebrations that are magical, bigger than life, fantastical, full of hope and power and love, and that make each child feel they belong; festivals that show the brighter side of humanity: music, dance, togetherness, the importance of children, and the power of community to care for children. Harvest festivals, including fruits and vegetables grown by families, children, and the center — with singing, dancing, food made from the produce — is one such festival.

Activities that communicate hatred, segregation, superiority of certain groups, commercialism, adult fears and power trips, and the helplessness of children are not appropriate in our programs.

My children attend a bilingual/bicultural French/American school. At Christmas and the end of the school year, the children present an all French program of songs, dances, oral readings, plays, and skits. The children demonstrate to the school community what they have learned. Food is shared, and families enjoy each other, the children, and the

integration of two cultures. This is a unique activity that the children cannot experience elsewhere in town.

As a teacher at the Hutterian Brethren school, I taught the kindergarten students several folk dances from England, Mexico, and Germany. They performed these dances to the community of 300 people — including their parents. International folk dancing is part of the history and tradition of this community; dance is part of the culture of these children.

For Christmas, the same students, along with the preschool class, prepared a Posada. (A Posada is a ritual procession that depicts Mary and Joseph seeking shelter on Christmas Eve. It is a tradition of Hispanics in the Southwest.) We read a children's story about a Posada in Los Angeles. We learned some simple Spanish Christmas songs. Then we presented this children's Christmas pageant to the whole community.

What made this celebration appropriate?

All the students in my class came from families that belong to the same Christian religious background. One of our children had recently arrived from Lake Titicaca, Bolivia. She had taught all the students some basic Spanish as they were teaching her English. My co-teacher was fluent in Spanish. And songs of all languages and cultures are an important part of the life of children in the community.

The Posada celebration would not have worked in a program serving children with diverse religious backgrounds. It would not have worked in a program where Spanish had no meaning. And it may not have worked in a community where singing is not culturally significant. However, this does not mean the Posada activity wasn't new to my students. They were exposed for the first time to a largely Hispanic activity; we used unique instruments for the procession, and the concept of celebrating the birth of Jesus with a piñata was quite novel to them.

Before an early childhood program organizes a celebration, these questions must be answered: Will the activity be meaningful to each child? How will we know this? Is this activity consistent with the overall philosophy of the program?

I am continually amazed how often programs with very sound early childhood philosophies that emphasize child directed activities, positive mental health, and good nutrition consistently violate these practices for celebrations — Christmas, graduations, birthdays, and cultural holidays. It's as if they believe the need to celebrate supersedes good early childhood practices.

I have experienced early childhood graduations where children cried, staff got mad, and parents literally walked over some children to videotape their own child in cap and gown. The atmosphere was tense; the children were bored. And the entire activity was adult dominated and only for the benefit of adults. The Hutterian Brethren celebrate an interesting alternative. Rather than celebrating graduation from preschool, they follow the German custom of celebrating entrance into school. The ceremony is very short, and includes each child demonstrating, to their individual ability, writing their name.

We know what's meaningful to children. They love singing, dancing, playing games, hands-on activities, bright colors, gorgeous musical sounds, and pleasing adults — especially their parents. They also like anything new, different, and challenging. They hate passively watching, doing nothing or the same old thing, being quiet, and doing adult things.

The reason the festivals of my childhood were good is because there was always an important part for children. At Christmas we were given our own candle to light and then protect from the winter wind. The May festival included children's songs and dances, games, and family activities. And in the lantern procession, we proudly carried child-made lanterns with the adults.

We must ask: Is the celebration for parents? The teachers? The administration? Or the person who insists we have a cultural celebration? Is it for politicians or board members? Is it because the greater society dictates it (Christmas, Halloween, commercial holidays)? If it is not principally for the children, then it probably shouldn't be celebrated.

What should programs do?

• Don't celebrate all the commercial holidays. These are designed to get people to spend money. Be as selective about celebrations as you are with television programs in the classroom, books you buy, and equipment you select. Also, find creative, child centered ways to celebrate these holidays. Several programs I know visit senior centers on Valentine's Day.

• Only celebrate activities where children can be directly involved. Every year, Adams County Head Start organizes a children's festival. This event includes a children's parade — where children participate on bikes, trikes, and skates — a petting zoo, performances by local children's groups, and hands-on activities from mural painting to computers.

• Make sure the way you celebrate is primarily for the benefit of the children, not the adults. Most graduation activities are designed for parents and teachers.

• Make sure your celebrations are consistent with your overall philosophy. At a small school where I taught, a Native American group celebrated Thanksgiving with us. They played their drum, danced social dances in their native dress, and talked to the children about the meaning of Thanksgiving from their perspective.

• Make sure your celebrations are ones that can be supported by every family in your program. Don't eliminate anyone! In many programs, Jehovah's Witness children either leave during celebrations or cannot receive gifts. In some programs, the families with less money don't participate in gift giving and providing birthday cakes because they cannot afford them.

• Encourage families to become involved in festivals in their own communities; but don't feel the program needs to be involved in all holidays. Some programs have Santa visit during the day or take a field trip to the mall to see Santa. It would be more appropriate to have an evening at the center where families could safely visit with Santa.

• Try to include families and community members in your celebrations. One year, a child's mother came to our Head Start class and made a piñata for our Cinco de Mayo celebration; other parents cooked and brought ethnic foods. At another program, the staff themselves learned Mexican dances which they performed for the parents and children and then taught to the children.

• Any decorations used as part of a celebration need to follow overall guidelines about what goes on the

classroom wall: child created, unique, of high quality, and non-commercial. These decorations must also be developmentally appropriate. This is often lost when early childhood programs celebrate cultural and ethnic holidays. Maps, historical events, and historical people are inappropriate for young children.

What is developmentally appropriate?

Festivals for children must be developmentally appropriate. Just like any other activity, they must meet these criteria:

• Are there choices available? Can children choose games, different foods, different activities, and different levels of involvement?

• Can children choose not to participate? Graduation is an example of a celebration that all children must be involved in.

• Is the climate low key and supportive of everyone's needs? A petting zoo (local 4 H club, animal shelter) is a good low key activity — children can sit and look, pet the animals, stay with one, or move around.

• Does the activity support every child in the program; does everyone feel welcome; or does it make the child whose parents are poor or have chosen a different religion or lifestyle feel left out? Adapting to meet every child's needs is truly a multicultural experience!

• Do children appear engaged? Are they enjoying the activity?

• Does the celebration support basic early childhood values of health and safety, good nutrition, sound mental health, multicultural inclusiveness, and individual differences? All year we tell children to be wary of strangers, not to take candy from strangers, and not to go out at night. Then at Halloween we take our children out into the neighborhood to take candy from strangers. A more appropriate Halloween activity would be for the center to sponsor a Halloween party.

• Does the celebration teach positive values to children? I'm not sure the traditional Thanksgiving activity teaches positive values about Native Americans.

• Is the activity new, challenging, unusual, and broadening? We have so much to teach children! Let's not waste this precious time. When they studied about blacks in the west, my children's school invited a representative from the Black Cowboy Museum to demonstrate roping techniques and talk about the life of black cowboys.

• Does the celebration fit into the overall curriculum unit — either to stimulate the children's interest, to wrap up the whole unit, or to reward successful completion of tasks or effort?

Early childhood and school programs have the responsibility to provide developmentally appropriate activities, support each child's unique cultural and family heritage, and allow children to experience the power, magic, joy, and importance of festivals and celebrations. It takes a balancing act to do this correctly!

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A Questionnaire for Families about Celebrations

1. What special days do you celebrate in your family?

2. How would you like our program to be involved in your celebrations?

3. How do you think we could celebrate everyone's special days, in a center as diverse as ours?

4. What are some of the myths/stereotypes about your culture that you would like us to understand so as not to perpetuate them?

5. How do you feel about celebrations at the center that are not part of your family's tradition?

6. What kinds of things can we do to celebrate our center as an inclusive "human" community?

7. Would you have time to:
   - Read a favorite story in your native language?
   - Share a favorite family recipe?
   - Donate articles of clothing that you no longer use for our "dress-up" corner?

Created by Tamar Meyer, program coordinator, and the lead teachers at the University at Buffalo Child Care Center, Buffalo, New York.

Answering Children's Questions about Peers with Special Needs

by Victoria Youcha and Karren Ikeda Wood

It was the fourth of July and all the neighborhood families gathered to watch fireworks. Sara's mother noticed her staring at a little boy on the blanket next to them. He didn't have arms and was using his feet to play with toys and eat his dinner. Sara pulled her arms inside her T-shirt and took off her shoes. She tried to use her feet to play with her toys. Sara's mother said to her, "I see you noticed that boy doesn't have arms. He uses his feet well to eat and play, doesn't he?" On the way home, Sara commented to her mother, "He really does have arms, doesn't he, mom? They're just inside his shirt, right?" Sara was still trying to understand what she saw.

Children and adults notice and comment when they see a person who looks or acts differently. If you respond to questions about disabilities with clear and accurate information, you let children know that it is acceptable to talk openly about differences. Your words provide a positive model they can use to talk sensitively and respectfully about differences and disabilities. Your answers help them learn about and understand those differences. Talking about differences, including disabilities, helps ALL children and their families.

Your children embody diversity. By acknowledging and accepting variations in age, language, race, size, religion, family composition, and cultural background, you help everyone see both similarities and variations. A disability becomes just one more difference.

What Children Notice

Infants and toddlers notice obvious differences in physical appearance, especially faces that are different. For example, some babies will cry when a stranger approaches, such as a man with a beard who looks different from their clean shaven father.

Two and three year olds notice other differences but don't always have the verbal ability to ask questions or comment on what they see. They may indicate this awareness through their facial expressions or behavior. For example, you may notice a child with a concerned look on her face when she sees a child return after having the chicken pox. A child may also be unwilling to sit near another child whose differences bother him.

Older children both observe and comment on differences, especially notably visible ones. These may be physical abilities, such as the way a person walks, or characteristics, such as size or the absence of limbs. As children become more sophisticated, they notice differences in behavior and language, such as frequent temper tantrums, crying, or unusual speech.

Children don't automatically think that differences are bad, but they do ask questions and make comments as they try to make sense of what they see. They look to the adults around them for reactions. It is up to you, the teacher, to lead the way.

People First Language

When you talk about a child with a disability, it is important to emphasize the person before the special need. A label or diagnosis does not tell you about who someone is, what they are like, what they think, or what they can do. Say "children who are deaf" or "the woman who is blind." Using a descriptive term may give more information that a diagnosis — "Jenny has trouble walking" rather than "Jenny has cerebral palsy."

The same rule applies when you talk about any equipment or devices that a person with a disability uses.



Refer to a person who "uses a wheelchair" instead of saying "she is wheelchair-bound." Talk about a child who "wears a hearing aid," rather than an "aided child."

Use the correct name for the disability. For example, Down syndrome is the accepted term rather than mongoloid. Try to avoid generalizations that tend to glorify the disability, such as "retarded children are always so happy." There is as much variation among people with disabilities as there is within the general population. Describing the disability does not describe the person.

Answering Children's Questions

Know how to respond to embarrassing questions. Children ask questions about things they can see and experience directly. As a teacher or a parent, you have probably been asked difficult questions by children. Children are quite candid and may make comments which surprise you. Be prepared! Children ask questions to learn about their world and satisfy their inquiring minds. They ponder answers you give them, and may come back with even more questions. Not responding to a question may lead the child to believe that what they asked should not be discussed. For example, if a child in your classroom asks, "What's the matter with her?" simply state that "There's nothing the matter. Amy is not able to walk, so she uses a special chair to get around." You can help children understand about a classmate who is blind by explaining that "Miguel's eyes don't work well, so he uses his ears and hands to know where things are." This is your opportunity to communicate positive values about differences.

Be brief and factual. Children absorb information in small doses. They may want a simple explanation without extensive details. Your responses should be direct and concrete with examples that they can understand. A child may ask, "How come he can't talk?" You might answer, "Johnny doesn't talk with words, but he can talk with his hands. Here, let me show you." "How come she's so short?" "Laurie's body grows more slowly. No one in our class is exactly the same size. We all grow differently."

Use concrete words. Use descriptive words that a child will understand. Try to relate the explanation to a child's own experiences. For example, "Remember when you wore earmuffs in the winter and it was hard to hear what I was saying? That's what Jennifer hears most of the time." "Think about what you see at night. It's dark and you can only see shapes and a little light, that's what seeing is like for Michael."

Answer the feeling behind the question or the unasked question. Look at the expression on a child's face and watch her body language. Listen to the tone of her voice. Does she have a question but not know how to ask it? Remember that children notice differences even if they don't always talk about them. Children sometimes have a hard time finding the words to express what they are thinking. You may have to voice the questions when you see a child react but not ask. If a child looks fearful and shies away from a person, you might comment, "That man's hand looks scary to you, doesn't it?" You might see a child staring. This is an opportunity to use the "some children" technique. For example, you can say, "Some children wonder if wearing a brace hurts," or "Some children wonder how you get into a car in a wheelchair. Do you wonder about that?" Then you can provide the answer. You can say, "Sometimes a person has to be picked up and moved into the car. Sometimes a person is able to stand and sit down in the car. Some people have special cars and the wheelchair rolls into the car."

Name the feelings. Differences can be frightening or upsetting when they are not understood. You can help by acknowledging and labeling children's reactions. For example, "I noticed you didn't want to sit next to Brian.

Communicating Positive Values

1. **Communicate dignity and respect for each individual.** Help children verbalize their feelings and think about how others feel. Let children know that even though each of them is different, they are all valued and important members of the class.

2. **Acknowledge differences.** Children notice differences all the time. You can acknowledge those differences and provide simple, factual explanations in a matter-of-fact and caring tone of voice.

3. **Focus on similarities.** Find common ground to help children see what they share and recognize that a disability is just one part of a person. For example, you can talk about everyone who has a brother, or who likes ice cream.

4. **Emphasize each child's abilities.** This helps children recognize that although they are each different, they are all capable and important. Talk about the things each child does well, then talk about things that are hard to learn.



It scares me when he screams. Does it scare you, too? He needs our help to learn to use words. Let's tell him that his screaming frightens us." In another situation, "I know it makes you sad when Felicia won't play with you, but right now Felicia can't run. She needs to rest. Let's invite her to play after nap time."

Model empathy and caring. Children learn by watching others and noting their reactions. They hear how words are spoken and see how attitudes are demonstrated through facial expression and body language. By being a caring empathetic teacher, you will demonstrate that these are qualities that you value in others. "We are going to walk down the hallway in pairs quietly. It helps the children in the other classes to work if we are quiet. Be good friends and remind each other how to walk quietly."

Privacy and Confidentiality

All families have the right to privacy and confidentiality about personal information given to the program. Let everyone know that personal information will not be disclosed without specific permission. Although there may be questions about the child with disabilities from parents or other staff, classroom staff must not disclose any information about the child or family unless specific permission has been given by the family.

Families should be informed at the time of enrollment that your program is open to all children, including those with special needs. Parents of children with disabilities have been answering questions about their children since they were born. Ask them for suggestions about how to answer questions. Some children with disabilities are also used to being asked questions and would prefer to give their own answers.

All children deserve courtesy and respect and should be valued for who they are. Children with disabilities are more alike than different from other children. Teachers can help children value each other by communicating positively about differences, including disabilities, and answering children's questions appropriately.

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Understanding and Responding to the Violence in Children's Lives

by Diane E. Levin

When I work with groups of parents and teachers on issues of violence in children's lives, I begin by asking participants what kinds of issues they want to make sure we address. With each passing month, the list of topics grows longer, the violence mentioned is more widespread, and the examples become more extreme. Some recent issues raised include:

- "Should we talk to children about the mother who drowned her children? I know many of the children in my class heard about it."

- "A child announced at our class meeting yesterday that her brother had been shot. I didn't know anything about it but have found out he was killed two years ago."

- "My four year olds were on a field trip and started kicking and karate chopping cars and making real dents. They excitedly said they were Power Rangers."

Growing Up in Violent Times

As many of us are becoming all too aware, children growing up today encounter enormous amounts of violence. There is the violence most children see on entertainment media, like the Power Rangers show which averages over 200 acts of violence per hour. There is the violence that children, especially boys, bring to their play as they imitate the violence they have seen on the screen with the highly realistic toys that are marketed with shows — retail sales for Power Ranger products reached one billion dollars in 1994 (Levin and Carlsson-Page, 1994a and 1994b).

Then there is the real world violence that children see on the news — adults hurting adults, adults hurting children, children hurting children. And, there is the violence that comes from economic and social injustice which growing numbers of children are experiencing directly in their own homes and communities — in 1992, almost three million children were reported abused or neglected and 100,000 were estimated to be homeless (Children's Defense Fund, 1994).

The degree to which children are exposed to and affected by violence varies, but few children are untouched by it. As shown in Figure 1, the violence in children's lives can be seen as fitting along a continuum of severity. At the bottom is entertainment violence (which is most prevalent in society and touches most children's lives); at the top are the most extreme forms of violence — chronic and direct exposure in the immediate environment (which fewer children experience but which builds onto the exposure to more prevalent forms of violence below it on the pyramid). The degree to which children are affected is likely to increase as they move up the continuum.

Fortunately, there are many teachers who have not yet had to help children deal with the range of incidents listed above. Still, children at all ages are being affected, and it is becoming increasingly urgent for educators to begin to confront the special challenges that these violent times are creating for children and families. We need to figure out how to effectively counteract the negative effects and break the cycle of violence in children's lives and in society (Levin, 1994).

Understanding and Responding Effectively

Exposure to violence creates special needs and problems for many children which the adults who care for them need to understand in order to help. It can affect development in far reaching ways as children struggle to make meaning of the violence they see and incorporate it into their ideas and behavior.

The meaning children make of the violence in their lives is different from that adults make (Levin, 1994). Children's understandings are influenced by such things as their current level of development, the meanings made from prior experience onto which understandings from new experiences are built, individual characteristics, and cultural background. As we work with children around issues of violence, the more we are able to take each child's point of view and understand the unique meanings he or she is making, the more we are likely to be able to help.

Child development theory and the growing body of research and literature about the effects of violence on children (for instance, see American Psychological Association, 1993; Craig, 1992; Garbarino et al., 1992; Levin, 1994; and Wallach, 1993) provide a very powerful lens for understanding how young children interpret and build ideas and feelings about the violence in their lives and how they are affected by it. Such a lens can also provide a framework for figuring out how to respond effectively (see Table 1, "A Developmental Framework for Understanding How to Counteract the Negative Effects of Violence").

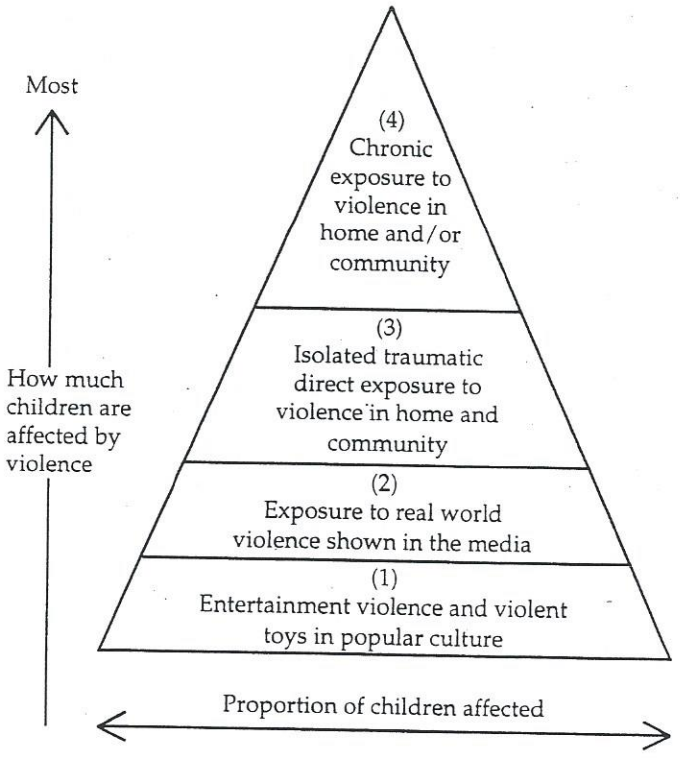
✔ Violence Undermines the Sense of Trust and Safety

Many children growing up today see over and over, from both entertainment violence and the violence that they experience directly, that the world is a dangerous place. Dangers lurk in many places. Often, adults are unable to keep children safe. Fighting and weapons are necessary to keep oneself safe. Such messages undermine children's very sense of safety and trust.

Not feeling safe deeply affects social and emotional development. It can contribute to increased aggression, hyperactivity, impulsiveness, withdrawal, and distractibility. Intellectual development is also undermined as children's energy goes into understanding the violence that surrounds them and figuring out how to keep themselves safe rather than into mastering other vital cognitive issues. This situation can place many later aspects of development at risk (Erikson, 1950).

WHAT YOU CAN DO. Children who see the world as a dangerous place need to learn how to feel safe. They need help learning what they can do to keep themselves and others safe. They should be able to let their guard down and trust the adults who are caring for them. To accomplish this goal, children require predictable, secure, respectful classroom environments. And, they need consistent, caring, and responsive adults who see helping children feel safe as a legitimate and important focus of the curriculum.

Figure 1
The Continuum of Violence in Children's Lives



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Beginnings

✔ **Violence Undermines Feelings of Competence and Autonomy**

A central developmental task of children in the early years is to develop a sense of themselves as separate people who can effectively deal with and make a difference in what happens in the world that surrounds them. As children experience this, they feel powerful and strong; they are developing the confidence and skills they need to get their needs met and solve the problems they encounter without violence.

Exposure to violence can make children feel that being strong, separate, and competent is dangerous and requires fighting and weapons. And, for some children, few other models are provided about how to be separate and safe.

WHAT YOU CAN DO. Children exposed to violenc need help learning how to function as autonomous and effective people — sharing responsibility for wh happens in their immediate environment, feeling important and powerful through really making a difference, getting their needs met and voices heard - without fighting and violence. To do this, you need t work to make classrooms places where children regularly contribute to what happens in meaningful and developmentally appropriate ways and where their individual voices are heard and respected.

✔ **Violence Undermines the Sense of Mutual Respect and Connectedness**

Another task in the early years is to learn how to participate in relationships with others and to rely on

Table 1

A Developmental Framework for Understanding How to Counteract the Negative Effects of Violence

How Children Are Affected by Violence	How to Counteract the Negative Effects
• Sense of *trust and safety* is undermined as children see the world is dangerous and adults can't keep them safe.	• Create a *secure, predictable environment* which teaches children how to keep themselves and others *safe*.
• Sense of *self* as a separate person who can have a positive, meaningful *effect* on the world without violence is undermined.	• Help children *take responsibility, feel powerful, positively affect their world*, and meet individual needs without fighting.
• Sense of *mutual respect and interdependence* is undermined — relying on others is a sign of vulnerability, violence is modeled as central in human interactions.	• Many opportunities to *participate in a caring community* where people help and rely on each other and work out their problems in mutually agreeable ways.
• Increased *need to construct an understanding of violent experiences* in discussions, creative play, art, and storytelling.	• Wide-ranging *opportunities to develop meanings of violence* through art, stories, and play (with adult help as needed).
• *Endangered ability to work through violence* as mechanisms for doing so are undermined.	• *Actively facilitate play, art, language* so children can safely and competently work through violent experiences.
• Overemphasis on *violent content as the organizer* of thoughts, feelings, and behavior.	• Provide deeply *meaningful content which offers appealing alternatives* to violence as organizers of experience.

Adapted with permission from: ***Teaching Young Children in Violent Times: Building a Peaceable Classroom*** *by Diane E. Levin.*

and support others in mutually respectful ways — to be a part of a caring community. As they succeed, children develop a sense of belonging which can help them feel secure enough to try new things, experiment, explore, learn, and grow as autonomous individuals.

Violence undermines children's ability to develop positive interpersonal skills or a sense of connectedness with others. The rugged individual who can protect him or herself is the model held up to be emulated. Needing others is associated with vulnerability and helplessness. And, violence is often seen as the method of choice for solving problems and conflicts among people.

WHAT YOU CAN DO. You can provide children with opportunities to belong to a community of caring and responsible individuals. In such a classroom, children contribute in meaningful ways to what happens. They have many chances to learn about how their actions affect others and what they can do to get their own needs met. They also learn skills for solving their problems with others in mutually agreeable ways.

✔ Children Need to Build an Understanding of Violent Experiences

Children need to tell their stories and work through their experience in order to master and construct meaning from it. They often do this through their play, art, storytelling, or writing (as they get older), or by talking to a caring adult. It is through this work that a sense of equilibrium is achieved and learning and development are fostered.

When children have experienced some sort of trauma or disturbing and violent event, it is especially important to their healthy development that they have ample opportunities and the assistance they need to talk about and work it through (Garbarino et al., 1992). So, the more violence children are exposed to, the greater will be their efforts to try to work it out.

WHAT YOU CAN DO. Trying to "ban" violent content from the classroom, which often seems like the easiest and safest approach, usually does not serve children's needs well. They need wide-ranging opportunities to talk about and work through the violence in their lives with caring adults and to develop rich and meaningful art, stories, and play. As children do this, you can gain an understanding of their needs and how they are interpreting the violence. This information can guide your efforts to provide children with the information and support they need and to counteract many of the negative lessons they may be learning.

Creating opportunities for children to work through an understanding of their experiences with violence can be quite stressful for adults. You never know what disturbing information children will bring up; you might even hear things about children's experiences that you wish you did not know and cannot possibly make better. In some cases, it will be important to know outside resources to which you can turn for help.

✔ Violence Undermines the Ability to Construct Meaning from Experience

Children's ability to engage in the activities that could help them work through their violent experience (e.g., play, art, language) can be seriously undermined when their energy goes into dealing with violence in their homes, communities, and TV, and using media-linked toys of violence which channel children into imitative rather than creative play. So, as children's needs to work through violence increase, their ability to work it through is often seriously impaired.

WHAT YOU CAN DO. Once children feel safe expressing themselves openly, adults can help them develop the skills and processes they need — for instance, creativity, imagination, problem solving, and communication — to work through violence in play, art, storytelling, drama, and guided discussions. The materials you provide, how time is structured, the degree to which you value and respect what children do, as well as the ways you actively enter in and facilitate children's efforts, all contribute to their ability to work things through effectively.

✔ Violent Content Becomes a Central Organizer of Experience

What children see, hear, and do in their environment becomes the content they use for building ideas about the world. The ideas they build are then used for interpreting new experience and building new ideas. When society provides children with extensive violent content, it is hard for them not to come to see violence as central to how the world works and how they will fit into it. In this way, violence can become



a powerful part of the foundation onto which later ideas are built.

WHAT YOU CAN DO. As children work through the violence in their lives, you can also help them to get deeply involved in developmentally appropriate content that offers exciting and meaningful alternatives to violence. You can consciously build a curriculum with activities that offer such alternatives and grow out of children's deep interests and needs (see Edwards et al., 1993, and Jones and Nimmo, 1994). I have found that it is often those children most involved with violence who are the most excited about finding new and empowering ways to become involved with their world.

Meeting Children's Needs in Violent Times

It is an enormous challenge we face. Teachers alone cannot solve the problems created for children by the violence in society. Yet, there is a lot we can do. And, working to understand how children are affected and what helps to counteract the negative effects is one meaningful way to begin. It will never be easy, but it can be empowering and rewarding for everyone involved.

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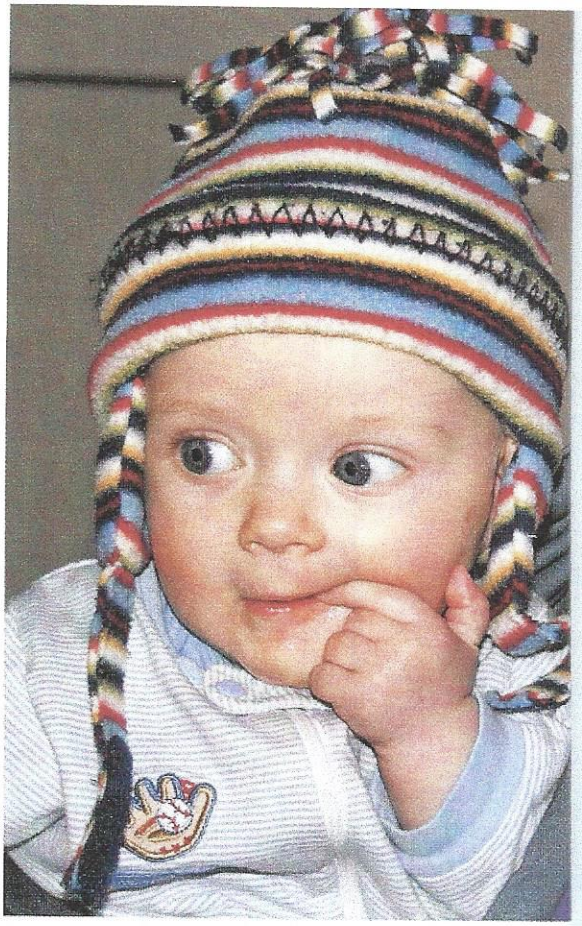
Share Your Wisdom About How Things Have Changed

Are you an early childhood professional who has been in the field for more than TEN years? If so, Diane Levin is interested in finding out your ideas about how teaching young children and how the needs of children and families have changed over time. If you are willing to complete a questionnaire on this subject, please circle number 75 on the *Exchange Product Inquiry Card* inside the back cover of this issue.

Keys to Quality Infant Care

Nurturing Every Baby's Life Journey

Alice Sterling Honig



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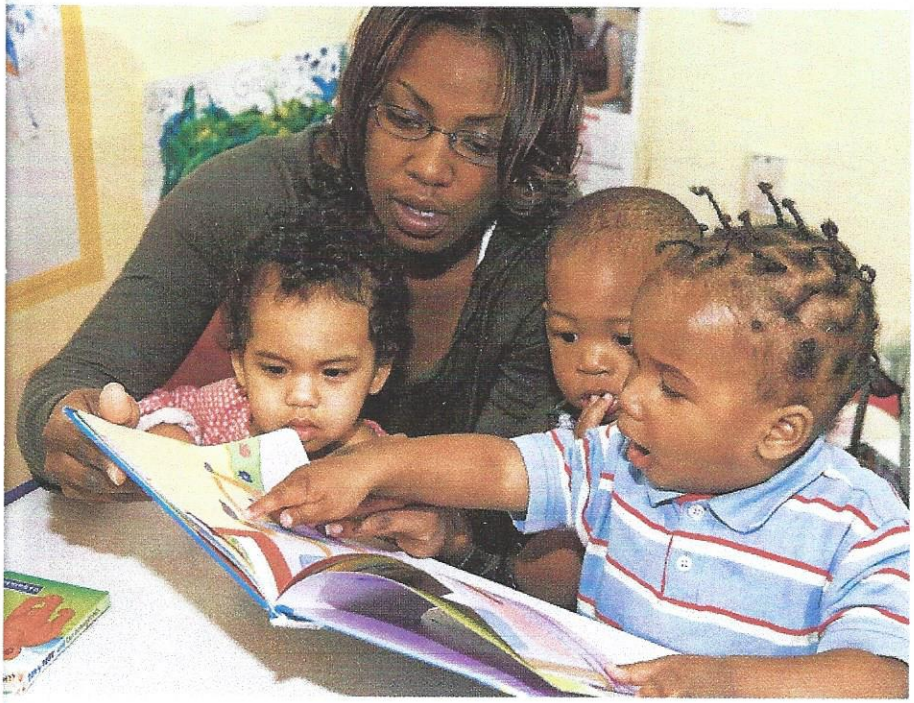
Teachers of infants need a large bunch of key ideas and activities of all kinds to unlock in each child the treasures of loving kindness, thoughtful and eloquent use of language, intense active curiosity to learn, willingness to cooperate, and the deep desire to work hard to master new tasks. Here are some ideas that teachers can use during interactions with infants to optimize each child's development.



Get to know each baby's unique personality

At 4 months, Luci holds her hands in front of her face and turns them back and forth so she can see the curious visual difference between the palms and backs. Jackson, an 8-month-old, bounces happily in accurate rhythm as his teacher bangs on a drum and chants, "Mary had a little lamb whose fleece was white as snow!" Outdoors, 1-year-old Jamie sits in an infant swing peering down at his feet sticking out of the leg holes. How interesting! Those are the same feet he has watched waving in the air while being diapered and has triumphantly brought to his mouth to chew on.

Teachers can tune in to each child's special personality—especially the child's temperament. There are three primary, mostly inborn, styles of temperament (Honig 1997). Some babies are more low-key; they tend to be slow to warm up to new caregivers, new foods, and new surroundings. They need reassuring hand-holding and more physical



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supports to try a new activity. Others are more feisty and sometimes irritable. They tend to be impetuous, intense in their emotional reactions, whether of anger or of joy. Easygoing babies are typically friendly, happy, accept new foods and caregivers without much fuss, and adapt fairly quickly and more flexibly after experiencing distress or sudden change. Try to find out whether each baby in your care tends to be shy and slow to warm up *or* mostly feisty and intense *or* easygoing. A caring adult's perceptive responses in tune with individual temperament will ease a child's ability to adapt and flourish in the group setting.

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Physical loving

Your body is a safe haven for an infant. Indeed, some babies will stay happy as a clam when draped over a shoulder, across your belly as you rock in a rocking chair, or, especially for a very young baby, snuggled in a sling or carrier for hours. As Montagu (1971) taught decades ago, babies need *body loving*: "To be tender, loving, and caring, human beings must be tenderly loved and cared for in their earliest years. . . . caressed, cuddled, and comforted" (p. 138).

As you carry them, some babies might pinch your neck, lick your salty arm, pull at your hair, tug at eyeglasses, or show you in other ways how powerfully important your body is as a sacred and special playground. Teach gentleness by calmly telling a baby you need your glasses on to read a story. Use the word *gently* over and over and over. Dance cheek-to-cheek with a young child in arms to slow waltz music—good for dreary days! Also carry the baby while you do a routine task such as walking to another room to get something.

Provide lap and touch times generously to nourish a child's sense of well-being. Slowly caress a baby's hair. Rub a tense shoulder soothingly. Kiss one finger and watch as a baby offers every other finger to kiss. Rock a child with your arms wrapped around him for secure comfort. Babies learn to become independent as we confirm and meet their dependency needs in infancy. A sense of well-being and somatic certainty flows from cherishing adults who generously hold, caress, and drape babies on shoulders and tummies.

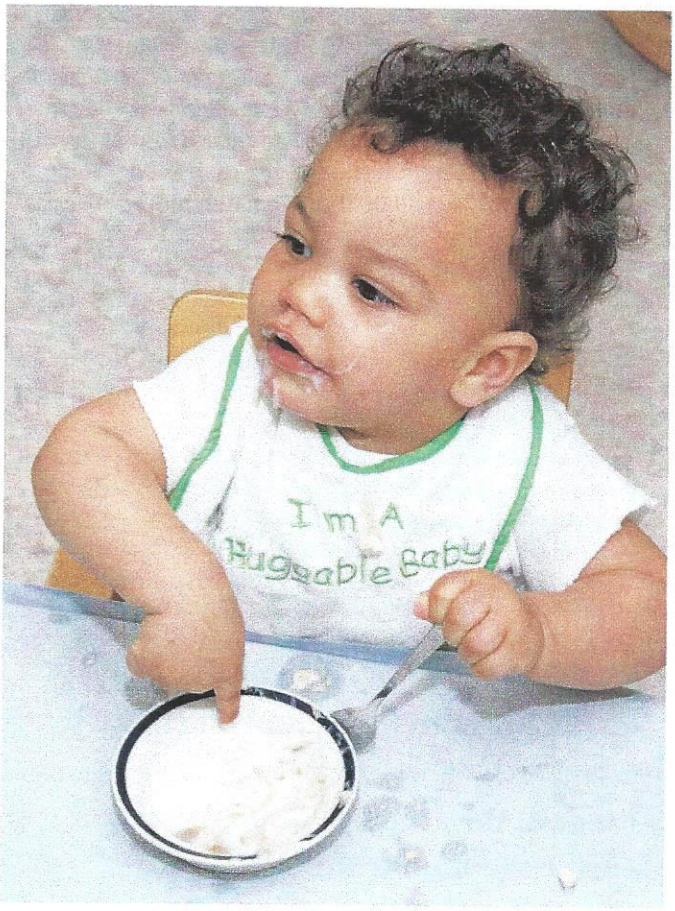


Create intimate emotional connections

Scan the environment so you can be close to every baby. Notice the quiet baby sitting alone, mouthing a toy piece and rocking back and forth with vacant eyes. Notice shy bids for attention, such as a brief smile with lowered lids. The child with an easy or cautious temperament needs your loving attention as much as the one who impulsively climbs all over you for attention.

Shine admiring eyes at the children, whether a baby is cooing as she lies in her crib, creeping purposefully toward a toy she desires, or feeding herself happily with messy fingers. Speak each child's name lovingly and frequently. Even if they are fussing, most babies will quiet when you chant and croon their names.

Although babies do not understand the meanings of the words, they do understand *tonal* nuances and love when your voice sounds admiring, enchanted with them, and happy to be talking with them. While diapering, tell the baby he is so delicious and you love his plump tummy and the few wispy hairs on that little head. Watch him thrust out his legs in delight on the diapering table. Your tone of voice entrances him into a deep sense of pleasure with his own body (Honig 2002).



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Harmonizing tempos

Tempo is important in human activities and is reflected in how abruptly or smoothly adults carry out daily routines. Because adults have so many tasks to do, sometimes we use impatient, too-quick motions, for example, while dressing a baby to play outdoors. When dressing or feeding, more leisurely actions are calming. They signal to children that we have time for them. Rub backs slowly and croon babies into soothing sleep.

A baby busily crawling across the rug sees a toy, grasps it, then plops himself into a sitting position to examine and try to pull it apart. He slowly looks back and forth at the toy as he leisurely passes it from hand to hand. He has no awareness that a teacher is about to interrupt because she is in a hurry to get him dressed because his daddy is coming to pick him up. Young children need time and cheerful supports to finish up an activity in which they are absorbed. If they are hurried, they may get frustrated and even have a tantrum.



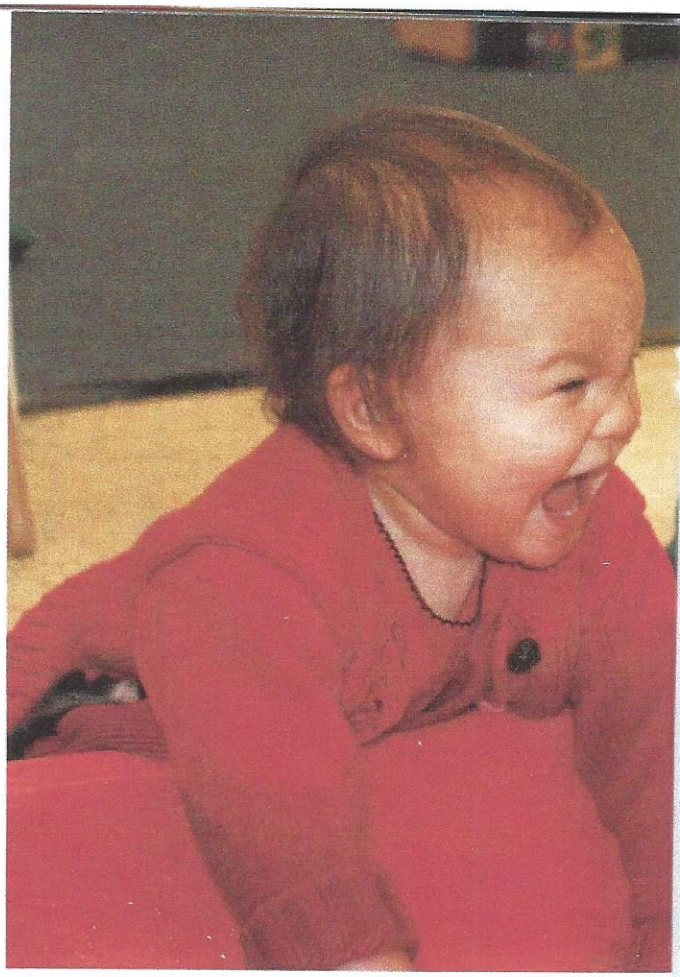
Enhance courage and cooperation

Your presence can reassure a worried baby. Stay near and talk gently to help a child overcome his fear of the small infant slide. Pascal sits at the top, looking uncertain. Then he checks your face for a go-ahead signal, for reassurance that he can bravely try to slide down this slide that looks so long to him. Kneeling at the bottom of the slide, smile and tell him that you will be there to catch him when he is ready to slide down.

Be available as a "refueling station"—Margaret Mahler's felicitous term (Kaplan 1978). Sometimes a baby's independent learning adventure comes crashing down—literally. Your body and your lap provide the emotional support from which a baby regains courage to tackle the learning adventure again.

Create loving rituals during daily routines of dressing, bath times, nap times, feeding times. Babies like to know what will happen and when and where and how. Babies have been known to refuse lunch when their familiar, comfortable routines were changed. At cleanup times, older

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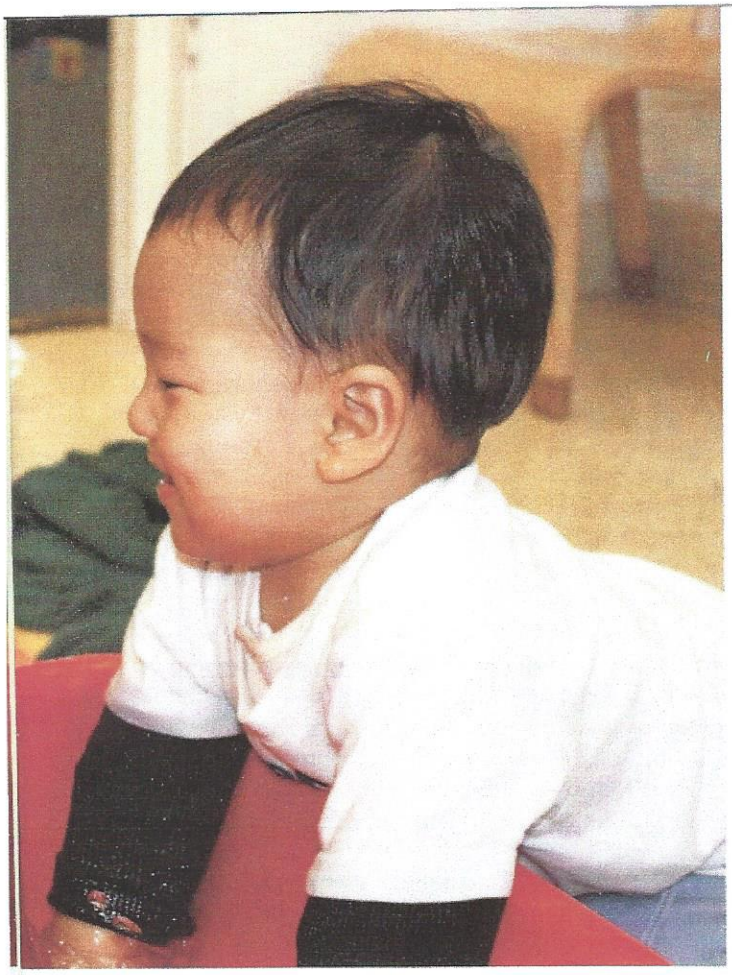
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babies can be more flexible and helpful if you change some chores into games. Through the use of sing-song chants, putting toys away becomes an adventure in finding the big fat blocks that need to be placed together on a shelf and then the skinny blocks that go together in a different place.

Address stress

Attachment research shows that babies who develop secure emotional relationships with a teacher have had their distress signals noticed, interpreted correctly, and responded to promptly and appropriately (Honig 2002). At morning arrival times, watch for separation anxiety. Sometimes holding and wordlessly commiserating with a baby's sad feelings can help more than a frenzied attempt to distract her (Klein, Kraft, & Shohet 2010). As you become more expert at interpreting a baby's body signals of distress and discomfort, you will become more sensitively attuned in your responses (Honig 2010).

Learn developmental milestones. Learning developmental norms helps teachers figure out when to wonder, when to worry, and when to relish and feel overjoyed about a child's milestone accomplishments. Day and night toilet learning can be completed anywhere from 18 months to 5 years. This is a *wide* time window for development. In contrast, learning to pick up a piece of cereal from a high chair



tray with just thumb and forefinger in a fine pincer grasp is usually completed during a *narrow* time window well before 13 months. By 11 months, most babies become expert at using just the first two fingers.

Hone your detective skills. If a baby is screaming and jerking knees up to his belly, you might suspect a painful gas bubble. Pick up the baby and jiggle and thump his back until you get that burp up. What a relief, for you as well as baby. Maybe an irritable, yowling baby just needs to be tucked in quietly and smoothly for a nap after an expert diaper change. Suppose baby is crying and thrashing about, and yet he has been burped and diapered. Use all your detective skills to determine the cause. Is it a hot day? He might be thirsty. A drink of water can help him calm down.

Notice stress signs. Scan a child's body for stress signs. Dull eyes can signal the need for more intimate loving interactions. Tense shoulders and a grave look often mean that a child is afraid or worried (Honig 2010).

Compulsive rocking can mean a baby feels forlorn. Watch for lonesomeness and wilting.

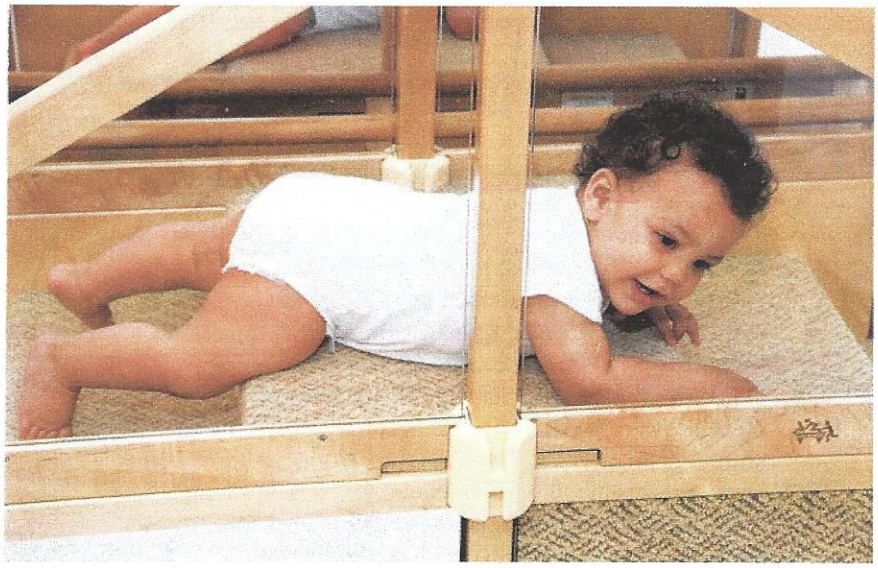
Some babies melt down toward day's end. They need to be held and snuggled. Murmur sweet reassurances and provide a small snack of strained applesauce to soothe baby's taste buds and worries. Check his body from top to bottom for signs of stresses or tensions, such as eyes avoiding contact, teeth grinding, fingernail chewing, frequently clenched fists, so that you can develop an effective plan for soothing. Be alert, and tend to children's worrisome bodily signs; these will tell you what you need to know long before children have enough language to share what was stressful (Honig 2009).

Play learning games

Parents and teachers are a baby's preferred playmates. While playing learning games with infants, pay attention to their actions. Ask yourself if the game has become so familiar and easy that it is time to "dance up the developmental ladder" (Honig 1982) and increase the game's challenge. Or perhaps the game is still too baffling and you need to "dance down" and simplify the activity so that the child can succeed.

Provide safe mirrors at floor level and behind the diapering table so children can watch and learn about their own bodies. Hold babies in arms up to a mirror to reach out and pat the face in the mirror. Lying on the floor in front of a securely attached safety mirror, a young child twists and squirms to get an idea of where his body begins and ends.





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Your body can serve as a comforting support for some early learning activities. Sit an infant on your lap and watch as he coordinates vision and grasp to reach and hold a toy you are dangling. Babies love "Peek-a-boo! I see you!" These games nurture the development of object permanence—the understanding that objects still exist even when they are out of sight. Peek a-boo games also symbolically teach that even when a special adult is not seen, that dear person will reappear.

Provide physical play experiences. Play pat-a-cake with babies starting even before 6 months. As you gently hold a baby's hands and bring them out and then back together, chant slowly and joyously, "Pat-a-cake, pat-a-cake, baker's man; bake me a cake just as fast as you can. Pat it, and roll it, and mark it with a *B,* and put it in the oven for [baby's name] and me." Smile with joy as you guide the baby's hands rhythmically and slowly through the game, and use a high-pitched voice as you emphasize her name in the sing-song chant. Over the next months, as soon as you begin chanting the words, the baby will begin to bring hands to the midline and do the hand motions that belong with this game. Babies who are 9 to 11 months old will even start copying the hand-rolling motions that belong with this game.

To encourage learning, try to arrange games with more physical actions. Sit on the floor with your toes touching the baby's toes, then model how to roll a ball back and forth.

Introduce sensory experiences. Safe sensory and tactile experiences are ideal for this age group. As he shifts a toy from hand to hand, turns it over, pokes, tastes, bangs, and even chews on it, a baby uses his senses to learn about the toy's physical properties. Teachers can blow bubbles so babies can reach for and crawl after them. Provide play-dough made with plenty of salt to discourage children from putting it in their mouths. Older babies enjoy exploring finger paints or nontoxic tempera paint and fat brushes.

Play sociable games. Give something appealing to a seated baby. Put out your hand, smile, and say "Give it to me, please." The baby may chew on the "gift," such as a safe wooden block or chunky plastic cylinder peg. After the baby passes it to you, say thank you, then give the object back with a smile. Give-and-take games with you are a sociable pleasure for babies and teach them turn-taking skills that are crucial for friendly social interchanges years later.

Seated on a chair, play a bouncing game, with the baby's back resting snuggly against your tummy. After you stop bouncing and chanting "Giddyup, horsie," a baby often bounces on his or her tush as if to remind you to start this game over and over. An older baby vigorously demands "More horsie!" to get you to restart this game. Babies enjoy kinesthetic stimulation too, such as when you swing them gently in a baby swing. A baby will grin with glee as you pull or push him in a wagon around the room or playground



Observe babies' ways of exploring and learning

Observe a baby to learn what and how she is learning, then adapt the activity to offer greater challenge. Observation provides information that lets teachers determine when and how to arrange for the next step in a child's learning experience. Watch quietly as a baby tries with determination to put the round wood top piece for a ring stack set on the pole. His



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eyes widen in startled amazement as he gradually realizes that when the hole does not go through the middle, then that piece will not go down over the pole—a frustrating but important lesson. Calmly, a teacher can demonstrate how to place the piece on top of the pole while using simple words to describe how this piece is different. She can also gently guide the baby's hands so he feels successful at placing the piece on top.

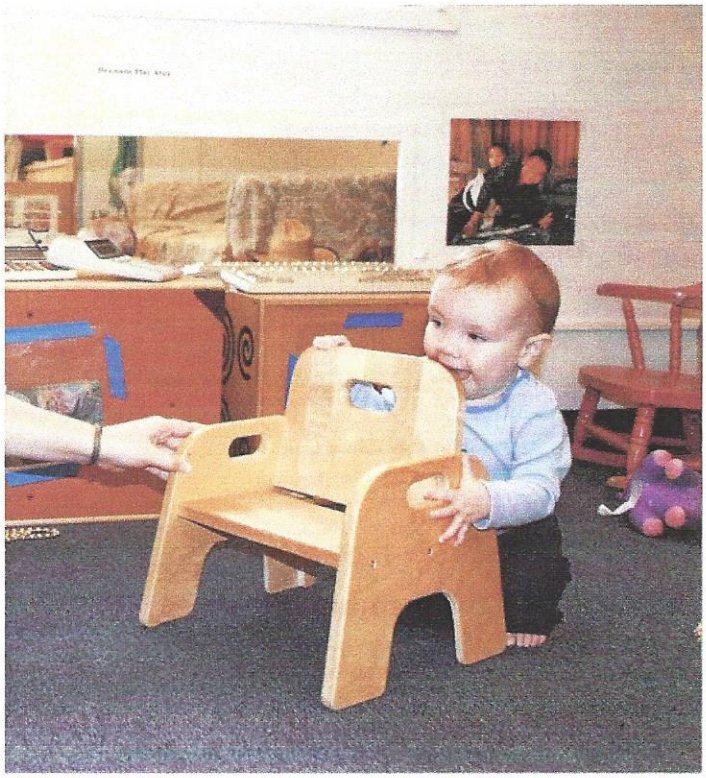


Enhance language and literacy in everyday routines

Talk back and forth with babies; respond to their coos and babbles with positive talk. When the baby vocalizes, tell her, "What a terrific talker you are. Tell me some more."

The diapering table is a fine site for language games. With young babies, practice "parentese"—a high-pitched voice, drawn-out vowels, and slow and simple talk. This kind of talk fires up the brain neurons that carry messages to help a baby learn (Doidge 2007). Cascades of chemicals and electrical signals course down the baby's neural pathways. A baby responds when you are an attentive and delighted talking partner. Pause so the baby gets a turn to talk too, and bring the game to a graceful close when baby fatigue sets in.

Talk about body parts on dolls, stuffed animals, yourself, and the babies in the room. Talk about what the baby sees as you lift her onto your lap and then onto your shoulders.



Mastery experiences arranged in thoughtful doses bring much pleasure, such an eagerness to keep on exploring, trying, and learning.

Talk at mealtimes. Use every daily routine as an opportunity to enhance oral language (Honig 2007).

Daily reading is an intimate one-on-one activity that young babies deeply enjoy in varied spaces and at varied times of the day (Honig 2004). Hook your babies on books as early as possible. Frequent shared picture-book experiences are priceless gifts. Early pleasurable reading experiences empower success in learning to read years later in grade school (Jalongo 2007).

Cuddle with one or several children as you read and share books together every day. Use dramatic tones along with loving and polite words. You are the master of the story as you read aloud. Feel free to add to or to shorten picture-book text according to a particular child's needs. Group reading times can be pleasurable when infants lean against you as you sit on the rug and share a picture book. Teachers often prefer the intimacy of individual reading times with babies (Honig & Shin 2001). Individual reading can help a tense or fussy baby relax in your lap as he becomes deeply absorbed in sharing the picture-book experience.



Encourage mastery experiences

Children master many linguistic, physical, and social skills in the first years of life. Watch the joy of mastery and self-appreciation as a baby succeeds at a task, such as successfully placing Montessori cylinders into their respective sockets. Babies enjoy clapping for their own efforts. Mastery experiences arranged in thoughtful doses bring much pleasure, such an eagerness to keep on exploring, trying, and learning, Watch the baby's joy as he proudly takes a long link chain out of a coffee can and then stuffs it slowly back in the can. He straightens his shoulders with such pride as he succeeds at this game of finding a way to put a long skinny chain into a round container with a small diameter opening.

Vygotsky taught that the *zone of proximal development* is crucial for adult-child coordination in learning activities. You the teacher are so important in helping a child to succeed when a task may be slightly too difficult for the child to solve alone. Hold the baby's elbow steady when she feels frustrated while trying to stack one block on top of another. For a difficult puppy puzzle, a teacher taped down

a few of the pieces so a baby could succeed in getting the puppy's tail and head pieces in the right spaces. If a baby has been struggling with a slippery nesting cup for a while, just steady the stack of cups so he can successfully insert a smaller cup into the next largest one.

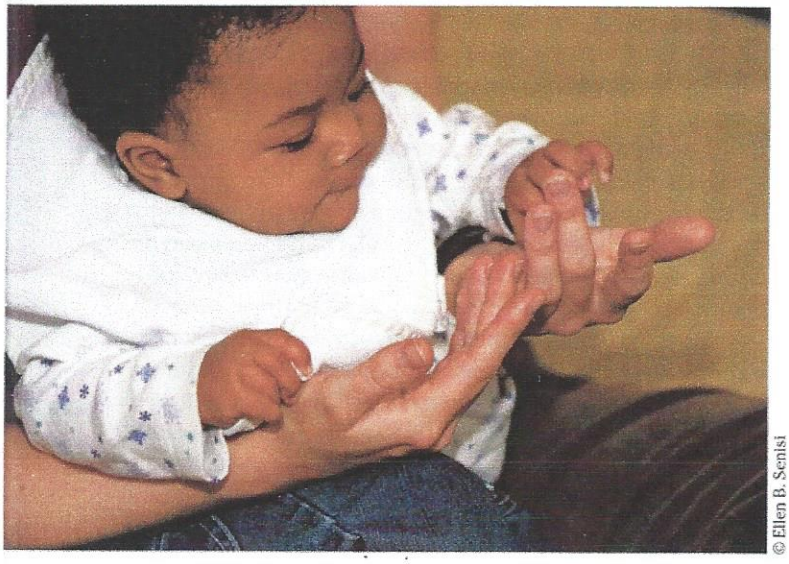


Promote socioemotional skills

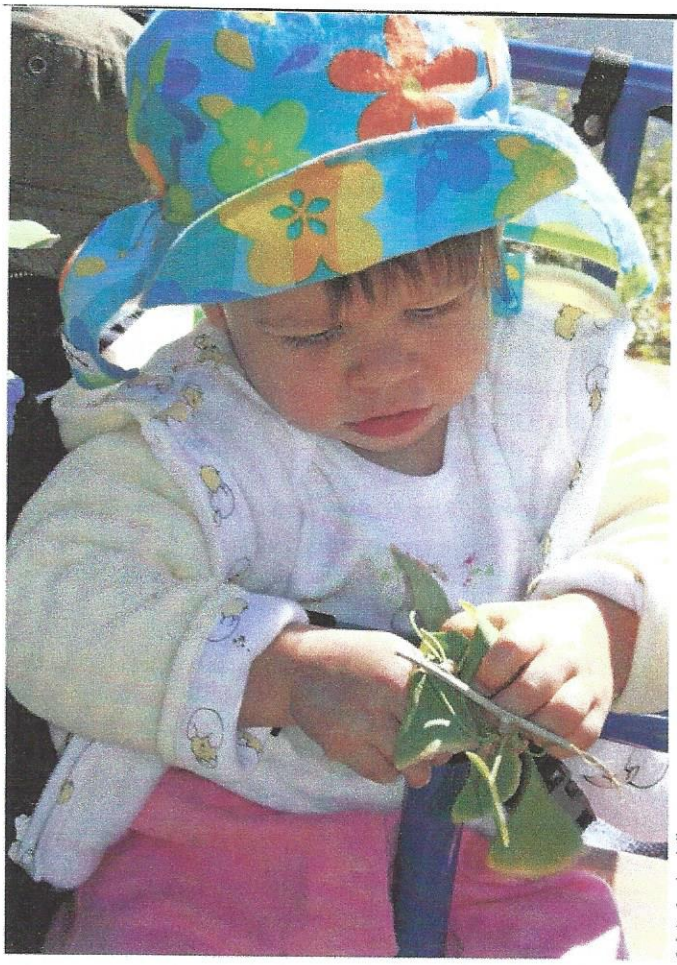
Babies learn empathy and friendliness from those who nurture them. Empathy involves recognizing and feeling the distress of another and trying to help in some way. A young baby who sees another baby crying may look worried and suck his thumb to comfort himself. Fifteen-month-old Michael tussles over a toy with Paul, who starts to cry. Michael looks worried and lets go of the toy so Paul has it. As Paul keeps crying, Michael gives him his own teddy bear. But Paul continues crying. Michael pauses, then runs to the next room and gets Paul's security blanket for him. And Paul stops crying (Blum 1987).

Friendliness includes making accommodations so children can play together. For example, move a child over to make room for a peer, or make overtures to invite other babies to engage in peer play. Perhaps they could take turns toddling in and out of a cardboard house. Babies act friendly when they sit near each other and companionably play with toys, happy to be close together. McMullen and colleagues (2009) observed that positive social-emotional interactions were rare in some infant rooms. But when teachers showed deeply respectful caregiving, then they observed that babies did develop early empathy and internalize the friendly interactions they had experienced. One teacher is described below:

> Her wonderful gentle manner, the way she speaks to the babies, how they are all her friends . . . only someone who utterly respects and values babies could put that kind of effort into this the way she does, almost like she is setting a beautiful table for honored guests each and every morning. (McMullen et al. 2009, p. 27)



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Conclusion

Later in life, a baby will not remember your specific innumerable kindly caring actions in the earliest years. However, a child's *feelings* of being lovable and cherished will remain a body-memory for life. These feelings of having been loved will permeate positive emotional and social relationships decades later.

Keep your own joy pipes open. How brief are the years of babyhood. All too soon young children grow into the mysterious world of teenagers who prefer hanging out with peers to snuggling on an adult lap. Reflect with deep personal satisfaction on your confidence and delight in caring for tiny ones—hearing the first words, seeing the joy at a

When teachers showed deeply respectful caregiving, then they observed that babies did develop early empathy and internalize the friendly interactions they had experienced.

new accomplishment, watching the entranced look of an upturned face as you tell a story, feeling the trust as a baby sleepily settles onto your lap for refreshment of spirit, for a breath of the loving comfort that emanates from your body.

Life has grown more complicated in our technological, economically difficult, and more and more urbanized world. But you, the teacher, remain each baby's priceless tour guide into the world of "growing up!" You gently take each little person by the hand—literally and figuratively—and lure each and every baby into feeling the wonder and the somatic certainty of being loved, lovable, and cherished so that each baby can fully participate in the adventure of growing, loving, and learning.

Your nurturing strengthens a baby's determination to keep on learning, keep on cooperating, keep on being friendly, and keep on growing into a loving person—first in the world of the nursery and later in the wider world. You can give no greater gift to a child than to be the best guide possible as each child begins his or her unique life journey.

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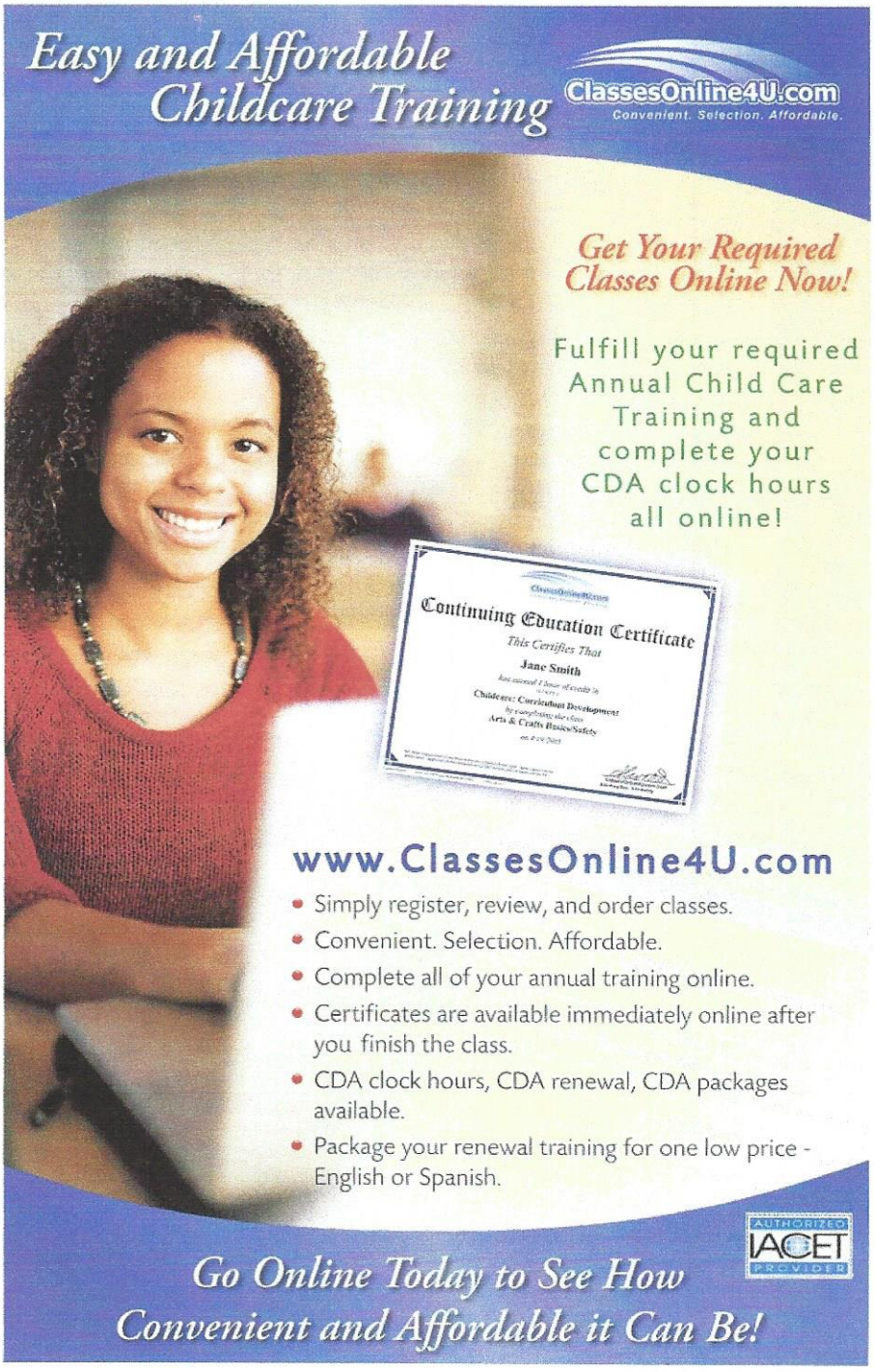


Image-Building: A Hands-On Developmental Process

by Janet Brown McCracken

Children learn to cut with scissors by watching others and then by trying scissors themselves. They learn language by listening and then speaking, singing, and reading. Forming a genuine, positive self-image is every bit as much of a hands-on, life-long developmental process for children as is their physical and intellectual growth.

How do early childhood educators and families encourage healthy self-images? A balanced curriculum, teaching and parenting strategies that encourage success, and friendly interactions all contribute to children's realistic awareness of their strengths and challenges. We adults pick up on, and create, situations that contribute to children's growing understanding of themselves as worthy, capable, interesting people.

In the early years, these four goals are at the heart of professional teaching practices:

- Instill trust.
- Promote independence.
- Foster friendships.
- Encourage success.

Instill Trust

From birth, children thrive when they experience others as trustworthy. We support children as they make sense out of the world. Predictable schedules, authentic feedback, and warm relationships help instill trust.

With babies, we figure out what a cry or smile means. We are sensitive to how infants experience the environment: Is the floor cold on bare feet? How recently was a baby cuddled? Toddlers are delighted to show their independence, but sometimes they look back to make sure their anchor is still there. Educators help families and children ease separations by promoting simple routines — a stop at the cubby, signing in, hugs and kisses good-bye.

When older children talk about their experiences, or a parent shares an event, we take time to listen, then follow up. "Jaime, tell me about your visit to grandmother's house. How did you get there? What did you do?" Asking open-ended questions indicates our genuine interest.

Promote Independence

Decision-making opportunities abound in excellent classrooms. Children actively gather information, weigh options, and make increasingly difficult decisions. The curriculum's underlying structure, combined with teaching techniques such as scaffolding, enable children to be autonomous. We assure that the environment is manageable and thought-provoking.

Activity: After hearing "Sleeping Beauty," three preschoolers want to build a castle. The teacher helps them focus. "What are some of a castle's parts?" They name a moat, drawbridge, and stairs. One child sketches some ideas. The teacher helps one child get materials (assorted boxes, glue, markers, construction paper, yarn); the other arranges an appropriate space to work. Children plan and construct their castle. They ask an adult volunteer for assistance to create cones for the towers. Work proceeds over several days.

Children's increasing capabilities are evident in their behavior. Young children who feel securely loved and respected — as they do in high-quality programs and loving homes — are more likely to be cooperative and increasingly self-disciplined.

Conflict resolution skills enable children to independently work out disagreements with others. Guide children through the four steps necessary to work out their differences:

- Each child states her or his perspective.
- Children are helped to agree on a clear statement of the problem.
- Children suggest possible solutions; the adult helps children consider possible consequences.
- Children are supported in choosing a reasonable resolution.

Foster Friendships

Good teachers plan a wealth of engaging play-based activities and materials that invite collaboration. We balance our warmth and enthusiasm with firm, positive limits. By supporting children's attempts to enter play and carefully steering unproductive play back on track, children become adept at making friends and handling new situations!



Every day, alert teachers promote relationships and altruism. Getting dressed for pretend play is an ideal way to encourage cooperation. An observant teacher is quick to ask, "Layton's skirt zipper is stuck. Who can give him a hand?"

Curry and Johnson (1990) point out that "If our goals are to help children respect self and others, they need to be helped to see how their behavior affects themselves and others." Skilled teachers encourage children to anticipate consequences:

"Brittany (11 months), look what happened when you took the squeaky lion away from Yadira. He reached over to get it back."

"Raquel (3 years), you have piled up all the scoops in one corner of the sand table. How will Chaka scoop any sand?"

Self-Worth Rests on Valuing Children, Families, and Communities

When we value diversity in children's families, we value children. A strong sense of self-worth is fostered by a program climate in which:

- People's names are pronounced and spelled correctly (ask if you're not sure).
- Family members are welcome as active participants in the group's activities (taking children's dictation; sharing family stories, treasures, or recipes).
- Continuity between home and group is valued (staff communicate in children's home languages, information is exchanged regularly).
- Differences with family members or among staff are resolved gracefully (using the same conflict-resolution techniques we facilitate with children).
- We bring the community into our classroom (volunteers, hands-on demonstrations, acknowledgment of donations of materials such as lumber or books).
- Children reach out into the community (frequent field trips; walks around the neighborhood; getting to know people, buildings).



Teaching Strategies Can Erode, or Promote, Self-Image

Typical Situations	Responses That Erode Self-Esteem*	Responses That Nurture Self-Esteem**
A child brings an art project or calls you to the block area.	You ask, "What's that?" *Message: Art and construction projects should look like something. I can't recognize what you made.*	You ask, "What would you like to tell me about this?" *Message: I'm interested in what you do. It's up to you if you want to share. The process is important.*
A child is sitting quietly at group time.	You comment, "I like the way Jose is sitting." *Message: I am the one in control here. I decide what is acceptable.*	You comment, "Jose is sitting on his mat." *Message: Jose knows what to do.*
A child struggles, or faces a difficult task, such as finishing a puzzle.	You do most or all of it for the child. *Message: You can't do it yourself. I can do it better than you.*	You suggest, "Where could you start?" *Message: This is a tough problem, but I'm sure you can decide how to begin. It's OK to try different solutions. There's no one right way.*
Two children want the same item.	You settle the dispute. *Message: You can't resolve your problems. I know what's best.*	You prompt, "How can you work out your differences?" *Message: You are capable of getting along.*

***Responses that erode self-esteem** rob children of the opportunity to learn from experience, convey that adults have all the answers, and indicate there's only one right response.

****Responses that nurture self-esteem** place manageable responsibility with the child(ren), indicate there are many possible answers, show trust in the child(ren)'s ability, and encourage effort.

Encourage Success

"Good job!" exclaim well-meaning adults. If everyone in the group is praised with the same two words, children soon dismiss our comment.

Young children are usually eager to please adults; but if we value intrinsic motivation, we describe what children do rather than offer judgmental praise. Our goal is to help children draw their own conclusions, and bring out the best in each child. When we respond to situations in ways that promote — rather than erode — self-esteem, we contribute to a solid foundation of mental health.

Consider the effects (on both target children and bystanders) of a few common teaching strategies.

Skilled teachers design experiences that challenge children just enough. Children are well aware of what th do well, and realize there are areas in which they can improve.

Activity: *A toddler classroom is presented with materials box full of sandals, sneakers, dress shoes, and boots) to play shoe store. Imagine the learning possibilities! Children ch an appealing shoe . . . find the match . . . choose to have soc on or off . . . decide which foot . . . does it fit . . . WHAT A*



Learning Environments Support Self-Understanding Questions to Ask Ourselves

- How do I assure that each child is challenged just enough to succeed?
- How actively do children participate and take responsibility for their actions?
- How often do children experience safe but real consequences of their actions? How do children become more aware of relationships between cause and effect?
- How does the selection of materials (wide paint brushes, large sheets of paper) match children's growing capabilities?
- How do the equipment and furnishings (indoor and outdoor) contribute to children's independence?
- How often do children figure things out for themselves?
- What personal responsibility skills are taught by example or guided participation (conflict resolution, dressing, hand washing)?
- How well are children progressing in the ability to use words rather than actions to express feelings?

SENSE OF ACCOMPLISHMENT TO DO IT BY YOURSELF! Adults offer occasional encouragement or ask questions to promote the activity: "How do you know on which foot to put the boot?"

Emphasis on success also requires art experiences that focus on the process, not the end product. Adults provide materials and basic guidelines about their use. "Here are our sponges, paint in these pans, and paper. Choose a sponge. Dip one side into the paint. Press it on the paper. You could slide or squeeze the sponge. How else could you paint with it? Keep the paint on the paper!"

Self-esteem is best supported by engaging children in valuable, intrinsically challenging enterprises. — Curry and Johnson (1990)

Toward Genuine Self-Esteem

Children soon see through popular but ineffective efforts to promote self-image such as cute self-esteem booster techniques, meaningless praise, and outright bribes. In contrast, these and related professional practices contribute immensely to strong, realistic self-images in young children:

- genuine enthusiasm for effort and accomplishment;
- intriguing materials;
- individualized experiences;
- honest, specific, descriptive praise; and
- meaningful activities in which children make real contributions.

Each day is filled with natural opportunities to encourage children's healthy life-long development.

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Not in Praise of Praise

by Kathleen Grey

"I want my baby to grow up to have high self-esteem so I praise him when he does things. Babies need to know that we admire them and think they are special. Praising them is a good way to let them know that. I think praise not only helps children learn to do things well, it also makes them want to be good." — Mother speaking of her six month old infant

"There is a little girl in my classroom who is two and a half years old and is always into everything. The other teachers and I have to put her on time-out a lot because she is so hard to handle and she has to learn to be good. We use praise with her every time we notice her doing something good so that she'll learn what's right and what's wrong." — Teacher in toddler center

"My grandson has cerebral palsy and has to work extra hard to do even the simplest things for himself. His parents always look for things to praise him about and tell him he's doing a good job. They try to make sure that everyone who works with him is willing to do the same thing. They feel that he won't keep trying if they don't praise him a lot." — Grandmother

"My son has to learn how to behave from us. We don't like spanking and shaming so we use praise to make him act right. I think it's a much better way to teach children than the way I was reared — with a lot of criticism and blame." — Father

Using praise to teach children what is expected of them is a relatively new kind of teaching and parenting technique. Less than a century ago it was commonly assumed that praise would spoil children and that criticism and disapproval would strengthen their character and turn them into good citizens (Miller, 1983).

Today it is commonly accepted that self-esteem is the root of strong character and good performance (Nelson, 1987; Clarke, 1978). From that realization has come the obvious extrapolation that good teachers and parents should therefore build self-esteem if we want our children to have a strong character. And doesn't self-esteer mean having a good opinion of yourself? Wouldn't it help our children have a good opinion of themselves if we point out what's good about them and tell them frequently how good they are?

Building Character — Themes, Old and New

There are two themes that link both the *old way* and the *new way* of building character and teaching good behav ior. The first theme is the idea that how children think about themselves and evaluate themselves is dependen upon what adults tell them about themselves and has li tle to do with their own evaluation of themselves. This point of view supposes that adult evaluations are more *right* than a child's, and that adults have the responsibil ty to mold the way children perceive themselves by stat ing their evaluations frequently.

The second connecting theme is the constant emphasis on the concepts of goodness, badness, and obedience. There is good or bad behavior, good or bad self-concept good or bad feelings, good or bad thoughts. There is ar undercurrent of belief that goodness and badness are definable by adults, simply by virtue of being an adult, and have nothing to do with children's age, developmental level, psychological needs, or internal motivatio Adults are responsible for telling children what is good and what is bad and for using whatever *consequences* ar necessary to see that children comply with this message Children's obedient behavior, then, is seen as a measure of whether the adults have done a *good job* or *bad job* of defining and talking about goodness and badness.



Current thought, as illustrated by the introductory statements of parents and caregivers, recognizes that praise is an important and powerful form of communication. It can nourish the spirit and add a sheen to daily experiences. It is a potent payoff for effort. But . . . it is a judgment, nonetheless. Because children value the opinion of adults so highly, frequent evaluative comments, even when positive, can foster undue dependence on the external judgment of others, causing them to devalue their own perceptions about their competence and capabilities. Used indiscriminately, praise loses its potency and becomes empty and meaningless.

Praise in the Classroom — My Story

In my own teaching, both with children and adults, I don't use praise words very much any more. They often sound manipulative and insincere, even when I use them judiciously. And there are times when I don't like receiving praise for exactly the same reason.

The conviction that we should not risk putting anything of ourselves out into the world — through writing, teaching, singing, or simply just being — unless we know for sure that it will meet with approval is a devaluing, self-defeating state of mind. Yet it is a product of the old discipline of criticism which often imprisoned creative energy and perverted personality. It is no wonder that we have turned to praise to mend our ways as we search for more effective means of teaching and rearing our children humanely.

To many of us, praise seems like such a good, positive way to get children to behave. It's a way to make them feel good about themselves so they'll try harder to do what they should. We congratulate ourselves that we have abandoned the use of criticism in exchange for teaching with praise. What we fail to see is that praise is simply the positive face of criticism, that both presume the right of one person to impose judgment on another.

For many years, my ideal of good teaching was to use praise frequently and admonition or criticism rarely. These were my primary tools for controlling a group of children. It was not unusual for me to end a day of teaching feeling totally exhausted and tense, having spent most of my time trying to be one step ahead of the children, and searching for words that would cause them to behave in line with my ideas about how they should behave. I often had a headache and, in my earliest years of teaching, a heavy, barren feeling as well. I was constantly occupied with a mental image of what I expected of children and of how to make them want to behave according to those expectations. Whatever interest I had in knowing their needs was simply so I could use that knowledge to motivate them to meet my expectations. I was preoccupied with getting them to adopt my goals and expectations for their behavior.

I'm not sure why it was so important to me that they meet my expectations and behave as I saw fit. Certainly I was sure that I knew how they should behave. And I felt very deeply my responsibility to impress that upon them. I was also very sure that total permissiveness doesn't make anyone feel good, even when they protest mightily against limits on their freedom. Yet, in my zeal to avoid total permissiveness, I operated out of a position of excessive control . . . what I later came to perceive as simply the flip side of permissiveness.

I think that is where I made the mistake. For certainly I could see that I was making mistakes. The level of energy I poured into my teaching usually produced clingy whiners or out-of-bounds troublemakers and my classrooms were either noisy and chaotic or excessively quiet and strained . . . and I was exhausted and unfulfilled. I knew that many of my children were resisting me harder than they would if I didn't have expectations about their behavior and that some of them were denying some of their own needs in order to fit themselves into the niche my expectations created for them. It was obvious to me that my expectations for these children were not good for them, yet I knew that an absence of expectations would not be good for them either!

Reflective Listening as Image Builder

Then I learned about reflective listening and the world opened up for me. This is a respectful and reflective communication style that had its genesis in Thomas Gordon's (1987) "active listening" as described in his book *Parent Effectiveness Training*. I discovered that reflecting back to children what they are doing, and what I perceive that they are feeling, reinforces their sense of themselves in such a way that they feel strengthened and validated as potent, competent, worthwhile human beings.

This kind of communication revealed to me something that I had glimpsed only occasionally before . . . that children come into the world with an intense desire to participate in the human race, to learn its rules and protocols, and to find a niche where their selfhood can be uniquely expressed. This meant that I could trust them to want to grow; no longer did I have to *make* them want to do that. I began to see that my role was to be aware of this desire in them and to communicate my support of it honestly and forthrightly.



All these realizations didn't come at once, of course; there was no "aha, now I understand" kind of experience. What actually happened was that the reflective listening style of communicating felt so clear, uncomplicated, honest, and real that I just sank into it with a sense of great relief. It was like dropping a pebble into a still pond. From that time, the ripples that traveled outward in ever widening circles were the increasingly frequent experiences of connecting with the children, of watching their dawning understanding, and the evident pleasure in being able to behave in prosocial ways. Even when I had to set limits, I experienced the companionship that comes with genuine connection and the shared knowledge that the limits were set in the interest of continued growth.

Gradually I came to realize that reflective listening leaves no room for manipulation and that this fact is the source of its potency. Although I sometimes found myself trying to use it to manipulate, I quickly learned that when I did so, it *didn't work*. In fact, I began to realize that the sense of my communications "not working" could actually be a signal that I was attempting to manipulate the children. This brought the realization that as long as my goal was to cause a certain preconceived behavior, whatever communication strategy I used would be unproductive and exhausting. On the other hand, I saw that if my goal was simply to participate in the process of a child's growth, without manipulation and a preconceived agenda, a likely by-product of that joint endeavor might be productive and socially-competent kinds of behaviors, some preconceived and others totally undreamed of. And, most important of all, those behaviors would be self-engendered out the child's own desire to participate effectively.

Some Negatives of Praise

So what does all this have to do with praise? Simply this . . . praise as it is commonly used, expressed through an excess of *wow words*, is too frequently a manipulation. As such, it breeds resistance and suspicion (which may be only half consciously felt) and acts to weaken the connection between the praiser and the praised. And for many people, it sets up a puzzling dilemma — "If I do this again so I can get this praise again, will I be doing it of my own accord or because I'm hooked on having this person's praise?"

Another hazard of praise is the tangled situation that is familiar to anyone who has reared or taught young children. I want to validate this child so I praise some act or way of being only to discover that the child wants to hear the praise again and tries to elicit it by repeating the behavior I had praised. But what if it was an act for which I have lost my enthusiasm? Do I pretend I didı see the bid for more praise? Do I fake the enthusiasm make her feel good (this is especially hard when I fake it to start with)? Or shall I be brutally honest and tell her it isn't cute when she does it over and over again? In other words, how do I deal with the obvious need f praise in the child who looks to me for praise for an ac performed over and over again long after I have lost n admiration for it? And most important of all, what is message this experience conveys to the child . . . that s must dream up something more stunning in order to elicit those addicting *wow words* from me again? Is thi what *making her feel good about herself* is all about? Is th really building self-esteem? It looks like abject dependence to me.

"So why not just use an enthusiastic voice and a firm 'good job' to praise a child's efforts?" you may ask. "Wouldn't that help him feel good about himself and reinforce his efforts to do well?" Perhaps it would, bu what if he actually didn't do a good job, yet you knew he tried hard and you wanted to reinforce his efforts? Reflective listening is especially eloquent in such a situ tion because of its focus on *what's so*, not on an arbitrai standard of what ought to be. Describing what you noticed about the child's effort and the progress he is making toward his goal communicates your interest ir and support of him more powerfully than any kind of praise could do.

Praise is often empty because of our tendency to go or automatic pilot when we're busy and to say, "Great!" "Good job!" "Oh, isn't that pretty!" "You're such a good painter!," without stopping to think about the child's reality (other than the assumption that he need praise). Such praise doesn't tell the child what it is you're affirming as good, nor does it tell him why you think it was good. In fact, it doesn't even tell him wha you mean when you say something is good . . . does it mean that it's morally right? . . . or that it's what you like? . . . or what makes it good? Wouldn't it be more informative, and therefore more satisfying (to you and him), if he could hear his effort described and his inter tion noted, no matter what level of performance he achieved?

As an adult, have you ever had the feeling that your jc or classroom performance was below par, only to hear "Good job" from your supervisor or to find an "A" on your essay? Did you then retain your original judgme of your performance or did you immediately revise it fit with praise you'd received from "someone with authority"? Did you wonder about the praise and wh

you had done to justify it? Did the praise help you understand why it was a "good job"? Or did it just make you wonder what you should do next time in order to win such a comment again?

Can We Make a Child Feel Good About Himself?

Let's go back to the earlier discussion of why we use praise . . . to make children feel good about themselves. What is the underlying fallacy in this statement? It's the idea that we can make people feel a particular way. That's a terrible burden to carry around . . . the supposition that if someone isn't feeling good about herself that I have the power, hence the responsibility, to find a way to make her feel good about herself again. So I praise her with "You did a good job!" or "Good for you!" Does that validate who she perceives herself to be? Can she use such comments to build a reliable standard of competence within herself, one that she can self-reference so that she isn't constantly dependent on others' opinions?

A teacher is trying to reinforce the behavior of a child who has voluntarily carried out a classroom rule. She says to him, "Good job, Tom! You're doing just what you're supposed to do, aren't you? You're always such a good boy." The message to Tom is not about his intrinsic worth, but about his value *when he does what his teacher wants him to.* If Tom's teacher truly wants to affirm Tom's intrinsic worth, as he expressed it through his desire to participate competently in classroom culture, she might say, "I saw you carry all the dirty paint brushes to the sink, Tom. You had to make three trips to get them all! I sure appreciate your help."

If Tom regularly hears the unspoken message in the first scenario, how is he likely to apply it to himself? How do you think this message will affect his ability to make judgments for himself? Would he have a different sense of his competence if he regularly received the message in the second example?

In my own experience over the last ten years, I have found repeatedly that the unease I sometimes feel in a praise situation can usually be explained by this new understanding of how we use praise to manipulate children and one another. In fact, it's even getting easier for me to catch myself when I use praise in this way — and reflective listening always helps me communicate more forthrightly. One of my university students summed it up for me recently when she commented, "I really like it when you use reflective listening with us. You expect us to always be so tuned-in to the children and to tell them what we notice about their activities and their feelings. It feels awfully good to me, and I learn so much, when I realize you're that tuned-in to me!" Her comment left me glowing. Not only had she recognized my effort to support her, she also told me how much it meant to her. I didn't feel praised, I felt truly validated.

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HEALTH AND SAFETY NOTES

Universal Precautions in the Child Care Setting

Faced with Federal and State requirements to reduce the spread of serious infections, hospitals and health centers have recently begun using a successful technique that is also required for child care settings. Rather than waiting to find out who is contagious, they treat everyone as a potentially infected person. The name of this infection control method is "Universal Precautions," and it gives a set of guidlines for when you come into contact with body fluids and wastes that carry germs.
Germs are spread through contact with respiratory droplets, body wastes and blood. In the child care setting the Universal Precautions method would be carried out as follows:

1) Staff should wash their hands after handling any body fluids (urine, feces, vomit, blood, saliva, nasal discharge, eye discharge, and discharges from injuries or draining sores), regardless of whether latex gloves were used in the handling.

2) Staff should wear utility gloves or disposable latex gloves to immediately clean up spills of body fluids (urine, feces, vomit, blood, saliva, nasal discharge, eye discharge, and discharges from injuries or draining sores). The gloves should be used only one time, for one incident, by one person, and should be immediately discarded.

3) If a staff member has any known sores, cuts, punctures, breaks in the skin, or open sores on her/his hands, the staff should take particular care to wear latex gloves when handling blood or body fluids containing blood, or discharges from any injuries or draining sores.

4) For spills of vomit, urine, and feces, staff should clean and disinfect* the area including the walls, floors, bathrooms, table tops, and diaper-changing tables as soon as possible after the spill.

5) For spills of blood or body fluids that contain blood, and for any other discharges from injuries or draining sores, staff should always use latex gloves to clean and disinfect* the area, and should do so as soon as possible after the spill.

6) Staff should routinely clean and disinfect* the entire program and play area thoroughly, on a daily basis, regardless of whether body fluids are known to have been spilled on any surfaces. All surfaces should be cleaned and disinfected*, including floors, walls, bathrooms, table tops, food preparation surfaces, and diaper-changing tables. Latex gloves are only necessary to clean surfaces that have blood or body fluids that contain blood on them.

7) Mops and cleaning towels should be cleaned, rinsed in disinfectant solution*, and then wrung as dry as possible and hung to dry.

8) Blood-contaminated material and diapers should be disposed of in a plastic bag with a secure tie, and disposed of out of reach of children.

9) Whenever possible, staff should clean with paper towels, rather than cloth towels.

10) Staff who may have potential exposure to blood or actual exposure should be informed about Hepatitis B protection.

Universal Precautions

Faced with concerns about the spread of serious infections, hospitals and health centers have recently begun using a successful technique that may also be appropriate for child care settings. Rather than waiting to find out who is contagious, they treat everyone as a potentially infected person. The name of this infection control method is "Universal Precautions" and it gives a set of guidelines for when you come into contact with body fluids and wastes that carry germs. It's not a lot of extra work and it really pays off.

Many of us in child care are used to reacting to infections only when we notice signs or symptoms of illness. Then we rely on exclusion policies to control disease. But the germs causing a disease are spreading days before children appear ill. Children and adults with infections like colds, diarrheal diseases and skin and eye infections are often contagious 3-10 days before you might notice a symptom. Hepatitis and HIV/AIDS have even a longer incubation period.

With infections it doesn't pay to wait! Germs are spread through contact with respiratory droplets, body wastes and blood. In the child care setting the universal precautions method would involve:



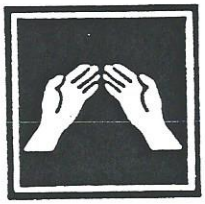
Washing hands frequently and well

- when staff arrive and leave
- after wiping/blowing noses
- before and after diapering and toileting
- before and after food preparation



Proper waste disposal

- lining all trash cans with disposable
- using trash cans with lids
- bagging soiled diapers and wipes
- using disposable paper on changing tables



Use of gloves for extra protection

With the current concerns regarding the spread of hepatitis and HIV/AIDS, disposable gloves should be made available to all staff when they deal with blood.

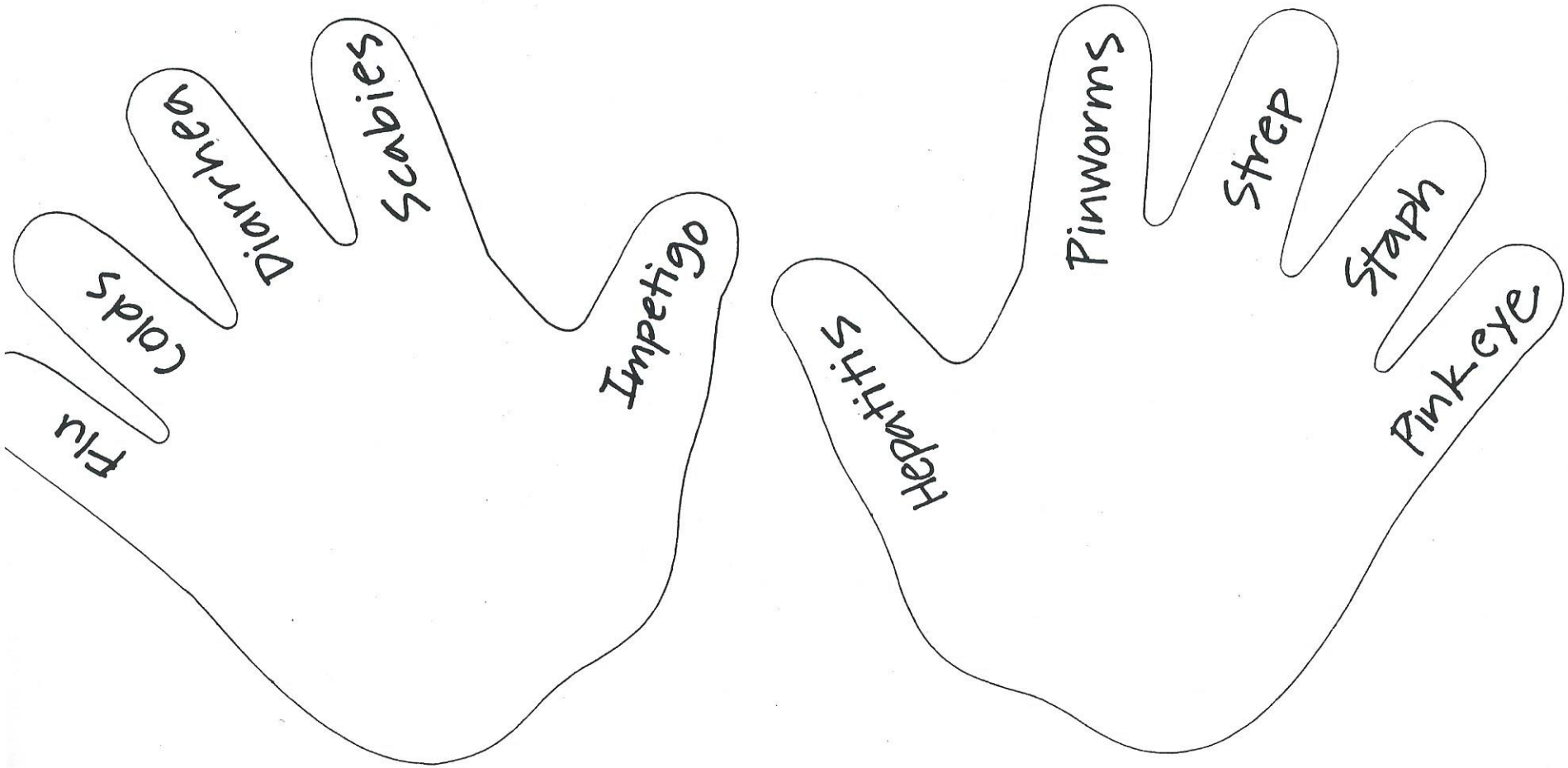


Bleach

Soap and water make a good cleaning solution, but to sanitize any soiled areas such as counters use bleach and water. Use 1 tablespoon of bleach for 1 quart of water or 1/4 cup of bleach for 1 gallon of water.

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Ten Good Reasons For You to Wash Your Hands...



INCIDENT REPORT
SAMPLE

1. When completing an incident report form, please use a ball point pen and press hard on the form to make a duplicate copy for the child's file. Please be sure to spell all words appropriately.

2. Please use gloves for any blood injury unless child takes care of it as in the sample.

3. Notify child's teacher if you are an observer other than the child's teacher.

4. Parent receives the white original copy.

5. Only a full time staff person will put the yellow copy in the child's file.

sample

Anna Bing Arnold Children's Center
2301 N. Levanda Avenue
Los Angeles, CA 90032
213-343-2470

sample

INCIDENT REPORT

CHILD: Alison Daniels TIME: 10:00 DATE: 10-26-98

DESCRIPTION OF INCIDENT: Alison tripped while running & scraped her left elbow on the bike path.

FIRST AID APPLIED: Scrape was cleaned with an antiseptic wipe and a bandage was applied

Were gloves used? yes ☐ no ☒ If no, why not? Alison cleaned scrape

SIGNATURE OF OBSERVER: _____

SIGNATURE OF TEACHER: Judy Gregg

COPIES: parent -- original child's file -- copy

Daily Checklists for Classrooms:

1. Throw away any broken items immediately. If they are to be repaired, remove them from the play area and report the needed repair to the office.
2. No water tables or swimming pools left in positions that will collect water.
3. Newspaper is to be used on all tables during messy art projects, especially when glue is being used. Paper is to be thrown away immediately after the project is completed and table and chairs are to be wiped off.
4. If you tape something to a wall use only removal painter's tape. Please remove all tape and paper when taking it down. Left over pieces of tape are unsightly and cause dirt to stick and paint to peel.
5. Turn air conditioner to 80 degrees every evening in summer and heater to 65 degrees in the winter before leaving for the night. Those temperatures will be bearable for animals and will allow us to save energy.
6. Lead Teacher is to check side yard area each evening before he/she leaves. Make sure all toys, chairs and wood equipment are put away or brought into class as appropriate, and that sand boxes are covered.

Side Yard Weekly Check List:

1. Assign small areas of the side yard to be swept and checked for spiders routinely throughout the week:
    - Under and behind shelves
    - eaves of sheds
    - laundry room(by group assigned that job for the month)
    - under large outdoor round tables and benches
    - water tables
    - walls and windows
    - concrete ground, especially next to building
2. Mulberry room clean trash between block wall and fence
3. Once a week take rubber mats from the bathrooms and put outside for the night so the janitor will wash the bathroom floors where mats usually are.
4. Lead Teachers must check to make sure these jobs are done weekly. Also check to make sure that not toys or equipment are left on the raised hillside. This is NOT an extension of the trash can!